

Lesson plan

Lesson Objective: To recognise gender stereotypes and actions we can take to tackle them online.

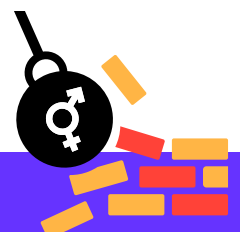
Time: Approximately 70 minutes (Alternatively: Part One – 30 minutes; Part Two – 40+ minutes; Part Three – 20+ minutes)

By the end of this lesson, students will be able to...

Under-11s	11-13s	14+
<ul style="list-style-type: none"> • Explain what a gender stereotype is • Recognise that anyone can like a particular hobby, colour or activity • Identify actions to tackle gender stereotypes online 	<ul style="list-style-type: none"> • Define 'gender stereotypes' • Explain the impacts of gender stereotypes • Identify how gender stereotypes can take shape in different forms of media • Identify actions someone can take to tackle gender stereotypes online 	<ul style="list-style-type: none"> • Define 'gender stereotypes' • Explain the impacts of gender stereotypes on individuals and wider society • Discuss the different forms that gender stereotypes can take online and across media • Think critically about the media they consume • Identify practical actions they can take online to tackle gender stereotypes

Prep

- ☐ Before the lesson, you should ensure students have access to digital devices with internet access in pairs/groups. You may wish to have devices already on the Breaking Down Gender Stereotypes quiz page for the second part of the lesson.
- ☐ Create pairs where possible (or groups of three if needed).
- ☐ Print out enough copies of Handout 1A (Under-11s), Handout 1B (11-13s) or Handout 1C (14+). If your students are working in pairs, they can share one handout per pair.
- ☐ Consider how you will teach this lesson and edit the Lesson Slides to align with any changes. For example, if children don't write in notebooks, you may want to remove reference to notebooks and add the correct terminology. Similarly, if you will not be splitting the lesson into parts, you may wish you remove the optional plenary/starter activities within the slides to avoid confusion.



Starter

Time: 7 minutes

Define or explain what a 'stereotype' is and how it can cause harm (i.e. it sets limits on people for what they can do because it makes them feel like they have to act a certain way to be accepted).

Ask students to share what a 'gender stereotype' might be. Explain that it is when people expect boys or girls to act certain ways based on their gender. For example, saying that only boys should play football is a gender stereotype because, actually, everyone can play football.

Definition

A stereotype is a widely held and oversimplified image or idea about people belonging to particular groups.

Activity 1: Identify the gender stereotypes

Time: 15 minutes

Have students get into pairs (or groups of three where needed) for this activity. Give each pair a copy of Handout 1. **Make sure you choose Handout 1A for students under 11 years old, Handout 1B for 11-13-year-olds or Handout 1C for ages 14+.**

Students must read the scenarios and work together to:

- Identify if they show a gender stereotype;
- Identify which part of the scenario shows a gender stereotype, if applicable;
- Write a brief explanation about what could be done differently to avoid stereotyping.

Extension: On the back of their handout, have students brainstorm additional examples of gender stereotypes they might come across online or in everyday life. They should include actions for how someone could tackle these stereotypes in positive ways.

Discuss the answers as a class, using the provided answer keys in this document. Correctly identify which scenarios show gender stereotypes and what could be done differently. Encourage children to share their responses rather than just sharing the correct responses.



Part 1 Plenary

Time: 5 minutes

If you decide to split the lesson into multiple parts, use this plenary to end the first part.

Have students choose one of the scenarios from Handout 1. Ask them to create a mind map or list of how the gender stereotype might have impacted how the characters in the scenario feel. They can include emotions of the victim, perpetrator and even bystanders.

Part 2 Starter

Time: 5 minutes

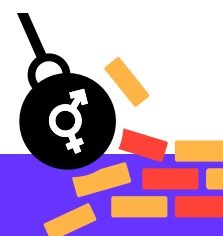
If you decide to split the lesson into multiple parts, use this starter to begin the second part.

As a class, brainstorm actions someone could take to tackle gender stereotypes they come across online.

Highlight important actions such as:

- Reporting on the platform
- Asking a trusted adult for help
- Blocking or unfollowing users who are hurtful

They should avoid getting into arguments in the comments, calling people names or otherwise making the situation more heated.



Activity 2: Acquiring Knowledge

Time: 30+ minutes

As individuals or in groups of 2-4, assign students roles to make sure everyone is involved in the activity.

