

5-6 Gender Roles, Gender Expectations Lesson: Online

Erin's Law Toolkit Lesson

Before implementing the lesson below, please review:

1. The guidelines at the top of the [Erin's Law Toolkit](#) and the [Key Tips for Sex Ed & Erin's Law Instruction During Distance Learning](#) for important tips on building safe and inclusive distance learning environments.
2. The original lesson, which is linked at the top of the table.

5-6	Lesson: Gender Roles, Gender Expectations (Spanish version) Rights, Respect, Responsibility (3Rs) Curriculum
Topics	Respecting Difference, Bullying and Abuse Prevention, Feelings, Empathy
Related Oregon Health Education Standards	HE.1.4.11 Understand importance of treating others with respect regarding gender expression and sexual orientation. HE.2.4.6 Describe how friends, family, media, society and culture influence how people think they should act on the basis of their gender. HE.3.4.9 Identify sources of support such as parents or other trusted adults they can tell if they are being teased, harassed or bullied based on gender identity, sexual orientation, and gender expression. HE.1.5.12 Discuss ways of expressing gender. HE.1.5.13 Describe the importance of treating others with respect regarding gender expression and sexual orientation. HE.2.5.6 Provide examples of how friends, family, media, society and culture influence how people think they should act on the basis of their gender. HE.3.5.9 Discuss sources of support such as parents or other trusted adults they can tell if they are being teased, harassed or bullied based on gender identity, sexual orientation, and gender expression. HE.4.5.5 Demonstrate ways to communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations. HE.7.5.4 Demonstrate ways to treat yourself and others with dignity and respect, with regard to gender, gender identity, and sexual orientation.

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Distance Adaptations (Online)	<p>Note to teacher:</p> <ul style="list-style-type: none"> - The lesson below was adapted using a student-led model (access Google Classroom versions), provided by Advocates for Youth. - Tip: Use Google Forms to collect the responses to questions, assignments, and/or create assessments/quizzes. - Teacher answer keys and student assignments can be found at the end of this document. <p>Online lesson: This lesson is about gender, what gender is and how it impacts our daily lives and decisions.</p> <p>Task 1 (20 minutes) Open the PowerPoint and follow the directions to conduct both the brainstorm and then the activity. Write answers below:</p> <ul style="list-style-type: none"> • Complete brainstorm below, while your teacher walks you through the PowerPoint: <ul style="list-style-type: none"> ○ Boys are... (list all the descriptions and adjectives you can think of that describe boys): ○ Girls are...(list all the descriptions and adjectives you can think of that describe girls): ○ What do you notice about the descriptions in the "boys" and "girls" lists that you wrote above? ○ Are there things on the "boys" list that only apply to boys? Are there things on the "girls" list that only apply to girls? Why or why not? ○ Are there any items on the lists that are stereotypes (things that apply to some boys but not all boys, or some girls but not all girls)? Which items? ○ Is it ok if a girl does something on the boys' list, or a boy does something on the girls' list? ○ How might someone transgender or non-binary feel about these lists? Why do you think this is? <p>Task 2 (15 minutes) Next watch the Amaze video Range of Gender Identities and respond to the questions below:</p> <ol style="list-style-type: none"> 1. One character says, "Back in your day people only understood the

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	<p>world in terms of boys and girls. But now we know gender is more complex than that." What do you think about that statement about gender being more complex than just boys and girls?</p> <ol style="list-style-type: none"> Later, one character says, "Gender exists on a spectrum." What do you think about that? Have you had any personal experience with a person who identifies as transgender, non-binary, genderqueer or gender fluid? If so, how did meeting that person make you feel? Can you explain the difference between a person's gender identity and a person's sexual orientation? <p>Task 3 (10 minutes) Lastly, watch the Amaze video Expressing Myself, My Way and respond to the Quiz questions below, choosing either True or False:</p> <ol style="list-style-type: none"> Gender expression is about how you express or show your gender identity. [TRUE / FALSE] Gender roles are how society expects guys or girls to look or act. [TRUE / FALSE] Your gender identity is how you feel on the inside - like a boy, girl, both or neither. [TRUE / FALSE] Cisgender means when your sexual orientation matches your gender roles. [TRUE / FALSE] Transgender refers to a person whose sex assigned a birth does not match who they know they are inside. [TRUE / FALSE] <p>Task 4 Submit your completed assignments to your teacher.</p>

Teacher Answer Keys:

Task 3 Teacher Answer Key

- Gender expression is about how you express or show your gender identity. [**TRUE** / FALSE]
- Gender roles are how society expects guys or girls to look or act. [**TRUE** / FALSE]
- Your gender identity is how you feel on the inside - like a boy, girl, both or neither. [**TRUE** / FALSE]
- Cisgender means when your sexual orientation matches your gender roles. [TRUE / **FALSE**]

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5. Transgender refers to a person whose sex assigned at birth does not match who they know they are inside. [TRUE / FALSE]