



Gender stereotypes and me

Objectives

After this lesson, students will be able to:

- Recognise that images in the media are often manipulated
- Describe themselves in terms of personality traits and interests, rather than appearance

Resources needed

- Pens/pencils and paper
- Copies of the *Gender stereotypes and me* worksheet for each student
- *Gender stereotypes and me* slides
- Internet access (for YouTube)

Suggested structure and timings

5 mins

Pressures on young people



In pairs, ask students to discuss the pressures young people face (eg looking good, social media, doing well at school).

- Are there different pressures on girls compared with boys?

10 mins

Worksheet: Word clouds



Hand out the worksheet. Explain that in a word cloud the size of the word represents how many times it is mentioned and that these particular word clouds have been created using responses from students when asked to describe boys and girls. Useful prompts for discussion include:



- Do the word clouds show a fair representation of your gender?
- Is the word cloud for your gender an accurate description of you?
- Why do you think these words are so common?

15 mins

Video



Ask the class if they have ever compared themselves with models in magazines, on TV or in films.

Show the Dove Evolution video and lead a discussion. You might want to ask:



- Did you know how manipulated some images are?
- Are you surprised?
- Is it fair?
- What effect might this have on people?
- Do you think anything should be done about it?

15 mins

Worksheet: Who am I?



Direct the students to the *Who am I?* part of the worksheet.

Explain that we can sometimes focus on appearance too much, and that we have other traits and interests that are important.

Students should draw or write on the worksheets to create a representation of themselves. After five to 10 minutes, ask them to share with their partner and discuss if their partner would add any words or images to their worksheet.

Additional guidance

The link provided on the slides is for the Dove Evolution video. Alternative videos that can be used to illustrate how images can be manipulated include:

- Unreal celebrity Photoshop transformations:
- Dove campaign for real beauty (male version):
- Photoshopping real women into cover models:

Prompts for “Who am I?”

During the ‘Who am I?’ activity, you may want to provide students with a list of characteristics as a prompt. If you do this, make sure they’re aware that these are only suggestions and they can choose any trait they like. Some possible characteristics are listed below:

- | | | |
|-----------------|---------------|---------------|
| • Caring | • Tolerant | • Stubborn |
| • Good listener | • Honest | • Shy |
| • Funny | • Imaginative | • Helpful |
| • Cheerful | • Clumsy | • Organised |
| • Gentle | • Logical | • Good leader |
| • Generous | • Curious | • Confident |
| • Adventurous | • Messy | |
| • Independent | • Observant | |