Sample roles could include:

- **Operator:** Chooses the options that the group decides on and navigates through the quiz.
- **Reader:** Reads the questions in the quiz as well as the 'What you need to know' and 'Questions to discuss' sections after each question.
- **Writer:** Writes the discussion points and answers on Handout 2 as agreed by the group as well as the actions to tackle gender stereotypes.
- **Speaker:** Reads out/shares their group's responses with others.

Students must access the Breaking Down Gender Stereotypes quiz. They should choose the correct age and 1-player mode. They can then create a team name and select an avatar to represent them.

As a class, demonstrate the first question, asking students to tell you the answer to choose. Show them the 'What you need to know' section and the 'Questions to discuss' accordion box under the answer, which they will need for the other questions.

Students can continue the Breaking Down Gender Stereotypes quiz. For each question:

The Reader must read each question and possible answer(s) for the group. As a group, they must decide on the right answer(s). The Operator will select the agreed choices and submit the answers.

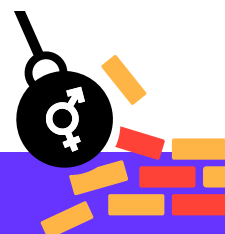
The Reader must then read the 'What you need to know' information for the group for 5 questions of their choice. Remind them that there are only 10 questions, and they can't go back so must make the choice as they go. If they have 5 questions remaining, they must use those.

The Reader must then read the 'Questions to discuss' section for their chosen questions. As a group, students should choose one discussion point they would like to answer together.

The Writer then fills in Handout 2 with the discussion point, what question number it's from and their group's response. They must choose 5 discussion points from 5 different questions of their choice. This can be at the beginning, in the middle, at the end or scattered throughout.

Students continue as above until they reach the end of the quiz and find their score. The Writer can write their group's score at the top of Handout 2 to help them remember.

The Speaker will present their group's answers in the next activity.



Part 2 Plenary

Time: 5 minutes

If you decide to split the lesson into multiple parts, use this plenary to end the second part.

Ask students to write in their notebook or a notecard.

They should write at least one sentence that summarises what they learned from the quiz. Or, they can write at least one sentence to summarise what they read during the quiz.

If time allows, you can ask students to share their summaries.

Part 3 Starter

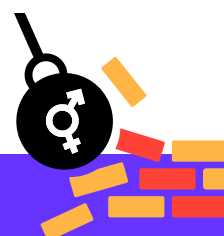
Time: 5 minutes

If you decide to split the lesson into multiple parts, use this starter to begin the third part.

Give students time to return to their groups from part 2 and remind themselves of their discussion points.

Encourage them to add more to their discussion point answers if they have thought of anything else.

Let them know that their group will be sharing some of their responses, so everyone should be in agreement.



Activity 3: Sharing Knowledge

Time: 10+ minutes

As a class, go through the discussion points students chose and answered. Start with question 2 and ask any groups to volunteer which discussion point (if any) they chose and what response they gave. The **Speaker** should share here. Encourage other students to share their own thoughts on the discussion point.

You can spend more than 10 minutes here if you'd like to have more student contributions and if time allows.

Limit each question to 1 group and 1 discussion point to save time. If you have more time, you can ask for multiple contributions.

Go onto Question 3 and repeat the process until you get to Question 10. Skip any questions where no discussion points were chosen.

The goal of this activity is to encourage student discussion and deeper thinking around gender stereotypes. If there are any misconceptions that students share or harmful language, make sure to correct them.

Plenary

Time: 7 minutes

Based on the discussions from part 1 and the quiz and discussions from parts 2 and 3, have students fill out an exit slip in their notebook or on a notecard (or similar). They must:

- Summarise 1-3 'most important' things that people should remember about gender stereotypes; and
- List 3-5 actions someone could take to tackle gender stereotypes they see online in positive ways.



Identify the gender stereotype

Read the scenarios below. Then:

1. If they show a gender stereotype, put a tick in the box beside it.
2. UNDERLINE where you see the stereotype.
3. Write 1-2 sentences explaining what the characters could do differently to avoid stereotyping by gender.

Scenario

Sarah wants to play a superheroes video game with her brother.
He says she's not allowed because "girls don't like superheroes."

Gender stereotype?

