

# Gender stereotyping competition

## Question 1: Gender Stereotypes – what are they?

## Question 2: Gender Stereotypes – are they fair?

Imagine a girl; imagine a boy. What do your images look like? Most people will have quite distinct ideas about these two imagined people. What things might they like to do, how might they behave and what they might like to be when they are older?

These ideas are often based on gender stereotypes.

Gender stereotypes are generalisations that assume all girls have certain characteristics and all boys have certain, different, characteristics. Whilst sometimes people fit their gender stereotype, not everyone does. Having these images fixed in our minds can mean we judge a person's behaviour, interests, choices and expectations before we even know them. Typical gender stereotypes put men (and boys) and women (and girls) into two distinct boxes.

**Some of these stereotypes might include the following:**

Women / Girls	Men / Boys
Pretty	Aggressive
Delicate	Independent
Passive	Adventurous
Talkative	Active
Gentle	Decisive
Sensitive	Tough
Hard working	Smart
Kind	Unemotional
Nurturing	Not nurturing

These stereotypes are often reinforced on tv, in films, books and adverts. Women are rarely shown in leadership or independent roles, and men are rarely portrayed as caring or communicative. Recently toy, book and clothing manufacturers have been criticised for marketing products directly for girls or for boys.

### The competition

This competition asks pupils to think about these stereotypes. Are they aware of them? Do they agree with them? Do they think they are fair? Do they affect the toys they play with? The books they read? The jobs they want to have? We would like pupils to investigate their own experiences of gender stereotyping and to create a response one of these questions:

1. Gender stereotypes - what are they?
2. Gender stereotypes - are they fair?

## What to do

We are encouraging pupils to investigate their exposure to gender stereotypes, reflect on whether they are affected by them and to form a response in a creative and interesting way. Some possible approaches might be (but are not limited to):

- A poster raising awareness of the issue
- A letter to a toy manufacturer explaining their thoughts on toy marketing
- A story written with a counter-stereotypical message or characters
- A product designed to appeal to all children/people
- An activity/lesson for other children to experience
- A video or interview
- A Newsround bulletin

Entries can be from an individual pupil but where possible we encourage team or class entries. There is no limit to the number of entries per school. There are three age group categories in line with the stages of the curriculum (Early, First & Second) but if a group spans these age groups, we will assess the entry as we see appropriate.

## Potential discussion prompts

- What are gender stereotypes?
- Do you think that gender stereotypes are harmful?
- Why don't we buy boys pink clothes?
- Is pink a girl's colour?
- Imagine a world without gender stereotypes, what would it be like?
- What could be done to make things fair for everyone?

## Competition information

### Entry Guidance

We have put together some guidance to help pupils get started, this is not a format you have to follow, just some suggestions.

1. Research gender stereotypes. What are they? Where can you find examples of them? You could take photos, make collages of printed adverts, or list the books and places you see gender stereotypes. Try to use lots of different sources.
2. Think about the examples you've found. How do they make you feel? Do you think they affect your ideas of what is expected of girls/boys/men/women?
3. Plan your response. What are you trying to say? Identify the key message you want to get across and the best way of doing this.
4. Create your poster/letter/ story/ product etc. Submissions must be electronic, so plan to scan or photograph anything hand drawn.
5. Review your submission. Before you send in your response, have a look at the marking criteria below and ensure your entries are ready to be sent.

We are looking for interesting, thoughtful and creative submissions. Use your imagination and be creative!

### **Deadline**

The deadline for entries is 31<sup>st</sup> January 2020. Judging will be in February 2020 with winners announced by the Spring break..

12 Winners will be selected.

Winning entries will be shared on Twitter and local papers will be contacted once winners are chosen. The school will be sent an electronic certificate for each winner.

### **Submitting an entry**

The competition is open and entries can now be submitted by the teacher. Only electronic submissions are accepted. Suitable file types include JPEG (if a photograph of a poster is being submitted), PDF, Word or PowerPoint.

If you have multiple entries we recommend scanning them and putting each entry onto a slide of a ppt with entrants' information in the notes section and sending 1 PowerPoint.

If you experience any issues submitting your entries please email [IGBcompetition@educationscotland.gov.scot](mailto:IGBcompetition@educationscotland.gov.scot) and let us know.

### **Rules**

The entry must:

Be unique and all your own work

Be produced by an individual or a team or a class

Include image credits and sources of information (references) used.

#### **Other People's Material**

If you have to use other people's material, please get their permission to do so and use the material in accordance with their requirements. Please include their agreement in your submission so that we know how we should use it too as sometimes requirements for us could be different. If you are in doubt it's best to only use your own material, after all that is one of the things the judges will be looking for. Entries that include copyright material without permission will be disqualified.

#### **Eligibility**

Entries may be made by individuals, groups or classes. Entrants must be in full time education and resident in Scotland, including Local Authority and independent schools and home-schooled. There are three judging categories in the contest, pre-school-p1, p2-p4 and p5-p7, however this is not a hard rule and if teams of mixed age groups make a submission the judges will use their discretion to include it in the appropriate category. Submissions must be made by an adult – a teacher, club leader or educator over the age of 18.

#### **Judging**

Judges will be nominated by Education Scotland's Improving Gender Balance & Equalities team. The judges' decision will be final and no correspondence will be entered into. We reserve the right to use the material submitted, at our sole

discretion, and may or may not publish complete or partial entries. We will observe any pupil non-disclosure requests or requirements provided to us.

### **Marking Criteria**

Judges will reward entries that show understanding of the topic, research and creativity in their responses. As a broad guide, entries should aim to:

- Demonstrate knowledge and understanding of the topic of gender stereotyping, appropriate to the pupils' age.
- Be creative, innovative and inventive.
- Select appropriate examples and case studies to highlight their points.
- Succinctly summarise their opinions on the topic.

### **Background reading and research**

There is a wealth of reading and resources available to help pupils start their entries. Let toys be [toys](#) campaign to reduce gender stereotyping in toy marketing. Their website includes lots of helpful activities, lesson plans and examples.

[Zero Tolerance](#) has some teacher guides to stereotyping in early years, which could be used for ideas to prompt discussion.

National Union of [Teachers](#) ran a project called Breaking the Mould, looking at gender stereotyping in primary schools. They have produced three useful guides..