

# Undoing Gender Stereotypes

Grades 9-12, Lesson 5

## Summary

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Students begin by defining the word stereotype, and then complete a “gender box” activity in which they identify stereotypes and expectations placed on people because of their gender. Afterward, students analyze the pressures placed on people to conform to these expectations, including the role of harassment and homophobia. Students complete a scenario activity to identify ways these stereotypes and expectations influence people’s real-life behaviors. They conclude by challenging the stereotypes and identifying healthier options. After the lesson, the teacher administers a *Sexual Attitudes Survey*, the results of which will be shared during *Lesson 7: Coercion and Consent*.

## Student Learning Objectives

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The student will be able to ...

1. Analyze the influence of friends, family, media, society and culture on the expression of gender.
2. Analyze how peers and perceptions of norms influence healthy and unhealthy behaviors and relationships.
3. Name at least one way in which gender stereotypes may limit one’s ability to make healthy decisions.

## Lesson Timing

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Warm up	Bellwork + 2 minutes
Introduce lesson	1 minute
Define stereotypes	3 minutes
Gender box brainstorm	12 minutes
Analyze gender pressure	7 minutes
Scenario activity	17 minutes
Sexual attitudes survey	5 minutes
Assign homework	
Exit ticket	3 minutes
Total	50 minutes

## **FLASH Key Concepts**

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Everyone has the right to say who touches their body and how.

It is never okay to touch someone else if they don't want you to, or to make them touch you.

There are laws about sex that everyone must follow.

Permission or agreement is required to engage in all sexual activity.

Rigid ideas about how men and women should act are harmful and limit how people can express themselves.

## **Standards**

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### **National Health Education Standards (SHECAT)**

Standard 1	Students will comprehend concepts related to health promotion and disease prevention.
SH1.12.39	Summarize the benefits of respecting individual differences in aspects of sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender expression, or gender identity), growth and development, and physical appearance.
SH1.12.40	Summarize why it is wrong to tease or bully others based on aspects of their sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender expression, or gender identity).
SH1.12.41	Summarize how intolerance can affect others when aspects of their sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender expression, or gender identity) are different from one's own.
SH1.12.42	Summarize ways to show courtesy and respect for others when aspects of their sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender expression, or gender identity) are different from one's own.
Standard 2	Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.
SH2.12.7	Analyze how school and community affect personal sexual health practices, behaviors, and relationships.
SH2.12.2	Analyze how culture supports and challenges sexual health beliefs, practices, behaviors, and relationships.
SH2.12.3	Analyze how peers and perceptions of norms influence healthy and unhealthy sexual health practices, behaviors, and relationships.
SH2.12.4	Analyze how personal attitudes, values, and beliefs influence healthy and unhealthy sexual health practices, behaviors, and relationships.
Standard 4	Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
SH4.12.1	Demonstrate effective communication skills to promote sexual health and healthy relationships.
SH4.12.3	Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid engaging in sexual risk behaviors.

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SH4.12.6	Demonstrate how to effectively communicate support for peers whose aspects of their sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender expression, or gender identity) are different from one's own.
Standard 5	Students will demonstrate the ability to use decision-making skills to enhance health.
SH5.12.4	Analyze how family, culture, media, peers, and personal beliefs affect a sexual health-related decision.

**National Sexuality Education Standards**

PD.12.INF.1	Analyze how friends, family, media, society and culture can influence self-concept and body image.
ID.12.INF.1	Analyze the influence of friends, family, media, society and culture on the expression of gender, sexual orientation and identity.
ID.12.SM.1	Explain how to promote safety, respect, awareness and acceptance.
HR.12.INF.1	Explain how media can influence one's beliefs about what constitutes a healthy sexual relationship.
PS.12.INF.2	Analyze the external influences and societal messages that impact attitudes about bullying, sexual harassment, sexual abuse, sexual assault, incest, rape and dating violence.

## Rationale

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### Theoretical Basis for Sexual Violence Prevention Lessons

The prevention of sexual violence is both a behavioral goal of FLASH in its own right, and an important strategy for preventing teen pregnancy and STDs. Sexual violence is correlated with a host of acute and chronic health problems - amplified by high rates of victimization in the United States.<sup>1</sup> Sexual violence is also strongly linked to teen pregnancy and STDs. Pregnant teens have higher rate of previous sexual assault, as do teens who begin having intercourse at a young age, increasing their risk of teen pregnancy and STDs.<sup>2 3 4 5</sup> Moreover, young teens with much older male partners have greatly increased risk of pregnancy.<sup>6 7</sup> Clearly, effective sexual violence prevention can reduce suffering and improve outcomes across many domains of health.

Sexual violence prevention programs have not been evaluated to the same extent as programs that reduce teen pregnancy and STDs. In the fields of public health and sexual violence prevention, the recommended approach to reduce sexual violence is to address “upstream” risk factors for perpetration.<sup>8</sup> FLASH's sexual violence prevention lessons address the risk factors for perpetration identified by the CDC<sup>9</sup> that are amenable to change through a school-based curriculum:

- Hostility towards women
- Hypermasculinity (exaggerated adherence to traits stereotypically attributed to men)
- General tolerance of sexual violence within the community
- Societal norms that support male superiority and sexual entitlement
- Societal norms that maintain women's inferiority and sexual submissiveness

Significantly, strategies to prevent victimization (e.g. how women can avoid risky situations for sexual assault) and to increase empathy for victims of sexual violence have had mixed results.<sup>8</sup> These approaches were also shown to have the unintended consequence of strengthening participants' beliefs in rape myths (e.g. women are responsible for being raped).<sup>8</sup> This further underscores the need to focus prevention efforts on reducing perpetration.