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Scenario

Ethan records a baking video for how to make cookies and shares it with his classmates. Back at school, everyone begs him to bring in the next batch.

Gender stereotype?

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Scenario

Aya wants to become an engineer and finds an online community for people like her, but when they find out she's a girl, they laugh and say that girls never make it in engineering.

Gender stereotype?

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Scenario

David likes to dance ballet and shows off his skills in a video online. The commenters are people from school and make fun of his "girly" hobby.

Gender stereotype?

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Scenario

A new girl starts at Jakub's school and talks about her favourite video game. He and his friends invite her to play the game with them after school.

Gender stereotype?

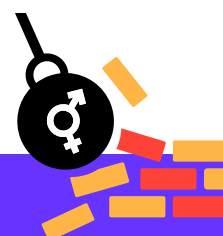
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1. If they show a gender stereotype, put a tick in the box beside it.
2. UNDERLINE where you see the stereotype.
3. Write 1-2 sentences explaining what the characters could do differently to avoid stereotyping by gender.

Scenario

Emily discovers a new app to learn about robotics. She tells her friend Lucy about it. Lucy says it would be cool, but only boys go into robotics.

Gender stereotype?

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Scenario

Abdul likes to experiment with makeup while following online beauty tutorials. When he shares his look on social media, people from school laugh at him for being 'girly'.

Gender stereotype?

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Scenario

Josef and his friends are playing a football video game. When he winds his character up to kick the ball and misses, they all laugh. One friend jokingly asks if his character is actually a girl.

Gender stereotype?

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Scenario

Ellie loves learning about space and wants to be an astronaut so starts a video series about space. Her classmates find it and comment on how cool it is.

Gender stereotype?

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Scenario

In an online forum, Sam says he's a boy who loves romantic comedies. Other boys say they also love romantic comedies and 'like' his comment.

Gender stereotype?

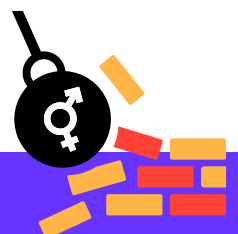
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Identify the gender stereotype

Read the scenarios below. Then:

1. If they show a gender stereotype, put a tick in the box beside it.
2. UNDERLINE where you see the stereotype.
3. Write 1-2 sentences explaining what the characters could do differently to avoid stereotyping by gender.

Scenario

On social media, Julian shares his belief that all men and women have rules they need to follow – like men need to go to work and women need to stay home.

Gender stereotype?

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Scenario

Sadie is watching videos online when she sees an ad for a cleaning product. In the ad, a man is using the cleaning product to tackle the untidy home..

Gender stereotype?

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Scenario

Tyrell is playing a new video game. He scrolls through the available characters and only finds one woman – who is wearing a bikini instead of armour.

Gender stereotype?

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Scenario

Ahmad tells his form tutor that he watches videos about fashion design because he wants to study it at uni. She laughs and tells him to pick something more realistic for a young man.

Gender stereotype?

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Scenario

Lyla loves to play esports and wants to go pro. As she researches what she needs to do, she comes across comments from people online that say women gamers are delusional.

Gender stereotype?

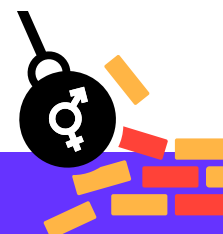
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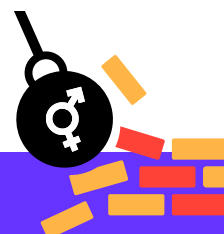
Answer keys

Handout 1A

Identify the gender stereotype - answer key

Accept any sensible answers, using the information provided below as guidance.

Scenario	Gender stereotype
<p>Sarah wants to play a superheroes video game with her brother. He says she's not allowed because "girls don't like superheroes."</p> <p><i>Sarah's brother should let her play the superhero video game because both boys and girls can like superheroes.</i></p>	Yes
<p>Ethan records a baking video for how to make cookies and shares it with his classmates. Back at school, everyone begs him to bring in the next batch.</p>	No
<p>Aya wants to become an engineer and finds an online community for people like her, but when they find out she's a girl, they laugh and say that girls never make it in engineering.</p> <p><i>The community should be more accepting of girls and women. Many girls actually drop out of male-dominated degrees because of poor treatment by men also doing the degrees.</i></p>	Yes
<p>David likes to dance ballet and shows off his skills in a video online. The commenters are people from school and make fun of his "girly" hobby.</p> <p><i>Anyone can do ballet, and many men are very successful dancers. The commenters shouldn't put him down for any hobby because it isn't limited to boys or girls. If they're from school, he can report them to the Head of Year or another teacher.</i></p>	Yes
<p>A new girl starts at Jakub's school and talks about her favourite video game. He and his friends invite her to play the game with them after school.</p>	No



