**Sexism and Gender Stereotyping: Discussion Cards**

**Main Task: Gender stereotyping of children**

Divide these cards between members of the class. Ideally, put students in mixed-sex pairings or small groups.

Students need to read their allocated card and for the information provided, discuss:

1. Why this is damaging to boys, girls or both;
2. Why this inequality exists (there may be several reasons) and therefore
3. How can it be overcome?

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| In a standard ‘Toys R’ Us’ catalogue, boys are six times more likely than girls to be shown playing construction games. | Main characters in children’s books are 50% more likely to be male than female. Also, characters with speaking roles are 50% more likely to be male than female. |
| Villains in children’s books are eight times more likely to be male than female. | As schools become more feelings-centered, risk-averse, competition-free and static, they move further from the typical sensibilities of boys. |
| Animals in children’s books like bears and dogs are normally boys. Animals like birds and cats are mostly normally girls. | In toy catalogues, only 3% of pictures of children with guns and war toys featured girls. 97% featured boys. |
| In a typical toy catalogue, girls are sixty times more likely to be shown playing with baby dolls. | Teachers are more likely to ask boys to perform tasks involving strength, such as moving desks or chairs. |

**Extension Task: Gender stereotyping of adults**

The following additional scenarios could also be shared with students if they are considered appropriate (they may be more suitable for older children).

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| Across the world, men are three times more likely to commit suicide than women. | Whenever governments have forced their population to join the army in wartime, the law only applies to men. |
| Women are three times more likely to suffer from eating disorders as men. | Professional sportswomen earn substantially less than professional sportsmen. |