The CDC risk factors are specific to male-on-female violence. Importantly, research links these same risk factors to same-sex sexual harassment and sexual violence targeted at LGBT young people.<sup>10</sup> While the majority of sexual violence is perpetrated by men against women, there is much more to be learned about the risk factors for sexual violence perpetrated by women against men, and sexual violence perpetrated against someone of the same gender.

### Lesson 5, Undoing Gender Stereotypes

*Undoing Gender Stereotypes* is the foundation for FLASH's sexual violence prevention lessons. This lesson strives to prevent perpetration of sexual assault by addressing the risk factors for perpetration identified by the CDC: hypermasculinity; societal norms that support male superiority and sexual entitlement; and societal norms that maintain women's inferiority and sexual submissiveness.<sup>1</sup> The lesson allows students to uncover the unhealthy consequences of rigid gender norms,<sup>1</sup> and to develop health-enhancing alternatives. This is the first of a four-part series of lessons which includes *Undoing Gender Stereotypes*, *Healthy Relationships*, *Coercion and Consent* and *Online Safety*. All of the lessons are designed to prevent the perpetration of sexual violence.

## Materials Needed

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### Student Materials

- *Gender Boxes Worksheet*
- *Traditional Gender Expectations*
- *Gender Expectations Scenarios*
- *Sexual Attitudes Survey*
- *Individual Homework: Thinking About Gender Stereotypes*
- *Family Homework: Talking About Gender Stereotypes*, available in multiple languages on the FLASH website
- *Lesson 5 Exit Ticket*

### Classroom Materials

- *Lesson 5 Warm Up*

### Teacher Materials

- *Gender Expectations Scenarios Answer Key*

## Teacher Preparation

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Important Note: Be sure to do this tonight to prepare for *Lesson 7: Coercion and Consent*.

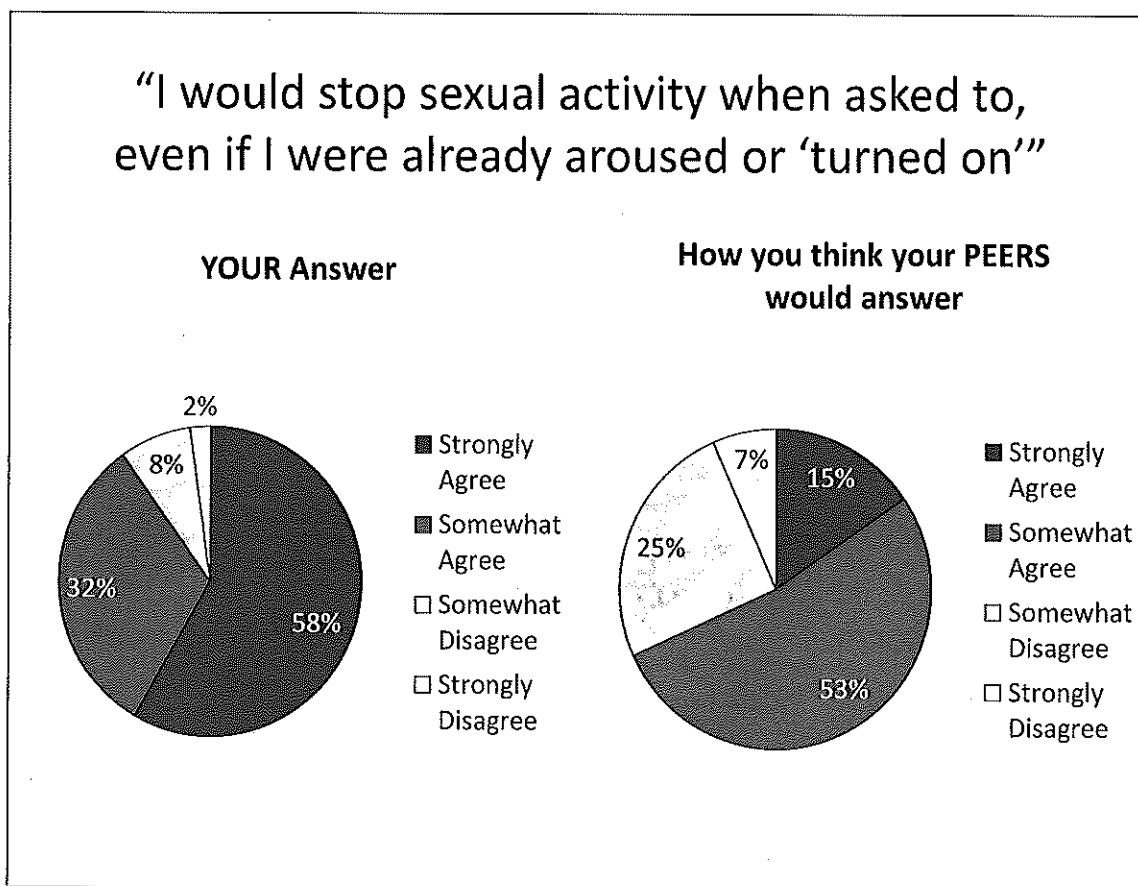
Tally the results of the *Sexual Attitudes Survey* or have a teaching assistant do so. Plan to display results for a few items from the survey, particularly the ones where students answered most favorably, i.e. where the majority agreed with the statement.

