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| 1. **Indiana Student Standards for Guidance Addressed** | | | |
| Standard(s) addressed: | Citizenship Development | Indicator(s)  addressed: |  |
| **Instructional Development** | | | |
| Grade Level(s): | 9-12 | | |
| Title: | What Role Will You Choose? | | |
| Summary: | What does it mean to be a “strong” guy? What does it mean to “act like a lady?” The customary roles for guys and girls may not be the best model for respectful dating relationships. *What Role Will You Choose?* lets kids take a look at stereotypical roles and decide what being a “strong,” respectful person really means. Relationship roles don’t have to be narrowly defined. *What Role Will You Choose?* helps kids examine stereotypical roles and redefine the traits of a strong person they can respect. | | |
| Time Frame: | 83 -85minutes | | |
| Procedure: | 1. Introduce yourself & greet students. (1 min) 2. Check in to see if students have any questions or issues from the previous lesson. (1min) 3. Introduce the play (psychoeducational plan). (numbers 3 through 8 should take approximately 30 mins)    1. Explain that we are all taught what it means to be a “strong man” or how to “act like a lady”. We are taught what it means to be a man or woman by our parents, family members, peers, media, places of worship, and society in general. The messages we receive about what it means to be a strong man or a proper lady shape our ideas about how we should act. Remind students again that **youth can help their friends choose healthy relationships** and that **healthy relationships can help maintain a healthy body**. Friends can work together to create healthier ways of being in relationships with others.    2. Ask the students for examples of messages they have received or ideas they have about what it means to be a man or woman. Keep this brief because the first half of this lesson will have them in groups to discussing this. 4. Explain that students will be working in small groups to think of as many ideas about what it means to be a man and as many ideas about what it means to be a woman as they can think of. 5. Break the students into groups of 3-5. 6. Give each group a pack of markers and two pieces of newsprint. 7. Have the students draw a line down the middle and put messages about women on one half and messages about men on the other half of the first piece of newsprint 8. Process    1. Ask how these messages and ideas have shaped what they expect in a relationship.    2. Ask if all of the messages are healthy.       1. What is healthy or unhealthy about the messages? 9. Tell the students to hold on to the newsprint. Say:    1. "We’re going to look at a couple of music videos that are in the top ten on the Billboards and analyze some of the messages they are sending to be a man or woman. While watching the video, I’d like for you to focus on the questions on the handout and anything else that might be relevant. I also want you to be as specific as possible when answering the questions”   **Rihanna - S&M (4:03)**  Link: <http://www.youtube.com/watch?v=KdS6HFQ_LUc>  The video is deemed inappropriate by the youtube community so you’ll need an account in order to view it.  Give them enough time to complete the handout once the video is done.  Go over the handout before viewing the second video.  **The Black Eyed Peas - Just Can't Get Enough (3:56)**  Link: <http://www.youtube.com/watch?v=OrTyD7rjBpw>  This video has a much more positive message about relationships so it’s a good contrast to S&M.  Give them enough time to complete the handout once the video is done.  Go over the handout before going to number bullet  (approximately 30 minutes)   1. Have the students flip the newsprint over and ask them to write new messages that are healthy in regards to what it means to be a man or woman.    1. Ask: What new ideas did the students think of.    2. Ask: How can these messages can be used to change their expectations about how they should behave in friendships?    3. Ask: How can these messages change expectations for dating relationships? 2. Summarize and close.    1. Remind students again that **youth can help their friends choose healthy relationships** and that **healthy relationships can help maintain a healthy body**. Friends can work together to create healthier ways of being in relationships with others. 3. Teachers may choose to hang the new ideas newsprint in their classrooms or in the hallways. | | |
| **Evaluation** | | | |
| How will mastery of the guidance indicator(s) be evaluated? | * Students will recognize messages they receive about what it means to be a man or woman. * Students will acknowledge not all messages about men and women are healthy. * Students will be able to create new, healthy ideas about being a man or a woman. | | |
| **Learning Resources** | | | |
| Resources needed:  e.g., technology resources, media resources, books, web sites | * Newsprint * Markers * Floor space or a large table * Music Video Analyses Handouts: Gender Roles & Boundaries and Depictions * Computer w/ internet access | | |
| Citation(s):  You may include copyrighted materials in “resources needed,” but do not reproduce copyrighted materials in your lesson plan. Non-copyrighted materials need to be reproduced and included with your lesson plan. Cite sources here. | http://chooserespect.org/scripts/materials/materials.asp | | |