

TEACHER'S GUIDE: Males and females compete in the same arena



Objectives

Students will be able to:

- ▶ Identify examples of mixed-gender competition found in TV shows and movies.
- ▶ Explore how the Youth Olympics is including mixed-gender sporting events.
- ▶ Predict how mixed-gender competition in the “real world” will look in twenty years from now.

Time: 60 minutes

Level: Grades 4-6

The Television and Film Arena (20 minutes)

- Invite one student to read the introduction and directions.
- Direct students to work with a partner to brainstorm some TV shows and movies that portray boys and girls competing together and separately.
- Invite each pair of students to share their list of TV shows and movies. Record responses on the board so all students can see the list.
- Direct students to work independently to respond to the following question: Do you think that boys and girls should be allowed to compete with one another in ALL arenas? Explain your answer.
- Divide students into two groups: those who responded “YES” and those who responded “NO.” Invite several students from each group to explain their responses.

The Sports Arena (25 minutes)

- Invite a student to read the introduction and directions.
- Before having students read USA TODAY’s article, take time to explain the “CLIP” questions so students are clear about the expectations following their reading of the article. Explain the four types of questions students will answer. The questions are as follows:
 - Creative Questions – create a metaphor or analogy for the article
 - Literal Questions – identify specific details and the main idea of the article
 - Interpretive Questions – evaluate the article
 - Personal Questions – make a personal connection with the article
- Once students have responded to the questions, facilitate a class discussion using the “CLIP” questions as a guide. Give all students a chance to share their analogies (Creative Question). Invite several students to share their responses to different questions.

The Future Arena (15 minutes)

- Invite a student to read the introduction and directions.
- Give students approximately 8 minutes to complete their creation.
- Direct students to stand and share their creations with a partner. Once students have shared with one other student, invite several students to share their ideas about the future with the class.

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National Standards

National Council of Teachers of English (NCTE) Standards

1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
2. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

National Council for Social Studies (NCSS) Standards

1. Through the study of culture and cultural diversity, learners understand how human beings create, learn, share, and adapt to culture, and appreciate the role of culture in shaping their lives and society, as well the lives and societies of others. In schools, this theme typically appears in units and courses dealing with geography, history, sociology, and anthropology, as well as multicultural topics across the curriculum.
2. Personal identity is shaped by family, peers, culture, and institutional influences. Through this theme, students examine the factors that influence an individual's personal identity, development, and actions. This theme typically appears in courses and units dealing with psychology, anthropology, and sociology.