Here are instructions for turning the results into pie graphs in order to present them to the class:

1. Open PowerPoint and click on "Insert" on your toolbar.
2. Click on "Chart".
3. Choose "Pie" chart.
4. Once you click on "Pie" chart, Excel will open. Title chart "Your Answer."
5. Fill in "Strongly Agree," "Somewhat Agree," "Somewhat Disagree," and "Strongly Disagree" in the left column.
6. In the next column, fill in the number of students that answered to the corresponding choice.
7. When finished inputting all data, press "Enter."
8. The data will appear in a pie chart back on PowerPoint. See example.

9. To change colors of the chart, right click on the specific piece of the pie, and "fill" the piece with your color of choice. (You may want to make "Strongly Agree" and "Somewhat Agree" in similar colors; same with "Somewhat Disagree" and "Strongly Disagree")
10. To insert second chart, click "Insert" from top menu, then click on "Chart." You will need to resize your first chart in order to fit the second chart on the same slide. This way, students can compare side by side their answer vs. how they thought their peers would answer the same question.
11. Follow directions 3 to 10 above for the second chart. Title it "What you think your peers would answer."
12. Click on "New Slide" to create charts for the next item on the survey. Follow directions 2 to 12 with the survey data for all of the items you wish to share with students.

**Example**



## Activities

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### 1. Warm up

Display warm up as bell work.

**Prompt:** Define the word *stereotype*, in your own words. Please give a definition, not an example.

### 2. Introduce lesson

*For these next few lessons we will be learning about decision making, and how good decision making can help us in our relationships and in taking care of our health. Today we will be talking about gender stereotypes. This is the first lesson in a series of four lessons that focus on healthy relationships. Our beliefs about gender affect how we treat each other in relationships. This lesson is the foundation for the next three lessons, which focus on communication skills and sexual violence prevention.*

### 3. Define stereotypes

Have the students define the term *stereotype*. Summarize their comments by providing the following definition: a stereotype is an assumption or widely held belief about an entire group of people.

To help students understand the concept of stereotypes, ask them for examples of stereotypes of teens. Conclude by stating that stereotypes are often hurtful and are never true for all members of a group.

*Let's start with a brainstorming activity about stereotypes. Can someone give me a good basic definition of stereotype?*

*Great, a stereotype is an assumption or widely held belief about an entire group of people.*

*Now let's figure out a few things about stereotypes. What are some examples of stereotypes about teens? What do adults assume about teens? What about drinking and drugs? What about sex? (Be sure to include these stereotypes about teens: they are lazy, stupid, and all have sex, drink and use drugs.)*

*Are these stereotypes flattering? No. Usually stereotypes are hurtful. Even ones that seem harmless at first end up being harmful because we expect everyone in that group to have that characteristic.*

*Do you think there are teens who fit these stereotypes? For example, are there teens who are lazy or have sex? Of course! Does that make this stereotype true, then, for all teens? No.*

*These are some things to keep in mind today as we talk about gender stereotypes: stereotypes are often hurtful, and they are never true for all members of a group. As we talk about gender stereotypes today, we'll be discussing some of the hurtful assumptions, words and slurs that can come from these stereotypes. I want to remind*

*everyone of our ground rules and ask everyone to be respectful as we work through this together.*

#### 4. Facilitate gender box brainstorm

Draw two large squares next to each other on the board. Make sure there is plenty of room to write both inside and outside of the boxes. Write "Act Like a Man" directly above the top of the left square (see *Gender Boxes Worksheet*) and "Act Like a Lady" directly above the top of the right square.

Hand out the *Gender Boxes Worksheet*. Ask students for stereotypes or expectations of men, prompting them to think about media messages as well as messages from friends and family. Write student responses inside the "Act Like a Man" box. If students are stuck, ask clarifying questions. Have students fill out the worksheet as the class completes the activity.

*Every day we get messages about what it means to be a man or woman. Where are some of the places we get these messages? (Possible answers: from movies, TV shows, commercials, school, our families and our religions.)*

*If someone is told to "act like a man," what does that mean? What are some of the stereotypes or expectations our society has about how men should act? Think about movies, songs, video games, television. You don't need to raise your hands - just call out your answers, and I'll write them down. Be sure to take notes on your worksheets as we go because you will need this information for your homework.*

- *How do people think guys are supposed to act?*
- *What do people think guys are supposed to look like?*
- *Are guys supposed to have feelings? (If students say no, ask if there are any feelings that are OK for guys to have and look for the answers anger and "horny".)*
- *If we were watching a movie, what would the leading man in the movie be like?*
- *Who are guys supposed to date (what gender)? How do guys treat the girls they date?*
- *How do they treat other guys?*
- *What about sex? Are guys supposed to want sex or not want sex? Have sex or not have sex?*
- *What about money? Do guys make money or spend money?*
- *How are guys supposed to spend their time?*
- *Think about toys that are marketed toward boys and girls. What sorts of things do those toys teach people about how men should be, or what they should be interested in?*

Make sure the "Act Like a Man" box includes the following words or ideas (even if you have to add them yourself): tough, in charge, sexually in control and/or initiators of dating and sex.

