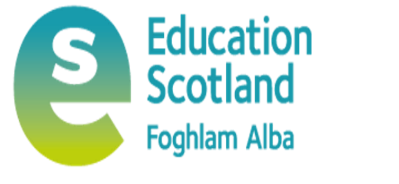


Springing The Gender Trap

Workbook

“The problem with gender is that it prescribes how we should be, rather than recognising who we are” – Chimamanda Ngozi Adichie, author

**Introduction**

Welcome to **Springing** **The Gender Trap**, training designed to make you **Think**, **Feel** and most importantly **Do.** The information and exercises in this book are designed to support your online sessions.

There is a requirement to complete some activities before the training starts, and others between sessions. This book sets out when each task should be completed. It also has an overview of what we’ll be discussing when, space to reflect and room to record your thoughts and ideas during the online events. Please bring it along to each session.

We hope it will be a useful additon to your learning.

**Training Aims and Outcomes:**

* To recognise gender stereotypes.
* To understand the short and long term impacts that gender stereotypes and bias have on children and young people throughout their lives
* To think differently about gender and to reflect on the changes you will make as a result of your learning

**Sessions:**

* Session 1 Gendered Assumptions and Culture
* Session 2 Gendered Language and Outcomes for Girls/Boys; Men/

Women

* Session 3 What Next – What Do We Need To Do Differently?

# Pre-Session task - Attitudes Statements

Please complete the following survey before session 1. There will be a opportunity to discuss your answers on the day.

**[Click here to access the survey.](https://bit.ly/3oLLB9U)**

# Session 1 – Gendered Assumptions and Culture

We will start session 1 by asking you to discuss your responses to the pre-session task in small groups. You may want to record any notes from this below on the day

** Discussion – Attitudes Statements**

**Culture**

We will move on to look at selection of images. There is space below to add any notes if you **want to** as we do the exercise. You will be asked to consider the following:

* How do these images make you feel?
* How might they make children and young people feel?
* What messages do they give about what it means to be a girl or a boy?
* Consider how these messages might be prescriptive
* What kinds of response might children and young people experience if they don’t conform to those expectations?

** Notes - Culture Exercise**

Clothes slogans and colours are prescriptive –

Toys – gendered colours, purpose of toys – nurturing or active –

Toys and advertising – pink aisle and boy aisle – adventurous, empowering, image

Lettoysbetoys research

Books – males take leading roles and more narrative, more adventure-led. Females – appearance and nurturing behaviours.

TV and film gaming. Messages can be harmful – questionable role models. Pressure on young people. More male characters than female characters,

Marketing – messages about what woman should look like be and men should look like and be.

Dove self-esteem video – female and male adverts

Pornography and Technology

Young people survey – can access and do access this. Idealisation and what they believe and see is true and unrealistic. Girls more likely to share some images of themselves online.

Magazines and other media – glamour showing body, men’s point of view, colours, images appearance

**Reflection and Gap Tasks**

** Session 1 - Reflection -Thoughts and Feelings**

Issues attitudes and beliefs about gender- story – builder story leaning out the van story, doctor –

We have images in our head because of unconscious bias – helps us to fill in the gaps. Helps us to make quick decisions – but it can interfere with our logic. Powerful influence, based on assumptions. Everyone has it.

Being aware of what we do say how we respond. Pause and reflect and work on how to change it. Body language, tone of voice, certain pronouns. – white male able bodied wealthy. Micro messaging impact on other people.

**Please complete the tasks below before Session 2**

** Session 1 - Gap Task**

* Take photos/sound recordings/video recordings of things you see or hear that demonstrate gender stereotypes. This might be clothes, cards, song lyrics, adverts, characters in TV/films, books, casual remarks etc.
* If you can, collate this as a photo collage, stop motion animation, video or audio clip and be prepared to share with others in your breakout groups in Session 2. You can also link to any online video clips that highlight stereotypes particularly well.

**For example:**

[**Video looking at proportion of books with male/female characters**](https://youtu.be/Z1Jbd4-fPOE)

* Read through the Jo and Jo chronology activity sheet on the next page and think about how you might respond to the prompts on page 8 of this book

**Jo and Jo**

|  |  |  |
| --- | --- | --- |
| **Age: Newborn** | Jo’s house is full of pink balloons and flowers sent by friends and family. She already owns a selection of clothing with slogans like “Daddy’s little Angel” and “Pretty Like Mummy”. One vest saying “Future Footballer’s Wife” was gifted by some of her mum’s closest friends | Jo’s house is full of blue balloons and cards sent by friends and family. He already owns a selection of clothing with slogans like “Little Terror” and “Smart Like Daddy”  One vest saying “Pimp In Training” was gifted by some of his dad’s closest friends |
| **Age: 4** | Jo’s likes to play with dolls, she has lots of them. She has been offered toys from her big cousin but mum seldom takes them – they’re usually cars or bricks and mum isn’t sure Jo would like them. Her favourite place at nursery is the kitchen corner and the teacher sets up lots of games in there for her and the other girls | Jo loves cars, soldiers and guns. He used to try and play with his big sister’s toys but his Gran told him that dollies are for girls. All the boys at nursery play with cars too. |
| **Age 8** | Jo loves school – but she is often pulled up by her teachers for chatting too much and being too keen to take the lead. She’s often called bossy. They’ve suggested that a role on the reading council might help her to work better with others | Jo loves school – but he is often pulled up by his teachers for not being more assertive. They’ve suggested that joining in one of the sports clubs might help him to gain confidence and develop leadership skills |
| **Age 10** | Jo is becoming much more conscious of how she looks. She loves looking online and at magazines for fashion and make-up tips. She’s been weighing herself regularly. She has also started to feel really emotional. Her mum says it’s just her hormones, her brother says all women are emotional. | Jo has started to love sports – he is captain of the football and the basketball team which earns him a lot of respect. They recently lost a big match and he was gutted. He managed not to cry until he got home, his family told him to “man-up” |
| **Age 12** | Jo has just been given a new mobile phone to use as she moves up into Secondary school. Mum and dad have talked to her about online risks and how to keep safe | Jo has just been given a new mobile phone to use as he moves up into secondary school. There are some parental controls on it but his mum and dad are pretty sure that he’s only using it for gaming and knows how to look after himself |
| **Age 13** | Jo would love to join the school basketball team but her friends all go to dance. Her family think it would be best if she went to the same club as her pals. She got really angry and now she’s grounded for shouting and banging the door. She’s worried she might have “anger issues” | Jo is becoming much more conscious of how he looks. He’d love muscles like his sports idols. His big brother says he’s weedy and will need to work out loads. He’s been weighing himself regularly. He’s also started to feel really emotional but is embarrassed to tell anyone as he knows boys shouldn’t cry |
| **Age 14** | Jo is being asked to make subject choices at school. Her guidance teacher asks her what she is good at and what she enjoys. Jo says she likes being creative and wants to help people. Her teachers tell her she is conscientious, organised and neat in her work. | Jo is being asked to make subject choices at school. His guidance teacher asks him what he is good at and what he enjoys. Jo says he likes practical subjects like PE and CDT, and not English. His teachers think he is good at problem solving and is easy going, although could work harder. |
| **Age 16** | Jo has shared an intimate image of herself with her partner. It made her feel good and they trust each other. Her friends say she’s stupid and that everyone will think she’s a slag if it’s shared | Jo has shared an intimate image of himself with his partner. He didn’t really want to, but his friends told him everyone does it and it’s no big deal. He’s not quite sure if his partner actually wanted the picture |

** Notes - Jo and Jo Exercise**

Where do the messages come from?

What do they say?

What impact might these have?

# Session 2 – Gendered Language and Outcomes for Girls/Boys and Women/Men

Day 2 will start with a brief discussion about your gap tasks covering the following**:**

** Session 1 - Reflection**

* **Share something that you enjoyed about the gap task**
* **Share something that surprised you**
* **Share something that you wanted to talk to others about**
* **Share your key takeaway message**

**Gendered Language**

We will move on to look at a selection of videos. There is space below to add any notes if you **want to** as we do the exercise. You will be asked to consider the following:

* What impact does the language have on you?
* What impact might this language have on children and young people?
* What kind of implications do the phrases ‘man up’ or ‘like a girl’ have

** Notes – Gendered Language**

**Okay/Not Okay Card Exercise**

We will be using the situation cards in Appendix i. You will be asked to consider where you might place them on the okay/not okay continuum then discuss the prompts below**.** You may want to record any notes from your group discussion.

* Does the context matter?
* How could you change some of the statements to make them more acceptable?
* Should or would you challenge young people for saying these or similar things?
* How would you challenge this?

** Discussion – Okay/Not Okay Card Exercise**

**Gendered Language and Outcomes**

** Discussion – Jo and Jo Chronology Exercise**

Please refer back to your Jo and Jo timeline and notes for this group discussion

**Reflection and Gap Tasks**

** Session 2 - Reflection -Thoughts and Feelings**

Please complete the following tasks before session 3

** Session 2 - Gap Task**

* Keep a note of every time you assume someone’s gender by using a particular pronoun and reflect on the reasons you might be doing it. ​
* For example: saying ‘she’ or ‘her’ when speaking about a nurse. The reasons for doing this could be due to your own exposure to nurses in real life, representations of nurses on TV, your own unconscious bias etc.​
* You could add to this any times you speak about a job that has a gendered name and consider alternatives e.g. policeman/ police officer, bin man/bin collector etc.

** Session 2 - Gap Task - Optional**

* Examine the data in Appendix ii showing perceptions of local young people in Angus ​around subject choices
* Think back to the outcomes activity and consider how gender stereotypes might be influencing this
* Consider how this might be contributing to the gender pay gap

# Session 3 - What Next:What Do We Need To Do Differently?

Day 3 will start with a brief discussion about your gap tasks covering the following**:**

** Session 2 - Reflection**

* **Share something that you enjoyed about the gap task**
* **Share something that surprised you**
* **Share something that you wanted to talk to others about**
* **Share your key takeaway message**

**Scenarios – Think/Feel/Do**

We will move on to discuss the following scenarios and consider the prompts You may want to record any notes from your group discussion

** Discussion – Scenario 1**

**You are invited to a gender reveal party**

* **What do you think?**
* **How would you feel?**
* **What could you do?**

** Discussion – Scenario 2**

**You discover that a young person you’re supporting has sent an intimate image to her partner**

* **What do you think?**
* **How would you feel?**
* **What could you do?**

** Discussion – Scenario 3**

**There is a male worker in the local early years setting – you’ve heard some parents complaining**

* **What do you think?**
* **How would you feel?**
* **What could you do?**

** Discussion – Scenario 4**

**You overhear a young boy who is upset and crying and hear their parent say, “Don’t cry like a wee lassie!”**

* **What do you think?**
* **How would you feel?**
* **What could you do?**

Ideas For Change

Using the template below write down some actions YOU will commit to doing to help support children and young people to challenge gender stereotypes.

**(1)**

**(2)**

**(3)**

**Course Evaluation**

We would be grateful if you could complete an evaluation of the sessions

[**Please click here to access the evaluation.**](https://forms.office.com/Pages/ResponsePage.aspx?id=oyzTzM4Wj0KVQTctawUZKe4S6FWI-6dMgVggZP3q22ZUN01OMVE4QVVERFU1TVhUTlYxV1EzT1pINC4u)

**Attitudes Statements**

Please also help us to make a pre and post-course comparison by completing the Attitudes Statements again

[**Click here to access the survey.**](https://bit.ly/3oLLB9U)

**Appendix i – Okay/Not Okay Cards**

|  |  |
| --- | --- |
| I need 2 strong boys to help me with this laptop trolley | Connor, stop messing around |
| Children, line up quietly | Girls line up on the left, boys on the right |
| Girls work hard in science so they do well | Girls have better handwriting than boys |
| Jade has better handwriting than Sam | Girls, stop talking so much and get on with your work |
| Boys, stop messing around and get on with your work | I don’t want a girl in my team |
| You throw like a girl | What’s Mum cooking for dinner tonight? |
| Get Mum to check your homework diary | She is not very good at javelin |
| Sarah can design the poster, Sam you do the calculations | When I grow up, I want to be a midwife |
| When I grow up, I want to be a fireman | Get back in the kitchen |
| That’s a girly pen | Man up |
| Boys like doing practical work, girls just sit back | Your hair looks nice |
| Women respond better to people’s feelings | Don’t worry if you find the sums hard |
| Girls, put the chairs out for assembly | Boys need clear boundaries |
| Female sport is underrepresented in the media | Girls’ attainment at National 5 is better than boys’ |

**Appendix ii**

**The table below shows the repsonses of 220 pupils from an Angus secondary school when they were surveyed on their views around gender, including how gender influences subject choice.**

**Females = 49%; Males = 49%; Non Binary = 2%.**

**S1 = 39%; S2 = 30%; S3 = 13%; S4 = 1%; S5/6 = 17%**

|  |  |  |
| --- | --- | --- |
| **Subject** | **Best For Boys** | **Best For Girls** |
| **Technical** | **29** | **0** |
| **Home Economics** | **0** | **25** |
| **PE** | **22** | **2** |
| **Art** | **0** | **11** |
| **Computing** | **6** | **0** |
| **Drama** | **0** | **5** |
| **Physics** | **3** | **0** |
| **Biology** | **0** | **4** |
| **Music** | **0** | **3** |
| **French** | **0** | **3** |
| **Maths** | **0** | **2** |
| **English** | **0** | **2** |
| **Science** | **1** | **0** |
| **Modern Studies** | **0** | **1** |

**What are the differences between males and females?**

**What terms/careers/products/interests are connected with males and females?**

|  |  |
| --- | --- |
| **MALE** | **FEMALE** |
| **Tall**  **Strong**  **Short Hair**  **Builders**  **Electricians**  **Doctor**  **Football**  **Rugby**  **Cars**  **Big feet**  **Short nails**  **Action figures**  **Not scary**  **Blue**  **Tractors**  **Muddy, messy, untidy**  **Tough (emotionally)**  **Trousers**  **Arrogant / trouble maker**  **Police force (Policeman)**  **Gaming**  **Scouts**  **Astronaut**  **Friends with girls = girly and weak**  **Engineering**  **Technical work**  **Don’t hear about inspiring males**  **“man up”**  **Fire-fighter**  **Rap / Hip-hop**  **Games console**  **Mechanic**  **Joiner**  **Sperm donor**  **Lumberjack**  **X-box**  **Gets more money in jobs**  **Plumber**  **Fixing stuff**  **Trucks**  **Meant to be tough and strong**  **Video games**  **He**  **Lorry/trucks**  **Dad**  **Prince**  **Wears skirt then it becomes an issue** | **Weak**  **Long hair**  **Short**  **Nail technicians**  **Hair dresser**  **Nurse**  **Model**  **Make up**  **Barbie**  **Small feet**  **Long nails**  **Netball**  **Scary**  **Motorbikes**  **Dolls**  **Pink**  **Perfume**  **Tidy, clean**  **Skirts**  **Weak (emotionally)**  **Horses**  **Stuck in kitchen**  **Guides**  **Fussy**  **Friends with boys = tomboy**  **People listen to problems**  **Cooking / art**  **Hear about inspiring females**  **Midwife**  **Plastic surgery**  **House jobs**  **Ballet**  **Jewellery**  **Ipad**  **Maid**  **Washing the dishes**  **Gets less money in jobs**  **Baker**  **Swimming**  **Sewing/knitting**  **Meant to be nice and caring**  **Sparklers**  **She**  **Disney Princess costumes**  **Mum**  **Princess**  **Can wear most clothes** |

1. What influences this? Where do these ideas come from?

* People’s opinion
* Internet
* Peers / Friends
* Other people
* TV
* Surveys
* Shops
* Everyday world
* Parents
* Stereotypes
* Social media
* Being told as a child
* The past
* Books
* Celebrities

1. What would you like to change about this?

* I don’t care.
* Teach children at a young age that gender does not matter.
* No girls section or boys section.
* Not have girls’ schools or boys’ schools.
* Men and woman have equal rights.
* Nothing.
* Make everyone equal.
* Change people’s thoughts on stereotypes.
* Girls and boys should be able to do the same thing without being judged.

1. What could we do about this?

* Change people’s opinions – basically nothing.
* Tell children that girls and boys are equal.
* Don’t label toys ‘boys’ and ‘girls’.
* Give boys ‘girls’ toys and give girls ‘boys’ toys.
* Get rid of stereotypes (No blue for boys and pink for girls).
* I’m not sure.
* More role models on TV/ celebrities.

**Appendix iii – Attitudes Statements**

* Gender and sex are the same thing
* Girls and boys are naturally attracted to certain types of toys
* A child's gender influences their educational and career choices
* A woman's career progression is disproportionately affected by having children
* Positive action is a fair way to tackle gender inequalities in politics and the workplace
* Male early years and children’s workers present more of a risk to children than female workers
* Girls want love and boys want sex
* Men’s emotional literacy skills are generally poorer than women’s
* Women are responsible for their own safety
* Domestic Abuse is a gendered issue
* Scotland is a much more equal society than it was 20 years ago
* Toxic masculinity is a real thing
* Paternity leave is as important as maternity leave and parents should be forced to split it
* The world is designed to benefit men

**Appendix iv - Useful Resources**

The following links/videos and reports were used in the training:

**Session 1 - Gendered Assumptions and Culture**

**Let Toys be Toys**

[*https://twitter.com/emilyryall/status/1185267927697821697*](https://twitter.com/emilyryall/status/1185267927697821697)

[*https://twitter.com/LetToysBeToys/status/1313831004021366784*](https://twitter.com/LetToysBeToys/status/1313831004021366784)

[*http://lettoysbetoys.org.uk/wp-content/uploads/2012/12/LetToysBeToys-Catalogues-report-Dec17.pdf*](http://lettoysbetoys.org.uk/wp-content/uploads/2012/12/LetToysBeToys-Catalogues-report-Dec17.pdf)

**Marketing**

Dove Evolution*:* [*https://youtu.be/iYhCn0jf46U*](https://youtu.be/iYhCn0jf46U) *-*

Gender Role Swap Adverts*:* [*https://youtu.be/2SrpARP\_M0o*](https://youtu.be/2SrpARP_M0o)

Unconscious Bias[Girl toys vs boy toys: The experiment - BBC Stories - YouTube](https://www.youtube.com/watch?v=nWu44AqF0iI&feature=youtu.be)

**Reports and Research**

* *Childwise (2018)* [CHILDWISE - a leading specialist in research with children and young people - ABOUT](http://www.childwise.co.uk/)
* *Digital Romance Report, Brook (2017)* [DR\_REPORT\_FINAL.pdf (brook.org.uk)](https://www.brook.org.uk/wp-content/uploads/2020/03/DR_REPORT_FINAL.pdf)

**Session 2 – Gendered Language and Outcomes**

Always Like a Girl <https://www.youtube.com/watch?v=dWOvT8EDSyE>

Man Up [*https://www.youtube.com/watch?v=lZyHCT-hdNs&feature=youtu.be*](https://www.youtube.com/watch?v=lZyHCT-hdNs&feature=youtu.be)

The Sandlot [The Sandlot(1993) - "You play ball like a girl!" - YouTube](https://www.youtube.com/watch?v=dWOvT8EDSyE)

Hurricane Names <http://www.independent.co.uk/news/uk/home-news/as-storm-abigail-hits-the-uk-should-we-be-more-worried-that-shes-female-a6730176.html>

Fireman vs. Firefighter <https://metro.co.uk/2019/01/22/little-girl-thinks-you-have-to-be-a-boy-to-be-a-firefighter-so-female-firefighters-get-in-touch-8373322/>

Kids Drawing <https://youtu.be/G3Aweo-74kY>

Future Intentions of Young People <https://www.slideshare.net/VDS001/young-people-in-scotland-survey-2016-summary>

**You may also find some useful information here:**

Education Scotland [Improving gender balance and equalities 3-18 | Learning resources | National Improvement Hub (education.gov.scot)](https://education.gov.scot/improvement/learning-resources/improving-gender-balance-3-18)

Toolkits for young people, professionals and for parents/carers to discuss peer sexual abuse - [Oor Fierce Girls - YWCA Scotland | The Young Women's Movement](https://www.ywcascotland.org/oor-fierce-girls/)

Campaigning for gender equality - <https://www.fawcettsociety.org.uk/>

United Nations - <https://www.unicef.org/gender-equality>

Children’s Society - <https://www.childrenssociety.org.uk/what-we-do/blogs/how-gender-roles-affect-young-people>

Young Men and Masculinity report - <http://wels.open.ac.uk/sites/wels.open.ac.uk/files/files/YMMW_report_02-17_email.pdf>

Gender equality resources - <https://www.liftinglimits.org.uk/families/>

Sexual health resources including gender activities - <https://www.outspokeneducation.com>

Global equality - <https://thegec.org/>

Media and boys - [https://promundoglobal.org/resources/if-he-can-see-it-will-he-be-it-representations-of-masculinity-in-boys-television/#](https://promundoglobal.org/resources/if-he-can-see-it-will-he-be-it-representations-of-masculinity-in-boys-television/)

A fantastic talk on the difficulties faced by young men <https://www.ted.com/talks/philip_zimbardo_the_demise_of_guys>

Stories from survivors of sexual abuse - [Welcome - Everyone's Invited (everyonesinvited.uk)](https://www.everyonesinvited.uk/)

Ending harassment - [Hollaback! Together We Have the Power to End Harassment (ihollaback.org)](https://www.ihollaback.org/)

Stories of sexism experienced on a day to day basis - [Everyday Sexism Project](https://everydaysexism.com/)

**Useful Twitter Sites – this is not an exhaustive list but some useful sites include:**

* Let toys be toys
* Let clothes be clothes
* WCID – What Can I Do
* The Good Men Project
* White Ribbon Scotland
* Femicide Census
* Women and Girls in Politics
* Counting Dead Women
* Gender Diary
* Pinkstinks
* EmilyTest
* SafeLives
* Rape Crisis Scotland
* Engender
* NACWGScot
* EverydaySexism
* ZeroTolerance
* VRU
* Graham Goulden
* @EdscotIGBE

|  |  |
| --- | --- |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |