

# Increasing awareness about gender stereotypes

by sharing multiple  
perspectives and initiating  
conversation





Master's thesis  
**Increasing awareness about gender  
stereotypes: by sharing multiple perspectives  
and initiating conversation**

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# Abstract

Gender stereotypical beliefs play a role in everyone's life, whether people impose personal and subjective norms on themselves, or judge others based on these existing beliefs. Gender stereotypes present a limited and inaccurate representation of reality's complexity and have the ability to evoke pain and backlash. The goal of this master's graduation project was to increase awareness about gender stereotypes and the thereof deriving effects on people. This project is part of a double degree program, in which the masters 'Design for Interaction' and 'Communication Design for Innovation' are combined. This meant that the objective was applied in two contexts with both a specific target group, namely Dutch high school students (aged 15 to 18) and academic professionals working within the TU Delft.

Through a non-systematic literature research further understanding of gender stereotypes and the resulting impact on people was achieved. In modern western society, gender is generally viewed from a binary perspective. But gender isn't a category with only two variables. The interpretation of gender is socially constructed, and can differ per culture and can change overtime. Gender stereotypes are learned from a young age, children as old as 18 months will start to comprehend them. This goes to show that gender stereotypes play an influential role during a large part of people's lives. It also indicated that gender stereotypical beliefs are deeply rooted and unconscious, which makes challenging them harder.

Additional to literature research, empirical research activities were performed. These consisted of a mini experiment in which eight participants were asked about concepts related to gender, three interviews with academic

professionals and an exploration of currently available informative media for teenagers. The conclusions drawn from these empirical research efforts are as follows. When aiming to increase awareness, it does help to encounter multiple perspectives on gender and gender stereotypes. Additionally, it is beneficial to be able to communicate with others about the matter. The created design concepts aim to do just that and should provide the target groups with guidance in the process of increasing awareness about gender stereotypes.

In the context of high school students, the design concept created is a teaching method. In five classroom sessions teenagers are brought in contact with different perspectives on gender, can have conversations about the topic with peers and are guided in reflection. Between the lessons the students work on an individual assignment. To support the teenagers in their learning efforts, different teaching materials were created. These are for example games, a quiz, worksheets and subject inspiration-cards. For the academic professionals a dialogue intervention was designed. During a ten step process these professionals are guided in sharing a personal experience related to gender stereotypes. The aim is to establish conversation amongst each other about these stories. The steps of the process were based on a conversation with a dialogue expert, the method of appreciative inquiry and a three-step model from awareness to action. Based on initial evaluation both design concepts seem to be promising in achieving their objectives. Further testing could help to get an even better understanding of the usefulness of both concepts and could lead to design iterations.

# Acknowledgements

It might be my name on the cover of this thesis, but there are many people who inspired, motivated or supported me during this graduation project and to whom I would like to express my gratitude.

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# Preface

You hear a baby cry and shortly after a woman exclaims: “It is a girl!” This woman is my mother. My parents weren’t expecting me to be a girl. For no specific reason, they were convinced that I would be a boy. The clearly present surprise in my mother’s voice is immortalised in an audio recording made in the moment I saw light for the first time.

I am a girl, a woman now. For the first few years of my life I wasn’t conscious of this fact. I was as (un)aware about life as every one-, two- or three-year-old is. But I clearly remember the moment this changed. I was four or five years old, and in ‘groep 3’ of primary school. I do not vividly remember what happened during the lunch break in the school yard. But I do remember the conversation I had with my teacher afterwards. She asked me to come to her desk, alone. She explained to me that not all children like it when you tell them what to do. She called me bossy. I was shocked, not aware of my so labelled wrongdoing. I did not know what to say. I had no words. I couldn’t process this message.

This single incident is not the sole reason of why I became who I am today. But I do know that this was the first time that I realised that other people could have an opinion about you. I internalised that being called bossy is bad. As well as related descriptions like dominant, self-centred, assertive, attention seeking, outspoken or loud. I concluded that I should withhold myself from this type of behaviour. I became extremely sensitive to signals from others. Only to be able to work out what they would think of me. To be ahead of negative labelling. To behave according to their expectations of me.



Well, and what easier way to know how to behave than observing stereotypes, norms and other unwritten rules. If you behave according to those, you will meet people's expectations. You will cause little friction. You can avoid conflict. But if you mostly base your behaviour, your expression and your appearance on what you think others expect from you, how can you ever truly be or become yourself? How can you ever be completely true to yourself?

When I look back on the conversation with my teacher, possessing the knowledge I have now, I can't but wonder "would she have said the same if I was a boy?"

Why I would think something like that, has to do with the divergent expectations society has of boys and girls. Assertiveness and dominance are valued characteristics in men, but not generally in women. Based on gender stereotypes and norms, girls and women are treated or perceived differently than boys and men. And the opposite is also true. With the important remark that these two genders aren't the only ones that exist. (I will come back to this later.)

Certainly, this report will elaborate on the studied effects of gender stereotypes and norms. Literature written on this subject will be discussed. And design concepts will be created in an attempt to contribute to change. But since stereotypes have the power to limit people in being their authentic selves and telling their personal story, I wanted to take the opportunity to start this report by telling one of my own.

Thank you for taking the time to read my master's thesis. I hope you find it to be interesting.  
Jill Mirjam van Remundt, *she/her*.

P.S. I would like to make one additional comment. Not only is the topic of gender and gender stereotypes relevant for me personally. It is getting a lot of attention currently, as there is a lot of activity around the subject. Also in the scientific literature, but mostly in common media forms like movies, series, podcasts and books. During the span of this project, I came across many valuable and inspirational sources. Almost every week I stumbled upon new ones. Scientific sources are referenced in the bibliography, and a list of other interesting pieces can be found in Appendix A: Media references.

“The thing to realise is that we are all human beings, and we all actually really want to connect to each other.”

- Emily Ratajkowski

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# Glossary

IDE: Industrial Design Engineering  
Dfi: Design for Interaction (master program within the IDE-faculty)

SEC: Science Education and Communication (master program within the Applied Sciences faculty)

CDI: Communication Design for Innovation (master track within the SEC-department)

TU Delft: Delft University of Technology

STEM: Science, Technology, Engineering and Mathematics

RRI: Responsible Research and Innovation

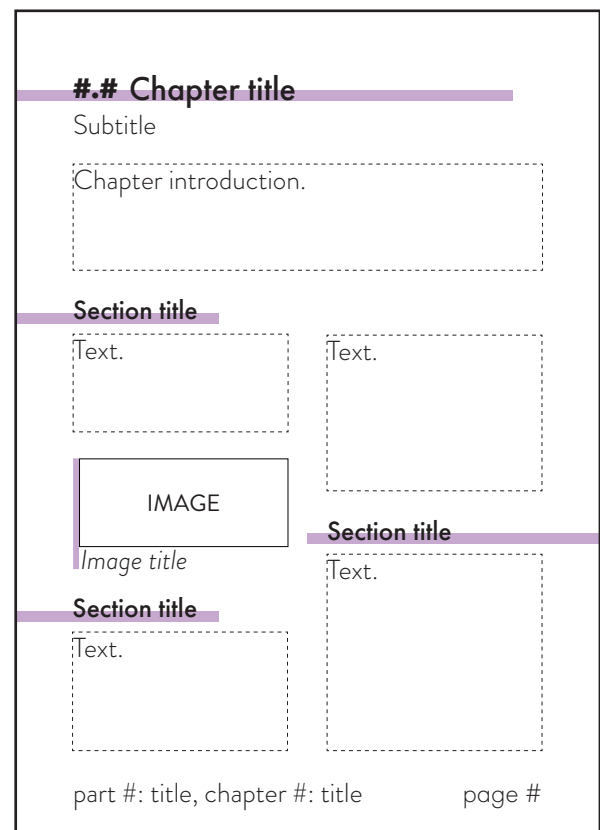
SDS: Sexual Double Standard

# Reading guide

This thesis report consists of different **parts**, every part starting with a double **purple** page. On the second page of these two, an overview of the contents of that part is given. The parts of the report are divided in **chapters**. The chapters can be recognised by the title at the top of the first page. Within the chapters the sub-elements are called **sections**. A template of this setup is displayed below. For visibility purposes the font size is increased.

As will be mentioned in the introduction, this graduation project is part of a double degree master program. This means that two educational backgrounds form the starting point for this thesis. The research and design activities performed in this project are either for both **streams** of the project simultaneously, or specific for either one of the two.

The **purple** chapters include content of essence for both graduation directions. The **blue** chapters are especially important for readers interested in the Design for Interaction-content. And the **pink** chapters contain information of relevance for Communication Design for Innovation-readers. More on the differentiation between these two master backgrounds can be found in the section 'Double degree master's graduation project', in the chapter 'Introduction' of part 1.



## Content of the different parts

Part 1: introduces the project. Will provide an understanding of the subject of this graduation project: namely gender stereotypes. Additionally, it will become clear how this topic is researched in two contexts, deriving from two master education backgrounds.

Part 2: elaborates on definitions of relevant concepts. This part will elaborate on how some concepts related to gender stereotypes, and the topic of gender in general, are defined within the scope of this project.

Part 3: portrays the results of literature research. The contents of this part will shed a light on the origination of the gender binary system, the way people learn gender stereotypes when they are children, how gender stereotypes manifest in the academic profession and will provide insights on how to increase awareness about gender stereotypes.

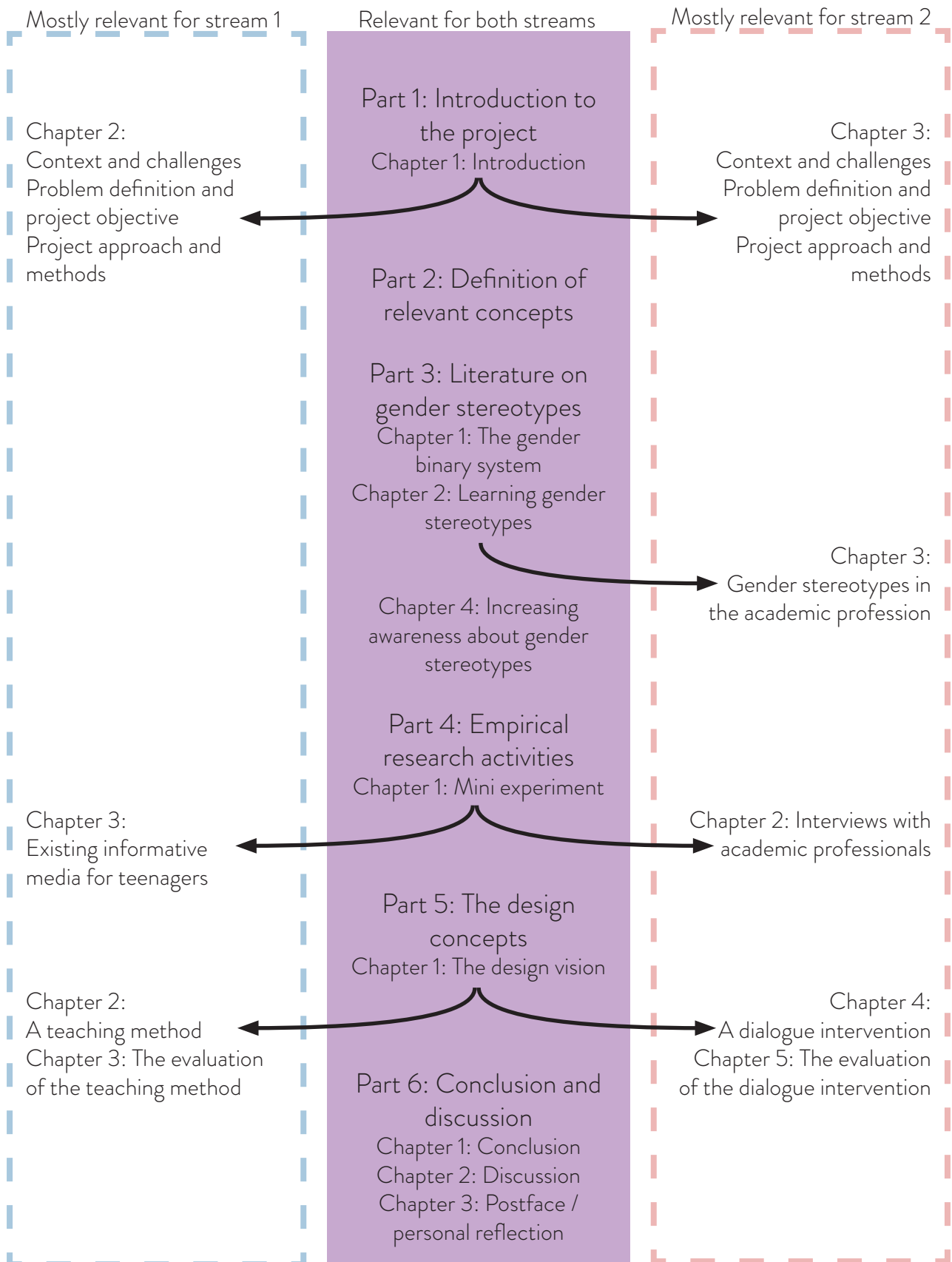
Part 4: describes empirical research efforts. During the span of this project a mini experiment, interviews with academic professionals and exploration of existing informative media for teenagers were performed. These activities and their outcomes are presented in this part.

Part 5: presenting two design concepts. Within both streams of the project, a design concept was created. This part displays a general design vision, these two design concepts, as well as an evaluation of both concepts.

Part 6: shares the conclusion and discussion of this project. In the chapters of this part the overall project will be evaluated. Additionally, the part will contain a personal reflection.

Part 7: the bibliography presents all literature sources discussed in the main text.

Part 8: the appendices show additional content referenced in the main text. The last appendix portrays the approved project brief for the Dfl-stream of this project.





# Part 1

Introduction to the  
project



# 1 Introduction to the project

This graduation project revolves around the topic of gender stereotypes. Reducing people to an inaccurate or limited representation of themselves based on gender stereotypical beliefs, can cause hurt and backlash. This part of the thesis will explain how. This will also clarify why gender stereotypes are a relevant topic to study. The research and design activities of this project are performed in two contexts. These contexts derive from two educational backgrounds, which are combined in a double degree master program.

After reading this part of the thesis, it should be clear what the two contexts and resulting project objectives are, as well as how the project is approached in these two contexts. The second part of this report will elaborate on concepts related to the topic of gender.

# 1.1 Introduction

Gender stereotypes, a curse in disguise.

Blonde women are dumb. Men are born leaders. Girls enjoy playing with dolls and boys play with toy cars. These are all examples of gender stereotypical statements. According to the Oxford Dictionary (n.d.) a stereotype is “a fixed idea or image that many people have of a particular type of person or thing.” Stereotypes help people to comprehend the world around them, because stereotypes function as a reference to categorise information and people (Niemeyer, 2003).

But stereotypes are simplified images and they are not an accurate representation of reality’s complexity (Niemeyer, 2003; Beentjes and Janssen, 2009; Blank et al., 2020). As the Oxford Dictionary (n.d.) puts it, a stereotype “is often not true in reality and may cause hurt and offence.”

So, through the desire to interpret experiences, people categorise each other based on known stereotypes. But since these categorisations are simplifications, the division in stereotypes is limited and based on isolated characteristics. For example, solely someone’s gender, appearance, descend etc. Through this process, the stereotyped people are not seen in their complete multiplicity. Consequently, the selected stereotype will most likely not be an actual representation of the person.

Stereotypes are limiting the human experience. People not only try to categorise each other, they also try to comprehend others with the help of stereotypes. Stereotypes link to social norms that prescribe expected and accepted behaviour (Stewart et al., 2021). And when someone doesn’t behave according to the imposed stereotype, this can evoke

resistance and backlash (Bobbitt-Zeher, 2011; Stewart et al., 2021). Not only do people have expectations of others’ behaviour, but they also impose personal norms and subjective norms on themselves. Personal norms being what people expect of themselves, and subjective norms what they think other expect of them (Stewart et al., 2021). So based on stereotypes, people guide their decisions and own behaviour.

A blonde woman should not receive the label ‘dumb’ solely based on her gender and hair colour. She should not have to feel the urge to act less knowledgeable than she is. And no one should be surprised when she makes an intelligent comment. She should have the opportunity to reach her full potential and others could take the opportunity to appreciate her as the multifaceted person that she is.

To summarise, gender stereotypes can cause hurt and evoke backlash. This happens when a person is reduced to a limited or inaccurate representation of themselves, for example exclusively based on their gender or appearance. And based on these simplified images, of which social norms derive, people shape their own behaviour and judge that of others. In other words, actions are taken based on inaccurate information. To reduce these limiting effects of gender stereotypes, it would be beneficial to become aware of them and understand them. And by doing so, realising the shortcomings of these stereotypes and the unjustified judgement that they provoke.

## Double degree master's graduation project

During this master's graduation project, research and design activities are performed with the aim of increasing awareness and understanding of gender stereotypes and the thereof deriving effects. The goal of increasing awareness can be achieved in multiple ways. Based on the research activities performed during this project a clear vision of how to reach this objective was formulated. This vision will be presented in part 5, chapter 1 of the thesis. This vision holds true for both contexts in which this graduation project is carried out. These two different contexts derive from two educational backgrounds. Despite the focus on two target groups, the project aim is similar. This made integration into a double degree master's project possible.

The first educational background is in Industrial Design Engineering (IDE), and more precisely the master program Design for Interaction (Dfi). From this area of expertise, the effects of gender stereotypes on teenagers (15-18 years old) will be researched. The aim is to create a design concept that can help to increase awareness and understanding of these stereotypes and their impact among this target group. This project objective was originally formulated in collaboration with Rutgers.

Rutgers is a Dutch centre of expertise on the topic of sexuality. They focus on research, development, and implementation regarding sex education and sexual development of, mostly, children and teenagers. Besides, Rutgers' activities involve sharing information, increasing awareness, advocacy, advising and training professionals and policy makers.

The centre of expertise works together with external partners to deepen the quality of its work and increase the impact. Rutgers' employees are also in close contact with teenagers.

The second master education is in Science Education and Communication (SEC), and specifically the track Communication Design for Innovation (CDI). The aim of this stream of the graduation project is to increase awareness and understanding of gender stereotypes and the thereof deriving effects in an academic setting and facilitate communication about this topic. More specifically the context of this part of the project is the Delft University of Technology (TU Delft).

The next chapters of this first part will elaborate on the substantiation of both streams of this graduation project (i.e., Design for Interaction and Communication Design for Innovation). Research and/or design objectives will be presented, as well as the approach of both parts of the project.

## To consider

Before continuation, it is important to stress the following points. The content of this report can never be completely objective. I, as the writer, researcher, and designer, observe the world from a certain perspective. I am a hetero ciswoman who grew up in The Netherlands. Although I try hard to be(come) aware of my conscious and unconscious beliefs and biases, and challenge them, a human being can never guarantee complete objectivity. So, neither will I.

The impact of the current system on people from other underrepresented groups in society is not specifically discussed in this thesis. For example, minority groups based on ethnic or cultural background. Even though these groups might experience similar and/or additional effects gender minorities. There are also people who experience hurt and backlash because of intersecting characteristics of multiple minority groups. In summary, remember that this thesis is not providing a complete overview of every stereotype that is impacting people. It focusses only on effects related to gender (stereotypes) specifically.

And additionally, the concepts of gender as well as (gender) stereotypes can be perceived in multiple ways. Many people might have (slightly) different feelings or opinions on the matter or use different definitions of related terms. We all wear certain glasses with which we look at the world. I based my work on sources, so the content is believable, reliable and will hopefully resonate with you in some way. The next part of this thesis, part 2 'Definition of relevant concepts', presents some concepts related to gender and how these are understood within the scope of this project.

# 1.2 Design for Interaction

Increasing awareness of gender stereotypes among Dutch high school students (age 15-18 years).

This chapter describes the research and design context, project objective and project approach specific to the ‘Design for Interaction’-stream of this project. The target group of this stream of the project is Dutch high school students, aged between 15 and 18 years old. This chapter will indicate how gender stereotypes can affect teenagers and will also explain why the specific age range between 15 to 18 years old was chosen. The objective for this part of the graduation project is to increase awareness among Dutch teenagers (aged 15-18) about gender stereotypes and the thereof deriving impact on people, with the help of a design concept. This chapter presents this project aim in the form of a research question. It will also elaborate on how this part of the project will be approached. The next chapter will do the same for the ‘Communication Design for Innovation’-stream of this project.

## Context and challenges

The age period between 10 and 17 years is an important time for identity development (Nederlands Jeugdinstituut, n.d. a). According to Garcia-Muñoz and Fedele (2010) this development process is influenced by gender stereotypes. Some examples of gender stereotypical beliefs affecting teenagers are that boys shouldn’t cry and don’t talk about their feelings. Girls on the other hand are (too) emotional. Boys want sex, and girls want love (NHS Tayside, n.d.). “Gender stereotypes hold us all back. We have boys who cannot express their emotions, become aggressive, under-achieve at school and go on to be part of a culture of toxic masculinity which normalises violence. We have girls who have low self-esteem and issues with their body image, with one in five 14-year-old girls self-harming.” (The Fawcett Society, 2019).

Gender stereotypes additionally limit opportunities, restrict choices and lead to gender inequality (United Nations website, n.d.; Blécourt, 2019; Culhane & Bazeley, 2019). A speaking example is the fact that gender stereotypes influence the education choices of young people (Jager, 2020; Thijs et al., 2022). In relation to sex and sexuality, gender stereotypical beliefs are the foundation for the sexual double standard\*.

This standard indicates that people hold diverging beliefs about the sexual behaviour of boys/men compared to girls/women (Emmerink et al., 2017; Migheli & Pronzato, 2020). Boys are allowed to be sexually active, assertive and knowledgeable. While according to stereotypical beliefs, girls should be sexually reserved, passive and inexperienced (Emmerink et al., 2017).

During a crucial phase of identity development, gender stereotypes are affecting teenagers. The education program of high schools could provide a setting for consideration of these stereotypes and their impact. Dutch high schools are legally required to include topics related to sexuality and gender in their sex education (Nederlands Jeugdinstituut, n.d. b). At present, Dutch teenagers aren’t supported to navigate the impact of gender stereotypes during this education program. Research showed that in general the sex education is negatively evaluated by Dutch teenagers (Rutgers and Soa Aids Nederland, 2017). At the start of high school, when teenagers

*\*A previous version of this report contained a larger body of text about this double standard. Although this part was excluded from the final version, it can still be found in Appendix B: The sexual double standard.*

are approximately between 12 and 15 years old, factual aspects of sex are part of the education. These education efforts include, for example, information about biological aspects like genitals and reproduction, contraception and sexually transmitted diseases (std's). In later stages, when teenagers are around 15 to 18 years old, sex education is limited or completely absent. While it is most relevant to teenagers in this stage since they start experiencing and experimenting with sex and their sexuality (Cense et al., 2019). Considering gender stereotypes can be a valuable addition to the education program. Especially when teenagers are between 15 and 18 years old and the sex education is lacking.

## Problem definition and project objective

During the phase that teenagers develop their sexual and gender identity, the sex education in Dutch high schools is limited or absent. The process of identity development can be influenced by gender stereotypes. For that reason, the objective for this part of the graduation project is to increase awareness among Dutch teenagers (aged 15-18) about gender stereotypes and the thereof deriving impact on people, with the help of a design concept. This concept should be implementable in the high school education context.

Embedding the concept in an educational context provides benefits. Firstly, teenagers from different backgrounds and with diverging beliefs can be reached through school. Secondly, spreading the attention over multiple lessons (or over a longer period) can facilitate more in-depth contemplation, compared to a single intervention. And thirdly, an educational program can provide an identifiable reason or moment for reflection. In other words, an occasion, a context and guidance can help people to reflect and communicate about gender stereotypes. All of which a teaching method can provide.

The project objective formulated into a research and design question would be: *How could Dutch high school students (age 15-18) be supported in an education context, to become increasingly aware of and be able to communicate about gender stereotypes with the help of a design concept?*

## Project approach and methods

Substantial understanding of the gender stereotypes is required, to be able to design a concept with the aim as formulated in the research objective. Knowledge on the topic is acquired through literature research. The consulted literature is scientific or found in other types of credible sources. Not all concepts related to gender are elaborately described in scientific literature (yet). The interest for this subject has been increasing on a societal level recently. For that reason, other types of credible sources are available. These sources add to the scientific based content. The results of the literature research can be found in part two and three of this thesis.

After the presentation of the literature research, this report will continue to describe the empirical research effort. The results of these activities can be found in part 4. A small experiment and market research will substantiate the design effort of this project. Before the design concept was created, the general design vision was formulated. This vision can be found in part 5 of this thesis. The created design concept has been evaluated with experts from Rutgers. Based on their feedback, recommendations will be described that would further improve the design concept. Both the evaluation and conclusion of the evaluation with the experts can be found in part 5. Part 6 will display the final conclusion of this project. In the conclusion it will be considered if the original project objective is achieved. Part 6 of this thesis will also include the discussion.

# 1.3 Communication Design for Innovation

Increasing awareness and understanding of gender stereotypes among academic professionals at the Delft University of Technology.

This chapter describes the research and design context, project objective and project approach specific to the 'Communication Design for Innovation' -stream of this project, like the previous chapter did for the 'Design for Interaction' -stream. The target group of this part of the project is academic professionals employed by the TU Delft. This chapter will indicate how the unequal gender distribution in the academic profession contributes to the maintenance of gender stereotypes and stereotypical beliefs. And additionally, how the opposite is also true and gender stereotypes help to sustain the gender imbalance in the scientific field. Based on this the project objective for this stream was formulated. The objective for this part of the graduation project is to contribute to increased awareness and understanding of gender stereotypes among academic professionals, and stimulate conversation about the topic. This chapter presents this project aim in the form of a main research question and sub-questions. It will also elaborate on how this part of the project will be approached.

## Minority groups in science

Within this stream of the project women are presented as a minority group in science. Of course, other gender minorities exist (in the academic field). But little literature was found about other gender minorities in science. Additionally, most articles referring to women in science aren't clearly stating if this includes ciswomen, transwomen and/or femme presenting people (someone with a female gender expression). For the feasibility of this project, it is assumed that these articles can be linked and conclusions can be drawn by comparing the contents.

As was stressed in the introduction, the impact of the current system on people from other underrepresented groups is not specifically discussed in this thesis (for example minority groups based on ethnic or cultural background). Even though these groups, and other gender minorities, might also experience similar and/or additional effects as women in the academic field. There are also people who experience hurt and backlash because of intersecting characteristics of multiple minority groups. Again, remember that this thesis is not providing a complete overview of

every stereotype that is impacting people in the academic field. It focusses only on effects related to gender (stereotypes) specifically.

## Context and challenges

Unequal gender division in specific environments help to maintain gender stereotypical beliefs and gender bias (Smyth and Nosek, 2015). Seeing mostly men in leadership roles for example, could perpetuate the (unjustified) idea that men are better leaders. "Men are perceived by all genders to be more knowledgeable and to have stronger leadership skills than their women counterparts." (Llorens et al., 2021). And the dominant presence of men in the scientific field and academic top, will help to uphold these stereotypical beliefs. Gender diversity on the other hand, can help to reduce gender stereotypes (Llorens et al., 2021). In countries where a larger share of women is present in the scientific field and in leadership roles, the stereotyping in favour of men is weaker (Smyth and Nosek, 2015). Increasing visibility of women in science is for that reason important to boost the confidence among young female



scientists (Llorens et al., 2021). Decreasing the unequal gender distribution in the academic profession is in line with the ambitions of the European Commission. This governmental organ indicated gender equality as one of the key indicators of Responsible Research and Innovation (European Commission, 2015).

A significant gender imbalance can be observed in the Dutch academic profession. Although the number of women in the scientific field is growing, the higher positions are still mostly held by men. PhD positions in The Netherlands, for example, are almost equally divided between men and women. Opposite to that, 33% of associate professors and only 26% of professors were female in 2021 (WOPI, 2022). “These statistics confirm the gender disparity that exists in higher academic positions, despite an almost equal representation across disciplines at earlier career stages. A putative cause of this phenomenon is gender bias, i.e., prejudice based on gender ... These types of bias emerge from different sources such as stereotypes.”

