Gender Stereotypes  
A. McDowell & A. Savage 3rd Year English

TOPIC OVERVIEW  
English Junior Cert. 3rd year revision, Media Studies Stereotyping in advertising.

GROUP ACTIVITY  
Think pair share  
Group discussion (small & full class)  
Brainstorming

https://www.youtube.com/watch?v=BKOyISfZZJ0

HOW DID IT GO? (EVALUATE)  
It went great!  
It was great for me to see someone else’s approach to the topic, great to see fresh ideas.  
Great for professional development & for personal development  
All students had experienced TT before and were very open to it.

RESOURCES  
• Powerpoint  
• Group work  
• Brainstorming  
• Think pair share  
• The whiteboard  
• Images  
• Feedback through survey monkey

LESSON PLAN OUTLINE  
• Students discussed their dream job.  
• This helped us to establish if there were any gender barriers broken  
• Examined images and job titles without gender reference.  
• Students had to establish, in groups, characteristics needed for these jobs which required them to be gender specific.  
• Students had to define the word “stereotype”.  
• Students were given a definition of the word “stereotype”

LEARNING OUTCOMES  
• To examine gender roles in the workplace  
• To define the word stereotype  
• To gain insight into the use of stereotype in advertising

STUDENT FEEDBACK  
“I liked having 2 teachers and both their points of view”  
“I liked that group work was easier to do with 2 teachers”  
“The reason why I enjoyed team teaching was because one teacher was able to help us while the other teacher was still teaching the rest of the class”  
“Team teaching made the class more interesting”  
“It prevented teaching from getting interrupted as one teacher would ensure everyone is paying attention”  
“I got to learn how to address things differently”