





## 2 Traditions

	Drama activity	Discussion	Notes
 <p>Toys for whom?</p>	<p><b>Whole group</b>                      Photocopy the children's toys page. Cut up the strips. Give one or two toys to each student. Ask the students to either keep the toy they have or swap it/them with somebody else for something they feel is more appropriate for them.</p>	<p>The toys could be labelled traditional male or traditional female. Which do the students hold? Have they swapped for a more traditional male or female toy? If so, why?</p>	
 <p>Are you a member?</p>	<p><b>Whole group</b>                      A male golfer wanders into an all-female clubhouse. He wants to join.                      Cue:</p>	<p>Should there be single gender clubs?</p>	
 <p>Aspirations</p>	<p><b>Pair work</b>                      A local newspaper is conducting research into parents' aspirations for their children. The parent of a daughter aged 15 and a son aged 14 has agreed to be interviewed.                      Cue:                       Share the information.</p>	<p>Are there any specific differences between the parents' aspirations for their son and daughter?                      Are there any general/overall differences between the parents' aspirations for their son and daughter?                      Do parents' aspirations for their children affect their children's futures?</p>	
 <p>Jobs for the boys</p>	<p><b>Whole group</b>                      Using marker pens on sheets of cartridge paper draw three columns. Use the following headings:                      Column 1: Neutral occupations                      Column 2: Traditional male occupations                      Column 3: Traditional female occupations                      Write in each column as many examples as the group can think of, eg:                      Column 1: teacher                      Column 2: plumber, pilot, electrician                      Column 3: secretary, nurse</p>	<p>What are your conclusions?                      Are there more jobs for men?                      Are men's jobs seen to be more important?                      Are there any discreet gender occupations?</p>	

## Cross-curricular links

### A Woman's Place

#### English

Consider the language of advertising. Link particularly to:

- Tricks of the trade (A Woman's Place 7)
- For her (A Woman's Place 7)
- For him or her (A Woman's Place 8)
- Situations vacant (A Woman's Place 8)

The work could lead on to a joint project with art where advertisements are designed.

Create storylines/play scripts for situations in which some of the characters have a sexist outlook. Develop the work from establishing their attitudes to a completed storyline.

- Deserving some time off (A Woman's Place 1)
- Aspirations (A Woman's Place 2)
- Overall view (A Woman's Place 3)
- Father's place (A Woman's Place 5)

Describe the future world:

- Mums and Dads (A Woman's Place 6)

#### Literature

Look at the woman in a man's world, eg *Shirley Valentine*, *Gregory's Girl*, cross-dressing and the role of women in Shakespeare, particularly *Rosalind (As You Like It)*, *Viola (Twelfth Night)* and *Portia (The Merchant of Venice)*.

Look at the roles and characterisation of heroes and heroines in children's stories. Try rewriting fairy stories so that the characters are less gender-stereotyped.

#### English, PSE and Careers

Sessions 1-6 are useful stimuli for discussion on sexism and equality. Students should consider the content of the exercises in relation to their own values. Specific topics could be:

A woman in a traditional male job:

- Overall view (A Woman's Place 3)
- Possible career (A Woman's Place 4)
- The best one for the job (A Woman's Place 4)

Equality of roles in the family:

- Moving on (A Woman's Place 3)

### A Woman's Place 1-3

Groups should be mixed male and female if possible. Explain that for any word noted on the list there should be general agreement within the group. The teacher may decide that both lists can be completed at the same time. Allow up to 15 minutes before collecting the lists in. The exercise should be repeated several times using different words from the lists. The teacher or the students can briefly explain the content of the freeze-frame. The outcome of the exercise should be that the students become aware that the headers 'boys are' and 'girls are' should be changed to 'some boys are' or 'some girls are' or 'some boys and some girls are'.

These four role-plays should be short. It is helpful if the teacher suggests a place for the action, eg outside the cinema, in a café, at the school disco, in a youth club.

Allow the girl to get into role as she waits for her boyfriend. Explain to the boyfriends that they must clearly indicate through mime and dialogue that they are presenting their girlfriend with flowers. Hold the discussions after all four role-plays.

Allow time for the students to set up the situation before beginning the role-play. Areas can be established with a desk and a couple of chairs. Allow students a little thinking time before beginning the role-play. It will help them think about their character's attitude. The role-play information should be given to the whole class at once.

Discuss the outcomes.

This full role-play will mean establishing an area for the club. Rostra/furniture could be used to represent a bar, sitting areas, etc. Some discussion about possible roles for the students will help, especially as they are all playing the role of someone of the same sex apart from one student. A few minutes thinking time to consider the background of their character will help.

Keep the role-play short. Ask the students to avoid stereotyping or giving comic portrayals. You may wish to present this role-play as an all-male golf club with a female golfer wishing to join. The teacher and students may decide on a different type of club.

It may be helpful if the interview takes place in an area representing the home. Allow thinking time for:

- the parent to consider what they are going to say
- the reporter to prepare their questions.

Interviews could take place with two parents together if the teacher feels it would make the role-play easier for some students.

Ensure the students understand the word 'aspirations'.

Collate and display the work.

There is no need to be too directive about the discussion. Simply encourage any comments or conclusions the students may want to make when they see the collated lists.

Some teachers may prefer the students to prepare the work in small groups before the work is collated.

The students can set up a house area for each family. Everyone in the group should be aware of each other's role. The focus should be on the waiting for the father. Allow the role-play in each group to begin before father enters. This will help establish roles and allows the teacher to talk to the fathers.

Emphasise that the father really wants promotion. It is of great importance to him. Before all the fathers enter the role-play tell them that when you call 'freeze' they must come to you and give you the decision they would telephone through to the firm.

Go about setting up the second role-play in the same way.

Each role-play can last 5-10 minutes.

Where possible students should be in male/female pairs. One takes on the role of the young woman and the other the role of the chauvinist. Perhaps one is at the bus stop first. When feeding in the information to A before the role-play commences, suggest he looks hard at the female mechanic, even tutting and shaking his head. When a conversation strikes up, B should attempt to include the information about her background. If there is a group of three students consider using a role such as male nurse or secretary.

When students focus they can choose any part of the role-play. It may be a good idea to use a freeze start for this.