

Do Now

What are gender stereotypes and how can they be harmful?



Calvin has a passion for fashion. He saw one of his favourite icons, Harry Styles, wearing a dress - and the image stuck with him. Calvin started to create a bohemian-style dress, cut for a male figure, and decided to model his creation at the school fashion show. Most people agreed Calvin's creation looked pretty good – but a few teens at the back heckled him.

Discuss: Why do you think a few people heckled Calvin?

Calvin is not transgender. However, after the fashion show, a few people asked him if he was. Why do you think this is?

I think a few people might have asked Calvin if he was trans because...



Gender roles – the role or behaviour learned by a person as appropriate to their gender, determined by the prevailing cultural norms.

Stereotypes - A widely held but fixed and oversimplified image or idea of a particular type of person or thing.

Transgender - a person whose gender identity does not correspond with the sex registered for them at birth.



Learning outcomes:

Evaluate expectations about gender roles.
Analyse how gender stereotypes can cause damage, to both individuals and society.

The idea that dresses are for girls is a gender stereotype. In many societies, males have been wearing what are essentially dresses or skirts (think kilts, for example) for thousands of years.

The people that heckled Calvin may also have heckled women when they first wore trousers in fashion shows, in the early 20TH century.

So, he's not trans then?

Remember Kerry, who we met in our gender roles lesson?

Let's recap on what she told us:

Being trans is about far more than what you wear and what you like doing! Being non-typically female or male does not make you trans.

Preferring to wear dresses, make-up, or any stereotypically female clothing does not make a boy trans – and visa versa for girls too.

Trans people usually report having a deep, uncomfortable dysphoria (feeling of unhappiness relating to the sex of their bodies), which may last years. They are often prepared to go through painful surgery and are committed to living as the opposite sex permanently.



What are gender stereotypes and how can they be harmful?

On the next slide, we will see an image of a typical man and a typical woman.

You will have two minutes with a partner to write down on your sheet as many gender stereotypes as you can think of e.g – around the man you might write, 'loves football', around the woman you might write, 'loves shopping.'

Remember – these aren't things you have to agree with, just stereotypes you have heard of – we will be using these for an analysis task afterwards.



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Stereotypical male



Stereotypical female



So are gender stereotypes are just about what you wear and your hobbies? Well, as we've started to explore, there's quite a lot more to it than that. **Watch carefully and answer the questions on your sheet.**
We'll go through the answers together after.



[Gender Stereotypes](#)

Give two examples of how even a baby can experience gender stereotyping.

What kind of language do people often use to compliment girls and boys?

How else might children experience gender stereotyping?

Where do the stereotypes come from?

Is there anything wrong with us fitting these stereotypes?



We'll go through the answers together now, so be prepared to fill in the answers to any you missed.

<https://www.youtube.com/watch?v=HdHSDaJNQSg>



Give two examples of how even a baby can experience gender stereotyping.

The type of clothes they are dressed in and toys they are given.

What kind of language do people often use to compliment girls and boys?

Tough and strong for boys, delicate, sweet and kind for girls.

How else might children experience gender stereotyping?

In their clothes, colours of toys, games played at school, chores at home.

Where do the stereotypes come from?

Media, other people, the world around us.

Is there anything wrong with us fitting these stereotypes?

No, but there's nothing wrong with not fitting them either.

What are gender stereotypes and how can they be harmful?

What improvements have there been since the last century in gender stereotyping – and what still needs to be done?

THORNDEN THREE READING!
Follow the text closely in your booklet.



Combating Gender Stereotypes and Inequalities – Or Just Paying Lip-Service?



Gender stereotypes are ideas that link certain roles, behaviours, or characteristics to men or women. These stereotypes appear in advertising, media, education, and work. While there has been progress in recent decades, the problem has not disappeared.

Advertising has changed since the early 2000s. In the past, some adverts reinforced stereotypes — for example, Yorkie chocolate bars once used the slogan “Not for girls.” Today, adverts are more likely to show men and women sharing domestic roles, such as cleaning or cooking. However, children’s toys and clothes still often reinforce stereotypes, which is concerning because children learn ideas about gender at a very young age.

Scientists agree there are some average differences between boys and girls — girls may be slightly more drawn to people, boys slightly more drawn to things. But there is no such thing as a “typical” boy or girl, and these differences do not justify labelling toys or colours as “for boys” or “for girls.”



Combating Gender Stereotypes and Inequalities – Or Just Paying Lip-Service?

