

CORE SESSION 2

Session Plan

Recap and Gender Box

Learning Intentions:

- To introduce the values of the MVP programme and to explore these through a number of key activities.
- To discuss the stereotypes and expectations that media places on gender
- Recognising the scope of violent and abusive behaviour.

Learning Outcomes:

HWB 3-13a / HWB 4-13a

Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community.

HWB 3-46b / HWB 4-46b

I know that popular culture, the media and peer pressure can influence how I feel about myself and the impact this may have on my actions.

Children's Rights:

Article 2 states that children have the right to protection against discrimination.

Article 29 states that children have the right to an education which encourages them to respect other people's rights and values.

GIRFEC Wellbeing Indicators:

Respected, Responsible, Included

Preparation:

- Pre-written Flipchart Sheets

Resources:

- Pre-written Flipchart Sheets:
Gender Box: x 2 that say female and x 2 that say male (written at the top)
- Film clips – Miss Representation and Tough Guise, Breaking the Box, Dash Cam
- Marker Pens

Introduction

Introduce yourselves and remind the group that you have recently been trained as MVP Mentors, and that you will be working with them over a number of sessions to look at 'scenarios' and explore issues which affect young people.

Recap key learning from session 1 regarding what we mean when we talk about a Bystander, and different types of abuse and respect in relationships.

Recap the Group Agreement so you all remember how you have agreed to work together.

Time allocation: 5 minutes

Supporting Notes:

Gender Box

For this activity you will need to divide the group into 4 smaller groups. Give each group a piece of pre-prepared flipchart paper and a marker pen.

Tell the group:

We're going to do an activity which illustrates how images and language can be used to control how we behave as boys and girls and place unfair and unrealistic expectations on us.

Ask the group:

- 1. The world around us shapes how we behave and react, where do we get our messages about what boys and girls should look like and how we should behave?**

Flipchart these. They come from a wide range of people/things/parents/carers/friends/celebrities etc. You are looking for media to come through as one way in which these messages are delivered.

What types of media are there?

Music, TV, computer games etc.

Tell the group you're **now going to show a couple of short film clips which highlight how men and women are portrayed in the media.**

Play Miss Representation and Tough Guise

- 2. Considering the media, on your sheet we'd like you to list the *stereotypical* messages we receive about what expectations are placed on boys or girls. We are not asking for your personal opinion, but what society and the media tell us. You will get a chance to add to both genders.**

Give them 5 minutes for this.

If groups need prompted:

How are boys / girls expected to behave?

What emotions are boys/girls expected to have?

How are they expected to look?

What interests and hobbies are they expected to have?

Groups might need prompted to elaborate, for example they may write 'pretty', but ask them to break this down – what attributes does the media tell us is 'pretty'.

After 5 minutes swap with the other gender and add any messages missed to this ask them to draw a box around their lists.

3. **Now, outside of the box we'd like you to write down what words are used to describe boys or girls who do *not* fit in the stereotypical box.** (If unsure you can prompt by saying- If you are not 'XYZ' what would people say about you?)

After 5 minutes, again switch paper to add to the other gender.

Invite each group to briefly share their answers with the other groups. If there is anything in common between the two male and female boxes it is good to highlight this.

Key questions after/during feedback:

What do the words in the male box have in common?

Most of these words will be about being tough, showing little or no emotion and looking strong. Ask the group why they think this is?

What do the words in the female box have in common?

A lot of these answers could be about showing lots of emotion and focusing a lot on how they physically look. Ask the group why they think this is.

Time allocation: 35 minutes

Supporting Notes:

Conclusion

Thank the group for taking part in the session and share the key messages from the activities:

- ✓ It's important we respect the viewpoints of our classmates and friends. We may not agree but we should respect others
- ✓ In MVP sessions we should look after ourselves. If we feel uncomfortable that's ok, we are here to support you.
- ✓ The Gender Box has shown that we all receive messages about how to act from people/media/society but these aren't always a positive thing.

Time allocation: 5 minutes

Supporting Notes: