

RAISED BY WORDS

EDUCATIONAL TOOLKIT



TABLE OF CONTENTS

FOREWORD 3

PREPARATIONS 4

WHAT IS SHEBOARD? 5

INFORMATION
ABOUT GENDER
STEREOTYPES 35

SOURCES 39

APPENDICES 41

1ST LESSON: GENDER STEREOTYPES

P. 6

2ND LESSON: STRUCTURES OF SOCIETY AND GENDER EQUALITY

P. 16

3RD LESSON: DIGITALIZATION AND EQUALITY

P. 25

Children are taught gender-related attitudes, norms, and expectations that concern their behavior, values, and roles from birth. These ideas set restrictions for all genders, but evidence shows that gender-related norms have a particularly significant impact on girls' behavior, the possibilities available to them and their expectations for the future. The Sheboard app was developed to challenge harmful gender stereotypes that affect us all and restrict the enforcement of girls' rights.

This teacher's toolkit consists of three lesson plans, each 90 minutes in length, that cover harmful gender stereotypes, equality and the impact of digitalization on women's and girls' lives around the world.

PREPARATION INSTRUCTIONS FOR THE TEACHER OR INSTRUCTOR

Ensure that there are enough phones with an Android operating system in the group so that you will be able to carry out the group exercises (e.g. 1 device per group of 3–4 students). Before beginning, it is advisable to make sure that the students can download the application (i.e. their data plan and device storage allow the download). You will need access to the Internet to complete the exercises. It is recommended to try out the Sheboard app and the related exercises before lessons.

If there are not enough devices with an Android operating system in the group, you can carry out the exercises together by projecting the image from one of the devices on the wall. Most of the exercises can also be carried out without the Sheboard app.

The entire Sheboard challenge will take about three 90-minute periods that can be carried out within three weeks, for instance.

WHAT IS SHEBOARD?

Sheboard is an app developed by Plan and Samsung. It aims to dissolve gender-related stereotypes. Sheboard is a keyboard for phones that encourages us to question the way we talk to and about girls. The aim of the text prediction app is to diversify the vocabulary and language used in describing girls and women and to empower girls. Once you have downloaded Sheboard, it will begin suggesting empowering words and phrases when writing about girls.

SHEBOARD INSTRUCTIONS

The Sheboard app is free and it can be downloaded from [Google Play](#). [Here](#), you can find video instructions on how to install the app.



RAISED BY WORDS

1ST LESSON:

GENDER

STEREOTYPES

OUR MAIN TOPIC TODAY IS GENDER STEREOTYPES.

Gender stereotypes refer to formal and rigid attitudes that are associated with a person based on their assumed gender.

You decide to investigate how gender stereotypes are manifested in real life.

Imagine walking into a shop selling children's clothes and toys.

In Padlet, make a collage of toys and clothes available in the shop. You can search for suitable images online. Find pictures of toys and clothes that you think are:

- **Designed for girls**
- **Designed for boys**
- **Not specifically designed for girls or boys**

Spend 10 minutes on the topic.



Now, write a list of words that could describe a girl playing with the girls' toys listed in the previous task or wear clothes designed for girls.

Write another list of words that could describe a boy playing with the boys' toys listed in the previous task or wear clothes designed for boys.

Now think about the words that you would use to describe a child playing with toys not specifically designed for girls or boys.

Have a group discussion: What words did you think about? Why are so many toys designed specifically for girls or boys?

Write down a few sentences that describe the girl in the previous task, e.g. in your phone's notes by using the Sheboard app (5 sentences).

