

Beyond Pink and Blue: Studying Gender Stereotypes



Student Activities Packet Women's History Month March 2018

Name: _____

Teacher: _____

Table of Contents

Directions: Use this checklist to track the lessons that you complete.

- ☐ **Overview and Guiding Questions**
- ☐ **Key Vocabulary**
- ☐ **Lesson 1: What Are Gender Stereotypes?**
- ☐ **Lesson 2: Girls Like Sharks, Too**
- ☐ **Lesson 3: Gender and Clothing**
- ☐ **Lesson 4: Representation Matters**
- ☐ **Culminating Project**
 - ☐ Planning Page
 - ☐ Rubric

Overview

"Pink is for girls."

"Only boys like to watch football."

Commercials on TV often make us think that these statements are true, even though you may know a boy who wears pink, or a girl who loves watching football. We learn a lot about gender stereotypes through watching TV or movies and looking at advertisements. Gender stereotypes are specific ideas about what girls and boys should be like. They say that girls should always look and act a certain way, and boys should look and act a different way. Often, gender stereotypes are especially unfair to girls.

In this Text Set, you'll look more closely at the idea of gender stereotypes and why they can cause problems for all people. You will also learn about kids and adults who are pushing back against gender stereotypes, and fighting for all people to have the freedom to look, dress and act however they want, no matter their gender.

Guiding Questions

Keep the following questions in mind as you read articles and complete the packet.

1. What are gender stereotypes and how do we learn about them?
2. What messages does the media (TV, movies, ads and more) send to girls, boys and all people about how they should act?
3. How can girls, boys and all people resist gender stereotypes, and gain more freedom to be themselves?

Vocabulary

Directions: Use this Cognitive Content Dictionary (CCD) to track these key vocabulary words throughout the lessons.

Word	Prediction	Definition	Draw It
Gender stereotypes			
Gender-neutral			
Resist			
Representation			

What other key vocabulary words stand out to you throughout the lessons?

Lesson 1: What Are Gender Stereotypes?

Objective: Students will be able to explain what gender stereotypes are and how they can be harmful.

Overview

As you learned in the introduction to this lesson set, gender stereotypes are specific ideas about how boys and girls should look, dress and act. Did you know that gender stereotypes can actually be dangerous to your health? In this article, you will learn about a study that revealed some interesting findings about how gender stereotypes affect kids. You will also consider how the article connects to your own experiences with gender stereotypes.

Comprehension Questions

- What are gender stereotypes, and how can they be harmful?
- How have you experienced gender stereotypes in your own life?

Part 1: Activate Background Knowledge



Directions:

Write out your answer to the questions below.

1. What is one gender stereotype that you have seen or experienced in your own life?
(Example: All girls like to wear pink.)

2. What is the impact of this stereotype? How could it be harmful to girls, boys, or all people?



Part 2: Read and Respond

Directions: After reading the article about gender stereotypes, fill in the information below.

Gender stereotype from the article	How could this be harmful to girls, boys, or all people?

Lesson 2: Girls Like Sharks, Too

Objective: Students will be able to identify examples of gender stereotypes in a nonfiction article.

Overview

Are boys really the only ones who are interested in sharks? The girls and women in this article don't think so. In this lesson, you will consider how gender stereotypes exist in science, and how girls and women are working to resist these stereotypes.

Comprehension Questions

- What evidence of gender stereotypes do you see in the article?
- How are people in the article pushing back against gender stereotypes?



Part 1: Say Something

Directions:

- Read the article about girls and sharks with a partner.
- Use the guidelines below to have a discussion with your partner while you are reading.
 - Read one section of the article together. You can take turns reading out loud.
 - When you are done with the section, **say something** to your partner about that section. You can say what you learned, what you wonder, what you predict, or something else.
- After reading, use the space below to write down 3 ideas, questions or details from your partner discussion.









Part 2: Write

Directions:

Write out your answer to the questions below.

1. What evidence of gender stereotypes do you see in the article? Write at least two examples.

2. How are people in the article pushing back against gender stereotypes? Cite evidence from the text.

Lesson 3: Gender and Clothing

Objective: Students will be able to explain what gender stereotypes are, and how gender-neutral clothing can help people resist these stereotypes.

Overview

The phrase “gender neutral” refers to something that is for all people, and not just for boys or girls. You may have seen a gender-neutral bathroom before. This means that anyone can use the bathroom, no matter their gender.

In our society, there are lots of gender stereotypes around clothing. People have strong ideas about what clothes are right for girls and boys. However, clothing can be gender-neutral, too. In this lesson, you’ll learn about how gender stereotypes can be applied to clothing, and how some people are resisting these stereotypes to give kids more freedom in how they dress.

Comprehension Questions

- What does “gender-neutral” mean, and why did the school in New Zealand change to gender-neutral uniforms?
- How can gender-neutral clothing help people resist gender stereotypes?



Part 1: Image Analysis

Directions: Read the article "12 Brilliant Kids' Clothing Lines That Say No To Gender Stereotypes." Pay close attention to the images in the article. Write notes about the clothing lines in the space below.

Name of clothing line	What do you notice about the clothing in the images? What details stand out to you?



Part 2: Create Your Own Clothing Line

Directions: Imagine you are going to create your own line of gender-neutral clothing.

- Draw two images of pieces of clothing that could be part of your clothing line.
- Then, write a paragraph about your clothing line (see directions on next page).

Name of clothing line: _____

Draw your clothes here (or use another piece of paper for more space):

Clothing Item #1

Clothing Item #2

Directions: Now, write a paragraph about your clothing line. Make sure to include:

- what is special about your clothes
- what makes your clothes gender-neutral
- why gender-neutral clothing is important.

[illegible]

Lesson 4: Representation Matters

Objectives:

- ***Students will be able to identify an argument and the key examples that support the argument.***
- ***Students will be able to draw connections between two articles in order to answer a guiding question.***

Overview

When you watch TV, go to the movies, or see advertisements, do you see people who look like you? Do you think these people are good role models? In this lesson, you will think about why it's important for all people to see themselves represented, or shown, in the world around them. You will also learn about girls and women who are fighting for more representation and better role models.

Comprehension Questions

- What is "representation," and why does it matter for girls and women to see themselves represented?
- How are the girls in the article fighting for change?



Part 1: Video Analysis

Directions: Watch the GirlChat video titled, "Representation Matters." Then, answer the questions below.

1. What is the main argument that the women are making in the video?

2. What examples do the women use to support their argument? Give at least two examples.



Part 2: Paired Text Analysis

Directions: After reading the two articles, complete the graphic organizer below.

Question for both texts: Why does it matter for girls and women to see themselves represented in the world around them?

Article 1: Girls want park statues of women

Add details from the article below that help you answer the question:

Article 2: Superheroes for girls

Add details from the article below that help you answer the question:

Answer the question based on details from both texts:

Culminating Project: Redesign An Advertisement

Objectives:

Students will be able to identify gender stereotypes in advertisements.
Students will be able to redesign advertisements to make them more inclusive of all genders.

Directions: In this project, you will examine the role of gender in advertising, and create your own advertisements that resist gender stereotypes. Read the Task Overview below to learn more.

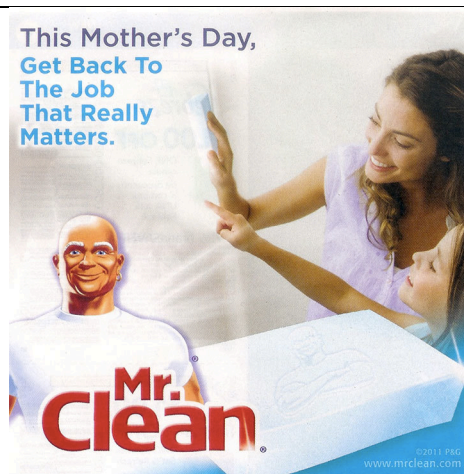
✓	Task Overview
	<u>Step 1:</u> Choose an advertisement to focus on (see next page).
	<u>Step 2:</u> Write an essay analyzing the gender stereotypes you notice in the advertisement.
	<u>Step 3:</u> Redesign the advertisement so it is more inclusive of all people.
	<u>Step 4:</u> Share your learnings with the class. Your teacher will tell you more about how to share your work.

Directions: Choose one of the advertisements below. This is the advertisement you will analyze and redesign. **Circle the ad you choose.**

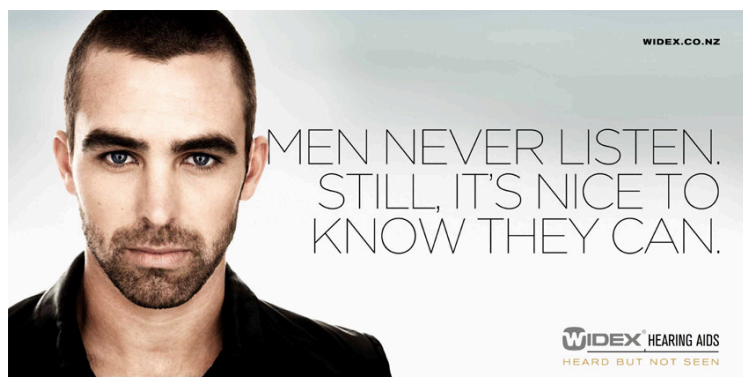
Advertisement 1: Target



Advertisement 2: Mr. Clean



Advertisement 3: Hearing Aids



Part 1: Analyze

Directions: Write a one-page essay below answering the following prompt:

- What is the ad trying to sell? Who is it trying to sell to?
- What gender stereotypes do you notice in the ad?
- How could these gender stereotypes be harmful to people who see the ad?

[illegible]

Part 2: Redesign

Directions: Use the space below to redesign the ad you just analyzed.

- Your goal is to get rid of gender stereotypes and make the ad more inclusive of all people.
- Use words and pictures to show what your ad is selling.
- As you redesign the ad, show what you have learned in this unit about the concept of gender-neutral items and the importance of representation.

Rubric

This is the rubric that you will use to self-evaluate, and that your teacher will use to evaluate your work.

Category	4	3	2	1
Information and content (Essay)	Analysis is insightful, clear, logical, and incorporates knowledge learned from previous lessons. The essay answers all parts of the prompt.	Analysis is clear, logical, and incorporates knowledge learned from previous lessons. The essay answers most parts of the prompt.	Analysis is mostly clear and incorporates some knowledge learned from previous lessons. The essay answers some parts of the prompt.	Analysis is not clear and incorporates minimal knowledge learned from previous lessons. The essay does not address the prompt.
Effort and creativity (Redesign)	All aspects of the project were thoughtfully considered; project is original, shows creativity, and communicates pride in the completed product.	Most aspects of the project were considered; project shows creativity and communicates pride in the completed product.	Some aspects of the project were considered; project shows some creativity and communicates some pride in the completed product.	One aspect of the project is the focus and gaps may exist; project is somewhat original and some pride is reflected in the completed product.
Time and management (Overall Project)	Class time is maximized and ample time is dedicated to planning and research. The deadline is met.	Class time is mostly used efficiently and time is dedicated to planning and research. The deadline is met.	Class time is used and some time is dedicated to planning and research. The deadline is met.	Class time is somewhat used and minimal planning and research is evident. Extension may have been necessary for project.
Points: ____ / 12				
Project Notes:				