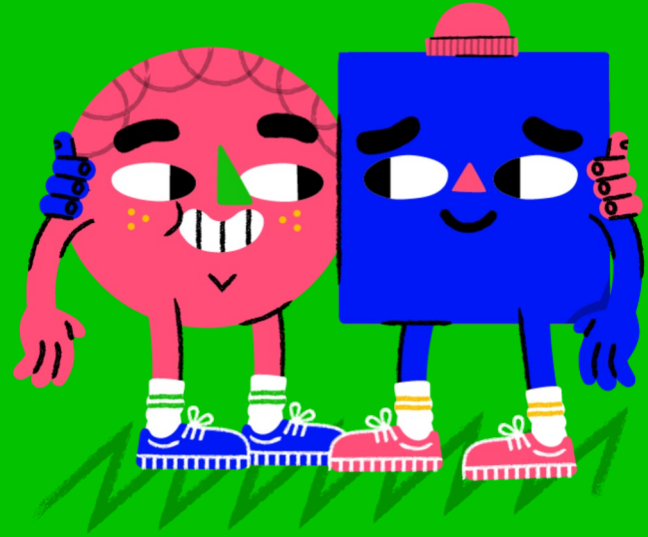


BEYOND GENDER STEREOTYPES

Lesson 1

Exploring gender stereotypes

Year 5/6



Beyond Gender
Stereotypes

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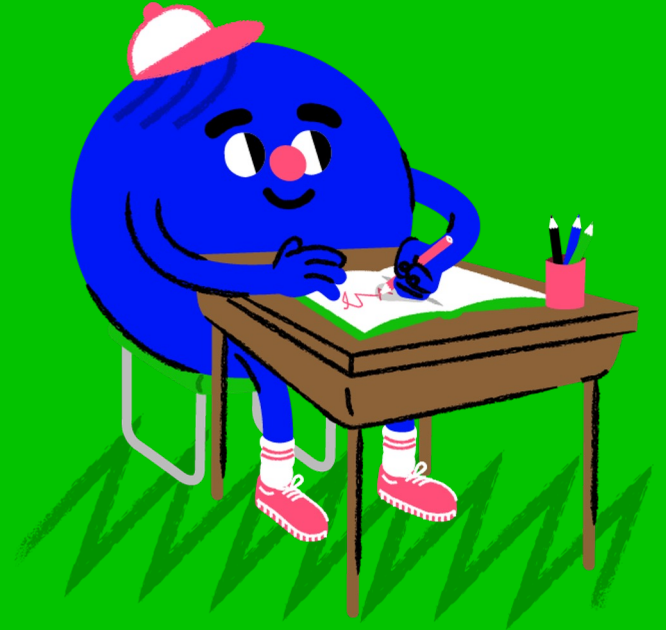
The
Children's
Society



equimundo

Learning objective

We are learning how gender stereotypes can be reinforced as we grow and change.



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Learning outcomes

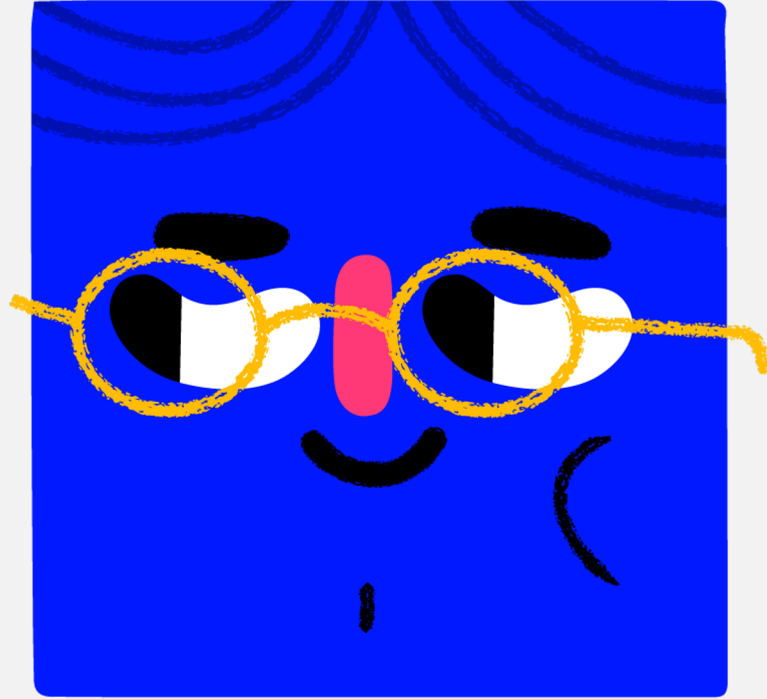
We will be able to:

1. describe gender stereotypes.
2. explain how gender stereotypes can be reinforced as we grow and change (including through online targeting).
3. explain how gender stereotypes might affect people.