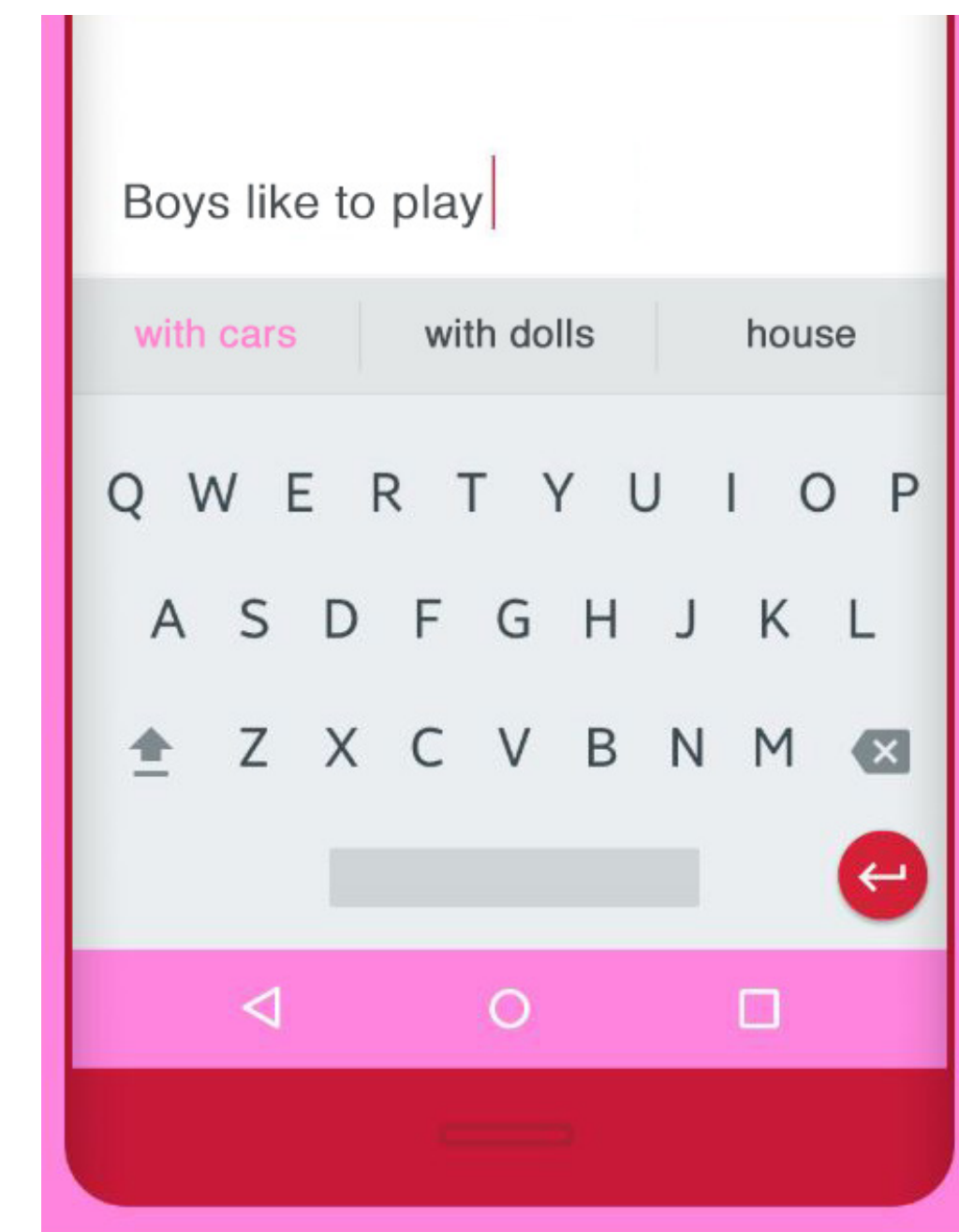
Observe the words that Sheboard is suggesting and write them down.

If you do not have enough tablets or Android phones for all of the groups, this section can be carried out with the instructor by projecting the app on the wall.

Spend 10 minutes on the topic.

Have a group discussion: Why does Sheboard suggest certain types of words when talking about girls?

If there was a similar application for boys, what words would the app suggest? Write down the words.



Write a brief version of a princess fairy tale you remember. For example:

“Once upon a time, there was a princess who lived in a castle. She was the most beautiful girl in all the land. Princes arrived from all around the kingdom to ask the princess to marry them. The princes were required to carry out various tasks in order to become selected by the princess, such as killing a terrifying dragon.”

Next, try to write the same story, for example, in your phone’s notes by using the Sheboard app.

