

# GENDER MATTERS

## Sex vs. Gender Teaching Guide

### Video Summary

This video discusses the distinction between **sex** and **gender**, how these terms are related, and the great variation that exists within both. The role of **gendering** (applying attributes of maleness or femaleness to someone or something) and **gender norms** (beliefs and attitudes about what is considered appropriate for men and women) are also discussed.

### Discussion Questions

- What characteristics do we often associate with sex? With gender?
- How are sex and gender connected? How do they influence each other?
- The *Bic* pen and *Dove* soap examples used in the video are clear instances of how thinking in binary terms affects not just research, but other areas of our lives. Can you think of some other examples of gendering in our daily lives?
- In the video we discussed gendering in science using the example of how we think about the reproductive process. Can you think of similar examples of gendering in psychology?
- How might being aware of gendering, gender norms, and gender biases help us make psychology a more gender-equitable science?

### Activities

- Before watching this video have students write down their own definitions of sex and gender. Watch the video and have a class discussion about how similar, or dissimilar, their ideas about sex and gender are to those presented in the video.
- Assign students to groups of 3-4 and have them discuss and come up with examples of both: (1) gendering in our daily lives, and (2) gendering in psychology. Have a larger class conversation about the examples each group came up with. What effect do these examples of gendering have on our daily lives and on psychology as a science? How might we address the gendering present in these examples?

### Assignments

- Ask students to select a recent psychological study that they find interesting and write a short paper (3-4 pages) in which they analyse how sex and gender are addressed in the study, including (1) How do the researcher(s) define sex and gender in their study? (2) When it comes to sex and gender, what are some of the real world implications of the study's findings?

### Additional Readings

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