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GROUND RULES



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Starter Activity

TALK ABOUT...



If someone said “**act like a boy/man**”
what would they expect to see?

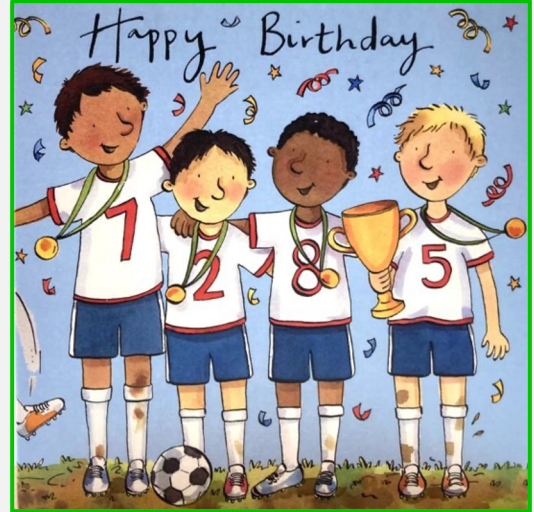
If someone said “**act like a girl/woman**”
what would they expect to see?



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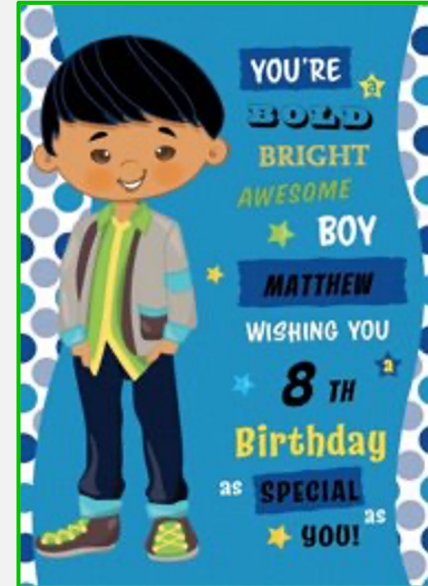
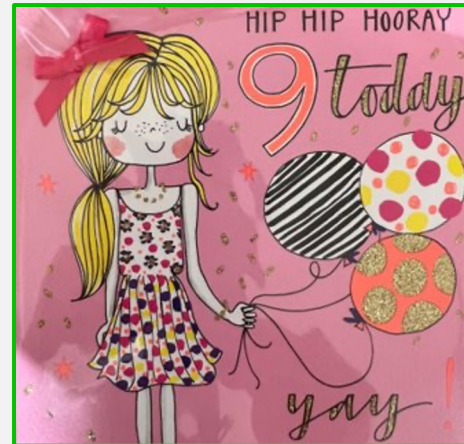
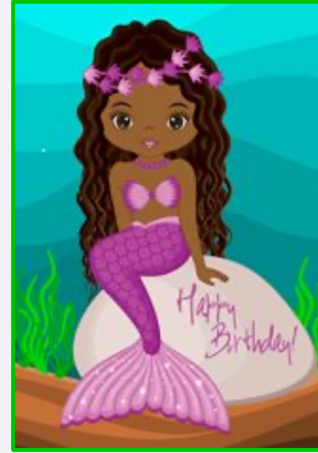
Main Activity 1