What happens? If you accept the words suggested by Sheboard, what type of story would it become? How would the princess in the story differ from the character in the original fairy tale?

Spend 10 minutes on the topic.

Make a list of the following topics on the board:

- **Stereotypes/presumptions related to girls**
- **Stereotypes/presumptions related to boys**

Next, mark the stereotypes that you find positive.

Have a group discussion: Are some stereotypes positive when they apply to girls but negative when they apply to boys? How about the other way round? How do negative stereotypes affect the lives of girls and boys? What happens to girls and boys who defy gender stereotypes, for example, by behaving in a way that is not expected of them based on their gender?

Spend 10 minutes on the topic.



Review the concept of gender and sexual diversity, for example, by visiting the [THL website \(in Finnish\)](#).

Have a group discussion: how do gender stereotypes affect non-binary or transgender people?

Spend 15 minutes on the topic.

FINAL EXERCISE

Form groups of 3 to 4 people and make a vlog entry where you explain how negative gender stereotypes can be defied in your personal life, within your family, in your free-time activities and in school. What can you do yourself?

Spend 20 minutes on the topic.

Watch the groups' vlog entries together.



For the instructor

LEARNING OBJECTIVES OF THE FIRST LESSON PLAN

To become particularly aware of the gender stereotypes related to girls and boys and the methods of dissolving them in your personal life. Instructors should acknowledge that exercises that are aimed to dissolve stereotypes by naming and investigating them can often reinforce stereotypical thinking. That is why it is important to review the exercises thoroughly and hold discussions about all the questions asked. It is also important to remind the participants that some people adhere to these stereotypes and that there is nothing wrong with that, either. Stereotypes are only harmful when they control people's lives and choices. It is also noteworthy that characteristics generally considered masculine are more appreciated than feminine characteristics and that it is considerably more acceptable for women to behave in a masculine way than for men to behave in a feminine way.

To become aware of gender and sexual diversity. Although references are mostly made to girls and boys in this material, there are more genders than these two, which is also important to remember when working with the exercises.

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2ND LESSON:

**STRUCTURES
OF SOCIETY
AND GENDER
EQUALITY**

OUR MAIN TOPIC TODAY
IS **THE STRUCTURES OF
SOCIETY** AND HOW THEY
AFFECT GENDER EQUALITY.

Finnish society is often described as extremely equal in terms of gender equality.

In groups of three people, **come up with at least 10 things** why Finland can be considered as a particularly equal country.

Discuss your ideas together. Did you come up with any ideas that might have a negative impact on equality?

Spend 10 minutes on the topic.



You decide to investigate whether Finnish society actually is as equal as described.

Let's see how different genders are represented in various media. [Look at a newspaper or the front page of an online newspaper.](#) Keep a tally of how many people of different genders you can find in the images. How many of the following did you find:

1. Teenage girl
2. Girl (child)
3. Middle-aged man
4. Middle-aged woman
5. Elderly woman
6. Boy
7. Baby
8. Other

Spend 5 minutes on the topic.



Find three examples of ads featuring men/women or girls/boys. You can use newspapers or websites, for example. Write down the answers to the following questions:

- **How are the women and men depicted in the ads?**
- **Can the persons' gender always be easily inferred?**
- **What are they doing?**
- **How old are they?**
- **What are their professions?**

Spend 10 minutes on the topic.

Have a group discussion: Report the result of your tally: How does the representation of men and women or girls and boys differ in the media?

Why are women, men, girls and boys represented differently in the media? What consequences could it have to individual people and society? Is it possible that the ways of representing women and men reinforce the stereotypes discussed in the previous lesson? What kind of problems can arise from inferring a person's gender by their appearance?

Make up a product and design a newspaper or online advertisement related to it that questions the stereotypical roles of men and women. Use the Canva tool, for example. If the advertisement includes text that concerns women or girls, you can try to write it with the Sheboard app and see the words suggested by it.

Review the advertisements you created together.

Spend 30 minutes on the topic.

ONNISTUNUT ATERIA

on perheenemännän ilo!



KOTIKOKKI – uusi ruoanvalmistajien lehti – kaksinkertaistaa ilon!

