



Educate Together / Plan Resource Project

- **Topic: Gender Equality**
- **Sub Topic: Challenging Gender Stereotypes**
- **Lesson: 2**

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

■ **Learning objectives:**

This lesson looks at common gender stereotypes and guides children to actively consider how to challenge and counter them.

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:

- Analyse images, name and interpret the gender stereotype they are presenting.
- Separate statements of gender stereotyping from neutral statements.
- Write statements and draw images that challenge gender stereotypes.

■ **Learning activities:**

Introduction:

- The term '**gender stereotype**' is defined with examples. If the previous lesson has been taught the teacher could display the list of stereotypes the class generated in that lesson.

Definition: A stereotype is a belief or opinion, often negative but not always, 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 will now call out a series of statements shown on the IWB. If the statement is a stereotype the class should stand up. If not they can stay seated. The attached PowerPoint file has a sample list of (5) statements. Teacher can add to this list.

- After a few goes the teacher can ask the class to offer suggestions of responses they could give to the statements.

Development:

- Teacher will then show some images/advertisements that have overt stereotypes included in them. The children should identify the stereotype. (*This could be an image of a mother serving dinner to the rest of her family that implies all women want to do the household work alone and enjoy it.*) *What does this image say about the role of women/men or boys/girls? What message does that give to boys looking at this image? What message does it give to girls looking at this image?*
- Teacher should ask the children if there are statements they could make to challenge the stereotype within this advert/image. A phrase that would critique the image and make someone looking at it more aware of the gender imbalance contained in the image. Teacher can give examples for clarification purposes. *Some men choose to work at home and make dinner for their family. Some mothers do not like housework. Families can work together to share the housework. Boys should help making dinner too. (See PowerPoint slides)*
- Now ask the children if there could be a way of remaking the image/advert that would break or challenge the stereotype. This could be that the parents are both serving the dinner together to the children. It could be a role reversal where the husband is serving the wife. Any answers are appropriate if they can be justified as countering the stereotype.
- Teacher will now ask the class to work in pairs with a set of similar images
- Again the pairs need to identify the gender stereotype contained in the image, find an alternative image that would present a more balanced gender relationship and/or some phrases that challenge the original image (see examples on PowerPoint slides).
- Teacher can display these images on the IWB or print out images for the class.
- The teacher refocuses the whole class and they report back their findings.

Conclusion /Plenary:

- Children work in pairs/individually to draw and write an advert that would promote gender equality or challenge gender stereotypes. This could be in an Irish or an international context. (Alternatively, use 'Forum Theatre method' to act out the adverts.)
- Some children from the class show their work when completed and explain their ideas.
- Completed posters/adverts could be used to create a class display on gender equality.
- Alternatively, watch video clip on "Pakistan's first female football club breaks down cultural barriers" from UNICEF Pakistan, <http://www.youtube.com/watch?v=GEB5ur5S-OA>

■ 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

- Resources: When selecting images/adverts teacher should give those with the most overt gender stereotyping to the groups who are less able. Teacher could provide samples of equality posters to students before they create their own.
- 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 (see above marked HO and LO).
- 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.: record cards)
- Peer to Peer and Self Assessment (teacher will observe this during the class debate)

■ Resources:

- IWB
- PowerPoint guide lesson with images
- Set of images/ adverts based on gender stereotypes (PowerPoint)
- Sources sheet
- Pens/pencils/paper and other art materials

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

- Whole class / whole school campaign on avoiding gender stereotypes in our displays, teaching and class work.
- Children create a class display of collected images of people who break gender stereotypes (ex: Katie Taylor, boxer; Jamie Bell, dancer, Mary McAleese, president etc.)

Acknowledgements

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