(Llorens et al., 2021). So not only does a gender imbalance contribute to sustain gender stereotypes, but gender stereotypes also help to maintain the current gender distribution in the academic profession. For this project a visualisation was created of the viscous cycle, which can be found in figure 1.

The focus of this project is specifically on Delft University of Technology (TU Delft), a STEM-oriented university. (STEM is an abbreviation of Science, Technology, Engineering and Mathematics.) Within this organisation the representation of women in higher positions is even lower compared to the national average in The Netherlands. In 2021 30% of the PhD candidates, 22% of assistant professors and only 17% of professors were female (WOPI, 2022).

To change the current system, with its subsequent effects, it could be valuable to challenge gender stereotypes that facilitate the system’s preservation. Increasing awareness about these gender stereotypes could

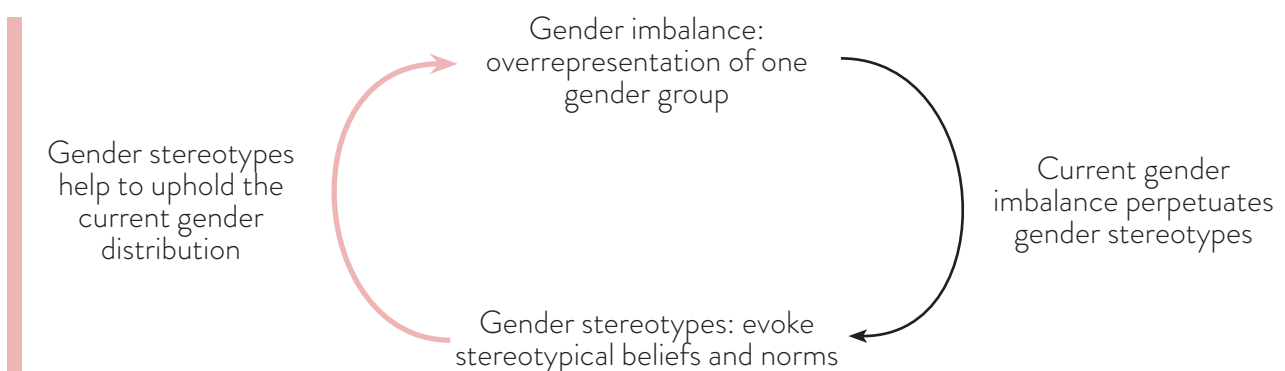


Figure 1. Visualisation of the viscous cycle in which gender stereotypes and the current gender distribution in the academic profession, help with each other’s maintenance.

mitigate gender related issues, and could be a starting point towards more gender equality in an academic setting (Llorens et al., 2021). Increasing awareness would also be a more achievable objective for this graduation project, compared to changing the current gender distribution, if only due to time constraints. A balanced gender distribution adds to the generation of innovation and scientific output. The process of science needs to take a multi-dimensional approach, to be able to contribute to solving the challenges that society faces today. The complexity of current problems asks for involvement of a wide variety of participants (Kalmár and Stenfert, 2020). “Diversity is essential to delivering excellence in science, as it increases cognitive diversity, which in turn leads to novel solutions and innovations, as well as increased problem-solving and scientific discovery.” (Llorens et al., 2021).

### Problem definition and project objective

To summarise the previous section, gender stereotypes contribute to the maintenance of the unequal gender distribution in the academic profession. This division is even more prominently present in the STEM-research field. Increasing gender diversity is beneficial, since this leads to higher quality research and innovation. Striving for gender equality is also an ambition formulated by the European Commission. Therefore, the objective for this part of the graduation project is to contribute to increased awareness and understanding of gender stereotypes among academic professionals, and stimulate conversation about the topic.



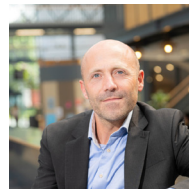
Prof. ir. Dick van Gameren, Faculty of Architecture and the Built Environment



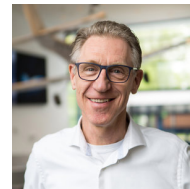
Prof. dr. ir. Jan Dirk Jansen, Faculty of Civil Engineering and Geosciences



Prof. dr. ir. Lucas van Vliet, Faculty of Electrical Engineering, Mathematics & Computer Science



Prof. dr. ir. Caspar Chorus, Faculty of Industrial Design Engineering



Prof. dr. Henri Werij, Faculty of Aerospace Engineering



Prof. Aukje Hassoldt, Faculty of Technology, Policy and Management

*Example of the gender distribution at the TU Delft: the dean of every faculty. The images were retrieved from the TU Delft website.*



Prof. dr. ir. Paulien Herder, Faculty of Applied Sciences



Prof. dr. ir. Fred van Keulen, Faculty of Mechanical, Maritime and Materials Engineering

The project objective can be framed in a main research question, being:

*How could academic professionals taking part in collaborations, become increasingly aware of and be able to communicate about gender stereotypes with the help of a communication design concept?*

To be able to answer this question, several sub-questions could help to do so:

1. *What are the effects of gender stereotypes on the academic (STEM-)profession?*
2. *How could increasing awareness among academic professionals about the gender stereotypes help to challenge and communicate about the current gender system?*
3. *How could awareness of gender stereotypes, as well as their effect on the perpetuation of the current gender system, be increased among academic professionals?*

The final aim of this project is to design a communication tool, theory, framework or intervention that will help academic professionals to increase their awareness about gender stereotypes and help them to communicate about this topic among each other.

## **Project approach and methods**

The main research activity performed to answer the first sub-question, is literature research. This literature research wasn't performed systematically. Scientific articles were found through Google Scholar and the WorldCat environment of the TU Delft. Different search terms were tried in these search engines, for example 'gender stereotypes', 'gendered differences', 'gender

bias', 'implicit bias(es)', 'unconscious bias(es)' and 'gender equality'. These terms were either linked to a professional work setting in general, or to the academic work field specifically by adding for example 'academic professional setting', 'STEM', 'research', 'science' or 'scientific field' to the search term. Observing the bibliography of found articles, as well as looking for reports published by governmental organization, helped to find more relevant articles.

Part of this research project was the gathering of empirical data. This was done by interviewing academic professionals working within the TU Delft. These interviews provided the needed information to answer the second and third sub-question. More in-depth information on this empirical research effort and elaboration on the method, can be found in part 4, chapter 2.

The aim of the project is also to design a communication theory, tool, framework or intervention. The goal of this design concept is to increase awareness and understanding of gender stereotypes and to create opportunity for communication about this topic in an academical setting. The concept is evaluated, and the results help to answer the main research question. In part 6 the discussion and conclusion of this thesis will be presented.

Summarised:

Sub-question 1 is answered based on literature, find the answer in part 3 chapter 3.

Sub-question 2 and 3 are answered based on empirical research (and substantiation with literature), find the answer in part 4 chapter 2.

The main research question is answered in the conclusion of this thesis, find the answer in part 6 chapter 1.



# Part 2

Definition of relevant  
concepts



## 2 Definition of relevant concepts

Part 1 of this thesis introduced the topic of the graduation project: gender stereotypes. At the start of this report, it is relevant to establish an initial understanding of different terms related to the concept 'gender'. This part of the report will present how these concepts are understood within the scope of this project. After reading this part, the presented terms are hopefully more clear or start to make more sense. The following part of this report, part 3, will elaborate on literature on gender stereotypes.

## 2.1 Definition of relevant concepts

Establishing an initial understanding of concepts related to the topic of gender.

Some definitions related to the topic of gender might, at this point, still be harder to grasp or fully comprehend. Hopefully with time, or while reading this report, these terms will start to make more sense. At the end of this second part of the report, it will be discussed how gender stereotypes generally effect people. How gender stereotypes specifically impact Dutch teenagers (15-18) and academic professionals, will be explained in part 3.

### Biological sex

When a child is born, or even before birth, the biological sex of the baby can often be determined. This can be done based on physical characteristics, most often the genitals. In unique circumstances it can be harder to proclaim the biological sex of a child. Doctor H.L. Claahsen estimates that this is the case for 30 to 50 children each year in The Netherlands. An abdominal ultrasound, or additional medical research into the chromosomes or hormones could give clarity on the biological sex of a child (Universiteit van Nederland, 2017). When the biological sex of a child doesn't allow for an exclusively male or female categorisation, the term 'intersex' might apply (Cresti et al., 2018).



Image 1. Visualisation of the genitals of different sexes. The representation in the middle doesn't allow for exclusive male or female categorisation. Image is inspired by a slide from the lecture of Doctor H.L. Claahsen.

### Gender

The concept of gender is broad and complex (Culhane & Bazeley, 2019). The meaning of the term is seldom clearly defined (Lindqvist et al., 2021). Gender refers to a social status, and a “set of expectations from society, about behaviors, characteristics, and thoughts,” (Planned Parenthood, n.d.) and additionally refers to character traits, norms, roles and relations among people (p. 12, Woelkens & De Vries, 2021; WHO, n.d.). In other words, “gender refers to a complex system of roles, expressions, identities, performances, and qualities that are given gendered meaning by a society.” (Save the Children, n.d.). What gender entails is socially constructed, it can differ between cultures and can change over time (p. 12, Woelkens & De Vries, 2021; WHO, n.d.). While often perceived differently, gender is not a category with binary variables (Lindqvist et al., 2021), meaning there are more gender categories than solely two. Someone who doesn't feel comfortable with or doesn't recognise themselves in the gender categories male/masculine or female/feminine, could refer to themselves as being genderqueer. Genderqueer is a broad term that relates to biological sex, gender identity, gender expression, gender roles and a combination of those (Gender Wiki, n.d.; Transgender Infopunt, n.d. a).

## Gender identity

Based on the biological sex of the child, the gender identity is often assumed. But these things are not the same, nor are the terms synonyms of each other (Pryzgoda & Chrisler, 2000). According to the World Health Organization (n.d.), “gender identity refers to a person’s deeply felt, internal and individual experience of gender, which may or may not correspond to the person’s physiology or designated sex at birth.” Gender identity includes someone’s behaviour, mannerisms, personality traits, thoughts, dreams, and more (Kassel, 2022).

When someone’s gender identity doesn’t correspond with their sex assigned at birth, this person could identify as transgender. The term cisgender applies to people of whom the biological sex does correspond with their gender identity. Non-binary is an overarching term for people who define their gender identity as anything different than exclusively man or woman (all three definitions are based on Lindqvist et al., 2021; Woelkens & De Vries, 2021; Transgender Infopunt, n.d. b; Oxford University Press, n.d. a,b,c).

Gender identity is personal, and everyone can only know for themselves as what they identify. Someone’s gender identity should never be questioned or brought up for discussion by anyone other than the person in question.

## Gender expression

Gender expression are the aspects related to someone’s gender that are visible to the outside world (p. 13, Woelkens & De Vries, 2021; Transgender Infopunt, n.d. c). In other words, it is the way people give expression to their gender (p. 45, Woelkens & De Vries, 2021). This includes, among other things, someone’s appearance, clothing, behaviour and body language. Gender expression can link to gender identity, but it doesn’t necessarily have to (p. 46, Woelkens & De Vries, 2021). Not all women choose feminine hairstyles, not all men behave masculine and not all non-binary people dress androgynous. Someone with an androgynous expression, mixes or leaves out masculine and feminine characteristics (p.45, Woelkens & De Vries, 2021). What classifies as feminine, masculine or androgynous, can differ per culture or location, and can change over time (p. 45, Woelkens & De Vries, 2021; Transgender Infopunt, n.d. c).

Some examples of this last statement are the following. In western culture, pink became a colour for girls from the 1940’s on. Before that time baby boys as well as baby girls were dressed in pink and blue (Maglaty, 2011). Male police officers in Fiji wear skirts, the sulu tavatava, as part of their official uniform. In general, both men and women wear skirts in Fiji (Tropenmuseum, n.d.). And according to Maccorby (1999) “among adults, preference for showers rather than tub baths was included under masculinity at one time.”

## Gender stereotypes

Not only does the word gender refer to someone's personal gender identity and/or gender expression, it also refers to what happens between people or in society in general. As was mentioned, it is about expectations, norms and conceptions about behaviours, characteristics, roles, etc. According to Bobbitt-Zeher gender is "created and re-created through interaction" (2011, based on West and Zimmerman, 1987).

Social norms guide what behaviour, appearance or roles are expected and accepted of someone based on their gender. Consequential these norms often perpetuate gendered stereotypes (Stewart et al., 2021). Gender stereotypes are the concepts stored in our minds associated with aspects of gender. They are "generic assumptions about psychological or behavioral characteristics, and roles that are differentially appropriate for men or women." (Beentjes and Janssen, 2009). Examples would be that "women should be communal and avoid being dominant. Men should be agentic, independent, masculine in appearance, and interested in science and technology, but avoid being weak, emotional, shy, and feminine in appearance." (Koenig, 2018).

On an abstract level, stereotypes are shapes or concepts stored in our minds which function as a reference to understand and recognise incoming stimuli from our senses (Niemeyer, 2003). Stereotypes help to categorise information and people, and enable comprehension of the world around us. According to Bobbitt-Zeher (2011) these stereotypes can be descriptive, as well as prescriptive. Descriptive refers to "beliefs about traits that one gender has." While

prescriptive is about the conviction that one gender should have certain traits. "The expectation that women will be nurturing would be descriptive, whereas the belief that women should be nurturing would be prescriptive," (Bobbitt-Zeher, 2011).

Although the following is already stated in the introduction, it is worth sharing again. Gender stereotypes can be useful for understanding the world, but these stereotypes are simplified images. Stereotypes are not an accurate representation of reality's complexity (Niemeyer, 2003; Beentjes and Janssen, 2009; Blank et al., 2020). Because of this simplification of reality, stereotypes "may not do justice to the persons involved." (Beentjes and Janssen, 2009).

## General effects of gender stereotypes

Everyone is affected by gender stereotypes. Gender stereotypes influence behaviour and evoke resistance when someone doesn't conform to stereotypical norms or expectations. The section below will explain and elaborate on these universal effects of gender stereotypes.

As has been mentioned, stereotypes are simplifications of reality and might not do justice to the people who are being stereotyped. By stereotyping people based on isolated characteristics, or based on limited information, the multiplicity of their being is not acknowledged. "Regardless of other statuses they may occupy, people tend to categorize each other by sex, which activates gender stereotypes and may elicit gender-based in-group/out-group processes." (Bobbitt-Zeher, 2011).



Even though gender stereotypes are a limited representation, they can influence human behaviour. People tend to guide their decisions and behaviour based on personal norms and subjective norms, which derive from gender stereotypes. Personal norms are what people expect of themselves, and subjective norms what they think others expect from them (Stewart et al., 2021). Young people make decisions regarding their educational trajectory and career path according to existing gender stereotypes and norms (Jager, 2020; Thijs et al., 2022). There is a long-endorsed stereotype that boys are better in math (Else-Quest et al., 2010). Even though there is no actual difference in mathematical talent between people from different genders (Cvencek et al., 2011). Because of the existing stereotype, more boys choose technical studies, and more men compared to women proceed a STEM-career path (The Fawcett Society, 2019; Blank et al., 2020).

And this isn't the only way in which gender stereotypes are affecting people. Imposed stereotypes are also used for comprehension of others and their behaviour. Gender stereotypes prescribe expected and accepted behaviour (Stewart et al., 2021). "Consciously or not, individuals translate ideas about gender into discriminatory behaviors through sex

categorization and gender stereotyping." (Bobbitt-Zeher, 2011). People who do not conform and violate gendered expectations, are often punished for it (Morgenroth et al., 2021). Non-conformity evokes resistance and might cause backlash (Bobbitt-Zeher, 2011; Stewart et al., 2021). An example would be that girls in primary school are addressed by teachers when they show naughty behaviour, because this isn't expected from them. While boys are being excused for the same actions (Blank et al., 2020). Boys and men, on the other hand, can experience negative reactions if their clothing is perceived as being (too) feminine (Bruijn, 2022).

To summarise, gender stereotypes have a general effect on people in different ways. These stereotypes present a limited representation of people, often based on isolated characteristics. For that reason, gender stereotypes don't do justice to the people who are being stereotyped. The expectations and norms deriving from gender stereotypes guide people's decisions and behaviour. And by doing so, these stereotypes might influence important life choices. And additionally, people who do not conform with gender stereotypes might experience resistance, backlash, punishment or other negative reactions.

# Part 3

Literature on gender  
stereotypes

### 3 Literature on gender stereotypes

The previous part presented an understanding of concepts related to gender. It was stressed that the interpretation of gender is socially constructed and that this interpretation can differ between cultures and can change over time (p. 12, Woelkens & De Vries, 2021; WHO, n.d. a). In modern western society, gender is generally viewed from a binary perspective (Lang & Kuhnle, 2008). This part of the report will shed a light on the historical context of gender in western society. Additionally, it will elaborate on how people achieve an understanding of gender stereotypes early on in their lives. This helps to comprehend the origination of people's deep-rooted and unconscious understanding of gender and gender stereotypes. The third chapter of this part will be specific to the context of the academic profession. And the final chapter provides insight in how to increase awareness about gender stereotypes. This part of the report is based on literature. The next part, part 4, will present empirical research activities and the outcomes, occasionally also substantiated by literature.

# 3.1 The gender binary system

The historical origination of two gender categories.

This chapter will elaborate on the historical context and origination of the gender binary system. In this system the division is made between two categories, namely male/masculinity and female/femininity (Lang & Kuhnle, 2008). To men and masculinity, as well as to women and femininity, certain stereotypes, roles, characteristics and expectations are ascribed. For example, “traditional gendered stereotypes see the attribution of agentic traits such as ambition, power and competitiveness as inherent in men, and communal traits such as nurturing, empathy and concern for others as characteristics of women.” (Stewart et al., 2021). The gender binary makes it easier to navigate the complex social world, since it provides information about people in two clear categories (Morgenroth et al., 2021). Do remember that although this is true, the gender binary system also limits the human experience, as was mentioned before. The final section of this chapter will present how other cultures take different approaches to gender.

## Historical context

Masculinity is in general valued higher compared to femininity (Blank et al., 2020). This subordinate distinction between these two genders didn't always exist (Hulspas, 2020 based on Carel van Schaik en Kai Michel, *De waarheid over Eva*). For a large part of human history men and women were equal (Bregman, 2019). According to these two publications, the differentiation between the genders started when people discovered farming and settled down. Property and possession became important aspects of life, and differences between poor and rich started to take shape. Sons stayed to work on their family's land and therefore a bride needed to be brought to the estate. As a result, marriageable daughters became tradable objects. The patriarchy was born and the obsession with female virginity and chastity grew.

This might explain the origin of the differentiation between male/masculinity and female/femininity, but according to Laqueur (1992) this binary distinction wasn't made when it came to biological sex until the Enlightenment (1685-1815). Until that time period, the so called 'one-sex' model was generally accepted in the western world. According to this model, male and female bodies might look different but are in fact the same. Both have the same anatomy with the distinction that women's genitals did not open, but they were turned inside. Consequently, women were seen as less perfect versions of men. “To be a man or a woman was to hold a social rank, a place in society, to assume a cultural role, not to be organically one or the other of two incommensurable sexes. Sex before the seventeenth century, in other words, was still a sociological and not an ontological category.” (Laqueur, 1992).

According to the same source (Laqueur, 1992) the one-sex model started to be questioned when men needed a reason to justify their dominance. “The universalistic claims made for human liberty and equality during the Enlightenment did not inherently exclude the female half of humanity.” To maintain their position, men generated biological evidence to why women weren’t physically and mentally entitled to civil and private power (Laqueur, 1992). But Stolberg (2003) made the remark that the questioning of this one-sex model might have started earlier in history. According to Stolberg, Joan Cadden and others pointed out that “the ‘one-sex model’ was already contested in ancient and medieval medicine, and the historical divide between the periods when the ‘one-sex’ and the ‘two-sex’ model prevailed was less clear-cut than Laqueur suggests.”

Stolberg described how during the sixteenth and seventeenth centuries, the interest in women’s bodies grew and physicians focussed on the otherness of the female body instead of the similarity with that of men. The female body was no longer an inferior copy of the male version. “Early modern anatomists went even further. Certainly there were differences in nature, Jean Liebault explained, and some

creatures excelled over others. Nevertheless, every species was perfect in itself, the little ant just as much as the big elephant.” (Stolberg, 2003). Additional to the changing evaluation of the female body, the appreciation for female roles was reevaluated. “Women were praised as their husbands’ true companions and as an important source of emotional support. And as a mother, she was perceived to have a guiding influence in the upbringing of children as well.” (Stolberg, 2003). Although it might be a positive development that the appreciation for women grew, this was solely based on their contribution to the household. “Whether women’s lot, generally speaking, improved under these conditions or, on the contrary, deteriorated remains a matter of historical debate.” (Stolberg, 2003).

There is much more that can be said about the perception of gender and the binary system throughout western history (and other areas in the world). Nevertheless, the given information does provide a general understanding of the origin of the gender binary system and the evaluation of the two gender types. One might be able to imagine how certain gender stereotypes derived from linking gender to certain roles or positions in society and by praising specific people for certain qualities.

## Differences across cultures

Not all cultures approach(ed) gender in a binary manner. Bugis people, an ethnic group in South Sulawesi (Indonesia), recognise five different genders for example (Derodel, 2021). And Judaism acknowledges six different gender categories in classical texts and tradition (Derodel, 2021), namely Zachar, Nekevak, Androgynos, Tumtum, Ay'lonit and Saris (Kukla, 2006). This section will provide some cultural examples of this broader perspective on gender. It can be noticed that a well quoted or paraphrased source is Beatrice (2020). The author describes how gender in other cultures is often perceived through a (modern) western perspective. This leads to untrue interpretations and representations of gender perception in other cultures. The article written by Beatrice portrays the concept of gender in other cultures as accurate as possible.

A first example would be the Hijras of India. According to Beatrice (2020), “the Hijra see themselves as ‘neither man nor woman’.” The author continues by quoting Serena Nandy, the Hijras are a “religious community of men who dress and act like women and whose culture centers on the worship of Bahuchara Mata, one of the many versions of the Mother Goddess worshiped throughout India.” Westerners tried to describe the Hijras as transgenders, India’s lady boys, drag queens or India’s third sex. But all these labels would be inaccurate descriptions of the Hijras (Beatrice, 2020).

Native American culture knows ‘two-spirit’ people. According to Beatrice (2020) these people move between gender roles. The specific meaning or interpretation of ‘two-spirit’ people can be different between Native American people. Lakota people (currently

living in North and South Dakota) use the word ‘winkte’ to reference ‘two-spirit’ people. “The winkte are born male but assume many traditional women’s roles, such as cooking and caring for children, as well as assuming key roles in rituals and serving as the keeper of the tribe’s oral traditions.” (Independent Lens, 2015)\*. The Zuni people (currently living in New Mexico) use the word ‘lhamana’ to indicate a ‘two-spirit’ person. Lhamana “play a key role in society as mediators, priests, and artists, and perform both traditional women’s work (pottery and crafts) as well as traditional men’s work (hunting).” (Independent Lens, 2015).

When it comes to parenting, the African Aka Pygmy tribe doesn’t divide caring tasks and roles based on gender. Of all known societies in the world, Aka Pygmy fathers spend the most time in close contact with their children. During 47% of the time their infants are within reach of the Aka Pygmy father. Aka Pygmy fathers also offer their own nipple to soothe their children until the mother comes back to feed the child (The Guardian, 2005).

Still, many additional examples could be given of cultures that approach gender in a more diverse manner than solely binary. But the main take away will stay the same: there are different perspectives when it comes to gender. And diverse cultures know that boundaries between gender identities, expressions, roles and norms don’t have to be as rigid as (modern) western culture might understand them to be.

*The website of Independent Lens is worth mentioning: it displays a world map on which cultures are indicated that have a diverse understanding of gender.*

## 3.2 Learning gender stereotypes

The comprehension of gender stereotypes starts from an early age.

This chapter will provide an overview of the learning and development process of children and teenagers when it comes to gender and specifically gender stereotypes. It will also discuss what the effects of gender stereotypes are on the behaviour of young people. The (very) early contact with and comprehension of gender stereotypes can be an explanation for people's deeply rooted and unconscious beliefs on this matter.

Based on the literature that will be presented in this chapter, it can be concluded that children start to comprehend gender stereotypes at a young age (18 months old). The effects in their behaviour could be observed as early as two years old. This goes to show that gender stereotypes play an influential role in people's lives, and also for a large part of their lives (if not almost their whole life).

### Developing an understanding

The first years of someone's life are important for their learning and development process. Part of this process is learning about gender norms, stereotypes, attitudes and expectations (Culhane & Bazeley, 2019). Like other humans, children try to understand the social world around them. "Children are wonderfully skilled in using [gender] cues to form expectations about other people and to develop personal standards for behavior, and they learn to do this very quickly and often with little direct training." (Martin & Ruble, 2004). This learning process starts at a young age. Research revealed that 10-month-old children are already capable of dividing social information into gender-related categories. This does "not suggest that infants have already formed categories of masculine and feminine gender roles. [But] the resultant categories could be precursors to the acquisition of gender-typed categories." (Levy & Haaf, 1994).

On average, girls are able to label gender groups and include gender labels in their speech when they are 18 months old. This is one month earlier than boys. (Examples of gender labels are girl, boys, woman, man, lady and guy.) And additionally, "children who knew and used gender labels were more likely than other children to show increases in gender-typed play with toys." (Martin & Ruble, 2010). According to the same source, these findings are in line with the fact that children develop awareness of their own 'self' at around 18 months old. At this point children also begin to actively seek for information about the meaning of things and about expectations of their behaviour.

At age two, "most children are conscious of the social relevance of gender and gender norms" (Culhane & Bazeley, 2019) and they developed initial understanding of gender stereotypes (Martin & Ruble, 2010). When

they are three years old, children realise if they are a girl or a boy (Culhane & Bazeley, 2019), and have developed basic stereotypes (Martin & Ruble, 2010). Martin and Ruble (2010) state that: “Children first show an understanding of sex differences associated with adult possessions (e.g., shirt and tie), physical appearance, roles, toys, and activities, and recognize some abstract associations with gender (e.g., hardness as male; softness as female).” Stereotypes are useful for children because it helps them form impressions of other people, guide their behaviour, direct their attention and organise their memories (Martin & Ruble, 2004).

The understanding of stereotypes related to sports, occupations, school tasks and roles extends when children get older (Martin & Ruble, 2010). While 5-year-old children still associate their own gender with for example the label ‘brilliance’, this changes rapidly leading up to age 7. Girls who are 6 or 7 years old are “significantly less likely than boys to associate brilliance with their own gender.” (Bian et al., 2017). In a similar way ‘being nice’ is linked to females. Thus, children might have an understanding of, and endorse, certain stereotypes as young as 6 years old (Bian et al., 2017). Miller et al. (2009) asked children, age 4 to 10 years old, to name their associations with girls and boys. Children describe girls as being nice, wearing dresses and playing with dolls. Boys on the other hand, have short hair, play active games and are being rough. Girls are most often described by stereotypes in the domain of appearance (wearing dresses), while for boys stereotypes in the domains of activity and trait (playing games, being rough) are most often used (Miller et al., 2009).

