Introductory Session 3

SESSION PLAN

Preparation needed

- **Projector/PC if needed**
- **Flipchart/whiteboard and marker pens if needed**
- **Allocate parts of session amongst mentors**
- **Session be delivered in small groups are as part of larger assembly**

Introductions.

Introduce yourself to the group.

Tip – It's always good to quickly go over the previous session.

Ask the group –

• What did we look at during our last MVP session? (Understanding the role of the bystander, different types of violence and respect)

• Has anyone experienced anything since then that made them think about this session?

• You may want to give an example yourself.

Tip – Don't forget that personal stories are a powerful way to cover any learning points. Don't forget to only do so if you feel comfortable.

Mentor Notes:

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Group Agreement

Quickly remind the group of the group agreement you completed during the previous session.

Tip – Get in the habit of quickly covering the agreement. Sometimes ask the group if they want to add to the list.

Mentor Notes:

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<u>Lesson Plan – The Gender Box</u>

Background

The media is both the message and the messenger. Films, music, and computer games often portray males and females in a particular way. Some of these stereotypes are harmful and have links to bullying and violent behaviour. This exercise provides an excellent and sometimes humorous opportunity to influence how young people observe mainstream media. This exercise does not aim to suggest to young people not to watch certain movies but to be critical thinkers in the face of these media messages.

Aim

The aim of this session is to explore the representation of both males and females in society and mainstream media. Learning Outcomes At the end of the lesson you will be able to;

1. Identify gender stereotypes within society and the media.
2. Discuss the links to bullying, violent and abusive behaviour.

Mentor Notes:

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Discussion

Explain to the group that you are going to split them into smaller groups. You need approximately 4 students per group, the member of the teaching staff present needs to organise this for you.

Ask groups to discuss:

• what they find challenging as young men or women or just as young people growing up in the UK.

• what they feel influences them in how they behave, how they look and how they interact with their friends? Give students time to discuss (approx. 5 minutes).

Ask the member of staff to get the groups to quieten down and to listen to you again.

Ask each small group in turn to feedback their thoughts.

You are attempting to get the groups to suggest that the films they watch, the PC games they play, the music they listen to often defines how they behave.

Ask the group to close their eyes and **ask** the group to raise their hands if they sometimes feel that they are often forced to behave in ways that are against how they actually feel.

Ask the group to keep their hands where they currently have them and then tell them to open their eyes. Encourage them to look around the classroom to see how many others feel the same way as they do.

Mentor Notes –

The Gender Box Activity

Provide each group with two pieces of A4 paper and **tell them** they will be discussing and writing their ideas on the paper. Note - It is recognised that some young people will not identify either as male or female. This activity isn't about saying we only have male and female gender. It's more about how society has created a male and female role.

Ask the group to look at the following images of girls and women**. Ask** them to discuss and write down what words or phrases could be used to describe girls and women based on the pictures. Give the class approximately 5 minutes to discuss.

Ask the member of staff to get the groups to quieten down and to listen to you again.

Feedback

Ask each group in turn to share one (or two) words/phrases they came up with for each set of the images.

One mentor needs to write the female words on the whiteboard, another mentor needs to write the male words on the whiteboard.

When all the words have been collected, draw boxes around each set.

Example of a male box:

Ask the group to identify words and phrases that are used to describe males and females who do not conform to the box. This will expose such words as gay, fag, poof, lesbian, dyke etc. Write these words around the outside of the boxes.

Ask - What messages are being sent to boys and girls, men and women about what is it to be a man or a woman?

Suggest to the group that society puts males and females in boxes.

Ask - 'What's the worst thing a boy can be called?'

– answer: A GIRL.

Say if the worst thing a boy can be called is a girl – what message do you think this sends to boys about girls?

Ask - What links the words outside the box?

They are all put-downs.

Ask - What harmful things do you think boys/men, girls/women may do to stay in these boxes?

Responses will include things like use violence, have many sexual partners, use alcohol etc

Ask – If boys and men don't talk about their feelings what may happen?

Build-up of anger, violent outbursts, self-harm, suicide.

Ask - If a girl tries to stay thin could this result in an eating disorder?

Ask - Could a pressure to drink alcohol lead to poor health?

Ask - How might this box link to how men/women behave in relationships?

Behaviours may lead to abuse.

Mentor Notes -

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End discussion

Society can put males and females into dangerous boxes: They are dangerous for men, dangerous for women and dangerous for society. These 'boxes' can link to bullying and violence. We need to provide platforms to break down these boxes and not accept them as the 'norm'.

Mentor Notes –

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