**Background Information:**

*This lesson would be used as an introduction to or as part of a character unit. Students will be learning elements of characterization when creating a character and the importance of not gender stereotyping when creating characters.*

**Lesson Plan: Characterization and Gender Roles**

**Curriculum Expectations:** Students will further their understanding of characterization and be able to develop a non gender stereotypical character based on the provided guidelines. B3

Grade 9 Open Drama

**Specific Outcomes:**

A)    Attitudes: Participate in a class discussion about gender stereotypes.

B)    Skills: Create a non-gender specific character.

C)    Knowledge: Identify gender stereotypes within various examples.

**Resources:** video, puppets, chart, characterization definition and elements

**Introductory Activity: Show Me Demonstrations:** Gender

* The teacher will gain the class by handing out the “Show Me Demonstrations” and going through the instructions with the class. \*See at end of lesson plan\*
* Have students come up to the front of the class and demonstrate/characterize the statements on the sheet
* Can go up as an individual or in groups
* If not demonstrating, students will be asked to respond to the demonstration on the paper of whether they agreed or disagreed with how the statement was demonstrated

*Teacher Prompt:*

“Physicalizing a characters’ movements and using gestures are very important to characterization. As we watch the following video keep in mind other elements of characterization discussed such as:

* Voice
* Inner qualities such as the emotions connected to the character
* Outer qualities physical attributes (how they look/present themselves)
* Costume

As well as adding our new element of gender to our characters which would be how the character presents themselves emotionally and physically.”

**Developmental Strategies:** Puppet Video on Gender Roles

* As a class students will watch the video and take notes on characterization elements discussed
* As the video is being played the teacher can choose to respond in agreeance with the video (supporting the gender stereotypes presented) or in disagreeance (against the gender stereotypes presented)
* Depending on what approach the teacher decides to use a discussion will follow the video connecting it to the “Show Me Demonstrations” activity
* The teacher can choose to make a gender roles chart and discuss what is considered male qualities and what is considered females qualities based on the video takeaways, in the demonstrations and in society (media)

\*Example: Based on video/ Demonstrations

|  |  |
| --- | --- |
| **Girls** | **Boys** |
| Pink | blue |
| weak physically | strong physically |
| allowed to show emotion | can’t show emotion |

* Ask students if gender comments are specific to the assigned gender or if they can be qualities of both
  + if not suggested by a student suggest to create a gender neutral column that encompasses all qualities

\*Example: Based on Discussion

|  |
| --- |
| **Gender Neutral Qualities/ Characteristics** |
| both boys and girls can dress however they want |
| both boys and girls can show emotion |
| both boys and girls can be strong physically |

* Discuss the importance/ connection of characterization elements and gender roles

**Concluding Activity:** Create a Character

* Give “Character Analysis” handout to class \*See end of lesson plan
* Have students create a “non gender stereotypical” character by filling in the “Character Analysis” handout

**Methods of Evaluation**

* *Informal*:
  + participation in demonstrations
  + participation in discussion
* *Formal*
  + written character analysis character creation

**Follow up Ideas:**

Based on the character developed, create settings for the characters to interact with  one another.

**Self Reflection:**

By the end of the lesson students will have an understanding of what needs to be considered when creating a character (characterization elements) as well as what is not always thought of (gender roles).

4- without difficulty               EXCELLENT

3- with little difficulty         VERY GOOD

2- with some difficulty        SATISFACTORY

1- with great difficulty        NEEDS IMPROVEMENT

What was successful?

What was not successful?

What could be improved?

**Show Me Demonstration Handout**

*Initial Demonstration*

|  |  |  |
| --- | --- | --- |
| Show Me | Agree | Disagree |
| Run like a girl |  |  |
| Run like a boy |  |  |
| A boy showing affection |  |  |
| A girl showing affection |  |  |
| A boy greets friends |  |  |
| A girl greets friends |  |  |

**Non-Gender Stereotypical Character Analysis**

A character Analysis is a background of the character the actor is going to play.  If the script does not give the information below it is up to the actor to make it up.

**Full Name:**

**Birthplace:**

**Age:**

**Sex:**

**Sexual Orientation:**

**Preserved Gender:**

**Cultural Background:**

**Marginalized/Privileged Status:**

**Occupation:**

**Hometown:**

**Economic Status:**

**Educational Status:**

**Social Status:**

*Questions to Consider:*

1. What are the physical characteristics of your character? (tall, short, weight etc. How do they walk?  How do they gesture? Which body part do you lead with?)
2. What are the psychological characteristics of your character? (Grouchy, warm, timid etc.  The mental state of your character – fears, needs hopes etc.)
3. What are some traumatic events that have happened in your characters life? (Childhood memory, what possibility got you into this present problem, heartbroken, death in family)
4. What is your character’s main objective in the text? What do you want, or what role do you play?
5. Is there anything else important to your character analysis that you feel you should add?