Name ___________________________________________________

IMAGES OF GENDER

DIRECTIONS

ENGAGE

Your teacher will present several images of individuals. If you think the individual in the image is of a certain gender (man or woman), list the characteristics that you observed that led you to this conclusion in the table below.

<table>
<thead>
<tr>
<th>WOMAN</th>
<th>MAN</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

EXPLORE

List the name of your group members:

Together, look over your charts above and compare your recorded observations. Use your groups’ observations to try and create a definition for the term “gender” in the space below.
In the diagram below you will list words that describe your identity.

Write your name in the center circle. In each additional circle write a word or phrase that captures an element of your identity (be sure to use words that have most shaped who you are as a person and how you interact with the world).

When all group members have completed their circles, your teacher will give each of you 90 seconds to respond to and share your thoughts to the following questions:

i. With which descriptors do you identify most strongly? Why is that?

ii. Describe a time when one of the elements of your identity definitely worked to your advantage, either in your educational experience or in other areas of your life.

iii. Describe a time when one of the elements of your identity appeared to hold you back, either in your educational experience or in other areas of your life.
IMAGES OF GENDER

Group members’ names:

Your group will now have an opportunity to discuss and respond to the following questions. Be sure to let everyone speak with respect and consideration for others. One person will record the main responses to each question, which will be presented to the teacher when completed.

1. Imagine your cousin decided to undergo a surgical procedure to change his sex. Does his gender change after the surgery? Does his sex change? Use evidence from the Sex-Chromosome-Linked Disorders homework handout to support you answer.

2. Is there a difference between the terms “sex” and “gender”? What are the differences?

3. How does society determine how a man or woman should look and act (for example, women can wear makeup but men cannot; men can be muscular but women cannot)?
4. Are individuals with sex-chromosome-linked disorders less female or less male because of their disorder? Use evidence from the Human Karyotyping worksheet to support your answer.

5. Are there only two biological sexes? Are there only two genders? Use evidence from your Sex-Chromosome-Linked Disorders homework handout to support your answer.

6. Argue for or against the following statement, *There is no difference between your biological sex and gender*. Support your argument with evidence from this conversation, the Human Karyotyping worksheet, and your Sex-Chromosome-Linked Disorders homework.