From age 5 to 6 children think most rigidly about gender stereotypes. This becomes more flexible in the two years after (7 to 8 years old). And although levels of rigid understanding might differ per child at the age of 5 to 6 years old, the flexibility in their thinking is similar for all children at age 8 (Martin & Ruble, 2004; Martin & Ruble, 2010). The levels of rigid thinking about gender stereotypes are visualised in figure 2. According to Alfieri et al. (1996) increasement of flexible thinking about gender stereotypes is also observed when teenagers go through a social life transition. In their research Alfieri et al. (1996) observed this in (American) 11- to-13-year olds when they transition to junior high school. “The possibility exists that adolescents might conclude that stereotypes are less predictive than they thought earlier if, after the transition, they receive information that is consistent with this conclusion.” (Alfieri et al., 1996). During the same age period (11 to 13 years old), Dutch teenagers also undergo an important social life transition when continuing their education

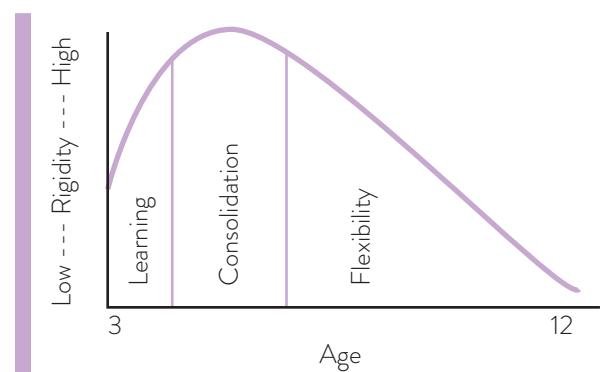


Figure 2. Levels of rigid thinking about gender stereotypes between the ages of three and 12 years old. Source: Martin and Ruble, 2004.



at the 'middelbare school' (Dutch secondary education). It is plausible that Dutch teenagers also show an increase in flexible thinking about gender stereotypes after their transition to the 'middelbare school'.

Although the flexibility on gender stereotype thinking increases after a social life transition, the flexibility tends to decrease during the rest of middle and late adolescence\* (Alfieri et al., 1996). According to the same study, the sexual development of teenagers also has an influence on matters related to gender and gender stereotypes. During this development period, young adolescences become increasingly aware of gender role expectations. Which could influence their ideas, attitudes and behaviour. The maturing process can lead to more flexible and realistic views on gender stereotypes.

*\*No specific age was mentioned in this source to define middle and late adolescence. Different sources found through a search on Google, define middle adolescence from age 14 to 17. Late adolescence starts at 18 and can last until 19, 21, 24 or beyond, depending on the source.*

## The influence on children's behaviour

The previous section illustrates how young people develop an understanding of gender stereotypes. At a certain moment during this development process, the gender stereotypes start to influence behaviour and lead to gender typed preferences. This section concisely explains how this starts to manifest in children.

Culhane and Bazeley (2019) state that "very early on children begin to learn, through interaction with parents, other caregivers and the world around them, the messages that we convey about how girls and boys, and women and men, should behave." The personal preferences of children become more gender typed, as soon as they have an understanding of gender stereotypes (Martin & Ruble, 2004). As stated earlier, this is from age two and older. Stereotyped behaviour could present itself in boys wanting to play with trucks and girls with dolls (Martin & Ruble, 2010). When 7 years old, children are explicitly aware of existing expectations of their behaviour (Culhane & Bazeley, 2019). Not only does gender information drive children's own behaviour, it also influences their conception of appropriate behaviour for other children (Giles & Heyman, 2005).

This does not mean that the behaviour of a single child can be predicted based on their endorsement of gender stereotypes. "Whether or not a given child behaves in a gender-typical way seems to vary greatly from one situation to another, depending on the social context and other conditions that make an individual's gender salient at a given moment." (Maccoby, 2002). The same source reveals that the gender typed behaviours, values and interests of children are shaped by their same-sex peers. Between the age of 4 to 12

years old, children prefer to play with children of the same sex the majority of the time. The tendencies towards these same-sex social preferences are observed amongst different cultures (Maccoby, 2002; Halim et al., 2014), as well as amongst young nonhuman primates (Maccoby, 2002). These last statements could point in the direction of same-sex social preferences being the role of nature instead of nurture. According to Culhane and Bazeley (2019) “the role of nature versus nurture is an ongoing debate within the literature on gender development. What can be said is that the extreme “nature” position - that is, the idea that the differences between girls and boys are all biologically predetermined and unalterable - has been discredited.”

### **Gender stereotypes during adolescence**

As discussed in the previous section, gender stereotypes influence people from an early age on. And this continues during the adolescence. According to Steensma et al. (2013) “psychologists like Erikson (1968) and Marcia (1966), Marcia et al. (1993), have demonstrated that adolescence serves as an important period for the formation of a personal identity.” The World Health Organisation (n.d. b) states that this period of adolescences is from age 10 to 19. Young people in this age group can use gender representation and stereotypes as references when forming their identities (Garcia-Muñoz & Fedele, 2010). In other words, during the phase of adolescence teenagers can get influenced by gender stereotypes when constructing their personal identity.

As was stressed in the introduction, “gender stereotypes hold us all back. We have boys who cannot express their emotions, become

aggressive, under-achieve at school and go on to be part of a culture of toxic masculinity which normalises violence. We have girls who have low self-esteem and issues with their body image, with one in five 14-year-old girls self-harming.” (The Fawcett Society, 2019). Additional to impacting identity development, these stereotypes limit opportunities and can restrict choices (Blécourt, 2019; Culhane & Bazeley, 2019). Teenagers are for example influenced by gender stereotypes when they make choices about their education trajectory (Jager, 2020; Thijs et al., 2022).

Adolescence is also the period when people go through a phase of sexual development. During this period of sexual development, teenagers become increasingly aware of gender role expectations (Alfieri et al., 1996). Gender stereotypical beliefs might for that reason influence teenagers in this important phase and shape their ideas around (their) sexuality. An example of gendered expectations about behaviour would be that “boys are expected to be relatively more sexually active, assertive, and knowledgeable and girls are expected to be relatively more sexually reserved, passive, and inexperienced.” (Emmerink et al., 2017). The gender stereotypical labelling of these characteristics can lead to diverging evaluations of similar (sexual) behaviour when performed by men compared to women. This sexual double standard (SDS) “represents a standard of good behaviour that, unfairly, some people are expected to follow or achieve, but others are not.” (Migheli & Pronzato, 2020). Both boys/young men and girls/young women are impacted by this double standard. More in-depth information about the sexual double standard can be found in Appendix B: The sexual double standard.

## 3.3 Gender stereotypes in the academic profession

Gender stereotypes help to maintain the current gender distribution in the scientific context.

This chapter will describe a literature exploration that results in the answering of the first sub-question: ‘What are the effects of gender stereotypes on the academic (STEM-)profession?’ As has been described in the introduction, gender stereotypes help to uphold the current gender imbalance in the academic field. The perpetuation of gender stereotypes, “uphold the gender system and [gender norms] are embedded in institutions (i.e. structurally), thus determining who occupies positions of leadership, whose voices are heard and listened to, and whose needs are prioritised.” (Stewart et al., 2021). As elements of organisational structure become institutionalised it can often appear as being gender-neutral, when in reality it also formalises men’s privilege (Bobbitt-Zeher, 2011). Other than helping to maintain the current gender imbalance in the academic profession, gender stereotypes effect academic professionals in additional ways. Some of these effects will be explored in this chapter. The next chapter, chapter 4 ‘Increasing awareness about gender stereotypes’, will present obstacles and methods to consider when trying to increase awareness about gender stereotypes.

### Cumulating impacts uphold the imbalance

Multiple individual effects of gender stereotypes can eventually lead to the uphold of the current gender division in the academic profession. The careers of the women who proceed in the scientific field, progress more slowly than those of men (Cruz-Castro & Sanz-Menéndez, 2010). As Llorens et al. (2021) explains it, “indeed, grant funding drives scientific productivity, which in turn drives promotions; promotions drive increases in salaries and stature, and stature drives recognition. Gender bias at each of these collective steps serves to further hamper the advancement of women in their academic careers.”

According to Hofstra et al. (2020), novel contributions to science of underrepresented groups, for example ethnic or gender minorities, are currently devalued and discounted. And this might be because “all editors, regardless of whether they are men or women, display a same-gender preference (homophily), which at the moment favours men, in part because there are more men in the field.” (Llorens et al., 2021). Additionally,

specifically men under-cite female researchers compared to male scientists. Also, self-citing rates are higher among men compared to women (Llorens et al., 2021). In the current system the contribution of men to science is valued higher and more often reproduced.

Not only is the contribution of the dominant group more valued, but people who do not fit this category are also forced to work harder to prove their competence and suitability (Ridgeway et al., 2022). And simultaneously, “the approach of several institutes or funding agencies for improving equity is to task women with taking part in administrative obligations during hiring processes, panels in conferences, etc. However, being fewer in number, the same women find themselves having to manage substantial extra work.” (Llorens et al., 2021). The minority groups are also often asked to work on initiatives to promote diversity. “It may seem natural that individuals facing discrimination would have the strongest interest and possibly knowledge on how to resolve it. However, leaving the work that promotes diversity to those directly affected by

the lack of diversity/inclusivity can contribute to further injustices. This work thus needs to be shared with advocates from the non-minority category.” (Llorens et al., 2021). All this added labour is mostly invisible to the ones not experiencing the burden of the additional work (Ridgeway et al., 2022).

All of the above make it harder for women to proceed in their academic careers, and additionally less women compared to men continue along this career path. According to Blickenstaff (2005) relatively more women compared to men, leave the academic profession. This leads to a larger share of men in the academic top (Naezer et al., 2019). Blickenstaff (2005) adds that “no one in a position of power along the pipeline has consciously decided to filter women out of the STEM stream, but the cumulative effect of many separate but related factors results in the sex imbalance in STEM that is observed today.”

## Effects of gender stereotypes

Gender stereotypes affect people in two general ways, as was explained in the second part of this thesis (section ‘General effects of gender stereotypes in interaction’). Firstly, these stereotypes have an effect on people’s choices and their behaviour. And secondly, gender stereotypes fuel the expectations people have of each other. As Llorens et al. (2021) describes it, “gender stereotypes impact the way men and women define themselves and are treated by others, which in turn contributes and perpetuates such stereotypes.” An example presenting both ways in which gender stereotypes have an impact in the academic profession, can be found in the process of negotiation about employment conditions. Initiating negotiation is often viewed to be stereotypical male behaviour. This impacts women, because they often feel reluctant to initiate the negotiation about their employment conditions (Llorens et al., 2021). Female researchers also systematically experience less room to negotiate (Veelen & Derks, 2020). Nevertheless, Veelen and Derks (2020) add that female scientists do in fact initiate negotiation as often as their male colleagues, but women are often less satisfied with the outcome of this negotiation. According to Sophie van Gool: “It has been researched often. The most recent research indicates that women ask for a pay raise as often as men do, but they are awarded it less often. This is probably due to unconscious bias of the employer. ... For women their achievements determine whether they receive the pay raise. Women are told to prove themselves first. While for men the decision is based on the trust in their potential.” (Jansen & Pol, 2023, 21:26).

Effects of gendered expectations can be found in “journal article and innovation citations, publication rates, patent applications, hiring decisions, research grant applications, evaluations of conference abstracts, symposia speaker invitations, postdoctoral employment, prestigious science awards and tenure decisions.” (Llorens et al., 2021). The following can be added to elaborate on the aspect of hiring decisions. Vianen and Willemssen (1992) state that even if two applicants are equally qualified, women have less chance to be appointed the function. This is because certain characteristics are assumed to be female, which would be less fitting for the job compared to presumed male qualities.

When it comes to the interpretation of people’s behaviour based on gendered expectations and norms, Kray provides a concrete example in the podcast ‘Archetypes’. “We see that the identical behaviour is rated more negatively when it is a woman than when it is a man. An ambitious woman is power hungry, is manipulative, is not trusted. Whereas an ambitious man is seen as; I want to emulate him, he is a role model, he is a captain of industry. So, we see people using these terms for the identical behaviour.” (Markle, 2022, 27:18). Llorens et al. (2021) add that expressions often associated with leadership characteristics, like anger and pride, are more accepted or even valued when performed by men compared to women.

Having to comply with gender stereotypical behaviours is limiting the way a woman is ‘allowed’ to do her job (Naezer et al., 2019). According to the participants of the research

of Naezer et al. (2019), “Gender stereotypes thus negatively influence norms about how women academics are supposed to behave, as well as interpretations of and responses to their behaviour, including their complaints about harassment. These stereotypical expectations seem to play an even bigger role when women become mothers.” To substantiate this final comment, Kray again provides a concrete example in the earlier mentioned podcast episode. “Ambitious women who have children and then come back to work and attempt to perform at the highest level, are violating peoples’ expectations of what the most important thing for women to be, is to be nurturing and to love children. And so anything that a woman does that could potentially call that into doubt is going to bring her backlash.” (Markle, 2022, 28:57)

It is important to note that negative reactions on women’s behaviour is not only coming from powerful men. In one fifth of the cases the backlash comes from other women (Naezer et al., 2019). And it is also valuable to add that women aren’t the only ones negatively impacted by currently existing stereotypes. Beliefs about gender roles can have a strong impact on people’s mental health in general (Llorens et al., 2021). Not all men will feel comfortable fulfilling a leadership role in the manner that is expected of them according to gender stereotypical beliefs, or feel comfortable being a leader role at all. Some men might wish to have more time for childcaring or domestic work. And some men might have difficulty expressing their emotions, leading to a supervisor not taking a potential burn-out seriously.

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## Conclusion

Based on the literature presented in this chapter the first sub-question of the CDI-specific research objective, can be answered: *‘What are the effects of gender stereotypes on the academic (STEM-)profession?’*

In a single sentence the answer to this question is the following. The existing gender stereotypes have an effect on the academic profession because these stereotypes help to uphold the current gender system. Gender stereotypes evoke desired and permitted behaviour for people. The currently assumed male characteristics are considered to be more valuable and contributory to the scientific field. When people display behaviour that is not in line with expectations, this can result in backlash. The current gender system is also maintained, because the contribution of men to science is more highly valued and underrepresented groups often get burdened with additional work.

Maintaining a gender imbalance isn't desirable for science as a field, and neither for society in general. Diversity within teams, based on gender but also other aspects, leads to innovation and novel solutions. This scientific novelty could help to solve the problems of today and the future. Additionally, achieving diversity among academic professionals will lead to multiple perspectives that can better present the diversity present in society today.

## 3.4 Increasing awareness about gender stereotypes

The obstacles and methods for increasing awareness about gender stereotypes.

In this last chapter of part 3 of this thesis report, obstacles and methods will be presented to consider when trying to increase awareness about gender stereotypes. These insights can be applied in both contexts of this project, namely Dutch high school education and the academic setting. The considerations presented in this chapter will form valuable input for the development process of two design concepts, presented and discussed in part 5. The outputs of this chapter will additionally help to substantiate the contents of the empirical research results, specifically those of the interviews with academic professionals (part 4, chapter 2).

### Obstacles in challenging gender stereotypes

Different challenges will present itself when efforts are made to increase awareness about gender stereotypes. Gender stereotypical beliefs are deeply rooted in people's understanding and play a role in their life from a young age, as was concluded in chapter 2 'Learning gender stereotypes' of this part of the thesis. Simultaneously, people might be unaware of the currently present gender stereotypes and their effects. In other words, one of the obstacles is unconscious bias (also known as implicit bias). Liswood (2017) states that "in general, there is a lack of awareness about who others are and what their capabilities and inherent qualities may be. In corporations, this often manifests as a culture that is unfriendly or unhelpful to women."

A second obstacle that can present itself, is potential backlash when gender-related topics are brought up for discussion. In general people who strongly identify with their biological sex or gender have more difficulty with challenging current beliefs about gender, like for example gender stereotypes (Morgenroth & Ryan, 2021). These people might feel that their gender identity is under attack when the binary system is brought up for discussing. Attempts to challenge gender

stereotypes, will potentially evoke resistance from people strongly endorsing this binary system (Morgenroth et al., 2021). Generally, more men compared to women feel the need to strictly distinguish between male/masculine and female/feminine categories. By adverting femininity from their masculine identity, these men hope to retain a strong gender status (Bosson & Michniewicz, 2013).

Thirdly, "the gender/sex binary provides the benefit of structuring the complex social world into two clear categories that provide information about its members, thus making the social world easier to navigate. As such, it might be particularly appealing to individuals with high levels of need for closure." (Morgenroth et al., 2021). According to Kruglanski et al. (2006), people who feel the need for closure are looking for clear answers and avoid ambiguity. They seek for uniformity and feel resistance towards change. According to Morgenroth et al. (2021) this resistance towards change can for example be observed when the discussion about gendered language is encouraged. The motivation to stick to androcentric (or male centred) language, instead of more gender inclusive language, is to keep current power structures intact.

And finally, the dominant group obtains benefits from the current gender system. Even though they are not always aware of these (subtle) advantages (Liswood, 2017). “While men can embrace the need for efforts that lead to fairness, such as equal pay, they have a much harder time with their own loss of centrality. This is about entitlement and holding a privileged place in the home, at work and in society.” (Liswood, 2017 based on the book *Why So Slow* written by Virginia Valerian).

### **The gains for the dominant group**

Multiple causes explain the hesitance of the dominant group, but there is also potential gain for this group when awareness about gender stereotypes is increased. It is a misconception that this group isn't negatively impacted by existing gender stereotypes. As was already mentioned, gender stereotypes hold everyone back. Evans (2021) state that, “by removing the expectations of masculinity, men's mental health will continue to improve. According to the Guardian, in more gender-equal societies men are half as likely to be depressed, less likely to commit suicide, have around a 40% smaller risk of dying a violent death and even suffer less from chronic back pain.” Llorens

et al. (2021) add that beliefs about gender roles, like ‘child caring/domestic work is not a male job’ and ‘a man needs to be the family's breadwinner’, can have a strong impact on people's mental health. As was mentioned before, gender stereotypes also limit people's opportunities, for example when it comes to education or career decisions (Jager, 2020; Thijs et al., 2022). Increasing awareness about these stereotypes will for these reasons, be beneficial for everyone.

The academic STEM-field can also profit from breaking with the existing stereotypical STEM-employee. This field is facing a worker shortage and this gap in the workforce can be filled by qualified people from underrepresented groups (Llorens et al., 2021). The same source adds that gender equity provides additional benefits to organisations. Female leaders, for example, offer employees more generous policies and help to produce better business results. “Some men might feel that gender equity ‘is not their fight.’ The answer to this concern is two-fold. First, gender equity is a moral imperative, and the voices and actions of all are needed. Second, gender equity is a man's fight. Gendered roles impact not only women but also men,” as was stated above (Llorens et al., 2021).



## Methods for challenging gender stereotypes

There might be multiple ways to increase awareness about gender stereotypes and challenge the current gender system. Some key factors will be discussed in this section which can apply to the context of Dutch teenagers as well as to the academic context.

Morgenroth and Ryan (2021) mention two strategies to challenge a binary view on gender, namely de-gendering and multi-gendering. “De-gendering refers to policies and practices that aim to remove or minimize the gender/sex division and salience of gender/sex. Multi-gendering strategies aim to draw attention to the fact that gender/sex is not binary.” (Morgenroth et al., 2021). The de-gendering strategy tries to abolish gender categorisation. Multi-gendering on the other hand, leaves current gender identities intact, and proposes additional ones. This second strategy might for that reason evoke less backlash from the people who strongly identifying with their gender (Morgenroth et al., 2021). Felten (2017) makes a similar comment. Stating that when people’s gender identity is threatened, they might hold onto it more strongly. For this

reason, it is important for people that strongly identify with their gender, that these gender identities can continue to exist (Felten, 2017).

Decreased bias towards others and increased awareness about gender stereotypes, could be achieved when people are brought into contact with someone who isn’t like them. This contact can be directly, but also be indirectly through for example film or theatre (Felten, 2017). Additionally, stimulating a growth mindset, compared to a fixed one, can help to minimise gender bias and stereotypical beliefs. A growth mindset is focussed on the fact that things can change and do not always have to stay the same (Llorens et al., 2021).

One additional comment is made by Felten (2017) about supporting teenagers to challenge gender stereotypes. When teenagers know that the goal is to change their ideas about gender stereotypes, they will arm themselves against this influence. This is something to take into consideration when designing for this target group.

# Part 4

Empirical research  
activities

## 4 Empirical research activities

Part 3 of this thesis elaborated on the performed literature research. In continuation, this part will present the process of empirical research efforts. The results and conclusion of these activities can function as input for the design concepts, as does the content of part 3 chapter 4. Some of the empirical activities will form input for both streams of the project, others are specific to either one of them. The first chapter will describe a mini experiment that has been performed. The results of this research effort are interesting for both contexts. The second chapter will present the empirical research activity of interviewing academic professionals. The results of these interviews will help to answer sub-questions 2 and 3 of the CDI-stream of this project. The final chapter will include market research in existing informative media for teenagers. The information which will be presented in this part of the thesis forms the inspiration and inception for the development of two design concepts. These concepts will be presented in the next part of this thesis report.

# 4.1 Mini experiment

What does it mean to you? One gender-related question a day.

This chapter will present the process and results of a performed mini experiment. At the start of the empirical research phase, this small experiment was performed. The goal of the research activity was to get more insights in how people relate to the two gender categories, namely male and female. And additionally, if they would be able to imagine a world in which this binary division wouldn't play a role. The most important take away will be that providing context helps people to communicate about a topic like gender stereotypes. Without any context people find it difficult to share their thoughts about for example masculinity or femininity.

## Methodology

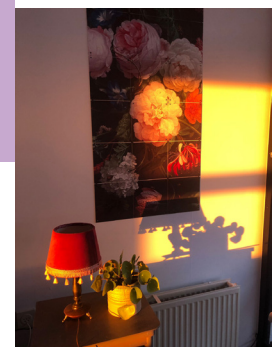
Eight participants were recruited to take part in this experiment. These participants were recruited through the author's personal network. The participants were asked to individually answer a question each day, lasting for 5 days in a row. The five questions that were asked are:

1. Can you tell or show me something beautiful you experienced today?
2. Can you tell or show me today what love means to you?
3. Can you tell or show me today what femininity means to you?
4. Can you tell or show me today what masculinity means to you?
5. Can you tell or show me today what it would mean to you if you could let go of the concepts of femininity and masculinity?

The first two questions were mostly to loosen up the participants and make them used to answering a question per day. The questions were sent to the participants through text messages. The participants were able to answer in written form, audio form or with the help of visuals. Visual materials that some people used to answer the questions are displayed on this page and the following ones.



*What does femininity means to you?*



## Discussion of the results

When focussing on the topic of gender stereotypes, the results of questions 3 to 5 are the most interesting to discuss.

### Question 3 + 4

*“It is quite intense to think about these things. Not too much, but suddenly you have to think about these things.”*

Multiple participants found it hard to answer these questions. This is not necessarily a subject they normally think about. Some resorted to stereotypical aspects that present femininity and masculinity. One participant was aware of their tendency to search for these stereotypical explanations:

*“This might be hard to answer, because I might think about stereotypical images relatively quickly.”*

One participant mentioned that for them the concepts of femininity and masculinity can be linked to either biological sex or to gender. In both cases these terms mean something different to the participant, and they added: *“Apart from the biological aspect, to me, it is culturally determined what it means.”*

Another participant completely detached the concepts from gender: *“Femininity doesn’t have a fix relationship with gender, for me, it is just an adjective to describe things. For me, femininity is an adjective that has a connection with soft, elegant, into details. For me, masculinity is also an adjective to describe a certain style. This style is related to strong, bold, rough, and powerful. A girl can be masculine, and there is nothing wrong with it.”*



*What does masculinity means to you?*

### Question 5

*“Again a difficult question.”*

Some participants couldn’t answer this question, others found it hard to answer. The ones that did formulate an answer thought that letting go of labels can bring freedom. *“To me it means letting go of labels. And about finding something pleasurable because it is pleasurable, not because it has a label.”*

*“It would be beautiful if we appreciate ourselves and each other without masculinity and femininity. But since it is part of our culture, it is hard to let it go.”*

Others saw this value as well but also thought it would be difficult to release these concepts: *“It would be confusing, because I have known this my whole life. But it would be beautiful. Maybe I would live more according to what I would like, instead of according to what fits in the box. Not that I feel limited, but you might make unconscious decisions.”*

For others nothing would change on a personal level, but it could change on a societal level: *“I think if I let go of the concepts of femininity and masculinity, I will still be the same. Because for me these two words are just adjectives. I can imagine that if the society let go of the concepts of femininity and masculinity, it would lead to some positive changes, such as, more gender balance. But on an individual level, for me, it doesn’t affect that much.”*

Finally, two participants added: *“I think that if you let go of something, you will grasp something else. I think if you let go of masculinity and femininity, you will automatically believe in some sort of equality.”* And: *“Maybe it is not about letting go, but about expanding.”*

*What it would mean to you if could let go of the concepts of femininity and masculinity?*



## Conclusion

The participants found it difficult to share their thoughts about gender, or about concepts like femininity and masculinity, without any context. They don’t consider their beliefs about these concepts daily, and for that reason it could be hard to make a personal statement. Multiple participants could see the potential of letting go of the labels masculinity and femininity. But without any guidance or context, it could be challenging to precisely imagine this situation.

## 4.2 Interviews with academic professionals

Interviewing academic professionals working at the TU Delft about (increasing awareness about) gender stereotypes.

This chapter will describe the process of performing interviews about gender stereotypes in an academic setting. The main empirical research effort of the CDI-stream of this project, was the collection of data through these interviews with academic professionals. The goal of these interviews was to, with substantiation of literature, answer the second and third research sub-question. This chapter will elaborate on the methodology of the research effort, will discuss the results and will draw a conclusion by answering the sub-questions.

### Research objective

The goal of this research activity was to be able to answer the second and third sub-questions. The three sub-questions of the CDI-project objective are:

1. *What are the effects of gender stereotypes on the academic (STEM-)profession?*
2. *How could increasing awareness among academic professionals about the gender stereotypes help to challenge and communicate about the current gender system?*
3. *How could awareness of gender stereotypes, as well as their effect on the perpetuation of the current gender system, be increased among academic professionals?*

### Methodology

The empirical research effort consisted of performing three interviews and one exploratory conversation. No output from this last-mentioned event will be directly included in this thesis. This participant wasn't officially asked for permission to include their data. The conversation did provide input for the interview protocol.

The output data of the interviews (transcripts for example) will not be included in this thesis. This is to protect the participants and guarantee their anonymity. This data was stored on the Microsoft Teams environment of the TU Delft and protected with a password. Quotes from the interviews are included in this thesis with permission of the participants.

## **Participants**

The three participants of the interview are all employees of the TU Delft, since this is the context of the CDI-stream of this project. More specifically, all participants work within the Faculty of Technology, Policy and Management. The participant of the exploratory conversation is employee of the Faculty of Applied Sciences. The participants were recruited through the author's and graduation project supervisor's personal network and through the networks of other contacted potential participants. The participants are of different genders (male and female) and are knowledgeable in diverging areas of expertise. No further disclosure about the participants will be given, since anonymity was promised to them. The participants are known to the author of this thesis.

## **Interview protocol**

The interviews were performed in a semi-structured way. All three participants were asked directly or indirectly to help answer the second and third sub-questions. During the conversations additional questions were asked, even if these weren't formulated in advance. This provided the freedom to follow the course of the conversation and helped to obtain additional valuable information.

Before the interview questions were asked, the participant was given a consent form (see Appendix C: Interview consent form) to read and sign if they agreed with the content. The participant was allowed and encouraged to ask questions about this form. If the participant agreed, the interview was recorded. The interview started with an introduction on the research topic. It was explained to the participant why their input is valuable for the research.

After the introduction, questions from the interview protocol were asked. Depending on the flow of the conversation, questions were left out or additional ones were included. The general protocol can be found in table 1. Note that the main questions in the interview protocol are the sub-questions of this research. And sub-questions in the table are added to break down the main question and help to simplify answering for the participants.

When all questions from the protocol were asked, or the available time was completed, the participant were thanked for their contribution. There was also time for the participant to ask questions if they had any.



General questions, indirectly related to the main questions.	1. In which way do you come across gender stereotypes in your daily work, on a research level but also on a personal level?
	2. The current gender imbalance in the academic profession could generally be solved through changing the hiring policy or/and through culture change. What are your thoughts on this?
<b>Main question (in this interview)</b>	<b>Sub-questions (in this interview)</b>
How could increased awareness among academic professionals about the gender stereotypes help to challenge and communicate about the current gender system?	3. To what extend are people in your work environment aware of the definition of terms related to the topic of gender? (Like biological sex, gender stereotypes etc.)
	4. To what extent are people in your work environment aware of gender stereotypes and their effects?
	5. To what extend do you think that increased awareness about gender stereotypes could benefit the academic profession? Or could help to challenge the current gender system?
	6. To what extend do you observe resistance when gender stereotypes are brought to the attention? In what way could this resistance best be handled?
	7. To what extend do you see change (in people) when gender stereotypes are pointed out or brought up for discussion?
	8. In what way could increased awareness about gender stereotypes be translated into actionable steps to take?
How could awareness of gender stereotypes, as well as their effect on the perpetuation of the current gender system and the development of innovation within collaborations, be increased among academic professionals?	9. To what extend do you think that increased awareness about gender stereotypes is helpful? Or can help to challenge the current gender system present in the academic profession?
	10. To what extend did you discover valuable ways to start the dialogue about gender stereotypes?
	11. According to you, what are successful approaches to increase awareness about gender stereotypes among academic professionals?
	12. What would help you (personally) to increase your awareness about gender stereotypes and their effects?

Table 1. general interview protocol.

## Results of the interviews

This section will portray the output of the performed interviews. The participants' comments will be linked to the questions from table x. This doesn't mean that the participants answered in the order in which their comments are currently in. All interviews were performed in Dutch. The quotes that will be presented in this section are translated by the author to the best of her ability.

During the interviews, the connection to diversity and inclusion was easily made by the participants. All the participants mentioned that diversity is related to more aspects than only gender. They referred that ethnic, social and cultural backgrounds should also be taking into consideration when it comes to diversity and inclusion. People in the academic profession are impacted by multiple factors, not only related to gender. This comment is indeed important and cannot be overlooked, but in this research it was outside of the scope to consider these aspects.

### Results related to the general questions

#### **1. In which way do you come across gender stereotypes in your daily work, on a research level but also on a personal level?**

When it comes to gender, the participants had an understanding and realised that gender is present in many aspects of their work and life. As participant 1 formulated it:

P1: *"It is a societal phenomenon. I always say, 'when people are involved, people are gendered.'"*

The participants commented that they pay attention to the topic in their research activities. For example, by considering gender

details of a data sample. But also, by being conscious of potential biases. Two participants referenced the dummy for crash tests, often only representing the male body. Additionally, all three participants mentioned hiring procedures as an opportunity to consider the impact of gender stereotypes.

P3: *"Within the university, gender is an important topic and has been for a long time. It is formulated as, 'How can we attract more female employees?'"*

#### **2. The current gender imbalance in the academic profession could generally be solved through changing the hiring policy or/and through culture change. What are your thoughts on this?**

Participant 1 commented that everyone brings their own personality and identity to their work. To be able to understand other people, a large empathic ability is required. Which not everyone has, and that is understandable according to participant 1, they commented: P1: *"But that is the reason why diversity in teams is so important."*

Later this participant added, P1: *"I always stress to people I work with, 'you make products, policies and programs for society. Society is multicoloured and multidimensional. You have to make sure your product, policy or program fits the diversity of society. And to be successful you also have to ask yourself who is working within your organisation.'"*

Participant 2 and 3 endorsed the importance of diversity in teams. Participant 3 stated that diverse teams help to reveal each other's blind spots. Participant 2 mentioned that the solution doesn't only lie in diversity in

teams, but also in 'diverse thinking' within teams. They explained that some people from minority groups are socialised according to the dominant beliefs present in the current system. For that reason, these people might not bring a diverse perspective.

Participant 2 commented that quota might be the solution to 'force' diversity into teams. They stated that when 1/3 of a group represents a minority group, the atmosphere in a team changes. Participant 2 and 3 agreed that quota should be realistic and that the conditions could be discussed. Both stated that they aren't against advocating for culture change, but:

P2: *"If you don't want to wait 50 years for things to gradually change, you need to use quota. I am convinced of it."*

According to participant 3, introducing quota is an attempt to correct for the existing injustices present in the current system. The difficulty with quota is, according to this participant, that they can evoke resistance and should not become a goal on its own. Which isn't a reason to put them aside. But it is something to take into consideration. Participant 3 commented that some people are principally against quota. These people feel that everyone should be judged individually and not based on their gender. Participant 2 stated that these people could be told that decennia long fictive quota were upheld in favour of men. Participant 3 added:

P3: *"I understand the principal idea of wanting to judge people individually. But that assumes a neutral situation, which is actually non-existent."*

Participant 3 stated that a downside of solely focussing on culture change is that this can be

unsatisfying, namely because culture change could be hard to measure.

P3: *"I don't want to say culture change isn't important, but it could become a symbolic measure. It is all about culture change and meanwhile nothing changes. That is why quota are attractive. Then you can just count."*

As mentioned, participant 3 thought culture change is important. They stated that something needs to change in the way things are handled, although this might take time. In the end this change might be the most important. And this participant commented that it would be desirable if people are held accountable for the improvements they promise. Instead of introducing measurable end results, like quota, measurable elements could be added to processes. Procedural rules, in other words.

### **Results related to the first main interview question**

#### **3. To what extent are people in your work environment aware of the definition of terms related to the topic of gender?**

P1: *"Gender stereotypes are reappearing through time, but sometimes in different wording."*

Participant 1 recognised different words that refer to or relate to gender stereotypes. They mentioned for example bias, norms and mindset. Depending on the time period or (professional) context, people use different terms. They commented:

P1: *"It might be because we repeat each other as researchers. You cite, or refer to specific articles or pieces, through which you create a shared language."*

According to this participant, specific terminology might be understood in one context but not in the other. Depending on who someone talks to, they could benefit from adjusting their vocabulary to convey their message. Participant 1 mentioned that some terminology might even result in people avoiding the topic all together. While other words with the same meaning do land in peoples' minds.

#### **4. To what extent are people in your work environment aware of gender stereotypes and their effects?**

Participant 3 commented that even if people think they are not biased, they often are. According to this participant, bias can present itself in small things. Smaller than someone might realise or is conscious about. Even if someone is very aware of gender stereotypes, this doesn't mean they don't have implicit biases.

P2: *"If you talk to women above 50 who work here as researchers, you will not find one that doesn't tell you her career isn't impacted in some way because she is a woman."*

Later this participant added that they see an increased awareness among younger men (around 40). Which they explained by stating that these men mostly have daughters or wives who work full time. However, this participant commented that they see little awareness about the impact of the current gender system within a young generation of women (under 30-35). Which could be the case, according to them, because this generation is profiting from the already made improvements. Participant 2 added that the perspective of these women might change when they get children, which

puts them in a more vulnerable position.

#### **5. To what extent do you think that increased awareness about gender stereotypes could benefit the academic profession? Or could help to challenge the current gender system?**

Increased awareness about the existence and influence of gender stereotypes, might open some people's eyes. According to participant 3 it is important to realise what mechanisms play a role, because people might exclude someone unconsciously. This participant also thought that not everyone realises that gender inequality is present in their organisation.

P3: *"People could say, 'That is generally true, but doesn't play a role here.' But it is wishful thinking to believe it doesn't happen here."*

The participant added that not everyone receives equal opportunities when it comes to their career development. Participant 3 stated that they consider this to be a fact, but a fact that not everyone accepts as a fact. This reality might be hard to face when someone is enjoying a privileged position. Participant 2 confirmed the thought of participant 3 by sharing a personal anecdote. Participant 3 presented a potential reason for why people in privileged positions find it hard to come to terms with the effects of the current gender system.

P3: *"It can affect the image you have of yourself. If you think, 'I only got this function because I am a white middle-aged man,' it is not good for your confidence. Not that everyone realises this so explicitly, but it might play a role."*

#### **6. To what extent do you observe resistance when gender stereotypes are brought to the**

**attention? In what way could this resistance best be handled?**

Changing the current gender system, by for example challenging gender stereotypes, is not something everyone wants. According to participant 2, people who are currently benefitting from privileges are not willing to give those up. Simultaneously these people are in influential positions. They can, for example, decide who gets promoted and they will find someone that looks like them.

P2: *“Unequal opportunities because of gender inequality, isn’t the problem of the majority.”*

For that reason, these people are not specifically keen on changing the system that is benefitting them. If they have been profiting for many years already, one intervention might not change their perspective. To this, participant 2 added an important comment. According to this participant, not all minorities are standing up for each other, and both men and women discriminate.

P2: *“It is a myth that women always help other women. Some women who were able to make a career for themselves, aren’t interested in having more exceptions. Because then they will not be the exception anymore.”*

Participant 2 also made a comment about the culture within the TU Delft specifically. Within this technical university the general belief seems to be that ‘we can fix everything, and never have a problem.’ The problem-solving mindset might have many benefits, but also an uglier side according to this participant. Things that aren’t going alright are swept under the carpet.

**7. To what extent do you see change (in people) when gender stereotypes are pointed out or brought up for discussion?**

Although this question was asked, none of the participant directly answered it. The comments made about the evoked resistance would also fit as an answer to this question. The considerations about slowly changing personal beliefs could present an answer to this question. But those comments and quotes are linked to other questions since they made more sense there.

**8. In what way could increased awareness about gender stereotypes be translated into actionable steps to take?**

P2: *“I think people find working towards gender equality important. But finding something important and translating that to policies are two different things. And on this last aspect we are still in the early stages.”*

Participant 2 and 3 stated that they see benefits in following bias-trainings. Participant 3 commented that these trainings make them think. P2: *“I think everyone should follow a bias training, because women and men discriminate.”*

Participant 3 added that they would understand if a training became mandatory when managers consider it to be important to follow. Nevertheless, participant 3 stated that they find it hard to translate the content of trainings into actionable steps in their daily work. In one of the trainings, participant 3 learned about a bias scanner for vacancy texts. According to this participant that might be valuable to always use.

## Results related to the second main interview question

### 9. To what extent do you think that increased awareness about gender stereotypes is helpful? Or can help to challenge the current gender system present in the academic profession?

P2: *"You need role models. When there are more female employees, people will not ask the question 'is she the secretary or the cleaner?'"*

To change the current gender system, or challenge gender stereotypes, more role models could help. Participant 3 agreed, adding that it is discovered that more female employees or professors present a positive example for others. Women shouldn't be solely burdened with stimulating increase of awareness about gender stereotypes, though.

P1: *"You shouldn't put everything on the shoulders of women." And: "Women do not always want to be the one addressing the gender imbalance."*

P2: *"It can harm your career to openly talk about it. It is not something everyone embraces. Which makes sense, people are used to a certain situation."*

This last comment ties in with the earlier comments made about the resistance coming from some members of the academic community.

### 10. To what extent did you discover valuable ways to start the dialogue about gender stereotypes?

P3: *"I don't think that you should directly, heavily criticize people who overlooked something. You have to try and address them. Just like us, with more awareness, can miss out on certain things too."*

Participant 1 commented that finding a shared mindset, or a point on the horizon to work towards helps. They stressed that no one is against gender equality, and no one is actively in favour of gender stereotypes. But the way to improve the situation, should be the point of conversation. They added that finding each other in dialogue is important, searching for a shared interests and shared responsibility. Participant 2 considered the end goal to be clear, P2: *"Everyone being able to be who they are, that should be the goal."*

Participant 3 considered dialogue to be a fruitful method to try. According to them it helps to have certain discussions and try to explicitly formulate implicit biases. It is important to become aware of the things that might play in the background and discuss these matters.

P3: *"You often reach people, in general, through colleagues. Just addressing each other as colleagues. The best way to learn something is by doing it. Specifically, when people do not realise themselves, it could work if people they trust point it out to them. This can help to make them reflect. It works best with colleagues they trust and respect. And that is also why it is important to have a culture, atmosphere and setting in which you can say these things to each other. Because we can all learn."*

And, P3: *"There are some general rules that help. It helps to share your observation from your perspective. Instead of saying someone is doing something wrong, stating what effect it has on you. Communicating in a way that gives the other space. Maybe you make a mistake in what you think to notice. You also do not always know. But everyone is different. What works best can be different too."*

To continue this last thought, participant 1 added one comment about addressing men specifically. P1: *“If you are talking to a man, you have to come with sufficient data to convince him. Which I also find a very gender stereotypical thing to say.”*

**11. According to you, what are successful approaches to increase awareness about gender stereotypes among academic professionals? + 12. What would help you (personally) to increase your awareness about gender stereotypes and their effects?**

Both participant 2 and 3 realised that people have to be warmed up for this topic. They recognised that people’s beliefs aren’t changed instantly. Participant 3 added from their personal experience:

P3: *“In the beginning I thought, ‘isn’t this a bit exaggerated?’ But at a certain moment I realised my norm was changed. This is a gradual process. It is happening constantly. It is mostly a slow and implicit process.”*

This participant noted that it helps them to receive reminders or nudges to remember to reflect on the topic of gender. Directing attention to reflection is easiest when there is relevance or a concrete cause (for example when a decision needs to be made). Putting procedural requirements into place would make sense to this participant.

Participants 1 and 2 stressed that focussing on people that put up resistance, aren’t the ones that should be targeted. They commented that it is hard to convince people that would not want to be convinced. They stated that they focus on the people that are warmed up to

think about the topic and that they hope that the inconvincible people will eventually become a minority. This might become a reason for them to eventually adjust.

Participant 1 added, P1: *“You should not only focus on the younger generation, but especially on the group that is currently in the boardroom.”*

Participant 1 shared this opinion with the other two participants. The three participants realised that executives set the example and have the possibility to address employees who make inappropriate comments. And employees higher in the academic hierarchy can hold others accountable if they don’t act in line with the diversity and inclusion policies.

Participant 1 commented that if they try to communicate with people about gender (stereotypes), they make sure to adjust their message to the perspective and preferred language of the listener. They also stated that publishing and presenting about gender diversity helps to increase awareness. Presenting concrete examples, showing what it means to someone, and:

P1: *“Indeed sharing the knowledge and the story, as well as presenting convincing data. Painting a picture of how diverse the target group is and what the difference are.”* And, P1: *“Playing into the human factor.”*

Participant 1 also realised that using game elements works to convey their message. P1: *“People think it is fun. It is much more fun to do something and to experience something yourself than listening to me giving a boring speech. It has mostly to do with experiencing it.”*

## Discussion of results

Much of the comments shared by the participants of the interview are in line with the findings of the literature research. This strengthens these findings since multiple sources share similar insights. In this discussion additional literature will be shared and linked to the insights gained during the interviews.

In the academic setting, an essential starting point to increase awareness might be “openly and explicitly acknowledging gender bias, that all genders are susceptible to.” (Llorens et al., 2021). This can be done with the help of trainings, as was mentioned by two of the three participants. Studies show that these trainings either accomplish promising effects or achieve no effect at all. The design of the training seems to influence the effectiveness (Llorens et al., 2021). So, establishing open and explicit acknowledgement of gender bias and stereotypes, might also be achieved through choosing other methods than trainings. Nevertheless, one interesting insight to add is that trainings seem to be more effective when men are not depicted as oppressors but as allies (Llorens et al., 2021). Emmerink et al. (2018) add that, when challenging the current gender system, women should not always be portrayed as victims. In general, it is true that existing stereotypes should not be repeated or given any attention if the desire is to diminish their effects (Felten, 2017).

Academic professionals from underrepresented groups might not always be able to challenge the current gender system. This could be because they were socialised according to the dominant beliefs currently present, as was mentioned by one of the participants. By being part of a minority group, women had to find a way to acculturate into the male-dominated culture. “Female academics are treated as the ‘female amongst males.’” (Ooms et al., 2019). In an effort to avoid conflict it could be that they choose an assimilation strategy. Through this strategy these women adjusted to the culture or identity of the dominant group and gave up their own (Berry, 2005). Another reason that minority groups are not always able to challenge the current system could be that it creates extra workload (Llorens et al., 2021), and as mentioned by one of the participants might affect their career. As was stressed by participants, addressing the gender imbalance should not solely rest on the shoulders of the minority groups.



## Conclusion

As was mentioned, the goal of this empirical research effort was to answer sub-questions 2 and 3. But also further substantiation the answer to research sub-question 1. The conclusion based on the performed interviews is in line with the earlier formulated answer to sub-question 1. Namely, that not everyone in the academic field receives equal career opportunities and that not everyone is able to be themselves or fully express themselves. It is valuable for teams to actually be a representation of society's diversity, when researching or designing for society.

An interesting set of viewpoints was collected on the dilemma of changing the hiring policies by introducing quota versus establishing culture change. Both strategies present benefits. Quota could introduce gender balance in the academic field. An advantage of quota is that the results are measurable and easier to reflect on. Another benefit is that the atmosphere in teams change when 1/3 of employees is from a minority group. A disadvantage would be that the quota can become a goal on their own, without consideration of the underlying objectives. Culture change is needed to create an open atmosphere in which employees can be themselves and feel free to share their opinions and voice their concerns. All participants considered this open atmosphere to be a desired future prospective, in one way or the other. Nevertheless, it was stated that culture change can be hard to measure and can easily become a symbolic goal. It can be concluded that a mix between both strategies might present a solution. It would be beneficial to strive for a change in the current culture, and to achieve this by introducing measurable elements along the process.

It is important to stress again that in the current academic situation not only gender imbalances are present. Inequality is also linked to people's ethnic, social or cultural backgrounds. These aspects need to be taken into consideration when improving diversity in the academic field, or within TU Delft specifically.

### Research sub-question 2

*'How could increasing awareness among academic professionals about the gender stereotypes help to challenge and communicate about the current gender system?'*

It might open people's eyes to see something they did not realise before. Participants stressed that not everyone in their work environment might be aware of the effects of gender stereotypes and their influence on the current gender system. In other words, they don't oversee the larger mechanisms causing the current situation. To start reflection on the current gender distribution within the TU Delft, it might be helpful to increase awareness about gender stereotypes. It would help to have conversations about the topic and to be able to explicitly formulate implicit thought patterns. For some people this might bring the insight that the current situation isn't a neutral state, and that gender stereotypes are impacting people. After this realisation, it can still be hard for people to translate the obtained insights into actionable steps. One of the reasons is that bias can manifest itself unconsciously. Often people are not aware of their gender stereotypical beliefs. Achieving more awareness about these gender stereotypes and the thereof deriving effects (like bias), might be a promising first step in

the direction of challenging the current gender system.

On the one hand, awareness can be increased about the effects gender stereotypes have on other people. A person impacted by specific stereotypes might not realise the consequences other people are facing based on different gender stereotypical beliefs or expectations. On the other hand, people are not always aware of the impact gender stereotypes have on themselves either, in a positive and negative sense. People who are considered to be the norm, or the dominant group, aren't always consciously aware of the advantages they gain from the current system. And simultaneously, they might not consider the profits that can be gained by breaking away from this specific system. Increasing awareness about gender stereotypes and their effects, might help everyone to start challenging the current gender system.

For some it might be painful to come to terms with reality. Underrepresented groups might understand how they changed personal perspectives to fit the dominant group. They could also realise that they discriminated themselves. Becoming aware of gender stereotypes and their effects can be painful for the overrepresented group as well, since they might start to question how they obtained their current function or understand how they discriminated people in the past. For people from the overrepresented group, it might be insightful to know that they are also impacted by gender stereotypes. Potentially this group realises that increasing awareness about gender stereotypes will benefit everyone, themselves included.

### **Research sub-question 3**

*'How could awareness of gender stereotypes, as well as their effect on the perpetuation of the current gender system, be increased among academic professionals?'*

Awareness can be increased by presenting role models. These role models can be examples that contradict with current gender stereotypical beliefs. And therefore, might inspire people to reconsider their bias. It is important to note that this doesn't mean minorities should completely carry the burden of increasing awareness. This is a job for everyone who is part of the current academic field. Additionally, all three interview participants endorse the idea of involving executives. People in higher functions have the possibility to address people and hold them accountable.

The participants stated that awareness can be increased as a result of having conversations with each other. These dialogues can challenge people to explicitly formulate their implicit biases. In these conversation people shouldn't criticize each other harshly but present their observations from a personal point of view. Adjusting language or terminology can be helpful to better understand each other when having a conversation.

Participants realised that people needed to warm up to the topic for it to be easier to discuss gender stereotypes and their effects. Beliefs and opinions aren't changed overnight, but it is possible that someone's norms change gradually. For this to happen, repetition is important as well as reminders to reflect on the topic.

## 4.3 Existing informative media for teenagers

An exploration of the available informative materials for teenagers about gender and sexuality.

An exploration of currently available materials for teenagers about gender and sexuality will be presented in this chapter. These examples give insights into what attracts teenagers in informative media. And these materials could simultaneously function as inspiration for the design concept to be created for the Dfl-stream of this project. To achieve a broader understanding, the focus was not solely on materials about gender, but also about sexuality and relationships. The costs of a currently available teaching method will also be presented. This will provide an understanding of the extension of materials included in a teaching method and show the boundaries for a feasible design concept.

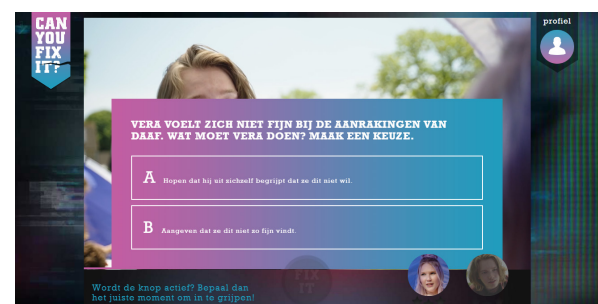
### Genderpraatjes.nl

Genderpraatjes.nl is a website that provides information about topics related to gender. This information is presented in different forms. For example, in the shape of interviews that present people's personal experiences. Another informative form on the site is an image of an astronaut that demonstrates different elements of gender, for example identity and expression. Additionally, the site provides the option to contact professionals and experts. This can be done through chat, email or by calling. The graphic design of the website is colourful and playful. The website was created on behalf of Transgender Netwerk Nederland (TNN) en Transvisie.



### Sense.info

Sense.info is an elaborated source of information on different topics related to gender and sexuality. The content is presented in multiple forms. The site contains interviews, personal stories, podcasts, videos and interactive experiences. These interactive elements are, for example, games that asks the player to make decisions for a fictional main character. The site also helps visitors to contact professionals through email, chat, phone numbers or by planning a physical appointment. The website was created in initiative of Soa Aids Nederland, Rutgers, GGD (Municipal Health Service) and the Dutch Ministry of Health, Welfare and Sport.



## Genderpraatjes.nl

Het Gendergesprek is a set of cards that invites players to explore gender. The cards present challenging statements or questions on current beliefs about men and women. An example of these questions is: 'What would you do (differently) if you could change your biological sex for one week?' The cards are distributed by the 'Humanistisch Verbond'.



## Lang Leve de Liefde

The 'Lang Leve de Liefde' teaching method is a selection of digital lessons. The subjects of the method are love, relationships, safe sex and sexuality. The goal is to support teenagers in a healthy and pleasant sexual development. The lessons contain information as well as interactive elements. The interactive elements help teenagers to test their (gained) knowledge. The method was developed by Soa Aids Nederland, Rutgers, The University of Maastricht and GGD Rotterdam-Rijnmond (Municipal Health Service).



## LEFgozers

The LEFgozers workshops are about exploring masculinity, macho-behaviour and peer pressure. Teenagers between 14 and 18 years old are the target group of these workshops. Many of these young people struggle with masculinity and the link to their behaviour. The workshops inspire these teenagers to start a conversation and feel free to choose their own path, instead of adjusting to a group. Professionals working with this target group can purchase a training on the website of Rutgers. This training will teach them how to facilitate the LEFgozers workshop.

## Beter in bed

The 'Beter in bed' app provides information and practical tips about safe, pleasant and consented sex. A virtual coach guides the users through the app experience. This is done with the help of games. The app contains information about birth control, sexually transmitted infection-tests and about the sexually sensitive areas of the human body. The app was created in initiative of Soa Aids Nederland, Rutgers and the educational organisation 'MBO Raad'.

## Financial exploration

The financial costs of the 'Lentekriebels' materials, created by Rutgers, are explored to achieve an understanding of the price of a teaching method. The 'Lente Kriebels' method consists of teaching manuals, references to online video's, physical materials (like worksheets), decorative elements (like balloons and posters), online quizzes and physical games.

The online video's, online quizzes and some teaching manuals are free to view/use. Most of the other materials are sold as a package. The cost of the package is €99,- one-time and an additional €25,- yearly, in the case that the method is used for up to ten classes. If the method will be used to teach more classes, the costs are respectively €199,- and €50,-. The decorative elements (like balloons and posters) have diverging prices. The physical games vary from €15,95 (for a card game) to €45,- (for a board game).

## Conclusion

The explored available learning materials for teenagers take different forms. Some materials contain interactive elements, some include games and others show most information in textual form. A combination of these options is also existing. Through all these materials, teenagers can be stimulated and inspired in multiple ways. It might help to combine multiple forms in the design concept to involve high school students and attract their attention.

The financial exploration helped to indicate what type of materials can be included in a teaching method to maintain the feasibility for schools to purchase the materials. From this exploration it can be concluded that teaching methods can consists of multiple materials and in diverse forms, like physical materials and digital elements. This provides the assurance that the design concept can be relatively extensive to still be interesting and financially feasible for schools to purchase.



# Part 5

The design concepts

## 5 The design concepts

This part will discuss the two created design concepts. These concepts were created based on the previously presented contents of this thesis, mostly the literature and empirical research efforts (part 3 and 4 of this report). The two concepts are a teaching method for Dutch high school students and a dialogue intervention for academic professionals at the TU Delft. The first chapter of this part will elaborate on a general design vision. Both design concepts will be discussed elaborately with the inclusion of an evaluation. Chapter 2 will present the design of the teaching method, after which the evaluation of this concept will be described in chapter 3. The concept for the dialogue intervention will be discussed in chapter 4. The evaluation of this design concept will be presented in chapter 5. The information that will be discussed in this part of the thesis will lead to the final discussion and conclusion in the sixth part of this thesis.

“It is really important to communicate  
between each other and share our reality.”  
- Emily Ratajowski

From the podcast HighLow with EmRata, episode ‘When to be Honest? EmRata Asks’, 19:20



# 5.1 The design vision

Formulating a general design vision to inform the design concepts.

This chapter will present a formulated design vision. The initial objective of this project was to increase awareness about gender stereotypes. Awareness can be increased in multiple ways. For that reason, a design vision can provide more guidance. The design vision will be valuable for the creation of design concepts. This vision will provide more direction on how to achieve the initially formulated project objective. The two created concepts will be described in chapter 2 and 4 of this part of the thesis.

## The design vision

Gender stereotypes are valuable for understanding the (social) environment. But simultaneously, they are a curse in disguise. People might not be understood in their full multiplicity because of existing stereotypical beliefs. Reducing people to an inaccurate or limited representation of themselves, can cause hurt. To achieve a broader understanding of a person, it is needed to consider a more extensive perspective of others (and oneself). It is necessary to look beyond the stereotype. For this to happen, people need to come in contact with each other in some way.

Additionally, to viewing others from a multiplicity perspective, it would be valuable to understand the impact of gender stereotypes on others and oneself. This can help to comprehend how these stereotypical beliefs shape social norms, people's behaviour and their choices. It might be difficult for someone to realise what the impact of gender stereotypes is on others or themselves. Most people do not consciously consider this subject daily.

Many ambitious or too vague ideas were initially formulated to be the design vision for this project; people need to feel seen by others, everyone should quit understanding gender in a binary way, it would be better if people stopped projecting gender stereotypical

beliefs on others, etc. But eventually it became clear that there is a more obvious way to start the process of increasing awareness about gender stereotypes. It would help if people came in contact with multiple perspectives on gender (stereotypes) and would be able to communicate about this with each other. These two elements should be part of both design concepts in some way.

