

# STEREOTYPE-FREE THROUGH ELEMENTARY SCHOOL

Children are confronted with gender stereotypes at an early age in their social environment, in the media, in advertising and also in literature. These become entrenched in the course of life and can later have an impact on the choice of career and studies. As a result, a large proportion of all occupations are either dominated by men or women, and only a few occupations have a balanced gender ratio.

The fact that gender distribution is changeable can be seen in Germany, for example, in primary school education or medicine. Here, the gender ratio has almost reversed within the last 50 years. Whether a profession is predominantly practiced by women or men depends above all on whether men and women are attributed the necessary characteristics and abilities in the respective societal context.

Even at elementary school age, many occupations are associated with a particular gender. For this reason, some career options are eliminated from the outset for many children. Challenging gender stereotypes means setting the course early on for equal opportunities for all genders in career and life planning.

## Methods and reading books

The method set contains methods for pedagogical work with children, instructions for sensitization and self-reflection in the college as well as for the involvement of parents.

## BRIEF TIPS: CLICHÉ-FREE IN THE CLASSROOM

For us, stereotype-free elementary school means: playing and learning free of gender stereotypes, appreciation for the diversity of children, their individual strengths and interests, their commonalities and differences – regardless of their gender.

### **Language creates awareness**

Use the feminine and masculine forms of language (if applicable in your language) in addition to gender-neutral terms in the classroom and in everyday life at your school to create awareness of the diversity of careers and lifestyles (e.g., teachers, engineers, educators).

### **Critically reflect on gender stereotypes**

Boys and girls are often perceived as homogeneous groups. (e.g., boys are wild, girls are conformist). The many differences within a gender group and their commonalities are thus lost. Therefore, pick up on gender stereotypes and ask whether they actually apply to all boys and girls.

### **Strengthening self-confidence**

Strengthen your students' self-confidence by encouraging them to try out new things and pursue interests that at first glance do not correspond to traditional gender stereotypes.

### **Include gender diversity**

There may be children at your school who feel that their assigned gender is inappropriate now or at some point in the future. When challenging gender stereotypes, don't be afraid to address the fact that there are more than two genders.

# METHOD OVERVIEW

The method set “STEREOTYPE-FREE THROUGH ELEMENTARY SCHOOL” includes two teaching methods for working with students. The teaching methods can be used in ongoing lessons, in substitute lessons, in social group lessons or on project days.

All methods are prepared in such a way that they can be used quickly with little preparation. You are welcome to expand our suggestions with your own ideas.

Title	Learning Objective	Method	Grade Level	Duration
Imagination Journey “My Job”	Examination of own career aspirations	Imagination journey, drawing pictures, discussion	From 1st grade	45 minutes
What is Your Job?	Getting to know professions	Interview with ques- tionnaire	From 3rd grade	45 minutes