GUIDELINES FOR TEACHERS

on addressing gender equality and gender stereotypical career choices with students

Authors: Meril Ümarik, Tiia Õun, Virve Kinkar, Marju Põld

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INTRODUCTION

These guidelines have been prepared as a part of the project BREAK! – Overcoming Gender Stereotypes in Europe through Cross-Media Learning (2017-2019) with an aim of increasing awareness of the nature of equal treatment and equal opportunities. As a part of the cross-media project, TV series “Why Not?!?” was created, which could be used in studies to introduce topics of gender equality and gender stereotypes.

The school and teachers have a significant role in shaping the attitudes, values and practices of the students. During the teaching process, the teacher’s task is to follow the principles of gender equality and use methods to reduce gender inequality. The guideline has been compiled for teachers for the purpose of addressing the topic of gender stereotypes and equality in the third level of school and upper secondary school – in the subjects of social studies, human studies, mathematics, music history, art history and (foreign) languages. The guideline presents a theoretical overview of the nature of gender stereotypes, the changed labour market and personality-based career design theory and raises examples of how the topic of gender equality could be addressed by various subject fields (e.g. discrimination on the labour market, pay gap, gender roles in family) in lessons and in career studies. The tasks suggested employing various teaching methods and means (e.g. discussion, text analyses, videos, group work) that could inspire teachers to additionally integrate the topic of gender and gender inequality into their teaching for various topics and target groups. Sample tasks of the guidelines also include examples of how to use the parts and videos of the “Why Not?!?” series in teaching.

The first chapter presents a wider overview of the changed labour market and the model of career management skills. The second chapter gives an overview on the European Union’s regulatory framework on gender equality and equality matters. The third chapter introduces the concept of gender stereotypes and the stereotypical views common in society. The fourth chapter focuses on the matter of gender segregation and inequality and on the teacher’s role as a person guiding the choices and options of students. The fifth chapter provides practical guidelines on how a teacher could avoid reinforcing gender stereotypes while teaching. The sixth chapter provides teachers with sample tasks and is a practical support material to address the topics of gender roles, gender stereotypes and equal treatment. There is a short introduction to each topic, sample tasks and specific study guides for students. In addition, it provides examples on how to use the clips of the series “Why Not?!?” in various topics of study. In order for subject teachers to navigate their way in the materials better, the tasks are listed by subject matter, although they actually enable one to integrate different subjects and competencies.
1. CHANGED LABOUR MARKET AND LEARNER’S CAPACITY TO DESIGN THEIR CAREER

The labour market has become global, the nature of professions, requirements to worker’s capacities, organisational structure and functioning have changed. An information society promotes a fast pace of life and brings about constant development of the means of communication, science and technology. Flexible working arrangements (part-time jobs, freelancing, project-based work) are becoming increasingly common. People have several occupations during their lifetime. All of this has changed the concept of career and the nature of career planning and management. The new concept of career is characterised as being without boundaries (Arthur, 1996), constantly changing (Hall, 1996), construed (Benko & Weisberg, 2007), designed (Savickas, 2005), crafted (Poehnell & Amundson, 2002) and as a kaleidoscopic career or a portfolio of different activities (Handy, 1998).

A rapidly changing labour market forces young people in particular to face the great question – how to plan and guide their studies and work lives in these fluid conditions in a way that would employ their assets in the best possible way while also providing personal satisfaction. It is important for the sustainable development of any society for people to find an application that suits their qualifications and abilities, and to be able to react to changes in the labour market, if necessary (Põld, 2017). It is also important that young people know how to make informed choices while designing their career, without being hindered by their own, or society’s, stereotypical understandings of the so-called “right” choices.

Nowadays, it is presumed that each person leads their own career, that is, takes responsibility for their life. A career is a person’s lifelong educational and professional development in accordance with all of the roles in their life. Career choice is no longer a one-time decision. People make several and repeated career choices in their lives, so they need to be flexible and prepared for life-long informed career decisions and learning. It is important to increase one’s competitiveness, including developing transferrable skills (for instance, organisational, problem solving, analytical skills) that can be implemented in various fields and for the performance of different tasks (Fugate et al., 2004). Thinking influenced by stereotypes can easily hinder a person’s ability to compete and adapt. This is why it is important to acknowledge and avoid gender stereotypical thinking in planning a career. Flexibility and adapting to the changing labour market and social environment are also important. Based on the constructivist paradigm, a career is no longer a permanent decision but rather a continuous, life-long process, of constructing and designing a career in an ever-changing environment that requires constant transfers and career management skills (Savickas, 2012).

Designing a career is creating a meaningful and satisfactory life for oneself by acting flexibly based on one’s specific development needs and possibilities. In this guideline, the concepts of career management and career development are used in parallel and at times, as synonyms. People need certain skills or competences to design their career. Career management skills are a set of several competencies, skills and attitudes that help individuals and groups gather, analyse, synthesise and organise personal, educational and professional information, and make decisions and organise educational and professional transfers (ELPCGN, 2012).

Teachers and career counsellors play an important role in supporting the development of students’ career management skills. Research has shown that increasing career development competencies boosts the studying motivation of young people and brings more calculated career choices, including decisions on continuing one’s education (Meijers, Kuijpers & Gundy, 2013). Great career designing skills support professional transfers of the individual, increase their flexibility on the labour market and support them in adjusting to change (Akkermans, 2013). With good career designing skills also comes more job satisfaction and a greater contribution to the organisation (Fleisher, Khapova & Jansen, 2014).
Career management skills are general competencies that each individual uses to design their career throughout life. These skills help to gather, analyse, synthesise and organise personal, educational and vocational information and to make decisions, organise transfers and consciously plan their career (Foundation Innove, 2016). These competencies (knowledge, skills, values, attitudes) do not only focus on choices and the decision-making process during transitions (e.g., from one level of education to another, selection of a speciality or position), they also help individuals give meaning to their own roles in a wider context: as members of society, family, various cultural groups, and to take responsibility for their own development and fortune. Awareness of one’s own strength, positive self-esteem, knowledge of the aspects influencing one’s choices (including stereotypes), and relevant information on learning and work opportunities are just a few of the career management skills that can significantly help people extend their options and live a satisfying, meaningful life.

Every person can develop competencies by and for themselves. Career designing is a process in which a student seeks answers to the questions important to them. For instance: What are my strengths? What is important for me in life? What does the labour market look like today and tomorrow? What are my studying and working options? What are my dreams? What affects my choices? What do I need to do to achieve my goals? Development of career management skills is an ongoing process that can be directed and supported by appropriate intervention. Acquiring and developing the knowledge, values and practical skills introduced in school curricula takes place as a result of joint efforts of the school’s teaching process, cooperation between home and school, and the direct living environment of the student. School enables one to improve his career management skills by integrating them into various subjects, teaching them as a separate subject, or combining both. Career management skills can be incorporated into various subjects and extracurricular activities, in optional career classes or by using various combined approaches.

For example the topic of career development and improving career management skills is highly prioritised in the national curricula for basic schools and upper secondary schools of Estonia. It could even be said that the objective of a school as an educational institution largely overlaps the objectives of career studies: both place a lot of emphasis on developing preparedness to handle various roles in one’s life, continue studies on the next educational level and the informed development of one’s career.

In other European schools attention is also paid to lifelong learning and career development skills. The aim is to shape a student into a person who is willing to learn throughout their life, play different roles in the changing learning, life and working environment, and to design their life through informed decisions, incl. make reasonable career choices. The topic can also bring attention to the most common gender stereotypes that influence people’s career choices. Teachers can choose how to achieve the learning outcomes presented in the curriculum and whether to integrate topics related to career designing activities with lessons, student’s creative and research work or events taking place at school, etc. In addition to comprehensive career studies that involve the entire learning process, schools can teach specific career skills as an optional subject. Both comprehensive career studies and the optional subjects emphasise the students’ career management skills. Both can successfully support a student in connecting the knowledge received from class with their plans for the future and the performance thereof, and the teachers integrating the subjects in a purposeful manner that provides great results for students.

Student’s career management skills have been described by a model that was developed by Foundation Innove for Estonia. However, as it is universal, it is suitable for wider use (Foundation Innove, 2016). The model is a structured set of the fields of competence, competencies, attitudes and values, as well as learning outcomes that enable both the person themselves, career specialists and also various related parties to monitor the development of the necessary competencies and thus consciously and purposefully work on developing these competencies. Depending on the model, the following fields of competence can be set forth in career designing.
1) Developing self-assurance

The students analyse their values, interests, knowledge and skills, character traits, experiences, strengths, etc., to connect them with realistic learning and working opportunities. The students are motivated to develop themselves and responsible for developing themselves. Thus, a teacher can direct students to weigh their options while avoiding stereotypes based on their interests.

2) Analysis of options

The student is able to understand the connections between education and labour market and can find, analyse, and purposefully use relevant information pertaining to their education and work and personal life choices. Based on the above, a teacher can direct students to critically analyse the restrictive impact of stereotypical choices in classes.

3) Planning

Students understand the various aspects they need to consider in planning their career, determine the relevant alternative possibilities based on their situation, phrase the objectives and make informed decisions. A teacher can guide students to critically analyse their stereotypical attitudes and choices.

4) Acting

Students start to carry out activities for achieving goals related to various roles in life, establishing and maintaining positive and functioning relationships, commencing and maintaining education or a job.

In order to support students in designing their career and avoiding restrictive stereotypes, the teacher needs to be familiar with the respective legal environment and the widespread stereotypical approaches. A brief overview of the regulative framework of gender equality in the European Union will be given below.
2. GENDER EQUALITY IN THE EUROPEAN UNION

A teacher has an important role in guiding students towards compliance with the principles of gender equality and equal treatment and to notice possible discrimination in everyday activities. Both schools and teachers must proceed from the principles established in national and European Union gender equality and equal treatment framework.

Gender equality is one of the fundamental principles of the European Union. The development of gender equality law has been a step-by-step process. Since 1957, the enactment of the Treaty establishing the European Economic Community, many regulations have been enforced with legislation obliging member states to ensure equal treatment and equal opportunities for men and women (European Commission, 2016).

The Charter of the Fundamental Rights of the European Union (2012) prohibits discrimination on any ground, including sex, nationality, race, colour, religion or other beliefs, age, disability or sexual orientation. It recognizes the right for gender equality in all areas of life and provides possibility for positive action for its promotion.

Discrimination based on sex is explicitly prohibited in the Constitutions of most European Union countries. Numerous countries have also adopted provisions pertaining to gender equality in their Constitution. All EU countries, apart from Latvia, have enacted specific equal treatment legislation, whereby equal treatment between men and women is being regulated as part of the Anti-Discrimination Act or Gender Equality Act (European Commission, 2016).

Equal treatment of men and women means that there is no discrimination whatsoever based on sex, either directly or indirectly. In the case of direct discrimination based on sex, a person is treated worse due to their sex than another person in a similar situation. Direct discrimination based on sex also includes unfavourable treatment of a person in relation to pregnancy and childbirth, parenting, fulfilling family obligations or other circumstances related to gender, and also gender-based and sexual harassment. Indirect discrimination based on sex takes place when a seemingly neutral custom or activity puts persons of one gender in a less favourable position than persons of another gender.

Discrimination based on sex, including giving orders to do it, is prohibited. In professional life, cases in which an employer selects a person of one sex for employment, admits them to practical training, or promotes or sends them for training, and overlooks a person of the opposite sex with higher qualifications shall be deemed to be discriminatory. There are numerous examples of unequal treatment on the labour market, including upon competition, a male teacher is preferred; a male professor gets paid more than a female professor; remuneration is paid according to the employee’s person and gender, not on their skills; men are promoted more easily because they are deemed to be more ambitious and resilient to stress; a father is not allowed to take parental leave; workplace harassment, excessive controlling and asserting power due to sexuality and gender.

It has been argued that although enormous progress has been made in the field of gender equality, it is far from being achieved in the European Union. Many challenges have remained as gender gaps and structural barriers persist in many areas, such as women’s political participation, elimination of gender stereotypes and sexism and violence against women (European Council, 2018).

The Council of Europe launched its first Transversal Gender Equality program on 2002 – the Council of Europe Gender Equality Strategy 2014-2017 (Council of Europe, 2014). The new Council of Europe Gender Strategy 2018-2023 (Council of Europe, 2018) builds on the previous one. The general aim is to achieve realization of gender equality and empower women in member states. The focus is on six strategic areas: 1) Prevent and combat gender stereotypes and sexism. 2) Prevent and combat violence against women and domestic violence. 3) Ensure the equal access of women to justice.
4) Achieve a balanced participation of women and men in political and public decision-making.  
5) Protect the rights of migrant, refugee and asylum-seeking women and girls.  
6) Achieve gender mainstreaming in all policies and measures (Council of Europe, 2018).

Moreover, state and local government authorities have an obligation to promote gender equality in a purposeful manner and their task is to change the conditions and circumstances that prevent achieving gender equality. Educational and research institutions and institutions dealing with organising trainings are also obligated to promote gender equality; they must ensure equal treatment of men and women in career counselling, acquiring education, continuing training and retraining. Curricula of educational institutions, the training materials used and studies conducted must benefit the abolition of inequality between men and women and promote equality.
3. GENDER STEREOTYPES AND GENDER STEREOTYPICAL ATTITUDES

Gender stereotypes are simplified and overly generalising, but nevertheless deeply rooted beliefs and attitudes in society on the differences, characters, attributes, suitable roles, suitable professions, conduct, appearance, etc. of men and women (Women’s Associations Roundtable, 2012).