After 10-15 responses, transition to the "Act Like a Lady" box. Ask students for stereotypes or expectations of women, again prompting them to think about media messages as well as messages from friends and family. Write student responses inside the "Act Like a Lady" box. If students are stuck, ask clarifying questions. Have students fill out the worksheet as the class completes the activity.



Now it's time to discuss stereotypes about women. We'll do the same thing that we did for the "Act Like a Man" box, so let's start with what it means for someone to "act like a lady." You shout out the answers and I'll write them down.

- How do people think girls are supposed to act?
- What do people think girls are supposed to look like?
- Are girls supposed to have feelings? What kinds of feelings do they have?
- If we were watching a movie, what would the leading woman in the movie be like?
- Who are girls supposed to date (what gender)? How do girls treat the guys they date?
- How do they treat other girls?
- What about sex? Are girls supposed to want sex or not want sex? Have sex or not have sex?
- What about money? Do girls make money or spend money?
- How are girls supposed to spend their time?
- Again, think about toys that are marketed toward boys and girls. What sorts of things do those toys teach people about how women should be, or what they should be interested in?

Make sure the "Act Like a Lady" box includes the following words or ideas (even if you have to add them yourself): submissive and/or weak, emotionally unstable and/or irrational, and some mention of the sexual double standard women are held to (e.g., needing to be sexually attractive or sexy while also being virgins or not too sexy).

*Note:* Completed worksheets will be essential to the homework assignment. If students become frustrated and point out that these stereotypes aren't true for everyone, reinforce that idea and remind them of the definition of a stereotype. Prompting questions are provided in the scripts.

## **5. Analyze gender pressures**

Explain that now students will be looking at the pressures that are placed on people to conform to these expectations. Tell students to stop taking notes on their worksheets because you don't want them to write hurtful words on their sheets. Explain that now the class is going to think about the words guys and girls are sometimes called when they step outside of their gender boxes.

Start with the "Act Like a Man" box. Ask the following questions, and write two or three responses to each question around the outside of the box.

- If this is how a guy is supposed to act, then what kinds of things is a guy called if he steps outside of this box? What names might people call him?
- For example, what if a guy gets hurt and starts to cry?
- What if he isn't always interested in sex?
- What if he doesn't want to be in charge or always make the decisions?

Then, transition to the "Act Like a Lady" Box. Ask the following questions, and write two or three responses to each question around the outside of the box.

- If this is how a girl is supposed to act, then what kinds of things is a girl called if she steps outside of this box? What names might people call her?

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- For example, what if a girl has had several boyfriends, or if people think she's had sex with several guys?
- What if a girl is tough, or wants to make the decisions?
- What if a girl doesn't want to go out with a guy who likes her, or if she shows that she feels confident in herself?

Be sure the board reflects words to represent 3 broad categories for the "Act Like a Man" box:

- Words and slurs about being gay (fag, gay, queer, etc.)
- Words and slurs about being a girl or like a girl (pussy, girl, bitch, etc.)
- Words and slurs about being weak (weak, wimp, sissy, etc.)

Be sure the board reflects words to represent 3 broad categories for the "Act Like a Lady" box:

- Words and slurs about being gay (lesbian, dyke, etc.)
- Words and slurs about a girl's sexuality (slut, ho, prude, etc.)
- Slurs used for girls and women (bitch, cunt, etc.)

Finish by discussing how the hurtful words that men and women are called when they step outside the boxes are limiting and harmful. Point out that other people's judgments, and these mean words, put a lot of pressure on both guys and girls to stay in their gender boxes and act the way society thinks they should.

Debrief the final portion of the activity by naming the themes in the words.

*Many of these words are hurtful or offensive words about gay and transgender people.*

- *Fear, discomfort and hatred of gay, lesbian and trans people is called homophobia or transphobia. Homophobia and transphobia can put gay, lesbian and trans people in danger because sometimes people act out violently based on their fears.*
- *Homophobia and transphobia also affect people who are not gay, lesbian, bisexual or transgender by pressuring them to fit these strict gender expectations.*
- *Homophobic words are the main words used to reinforce gender stereotypes.*
- *These words also reinforce harmful stereotypes about gay and lesbian people, and can cause people to act in stereotypical ways out of fear that they will be labeled as gay or lesbian.*

*When guys don't fit within their stereotypes, they are often labeled as girls, or with words stereotypically associated with girls.*

- *This implies that they are weak and submissive (since women are perceived as weak and submissive).*
- *This also implies that women are weaker and lesser than men.*

*When girls don't fit within their stereotypes, they are often labeled with words about their looks or their sexuality.*

- *Girls can't win when it comes to their sexuality or perceived sexual behaviors. They are either "sluts" or "prudes."*
- *There really aren't any corresponding words around sexuality for guys. This creates a big double standard for guys and girls.*

If students point out words that are used to label men sexually, such as "player," remind them that these are usually not seen as negative words, and are in fact frequently used positively. This distinguishes them from the words used to label girls' sexuality.

