

## LESSON 1: GENDER STEREOTYPES

1. Explain to the class that in this lesson, we are going to learn about gender stereotypes. However, first, we need to understand what gender is.
2. Write the words 'sex' and 'gender' on the board.
3. Ask students what they know about these words. Do they mean the same thing, or are they different?
4. If necessary, explain the difference using the following definitions from the RRRR curriculum:

*We use the word **sex** to talk about the different bodies that people are born with. Some of us get born with female body parts and others with male body parts, so these differences are to do with our bodies. It is the difference in biological characteristics of males and females, determined by a person's genes.*

*On the other hand, **gender** describes the characteristics of girls and boys, women and men that are shaped by our culture, traditions and history, and the way that societies organise what boys and girls, men and women are expected to do. This includes things like the way people are expected to dress and behave. Gender roles and expectations are learned, can change over time, and can vary from culture to culture. This relates to the term 'stereotype'.*

*Some people may feel as though they do not identify within the 'traditional' gender identities. Those that feel their gender is outside male or female may identify as non-binary.*

5. What is a stereotype? Brainstorm ideas on the board and come up with a definition as a class. If necessary, explain what a stereotype is using the provided definition:

*A **stereotype** is an idea or belief that many people have about a group of people that may be true, partly true, or not true for different people in that group. It is the expectation that all members of a group (age, race, gender and so on) are very similar, with no individual differences. Stereotypes are often formed based on how someone looks or acts.*

6. Explain that stereotypes can be based on gender too. They are widely held ideas, beliefs, and expectations about girls/women and boys/men.
7. In mixed-gender groups, provide students with the Brainstorming Male/Female Gender Stereotypes sheets.
8. Students write and draw stereotypes for each gender on and around the image of the person. Prompt students to think about characteristics such as appearance, behaviours, likes, dislikes, abilities, jobs, and emotions.
9. Students share their brainstorms.
10. Discuss with the class:
  - From everyone's brainstorms, what are some of the common stereotypes held about girls and women? What are some of the common stereotypes about boys and men?
  - Do all girls and women have these characteristics? Do all boys and men have these characteristics?
  - Are there any gender stereotypes discussed that you don't fit into? Are there any gender stereotypes that you do fit into?
11. Explain:
  - Many aspects make up who we are. Some of these may fit with stereotypes for our gender, and some may not, which is ok.
  - In the coming lessons, we will look at the impact that gender stereotypes have on people.

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**What are the stereotypes of being a man/boy?**

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