

Dream Big lesson plan

Gender stereotypes

Learning objective(s) <ul style="list-style-type: none"> To understand what is meant by gender stereotypes To justify why job choice and interests are not limited by gender 	
Success criteria <ul style="list-style-type: none"> I can use a Venn diagram to sort given images I can identify some common gender stereotypes I can express in my own words that gender does not limit job choice 	
National curriculum objective(s) <ul style="list-style-type: none"> Draw on what they already know or on background information and vocabulary provided by the teacher Participate in discussions and consider the opinions of others Articulate and justify answers, arguments and opinion 	Gender equality objective(s) <ul style="list-style-type: none"> Understand what is meant by gender stereotypes Understand that gender does not determine future job choice
Resources <ul style="list-style-type: none"> Mini whiteboards Venn diagram template and images to sort (see gender stereotypes activity resource) 	Key vocabulary: <ul style="list-style-type: none"> gender stereotype, expectations male, female, gender career, jobs, interests fair, unfair, limited
Lesson starter (15 min)	<p>On individual mini whiteboards, ask the children to draw a picture of a girl and a picture of a boy with no words or labels. Allow a maximum of 5 minutes.</p> <p>In pairs, the children swap whiteboards and guess which of their partner's images is a girl and which is a boy. Ask them to discuss how they know.</p> <p>On the main whiteboard/flipchart paper, create two columns – boys (males) and girls (females). Collect the children's feedback from how they identified the images and add the ideas to each column (e.g. dress/skirt, short hair, bow in hair).</p>

	<p>After collecting at least a couple of ideas in each column. Ask the children if <i>all</i> girls wear dresses every day or if <i>all</i> boys have short hair. Identify known examples of this not being true.</p> <p>Explain to the children that this is an example of a gender stereotype. Ask children to repeat the term 'gender stereotype' back to you and then practise it together: say it high...low...fast...slow.</p> <p>Explain to them that a stereotype is not the same as a fact.</p>
<p>Main teaching and learning task (30 min)</p>	<p>Display the blank Venn diagram template (see the gender stereotype activity resource). Clarify how to use the Venn diagram to sort (demonstrate with examples of typical names for males and typical names for females then a name that is common for both).</p> <p>In pairs, children use the Venn diagram to sort the first set of images given (long hair, sports, etc.) according to what they think.</p> <p>Take feedback and pick up on common trends in the class. Ask the children if they have sorted the images according to gender stereotypes and lead a discussion to challenge these ideas by thinking of examples that show each of the images belong in the middle section for both males and females (e.g. show or identify a male with long hair, a female playing football).</p> <p>Repeat the sorting activity with the job images in the gender stereotype activity resource.</p> <p>When taking feedback, note if the children were influenced or surprised by the gender of the character in the image. Ask the children to identify a couple of jobs that are often gender stereotyped (e.g. builders and firefighters being male). Clarify that all of the jobs belong in the middle section because the jobs people choose to do are not limited by gender.</p>
<p>Plenary (10 min)</p>	<p>In pairs, children to write/say aloud what they would say to someone who claimed that some jobs were for males and some were for females.</p>
<p>Suggested follow-up activities</p> <p>Job exploration</p> <p>Research and find out about some careers that are often gender stereotyped, including some examples of people who challenge this (e.g. female scientists, male nurses).</p> <p>When I grow up...</p>	

Children discuss, role play and write about what jobs they imagine being when they grow up.

This is me

In a blank template of a person, children identify the things that make them who they are (skills, interests and characteristics). Celebrate everyone's differences and strengths while highlighting that nobody's identity is limited by their gender.