

## Worksheet 1

### Sexism at school?

**Aims:**

The boys (and girls)

- have an opportunity to analyze their own school experience paying special attention to sexism
- can consider the influence of school experience on shaping individual conceptions of gender roles.

**Class arrangement:**

Tables arranged for group work with the possibility to be rearranged for discussions in a circle.

**Duration:**

20 to 35 minutes

**Materials:**

- sheets of paper
- markers
- sticky tape

**Activity:**

1. Boys work in groups on the following issues, writing down particular phenomena and situations on the sheets of paper.

Group 1: Favouritism over boys.

Group 2: Treating boys badly.

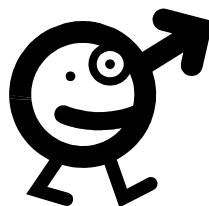
Group 3: Differences in teachers' expectations towards boys and girls.

Group 4: Differences in rewarding/ praising/ punishing/ criticizing girls and boys.

Group 5: Differences in tasks and duties assigned to girls and boys.

2. Boys present and discuss posters and supplement their friends' work with their own examples. They share their conclusions.

3. The leader of the group may add information on research results on treatment of girls and boys at school and introduce the notion of sexism.



## Worksheet 2

### Have you encountered such situations?

**Aims:**

Boys (and girls) have an opportunity to:

- realize the influence of sex classification of adults' expectations towards boys' behaviour
- analyze their own experience connected with sexist practices
- analyze the influence of sex stereotypes on their own development
- differentiate between biological and socio-cultural limitations connected with sex
- learn the notion of sexism

**Class arrangement:**

Circle

**Duration:**

20 to 35 minutes

**Activity:**

1. Boys sit in a circle. Following the order of the leader they try to find various situations in which boys wanted to do something but could not because it turned out that these games (activities) were reserved for girls. Boys talk about their experiences and feelings at the time. Finally, boys discuss which of these bans or limitations could be justified from biological point of view (e.g. boys cannot have babies like their mothers) and which could be justified from a traditional point of view.
2. Following analogical procedure, participants analyze similar situations connected with obligations and duties which they did not feel like doing especially when they could see that their peers of opposite sex did not have to do them.
3. Volunteers talk about situations from their present lives when they felt restricted because of their sex.
4. Referring to the participants' experiences, the leader gives a mini lecture defining and characterizing the notion of sexism.

### Worksheet 3

## Who is better?

**Aims:**

The boys (and girls) have an opportunity to:

- analyze social code which reveals unbalanced attitude to sex
- think about how passing judgement on both sexes by others affected their own opinions
- realize the sexist nature of statements concerning superiority of one sex over the other

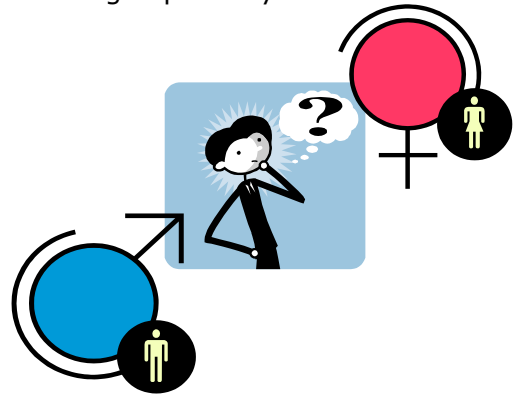
**Class arrangement:**

Circle

**Duration:**

20 to 35 minutes

**Activity:**



1. Each boy recalls and makes a note about statements heard from adults or peers and situations in which conviction about superiority / inferiority / higher / lesser value of men or women was revealed.

	Situations +	Situations -
Men		
Women		

2. Boys share their notes and recollections and then talk about them:

- What image of my sex could they create on the basis of these statements?
- How did they feel hearing statements judging their own sex / higher or lower?
- Which of these statements do they agree with now and which do not they agree with? Why?
- What consequences of higher judgement of one sex can there be for individuals and social life?

3. Explaining the notion of sexism to those who have not heard it before referring to the given examples.