Grade: 5	Lesson Name: Gender (REVISED)	Strand: Identity

Materials Needed:	Other Notes:

Learning Objectives: # 21, 23, 24, 25, 26
ID.2.INF.1 Provide examples of how friends, family, media, society and culture influence ways in which boys and girls think they should act (gender roles).
ID.5.CC.2 Define gender identity as a person's deeply held sense or psychological knowledge of their own gender.
ID.5.AI.1 Identify parents or other trusted adults to whom they can ask questions about gender identity and sexual orientation.
ID.5.SM.1 Demonstrate ways to treat others with dignity and respect
ID.5.ADV.1 Demonstrate ways students can work together to promote dignity and respect for all people

Lesson Plan:
Discuss typical gender role stereotypes. Make a t-chart that is labeled Stereotypes of Boys and Stereotypes of Girls.
*Brainstorm with the students the ways in which society views genders (examples: boys - get dirty, like trucks, are strong --- girls - like dolls, dress nicer, well behaved).
*After completing the t-chart, generate discussion with the following questions:
  ● Gender expression: Have you ever heard someone talk about "boy" clothes/hair/tops/colors or "girl" clothes/hair/toys/colors? What do you think about that? How does that make you feel? After discussion and sharing, include these points of clarification: Clothes are just clothes, toys are just toys, hair is just hair, colors are just colors. We should all wear/play with/like what makes us feel good. We should all feel proud of what we like because that's what makes us unique. Gender stereotypes are constantly changing. Today, blue is sometimes considered a "boy" color and pink a "girl" color. Years ago, it was the opposite. In 1918, an infants' department store (Earnshaw's Infants' Department) stated: "The generally accepted rule is pink for the boys and blue for the girls. The reason is that pink, being a more decided and stronger color, is more suitable for the boy, while blue, which is more delicate and dainty, is prettier for the girl." Even in 1918, boys were expected to be strong, while girls, delicate, pretty and dainty. Today, we see women wearing jeans and men with earrings, but those were not always socially accepted styles. Times have changed and will continue to change. Regardless of stereotypes, what we like is an expression of who we are.
  ● Gender identity: What makes you YOU? Has this changed as you've grown? After discussion and sharing, include these points of clarification: Who we are--our identity--is made up of so many different parts: language, race ethnicity, family background, gender, interests and much more. These parts all intersect in complicated ways that make us our own unique person. Our understanding of who we are can and will change as we develop and grow.

Go back to the t-chart created at the beginning of the lesson. Talk about how these can be stereotypes. Add any new ideas that are generated.

Closure/Reflection:
How can we break stereotypes about gender, gender expression and gender identity?
Who can we talk to if we have questions about gender, gender expression and/or gender identity? (Be sure to stress talking to parents and other trusted adults.)

Assessment of Learning (Formal):	Assessment of Learning (Informal):	Resources (Text and Technology):	Differentiation Strategies/Activities:
☐Check and correct homework ☐Quiz ☐Test ☐Presentation ☐Project ☐Writing Assignment ☐Individual ☐Conference ☐Other:	☐Observation ☐Walk around ☐Signaling ☐Class work ☐Oral questioning ☐Discussion ☐Conferencing ☐Other:	☐Text ☐Video ☐PowerPoint ☐Internet ☐Reference Materials ☐Chromebooks ☐iPads ☐Computer Lab ☐Other:	☐Cooperative learning ☐Varied grouping ☐Adjusting questions ☐Choice provided ☐Movement ☐Contract ☐Peer editing/helping ☐Stations ☐Think/Pair/Share ☐Other: