

Topic 7, Lesson 1



How does gender influence how people relate to young children?



Topic 7, Lesson 1



A new baby is born!

What questions is the first question people ask when they hear this announcement?

Discuss with a partner.





Discuss with a partner, things that might be different for a baby if they are born a boy or girl?

- What kind of clothes might the girl baby and boy baby receive?
- What kind of gifts might the girl baby and boy baby receive when they are born? On their 1st birthday? On their 4th birthday?



Note: Further discuss how these gender norms can be restricted to people from a young age.





How much are gender "differences" created by the way we treat boys vs girls?

Note: click on the link/image to watch the video.
Discussion to follow.

KINDNESS



TRUST

**RESILIENCE
RIGHTS &
RESPECTFUL
RELATIONSHIPS**

Topic 7, Lesson 2



What are actions we can take to contribute to a respectful, friendly and inclusive school?

Note: Fish activity, refer page 71 (Year 5)



Topic 7, Lesson 2



What is Puberty?

Class discussion

Note: Definition: Puberty is the time when the males and female bodies begin to change. At this time, the physical differences between males and females become more evident.





Topic 7, Lesson 2

Definition: **Sex** is the difference in biological characteristics of males and females determined by a person's genes.

Note:





Topic 7, Lesson 2

Definition: **Gender** is how we identify in our society. We are shaped by our culture, traditions, history and identity.

Note: Year 5s stop here and go to RRRR program for the school fish activity. Then continue with lesson 3.





Topic 7, Lesson 2

Definition: **Gender identity** is the gender that a person feels they are.

Note:





Topic 7, Lesson 2

Definition: **Transgender** is someone whose gender identity does not match with their sex assigned at birth.

It is a word to describe a person who feels that they do not feel they belong in the body they were born in.

Note:





Topic 7, Lesson 2

Definition: **Sexual orientation** is who people are attracted to.

Heterosexual is opposite sex attracted.
Homosexual is same sex attracted.

Note: discuss other acceptable words for 'homosexual'. Explain that these words should never be used as a 'put-down'.





Why do we need words to describe differences?

We need words to help us understand differences between people.

If we do not have words for differences we may not be able to value differences.

Note:



Topic 7, Lesson 2



Reflection:

How can we contribute to a respectful and inclusive school?

Note:



Topic 7, Lesson 3



How do gender norms influence our behaviour?

Note:



Topic 7, Lesson 3



How does gender affect equality?

Note:





Topic 7, Lesson 4

FACT 1:

Did you know that 32% or less than one-third of Australian Parliamentarians are female?

In most countries in the world, males make up the majority of national parliaments.

Note: Refer to fact cards



Topic 7, Lesson 4



FACT 2:

Did you know that only 7% of sports coverage in Australian TV news and current affairs is of women's sport?

That means only seven in every 100 minutes for women, with the remaining 93 in every 100 minutes being on men's sport?

Note:



Topic 7, Lesson 4



FACT 3:

Did you know that 80% or eight in every 10 young people who are same sex attracted, say that the place where they suffer the highest levels of verbal and physical abuse is at school?

Note:



Topic 7, Lesson 5



What are our rights and responsibilities?

Note:





Topic 7, Lesson 6

What are gender norms?

How have gender norms changed over time?

Note:



Topic 7, Lesson 6



Note:

**RESILIENCE
RIGHTS &
RESPECTFUL
RELATIONSHIPS**