Gender stereotypical views lead people in their everyday decisions, and try to predict what kinds of interests, attitudes, behavioural patterns or activities are suitable for men and women.

For example, it is a common stereotype that boys are stronger in mathematics and engineering than girls. Such beliefs are often so rooted in a society that they have become self-evident as myths. Hence, people may, in their everyday communication and actions unintentionally reproduce misconceptions and myths. However, these misconceptions and myths have no scientific basis and may even contradict the results of modern scientific research. Gender stereotypes are simplifying and generalising in their nature. It is assumed that certain qualities or interests characterise gender-based groups as a whole, without acknowledging individual differences.

Stereotypical views of activities and professions suitable for men or women also restrict the educational, vocational and occupational options of youth and adults. Often these stereotypical views reinforce the low status of women in society, including their weaker position on the labour market, lower income and lesser opportunities to take leading positions. Furthermore, stereotypical role expectations restrict personal development and freedom of choice (Papp, 2012). It is problematic, when stereotypical attitudes prevent people from realising their interests and talents.

EXAMPLES OF MYTHS AND STEREOTYPES:

• Men and women differ in their interests and abilities;
• Boys and girls learn in a different way;
• Women and men are good at different activities;
• Boys and girls have different inherent strengths;
• Women are made to take care of children and family, men are the breadwinners.

Research confirms that men and women are no different in their cognitive abilities but rather that they have learnt to use their brain differently in the course of socialisation. Differences are more distinct within groups than between boys and girls (Women’s Associations Roundtable, 2012). The fact that certain fields and areas appeal more to boys or girls is largely influenced by the environment (home, school, friends) and upbringing. Both the home and schools guide children towards certain fields and behavioural patterns. The family, kindergarten and school focus on different traits in boys and girls. Many parents consider it important to develop different traits in boys and girls. Whereas for girls, it is considered important to teach cooking, taking care of themselves and cleaning the house, for boys, initiative and technical skills are prioritised (Turu-uuringute AS, 2016). Parents are guided by prevailing stereotypical views in society, at the same time, reinforcing these stereotypes through their actions. The fact that there are more men than women in business does not mean that men are, by nature, more enterprising than women. It only means that the environment (parents, school, norms of the society) has valued initiative in men more and supported the development of the relevant competencies.

Men and women are assigned different personal qualities while often ignoring the internal differences within gender groups. For instance, when society deems activeness, adventurous spirit, dominance and rationality masculine, the boys start to develop such individualistic consciousness and manly extrovert characteristics within themselves, while girls develop passiveness, softness and modesty (Women’s Associations Roundtable, 2012).

The school environment also reinforces several stereotypes. Teachers play an important role in acknowledging gender stereotypical views and practices, seeing the issues and giving meaning
to the beliefs. A teacher should not reinforce stereotypical views with their actions or treat the students unequally based on their gender. On the other hand, the teacher has an opportunity and an obligation to guide students during the learning process to notice and give meaning to gender stereotypes, to notice gender inequality in school and everyday life and to weigh their future career options without the restrictive gender stereotypes. Fast socio-economic changes trigger the need for rethinking our understanding of career and traditional gender roles.
Gender inequality in the labour market is one part of economic inequality, related to educational, health and social inequality between men and women. Promotion of gender equality on the labour market contributes to equality and balance in other areas, and vice versa – a reduction of gender inequality in education, public life and in decision-making supports equality in the labour market.

Gender inequality in the labour market is influenced by economic factors (level of development of society, globalisation, technological advancements, structure of industries, labour market segregation, etc.), institutional factors (anti-discrimination laws, tax system, minimum wage system, production relationships, trade unions, educational system, etc.), personal capabilities, skills, knowledge and views of employers and employees, but also the prevailing myths, stereotypes, attitudes, social norms and traditions in society. The gender pay gap is one of the indicators of whether the society is facing gender inequality issues and how severe these problems are.

Although the topic of gender equality has received a lot of attention in the last decades, in most countries, gender stereotypical career choices are still an issue and one of the key factors of inequality on the labour market. This includes both horizontal segregation in which men and women gather in different professional fields (e.g. there are more women working in the fields of education and healthcare and more men working in finance and engineering), and vertical segregation that is reflected in the unequal placement of men and women on the career ladder (there are more men than women on leadership positions). Gender segregation takes place at different levels of education, on both vocational and higher education as well as on the labour market. Widespread segregation is evident from the profession choices of male and female students in the European Union. Within the fields of science, technology, engineering and mathematics (STEM), the most male-dominated fields of education are ICT and engineering (17% of female students) on the one hand, and manufacturing and construction on the other (19% of female students) (European Institute for Gender Equality, 2017). Among the education, health and welfare (EHW) study fields, gender segregation is highest in education than within the health and welfare fields, with men representing 19% and 21% of the cohorts respectively (European Institute for Gender Equality, 2017). During the recent decade no progress has been made combating gender segregation in education (European Institute for Gender Equality, 2017).

We often come across an opinion that all professional choices are accessible for both men and women and therefore, there is no “problem”. In reality, it appears that gender stereotypical choices bring about multifaceted inequalities. First, it can be seen that the traditional “male professions” and “male jobs” estimate higher income on the labour market, while several “female jobs” (teacher, carer, several occupations in the service sector) are characterised by lower income. Therefore, traditional choices of profession go hand in hand with decreased economic opportunities for women. Gender stereotypical choices of profession and occupation have been, inter alia, considered to be one of the main explanations for the gender pay gap. In the European Union, women are earning on average 16% less than men (Eurostat, 2018). In 2017, the highest gender pay gap in the EU was in Estonia, 25.3%, whereas Romania had the lowest unadjusted gender pay gap in the EU, 5.2% (Eurostat, 2018). In 2017 in Iceland the gap was 16.3% and in Lithuania 14.4% (Eurostat, 2018). Secondly, gender stereotypes pertaining to the choice of profession are equally restrictive for both genders. Non-traditional occupations may cause bullying or judgement by society, all the more so in the case of men working in feminised fields (e.g. kindergarten teachers, care workers) (Fuller, Beck & Unwin, 2005). Fear of becoming marginalised in society potentially restricts the options and employment of the abilities and interests of many young people. Thirdly,
in the current labour market situation in which several STEM (science, technology, engineering, mathematics) and information technology fields suffer from labour shortages, significant labour market and social potential is left unused due to gender stereotypical attitudes and non-traditional professional and occupational choices that are not being made. Gender segregation on the labour market, in turn, has a significant impact on the income of men and women when they retire - because of the pay gap, women have a considerably lower pension than men, placing many older women (whose average life expectancy is higher than that of men) at the risk of poverty.

This poses a question of why "male professions" and "female professions" continue to be distinguished. Gender-based choices of profession reflect several different mechanisms. On the one hand, professional positions are determined by personal choices of each individual. At the same time, these personal choices are related to and directed by the influences of the people important to the individuals (parents and friends) and institutional restrictions (education and labour market system) (Smyth & Steinmetz, 2015). There have been studies on how different education and labour market systems relate to gender segregation in the choice of a profession and on the labour market, while the important role of the education system is perceived as selecting students into different fields and impacting transitions on the labour market (Hilmert, 2015; Smyth & Steinmetz, 2015). There have also been studies on professional expectations and the results indicate that gender difference in expectations is relatively lower than the difference on the labour market, suggesting that often, the initial professional expectations are adjusted in accordance with the employer’s expectations (Hilmert, 2015: 142−143). Therefore, gender segregation and its formation and reinforcement mechanisms are complex. Although the education system can be viewed as a “selective machine” (Kerckhoff, 1995) it needs to be acknowledged that if part of the selection takes place through having students and parents pick various study programmes and the other selection is institutional, using teachers or organisational routines to direct students on the academic or vocational path (Reisel, Hegna & Imdorf, 2015), in both cases, standards, views, and also stereotypical attitudes have a role to play.

The education system is seen as a gender reinforcing institution. Although each individual construes their self-image actively and every day, they are influenced by standards prevailing in society and reinforced through everyday practices. Educational institutions play an important role here. The education system is an important societal and cultural context in which identities and power relations are being created and re-created (Renold, 2006). Although initial socialisation takes place at home, the education system is the second most important institution that shapes the understanding of gender roles and professional and career prospects prevailing in the family and in society. Research (e.g. Kuurme, Kasemaa, Roots, 2012, Neudorf, Ōun, Tuul, Elissaar, 2016 et. al) has referred to teachers as important actors and a hidden curriculum that directly or indirectly develops gender-based differences and gender inequality. Already in kindergarten, boys and girls are often seen as groups with different abilities and interests and thus, they are treated differently. This, in turn, has an impact on the decisions and career choices of boys and girls throughout their life.

Career and professional stereotypes may be deemed a central factor through which gender segregation models are recreated. It has been found that one of the explanations of why gender segregation persists in vocational and professional choices and is constantly recreated is that it is not seen as a problem in education, the labour market or society in general and its wider impact as a creator of labour market inequalities is not acknowledged (Fuller et al., 2005). Gender stereotypical choices have significant impact on the students’ further careers and paths of education. Usually, they have to make their first career decisions after 9th grade by choosing whether to continue in an upper secondary school or in vocational education. Therefore, it is important to be aware of different possibilities already then. Students tend to make more traditional choices; this is problematic in all European countries. Interested parties at different steps of the education system (education policy planning, school and class) have an important role in influencing the choices and attitudes of students through curriculum, career counselling, and study methods. Gender stereotypes may reveal themselves in study literature and in student-teacher interaction. At the same time, the way teachers and students approach gender-related
topics in the classroom reflects the norms prevailing in society and, in turn, affects the learning environment (European Institute for Gender Equality, 2016).

All people should have learning opportunities that are tailored to their needs and capabilities throughout their whole lifespan, in order for them to maximise opportunities for dignified self-actualisation within society, in their work as well as in their family life. At the pre-school and basic education levels, boys and girls develop learning skills, motivation and a vision of their abilities and capabilities. Therefore, in this period it is important to avoid the comparison of genders and to support development that is free of outdated gender roles and stereotypes. Equal opportunities in the educational process mean that girls and boys learn on the basis of the same curriculum and the same subjects at all levels of education starting from pre-school education, receive similar experiences and that the children deal with the same demands and expectations free of stereotypes. Moreover, it means that educational institutions are using teaching methods and materials free of gender stereotypes and not supporting outdated gender roles. In creating equal opportunities, the learning styles and individual differences of students are taken into account, trying to avoid a comparison between and a different valuation of boys and girls. As a result of this learning process, boys and girls experience equal treatment, mental and physical safety, good relationships within and between gender groups, equal requirements, expectations, attention, monitoring and similar criteria of assessment (Sugu ja soolisus haridusvaldkonnas, 2015).

Teachers and career counsellors can be either the guardians of traditional gender roles and gender inequality mechanisms, or conversely, drivers of change. Therefore, the key aspects are prior knowledge, relevant education, but often also personal beliefs, attitudes and behaviour of the teachers and counsellors. Educational institutions have to ensure equality and justice for every child. The task of teachers and counsellors must be to follow these principles for greater gender equality (Papp, 2000).
5. TEACHER’S ROLE IN AVOIDING THE RE-CREATION OF GENDER STEREOTYPES

Everyday use of language reflects people’s understanding and views on gender roles and their different value in society. Language use subtly legitimises the established gender roles and patterns of behaviour and views accepted in society. For instance, we regularly hear that “school is not suitable for boys” or “C is the best a boy can get”, which has an impact on the expectations towards the academic achievements of boys. Certain occupations also have a linguistic reference to “male” or “female” jobs.

What can a teacher do? A teacher can and should be aware not to cultivate gender stereotypical language use and views in their speech, teaching, and study materials. Moreover, a teacher should encourage students to critically analyse the images and language used in our everyday language, media, and politics. This can be achieved by integrating critical analysis with learning tasks carried out in different subjects.

It has been found (Mikk, 2002) that study materials used in schools are one of the mechanisms that reinforce stereotypical gender roles, conveying stereotypical images of the roles, capabilities and experiences of men and women. Use of language and beliefs in textbooks and learning materials is one of the aspects that needs critical analysis, which could be used as a separate study task if performed together with students.

The learning environment and methods used by the teachers are also an important channel for the reinforcement of gender stereotypes, and a way of challenging them. At the earliest stage of development of a child, parents guide gender-based conduct. In accordance with gender-based expectations for the behaviour of a child, positive or negative feedback is given on their conduct. Furthermore, children are placed in gender stereotypical environments regarding furnishings, games and tools (Papp, 2012).

Socialisation that starts at home continues with the influence of peers and the school environment. The presumption is that boys and girls have different interests and inclinations, without acknowledging the impact of early socialisation by their family and the fact that the reason could be the development of different capabilities and behaviours of boys and girls from very early on. Boys get more attention in kindergartens and schools, while girls are expected to be more decent both in their conduct and performance of study tasks.

What can a teacher do? A teacher can critically assess the study process they are leading, the learning tasks and communication with students, as well as their expectations towards them. Various subjects also enable one to develop a critical attitude in students and acknowledge the reinforcement of gender stereotypical attitudes in various stages of life and in different contexts (home, kindergarten, school, informal learning, workplace, etc.). Through various teaching methods, teachers can encourage students to think of the restrictions that affect the choices of young people and what the outcomes and impacts of non-traditional decisions may be. A teacher can direct students to give meaning to and develop their choices, including career choices without the restraints of stereotypes.

Moreover, by planning educational outings or inviting the representatives of different fields to share their experience at school, it should be observed that students receive an overview of the variability of professions and are also exposed to non-traditional options.

The learning tasks below could provide inspiration to teachers on how to address the topic of equality and gender stereotypes in various subjects.
6. SAMPLE TASKS FOR ADDRESSING THE TOPIC OF GENDER EQUALITY AND GENDER STEREOTYPES IN LESSONS

Below, we will present the sample tasks by the main topics (e.g. gender roles, stereotypical career choices, pay gap, discrimination based on gender, etc.) to analyse the wider impact of gender stereotypical professional choices. A teacher can adjust these sample tasks to the age group (13-15-year-olds or the third level of basic school and 16-19-year-olds or the upper secondary school level), specifics of their subject and the prior experience of the students. Each topic has a short overview with statistics and studies, followed by specific study tasks for the learners. Although the tasks are presented by subject, the topic of gender roles and stereotypes can easily be addressed as a mix of different lessons.

TOPIC 1: GENDER STEREOTYPICAL CAREER CHOICES

The career choices of learners tend to be traditional and re-create the patterns of gender segregation on the labour market.

The career choices of young people are influenced by parents, peers, but also the views prevailing in society and beliefs related to the suitable professions for men and women. A teacher can guide the students to reflect their career decisions and acknowledge the restrictive stereotypes and prevailing myths, understand why stereotypes in career decisions restrict an individual and hinder the development of society on a wider scale.

Examples on addressing career choices and gender stereotypical professional decisions in lessons

SOCIAL SCIENCES, HUMAN STUDIES

A) Poster presentation as group work

Task for students:
1) Gather in groups.
2) Select a topic and prepare a poster presentation in a group on the topic a) Women and men in state administration or b) Gender stereotypical choices of profession and their impact on society.
   • Find relevant statistics and examples. Determine the central issue of the research and formulate the main statements that rely on the sources you worked with.
   • Create a poster as a group work, in which you present the main results of your analysis. You can use existing poster templates (for instance, https://www.postermaywall.com/index.php/posters/gallery).
   • Make a class presentation.

B) Analysis of public space

Task for students:
1) Gather in groups.
2) Discuss the meaning of a gender stereotype in professional choices.
3) Look for examples in the urban space, the school environment (e.g. advertisements, notices,
employment ads) that reflect or emphasise a gender stereotypical approach to career decisions. Take photos of your findings or gather your observations in another way.
4) Introduce the results of your group work to other groups.
5) Have a class discussion on how gender stereotypes could be broken.

D) Media analysis: stereotypes and stereotypical tendencies related to work and workers in the media (integrated social studies, media studies, IT, lifelong learning and career planning)

Task for students:
1) Monitor and analyse expressions of various stereotypical attitudes pertaining to work and workers in freely selected or previously agreed media channels for the duration of one week.
2) Document the results of your observation.
3) Make a presentation of the summaries and conclusions (up to 5 PowerPoint slides).

E) Analysis of gender-related attitudes and discussion of myths

Task for students:
1) Group work: read the materials (see the handouts below) on widely spread myths. What do you think about these statements? Why? Justify your opinion.
2) Class discussion.
3) Getting to know what science has to say about these myths (see the myth buster below).

Handouts: Myths about school and work.

- It is often thought that boys and girls have different interests and abilities.
WHAT DO YOU THINK? GIVE REASONS FOR YOUR OPINION! YES / NO
a) Girls were simply not born to handle technology.
b) It is not crucial to teach a boy to cook unless he plans to become a top chef.
c) Girls and boys should have the chance to develop different abilities and try different things so they can decide what is suitable for them.

- It is often said that school and its culture are more suitable for girls. Girls are better at learning facts and boys need more creative tasks.
WHAT DO YOU THINK? GIVE REASONS FOR YOUR OPINION! YES / NO
a) This is right, girls are more diligent at learning. It is in their nature.
b) Girls have headaches from cramming but boys are more creative.
c) Girls have even more stress than boys due to their learning burden and expectations put on them.

- It is often thought that different professions and fields are suitable for men and women.
WHAT DO YOU THINK? GIVE REASONS FOR YOUR OPINION! YES / NO
a) I agree that some jobs (e.g. kindergarten teacher, teacher) are more suitable for women because they are more caring.
b) In today’s world, there should not be “male jobs” and “female jobs”.
c) Girls should not try IT because it is too complicated for them; they cannot distinguish a green wire from a blue one.
• It is often said that the gender pay gap does not exist.

WHAT DO YOU THINK? YES / NO

a) Estonia has one of the hugest gender pay gaps in Europe.
b) The pay gap is a popular topic reinforced by the media but does not really have a foundation.
c) It is justified for men to receive a higher salary because women cannot dedicate themselves to work like their male colleagues as they need to take care of the household.

MYTH BUSTER: WHAT DOES THE RESEARCH SAY?

Myth No. 1: Boys and girls have different interests and abilities
Research says that boys and girls do not have different cognitive abilities but they use them in a different way. They are guided towards different areas of interests at home, kindergarten and school and so different traits and competencies are being developed.

Myth No. 2: School and its culture are more suitable for girls. Girls are better at learning facts and boys need more creative tasks.
The research indicates that girls have lots of anxiety disorders and depression. Often this goes unnoticed. The issues that boys have with school are being discussed more openly.

Myth No. 3: Women and men are good at different activities
The research says that there is no biological foundation for the traditional work allocation that has developed throughout history. Girls and boys are guided towards different essential (family, friends, teachers) options forced upon them by the media. Today, everyone should have the opportunity to choose their profession based on their interests and without the restricting gender stereotypes.

Myth No. 4: There is no pay gap.
Statistics show that in most of the countries there is a gender pay gap. Men are often converged into sectors with higher levels of salary (e.g. finance) and women into the sectors that have low-paying jobs (e.g. schools, kindergartens, stores). There are more men work on leading positions because women are not promoted as often as men. The labour market can also include discrimination based on gender because men and women working in the same positions do not receive equal remuneration.
MATHEMATICS
A) Statistical analysis
Task for students:
1) Find gender based statistics about the profession choices in your country and in the European Union in general.
2) Analyse distribution of students by gender by the fields of study in vocational and higher education (calculate the distribution in percentages).
3) Compile Excel spreadsheets to present the main results of the analysis.

(FOREIGN) LANGUAGES
A) Interview with fellow student on the popular career choices among boys and girls
Task for students:
1) Divide into pairs.
2) Prepare interview questions to the partner on the topic of choosing a profession. Consider the following sub-topics:
   • career plans;
   • factors and important influencers (friends, media, parents, etc.) that impact choosing a profession.
3) Conduct an interview.
4) Make a summary of the outcomes and introduce them to the class.
5) Class discussion.

B) Gender specifics in language
Task for students:
1) Discuss how does gender express in your language use.
2) How is gender expressed in other languages?

MUSIC AND ART
A) Slide show on the topic of men and women in the history of art and music
Task for students:
1) Analyse the books on music or art literature of the specific period/country:
   • How many men and women can you find among the composers and artists?
   • Which period had the most women/men?
   • How does this reflect the prevailing views on gender roles at that time?

HISTORY
A) Report
Task for students:
1) Prepare a report that analyses the dimension of gender in various professions (e.g. teacher, national officials, judges, doctors, etc.):
   • How has the gender balance changed within a professional group over time?
   • How have the beliefs on suitable professions for men and women changed?
2) Look for material and statistics to support your statements.
3) Use proper referencing and follow the formatting requirements.
B) Textbook analysis

Task for students:
1) Analyse a history book from the perspective of gender:
   • How many men and women can you find from history books?
   • How and in relation to which activities, roles and professions have the men and women been depicted?
   • In relation to which topics are men and women referred to?
2) Analyse both texts and images!
3) Present the results of the analysis on a PowerPoint slide.

• SAMPLE TASK ON THE TV SERIES “WHY NOT?!” - EPISODE 2, 2ND ALTERNATIVE ENDING

Situation: Carmen, Birgit and Stella discuss future studies.

I Task for the students (class discussion):
1) Watch episode 2 and its 2nd alternative ending.
2) Class discussion: Which stereotypes can you find from the clip?
3) Have you encountered similar attitudes among your friends, family, in society? Specify!
4) What could be done at school to break career stereotypes? What could you or your friends do about it?

II Task for the students (media analysis):
1) Watch the 2nd alternative ending of episode 2.
2) Observe media for one week (television, newspapers, magazines). Choose one channel (e.g. a specific newspaper, TV programme, TV series, etc.). Observe and document (write down, take photos, etc.), in which positions men and women are presented. Which gender stereotypes do you notice?
3) Upload your work results to the web environment (e.g. Padlet, Moodle, Google Classroom, the blog of your class).
4) Class discussion: does media affect reinforcing gender stereotypical career choices and how?

III Task for the students (career choices, individually or in groups, using the ICT tools):
1) Think what you would like to do after you graduate from 9th grade. What would you like to be doing in 10 years? On what have you based your standpoints?
2) Where can you study the speciality (look up information on vocational and higher education institutions)?

• SAMPLE TASK ON THE TV SERIES “WHY NOT?!” - EPISODE 4, ALTERNATIVE ENDING

Situation: Men’s and women’s options on the labour market. Dialogue between Anna’s father Martin and plumber Ain.

Task for students:
1) Watch episode 4 and its alternative ending.
2) Class discussion: which of the arguments of Anna’s father and plumber Ain do you agree with and which not? Give reasons.
3) Collage as group work: Search for photos from the media that depict men and women in various professional roles and make a collage, using these materials.
**SAMPLE TASK ON THE SERIES “WHY NOT?!” - EPISODE 5, ALTERNATIVE ENDING**

**Situation:** Military class. Discussion between teacher Tärnin and students on whether military training is suitable for women.

**Task for students:**
1. Watch the alternative ending of episode 5.
2. Write down phrases that reflect stereotypical standpoints (for the teacher: “Many boys dream of going to the army, maybe even having a military career”, “Women tend to think things through and do not act too hastily”, etc.).
3. Discussion: How do the beliefs of the characters of the TV series reflect your thoughts? Which gender stereotypical standpoints have you experienced?

**TOPIC 2: LABOUR MARKET AND DISCRIMINATION BASED ON SEX**

*Equal treatment is one of the core principles of human rights. One of the main human rights is the right not to be treated unfavourably due to a reason not depending on the person (e.g. person’s sex).*

Direct discrimination based on sex occurs when a person is treated worse due to their sex than another person of the opposite sex in a similar situation. An example of indirect discrimination on the grounds of sex is, when a seemingly neutral regulative provision, criterion, action or custom places people of one sex into a more disadvantageous situation than those of the other sex, except for when this provision, criterion or activity has an objectively justifiable legitimate objective (Papp & Kütt, 2013). Therefore, when a seemingly neutral legal provision or an implemented measure places one sex into a less favourable situation than the other, it may mean indirect discrimination on the grounds of sex. Thus, discrimination based on sex cannot be identified by solely analysing an individual’s potential discriminating activity but it is also important to analyse the processes and mechanisms taking place at the relevant level of society. It is important to gather and analyse gender-specific data to understand how different regulations, measures, practices affect different gender-based groups.

Examples of addressing the topic of discrimination based on sex in the labour market in lessons

**(FOREIGN) LANGUAGES**

A) Study analysis

**Task for students:**
1. Divide into groups and have a brainstorm on the topic “What is discrimination on the labour market and what are its different possible manifestations?”
2. Write down all the thoughts that your groupmates mentioned.
3. Pick the most common forms of discrimination and prepare a concept map on the Bubble web page (https://bubbl.us/).

B) Video analysis and writing a business e-mail

1. Choose a video in English
   a) What is gender discrimination in the workplace?
b) Emma Watson’s speech on gender equality:
https://www.youtube.com/watch?v=dSHJYyRVilU

2) Discuss in a group how to ensure gender equality in education and at work and what kind of discrimination you have noticed or heard about from your acquaintances or relatives.

3) Present the group work results by using the Padlet environment (https://padlet.com/). Class discussion.

4) In case of discrimination, it is possible to address the equality body of your country. Find out your country’s equality body’s contacts from the internet and find out what kinds of topics do they deal with and what are their competences.

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**SAMPLE TASK ON THE TV SERIES “WHY NOT?!” - EPISODE 1, 1ST ALTERNATIVE ENDING**

**Situation:** Youth rights on the labour market – dialogue between Anna and the restaurant manager.

**Task for students:**

1) Watch episode 1 of the series and its 2nd alternative ending.

2) Debate: The class shall be divided into 3 groups. The 1st group supports Anna’s views, the 2nd group does not agree with neither of them and the 3rd group is the audience that has to assess whose arguments are more convincing.

3) Group work: Search online for materials that would support Anna’s argument that her rights have been violated.

4) Who could you turn to when you discover your rights have been violated? Search for respective web sources as a group.
**TOPIC 3: GENDER, AGE AND NATIONALITY IMPACTING CHANCES ON THE LABOUR MARKET**

Gender, age and nationality are important characteristics that impact our chances on the labour market. Stereotypical understanding of jobs suitable for men and women, traditional family roles where the majority of the tasks regarding children are on women’s shoulders, etc., places women in an unfavourable position on the labour market.

Examples on addressing the topic of gender, age and nationality influencing opportunities on the labour market in lessons

**SOCIAL SCIENCES, HUMAN STUDIES**

A) Group research on the topic of gender, age and nationality on the labour market, the causes of inequality.

**Task for students:**
1) Students are divided into groups.
2) Each group poses a more narrow research question (based on the wider topic: Gender, age and nationality on the labour market, the causes of inequality).
3) The groups do research and read the existing literature on the topic.
4) They select a suitable data collection method and gather data (e.g., analyse the existing statistics, carry out polls or interviews, etc.).
5) The results are formalised into research.
6) The research is presented in class or at the research day. Discussion led by the teacher.

B) Media analysis

**Task for students:**
1) Find articles from newspapers and magazines, where the topic of discrimination in the labour market has been discussed.
2) Analyse the arguments presented in the articles – how does discrimination on the labour market manifest itself and what are its potential causes?
3) Highlight the relevant phrases or sentences in the text.
4) Class discussion.

**MATHEMATICS**

A) Statistics analysis

**Task for students:**
1) Analyse the statistics of the EU countries, see the tables from the EUROSTAT page: https://ec.europa.eu/eurostat/statistics-explained/index.php/Employment_statistics#Employment_rates_by_sex%2C_age_and_educational_attainment_level.
2) Make drawings based on comparative data.
3) Prepare a slide show to introduce the results of your analysis.
• **SAMPLE TASK ON THE TV SERIES “WHY NOT?!” - EPISODE 1, 3RD ALTERNATIVE ENDING**

**Situation:** Possibilities for men and women on the labour market – dialogue between Anna’s mother Monika and the director of the company.

**Task for students:**
1) Watch the 3rd alternative ending to episode 1.
2) Group work task: Play out the exact same scenario, but instead of a mother, there is a man who wishes to return to work from parental leave.
3) Discussion questions:
   - Compare the two situations – the video and the version you staged.
   - Are these situations different and how?
   - What kinds of gender stereotypical attitudes are reflected in the director’s opinions?
   - How can this affect a person’s self-esteem, possibilities and choices?

• **SAMPLE TASK ON THE TV SERIES “WHY NOT?!” – EPISODE 3, ALTERNATIVE ENDING**

**Situation:** (Job) interview between a grandfather and the store manager.

**Task for students:**
1) Watch episode 3 of the series and its alternative ending.
2) Student role play “Job interview” in pairs.
3) The teacher has prepared cards, from which the students can pick their age, sex, nationality, native language and job position.
4) Students are divided into pairs. One of the students is a job applicant, the other is the employer who conducts the job interview.
5) Student who applies for the job:
   a) picks a job they want to apply for.
Both partners shall choose their “identity” (age, sex, nationality, native language).
6) They shall act out the job interview situation in pairs. The job applicant’s task is to justify why they would be the best match for the job position based on their background and experience.
TOPIC 4: GENDER PAY GAP

There are countries where the wage gap between men and women is huge. On the one hand, this reflects gender stereotypical profession and career choices. Men are often converged into sectors with higher levels of salary (e.g., financial sector) and women more into the sectors that have low-paying jobs (education, services). The pay gap can also be viewed by sectors. In addition to gender segregation, the pay gap within sectors reflects vertical segregation, that is, the placement of men at the top of the career ladder, and workplace discrimination – men and women working in the same position are not being paid equally.

Examples on addressing the topic of gender pay gap in lessons

SOCIAL SCIENCES, HUMAN STUDIES:

A) Class discussion

Task for students:

2. Discuss in a group: a) What is the situation in your country compared to other countries? b) What do you think are the causes of the pay gap? c) What is the impact of the pay gap on the subsistence of families and children? What is the impact of the pay gap on pension-age women? d) What are the mechanisms for re-creation of the pay gap? Why has the pay gap not significantly decreased over the years?

B) Debate on pay gap: a) Should the state interfere to reduce the pay gap? or b) Would making salaries public support the reduction of the pay gap?

Task for students:

1. The class is divided into two groups and an audience. One student leads the debate and allows others to speak in turn. The audience shall ask questions, to which the debate participants need to answer. The groups draw lots to find out the position they have to support with arguments in the debate (e.g., the state should intervene/should not intervene or disclosing wage data would help to reduce the pay gap/disclosing wage data would be of no use in reducing the pay gap).
2. As preparatory work, they have to gather information on the gender pay gap.
3. The audience decides which party’s arguments are more convincing.

MATHEMATICS (INTEGRATED WITH COMPUTER STUDIES):

A) Statistics, analysis of comparisons

Task for students:

1) Find statistical data on the gender pay gap in European countries.
3) Prepare various word problems for others to solve using various calculations, including calculation of percentages.

FOREIGN LANGUAGES:

A) Video analysis in English

Option 1:

Task for students:

2) Group discussion: what does the international comparison of countries show?
Option 2:

**Task for students:**
2) Group discussion: do you agree with the children’s arguments? What would you add?

**B) Translation tasks** – pick out some texts for the learners to translate on the topic of the gender pay gap and its causes.

• **SAMPLE TASK ON THE TV SERIES “WHY NOT?!” – EPISODE 8, ALTERNATIVE ENDING “PAY GAP”**

  Situation: Monika and Martin, Anna’s mother and father, are discussing Monika’s chances of become the CEO as well as the pay gap problems of the organisation, in which Monika is applying for the position.

  **Task for students (in groups, discussion, short interviews and poster presentation):**

  1) Watch episode 8 and its alternative ending “Pay Gap”. Observe different standpoints regarding the pay gap!
  2) Discuss in a group which standpoints you have seen in the media or among acquaintances and family.
  3) Conduct short interviews in your family, among acquaintances or friends to understand what are their views on the gender pay gap.
  4) Introduce your interview results to your classmates in the form of a poster.
TOPIC 5: GENDER ROLES IN THE FAMILY

Different skills are developed when raising boys and girls – 43% of the respondents considered it important to develop the cooking skills of girls while only 9% found it important in the case of boys (Turu-uuringute AS, 2016).

The first socialisers of the children are their parents at home, followed by kindergarten, school, friends, and media. All of these important “others” and channels shape our understanding of socially acceptable behavioural norms in society. Boys and girls are raised differently from very early on. In girls, the most important skills to develop are deemed to be cooking, taking care of themselves and cleaning (Turu-uuringute AS, 2016). In boys, however, these competencies are considered to have no relevance. Their most valuable skills are perceived to be handling machinery and technology, having initiative, and knowing how to drive (Turu-uuringute AS, 2016). These trends reflect the stereotypical views prevailing in society on which professions, but also domestic roles are suitable for men and women.

Kindergarten and school are also important institutions that create, re-create and potentially break gender roles and stereotypes. Studies (Aavik & Kajak, 2009) have shown that kindergarten environment and practices shape traditional family and occupational roles. Analysis of study materials has come to the same conclusion about school (Mikk, 2002). A teacher can guide students through tasks, so that the students analyse critically the prevailing gender roles and give meaning to their own different roles.

Examples on addressing the topic of gender roles in family in lessons

SOCIAL SCIENCES, HUMAN STUDIES
A) Analysis and interpretation task
Task for students:
1) Conduct a mini-survey (questionnaire, short interviews) among your family, friends and teachers. What skills do they consider crucial for women and men/girls and boys?
2) Present your results in the class.

B) Group work on the topic of gender roles in family
Task for students:
1) Gather in groups.
2) Discuss in a group what impacts gender roles in the family (e.g., laws, media, attitudes).
4) Justify your opinion.
5) Class discussion led by the teacher.

(FOREIGN) LANGUAGES
A) Dialogue with a partner on the topic of gender roles in a family
Task for students:
1) Divide into pairs.
2) Prepare a dialogue with a partner on the topic of gender roles in a family.
3) Write out the new vocabulary.
4) Presentation and discussion of the dialogue in class.
B) Poster on the topic “Day of my mother and father”

Task for students:
1) Compile a poster on the topic “Day of my mother and father”.
   Rely on these questions when compiling the poster:
   • What chores do your father and mother have, what are the ones of children, including brothers and sisters?
   • Who has more obligations in the family? Who has more free time?
   • What decisions are made by the mother/father or are all of the decisions made together?
   • What are the hobbies of your mother and father?
   • Add aspects that you find relevant!
2) Use the web site Padlet (http://padlet.com/) to create the poster.
3) Introduce your poster in the class.
4) Class discussion.

HISTORY
Conducting an interview on the topic of gender roles in the past and nowadays

Task for students:
1) Conduct an interview with parents and grandparents on the topic of gender roles in the past and today.
2) Compile the interview questions.
3) Conduct the interview (record with your phone or write down the answers).
4) Create a slide show about the main results of the interview.
5) Introduce the results in class.
6) Class discussion.

• SAMPLE TASK ON THE TV SERIES “WHY NOT?!?” – EPISODE 6, ALTERNATIVE ENDING “FOOD AND STEREOTYPES”

Situation: Dialogue between the school psychologist and class teacher Tärnin.

Task for students (group work and writing an article):
1) Watch the alternative ending of episode 6, “Food and stereotypes” and note down all the opinions that seem stereotypical for you.
2) In groups: Compare your notes. Which stereotypes can you find from the clip? Find arguments as to why these stereotypical opinions are harmful.
3) Write an opinion on the topic of your choice for the school newspaper, blog or the Facebook group of your class (e.g. “Stereotypes around us”, “How to break stereotypes?”).
TOPIC 6: CLOTHING, FASHION AND STEREOTYPES

Do all girls look good in pink and want to play with dolls; do all boys wear blue and show an interest in cars?

Children are socialised from an early age on and there are different socially acceptable norms for girls and boys on what the suitable clothes, toys, interests and behaviour there are for them. Furthermore, fashion has always reflected the standards prevailing in society.

Examples on addressing the topic of fashion and stereotypes in lessons

SOCIAL SCIENCES, HUMAN STUDIES

A) Debate on the topic of school uniform and gender stereotypes

Task for students:
1) A class is divided (by a draw) into three groups (two groups having a debate and an audience). One of the students takes the role of a debate leader, giving the floor to the two groups and the audience.
2) Group 1 has to defend the position that school uniforms help to break fashion-related stereotypes and inequality; group 2 has to defend the view that school uniforms do not help to break fashion-related stereotypes gender stereotypes and inequality and is not necessary.
3) Preparation work: Both groups search for and gather arguments to defend their position.
4) After the preparation has been done, the groups shall debate, supervised by the debate leader. The audience decides which party’s arguments are more convincing.

B) Media analysis

Task for students:
1) Read the article “Should girls be allowed to wear trousers in school?” (https://revisesociology.com/2017/11/19/schoolgirls-uniform/).
2) Answer the following questions in pairs:
   - Which arguments have different parties raised in the article?
   - Which arguments seem convincing to you and which ones do not? Why?
   - What are the laws that could be taken as a basis in solving this problem and what would be the right solution in your opinion? Justify your opinion.
3) Class discussion led by the teacher.

(FOREIGN) LANGUAGES

A) Creating a short video (as group work) on the topic of clothing, fashion and gender stereotypes

Task for students:
1) Make a short video (up to 5 minutes) as group work on the topic of clothing, fashion and gender stereotypes.
2) It can address the topic from a freely chosen perspective: in modern times or through history, focusing on a specific age group (e.g., children).
3) Use diverse vocabulary on different clothing items in the presentation.
4) The videos will be watched in the class together.
5) The entire class will write out and revise the new vocabulary.
B) Translation task

**Task for students:**
2) Translate the article (or part of it).
3) Write out new vocabulary.
4) In class: teacher led discussion on the topic of fashion and stereotypes in the clothing of children and/or youth.

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**MUSIC AND ART**

**A) Women's clothing in art history**

**Task for students:**
1) Analyse clothing based on artwork.
2) Choose an era and find artworks from that era from books or online.
3) Analyse the clothing of women in that period:
   - What can you point out about clothing?
   - Does clothing reflect the roles of men and women in the society at that time?
4) In class: watching the images and group discussion.

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**HISTORY**

**A) Photo presentation**

**Task for students:**
1) Pick some of your family photos that reflect different eras.
2) Analyse the clothing of the people on the photos.
3) Class discussion: how is clothing related to the society and gender roles of that era?

**B) Interview**

**Task for students:**
1) Conduct an interview with your parents and grandparents on the topic of clothing and gender roles.
2) Compile the interview questions.
3) Conduct the interview (record with your phone or write down the answers).
4) Create a slide presentation about the main results of the interview.
5) Introduce the results in class.
6) Class discussion.

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**SAMPLE TASK ON THE TV SERIES “WHY NOT?!” - EPISODE 2, 1ST ALTERNATIVE ENDING**

Situation: School uniform as the bearer of stereotypes - dialogue between Anna and her father in which Anna justifies the need for designing a school uniform.

**Task for students:**
1) Watch the 1st alternative ending to episode 2 of the series “Why Not?!”.
2) Debate on the topic: For or against school uniform?
3) The class shall be divided into 3 groups. The 1st group supports Anna’s views, the 2nd group does not agree with Anna’s views and the 3rd group is the audience and has to decide whose arguments are more convincing.
This guideline has been compiled to support teachers in addressing the topic of gender stereotypes and equality in classes by using different teaching methods. Thereby, there has been focus on providing options on how to implement different digital technology opportunities and media outlets.

The mutual interaction of the school environment, teachers and students plays a major part in shaping the attitudes, understanding, values and practices of young people, which shall later affect their future career choices. Gender stereotypes are linked to many myths and thus it is essential to discuss these topics with the students and guide them to think critically about the established norms.

The tasks presented in this guideline are examples that teachers can adjust based on the topic they are teaching, the students’ interest and level (both in the third level of basic school and in the upper secondary school). Teachers can also use the complete TV series “Why Not?!?” and the sample tasks based on the alternative endings of the TV series which were produced as a part of the project BREAK!.
SOURCES


