

Learning objective and success criteria	Before the lesson
<ul style="list-style-type: none"> • To recognise that stereotypes are present in everyday life • To understand that toys can reinforce gender stereotypes • To explain how these stereotypes can be challenged • To begin to understand why stereotypes are negative 	<p>Have ready</p> <ul style="list-style-type: none"> • A selection of toy catalogues or printouts of toys from internet sites. Include some toys that are designed for babies and small children. • <i>Presentation: Toy activity example</i> (see Main event) <p>Print</p> <ul style="list-style-type: none"> • <i>Activity: Toys sheet</i> (see Classroom resources) – one per pupil
Attention grabber	
<p>Ask the children what their favourite toy or game is, and what they like about that toy or game. Explain that today the class will look at different toys and how these might reinforce gender stereotypes.</p> <p>Remind the children what a stereotype is: A stereotype is an assumption about a group of people based on a shared characteristic, such as gender. The assumption is that everyone in the group will have the same characteristics and abilities.</p> <p>You might also want to discuss what gender means, i.e. the roles, behaviours, activities and attributes that society considers appropriate for men and women.</p> <p>Key questions</p> <ul style="list-style-type: none"> • What are our favourite toys and games? • What is it that we like about our favourite toys and games? • What is a stereotype? • What does gender mean? 	
Main event	

Give each pupil a copy of the *Activity: Toy sheet* and put out on each table the toy catalogues and/or printouts from toy websites.

Explain to the children that the catalogues and printouts show a range of toys and they are going to select a picture of a particular toy and complete the questions on the *Activity: Toy sheet*.

Show the *Presentation: Toy example* and work through the example together as a class, before setting the children to work.

Presentation: Toy example

Show on your interactive whiteboard

When the children have finished, bring the class back together and discuss the following:

- Were certain toys aimed at girls and boys?
- What makes us think this?
- Are the stereotypes correct? Or could anyone play with the toy?
- What could manufacturers and shops do to overcome the stereotypes? (For example, avoiding pink and blue, showing both boys and girls playing with a toy.)
- Why might these stereotypes be a problem? (For example, they might limit what genders think they can do or be.)

Ask the children to design an advert for a toy that is traditionally marketed to one gender, so that instead it appeals to everyone.

Key questions

- How do toys reinforce stereotypes?

Wrapping up

Ask some children to share their adverts and ask them to talk about what they have done. Have they managed to overcome stereotypes?

You could also discuss how much the children feel adverts and stereotypes influence their choices.

Explain that we are sometimes not aware of how much influence adverts and stereotypes can have on us.

Key questions

- How can we overcome stereotypes?

Glossary

- Gender
- Female
- Male
- Stereotype

Assessing pupils' understanding and progress

Next steps

Pupils with secure understanding

indicated by: Understanding how toys can reinforce gender stereotypes.

Pupils working at greater depth

indicated by: To begin to understand why stereotypes can be negative.

Pupils needing extra support: Select pictures that have very obvious stereotypes for children to look at in the main event activity.

Pupils working at greater depth: Instead of creating an advert, children could write a letter to a toy manufacturer or shop to suggest how they could avoid stereotypes in their products.