**Lesson plans-Gender stereotypes**



 **Objectives**

 **Students will understand that:**

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|  |  | **-assumptions can lead to stereotypes and unfair and poor judgments about men or women** |
|  |  | **-stereotypes affect our lives****Materials** |
| **Writing paper** |
| **Large sheets of paper** |
| **Markers** |
| **Construction paper, scissors, tape, glue, magazines…** |
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**Gender stereotypes**

**Introduction**

* Before class begins, post around the classroom the 10 pieces of paper generated gender stereotypes in school and society ( choose from the list or write something youocome up with: Women are supposed to have "clean jobs" such as secretaries,teachers, and librarians,Women are nurses, not doctors, Women are not as strong as men, Women are supposed to make less money than men, The best women are stay at home moms, Women don’t need to go to college, Women don’t play sports, Women are not politicians, Women are quieter than men and not meant to speak out, Women are supposed to be submissive and do as they are told, Women are supposed to cook and do housework, Women are responsible for raising children, Women do not have technical skills and are not good at "hands on" projects such as car repairs, Women are meant to be the damsel in distress; never the hero, Women are supposed to look pretty and be looked at, Women love to sing and dance, Women do not play video games, Women are flirts, Women are never in charge, All men enjoy working on cars, Men are not nurses, they are doctors, Men do "dirty jobs" such as construction and mechanics; they are not secretaries, teachers, or cosmetologists, Men do not do housework and they are not responsible for taking care of children, Men play video games, Men play sports, Men enjoy outdoor activities such as camping, fishing, and hiking, Men are in charge; they are always at the top, As husbands, men tell their wives what to do, Men are lazy and/or messy, Men are good at math, It is always men who work in science, engineering, and other technical fields, Men do not cook, sew, or do crafts.

**Main part**

Ask students to spend 15-20 minutes writing about a personal experience with biased behavior. Emphasize to students that they should not put their names on their papers. They can share an experience in which they were a victim of being stereotyped or they were a witness of this sort of behaviour.

Prompt the class with the following: "Think about a situation when someone made an unfair judgment about you or acted unfairly toward you because of your gender

Ask students to consider the following questions before they begin to write:

-How did you know that you were being unfairly judged?

-What words or actions were directed at you because of assumptions or stereotypes?

-Why do you think those assumptions were made about you?

-How did the experience make you feel?

-How do you think you should have been treated in that situation?

When students are finished, have them pass their papers to the front of the room. Shuffle the papers and pass them back out to the class, making sure no one person has their own paper. Have each student read the personal experience of a classmate.

**Conclusion**

Have the entire class create a collage by combining,images from magazines and their stories. To create these images, provide magazines, construction paper, paint, markers, glue, and scissors.

Extra task (if you have computers/tablets available): Identifying Stereotypes in the Media with the class. Over the course of several days, they will keep a log of stereotypes they notice in television shows, commercials, or movies. Students should record the name of the show, movie, or product advertised; the group stereotyped; the stereotype portrayed; and any thoughts or feelings the student experienced while watching the program. Explain that this exercise might not be as easy as it seems; many of us are so accustomed to seeing certain stereotypes that we don't even realise that they are there