There has been progress in toys for girls. Barbie still comes in pink packaging, but she is now shown as an astronaut, scientist, or architect, and she has a diverse range of friends. This suggests girls can aim for careers in science, technology, and other traditionally male-dominated jobs.

However, toys for boys have not changed as much. Action Man is still shown in traditionally male jobs, such as soldier or explorer, and rarely in roles like teacher, nurse, or carer — even though these jobs are important and often need more men. The author argues this reflects how society often values male-dominated jobs more highly, even when female-dominated jobs, like nursing or social care, involve huge responsibility but are paid less.

The writer believes that while it is good to challenge stereotypes for girls, there should also be more effort to value female-dominated sectors and to encourage boys to enter them. Otherwise, changing toys is only a “sticking plaster” rather than a real solution to inequality.

What are gender stereotypes and how can they be harmful?



Now complete the questions on the second sheet in your booklets

What improvements have there been in Western Media relating to gender stereotypes since the early 2000s?

How do we learn gender stereotypes from a very young age? Explain using two examples.


What kind of differences do scientists claim there between the average boy and the average girl? (Remember, this is not all boys and girls, this is just on average).

How have there been changes to represent toys aimed at girls in traditionally male-dominated work sectors?

What is the point the author is making about the representation of boy's toys relating to traditionally female-dominated sectors?

What do you think the author would like to see? Why?

Do you agree with the point she's making? Why / why not?



world – perhaps the currently female-dominant professions are not as highly-valued or sought after at a societal level – so why would we bother making those toys for boys, when such careers aren't seen as aspirational? Female-dominated sectors also tend to be ones which aren't paid as well – think of the current teacher and NHS strikes, for example.]

It's odd that instead of valuing our female-dominated sectors by recognising the incredible amount of work that go into them and paying them appropriately, we are encouraging girls to move into higher-paid male-dominated STEM sectors, whilst at the same time we are not encouraging, in any way near the same extent, boys into female-dominated sectors where a male presence would be welcomed (think primary school teachers). Look at the poor pay for social carers, and remember, people in this sector are the ones looking after our grandparents, the mentally ill and other very vulnerable people – some of the toughest and most important jobs in the world, with a huge amount of responsibility. Of course, their pay never reflects this.

Changing girls' toys may be a welcome nod towards combating stereotypes and traditional gender roles, but until female-dominated industries are valued as much as male-dominated industries, it's all just a socking plaster. It seems, for the foreseeable future, Action Man's primary classroom accessories will remain a discarded sketch on a hypothetical marketing drawing board.

Questions:

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How have there been changes to represent toys aimed at girls in traditionally male-dominated work sectors?

What is the point the author is making about the representation of boy's toys relating to traditionally female-dominated sectors?

What do you think the author would like to see? Why?

Do you agree with the point she's making? Why / why not?

How do you report something you are concerned about?

- It is important to us that all of you feel safe, happy and belong at Thornden.
- We also know that sometimes it is not as easy as simply telling a member of staff
- It could be:
 - A friend you are worried about
 - Someone being unkind to you
 - Something you have heard and think we should know



How can you report anything you are worried about?

- Speak to a member of staff or parent / carer
- Visit the Well Being Den or Head of Year area
- On Satchel each week you will be sent a link to a form to share any worries you have
- On our school website homepage there is a 'Report a Concern' link.
- In the Student Bulletin there is a 'Report a Concern' link
- On all school desktops there is a 'Report a Concern' logo to click and report anything

Need Support? You're Not Alone

If anything in today's lesson has affected you, or you want to talk to someone, there is help available.



Mental Health & Low Mood

YoungMinds – <https://www.youngminds.org.uk>

Kooth – <https://www.kooth.com>

Mind – <https://www.mind.org.uk>

Talk to Someone

Your Tutor or Head of Year – We're here to help.

Wellbeing Team and School Nurse

Report a Concern on Satchel

Safeguarding Team with the Purple lanyards

Healthy Lifestyle

NHS Every Mind Matters – <https://www.nhs.uk/every-mind-matters>

Change4Life – <https://www.nhs.uk/change4life>

Apps That Can Help

Calm – For mindfulness and sleep.

Headspace – Meditation and stress relief.

Clear Fear – Manage anxiety (designed for young people).

MeeTwo – Anonymously talk to other teens, moderated by experts.

Eating Concerns

Beat Eating Disorders –

<https://www.beateatingdisorders.org.uk>

NHS Live Well – Eating Disorders –

<https://www.nhs.uk/mental-health/conditions/eating-disorders/>