## **6. Facilitate small-group scenario activity**

Distribute the *Traditional Gender Expectations* handout and the *Gender Expectations Scenarios* worksheet. Have the students read the first paragraph on the *Traditional Gender Expectations* handout aloud and then give them a minute to read through the rest to themselves.

Transition to the scenarios activity. Let students know the purpose of this activity is to challenge gender expectations. Read the example scenario on the *Gender Expectations Scenarios* worksheet out loud and debrief.

*"Bruno is feeling sad and hurt because his girlfriend broke up with him, but when his friends ask him how he is, he says he's glad they broke up and that he never cared about her anyway."*

*Which traditional expectation of men is likely influencing Bruno's actions?*

- *tough*

*What problems could this expectation cause for Bruno?*

- *not able to share his feelings*
- *he could get depressed*
- *not able to get support from his friends*

*What advice would you give to Bruno to challenge this gender expectation?*

- *be honest about his feelings*
- *share what he's going through*
- *get support*

Break the class into small groups and assign each group one of the remaining scenarios. Instruct them to work on it as a group and let them know they will be sharing their answers with the whole class. They will use the gender expectations from the *Traditional Gender Expectations* handout to fill out their worksheets.

Allow time for groups to complete their work, then have them report back to the class. See the *Gender Expectations Scenarios Key* to help debrief the activity.

Wrap up the lesson by praising students for their good work in challenging gender stereotypes and expectations.

## **7. Administer Sexual Attitudes Survey**

Explain that students will be taking an anonymous short survey about sexual attitudes that will be used in a future lesson. Distribute the *Sexual Attitudes Survey*.

*I want to take just a moment to give you all a survey to complete. The survey has 5 statements, each with two columns next to it. The first column is for you to record how YOU*

*feel about the statement, and the second column is for you to record how you think other people YOUR AGE would answer the question.*

*There are no right or wrong answers. Just write what you honestly think and DO NOT put your name on the survey.*

*I will collect the surveys as soon as you are done. I'll report the answers back to you in a couple of days, when we do a different FLASH lesson.*

**Note:** Be sure to tally the results of the *Sexual Attitudes Survey* this evening or as soon as possible, so that you will have time to create displays of the key results. See the Teacher Preparation for full instructions.

## **8. Assign homework**

Allow students to choose between the individual or family homework and explain the assignments as needed.

*Individual Homework: Thinking About Gender Stereotypes*

*Family Homework: Talking About Gender Stereotypes*, available in multiple languages on the FLASH website

## **9. Exit ticket**

Hand out the *Lesson 5 Exit Ticket*.

**Prompt:** Think about one stereotype we talked about today that comes from the media. Write 1 or 2 sentences explaining how the media creates or reinforces that stereotype.

Answers will vary.

# Warm Up

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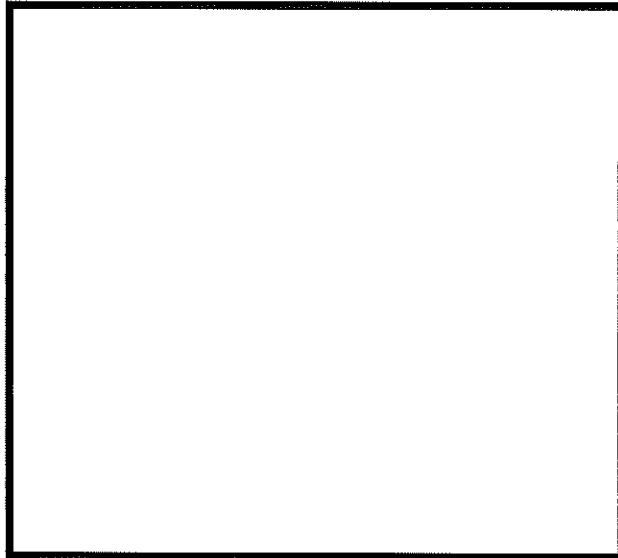
Define the word *stereotype*, in your own words.

Please give a definition, not an example.

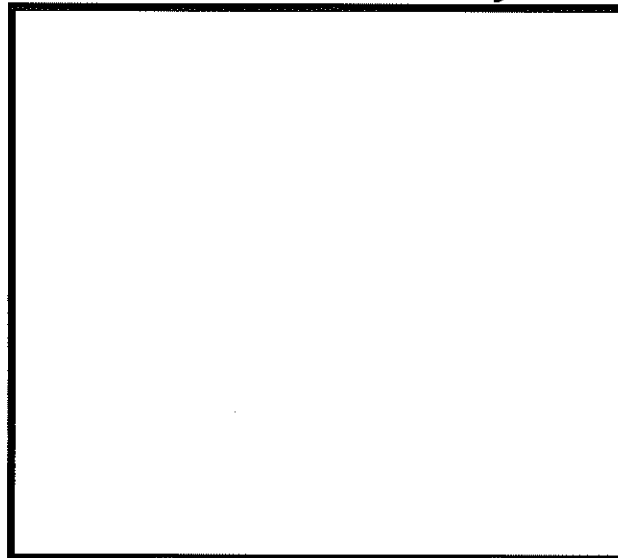
# Gender Boxes Worksheet

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**“Act Like a Man”**



**“Act Like a Lady”**



# Traditional Gender Expectations

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Gender stereotypes are very common in U.S. culture, as well as many cultures worldwide. They are rigid ideas about how people should act, based on their gender. Gender stereotypes can be harmful to men and women. They can pressure people to stay in the "gender box," which is limiting.

When people believe the stereotypes it can lead to treating other people badly, or to making poor health decisions. In extreme cases, gender stereotypes can make sexual violence more likely to happen.

Individuals and families may not hold to these traditional gender expectations, but the expectations are so common they can influence people without their even knowing it. Many young people today see the harm these stereotypes can cause and are challenging them.

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## Traditional Expectations of Men

**Tough** - Men are expected to be tough and not show weakness, even when they are in danger or hurt. Men are expected to act and dress manly. Men are expected to sometimes settle problems with violence.

**In charge** - Men are expected to be decision makers, including in relationships. Men are expected to be dominant.

**Sexually in control** - Men are expected to be the initiators of dating and sex. Men are expected to always want sex. They are taught to believe that women want sexual attention from them.

## Traditional Expectations of Women

**Submissive or weak** - Women are expected to do what others say. Women are expected to be weaker than men, both physically and emotionally.

**Emotionally unstable or irrational** - Women are labeled as being hormonal, moody, jealous, clingy and dramatic. Women are perceived as unstable and not able to be in control of major decisions.

**Sexually available / sexually pure** - Women are expected to live up to two conflicting values. They are expected to be virgins, but also to be sexually available and experienced. Women's value is based largely on their sexuality and beauty. They are labeled "sluts" if they are perceived to dress in sexy ways or be interested in sex. They are labeled "teases" if they do not want to have sex.

# Gender Expectations Scenarios

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**Instructions:** Complete the example scenario with the whole class. Be sure to fill in the answers on your sheet. You will complete one of the other scenarios with your group.

**EXAMPLE:** Bruno is feeling sad and hurt because his girlfriend broke up with him, but when his friends ask him how he is, he says he's glad they broke up and that he never cared about her anyway.

Which traditional expectation of men is likely influencing Bruno's actions?

What problems could this expectation cause for Bruno?

What advice would you give to Bruno to challenge this gender expectation?

1. **On Saturday night, Aleesha had sex with her girlfriend even though she wasn't in the mood because she didn't want to hurt her girlfriend's feelings.**

Which traditional expectation of women is likely influencing Aleesha's actions?

How might Aleesha feel in this situation?

What problems could this expectation cause for Aleesha?

What advice would you give to Aleesha to challenge this gender expectation?

2. **When Jenny tells her boyfriend Rafael she's mad at him because he hasn't returned her calls, he asks her if she is on her period.**

Which traditional expectation of women is likely influencing Rafael's actions?

What problems could this expectation cause for Rafael in this situation?

What advice would you give to Rafael to challenge this gender expectation?



3. **Adriana has been going out with her boyfriend for 6 months. Her cousin Jorge is visiting from out of town, so she goes out to the movies with him on Friday night. Some teens from school see her with Jorge, and when she comes to school on Monday morning those people start calling her a slut.**

Which traditional expectation of women is likely influencing the teens at school who are calling Adriana a slut?

How might Adriana feel in this situation?

What problems could this expectation cause for the teens who are calling Adriana a slut?

What advice would you give to the teens at school to challenge this gender expectation?

4. **When Jin and his girlfriend talk about what to do on their date, Jin always makes the final decision.**

Which traditional expectation of men is likely influencing Jin's actions?

What problems could this expectation cause for Jin?

What advice would you give to Jin to challenge this gender expectation?

5. **Cooper tells his girlfriend that he wants to have sex tonight, but doesn't ask her what she wants.**

Which traditional expectation of men is likely influencing Cooper's actions?

What problems could this expectation cause for Cooper?

What advice would you give to Cooper to challenge this gender expectation?

# Gender Expectations Scenarios Key

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**Instructions:** Complete the example scenario with the whole class. Be sure to fill in the answers on your sheet. You will complete one of the other scenarios with your group.

**EXAMPLE:** Bruno is feeling sad and hurt because his girlfriend broke up with him, but when his friends ask him how he is, he says he's glad they broke up and that he never cared about her anyway.

Which traditional expectation of men is likely influencing Bruno's actions?

- *tough*

What problems could this expectation cause for Bruno?

- *not able to share his feelings; get depressed; not able to get support from his friends*

What advice would you give to Bruno to challenge this gender expectation?

- *be honest about his feelings; share what he's going through; get support*

1. **On Saturday night, Aleesha had sex with her girlfriend even though she wasn't in the mood because she didn't want to hurt her girlfriend's feelings.**

Which traditional expectation of women is likely influencing Aleesha's actions?

- *passive/weak*

How might Aleesha feel in this situation?

- *bad or ashamed that she had sex even though she didn't want to; confused; angry, sad; like she can't talk to her girlfriend*

What problems could this expectation cause for Aleesha?

- *could end up doing things she doesn't feel good about; could have problems with her girlfriend*

What advice would you give to Aleesha to challenge this gender expectation?

- *don't feel pressured to have sex if you don't want to; share what you do or do not want to do with your girlfriend*

2. **When Jenny tells her boyfriend Rafael she's mad at him because he hasn't returned her calls, he asks her if she is on her period.**

Which traditional expectation of women is likely influencing Rafael's actions?

- *emotionally unstable*

What problems could this expectation cause for Rafael in this situation?

- *Jenny could get mad at him; she could break up with him, she could lose respect for him*

What advice would you give to Rafael to challenge this gender expectation?

- *don't ask if someone is on their period because they are angry; recognize that people have a variety of emotions not caused by hormones; try to be more understanding; don't dismiss your girlfriend's concerns*

3. **Adriana has been going out with her boyfriend for 6 months. Her cousin Jorge is visiting from out of town, so she goes out to the movies with him on Friday night. Some teens**

from school see her with Jorge, and when she comes to school on Monday morning those people start calling her a slut.

Which traditional expectation of women is likely influencing the teens at school who are calling Adriana a slut?

- *sexually available/sexually pure*

How might Adriana feel in this situation?

- *hurt, embarrassed, angry, sad*

What problems could this expectation cause for the teens who are calling Adriana a slut?

- *calling someone a slut perpetuates the expectation and they might get called sluts at another time; could get in trouble; could lose Adriana's friendship; might feel bad later for hurting someone*

What advice would you give to the teens at school to challenge this gender expectation?

- *don't call people names; don't make assumptions; think about how you'd feel in that situation*

*Note: Students may want to give advice to Adriana. Be sure to point out that, however, while it's OK to say that Adriana could clarify that she was at the movies with her cousin, she shouldn't have to defend herself. It's important to make sure the points of "not calling people sluts" and "not making assumptions" are made.*

**4. When Jin and his girlfriend talk about what do on their date, Jin always makes the final decision.**

Which traditional expectation of men is likely influencing Jin's actions?

- *in charge*

What problems could this expectation cause for Jin?

- *his girlfriend might get mad at him, might break up with him, she might have good ideas they never get to try out*

What advice would you give to Jin to challenge this gender expectation?

- *share decision making with girlfriend, take turns making decisions*

**5. Cooper tells his girlfriend that he wants to have sex tonight, but doesn't ask her what she wants.**

Which traditional expectation of men is likely influencing Cooper's actions?

- *sexually in control*

What problems could this expectation cause for Cooper?

- *his girlfriend might break up with him, he could commit rape*

What advice would you give to Cooper to challenge this gender expectation?

- *ask her if she wants to have sex, only have sex if his girlfriend also wants to*

# Sexual Attitudes Survey

**Instructions:** Rank each of the following 5 statements. In the first column, record how strongly *you* agree or disagree with each of them. In the second column, record how strongly you believe *other people your age* would agree or disagree with the statement. There are no right or wrong answers. Just write what you honestly think. DO NOT put your name on this survey.

Statement	YOUR answer	How you THINK YOUR PEERS would answer
1. I would stop sexual activity when asked to, even if I were already aroused or turned on.	<input type="checkbox"/> Strongly agree <input type="checkbox"/> Somewhat agree <input type="checkbox"/> Somewhat disagree <input type="checkbox"/> Strongly disagree	<input type="checkbox"/> Strongly agree <input type="checkbox"/> Somewhat agree <input type="checkbox"/> Somewhat disagree <input type="checkbox"/> Strongly disagree
2. It is important to get consent, or permission, before sexual touch with a partner.	<input type="checkbox"/> Strongly agree <input type="checkbox"/> Somewhat agree <input type="checkbox"/> Somewhat disagree <input type="checkbox"/> Strongly disagree	<input type="checkbox"/> Strongly agree <input type="checkbox"/> Somewhat agree <input type="checkbox"/> Somewhat disagree <input type="checkbox"/> Strongly disagree
3. I think people should stop the first time their partner says no to sexual activity.	<input type="checkbox"/> Strongly agree <input type="checkbox"/> Somewhat agree <input type="checkbox"/> Somewhat disagree <input type="checkbox"/> Strongly disagree	<input type="checkbox"/> Strongly agree <input type="checkbox"/> Somewhat agree <input type="checkbox"/> Somewhat disagree <input type="checkbox"/> Strongly disagree
4. Even if two people have had sex in the past, it's still important to make sure the other person is giving consent the next time they want to have sex.	<input type="checkbox"/> Strongly agree <input type="checkbox"/> Somewhat agree <input type="checkbox"/> Somewhat disagree <input type="checkbox"/> Strongly disagree	<input type="checkbox"/> Strongly agree <input type="checkbox"/> Somewhat agree <input type="checkbox"/> Somewhat disagree <input type="checkbox"/> Strongly disagree
5. In a sexual relationship, it's important for partners to talk about what they are comfortable with and respect the other person's boundaries.	<input type="checkbox"/> Strongly agree <input type="checkbox"/> Somewhat agree <input type="checkbox"/> Somewhat disagree <input type="checkbox"/> Strongly disagree	<input type="checkbox"/> Strongly agree <input type="checkbox"/> Somewhat agree <input type="checkbox"/> Somewhat disagree <input type="checkbox"/> Strongly disagree

This survey was adapted with permission from "Violence Related Behaviors and Beliefs (VRBB) Insert" created by Western Washington University's Prevention and Wellness Services.

# Individual Homework: Thinking About Gender Stereotypes

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Name: \_\_\_\_\_

Period: \_\_\_\_\_

**Instructions:** Review the *Traditional Gender Expectations* handout you received today in class.

The gender stereotypes listed on your handout:

- Men are expected to be tough, in charge, sexually in control.
- Women are expected to be submissive or weak, emotionally unstable or irrational, sexually available/sexually pure.

Write one paragraph about **ONE** of the following. Be sure to discuss the stereotypes on the handout in your response.

1. Describe a movie, show or video game that you think really highlights gender stereotypes and explain how this example uses these stereotypes. Discuss what ways, if any, people can challenge gender stereotypes they see in this form of media.
2. Describe a time when you felt pressure to act in a certain way because of your gender. Review the *Traditional Gender Expectations* handout to help you think of an example. In your paragraph, please explain whether you were able to challenge the gender stereotype and how.

# Family Homework: Talking about Gender Stereotypes

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All Family Homework is optional. Students may complete Individual Homework instead.

**Purpose:** Family Homework is a chance to share your beliefs about sexuality and relationships, and the beliefs of your family, culture or religion.

**Directions:** Student will do the homework with a family member or trusted adult who is like family. Find a quiet place where the two of you can talk privately for 5-10 minutes. Please follow these guidelines:

- It is okay for either of you to skip a question.
- What you discuss will not be shared with anyone else, unless you give one another permission to share it.
- Take turns asking questions. When it is your turn to listen, try to understand the other person's response.

**Student:** Show and explain the completed *Gender Boxes Worksheet* with your trusted adult.

**Ask each other:**

- What surprised you about these gender boxes?
- What did not surprise you?
- Did you learn anything about me from having this discussion? If so, what?



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## Family Homework Confirmation Slip: Talking about Gender Stereotypes

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Due: \_\_\_\_\_

We have completed the family homework.

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of family member or trusted adult

\_\_\_\_\_  
Student's name

\_\_\_\_\_  
Signature of student

# Exit Ticket

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Think about one stereotype we talked about today that comes from the media.

Write 1 or 2 sentences explaining how the media creates or reinforces that stereotype.

# Lesson 5: Assessment Questions

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Read the following scenario and answer the questions using the *Traditional Gender Expectations* handout.

Belinda and Joe have been dating for several months. Joe would like to wait to have sex, but he thinks he needs to have sex with Belinda soon or she will think there is something wrong with him. Belinda also wants to wait, but if Joe makes a move she thinks she will probably have sex with him because she doesn't want him to leave her or get mad at her.

1. What traditional gender expectations are likely influencing Belinda and Joe's actions?
2. Do you think it is likely or unlikely that Joe and Belinda will have sex, even though neither of them wants to? Why?
3. If these traditional gender expectations didn't exist, how would this situation be different?



## Lesson 5: Assessment Key and Standards Alignment

Question	Answer	Standard
<p>Read the following scenario and answer the questions using the <i>Traditional Gender Expectations</i> handout.</p> <p>Belinda and Joe have been dating for several months. Joe would like to wait to have sex, but he thinks he needs to have sex with Belinda soon or she will think there is something wrong with him. Belinda also wants to wait, but if Joe makes a move she thinks she will probably have sex with him because she doesn't want him to leave her or get mad at her.</p> <ol style="list-style-type: none"> <li>1. What traditional gender expectations are likely influencing Belinda and Joe's actions?</li> <li>2. Do you think it is likely or unlikely that Joe and Belinda will have sex, even though neither of them wants to? Why?</li> <li>3. If these traditional gender expectations didn't exist, how would this situation be different?</li> </ol>	<ol style="list-style-type: none"> <li>1. What traditional gender expectations are likely influencing Belinda and Joe's actions? <ul style="list-style-type: none"> <li>• Belinda: Sexually available/pure and/or submissive and weak</li> <li>• Joe: Sexually in control and/or in charge</li> </ul> </li> <li>2. Do you think it is likely or unlikely that Joe and Belinda will have sex, even though neither of them wants to? Why? <ul style="list-style-type: none"> <li>• It is likely because these expectations are shaping their behavior and making them feel pressured.</li> <li>• <i>Also acceptable:</i> It is unlikely if they realize these expectations are influencing them and change their behavior</li> </ul> </li> <li>3. If these traditional gender expectations didn't exist, how would this situation be different? <ul style="list-style-type: none"> <li>• They'd feel able to talk to each other.</li> <li>• They'd be able to act based on what they both want, without outside pressure.</li> <li>• They wouldn't feel pressured to have sex.</li> <li>• They'd be able to be themselves.</li> <li>• They could make healthier decisions.</li> </ul> </li> </ol>	<p>NHES: SH2.12.7 SH2.12.2 SH2.12.3 SH2.12.4</p>
<p><b>Exit Ticket:</b> Think about one stereotype we talked about today that comes from the media. Write 1 or 2 sentences explaining how the media creates or reinforces that stereotype.</p>	<p>Any stereotype covered in class is acceptable</p>	<p>NSES: PD.12.INF.1 ID.12.INF.1</p> <p>NHES: SH5.12.4</p>

# Integrated Learning Activities

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**ART: Gender Collages**

Have students make collages about gender stereotypes, using images and words cut out of magazines. Or have them work together to make a larger class collage.

**LANGUAGE ARTS: Expressing Gender Pressures**

Have students write spoken word pieces, poems or song lyrics about unrealistic gender stereotypes and the pressure a person might feel to conform to strict gender roles. Arrange for a time for them to share their work with the class.

## References

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