KOTIKOKKI ilmestyy 10 kertaa vuodessa ja sen vuosikerta maksaa vain 400 mk. Tilauksia vastaanottavat kustantajan aiamiehet, kirjakaupat ja posti toimipaikat kaikkialla maassa.
KOTIKOKIN kustantaa YHTYNEET KUVALEHDET OY

Jos Te olette perheenemäntä tai omasta pikkui taloudestaan huolehtiva virkanainen, jonka ajatuksia harva se päivä askarruttaa kysymys: "Mitähän siitä valmistaisi ruoaksi taas tänään?", on KOTIKOKKI luotu juuri Teitä varten! Sillä on säännöllisesti esitettävänä oma vastauksensa: vaihteleva ehdotus päivän kaikkien ateriatietien ruokalistaksi.



KOTIKOKIN tehtävänä on perheen ruokavalion monipuolistaminen ja emännän työn helpottaminen

● Ei enää "kyyneleten keittiöä!"

Kaikki perheenemännät tietävät kuinka epäonnistunut aamiaisen voi pilata koko päivän hyvän tuulen. Nyt ei tottumattomamman nuoren perheenemännän tarvitse tuntea "keittiökauhua", kun hänellä on turvanaan KOTIKOKKI!



● Iuuri Teidän "talousopettajan"

KOTIKOKILLA on käytettävissään maamme parhaiten talousopettajien ammattilaiskunta; sen ohjeisiin voidaan luottaa. Lehti opastaa niin jokapäiväisen arkiruuan kuin harvinaisempien herkkujenkin valmistuksessa ja neuvoo monissa muissakin kotitalousasioissa.



● Apulainen vuosiksi eteenpäin

Teidän kannattaa valita "pitkän lähtäimen" ohjelmaa: tallettaa KOTIKOKIN vuosikerta – kaikki 10 numeroa. Sillä on Teillä keittotaidon opas, jonka suuren arvon jatkuva käyttö parhaiten todistaa. Siten se moninkertaisesti maksaa hintansa takaisin!



kotikokki *keittiössä*
–herkut perheen pöydässä!

Review [the publication published by Statistics Finland](#) to learn about the Finnish labor market (from page 36 onwards). Pay special attention to women's and men's professions, salaries and part-time and fixed-term positions.

In your group, select five key figures and use them to compare women's and men's status in the labor market.

Compile an illustrative poster to show these figures in a bar chart, for instance.

Discuss the posters together. What differences are visible between women and men in the Finnish labor market? What is the proportion of men and women in various professions and salary levels? How is equality manifested in the Finnish labor market? How well are gender minorities, such as transgender people, represented in these statistics?

Spend 20 minutes on the topic.

FINAL EXERCISE

Imagine that you are participating in a demonstration that is intended to raise awareness about an important matter regarding equality in Finland or globally. Your task is to design a sign with a concise slogan supporting this matter. If your English is good enough, you can look for inspiration by searching Google with the terms “*creative protest signs*”. Use paper to craft the sign. Present the signs.

A person with long dark hair and purple nail polish is holding a white protest sign. The sign has the text "I FIGHT LIKE A GIRL..." in blue and "FOR MY RIGHTS" in red. The background shows a crowd of people at a demonstration, with some wearing red clothing and others holding flags.

I FIGHT LIKE
A GIRL...
FOR MY RIGHTS

For the instructor

LEARNING OBJECTIVES OF THE SECOND LESSON PLAN

To question structural and societal matters related to gender equality, such as different representation of women and men and inequality in the labor market. Even though lots of work has been done to promote equality in Finnish society, there still are various structures in our society that are not promoting equality. In order to promote equality, it is important to dissolve individual attitudes that promote inequality, such as stereotypical thinking, as well as to contribute to changing the structures of our society.

To think about how one can have an impact on the structural inequality in our society.

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3RD LESSON: **DIGITALIZATION** **AND EQUALITY**

**OUR MAIN TOPIC TODAY
IS HOW GENDER STEREOTYPES
HAVE AN EFFECT ON HOW
PEOPLE USE DIGITAL DEVICES
AROUND THE WORLD.**

Walk around in a room with question cards spread around.
When you hear the signal, stop, find a partner nearby and
discuss the question/word on the card.

The question cards can be found from the appendices of
the educational material.

Spend 15 minutes on the topic.

Sheboard is a piece of technology specifically developed to dissolve gender stereotypes.

[In class](#), investigate how students of different genders use technology by interviewing each other.

Conduct the interviews in pairs.

Find answers to the following question:

- **What apps or software do you use on a daily/weekly basis?**
- **How often do you use these apps?**

Make a list of apps used by different genders and reasons for their use in Padlet, Google Docs or a similar platform.

Spend 15 minutes on the topic.

[Have a group discussion](#): What differences or similarities can you find in the lists? What could be the reason for the differences?



Next, form groups so that each group includes at least one student who has registered to Instagram, Facebook or another social media with advertisements and has a device to use such an app.

Investigate the advertisements shown in the app.

What are they advertising? What kind of people are they targeted at? Does the gender of the user of the app seem to make a difference?

Spend 10 minutes on the topic.

Next, form groups so that each group includes at least one student who has a Gmail account. The owner of the Gmail account must be logged in to their account on their device. Try to find information about different career opportunities by using Google. You can use search terms such as career opportunity, career choice, profession, etc.

Investigate your search results. Are the results different in different groups?
Does the assumed gender of the user affect these results?

Spend 10 minutes on the topic.

Have a group discussion: What were your observations in the two previous tasks? Why are the advertisements and Google search results different for different people? Who do you think designed the algorithms that define what is visible to whom in social media? What kind of people design this technology and how does it affect the design of these apps and devices?

In groups, review the following articles and answer the questions. Half of the groups should read the articles on countries of the Global South and half of the groups should read the articles on Finland. Be prepared to report your findings to other groups.

Spend 20 minutes on the topic.

COUNTRIES OF THE GLOBAL SOUTH

www.maailma.net/uutiset/digiteknologia-edistaa-tasa-arvoa-mutta-voi-aiheuttaa-myos-takapakkia-tekoalya-kehittavat

www.kepa.fi/uutiset-media/vieraskolumnit/tyttojen-oikeus-teknologiaan-ei-toteudu

www.kansanuutiset.fi/artikkeli/3863207-kannykkasovellus-safetipin-varoittaa-naisia-vaaroista-kehitysmaiden-kaupungeissa

OUR SOCIETY

www.talouselama.fi/uutiset/juhlapuheet-eivat-houkuttele-pikkutyttöjä-teknologia-alalle-kuvan-pikku-insinööreistä-on-muututtava-ensin/606ab4bd-c654-379d-8bfe-7dffe9411fd7

www.hs.fi/teknologia/art-2000005666063.html

www.yle.fi/uutiset/3-9489858

COUNTRIES OF THE GLOBAL SOUTH

- How does the use of the Internet differ between women and men in the countries of the Global South? How about compared to societies like Finland?
- How can digitalization and the Internet make the lives of women and girls easier in the Global South?

OUR SOCIETY

- How is the interest of Finnish girls towards technical fields different from that of boys?
- What does your group believe could be the reason for this?

Have a group discussion: What differences and similarities did you notice between Finland and the Global South when talking about girls and technology?



FINAL THOUGHTS

Create a tweet regarding the subject: What did I learn during the Sheboard challenge. Remember to use #hashtags! Taking turns, present your tweets to the entire group.



For the instructor

LEARNING OBJECTIVES OF THE THIRD LESSON PLAN

To question how gender affects the use of digital devices and what kind of power is wielded by organizations developing new technologies. Technology is always developed by people, and it can easily reinforce gender stereotypes, if such reinforcements are not identified by the developers. All media users should acknowledge how different algorithms in social media affect their own user experience.

To learn about the impact of digitalization around the world and on girls and women, in particular.

INFORMATION ABOUT GENDER STEREOTYPES

WHAT ARE GENDER STEREOTYPES?