LOOK AT



Main Activity 1

LOOK AT

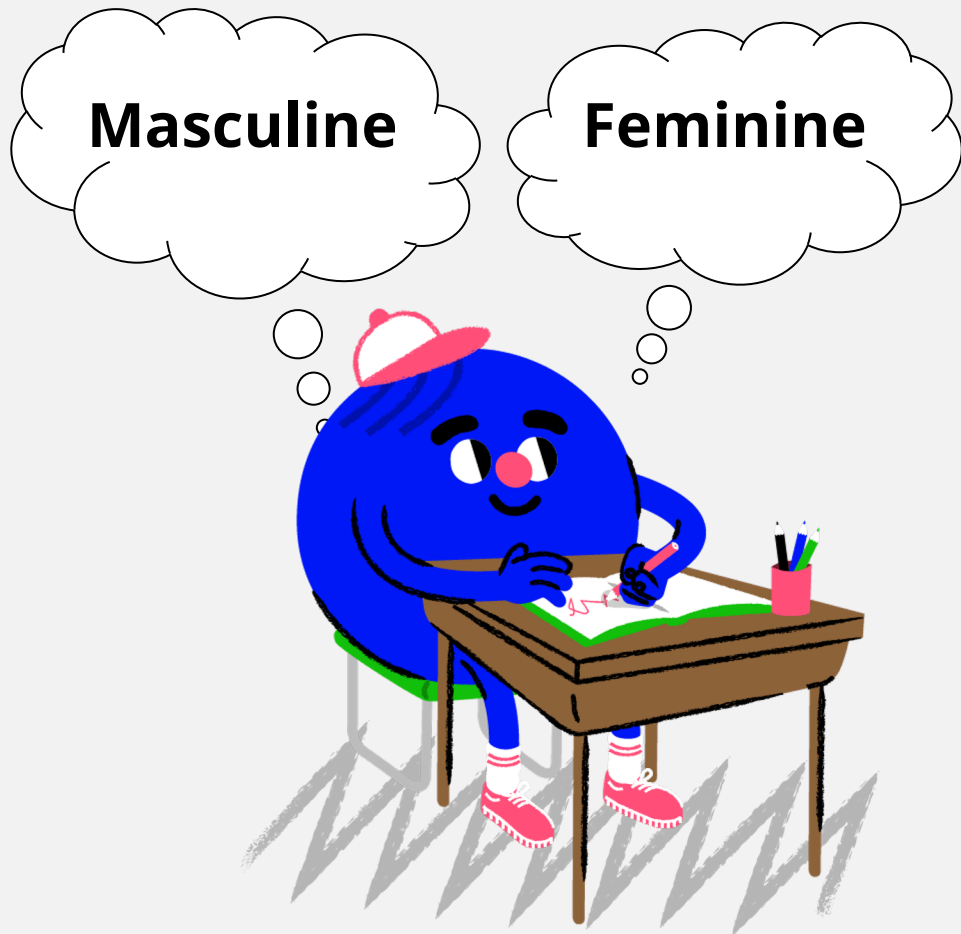


Main Activity 2

THINK ABOUT

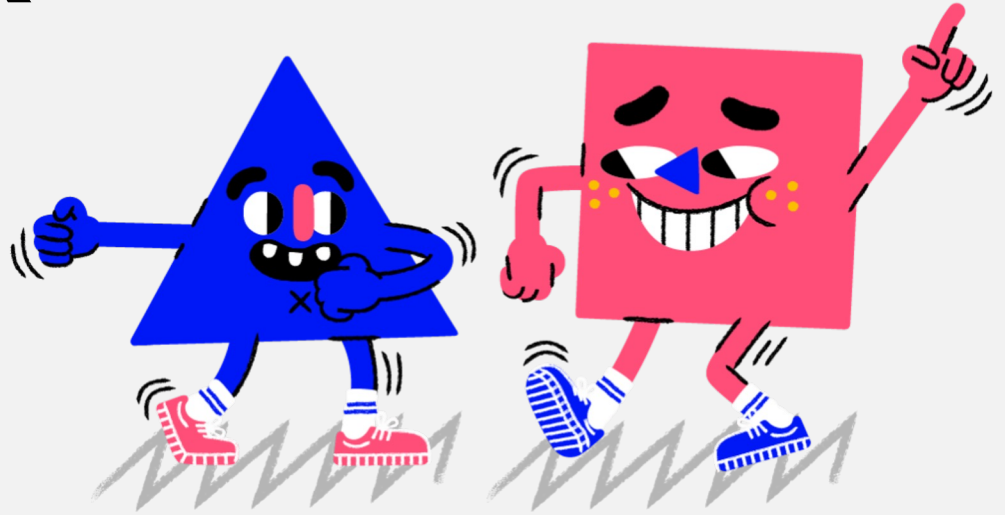


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Main Activity 2

SHARE YOUR THINKING



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Main Activity 3

DISCUSS THE SCENARIO



- What or who is influencing the character?
- What opportunities or choices are they being given, or not given?
- What messages are they getting about their gender?



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GENDER MESSAGES SCENARIOS



Sam

Sam is 13. She is starting to decide which options to take at secondary school. She wants to do metal design and technology, but the other girls in her class are doing textiles. She flicks on to her phone: pop-ups for flowery summer dresses are all over her newsfeed. Maybe textiles is a better option after all?

Vas

Vas is 10. It is his birthday soon and his auntie says he can choose something from her kids' catalogue. Vas scans the 'boys aged 9-13' pages and sees a Ninja warrior obstacle course set, a skateboard, a video gaming console, a graffiti hoodie, a glow-in-the-dark ball and a match-day diary.

Jai

Jai is 12. Jai has just opened her first online bank account and is looking forward to making her first special purchase. Jai's social media is full of chat about some new make-up. It's more than she can afford, but everyone is saying the new lip gloss is the best and that every girl needs it to feel prettier!

GENDER MESSAGES SCENARIOS



Ade

Ade is 11. Ade is choosing which after-school clubs to go to. He really wants to try dance, but isn't sure because he thinks there won't be any other boys there. He looks up dance for teenagers online, but can only see dance clubs for girls his age. Lots of videos of boys doing other sports pop up. He searches for dance clubs for boys in his area but only football, rugby and judo come up.

Jules

Jules is 11. Jules loves watching music videos. Merchandise adverts pop up after each video encouraging people to buy the same outfits as the singers and dancers in the video. Jules has a favourite video and wants to buy one of the outfits from it. The website directs Jules to 'girls' clothes' or 'boys' clothes', but Jules does not feel comfortable with either complete outfit.

Plenary

COMPLETE THE SENTENCES

Something I learned
in this lesson about
gender and
stereotypes that I
didn't know before
is...

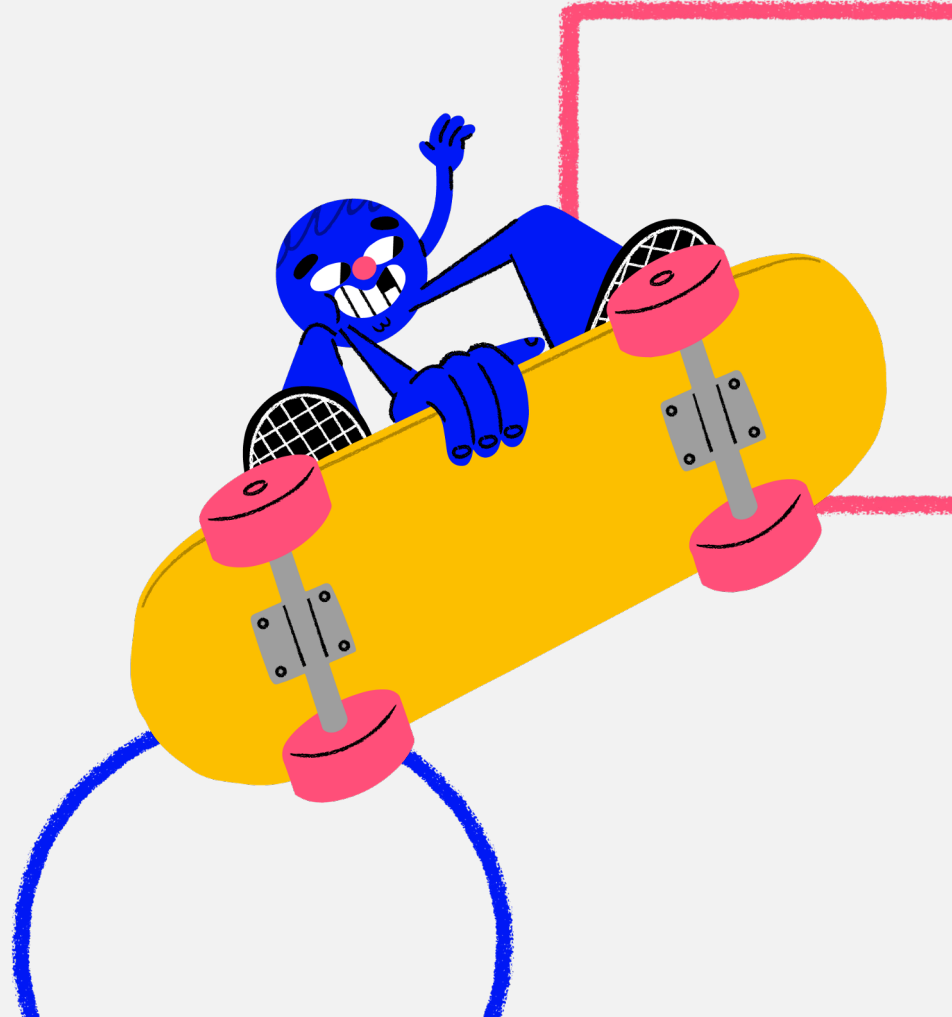
A question I
still have is...

Additional Activity 1

YOUR IDEAS

You have been asked to re-design one of the greetings cards to be non-gendered, or not gender stereotypical.

What would you change and why?



Additional Activity 2

DESIGN CHALLENGE

Design a greeting card without gender stereotypes for a specific age group or life event.



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