

# Lesson plan companion guide

This lesson is designed to support the teaching of the Breaking Down Gender Stereotypes quiz, which is a part of The Online Together Project created with Samsung.

It's aimed at developing students' understanding of gender stereotypes, their role they play in tackling stereotypes online and how they can do this.

**The lesson pack includes the following documents to support you in the classroom:**

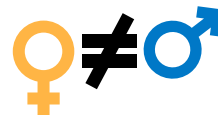
- the full lesson plan;
- age-specific handouts;
- accompanying lesson slides;
- this guide with statistics, advice and additional resources

## What you need to know



**16%**

of 9-17-year-olds have come across hate speech (e.g. racism, sexism, homophobia, religious intolerance) online.<sup>1</sup>



**3/4**

of parents say boys and girls are treated differently.<sup>2</sup>



**47%**

of girls and young women said expectations about how they should act, and what they should be, hold them back in life.<sup>3</sup>



**More than half**

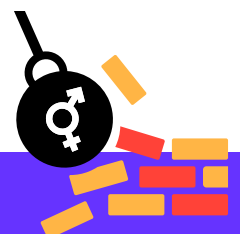
of UK teens aged 15-16 believe that the online world has made misogyny worse.<sup>4</sup>


1. Internet Matters tracker survey with UK parents and children

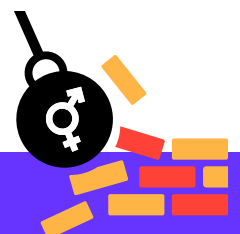
2. The Fawcett Society's Report of the Commission on Gender Stereotypes in Early Childhood

3. Plan International: The State of Girls' Rights in the UK

4. Internet Matters: Young people's experiences of online misogyny and image-based abuse



Potential question or story	Effective responses
What if a boy/girl fits into a stereotype?	<p>Some children might argue that because a boy/girl demonstrates a certain behaviour (e.g. "my sister likes pink"), it's not really harmful. Explain that even though a boy/girl demonstrates a behaviour, it's not because of their gender and not all people within a gender will share the same interest.</p> <p>For older children such as those in Secondary, you can discuss the impact of gender stereotypes from a young age. For example, baby boys are stereotypically associated with blue while baby girls are associated with pink. So, from a young age, children already learn gender stereotypes. So, as they grow, they might adopt those stereotypes themselves.</p> <p>However, remember to reinforce that people can like any colour, activity, film genre, etc. regardless of their gender.</p>
What about other genders?	<p>This lesson deals specifically with stereotypes related to boys and girls, so some children might question why other forms of gender identity is not discussed.</p> <p>Explain that this quiz and lesson is only an introduction to the topic and that gender stereotypes can impact identity in a range of ways, so exploring stereotypes of boys and girls is a good place to start.</p>
What if I don't like/ agree with...	<p>Some children might hold certain beliefs about gender, identity, LGBTQ+ or other related topics. It's important to cultivate an inclusive classroom and recognise that everyone is different. You can explain that while someone might hold their own beliefs, they should still respect others and use kind words, even if those beliefs are different from our own.</p> <p>Be aware of any school policies around inclusivity and follow them accordingly.</p>
What does ... mean?	<p>If a child is confused about a term, you can share the definition with them. As a part of the lesson, they will define certain words, so ensure you are aware of which words those are.</p> <p>You can also review the <a href="#">quiz companion guide</a>  definitions and other information.</p>



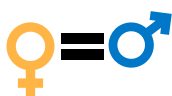
## Aligning to curriculum

<p><b>England</b></p> <p><b>PSHE</b></p> <ul style="list-style-type: none"> <li>• Under-11s: Children in KS1 and 2 learn about things that influence who we are and gender identity. They also learn about stereotypes and their influence on behaviours.</li> <li>• 11-13s: Children in KS3 learn how to evaluate expectations about gender roles, develop understanding of gender identity and how to recognise and challenge stereotypes.</li> <li>• 14+: At KS4, children build on previous learning around gender roles, identity and stereotypes.</li> </ul>	<p><b>Wales</b></p> <p><b>RSE</b></p> <ul style="list-style-type: none"> <li>• Under-11s: Children learn about recognising and challenging gender stereotypes, and how social and cultural norms regarding gender influence behaviours.</li> <li>• 11-13s: At this age, children develop their knowledge around gender stereotypes and their understanding of associated harms.</li> <li>• 14+: Teens will continue to explore these issues, building on and extending their understanding.</li> </ul>
<p><b>Scotland</b></p> <p><b>Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>• Under-11s: Children develop understanding of the rights every person has.</li> <li>• 11-13s: At this age, children also learn about the influence that media and peers can have on people.</li> <li>• 14+: Teens will continue to build on concepts learned in previous years.</li> </ul>	<p><b>Northern Ireland</b></p> <p><b>PMDU &amp; LLW*</b></p> <ul style="list-style-type: none"> <li>• Under-11s: Children explore influences on behaviour, different types of people in communities, roles and responsibilities and how media presents information.</li> <li>• 11-13s: In Key Stage 3, children explore factors such as gender that can influence identity as well as how stereotyping can arise in a community.*</li> <li>• 14+: Students learn about social responsibilities and the role of society and government in safeguarding rights to promote equality.*</li> </ul>

## Supporting resources



[Breaking down gender stereotypes quiz](#)



[Promoting gender equality online with children and young people](#)



[Tackling online hate quiz](#)



[Misogyny in schools – Guidance for teachers](#)



Research: [Young people's experiences of online misogyny and image-based abuse](#)



Research: [Teen girls' experiences of harm online](#)

