

# Gender roles

## Learning outcomes

- Students will describe themselves in relation to their gender.
- Students will explore diverse gender roles.

## Suggested time allocation

45 minutes

## Resources

- *Activity pictures (Appendix 9)*
- *Princess Smartypants* by Babette Cole
- *Ho'oani Hula Warrior* by Heather Gale



## THEME 2 Activity 6

## CURRICULUM LINKS

### Underlying concepts

- **Hauora:** building a sense of personal identity and self-awareness to enhance taha wairua (spiritual wellbeing).
- **Socio-ecological perspective:** examining social and cultural influences on gender roles.

### Key competencies

- **Relating to others**
- **Participating and contributing**

## LEARNING SEQUENCE

### Getting started

Distribute the *activity pictures (Appendix 9)* to each student. Have them colour in and cut out the three activities they like to do best from the selection of pictures. Ask them to write their name at the top of each chosen picture.

Place one picture of each activity across the floor or on the wall. Have the students place their three pictures underneath the corresponding laid out pictures.

Have the class observe the pictures and answer these questions.

- Which activity is the most popular?
- Are there some activities that some groups of people enjoy more than others?

If the students agree that all boys or all girls do like certain activities, provide examples of activities you like that do not reflect the stereotypes. Encourage the students to recognise that some people may not feel like a boy or a girl but can still have favourite activities too.

It is important that no one feels left out of this activity because they may not feel they fit a particular gender. Gender refers to the gender a person identifies with. For example, girl, boy, both, woman, man, non-binary, transgender, takatāpui, queer which may or may not match their biological sex.