What is gender bias and how does it affect me?

CORRECTING STEREOTYPES

SUMMARY
Students look at publications, music tapes or CD’s, television shows, movies, magazines, computer games, web sites, and books locate examples of gender stereotyping and bias.

OBJECTIVES
Students will:
1. Identify examples of gender stereotyping and bias.
2. Modify examples to present a non-stereotypical portrayal.
3. Report the differences between how women are portrayed versus how men are portrayed that are collected during interviews.

PREPARATION
Prior to activity ask students to bring in their music tapes or CDs, taped TV shows or movies, magazines, computer games or books that have evidence of stereotyping. Collect materials: publications, music tapes or CD’s, television shows, movies, magazines, computer games, web sites, and books.
Photocopy Stereotypes and Ways to Revise Them worksheet
Provide tape players, CD player, computer game players, TV and VCR as needed for groups
Schedule use of computer lab if needed

MATERIALS
Stereotypes and Ways to Revise Them worksheet—one per student
Publications, music tapes or CD’s, television shows, movies, computer games, and books
Tape players, CD player, computer game players, computers, TV and VCR as needed

COMPUTER USE
Optional: CIS: Occupations

SUBJECT AREA
Any subject addressing gender study, English, Art, Health, Social Science, Science

TIME REQUIRED
Block class or two 50-minute classes

GROUP SIZE
Groups of four

STEPS
Prior to activity ask students to bring in their music tapes or CDs, taped TV shows or movies, magazines, computer games or books that have evidence of stereotyping.

Day One
1. Divide class into groups of four. Distribute publications, records, tapes, and or CD’s to groups for review. Assign students to spend fifteen minutes locating as many examples of stereotyping...continued
as possible as they listen or watch their assigned media.

2. Ask students to briefly describe their examples on the *Stereotypes and Ways to Revise Them Worksheet* (Group #1).

3. Collect and redistribute worksheets to different groups (Group #2). Ask groups to remodel the first examples, revise the problems, rewrite the advertisements, change the characters, and so on, to present an unbiased portrayal. Groups may use CIS Occupations information to create unbiased occupational descriptions.

4. Ask each group to select its most clever revision to present to the class. Class votes on the best revision.

5. Discuss what students have learned.

6. Ask students to interview a family member, friend, or neighbor about their perceptions of women as portrayed on television before Day Two. The interviewer should ask person interviewed to describe how women are portrayed versus how men are portrayed. Briefly summarize the results on paper to present to class.

**Day Two**

7. Students share interview summaries and discuss the results of student interviewing. Students could discuss stereotyping in general, its meaning and impact on others, and ways that they can contribute to decreasing stereotyping as a way to conclude the activity.

**ALLIED ACTIVITIES**

- Stereotypes
- Occupations for Terry
- Startling Statements

**ASSESSMENT STRATEGIES**

Students will:

1. Complete *Stereotypes and Ways to Revise Them Worksheet*.
2. Create and present a way to revise a stereotype to the class.
3. Recognize how gender stereotypes or labels affect them and those around them and know ways to decrease stereotyping.

**STUDENT WORKSHEETS**

*Stereotypes and Ways to Revise Them worksheet*
SORTING

Subject/Program Area: Any, Health Education, Physical Education, Science, Social Science, Guidance

Grade Level: 8, 9, 10, 11, 12

CIS Component: Occupations

STANDARDS

CRLS: Problem Solving, Communication, Teamwork, Career Development

SCANS: Information, Interpersonal, Thinking Skills, Personal Qualities

NCDG: Positive self-concept, Skills to interact positively with others, Positive attitudes toward work and learning, Influence of society on work, Understanding changing male/female roles

ASCA: Academic Development, Career Development, Personal and Social Development

EDUCATIONAL GOALS

Bloom’s Taxonomy: Application
Students in Group #1 (Examples): ________________________________________________
Students in Group #2 (Revisions): ________________________________________________

Stereotypes and Ways to Revise Them

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