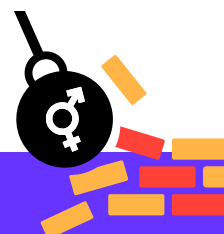
Answer keys

Handout 1B

Identify the gender stereotype - answer key

Accept any sensible answers, using the information provided below as guidance.

Scenario	Gender stereotype
Emily discovers a new app to learn about robotics. She tells her friend Lucy about it. Lucy says it would be cool, but only boys go into robotics. <i>Lucy might not realise it, but anyone can do robotics. Emily could encourage Lucy to give it a try together to see if she likes it.</i>	Yes
Abdul likes to experiment with makeup while following online beauty tutorials. When he shares his look on social media, people from school laugh at him for being 'girly'. <i>Abdul's peers should be more accepting of his hobby because both boys and girls can experiment with makeup. Abdul could talk to his teachers at school about the behaviour or block peers who are teasing him.</i>	Yes
Josef and his friends are playing a football video game. When he winds his character up to kick the ball and misses, they all laugh. One friend jokingly asks if his character is actually a girl. <i>Even though it's meant as a joke, using 'girl' as an insult is wrong. There are many other jokes that don't put a gender down. Many people might not realise the harm phrases like this can cause.</i>	Yes
Ellie loves learning about space and wants to be an astronaut so starts a video series about space. Her classmates find it and comment on how cool it is.	No
In an online forum, Sam says he's a boy who loves romantic comedies. Other boys say they also love romantic comedies and 'like' his comment.	No



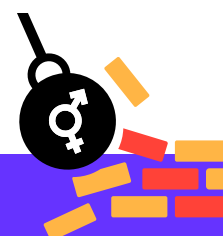
Answer keys

Handout 1C

Identify the gender stereotype - answer key

Accept any sensible answers, using the information provided below as guidance.

Scenario	Gender stereotype
<p>On social media, Julian shares his belief that all men and women have rules they need to follow – like men need to go to work and women need to stay home.</p> <p><i>There are no rules about what men and women can do when it comes to work or their roles. Anyone can be a homemaker or join the workforce. Julien's beliefs might make people feel like they are limited in their potential or dreams. You should report content that spreads harmful ideas like this.</i></p>	Yes
<p>Sadie is watching videos online when she sees an ad for a cleaning product. In the ad, a man is using the cleaning product to tackle the untidy home.</p>	No
<p>Tyrell is playing a new video game. He scrolls through the available characters and only finds one woman – who is wearing a bikini instead of armour.</p> <p><i>Tyrell could complain to the video game creator. Women objectification in video games is common and so is limited female options. More video games are striving for equality and realism now, though.</i></p>	Yes
<p>Ahmad tells his form tutor that he watches videos about fashion design because he wants to study it at uni. She laughs and tells him to pick something more realistic for a young man.</p> <p><i>Ahmad could complain to the Head of Year about his form tutor's comments. She should realise that anyone can go into fashion design and should encourage her students to pursue their passions.</i></p>	Yes
<p>Lyla loves to play esports and wants to go pro. As she researches what she needs to do, she comes across comments from people online that say women gamers are delusional.</p> <p><i>Unfortunately, some people make tasteless comments about women who play video games. This can cause hurt, spread hate and make girls feel like they aren't allowed to enjoy esports. Online, Lyla can report these comments or types of content to help spread positivity online.</i></p>	Yes



Breaking Down Gender Stereotypes: Questions to Discuss

As you complete the Breaking Down Gender Stereotypes quiz, you must select 5 discussion points from the 'Questions to discuss' section on the answer pages.

You can only choose one discussion point from a question. This means your discussion points will come from 5 **different** questions.

Write the discussion points below and answer them as a group.

Discussion Point 1:

From question:

Answer:

Discussion Point 2:

From question:

Answer:

Discussion Point 3:

From question:

Answer:

Discussion Point 4:

From question:

Answer:

Discussion Point 5:

From question:

Answer:

