



## Educate Together / Plan Resource Project

- **Topic: Gender Equality**
- **Sub Topic: Understanding Gender Stereotyping**
- **Lesson: 1**

- **Date:**
- **Subject: Learn Together Programme**
- **Class level: 5<sup>th</sup>/6<sup>th</sup> Class (Ages 10-12)**

### ■ **Learning objectives:**

*This lesson explores gender stereotyping and its impact on boys and girls.*

**Strand:** Equality and Justice, Moral and Spiritual Development

**Strand Unit:** Promoting Equality, Exploring Moral Development

### **Content Objectives:**

- To explore an issue in depth such as gender, migration etc. comparing issues at a community, local / national level and globally.
- To help children develop the ability to critically question and make informed decisions.
- To explore the concept of collective responsibility.

### **Lesson Objectives:**

- Define and use the term 'gender stereotype' correctly.
- List stereotypes for girls and for boys.
- Play 'Guess the Occupation Game'.

### ■ **Learning activities:**

**Introduction: (*There are two PowerPoint presentations to choose from; one version to use with IWB or one version to use with conventional projector (basic)*)**

- Teacher puts up PowerPoint display on IWB of men and women (you could substitute the images provided with images of male and female staff members in your school).
- Teacher says we are going to imagine what jobs these people could do. Teacher then hands out a selection of cards with jobs that could be easily stereotyped by gender role. The class decide who would be most likely to do each job. Teacher at this point in the lesson should allow the class to justify their selection freely without judgement.
- Teacher then questions the class about their selection. *Why did you decide that X would be the fire officer? Is there a reason why X could not be the nurse? Teacher will guide the conversation around to the issue of gender stereotyping. You decided that John was the principal and not the teacher. Why do you think that is? Did you base it on any particular evidence? Do you think that evidence is valid? Why? Where do our assumptions come from? Could s/he not also be a...(insert any occupation)?*

- Teacher should now clearly define the term 'gender stereotype' with the class.

***A stereotype is a belief or opinion, often negative, about a whole group or category of people, such as 'the Irish are...' or 'Americans are...'. A gender stereotype is an assumption about a person because they are male or female. Gender stereotyping contributes to gender inequality because what we believe about men and women influences how we act towards them.***

- Teacher points out that gender stereotyping could have influenced their selections. Important reminder: it is about choices not whether men or women have harder lives.

#### **Development:**

- Teacher now asks the class to work in groups to create a list of gender stereotypes. Teacher makes it clear that these should be statements about men/women, girls/boys that are not necessarily true but that some people might commonly assume are true.
- Teacher moves on in PowerPoint to some sentence starters for groups to finish off that will create the gender stereotypes (*ex: Boys are, girls do not, boys feel, girls should be, girls can, boys hair should be, girls should wear, boys never, girls play with, boys watch, girls listen to etc.*)
- Teacher assigns students into groups. Teacher ensures that each group has a mix of boys and girls. The class could record these on two different colour post-its. (Don't tell the class which is for boy statements, and which is for girl statements and see what they decide to do with them).
- When the groups have finished this activity the teacher re-focuses the whole class. Ask for a volunteer male and female student. Now ask each person to come up and stick the stereotypes they have created onto the student of the relevant gender. Each person calls out the stereotype as they put it on the volunteer.
- Now teacher asks the class to discuss the results. *Are the statements fair? What effect could they have? Would you like someone to say that about you? What word would you use to describe that statement? Could this statement apply to the opposite gender just as easily? Who might say this statement? What would you say back if someone said this statement to you? Just because the statement applies to some girls/boys is it true for ALL girls/boys? If these are things people believe about boys/girls do you think it makes a difference how they are treated, as they get older? Might it influence what choices they might have and how?*

#### **Conclusion /Plenary:**

- Teacher will move on to the PowerPoint to a selection of images and asks what stereotypes they suggest for boys/girls. Then another set of images are shown and the class is asked how these images break gender stereotypes. The class summarizes what has been learned.
- If there is time, the children can place the post-it notes from the previous exercise on a chart or IWB and write an opposite statement next to it i.e. 'girls can be good at football'. This can be used as a display or resource for other lessons.

■ **Linkage and Integration for this lesson:**

**Geography:** Human Environments – People and other lands, Trade and development issues

**English:** Reading, Writing, Oral Language

**SPHE:** Myself – Self Identity and Myself and others – My friends and other people

■ **Differentiation:**

Differentiation by

- Group work and roles: Teacher will ensure the roles assigned in the group meet the needs and abilities of the individual.
- Questioning: Teacher will use a series of higher and lower order questions to meet the needs of their class.
- Gender Awareness: In the introduction you may ask your class / a group in your class to select who they think most people would imagine held a particular job. This could be if you think your class are unlikely to make judgements on people based on gender ie: they would not assume the man will always be the doctor and not the nurse and feel both the male and female staff members have an equal chance of holding any job.
- Students' abilities: An additional adult is strongly recommended to assist ESL students particularly for debate/discussion aspects of lesson. Furthermore, language support teacher could engage student/s on the topic to allow for better inclusion in this lesson.

■ **Assessment:**

- Teacher Observation and Questioning
- Teacher designed tests and tasks (e.g.: post-its)
- Peer to Peer and Self Assessment (teacher will observe this during the group discussions)

■ **Resources:**

- IWB
- 2 PowerPoint presentations (1) one version to use with IWB or (2) to use with conventional projector
- Job title cards
- Two different colour post-it notes/paper
- Pens/pencils

■ **Extension Activities:** (*Ideas to extend this sub topic in EE and other subjects*)

- Visual Arts – (Working in groups of three) Imagine a future world in which the roles of women and men are very different from today: Make a group drawing that reflects that world and present it to the class.
- Ethical Education / Geography / SPHE – children research a project on other forms of stereotypes (based on race, age, nationality etc)
- Ethical Education / History / Geography / SPHE – A collage can be done with images of boys/girls/men/women including famous faces who defy the stereotypes. Could involve some biographical research/project on people who defy our gender stereotypes – making sure to include people from other countries and cultures.
- Ethical Education / Geography / SPHE - Teacher may review some of the stereotypes from the children's lists during this lesson and ask the class if they think they are the cultural norm for girls/boys in Ireland, (Ex: boys have short hair, girls and boys should go to school, boys never hold hands in public). The class can research other countries for international examples of where the opposite is true or acceptable. The class explores how these very different beliefs about boys and girls are held in different places. What does that mean? Who is right? Is there a right answer?

**Acknowledgements**

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