

Class 5: Gender Lesson Plan

Materials:

- Jacob's New Dress
- Paper dolls and cut-out clothing with tabs

Goals:

- Explore ideas of gender norms related to clothing
- Have students think about the roots of gender norms and whether they ever benefit from a gendered society

Timeframe (minutes):

Time	Activity
0-10	Introduction
10-25	Book, discussion
25-40	Paper doll activity
40-45	Conclusion

Activities:

A. Introduction


- a. Names, pronouns
- b. Reminder of group rules (raise hands, don't touch without asking, stay on the tarp)
- c. What is your favorite thing to wear and why?
- d. Stretch break:** You're a seagull from the book last week. You have a can of paint and you're carrying it with you. Be a seagull and decide when to drop your can of paint.

B. Book: Jacob's New Dress

- a. Read until Christopher steals Jacob's dress
 - i. What has happened so far?
 - ii. How do you think Jacob feels?
 - iii. Why does Jacob want to wear a dress?
 1. Do you have any clothes that make you feel happy like Jacob feels in his dress?
 - iv. Why does that make Christopher mad?
 - v. Are there any reasons that Jacob shouldn't be allowed to wear a dress? Why should it matter to Christopher what Jacob is wearing?

- b. Finish book
 - i. What happened in the end?
 - ii. Why do you think some people associate dresses with being a girl?
 - iii. Even if wearing a dress is for girls, why is being a girl something to laugh at? (tag)
 - iv. Would you rather wear something that you liked or wear something that other people thought you should wear? Why?
 - v. Is it ever good to have certain things be associated with being a boy or being a girl (e.g. dresses for girls and pants for boys)?
 - vi. Do different cultures have different ideas about how people should dress? Can you think of any examples?

C. Paper dolls

- a. *Ahead of time*: print and cut out dolls and clothes, with tabs.
 - i. Acknowledge that the dolls are white– not the default for people, just the only color of paper we had. Clothes are also very Western - other clothes also exist but we couldn't find paper cutouts of them.
 - ii. Remind students that the dolls are fragile and easily ripped because they're made of paper
 - iii. This is a doll– this is not you
 - iv. Purposefully don't specify a gender
 - v.  Student Dolls R.pdf
- b. Have students dress up dolls for different scenarios
 - i. Dress up your doll:
 1. For going to school
 2. In a way you would never want to dress
 3. To go to a birthday party
 4. For a holiday
 5. For spending time with family
 6. For sports
 - ii. Do you feel like your doll is a boy or a girl (or neither)? Why do you think that?
 - iii. Do people ever treat you differently based on what you're wearing?
 - iv. If your doll were a different gender, would that change the way you dressed it up for different activities? Why?

D. Concluding Activity: Now your doll is you. Dress up your doll in the way that makes you feel like Jacob does in his dress.

- a. Are there any clothes we don't have here that would make you feel that way?
- b. What color would these clothes be if you were wearing them?
- c. Go around and share what the doll is wearing now.

- E. Is there anything that you want us to focus on next week? Any big questions that might be bothering you?
 - a. Potentially remind students of the types of things we've talked about in previous lessons – personal identity, beauty, fairness, knowledge vs. beliefs