Chapter 2: Gender and Power | Exercise 3

ANTI-STEREOTYPE BINGO

✓ **1. To help learners consider (and reconsider) gender stereotypes that are embedded in society.**

🕐 15-20 minutes

⭐ Bingo worksheet (provided)

PROCEDURE

1 Get the class to draw up a list of **stereotypes** about men and **women**. Explain to the learners that this activity is focused on counteracting or unpacking some of these stereotypes.

2 Hand out Bingo sheets. Explain to learners that instead of numbers, the boxes are labelled with anti-stereotypes: in other words, men and women who do not fit **gender stereotypes**.

3 The teacher will read out each of the anti-stereotypes drawn randomly from a box. Learners can cross out a box on the Bingo sheet if they know someone who conforms to the anti-stereotype (e.g. a man who cooks). They should describe that person to a classmate sitting next to them, who will then initial the box.

4 The game continues until one of the learners has five anti-stereotypes in a row and shouts "Bingo!"

5 Close with a discussion of gender-based stereotypes. Ask learners questions like:

a. How prevalent are **gender stereotypes** (or anti-stereotypes) in their community?

b. In what ways do **stereotypes** constrain men and **women**?

c. In which location are most of the **stereotypes** positioned? For example, women's stereotypes are more often located in the home, while men's stereotypes are more often in the workplace.

d. What characteristics of **stereotypes** are portrayed as desirable for men and for women? How do these differ for each **gender**?

e. What **power** dynamics do gender stereotypes convey?

f. How are **gender stereotypes** changing over time (if they are)?

g. How do we view people who do not fit stereotypes? For example, what does our society think about the stay-at-home dad, or the high powered woman executive?

h. How can we overcome some of the limitations imposed by **gender stereotypes**?

TEACHER TIPS

The teacher can replace some of the anti-stereotypes on the sheets with items from the learners' lists, in order to make the **stereotypes** more context- specific.

General
This exercise should help learners to identify pervasive **gender stereotypes**, and also to see that **gender non-conforming** behaviour takes place all around them.

Teachers should point out that even where **stereotypes** are changing, our society often places a double burden on **women**; for example, by making working mothers carry high levels of responsibility both in the office and at home).

Making the Link with Gender & Violence
Gender stereotypes are linked to **gender** and **violence**. For example, they promote patriarchal views which place girls and women in subordinate positions thereby limiting girls and women's potential.

Assessment Ideas
Learners can be tasked with designing a campaign, advert or poster that challenges a gender stereotype.

References:
Remer & Talbott, *2010, Vision 2020, Drexel University College of Medicine – Institute for Women's Health and Leadership*

ANTI-STEREOTYPE BINGO

Find someone in the class who knows a...

1. As the teacher reads out each anti-stereotype identify if you know someone who fills that role.

2. If you do know someone, describe them to your classmate, and have them initial on the line on your sheet.

3. When you have 5 boxes filled in a row—horizontal, vertical or diagonal—say BINGO

MAN WHO IS SHORTER THAN HIS SIGNIFICANT OTHER _____	FEMALE BUSINESS-OWNER _____	STAY-AT-HOME DAD _____	MAN WHO HATES WATCHING SPORTS _____	MAN WHO'S NOT GOOD AT SPORTS _____
WOMAN WHO HATES TO SHOP _____	MALE TEACHER _____	WOMAN WHO'S A GOOD DRIVER _____	WOMAN WITH NO KIDS _____	WOMAN WHO CAN CHANGE A TYRE _____
MAN WHO DOES THE LAUNDRY _____	WOMAN WHO'S NOT A GOOD COOK _____	***FILL IN YOUR OWN** _____ _____ _____ _____	MAN WHO'S A GOOD COOK _____	FEMALE DOCTOR _____
MAN WHO'S A GOOD DANCER _____	MAN WHO'S YOUNGER THAN HIS SIGNIFICANT OTHER _____	WOMAN WHO'S A GOOD ATHLETE _____	MAN WHO DOES THE GROCERY SHOPPING _____	WOMAN WHO MOWS THE LAWN _____
MAN WHO CLEANS THE HOUSE _____	WOMAN WHO DOESN'T WEAR MAKE-UP _____	MAN WHO LIKES TO SHOP _____	WOMAN WHO'S GOOD AT MATHS _____	WOMAN WHO LIKES TO WATCH SPORTS _____