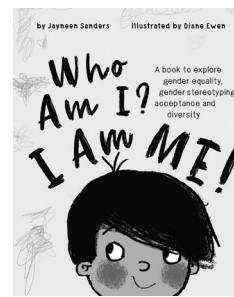


3 Lessons in Gender Equality and Respect



FOCUS TEXT: *Who Am I? I Am Me!* (ages 3–8 years)

Depending on the age of the children, the following lessons will take place over three sessions. Please adapt the lessons to suit the needs and ages of the children.

KEY OBJECTIVES

Children will understand that:

- it's important to be true to yourself, and accept others for who they are
- there is more the same between genders than there is different
- gender does not dictate the games we play, the sports we like, the colours we like, and so on
- allowing gender stereotypes to exits limits our potential to experience the world.

For the lessons you will need:

- poster paper
- A4/A3 paper
- coloured pencils, textas
- resource masters: 'Things I Like Cards', 'Things We Like — Venn Diagram'
- scissors
- glue
- sticky notes or scrap paper

In these lessons children will:

- discuss the ways in which we are all the same
- realise that the things we like and the way we act are unrelated to gender, and we need to break down these gender barriers and expectations
- understand that we are all equal — we have more in common than our differences.

Lesson 1: Likes Alike

Tuning In: What Do You Like?

You will need: resource master 'Things I Like Cards'; 1 set enlarged, cut out and shuffled or used as a poster reference by the teacher

Have students stand in a large open space. Say, 'Today we're going to be talking about things that you like. It is important to think for yourself, and not worry about what your friends answer.' Select a card from resource master 'Things I Like Cards' and hold it up to show the class.

For example:

- If the 'tiger' card is selected, say, 'Who likes tigers? Wriggle your fingers in front of you if you like tigers.' Then, have all students act like a tiger for about 30 seconds. Then say, 'Wriggle your fingers in front of you if you had fun acting like tiger.'

OR

- If the 'cooking' card is selected, say, 'Who likes cooking? Put your hand on your head (or shoulders, hips or toes) if you like cooking.' Then have all students pretend to cook their favourite food. You may select students to demonstrate their 'cooking' role play and ask (or have students guess) what they are pretending to make. Then say, 'Hands on your head if you had fun pretending to cook.'

Repeat this activity using various cards from resource master 'Things I Like Cards'. The aim of this activity is for students to recognise that the things we like or enjoy are not based on gender, but on the person themselves; and even if we think we don't like something that much, when we give it a go (in this case, through acting it out) we might find that it's actually a lot of fun!

Independent Task: All About Me Poster

You will need: A3 paper, coloured pencils

On an A3 piece of paper, have students write their name in large print in the middle of the page. Around the edge, have them draw all the things they like (they may use ideas from the 'Things I Like Cards', and/or think of their own ideas. During this process, select students to share their work with the class and encourage them to share their ideas with those around them.

Note: we are looking for similarities within this activity, so students are allowed to 'copy' others' ideas, just as long as they actually do like what they have drawn.

Reflection

Have students sit in a circle. Invite them to share their 'All About Me' posters. Select students to share two to three of their likes, and briefly explain why they like them. Then have students raise their hand if they shared at least one of the 'likes' mentioned. Continue discussions on similarities and breaking down the barriers of gender stereotypes.

Lesson 2: Who Am I? I Am Me!

Tuning In: Stand Up If ...

Have students sit in a circle. Tell them to stand up when they hear a statement that applies to them; they can then sit back down and wait for the next statement. Select an option from the list below or develop different options to suit students.

Stand up if ...

- you have brown eyes
 - you have a pet dog
 - you like playing in the sand pit
 - you like riding your bike
 - you have a sandwich for lunch
 - you like going to play centres.
-

Whole Class Activity: In-depth Reading

You will need: Who Am I? I Am Me! by Jayneen Sanders

Read *Who Am I? I Am Me!* to the class. Discuss the questions on each page, allowing one to two students to provide responses. Further discussion questions are located on pp. 36–37. Select questions relevant to the class and to suit the available time.

Whole Class Brainstorm: All About Frankie Poster

You will need: poster paper, markers

As a class, create an 'All About Frankie' poster by firstly writing FRANKIE in the middle of the poster. Then use one coloured marker to write all the things we 'know' Frankie likes from reading the text. Then use a different coloured marker to write all the things that the students 'think' Frankie might like. When a suggestion is given, ask, 'What makes you think that Frankie would like that?' During this activity, build upon the idea that gender is irrelevant in our likes and dislikes as we don't know if Frankie is a boy or a girl, and it doesn't matter at all!

Reflection

Have students sit in a circle. Ask, 'Can you think of anything that boys can do and girls can't? Or that girls can do and boys can't?' Discuss. The conclusion students can draw is that it doesn't really matter if you are a boy or a girl, you should just do the things you love to do. Your gender should never be a barrier to following your passions.

Note: depending on the group, gender specific toileting may arise. It is important to acknowledge this as one clear physical difference, then ask if there are any other physical differences. Private parts will most likely be mentioned and that is okay as long as this is spoken about practically and without shame or embarrassment. Discuss all of the physical similarities we share, e.g. we all have two legs, ten toes, two knees and kneecaps, etc. Focus on the many similarities rather than the small differences.

Lesson 3: What I Like to Do!

Tuning In: Memory Game — Things We Like

Have students sit in a circle. Ask them to think of one of their favourite things to do. Select one student to start by saying their name and the one thing they like to do, e.g. 'I'm Alex and I like to play basketball.' The next person in the circle tries to recall the likes of all the students prior to them, before giving their own statement, e.g. 'Alex likes to play basketball, and I'm Sarah and I like to do karate.' Then, 'Alex likes to play basketball. Sarah likes to do karate, and I'm Tom and I like acting,' and so on. The last person in the circle will have the most difficult task as they have to recall every other students' likes; keep this in mind when selecting the person to start and finish. If time allows, invite other students (particularly those who were at the beginning of the game) the opportunity to recall everyone's likes.

Note: for younger students — a simpler version of this activity would be to move around the circle, giving each student the opportunity to share one thing they like, without the memory component of the game.

Partner Task: I Like, You like, We Like!

You will need: resource masters 'Things I Like Cards', 1 copy per pair; 'Things We Like — Venn Diagram' copied onto A3 paper, 1 per pair; sticky notes or scrap paper; scissors; glue

In pairs, (ideally mixed gender but this is not essential) have students cut out the 'Things I Like Cards', and then use the Venn diagram to organise these cards into individual likes and things they both like (in the intersecting circles). Pairs may add their own ideas on sticky notes or scrap paper once they have sorted and glued down the ideas from resource master 'Things I Like Cards'.

Note: younger students who are unfamiliar with using Venn diagrams may need to have this activity modelled to them prior to completing it on their own. If so, select one student to complete the task with you (the teacher) in front of the class.

Reflection

Have students sit in a circle to share their Venn diagrams. Ask some of the following questions (adapt the wording for younger students):

- Did you and your partner always like the same things? Why/Why not?
- Do you think there should be a difference in the types of things girls and boys should like and do? Why/Why not?
- Were some of your responses different to that of your partner? Why is it important that we have differences as well as similarities?
- What kinds of differences are good for us to acknowledge? (i.e. the difference in skills and interests that build who we are and benefit our community; we need different skill sets to create a functioning society)
- What kinds of differences aren't useful for us to acknowledge? (i.e. the difference in appearance or gender; these do not dictate what we can and can't do, this kind of thinking continues to build misguided stereotypes).

Teaching notes written by Yale Mercieca

Things I Like Cards

tigers	cooking	swimming	dogs
painting	playing dress-ups	elephants	football
dancing	colouring in	cats	dinosaurs
playing trains	unicorns	building	snakes
gardening	playing board games	kangaroos	basketball

tigers	cooking	swimming	dogs
painting	playing dress-ups	elephants	football
dancing	colouring in	cats	dinosaurs
playing trains	unicorns	building	snakes
gardening	playing board games	kangaroos	basketball

Things We Like — Venn Diagram