Stereotypes are formal presumptions associated with a person or social group based on their characteristics. Stereotypes are often prevalent in a certain society, but they can also be the thoughts of an individual person. Gender stereotypes affect educational and career choices and social participation, for example. People often adopt the stereotypes prevalent in their culture and attempt to live by them. Approximately five-year-old children begin to pick up attitudes and behavioral models related to gender stereotypes from their environment.

WHY ARE GENDER STEREOTYPES PARTICULARLY HARMFUL TOWARD WOMEN?

Gender stereotypes are harmful toward men and women, but due to historical reasons, several gender stereotypes are particularly harmful toward the reinforcement of women's rights. For example, women do not have as easy access to significant leading positions as men do, and the stereotypes negatively affect women's lives in several areas, affecting their educational and career opportunities as well as treatment in health care facilities. In addition, globally speaking, women perform a significant proportion of unpaid care work. It is important to try and reinforce gender equality by making structural changes in our society. However, having less stereotypical attitudes also promotes equality. Gender stereotypes have a negative impact on sexual and gender minorities as well, and these minorities face a lot of discrimination.

FACTS ABOUT GENDER STEREOTYPES:

- Stereotype threat is a phenomenon where a person feels at risk of conforming to stereotypes about their social group and ends up failing at something. The stereotype threat has been identified in several scientific studies, and it can explain why women perform worse than men in mathematics, for example. One test scenario revealed that if women were allowed to take the math test under a male pseudonym, their performance was on the same level as men's.
- Studies show that girls and boys are treated differently in Finnish early education. Boys receive more attention from the educators, and girls are expected to be more careful and helpful than boys.
- A global study shows that children have adopted gender stereotypes by the time they are 10 years old. The study indicates that, in all kinds of societies around the world, the world of 10-year-old girls became smaller and their possibilities decreased, whereas the world of boys became larger and their possibilities increased.
- One study shows that, from six years old onwards, girls begin to think that intelligence is a characteristic primarily associated with men and boys.
- The Gender Equality Barometer of 2017 indicates that one third of students feel that their learning material includes gender stereotypes.
- It has also been shown that recruiters evaluate applications based on whether it has been sent by a man or a woman. A completely identical application was assessed to be better when it was created by a person assumed to be male.

HOW CAN GENDER STEREOTYPES BE DISSOLVED?

- It has been shown that women who have a feminist view are somewhat more immune to gender stereotypes.
- The incidence of stereotype threat can be reduced by positive identity reinforcement. For instance, women performed as well as men in the math test in test scenarios that included a written assignment to describe their own values.
- One study showed that children who were shown pictures of other children playing with non-stereotypical toys were more open in their views regarding what kinds of toys and plays were suitable for children of different genders.

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Work group:

Salla Kuuluvainen

Matti Pihlajamaa

Santeri Suvanto

Nora Lindström

Niina Mikolanniemi

Thank you for your comments and ideas:

Leena Mubarak ja Marita Karvinen (Seta)

Appendices

QUESTION CARDS FOR THE EXERCISE ON P. 26

For the instructor

Print out or write the attached questions on separate papers and spread them around the room. If there are many participants, you can print several copies of each card.

WHAT IS DIGITALIZATION AND HOW DOES IT AFFECT YOUR LIFE?

**WHAT ARE GENDER
STEREOTYPES AND WHY
ARE THEY OFTEN HARMFUL?**

**DO PEOPLE USE DIGITAL DEVICES
DIFFERENTLY DEPENDING ON
THEIR GENDER? IF YES, HOW?**

**WHAT IS YOUR FAVORITE APP
AND HOW DO YOU USE IT?**

WHAT DOES GENDER AND SEXUAL DIVERSITY MEAN?

WHAT IS FEMINISM?

**TALK ABOUT A MOVIE YOU BOTH
HAVE SEEN. WERE THERE ANY
SCENES WHERE WOMEN TALK TO
EACH OTHER ABOUT SOMETHING
OTHER THAN MEN?**

WHY WAS THE SHEBOARD APP CREATED?

**HOW DO YOU IMAGINE
THE INTERNET BEING
USED IN, FOR EXAMPLE,
INDIA OR ZAMBIA?**