To summarise, the design concepts will bring the target groups in contact with different perspectives on gender and gender stereotypes. And additionally, the concepts help the users to communicate about this topic amongst each other.

## Valuable consideration

Based on the research output, some considerations can be formulated. The target group should not feel that their gender identity is under attack. This can provoke backlash, resistance or hesitance. Choosing a multi-gendering strategy compared to a de-gendering approach seems to be more effective, as has been explained in part 3 (chapter 4) of this thesis. "Multi-gendering strategies aim to draw attention to the fact that gender/sex is not binary." (Morgenroth et al., 2021).

## 5.2 A teaching method

A teaching method for Dutch high school students.

With the design vision in mind, which has been discussed in the previous chapter, this chapter will present the design concept created within the Dfl-stream of this project. The design concept is a teaching method for Dutch high school students. Firstly, this chapter will present the design goal for this stream of the project. After which the structure of the teaching method will be discussed, as well as the individual teaching materials that compose the method. The concept was evaluated with experts from Rutgers. This evaluation of the design concept will be presented in the next chapter.

### Design goal

Deriving from the design vision presented in the previous chapter, a specific design goal for this stream of the project was formulated. This design goal presents the aim that should be achieved with the help of the design concept. The goal will indicate in what way the design concept can contribute to the overarching goal of increasing awareness about gender stereotypes among Dutch teenagers.

The design goal for the Dfl-stream of the project is to bring the target group into contact with multiple perspectives on gender and inspire Dutch high school students to communicate about existing gender stereotypes.

### Guidelines

Based on the content presented in the third and fourth part of this thesis, multiple guidelines for the design concept were formulated.

1. Currently existing gender stereotypes should not be repeated to avoid confirmation of those beliefs.
2. Instead of fixating on limitations of the current situation, the design concept should support the user to consider potential for growth and change.
3. The goal of the design concept is to present a broad approach towards gender. The goal isn't to communicate that the user's current beliefs about gender are wrong. So, this shouldn't be the message that the concept portrays.
4. It can be hard for people to directly reflect on their personal gender identities. The design concept should not ask them to do so. The concept should stimulate reflection in a more general sense, or on the current gender system in general.

## Overview of the design concept

As has been mentioned in part 1 chapter 2, sex education is lacking in Dutch high schools. This provides opportunity for improvement and for that reason the designed teaching method could be embedded in the sex education program of Dutch high schools. Other options are to integrate the teaching method in school subjects like social studies ('maatschappijleer' and 'omgangskunde'), ideology ('levensbeschouwing') or biology (Onderwijsloket, 2023).

The objective of the teaching method is to establish a shared understanding of gender related concepts, to present diverse perspectives on gender and to inspire reflection. The teaching method consists of five lessons. Between these five classroom sessions, students work on an individual assignment. The benefit of five lessons is that they can fit in different education periods. Some schools have periods of 10 weeks, others work with trimesters (12-13 weeks) or semesters (15 weeks). Either the five lessons are consecutively distributed over five weeks, or they are spread out with one or two weeks in between. Having more than one week in between classroom sessions would provide students with more time to work on their individual assignment. The time the classes last can differ per school and can vary from 45 to 75 minutes. For that reason, the created teaching method includes time schedules for different lengths of lesson periods. These time schedules can be found in Appendix D: Time schedule per lesson.

To better understand the education context, a conversation with a high school teacher was initiated. The gained insights can be summarised as follows. Teachers have a digital

schoolboard or beamer at their disposal to present teaching materials. Assignments can be provided to students in digital or physical form. Some teachers make the materials available online so students can open them on (their) computers. Other teachers prefer printing assignments and handing them out in class. Students also have the option to print materials at school. Often, they make assignments on computers and hand them in digitally. If students need to give a presentation in class, they send digital materials to their teachers or bring these on USB-sticks.

After iteration, the main teaching goal of each lesson was decided upon. Lesson 1 will focus on creating a shared understanding of concepts related to gender. This helps to be able to communicate about the subject and helps to limit room for misunderstanding each other. The second lesson will present multiple approaches to gender with the aim of broadening the perspectives of the students. This fits in the multi-gendering approach. Lesson 3 will start a reflection on the current situation based on this broadened view on gender. The fourth lesson will provide students the opportunity to dream about the future and consider the possibilities for growth. In the final lesson students will present the results of their assignment.

The following sections will discuss the contents of the five lessons, as well as the manual created for teachers (see Appendix E: The teacher manual). For each lesson teaching materials were created to support students in their learning efforts. Not all elements of these materials will be displayed in the main body of this thesis but can be found in Appendix F: Teaching materials.

## The teacher manual

A manual was created for teachers. This document can assist them in facilitating the classroom-sessions. The manual presents the content of the five lessons and the required materials. For every lesson a time schedule is generated. Different options are given to help teachers to fit the content of the lesson in either 45, 50, 60 or 75 minutes. The manual also gives teachers an insight in the work that students perform between the classroom-sessions. The first two pages of the teacher manual are shown on the right. The full manual can be found in Appendix E: The teacher manual.

### Docentenhandleiding

Deze handleiding is onderdeel van het lespakket. Dit lespakket is bedoeld voor leerlingen in de bovenbouw van de middelbare school (ongeveer 15 tot 18 jaar oud). Door het volgen van de lessen en het werken aan de bijbehorende opdrachten, worden leerlingen gestimuleerd na te denken over genderstereotypen en andere gender-gerelateerde onderwerpen.

Dit lespakket kan geïntegreerd worden in bestaande seksuele vormingslessen of bij vakken als maatschappijleer, omgangskunde, levensbeschouwing of biologie.

Het materiaal van de lesmethode bestaat uit deze handleiding, introductievideo's of -audiofragmenten, onderwerpkarten, opdrachtuitwerkingen bij de onderwerpen, het kaartspel 'Gender – waar of niet waar?', slides voor de quiz 'dat kan ook' en drie werkbladen. Veel van het materiaal is ook online te vinden op de website. Deze handleiding geeft een overzicht van de inhoud van de vijf lessen waaruit het lespakket bestaat.

#### De vijf lessen

Zoals gezegd bestaat dit lespakket uit vijf lessen. Afhankelijk van de lengte van een onderrisperiodes kunnen verschillende beslissingen worden genomen over de verdeling van deze lessen. Het is mogelijk het pakket in vijf weken te behandelen, dan wordt elke week een les gegeven. Les 5 kan ook over meerdere uren worden verspreid. Dan wordt de totale lesperiode langer dan 5 weken. (Hier staat meer informatie over aan het eind van de toelichting van les 4.) Ook kan ervoor worden gekozen om de klassikale lessen om de twee of drie weken te laten plaatsvinden. Op die manier krijgen leerlingen tussendoor meer tijd om aan hun opdracht te werken. En zo kan het lespakket ook in een periode van tien tot vijftien weken worden behandeld.

Hieronder staat een toelichting van de inhoud van de vijf lessen. Dit is gebaseerd op lessen die 45 minuten duren. Mochten uren langer duren, dan staat er een suggestie voor het vullen van de overige tijd.

#### Les 1: introductie

Doel van de les is het introduceren van het onderwerp en in grote lijnen de inhoud van de lessen/lespakket. Het is de bedoeling dat leerlingen aan het eind van de les zin hebben om aankomende periode met het thema genderstereotypen aan de slag te gaan, of op zijn minst open staan om meer over dit thema te weten te komen.

Benodigdheden  
Introductievideo  
Kaartspel 'Gender – waar of niet waar?'  
Onderwerp-inspiratiekaarten

#### Tijdsindeling

De les begint met een introductievideo van het project. Daarna wordt hier kort over gesproken en wordt het kaartspel 'Gender – waar of niet waar?' geïntroduceerd. Er is daarna ruimte om dit spel te spelen. Als laatst is er tijd om de les af te sluiten en vragen van leerlingen te beantwoorden.

Tijdens langere uren kan na de introductievideo worden gesproken over wat leerlingen al weten over het thema gender en gerelateerde begrippen. Ook kan eventueel de speeltijd voor het kaartspel worden verlengd of worden nagepraat na het spelen. En leerlingen kunnen de ruimte krijgen om alvast de onderwerpkarten te bekijken en eventueel een keus te maken.

Voorbeelden van de tijdsindeling van het lesuur.

Indeling afhankelijk van lengte lesuur	45 min	50 min	60 min	75 min
Introductievideo	10 min	10 min	10 min	10 min
Inventarisatie kennis over het thema gender	...	...	...	5 min
Vragen beantwoorden en introductie kaartspel	5 min	5 min	5 min	5 min
Spelen van het kaartspel	15 min	15 min	15 min	20 min
Napraten over kaartspel	...	5 min	5 min	10 min
Onderwerpkarten bekijken	...	...	10 min	10 min
Afsluiten en vragen beantwoorden	10 min	10 min	10 min	10 min

#### Tussendoor: verkennen

Leerlingen gaan tot de volgende les aan de slag met het kiezen van een onderwerp voor hun opdracht, mochten ze dit nog niet in de les hebben gedaan. Ze verkennen het gekozen onderwerp om een algemeen beeld te krijgen. En de leerlingen linken drie woorden uit het 'Gender – waar of niet waar?' kaartspel aan hun onderwerp. Ze zorgen ervoor dat ze hun klasgenoten hier volgende les iets over kunnen vertellen.

#### Les 2: samen bepalen

Het doel van deze les is dat leerlingen meekrijgen dat gender sociaal gevormd wordt. En dat mensen dus gezamenlijk bepalen wat het betekent en wat normaal is. Ook wordt inzichtelijk gemaakt dat gender in andere culturen of tijdsperiodes anders ingevuld wordt/was. En dat dit dus ook de ruimte geeft om voor verschillende interpretaties.

Benodigdheden  
Audio-introductie  
Slides quiz 'dit kan ook'  
Werkblad 'allerlei mogelijkheden'

#### Tijdsindeling

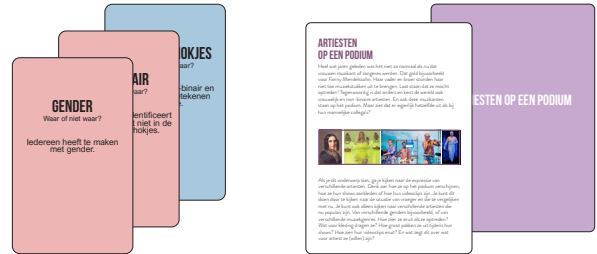
Deze les begint met een introductie van wat behandeld gaat worden. Daarna kunnen leerlingen met elkaar delen welk onderwerp ze gekozen hebben voor hun opdracht en wat ze hier al over te weten gekomen zijn.

## Required materials per lesson

### 1 INTRODUCTION

#### Required materials

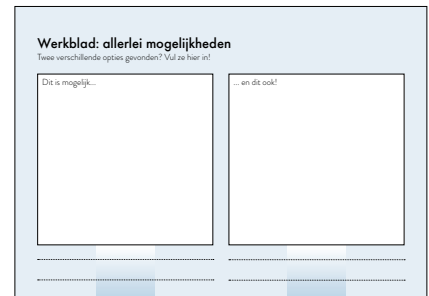
- Introduction video
- Card game 'gender – true or false?'
- Subject inspiration-cards



### 2 DECIDING TOGETHER

#### Required materials

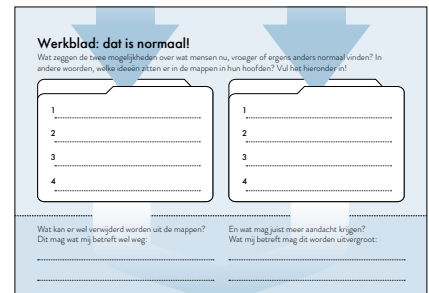
- Audio introduction
- Slides quiz 'this is also possible'
- Worksheet 'multiple possibilities'



### 3 WHAT IS NORMAL?

#### Required materials

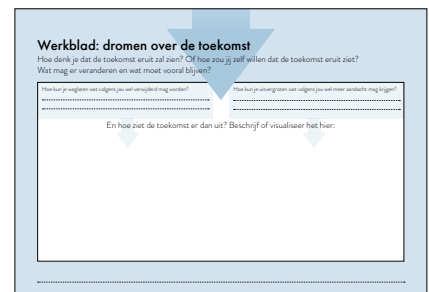
- Introduction video
- Worksheet 'that is normal!'



### 4 THE FUTURE

#### Required materials

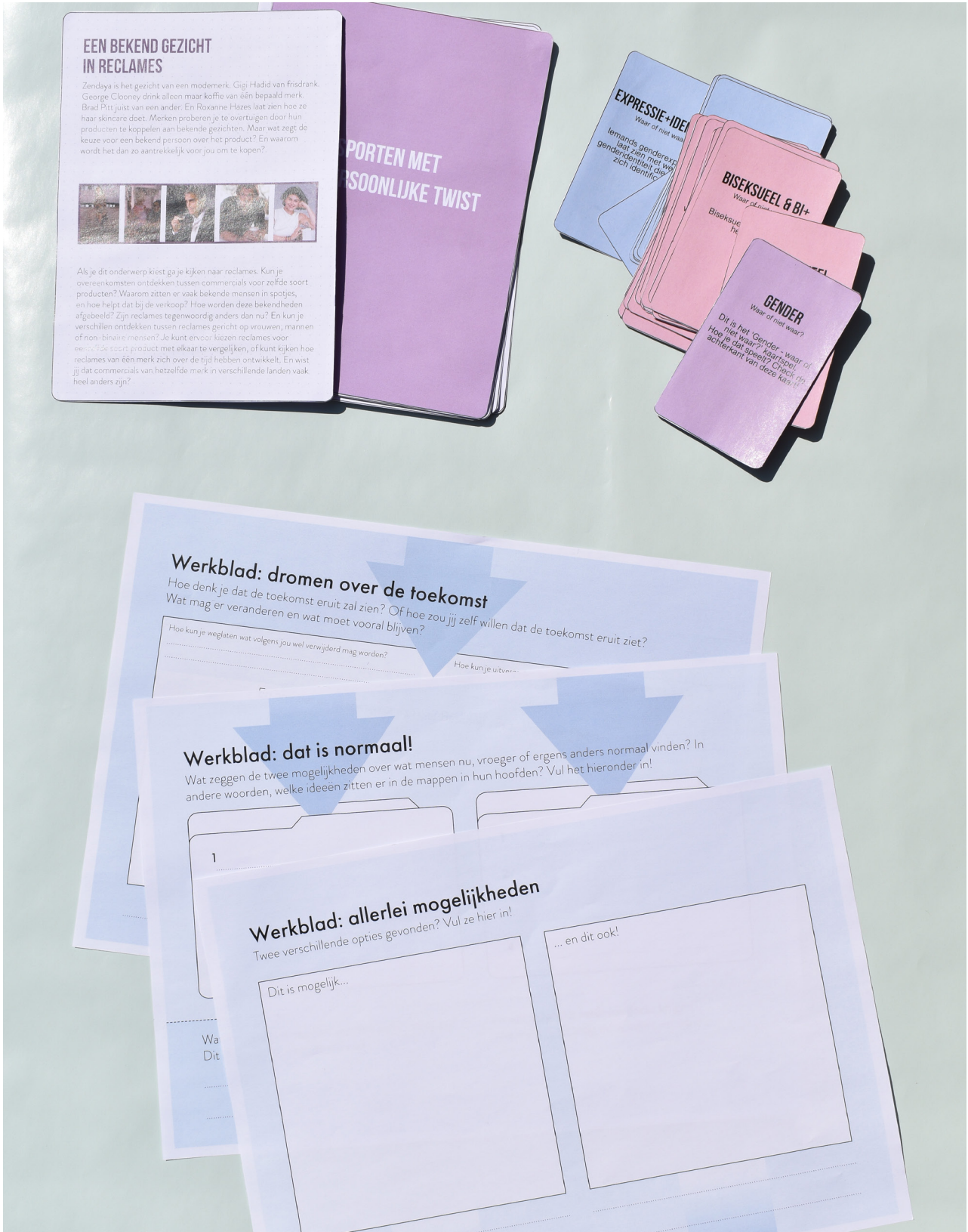
- Audio introduction
- Worksheet 'dreaming about the future'



### 5 PRESENTING

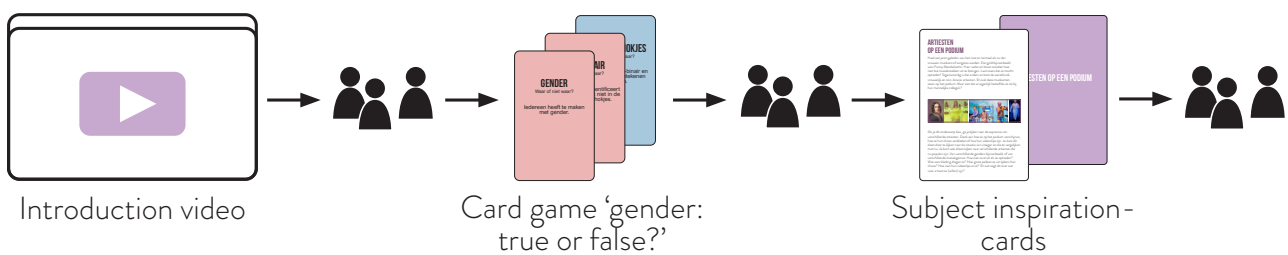
#### Required materials

- The presentation materials of the students



# 1 Lesson 1: introduction

The purpose of this lesson is to introduce the topic and give an impression of the content of the education method. The goal is for students to become enthusiastic and look forward to diving deeper into the topic of gender stereotypes. Or at least be open to the further exploration of the subject.



The first classroom session starts by introducing the topic of the teaching method, namely gender stereotypes. This is done with the help of an introduction video. This video wasn't created during the span of this graduation project, but visual and textual contents were. These can be found on the next page (in Dutch).

After the students watch the video, there is time to have a conversation about it and for them to ask questions. Thereafter, the card game 'Gender – true or false?' is introduced and played. At the end of the classroom session students have time to ask additional questions. When there is still time available, students can explore potential subjects for their individual assignments by using the subject inspiration-cards.

Between lesson 1 and 2 student select a subject for their individual assignment. They will explore the chosen topic to achieve a general understanding. This can be done with the help of the subject assignment document (see Appendix G). The students will select three words from the card game 'Gender – true or false?'. These words have to link to their subject in some way. Next classroom session the students will discuss their topics and chosen words amongst each other.

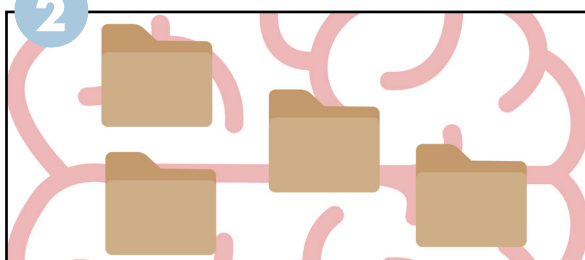
## Content introduction video lesson 1

1



“Als kind leer je wat je ziet, hoort, voelt, ruikt en proeft te begrijpen. Je hersenen zoeken een plekje om al die informatie te bewaren. Eigenlijk ontstaan er een soort mappen in je hoofd waarin van alles wordt opgeslagen.”

2

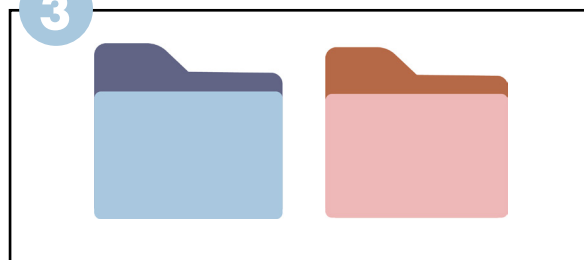


“Je hebt een map vol plaatjes van bomen, eentje met alles dat zoet proeft en een folder met nummers waar je graag naar luistert.

En dat is handig! Zo kun je nieuwe prikkels sneller begrijpen. Zie je een bloem die je niet eerder hebt ontdekt, dan weet je toch meteen dat het om een bloem gaat. Alle informatie in de mapjes werkt als handig vergelijkingsmateriaal.

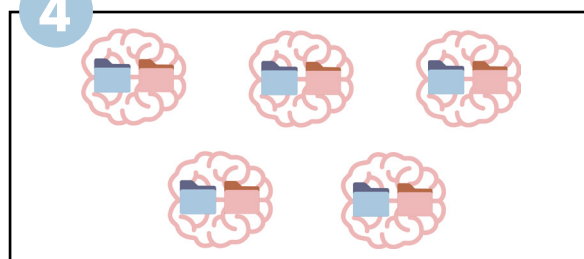
Vaak ben je helemaal niet bewust bezig met de inhoud van al die mappen. En weet je ook niet meer precies wanneer je ze gevuld hebt. Het was een geleidelijk proces dat jaren heeft geduurd.”

3



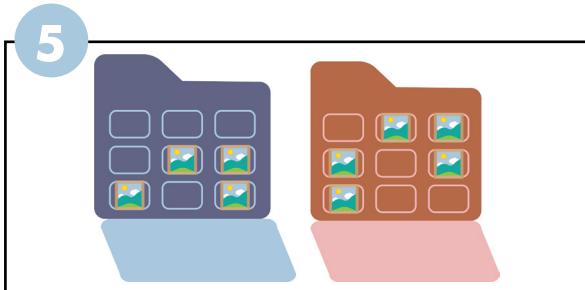
“En zo heb je ook een map voor alles wat in de categorie vrouw of vrouwelijkheid valt. En eentje voor wat te maken heeft met man of mannelijkheid. Misschien vind je in die mappen informatie over hoe vrouwen en mannen er uit kunnen zien. En over welke kleding zij dragen. Waarschijnlijk zit er ook informatie in de mappen over hoe vrouwen en mannen zich kunnen gedragen. En over welke beroepen misschien het best bij hen passen.”

4

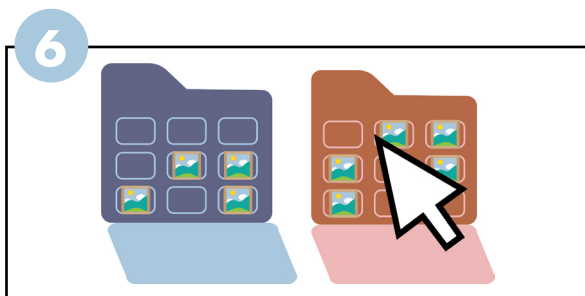


“Alles dat zich in jouw mappen voor vrouwelijkheid en mannelijkheid bevindt, bepaalt hoe jij denkt over vrouwen en mannen. De inhoud van deze mappen lijkt waarschijnlijk veel op die van andere mensen. Jullie zijn namelijk in dezelfde wereld opgegroeid en hebben soortgelijke prikkels gehad. Hierdoor ontstaan denkbeelden die veel mensen herkennen. Dat noem je stereotypen.”





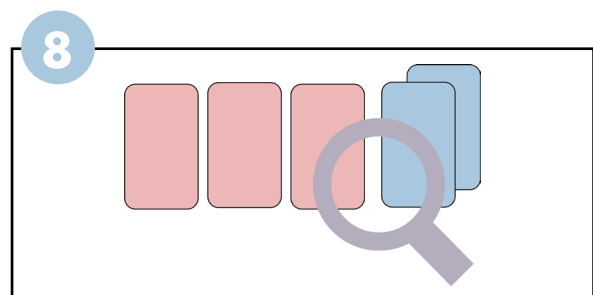
“Maar het nadeel van die denkbeelden is dat ze niet kloppen voor elk persoon. Niet elke vrouw of elke man lijkt op het plaatje dat jij in je hoofd hebt. Niet iedereen herkent zich in de bestaande stereotypen. En sommige mensen voelen zich überhaupt niet vrouw of man. De informatie in de mappen in jouw hoofd is soms dus niet volledig. Het gaat niet over alle soorten mensen die bestaan. En dat kan soms voor best wat verwarring zorgen. Zeker als je niet wist dat je nog wat informatie miste.”



“Maar geen zorgen. Net als met de mappen op je computer, kun je die in je hoofd ook aanpassen. Je kunt informatie toevoegen, verwijderen of zelfs hele nieuwe mappen aanmaken. Jij hebt de touwtjes in handen!”



“Tijdens dit project ga je kijken naar de stereotypebeelden die veel mensen kennen. Omdat de mappen in ons hoofd vaak onbewust gevuld worden, kun je nu ontdekken wat we daar eigenlijk allemaal ingestopt hebben. En dan specifiek als het gaat over gender. Dus vrouwelijkheid, mannelijkheid en alles wat er nog meer bestaat.”



“Gender is best een ingewikkeld woord. Daarom krijg je de kans om het kaartspel ‘gender – waar of niet waar?’ te spelen. Dat maakt hopelijk meer duidelijk. Ook ga je ontdekken of iedereen hetzelfde denkt over gender, en wat eigenlijk ‘normaal’ is. En jij mag fantaseren over wat jij graag anders zou willen zien. Ben je er klaar voor?”

## Content audio introduction lesson 1



Voor dit fragment wordt de introductievideo laten zien.

“In deze les... Bekijk je een video die het thema van dit lespakket introduceert. Ook ga je het kaartspel ‘gender – waar of niet waar?’ spelen. En je kiest voor volgende les het onderwerp voor jouw opdracht. Ga jij naar sportkleding kijken en ontdekken waarom die voor sommige sporters verschillend is? Of juist niet! Of heb jij meer interesse in muziek, toneel of mode?”

Je mag zelf een onderwerp kiezen dat jij interessant vindt. En als je dat lastig vind, zijn er ook onderwerpkarten die je inspiratie kunnen geven. Deze kaarten kun je in de klas bekijken, of in digitale vorm online op de website. Van de onderwerpen op die kaarten zijn vragen per les uitgeschreven. Ook die kun je online vinden. Kies je zelf een onderwerp, dan zul je die vragen zelf moeten verzinnen. Maar, je mag natuurlijk afkijken bij de voorbeelden die er al zijn!”

## Card game ‘gender – true or false?’

Playing this card game is part of the first lesson. With the help of the game, students can test their knowledge on concepts related to gender and sexuality. Although the focus of the teaching method is on gender stereotypes, sexuality is often closely linked to this topic (for example sexual preference and gender expression). Every card presents a statement and students indicate if they think this statement is true or false. The other side of the card shows a description containing the right answer to the statement. The answer is purposefully included in an explanatory text, instead of presented on its own. This challenges students to do read the text and learn more about the topic.

The cards come in two categories, namely pink and blue. The pink cards are about individual concepts related to gender and sexuality. The blue cards show statements in which different concepts are intersecting. These cards might for that reason be harder to answer.

Gender related terminology is complex, and it is hard to define certain terms. Nevertheless, this was attempted and an educational material was created out of it. Making terms explicitly helps students to have a conversation about the topic. Implicit understanding can limit fruitful dialogue and might result in misunderstanding.

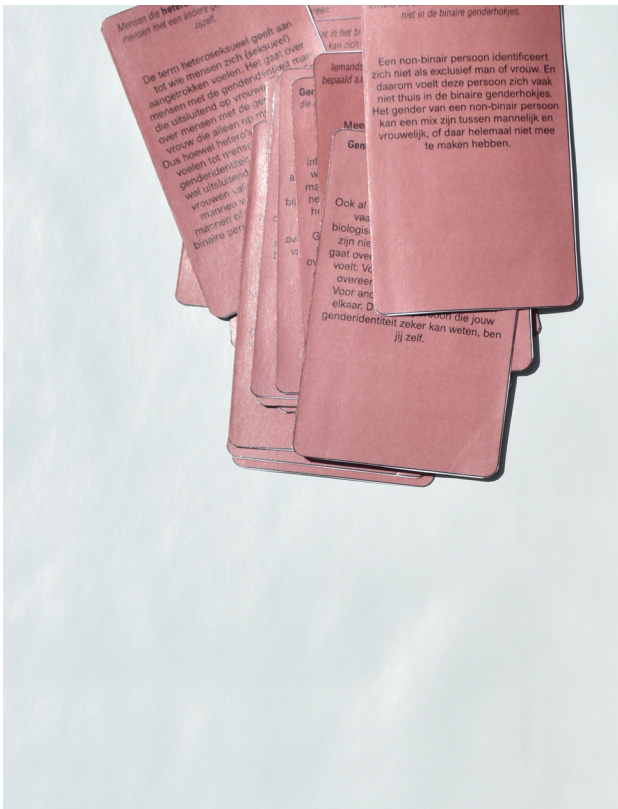
Primary feedback on the card game was gathered when the author played the game with some of her friends. Improvements on the wording and layout were implemented.

<p><b>GENDER</b> Waar of niet waar?</p> <p>Dit is het 'Gender - waar of niet waar?' kaartspel. Hoe je dat speelt? Check de achterkant van deze kaart!</p>	<p><i>Gender - waar of niet waar?</i></p> <p>Schud de roze en blauwe kaarten apart. Leg twee stapeltjes op tafel, met de lichtere kant naar boven. Dus de kant met de 'waar of niet waar'-stelling.</p> <p>Je begint het spel met de roze kaarten. Trek een kaart en lees de stelling voor. Wat denk jij, is dit waar of niet? Als je wil mag je overleggen. Kies een antwoord en draai de kaart om. Daarop lees je of jij het goed had.</p> <p>Als je alle roze kaarten gehad hebt, kun je verder met de blauwe. Die zijn iets ingewikkelder. Toch nog te lastig? Speel dan gerust de roze kaarten nog een keer!</p>	<p><b>GENDER</b> Waar of niet waar?</p> <p>Iedereen heeft te maken met gender.</p>	<p><i>Iedereen heeft te maken met gender.</i></p> <p>Misschien denk je er niet elke dag bewust over na, maar uiteindelijk heeft iedereen te maken met gender. Iedereen heeft een genderidentiteit (en dat is niet hetzelfde als geslacht) en een eigen genderexpressie. Gender is een breed en ingewikkeld begrip. Het gaat ook over de verwachtingen en normen die heersen in de maatschappij over gedrag, eigenschappen en gedachten. Wat gender precies inhoudt, wordt tussen mensen onderling bepaald. Daardoor kan het per cultuur of tijdsperiode verschillen.</p>	<p><b>GESLACHT</b> Waar of niet waar?</p> <p>Iemands (biologisch) geslacht kan worden bepaald a.d.h.v. geslachtsorganen, chromosomen of hormonen.</p>	<p><i>Iemands (biologisch) geslacht kan worden bepaald a.d.h.v. geslachtsorganen, chromosomen of hormonen.</i></p> <p>Meestal wordt het geslacht van een kindje bepaald tijdens de zwangerschap of net na de geboorte. Dit wordt meestal gedaan door te kijken naar geslachtsorganen zoals de vulva of de piemel. Maar chromosomen en hormonen kunnen ook duidelijkheid verschaffen over iemands biologische geslacht.</p>
<p><b>INTERSEKSE</b> Waar of niet waar?</p> <p>Intersekse is een ander woord voor heteroseksueel.</p>	<p><i>Intersekse is een ander woord voor heteroseksueel.</i></p> <p>Intersekse heeft niet te maken met iemands seksuele voorkeur. Dit woord heeft te maken met iemands biologische geslacht. Vaak kan het geslacht worden bepaald aan de hand van geslachtsorganen, chromosomen en/of hormonen. Het komt soms voor dat het biologisch geslacht van een kind niet exclusief als mannelijk of vrouwelijk kan worden ingedeeld. Bijvoorbeeld omdat de geslachtsorganen mannelijke en vrouwelijke kenmerken vertonen. Dan kan de term intersekse van toepassing zijn.</p>	<p><b>GENDERIDENTITEIT</b> Waar of niet waar?</p> <p>Genderidentiteit en geslacht zijn hetzelfde.</p>	<p><i>Genderidentiteit en geslacht zijn hetzelfde.</i></p> <p>Ook al wordt iemands genderidentiteit vaak aangenomen a.d.h.v. het biologisch geslacht, deze twee dingen zijn niet hetzelfde. Genderidentiteit gaat over hoe iemand zich van binnen voelt. Voor sommige mensen zal dit overeenkomen met hun geslacht. Voor anderen verschillen deze van elkaar. De enige persoon die jouw genderidentiteit zeker kan weten, ben jij zelf.</p>	<p><b>NON-BINAIR</b> Waar of niet waar?</p> <p>Iemand die zich identificeert als non-binair past niet in de binaire genderhokjes.</p>	<p><i>Iemand die zich identificeert als non-binair past niet in de binaire genderhokjes.</i></p> <p>Een non-binair persoon identificeert zich niet als exclusief man of vrouw. En daarom voelt deze persoon zich vaak niet thuis in de binaire genderhokjes. Het gender van een non-binair persoon kan een mix zijn tussen mannelijk en vrouwelijk, of daar helemaal niet mee te maken hebben.</p>
<p><b>GENDERQUEER</b> Waar of niet waar?</p> <p>Iemand die zich niet in het binaire gendersysteem thuis voelt, kan zich identificeren als genderqueer.</p>	<p><i>Iemand die zich niet in het binaire gendersysteem thuis voelt, kan zich identificeren als genderqueer.</i></p> <p>Als iemands gender niet past binnen het binaire gendersysteem (man en vrouw), kan die persoon zich identificeren als genderqueer. Het kan gaan over iedereen die zich niet exclusief herkent in het hokje man of vrouw, of iedereen die niet cisgender is. In die zin is het een breed begrip dat onder andere te maken kan hebben met geslacht, genderidentiteit, genderexpressie en een combinatie daarvan.</p>	<p><b>CISGENDER</b> Waar of niet waar?</p> <p>Bij een cisgender persoon komen de genderidentiteit en genderexpressie overeen.</p>	<p><i>Bij een cisgender persoon komen de genderidentiteit en genderexpressie overeen.</i></p> <p>Het woord cisgender geeft aan dat iemands (biologische) geslacht en genderidentiteit overeenkomen. Bij de geboorte wordt bijvoorbeeld het geslacht van een kind vastgesteld als vrouw. Deze persoon voelt zich ook een vrouw, en is dus cisgender. Maar dat betekent niet dat deze persoon zich ook vrouwelijk kleedt. Dit zou zomaar eens mannelijk of iets ertussen in kunnen zijn. Het woord cisgender zegt dus niet iets over iemands genderexpressie.</p>	<p><b>TRANSGENDER</b> Waar of niet waar?</p> <p>Bij een transgender persoon komen het (biologisch) geslacht en de genderidentiteit niet overeen.</p>	<p><i>Bij een transgender persoon komen het (biologisch) geslacht en de genderidentiteit niet overeen.</i></p> <p>Voor sommige mensen komt het interne gevoel dat ze hebben over hun genderidentiteit niet overeen met het geslacht dat bij hun geboorte is vastgesteld. Deze mensen kunnen zich identificeren als transgender.</p>
<p><b>GENDEREXPRESSIE</b> Waar of niet waar?</p> <p>Genderexpressie gaat over kledingstijl.</p>	<p><i>Genderexpressie gaat over kledingstijl.</i></p> <p>Hoewel genderexpressie ook over kledingstijl gaat, houdt het meer in dan dat. Genderexpressie gaat over alle manieren hoe iemand uitdrukking kan geven aan gender. Dit gaat dus bijvoorbeeld ook over iemands uiterlijk, haarstijl, gedrag en lichaamstaal. Iemands genderexpressie kan overeenkomen met de genderidentiteit van die persoon, maar dat hoeft niet.</p>	<p><b>ANDROGYN</b> Waar of niet waar?</p> <p>Mensen met een androgyn genderexpressie voelen zich niet thuis in hun lichaam.</p>	<p><i>Mensen met een androgyn genderexpressie voelen zich niet thuis in hun lichaam.</i></p> <p>Of mensen zich wel of niet thuis voelen in hun lichaam is niet af te leiden uit hun genderexpressie. Ook niet wanneer hun genderexpressie niet overeenkomt met hun genderidentiteit of geslacht. Het woord androgyn bestaat uit de oud-Griekse woorden voor man (ánēr) en vrouw (gynē). Iemand met deze genderexpressie combineert mannelijke en vrouwelijke eigenschappen, of laat die geheel weg. Wat geldt als een mannelijke, vrouwelijke of androgyn genderexpressie kan verschillen per cultuur en tijdsperiode.</p>	<p><b>GENDERSTEREOTYPEN</b> Waar of niet waar?</p> <p>Genderstereotypen bepalen de verwachtingen die ontstaan naar aanleiding van iemands gender.</p>	<p><i>Genderstereotypen bepalen de verwachtingen die ontstaan naar aanleiding van iemands gender.</i></p> <p>Stereotypen helpen mensen om informatie te categoriseren, waardoor we de (sociale) wereld om ons heen makkelijker kunnen begrijpen. Mensen hebben hierdoor vaak een beeld over hoe anderen zich horen te gedragen naar aanleiding van hun gender. Genderstereotypen scheppen onder andere (onterechte) verwachtingen over eigenschappen, expressie, gedrag en rollen. Hoewel genderstereotypen ook bruikbaar kunnen zijn, is het belangrijk te realiseren dat ze geen volledig of realistisch beeld schetsen van mensen.</p>
<p><b>HETEROSEKUEEL</b> Waar of niet waar?</p> <p>Mensen die heteroseksueel zijn, vallen op mensen met een andere genderidentiteit dan zichzelf.</p>	<p><i>Mensen die heteroseksueel zijn, vallen op mensen met een andere genderidentiteit dan zichzelf.</i></p> <p>De term heteroseksueel geeft aan tot wie mensen zich (seksueel) aangetrokken voelen. Het gaat over mensen met de genderidentiteit man die uitsluitend op vrouwen vallen. En over mensen met de genderidentiteit vrouw die alleen op mannen vallen. Dus hoewel hetero's zich aangetrokken voelen tot mensen met een andere genderidentiteit dan zichzelf, gaat het wel uitsluitend over mannen die op vrouwen vallen en vrouwen die op mannen vallen. En dus niet over mannen of vrouwen die zich tot non-binaire personen aangetrokken voelen, of andersom.</p>	<p><b>ASEKSUEEL</b> Waar of niet waar?</p> <p>Aseksuele personen ervaren geen lichamelijke opwinding.</p>	<p><i>Aseksuele personen ervaren geen fysieke opwinding.</i></p> <p>Mensen die aseksueel zijn voelen zich (bijna) nooit seksueel aangetrokken tot andere mensen. Anders gezegd, ze hebben (meestal) geen behoefte aan seks met andere mensen. Dit betekent niet dat ze niet lichamelijk opgewonden kunnen raken. Er zijn bijvoorbeeld aseksuele mensen die wel masturberen. Overigens is het ook niet zo dat aseksuele mensen nooit verliefd worden. Er zijn aseksuele personen die wel romantische aantrekkingskracht voelen tot anderen.</p>	<p><b>QUEER</b> Waar of niet waar?</p> <p>Iedereen die zich niet als heteroseksueel of cisgender identificeert, is queer.</p>	<p><i>Iedereen die zich niet als heteroseksueel of cisgender identificeert, is queer.</i></p> <p>Hoewel queer vaak als paraplu-term wordt gebruikt voor personen die zich identificeren als niet-heteroseksueel of niet-cisgender, bepalen mensen altijd zelf of ze zich queer willen noemen. De term queer wordt vaak gebruikt door personen die niet in de standaard (binaire) hokjes passen. Als de term queer strikt zou worden gedefinieerd, bestaat er een kans dat deze mensen juist weer buiten de boot vallen.</p>

The cards of the 'gender - true or false?' game.

<p><b>HOMOSEXUEEL</b> Waar of niet waar?</p> <p>Iemand die homoseksueel is, voelt zich aangetrokken tot mensen van alle genders.</p>	<p>Iemand die <b>homoseksueel</b> is, voelt zich aangetrokken tot mensen van alle genders.</p> <p>Hoewel het woord homo in het Latijn 'mens' betekent, komt daar het woord homoseksueel niet vandaan. Dat komt van het oud-Griekse woord homos, wat 'gelijk' betekent. De term homoseksueel geeft aan tot wie mensen zich (seksueel) aangetrokken voelen. Het gaat over mensen met de genderidentiteit man die uitsluitend op mannen vallen. En over mensen met de genderidentiteit vrouw die alleen op vrouwen vallen.</p>	<p><b>BISEXUEEL &amp; BI+</b> Waar of niet waar?</p> <p>Bisexueel en bi+ zijn is hetzelfde.</p>	<p><b>Bisexueel en bi+ zijn is hetzelfde.</b></p> <p>De term biseksueel geeft aan tot wie mensen zich (seksueel) aangetrokken voelen. Het gaat in elk geval over mensen met de genderidentiteit man of vrouw die zowel op mannen als op vrouwen vallen. Er bestaan verschillende opvattingen over of de term biseksueel ook buiten het binaire gendersysteem toepasbaar is (dus bijvoorbeeld ook kan gelden voor non-binaire personen). Een oplossing hiervoor is de bredere en inclusievere term bi+. Dat woord geeft in elk geval de seksuele aantrekkingskracht tot meer dan één gender aan.</p>	<p><b>PANSEXUEEL</b> Waar of niet waar?</p> <p>Iemand die panseksueel is, voelt zich aangetrokken tot mensen van alle genders.</p>	<p>Iemand die <b>panseksueel</b> is, voelt zich aangetrokken tot mensen van alle genders.</p> <p>De term panseksueel geeft aan tot wie mensen zich (seksueel) aangetrokken voelen. Pan betekent in het oud-Grieks 'alles'. Mensen die panseksueel zijn vallen op mensen met alle genders.</p>
<p><b>KLEDING</b> Waar of niet waar?</p> <p>Iemand die zich als non-binair identificeert, kleeft zich altijd androgyn.</p>	<p>Iemand die zich als non-binair identificeert, kleeft zich altijd androgyn.</p> <p>Iemand's genderidentiteit en genderexpressie kunnen met elkaar te maken hebben. Iemand die zich identificeert als vrouw kan zich vrouwelijk kleden. Maar dat hoeft niet. Iemand die zich als non-binair identificeert kan zich dus androgyn kleden, maar ook mannelijk en/of vrouwelijk.</p>	<p><b>TEGELIJK</b> Waar of niet waar?</p> <p>Iemand kan non-binair en transgender tegelijk zijn.</p>	<p>Iemand kan non-binair en transgender tegelijk zijn.</p> <p>Als iemand zich identificeert als non-binair, komt die genderidentiteit niet overeen met het bij de geboorte vastgesteld (biologisch) geslacht. Als deze persoon zich daar zelf prettig bij voelt kan diegene zich ook identificeren als transgender. Maar dit hoeft niet.</p>	<p><b>AANTREKKINGSKRACHT</b> Waar of niet waar?</p> <p>Iemand die aseksueel is, is niet hetero, homo of bi.</p>	<p>Iemand die aseksueel is, is niet hetero, homo of bi.</p> <p>Hoewel dit niet voor alle aseksuele personen geldt, zijn er aseksuele personen die verliefd worden. Dit heeft voor hen dan vaak niet te maken met seksuele aantrekkingskracht, maar met een romantische connectie. Aseksuele personen kunnen hun voorkeur voor het gender van hun geliefde ook aangeven met termen als hetero, homo of bi. Maar omdat het bij hen dus vaak gaat om de romantische aantrekkingskracht wordt een term als homoseksueel verandert naar homoromantisch.</p>
<p><b>MEER DAN ÉÉN</b> Waar of niet waar?</p> <p>Iemand die panseksueel is, kan zich ook identificeren met de bi+ groep.</p>	<p>Iemand die panseksueel is, kan zich ook identificeren met de bi+ groep.</p> <p>Mensen die panseksueel zijn vallen op mensen van alle soorten genders. Bi+ is een inclusievere en bredere term dan biseksueel. Mensen die zich identificeren als bi+ voelen zich aangetrokken tot meer dan één gender. Dit geldt voor panseksuele personen ook. En daarom kunnen ze zich met bi+ identificeren als ze dat willen.</p>	<p><b>BUITEN DE HOKJES</b> Waar of niet waar?</p> <p>De woorden non-binair en genderqueer betekenen hetzelfde.</p>	<p>De woorden non-binair en genderqueer betekenen hetzelfde.</p> <p>Hoewel het voor non-binaire en genderqueer personen overeenkomt dat ze zich niet thuis voelen in de binaire genderhokjes, betekenen de termen niet perse hetzelfde. Wat de precieze definities van de woorden zijn, is lastig samen te vatten. Voor sommigen gaat non-binair voornamelijk over genderidentiteit en kan genderqueer breder zijn dan dat. Het belangrijkste is dat mensen die zich identificeren als non-binair of genderqueer (of allebei tegelijk), zichzelf herkennen in deze woorden.</p>	<p><b>SEKSUALITEITSSWITCH</b> Waar of niet waar?</p> <p>Een transgender persoon kan eerst heteroseksueel zijn en later homoseksueel.</p>	<p>Een transgender persoon kan eerst heteroseksueel zijn en later homoseksueel.</p> <p>Erachter komen tot wie iemand zich aangetrokken voelt, kan altijd een zoektocht zijn. En tijdens zo'n zoektocht kunnen mensen iets nieuws over zichzelf leren. Dit kan het label waarmee ze hun seksualiteit omschrijven veranderen. Dat geldt dus voor iedereen. Bij transgender personen kan er ook nog iets anders het geval zijn. Mogelijk voelden zij zich voor hun transitie tot een bepaald gender aangetrokken en is dit na de transitie veranderd. En dan kan dus ook het label waarmee zij hun seksualiteit omschrijven veranderen.</p>
<p><b>ZELF BEPALEN</b> Waar of niet waar?</p> <p>Intersexe mensen bepalen zelf met welke genderidentiteit zij zich identificeren.</p>	<p>Intersexe mensen bepalen zelf met welke genderidentiteit zij zich identificeren.</p> <p>Niet alleen intersexe mensen doen dat. Iedereen kan enkel zelf bepalen met welke genderidentiteit zij zich identificeren.</p>	<p><b>EXPRESSIE+IDENTITEIT</b> Waar of niet waar?</p> <p>Iemand's genderexpressie laat zien met welke genderidentiteit die persoon zich identificeert.</p>	<p>Iemand's genderexpressie laat zien met welke genderidentiteit die persoon zich identificeert.</p> <p>Iemand's genderexpressie kan overeenkomen met de genderidentiteit van die persoon, maar dat hoeft niet. Iemand kan zich vrouwelijk kleden of gedragen maar zich niet vrouw voelen. Iemand's genderexpressie laat dus niet perse zien met welke genderidentiteit die persoon zich identificeert.</p>	<p><b>TAND DESTIJD</b> Waar of niet waar?</p> <p>Wat tegenwoordig als mannelijk wordt gezien, kan eeuwen geleden juist als vrouwelijk bestempeld zijn geweest.</p>	<p>Wat tegenwoordig als mannelijk wordt gezien, kan eeuwen geleden juist als vrouwelijk bestempeld zijn geweest.</p> <p>De betekenis van alles wat te maken heeft met gender, wordt door mensen onderling bepaald. Daardoor kan het per cultuur verschillen. Maar het kan ook geleidelijk veranderen. Wat mensen honderd jaar geleden misschien heel mannelijk vonden, is nu juist misschien ontzettend vrouwelijk.</p>

The cards of the 'gender - true or false?' game.



## Subject inspiration-cards

Between the lessons, students work on an individual assignment. The assignment challenges them to analyse a specific subject and its relation to the concept of gender. Students can pick their own subject. To help them, subject inspiration-cards are created. On the right some examples of the inspiration-cards are displayed. All cards can be found in Appendix F: Teaching materials. For the topics presented on those cards, the weekly assignments are written down in a document. This content can be found in Appendix G: Subject assignments. The subjects of these inspiration cards are everyday topics. Their aim is to speak to the imagination of students and relate to their interests.

In the creation process of these subject-cards different considerations inspired iterations. Some topics were initially too broad and were split into multiple subject cards. Some weekly assignments were also adjusted after evaluation. The questions in the assignment were stated more clearly and room for misinterpretations was decreased. The suitability for the target group of the current form of the cards will be evaluated with experts.

When the teaching method would be put into use, the materials like these inspiration-cards should also be available on a website. This website would link to the teaching method and would help students to find everything they need online.

### SPORTEN MET EEN PERSOONLIJKE TWIST

Sporters kunnen vaak niet zelf kiezen wat ze dragen tijdens een wedstrijd. Maar dat houdt ze niet tegen om toch iets (meer) van zichzelf te laten zien! Serena Williams droeg vaak sieraden tijdens het tennissen. Voetballer Cristiano Ronaldo staat bekend om zijn verschillende kapsels. Jutta Leerdam verschijnt op de ijsbaan met 'winged' eyeliner. Adam Peaty's tattoos zijn goed te zien tijdens het zwemmen. En Sha'Carri Richardson laat haar nagels doen voor ze gaat rennen.



Als je dit onderwerp kies, ga je kijken hoe sporters een persoonlijke twist geven aan hun uiterlijk ondanks de vaak voorgeschreven outfits. Om het jezelf makkelijker te maken zou je ervoor kunnen kiezen om naar één atleet te kijken die steeds wisselt van uiterlijk. Zoals bijvoorbeeld voetballer Cristiano Ronaldo en sprintster Shelly-Ann Fraser-Pryce doen met hun haar. Of je kunt ervoor kiezen om verschillende sporters met elkaar te vergelijken, en naar één element te kijken. Zoals bijvoorbeeld make-up, tatoeages of sieraden.

### VERHALEN HERTELLEN

Historische verhalen worden al eeuwen aangepast aan de heersende tijdgeest. Recent worden bijvoorbeeld veel Griekse mythen opnieuw verteld vanuit het perspectief van de vrouwen in deze verhalen. Want wist jij dat hun beleving lange tijd weinig aandacht kreeg? En hoe zit het met mensen die zich niet identificeren als vrouw of man, komen die in deze verhalen aanbod?

*Hier zie je enkele voorbeelden van de herschreven verhalen, in de vorm van boeken, theatervoorstellingen, of van boek naar dans en film.*

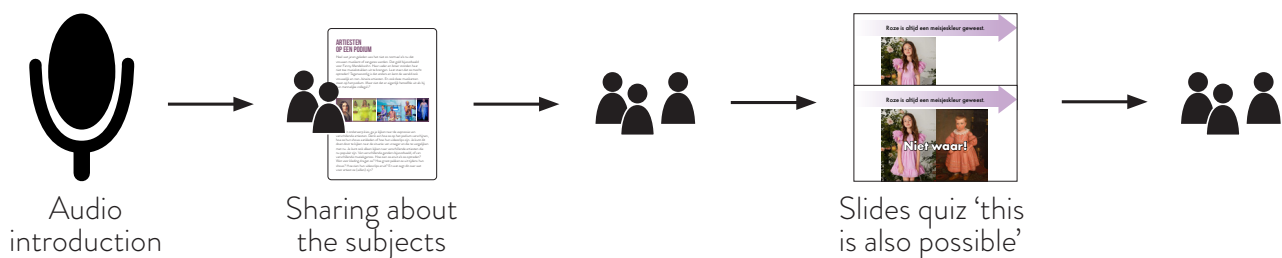


Als je dit onderwerp kiest, ga je een recent versie van een verhaal vergelijken met hoe die eerder werd verteld. Of je kunt hetzelfde verhaal dat binnen verschillende culturen verteld wordt met elkaar vergelijken. Je kunt geschreven varianten van vertellingen analyseren, of je kunt kiezen voor bijvoorbeeld een film, serie, tentoonstelling of theateroptreden. Zolang het verhaal maar in een nieuw jasje gestoken is en te vergelijken is met een eerdere uitvoering.



## 2 Lesson 2: deciding together

The goal of this lesson is to convey the message that gender is socially constructed. Together people decide what it means and what they consider to be 'normal'. This lesson provides examples of how gender is approached in other cultures and during other time periods. This will hopefully lead to the realisation that there is room for multiple perspectives on gender.



The classroom session starts with an audio introduction. During the span of this graduation project this audio wasn't recorded. But the script has been written out and can be found on the next page. After the introduction students will share their chosen subject with each other. They will elaborate on what they already know about this topic. This can be done in groups of three to five students. If there is enough time, every group can share their insights with the rest of the class.

After the subject discussion, it is time for a quiz. During this quiz, statements are presented to the students. They can indicate if they think these statements are true or false. When the length of the lesson period allows, the most interesting or surprising statements and answers can be discussed. Finally, there is time for students to ask questions and wrap up the session.

Between this session and the next classroom session, students will reflect on their chosen subject from a different cultural- or time period-perspective. They pick two manifestations between which a clear difference exists. The student will visualise these two options on the designated worksheet. These worksheets will be used in the next classroom session.



## Content audio introduction lesson 2

2



“In deze les... Ontdek je eerst welke onderwerpen klasgenoten hebben gekozen voor hun opdracht en wat zij hier al over weten. Daarna volgt een quiz die alles te maken heeft met gender in andere culturen en in andere tijden. Hoeveel vragen kun jij goed beantwoorden?”

## Quiz 'this is also possible'

In the second classroom session, students play a quiz. The aim of this quiz is to share different perspectives on gender. It can differ between cultures and time periods how gender is defined and what fits in certain gender categories. This quiz shows those different perspectives and helps students to realise that multiple options are possible. During the quiz statements are presented. Students have to comment if they think the statements are true or false. For the teacher a document is created with the correct answers to the statement and additional explanation (can be found in Appendix H: Answers quiz 'this is also possible').

When creating the statements for the quiz it was tried to formulate them in such a way that they broaden the student's perspective (guideline 2). And not to focus on the limitations of the current gender system (guideline 3). After reflection, some created quiz statements were excluded because they did not fit this description. Some statements that were excluded are shown below.

Toen vrouwen in 1895 begonnen met fietsen, werden daar regels aan gesteld.




Alle atleten die dezelfde sport beoefenen dragen tijdens officiële wedstrijden dezelfde kleding.



Statements excluded from the quiz.

Hakken zijn bedacht voor vrouwen.



Er bestaan plekken op de wereld waar mannelijke politieagenten een rok dragen.



Hakken zijn bedacht voor vrouwen.

**Niet waar!**



Er bestaan plekken op de wereld waar mannelijke politieagenten een rok dragen.

**Waar!**



Roze is altijd een meisjeskleur geweest.

**Niet waar!**



Lang haar is altijd voornamelijk iets voor vrouwen geweest.



Roze is altijd een meisjeskleur geweest.



Lang haar is altijd voornamelijk iets voor vrouwen geweest.

**Niet waar!**



Some of the slides of the quiz 'this is also possible'. Find all slides in Appendix E: teaching materials.

## Three worksheets

After the second, third and fourth lesson of the method, students receive a worksheet (so three in total). These worksheets help students to reflect on their subject. The second sheet is a continuation of the first, and the third of the second one. Quite literally they link to each other, as can be seen. This structure guides students to take the steps from observation to reflection and from reflection to dreaming about a possible future.

Especially the structure of the second worksheet changed multiple times. It was harder to find a logical connection between the first and last sheet. Also, the content of the sheets needed to tie in with the topics of the different classroom-sessions. Eventually the first worksheet forms the input for the game played in the third classroom lesson. And the second worksheet helps students to summarise the outcomes of this game.

The image shows three worksheets arranged vertically, connected by large blue downward-pointing arrows. Each worksheet has a light blue background and a white content area.

**Worksheet 1: Werkblad: allerlei mogelijkheden**  
Twee verschillende opties gevonden? Vul ze hier in!

Left box: Dit is mogelijk...  
Right box: ... en dit ook!

**Worksheet 2: Werkblad: dat is normaal!**  
Wat zeggen de twee mogelijkheden over wat mensen nu, vroeger of ergens anders normaal vinden? In andere woorden, welke ideeën zitten er in de mappen in hun hoofden? Vul het hieronder in!

Two columns, each with a numbered list (1-4) and a box for notes.

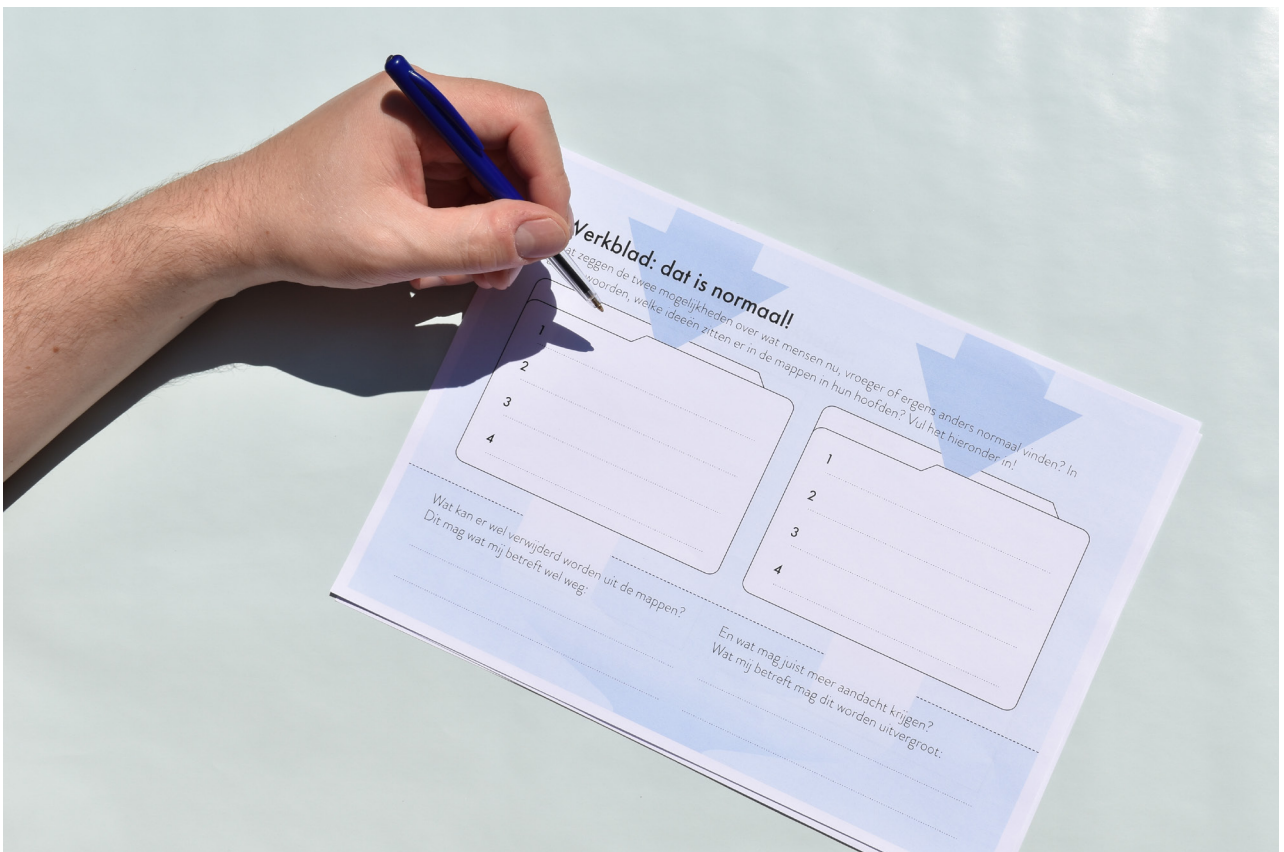
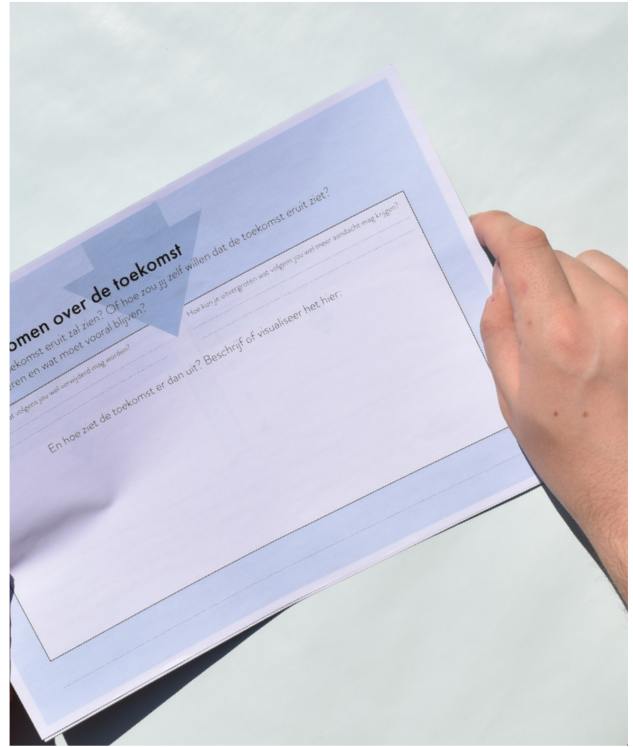
Bottom left: Wat kan er wel verwijderd worden uit de mappen? Dit mag wat mij betreft wel weg:  
Bottom right: En wat mag juist meer aandacht krijgen? Wat mij betreft mag dit worden uitvergroet:

**Worksheet 3: Werkblad: dromen over de toekomst**  
Hoe denk je dat de toekomst eruit zal zien? Of hoe zou jij zelf willen dat de toekomst eruit ziet? Wat mag er veranderen en wat moet vooral blijven?

Two columns with questions: 'Hoe kun je weglaten wat volgens jou wel verwijderd mag worden?' and 'Hoe kun je uitvergroten wat volgens jou wel meer aandacht mag krijgen?'

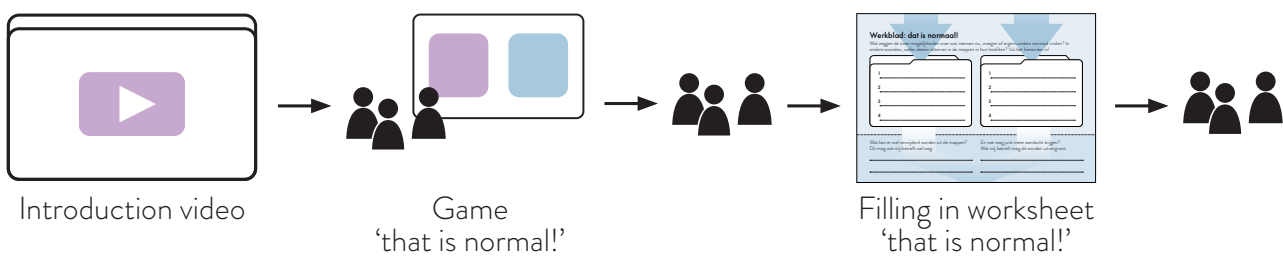
Bottom: En hoe ziet de toekomst er dan uit? Beschrijf of visualiseer het hier:

The three worksheets.



## 3 Lesson 3: what is normal?

This lesson is about what is called ‘normal’, or about everything that could be considered normal. Students are motivated to take on different points of view and consider why something is normal or could be normal. Even if that does not represent their own personal opinion. This opens their eyes for multiple angles to look at something.



This classroom starts with a video introduction. Again, this video wasn't created during this graduation project, but the frames are visualised, and the script was written. These can be found on the next page. After the introduction, a game called ‘that is normal!’ will be played with the whole class. Depending on the length of the session, only some students or every student can get a turn.

The students are divided in teams of three to five students. One by one students will individually present their first worksheet to the others in the classroom. The teams will share arguments for why they think one of the options on the worksheet of the presenting student is ‘normal’. For every answer the teams collect a point. The group with the most points wins the game. More information about this activity can be found in the teacher manual (Appendix E).

After playing the game, the outcomes can be discussed. Interesting and surprising insights can be shared. If there is time available, students can fill in the second worksheet. This can also be done between this classroom session and the next one. In the next session the contents of the second worksheet will be discussed among the students. Finally, this session is wrapped up, and students get the chance to ask questions.

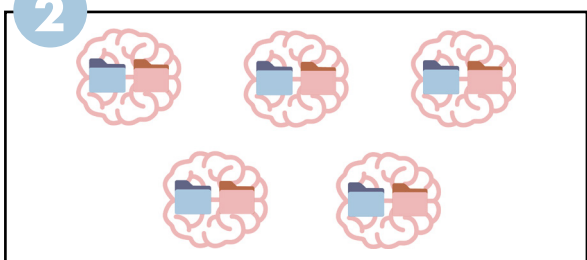
## Content introduction video lesson 3

1



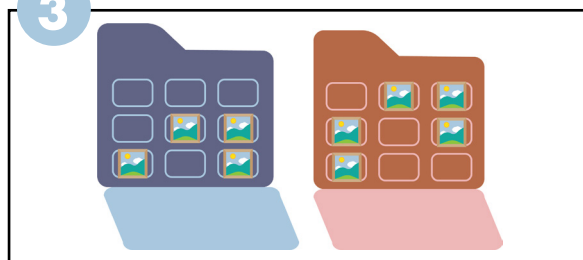
“In deze les... Kom je erachter wat je klasgenoten allemaal over hun onderwerp ontdekt hebben. En zullen jullie de strijd tegen elkaar aangaan. Hoe dat precies in z'n werk gaat? Dat hoor je zo, eerst nog even dit.”

2



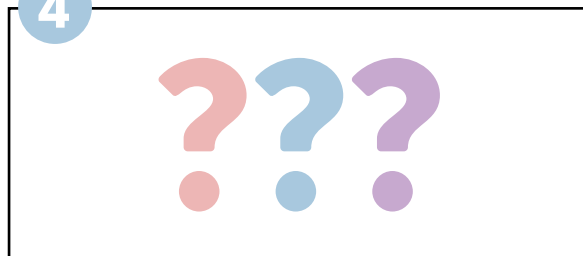
“Kun je je nog herinneren wat genderstereotypen zijn? Denk terug aan de video uit de eerste les. Iedereen heeft ideeën in zijn hoofd over wat vrouwelijk en mannelijk is. Het zijn de mappen in je hoofd die je tijdens je leven gevuld hebt. Als veel mensen dezelfde denkbeelden herkennen, kunnen dat stereotypen zijn. Stereotypen zeggen dus eigenlijk iets over wat we gezamenlijk ‘normaal’ denken te vinden.”

3



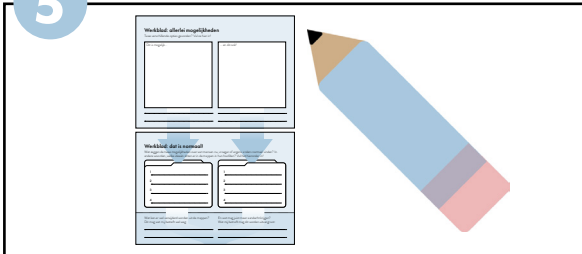
“Maar zoals in de introductie video werd gezegd, kloppen die stereotypen niet voor iedereen. Want niet elke vrouw draagt graag rokken. Of niet elke man houdt van voetbal. En dan zijn er ook nog mensen die zich helemaal geen vrouw of man voelen.”

4



“Waarom zijn we sommige dingen eigenlijk als ‘normaal’ gaan zien? En hoe ‘normaal’ is het eigenlijk? In de vorige les kon je al ontdekken dat wat wij normaal vinden, ergens anders misschien helemaal niet zo normaal is. Of dat het hier vroeger misschien ook helemaal niet zo normaal was. Eigenlijk is normaal dus best een gek woord want niets is altijd en overal normaal.”

5



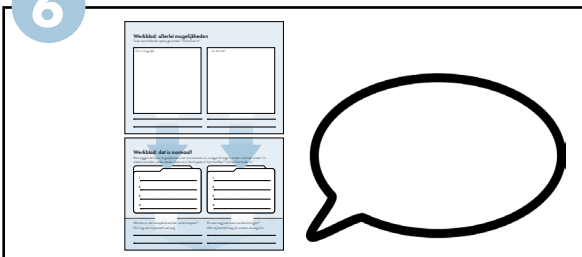
“Wat dat te maken heeft met deze les? Alles! Naar aanleiding van de vorige les heb je het werkblad ‘allerlei mogelijkheden’ ingevuld. En die werkbladen zijn nodig deze les. Ze vormen het startpunt voor het spel dat jullie deze les spelen. En dat werkt als volgt.”

7



“De docent houdt de gescorde punten bij. Als alle leerlingen zijn geweest, of de tijd op is, worden die bij elkaar opgeteld. En... wordt de winnaar bekend gemaakt! Ga jij met je team winnen?”

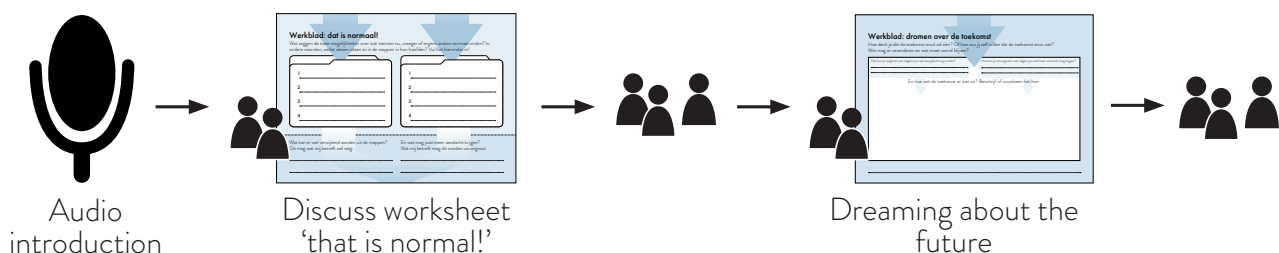
6



“Verdeel de klas in groepen van 3 tot 5 leerlingen. Ieder groepje is een team. Om beurten kun je met je werkblad voor de klas komen. Licht je onderwerp en de twee mogelijkheden die je op je werkblad hebt ingevuld toe. Per mogelijkheid zijn er nu 4 punten te verdelen. Geef argumenten voor waarom deze mogelijkheid best normaal is. In andere woorden, wat zijn de ideeën over dit onderwerp die veel mensen in hun hoofd hebben? Let op, je hoeft het daar zelf niet mee eens te zijn! Voor elk goed argument verdien je een punt voor je team. Als alle 8 punten vergeven zijn, is de volgende leerling aan de beurt om voor de klas te komen. En trouwens, het is best slim om voor de klas te komen. De antwoorden die jouw klasgenoten jou geven kun je namelijk later invullen op het werkblad ‘dat is normaal!’”

## 4 Lesson 4: the future

This lesson is centred around dreaming about the future. What do students like about the current situation? What would they change or not change, and why? Or what do they expect will change? They execute this thought experiment with the help of the worksheet ‘dreaming about the future’, which is follow-up on previous worksheets.



The lesson is introduced by an audio recording. The script of this audio introduction can be found on the next page. After the introduction the students can discuss their worksheet ‘that is normal!’ with each other in groups of three to five people. Students who might have had difficulty with filling in this worksheet can ask the others for help. If there is time available, insights can be shared with the whole class.

In the same groups the students can explore how their subjects could change in the future. They can share what they think will happen or what they hope will change. They can also explain why they think nothing will shift. This exploration can be performed with the help of worksheet 3 ‘dreaming about the future’. Interesting insights per group will be shared with the whole class. Before the session ends, students get the opportunity to ask questions if they have any.

Between this session and the next student will prepare a presentation. During the last classroom session the students will present the most interesting and surprising discoveries about their subject. In the presentation they will answer at least the following three questions. 1. Which words from the card game ‘Gender – true or false?’ did you connect to your subject? Or in other words: how does your topic relate to the concept of gender? 2. How do gender stereotypes play a role in relation to your subject? 3. What does the future of your subject look like, or what would you change if you had the opportunity?



## Content audio introduction lesson 4

4

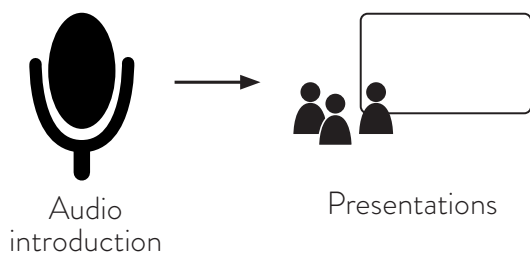


“In deze les... Ga je dromen over de toekomst. Je weet nu een hoop over het onderwerp dat jij hebt gekozen. Wat verwacht je dat er gaat veranderen? Of wat zou je zelf graag anders zien? Of vind je het juist prima zo, en waarom dan?”

Je bespreekt weer met klasgenoten je vondsten naar aanleiding van de vorige les en maakt het onderste deel van het werkblad ‘dat is normaal!’ af. Vervolgens gaan jullie in groepjes brainstormen over hoe het misschien in de toekomst anders zal gaan met jullie onderwerpen. Hiervoor kun je het werkblad ‘dromen over de toekomst’ gebruiken. De interessante ideeën die jullie hierover hebben, kun je later delen met de klas. Succes!”

## 5 Lesson 5: presenting

In this lesson the students present their work. This can be done in a form that is selected by them. By showing each other their work, students discover the multiple ways that gender plays a role in their lives. And hopefully they realise which diverse shapes it can take and is allowed to exist.



During this session, the students present their work. The script of an audio introduction for this session can be found on the next page. Depending on the length of the session either all students present or only a selection. It can also be decided to spread the presentation over multiple classroom sessions. The teacher manual (Appendix E) presents multiple options for arranging the presentations and selecting who will present.

If there is time available, students can share their thoughts after each presentation. They can for example be asked the questions: 'In which way do the contents of the presentation remind you of your own subject? What is the same and what is different?' It is also possible to do a reflection on the whole teaching method. Finally, the session is finished and with that the whole series of lessons.

## Content audio introduction lesson 5

5



“In deze les... Presenteren jullie wat je afgelopen weken allemaal te weten bent gekomen. En kan je ook zien wat anderen ervan gemaakt hebben!”

## 5.3 Evaluation of the teaching method

Evaluating the created teaching method with experts from Rutgers.

The design concept that was presented in the previous chapter, was evaluated with two experts from Rutgers. This was done to gain insights in the value of the concept in general and for the target group specifically. This chapter will discuss the outcomes of that evaluation. Additionally, it will also include recommendations for further improvements of the design concept.

### The evaluation

The design concept was presented to the two experts from Rutgers. Both experts shared what they thought about the teaching method. One of them said: “This is nicely done. It is very extensive and well considered, that is how I perceive it.” It was appreciated that the teaching method focusses on expanding current views or beliefs and looks at the topic of gender stereotypes in a neutral way. The expert valued the approach of looking at multiple possibilities, outside of what is already known.

The other expert stated: “I appreciate that you searched for possibilities and seemed very aware of how the message can be perceived. People can easily feel attacked right? Gender identity and gender can be vulnerable topics to discuss, specifically with high school students. You clearly thought about that.” The experts appreciated the interactive aspects and game elements of the teaching method. They saw opportunities for including individual elements of the teaching method in their own materials and activities with the target group.

It was noticed by the experts that the lessons were not directly about gender inequality. Unequal beliefs related to gender are for example manifesting in the sexual double standard. The experts considered gender inequality, or unequal gender stereotypical beliefs, to be a valuable topic to discuss with teenagers. They understood why this wasn't included in the teaching method. It can be very hard to have a constructive conversation in the classroom when a topic becomes more personal. A classroom might not always provide the safe environment that is necessary to discuss such personal topics.

Some points of improvement presented by the experts are the following. Firstly, it would add value if the introduction of the lessons pays more attention to the origination of existing gender stereotypes. In the current version of the teaching method, it is explained how gender stereotypes originate in people, but not where existing beliefs come from on a societal level. This could be useful information for teenagers to learn.

The experts were mostly enthusiastic about the contents of lessons 1 and 2. They perceived there to be opportunity for improvement in lesson 3. Asking teenagers to state what they think is 'normal', is asking about a norm. It would be more neutral to ask them what they enjoy, or what they think is fun. So, the wording could be improved in an iteration of the design concept.

It was also mentioned by the experts from Rutgers that it is generally difficult to involve boys in these kinds of activities. Lessons or informative activities should also link to their frame of reference and interests. This is an interesting comment. It might be true that different teenagers enjoy different kind of activities or materials when they are learning. Though, to make this statement by categorising between genders could derive from gender stereotypical beliefs itself. The teaching method isn't evaluated with the target group, and for that reason it is hard to say if the statement made by the expert from Rutgers is true. Nevertheless, a general reflection on how the materials of the teaching method connect to different teenagers might be better to make than to link it to gender.

The experts saw room for improvement in the teacher manual. This manual could provide more information on how to facilitate dialogue in the classroom. It could be included in the manual what teachers should do when students disagree or get into an argument. Currently the manual doesn't provide any information or suggestions on this.

Finally, it wasn't evaluated with the experts from Rutgers, but it might be valuable to reflect on the financial feasibility of the teaching method. When comparing the design concept to the financial exploration presented in part 4 chapter 3, the following can be remarked. The materials of the teaching method seem to be comparable to the contents of the explored 'Lente Kriebels' method. This creates the expectation that the design concept would be attainable to purchase for high schools. Of course, this assumption could be further explored and tested.

## 5.4 A dialogue intervention

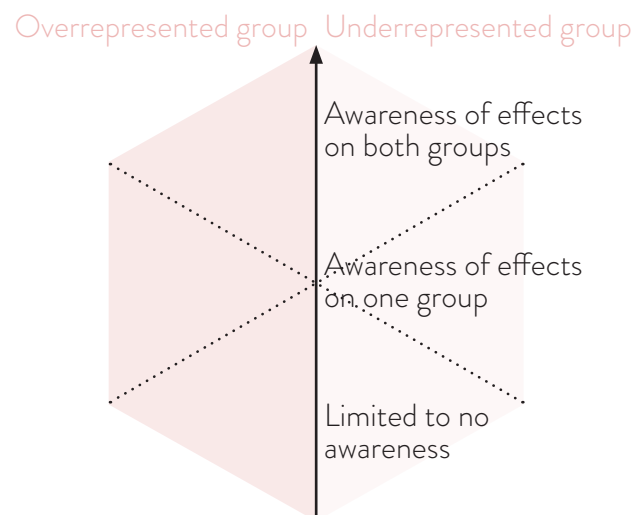
A dialogue intervention for academic professionals at the TU Delft.

This chapter will present the design goal and design concept for the CDI-stream of this project. The design goal was formulated with the design vision in mind, presented in chapter 1 of this part of the thesis. To substantiate the design concept an expert on organising conversations was consulted and additional insights from literature was gathered. The results of these efforts will be shared in this chapter.

The created design concept is a dialogue intervention for academic professionals working at the TU Delft. The goal of this intervention is for academic professionals to share personal experiences relating to gender stereotypes and additionally have a conversation about this subject amongst each other. An evaluation of the design concept was performed, of which the results will be shared in the next chapter. Someone wanting to use the design concept should know how to do so after reading this chapter.

### Design goal

In general, people could fit in six groups when it comes to awareness about gender stereotypes and the thereof deriving effects on people. Either they are part of the underrepresented group or the overrepresented group. Academic professionals can also be or cannot be aware of gender stereotypes and the thereof resulting impact. In the category of aware people, a differentiation can be made. Either someone is aware of the effects of gender stereotypes on one group (underrepresented or overrepresented), or they are aware of the effects of gender stereotypes on themselves as well as on others. In the illustration on the right these six groups are visualised. People from all these groups can feel differently about gender stereotypes and the effects thereof. A conversation could be facilitated between academic professionals to increase awareness of these different possible perspectives. This can help them to realise the multiple dimensions in which gender stereotypes can play a role in the academic field.



The main research objective was to answer the question:  
*How could academic professionals taking part in collaborations, become increasingly aware of and be able to communicate about gender stereotypes with the help of a communication design concept?*

The created design concept forms an answer to this question. As presented in the interviews, starting dialogue between people could be a valuable approach to take. During dialogues different perspectives can be presented and conversation might also challenge the participants to explicitly voice implicit beliefs. This could help academic professionals to understand the impact of gender stereotypes on different people (and on themselves). In other words, awareness about gender stereotypes and the thereof resulting effects can increase with the help of dialogue. The goal of the design concept would be to share personal stories/experiences about the impact of gender stereotypes, and supporting academic professionals to have a dialogue about these multiple perspectives.

Some guidelines that participants of the interviews presented as valuable for increasing awareness about gender stereotypes, are the following. The participants mentioned that people should be 'warmed up' for the topic. Some said that mandatory activities should be considered, or that executives should address the topic to the employees. Finally, it might be beneficial to create designated sessions, or implement other nudges, that would work as reminders to consider and reflect on the topic.

## Conversation with an dialogue expert

To give more substance to the design, an expert was consulted. 'Stichting in Dialog' is an organisation aiming to bring people from different backgrounds, or with different beliefs, together by arranging dialogues. Based on literature, they developed a method to facilitate fruitful dialogues. The aim of these conversations is for participants to share experiences and connect on a human level.

A conversation with one of the board members of 'Stichting in Dialog', and dialogue facilitator themselves, was arranged. This dialogue expert provided information on facilitating valuable conversations between people with different experiences. Since the aim of the design concept is to share stories and initiate dialogue, this information was helpful. After the conversation, the expert sent a document that helps people to become dialogue facilitators themselves. This document provided background information on what was discussed with the dialogue expert.

The most important insights of the conversation with the dialogue expert and the detailed document, are the following. The goal of a dialogue should be that all participants leave the conversation inspired. A respectful and open attitude towards each other is important for meaningful connections to develop between people. Similarly, existing hierarchy, for example based on the work setting, needs to be set aside when in dialogue with each other. When participants of the dialogue feel a sense of responsibility for the outcome of the conversation, there is more probability for a successful session. If people feel that it was their personal choice to be in the conversation, there is more tendency to share something personal. The aim of the dialogue should be to share experiences, instead of trying to solve a problem. This is a valuable insight, since one of the participants of the interview stated that there is a problem-solving-focussed culture at TU Delft.

The expert of 'Stichting in Dialoog' mentioned that in general people search for recognition in other people's stories. This will provide an opportunity to share a personal story themselves. In the dialogue setting this isn't always valuable. It might disturb the flow of someone's narration when another person interrupts with their personal story. Additionally, when people are searching for recognition in what others are saying, they might not fully take in or realise what the other person is (really) saying. For that reason, the dialogue experts suggested that participants will share their experiences taking turns. When someone is sharing, others should be open and accepting to their story. It is helpful if they are curious and interested in what the others have to say and postpone their own input.

People are looking for affirmation of their beliefs in the narratives of others as well. When a comment against their beliefs is made, this can result in judgement. It isn't always possible to completely diminish judgement. It might be better to try and limit or postpone it. The expert mentioned that a way to deal with this is to let the participants voice their judgements or opinions, and then actively try to transform them into a question of interest or curiosity. This help the participants to be receptive for the experiences of the others and establish a connection between them.

The method developed by 'Stichting in Dialoog' takes participants of the dialogue through a few steps. These rounds are about getting to know each other, sharing experiences, dreaming and doing. The first round is meant to get acquainted with the topic of the dialogue. The next step leaves room for all participants to share a personal experience, and for the others to ask questions about it. The third step is to come up with a vision for the future, linked to the topic. And in the last round the participants are asked to formulate one small actionable step for them to take, based on what they learned during the conversations. These rounds of the dialogue session are based on the method of appreciative inquiry.



## Design method: literature substantiation

The method of appreciative inquiry presents four steps: discovery, dream, design and destiny. The focus of this method is on the exchange of information instead of trying to solve a problem. This information is presented by the participants in the form of stories. “A focus on storytelling during inquiry allows for a more authentic collection of information while it also serves as a catalyst for change among study participants, particularly when weaving together the narratives of many individuals. Regarding discourse, words have power and when combined, give voice to those who may not be heard otherwise (i.e., marginalized groups).” (Griggs & Crain-Dorough, 2021). The ‘Stichting in Dialoog’ reformulated the four steps of appreciative inquiry to their four conversation rounds, discussed in the previous section (getting to know each other, sharing experiences, dreaming and doing).

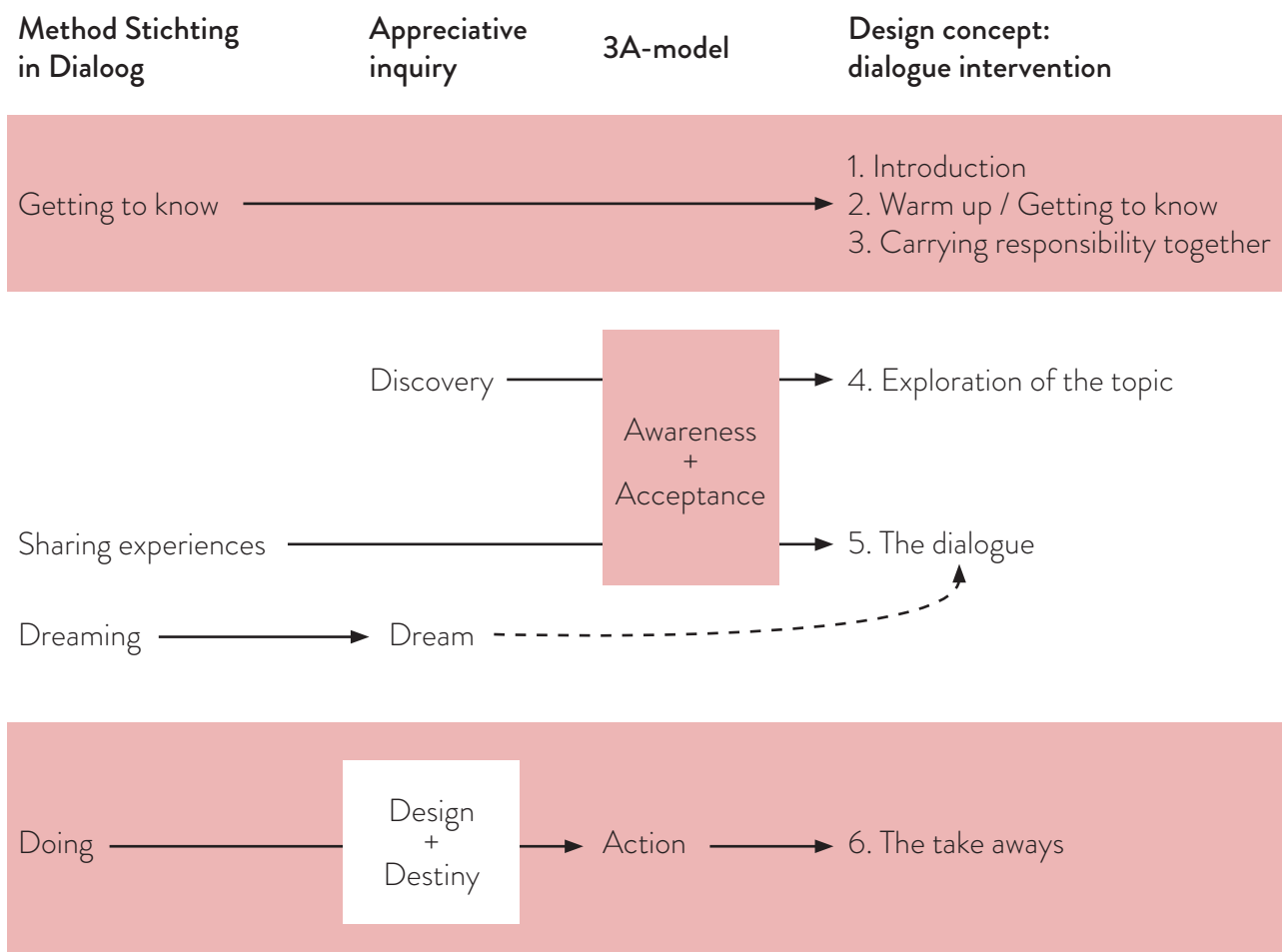
The round of sharing experiences correlated with the discovery step from the appreciative inquiry method (as described by Griggs and Crain-Dorough, 2021). In both, the goal is to let the participants relate to memories or personal experiences. The dream step, same in both methods, is about envisioning an ideal situation or future. The design and destiny phases of the appreciative inquiry method correlate with the doing step as formulated by the ‘Stichting in Dialoog’. In this round the goal is to create actionable steps to reach (elements of) the desired situation.

In their article Rutledge and Abell (2005) draw upon principles of mindfulness to create a three-step model that can benefit the understanding of others. The three steps of the model are awareness, acceptance and action. According to this source it is important to look deeply and listen well if the desire is to increase awareness. “Looking deeply involves paying attention to the full range of one’s initial experience so as not to respond prematurely. ... [Listening well refers] to an openness that emphasizes a readiness to suspend prior considerations and biases, and to learn from another through careful observation.” (Rutledge & Abell, 2005).

In the three steps presented by Rutledge and Abell (2005), awareness is followed by acceptance. Acceptance is about “fully acknowledging the true nature of one’s stigmatizing attitudes and behaviors.” This can be hard since what someone knows intellectually can contradict with their feelings or interpersonal behaviour. The final step, action, is the translation of awareness and acceptance into intentional responses. “On the most personal level, individual action can include deepening awareness of one’s own prejudices.” (Rutledge & Abell, 2005).

The 3A-model as defined by Rutledge and Abell combined with the four steps formulated by the ‘Stichting in Dialoog’ and the steps of the appreciative inquiry method, formed a strong inspiration for the design concept. Together they provided guidance to create a dialogue intervention that helps academic professionals to share perspective on the topic of gender stereotypes and have a conversation about it amongst each other.

As is done in the conversation method developed by the ‘Stichting in Dialoog’, the design concept will have an introduction round and one in which the participants can get to know each other (first and second step of the design concept). It is important that everyone in the session carries responsibility of its success together (third step). The fourth step is an exploration of the topic. This step is informed by the discovery phase of the appreciative inquiry method, as well as the awareness and acceptance steps of the 3A-model. The fifth step of the design concept is the exchange of experiences during a dialogue. This step correlates with the sharing experiences phase of the method of the ‘Stichting in Dialoog’, as well as with the awareness and acceptance steps of the 3A-model. The goal of the design concept is not to dream about a desired situation, but purely exchange information. For that reason, the dream phase of both the ‘Stichting in Dialoog’ and the appreciative inquiry method will inform the dialogue phase of the design concept, but it will not be the main focus. The design and destiny step of the appreciative inquiry method are combined in the doing and action step of the other models. These phases inform the take aways step of the concept design. Find an overview of these overlapping steps below.



## Overview of the design concept

The design concept will provide academic professionals with the opportunity to have a conversation about the topic of gender stereotypes. The so-called dialogue intervention will provide the possibility to do this without a facilitator. This makes it accessible for many academic professionals to have a dialogue with each other. As the participants of the interviews indicated, it might be valuable to get executives involved. Managers of different research-, design- and/or education-groups within the TU Delft could initiate to perform the dialogue intervention with the staff. Within the scope of this graduation project the embedding of the design concept in the academic context was not further specified. It would benefit the success of the dialogue intervention to further specify the application within the context of the TU Delft.

The design concept guides the participants through the dialogue. In the creation process the results from the interviews as well as all the other research efforts are taken into consideration. The design concept consists of ten instruction cards, an information overview about gender stereotypes, a card game, role cards, a worksheet and a question card. All these materials will be discussed in the following sections. The session of the dialogue intervention should take place with three to five participants and will take 1,5 hours.

## Materials of the design concept

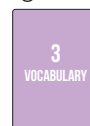
Ten instruction cards take the participants through a six-step process: introduction, warming up or getting to know each other, carrying responsibility together, exploration of the topic, the dialogue and take aways. Below it is shown which card belongs to which step.

The cards will be placed in a stack on the table. The purple side (as displayed on the right) will be facing up. The cards are placed in order, with the 'introduction' card at the top of the stack. On the other side of the card the description of that activity will be given. Cards are drawn from the stack and read out loud. When the instruction on a card is finished, the participants of the dialogue intervention can move onto the next one.

Introduction:



Warm up / getting to know:



Carrying responsibility together:



Exploration of the topic:

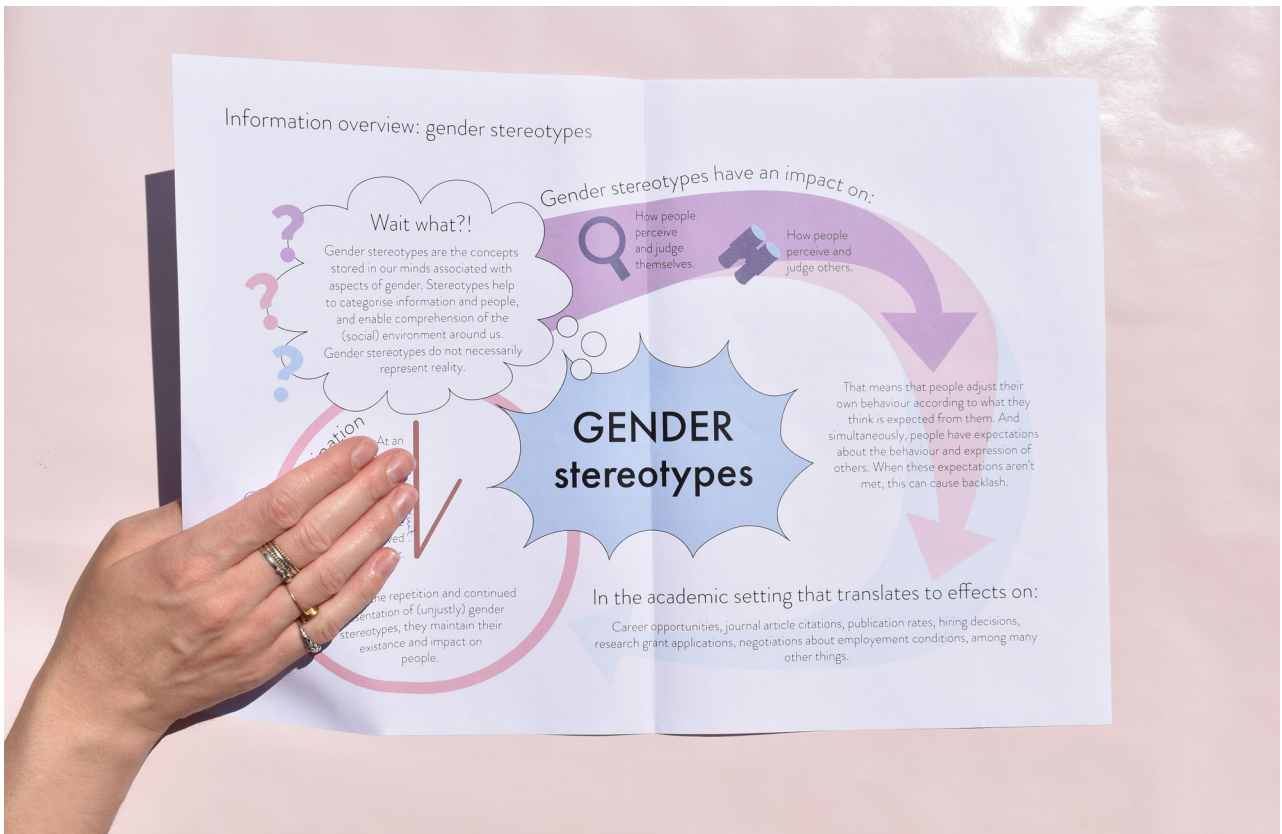


The dialogue:



The take aways:





## 0: INTRODUCTION

In front of you, you find the materials that will guide you through a dialogue session about the influence of gender stereotypes on people. This card is the first in a set of multiple cards that will take you through the steps of the process. These cards can be recognised by their purple colour and number on the back. Every card will indicate how long it should take to perform the activity described on that card. When you are finished with the instruction of one card, you can move on to the next one. There is also additional material included. The instruction cards will indicate when you need these materials.

The instructions on the 'introduction' card mostly speaks for itself. On all other cards, except from this first one, time indications are given. These help the participants to know when to move on to the next card.

## 1: GETTING TO KNOW

Time indication: 5 minutes

The theme of this session is the influence of gender stereotypes on people. And the main dialogue will be about personal experiences with the impact of these gender stereotypes on interactions with other people.

If you are in this session with people you don't know, please do an introduction round. You can shortly say something about yourself and you could share your pronouns. (Pronouns are words that help to refer to a person when not using their name. They can for example be he/him, she/her, they/them, or any other preferred combination.)

The 'getting to know' card asks participants to introduce themselves to each other. Getting more familiar with each other, will help with feeling comfortable to share a personal experience later in the process. Since the theme of this dialogue intervention is gender stereotypes, it also makes sense for the participants to share their pronouns.



## 2: GENDER STEREOTYPES

Time indication: 5 minutes

Before this dialogue it might be valuable to get some more insights into the topic of this session: gender stereotypes. You can find information on the attached information overview. Please take 5 minutes to go through this overview together.

The third card, 'gender stereotypes', instructs the participants to learn more about the topic of the session, namely gender stereotypes. For this purpose, an accompanying information overview is created. This concept material can be found on the next page. On the information overview it is explained what gender stereotypes are, how they originate in people, what their impact is on people and what the effects are specifically in an academic setting.

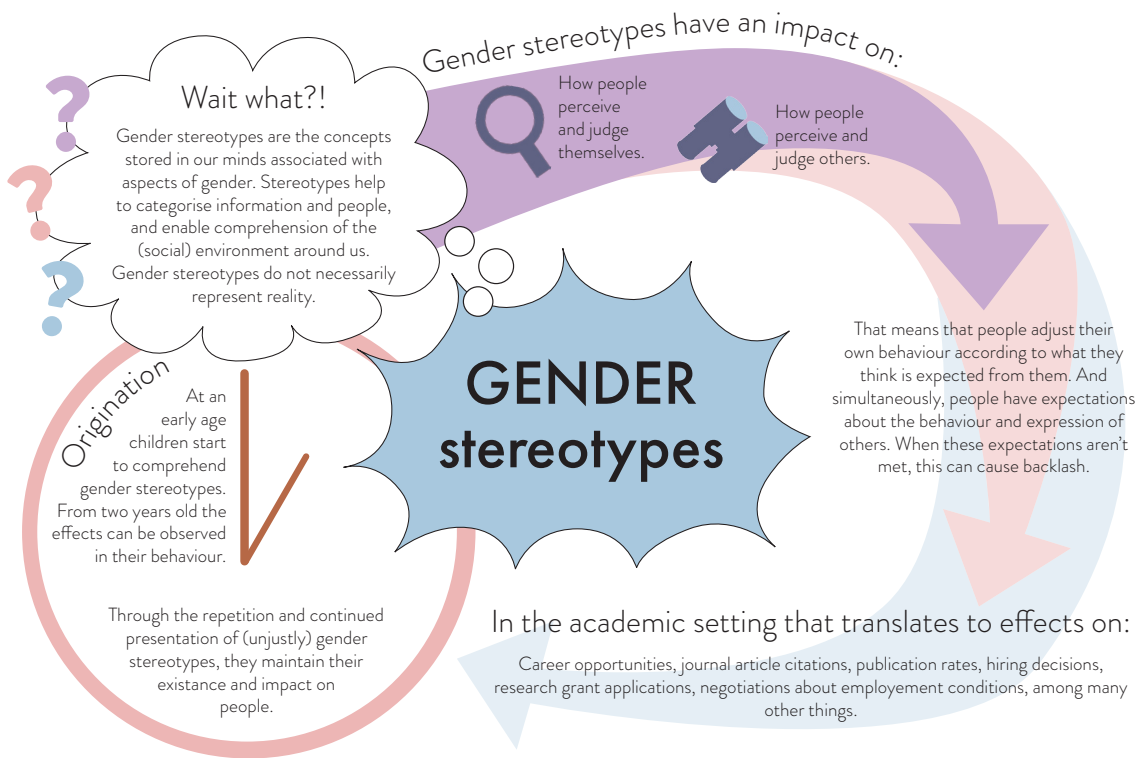
## 3: VOCABULARY

Time indication: 10 minutes

There are multiple terms related to the topic of gender that can be understood differently. For a valuable dialogue it helps if everyone in this session has a similar understanding of these words. For this reason, a short card game is part of the session. Different cards pose statements that are either true or false. You can all grab a card taking turns. Elaborate on why you think the statement is true or false. If you find it difficult, you can ask the others for help. When you picked your final answer, the other side of the card shows an explanation. When you finished all the cards, you can continue to the next part of the session.

The 'vocabulary' card is accompanied by a card game. The goal of this section of the dialogue intervention is for the participants to understand terms related to the topic of gender. Many concepts around this topic can be understood in multiple ways or are still unknown to many people. To be able to understand each other during the dialogue (or in general during the rest of the session), it is valuable if the participants understand these concepts in the same way. The card game helps them to do so. On the page after the information overview, cards of this game can be found. recognised from the design concept created within the DfI-stream of this project. On every card a concept is presented with a statement. The participant who draws the card needs to indicate if the statement is true or false.

## Information overview: gender stereotypes



Information overview accompanying instruction card 2 'gender stereotypes'.



<p><b>GENDER</b> True or false?</p> <p>This is the 'Gender – true or false?' card game. How to play this game? Check the other side of this card!</p>	<p><i>Gender - true or false?</i></p> <p>Shuffle the pink cards and put them on a pile on the table, facing the lighter pink side upwards. (So the side with the true or false statement on it.)</p> <p>Grab a card taking turns and read the statement out loud. What do you think, is the statement true or false? You can consult the other players if you want to. Pick your final answer and turn the card around. On the other side you will find the answer.</p> <p>Good luck!</p>	<p><b>GENDER</b> True or false?</p> <p>Gender plays a role in everyone's life.</p>	<p><b>Gender plays a role in everyone's life.</b></p> <p>Maybe you do not consider it daily, but gender plays a role in everyone's life. Everyone has a gender identity (which isn't the same as biological sex) and everyone has an personal gender expression. Gender is a broad and complex term. It is also about expectations and norms that are present in society related to behaviour, characteristics and thoughts. What gender entails is socially constructed, it can differ between cultures and can change over time.</p>	<p><b>BIOLOGICAL SEX</b> True or false?</p> <p>Someone's biological sex can be determined based on genitals, chromosomes and/ or hormones.</p>	<p><i>Someone's biological sex can be determined based on genitals, chromosomes and/or hormones.</i></p> <p>The biological sex of a child is often determined during pregnancy or shortly after birth. This can be done by observing the genitals like the vulva or the penis. But also chromosomes and hormones can provide clarity about someone's biological sex.</p>
<p><b>INTERSEX</b> True or false?</p> <p>Intersex is another word for heterosexual.</p>	<p><b>Intersex is another word for heterosexual.</b></p> <p>Intersex has nothing to do with someone's sexual preference. This word is linked to someone's biological sex. Often the biological sex can be determined based on genitals, chromosomes and/or hormones. Sometimes it happens that the biological sex of a child cannot be classified as exclusively male or female. The genitals could be showing both male and female characteristics. When the biological sex of a child doesn't allow for an exclusively male or female categorisation, the term 'intersex' may apply.</p>	<p><b>GENDER IDENTITY</b> True or false?</p> <p>Gender identity and biological sex are the same.</p>	<p><b>Gender identity and biological sex are the same.</b></p> <p>Someone's gender identity is often assumed based on the person's biological sex, but these two things are not the same. Biological sex is based on someone's genitals, chromosomes and hormones. Gender identity relates to how someone feels inside. For some people this might correspond with their biological sex. For others the two might differ. Gender identity is personal, and everyone can only know for themselves as what they identify.</p>	<p><b>NON-BINARY</b> True or false?</p> <p>Someone who identifies as non-binary doesn't recognise themselves in the binary gender categories.</p>	<p><i>Someone who identifies as non-binary doesn't recognise themselves in the binary gender categories.</i></p> <p>A non-binary person doesn't identify as exclusively male or female. For that reason this person might not recognise themselves in the existing binary gender categories. The gender of a non-binary person can be a mix between masculine and feminine, or might have nothing to do with those two.</p>
<p><b>GENDERQUEER</b> True or false?</p> <p>Someone who doesn't feel comfortable within the binary gender system, could identify as genderqueer.</p>	<p><i>Someone who doesn't feel comfortable within the binary gender system, could identify as genderqueer.</i></p> <p>If someone doesn't identify with the binary gender system (male and female), this person could be more comfortable with the term genderqueer. This word refers to people who do not exclusively recognise themselves in the gender categories male or female, or to everyone that isn't cisgender. Genderqueer is a broad term that can relate to biological sex, gender identity, gender expression or a combination of those.</p>	<p><b>CISGENDER</b> True or false?</p> <p>For a cisgender person, the gender identity and gender expression are the same.</p>	<p><i>For a cisgender person, the gender identity and gender expression are the same.</i></p> <p>The word cisgender indicates that someone's biological sex and gender identity are similar. For example, at birth the biological sex of a child is determined to be female. This person also identifies as a woman, and is for that reason cisgender. But that doesn't mean that this person expresses themselves in a feminine way. This could be more masculine or something in between. The word cisgender has for that reason nothing to do with someone's gender expression.</p>	<p><b>TRANSGENDER</b> True or false?</p> <p>For a transgender person, the biological sex and gender identity aren't the same.</p>	<p><i>For a transgender person, the biological sex and gender identity aren't the same.</i></p> <p>For some people their internal experience of their gender identity isn't similar to the biological sex that was determined at birth (or during pregnancy). If these people want to, they could identify as transgender.</p>
<p><b>GENDER EXPRESSION</b> True or false?</p> <p>Gender expression is about someone's clothing style.</p>	<p><b>Gender expression is about someone's clothing style.</b></p> <p>Although gender expression can also be about clothing (style), it is about more than that. Gender expression refers to all the possible ways someone can embody (or express) their gender. So this is also about someone's appearance, hairstyle, behaviour and body language. Someone's gender expression could be similar to their gender identity, but it doesn't have to be.</p>	<p><b>ANDROGYNOUS</b> True or false?</p> <p>People with an androgynous gender expression feel uncomfortable in relation to their body.</p>	<p><i>People with an androgynous gender expression feel uncomfortable in relation to their body.</i></p> <p>Whether or not someone feels comfortable in their own skin, can't be determined based on their gender expression. Even if their gender expression isn't the same as their gender identity or biological sex. The word androgynous consists of the ancient-Greek words for man (anēr) and woman (gynē). Someone with this gender expression combines masculine and feminine characteristics, or leaves them out completely. What is classified as a masculine, feminine and androgynous gender expressions can differ between cultures and can change over time.</p>	<p><b>GENDER STEREOTYPES</b> True or false?</p> <p>Gender stereotypes influence the expectations that arise about someone based on their gender.</p>	<p><b>Gender stereotypes influence the expectations that arise about someone based on their gender.</b></p> <p>Stereotypes help people to categorise information, which makes it easier to navigate the (social) environment. Because of these stereotypes, people often have an idea about how others should behave based on their gender. Gender stereotypes lead to (unjust) expectations about characteristics, expression, behaviour and roles, among other things. Although gender stereotypes can be useful sometimes, it is important to realise that they do not portray a complete or realistic image of people.</p>

The cards of the 'Gender - true or false?' game.



## 4: SHARED RESPONSIBILITY

The goal of this session is for everyone to be inspired and learn something new. Everyone carries the responsibility for this session to be a success. The following agreements can help to guarantee this success. (Leave this card on the table as a reminder.)

- 1.** Respect everyone's input in the session and listen to what everyone has to say. Let others speak and finish their sentences.
- 2.** Be open for the input and experiences of others. Try to limit or postpone judgement.
- 3.** If you don't understand what someone is saying, ask questions for clarification. Preferably formulated in a non-judgmental way.
- 4.** The conversations in this session are meant to be dialogues, not discussions. There is no wrong or right as long as you stay true to your experiences.
- 5.** Everything that is discussed in this session is confidential and should not be shared with others without permission. Everyone should feel comfortable to share what they wish to share. Existing hierarchal structures or relations should not play a role during this session.

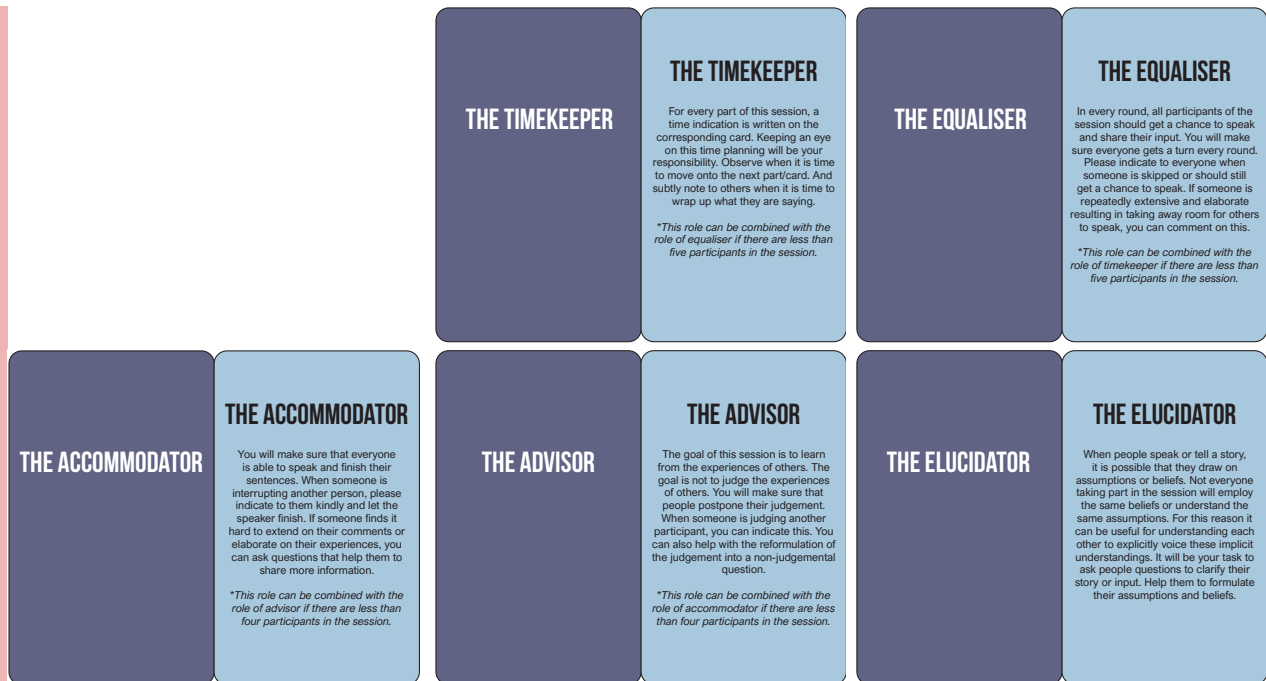
During the session in which participants share personal information, it is important that they feel comfortable to do so. Some guidelines or agreements can help to establish a safe environment for everyone to share their stories. For that reason, the card 'shared responsibility' exists.

## 5: DIVIDING ROLES

Time indication: 5 minutes

Although everyone is responsible together for the success of this session, it can help to divide roles to keep an eye on the agreements. This can be done with the help of the role cards. Everyone can draw one role card before reading the subscription on the back. After reading your card, explain to the others what your role will be. When the session is executed with 4 participants, the task of the timekeeper and the equaliser can be combined. In the case of 3 participants, also the roles of advisor and accommodator can be combined.

As was mentioned by the expert of the 'Stichting in Dialog', when people feel responsible for the outcome of a dialogue session there is more probability for a successful session. People feel more responsible if they get a specific role assigned to perform. Card five 'dividing roles', asks the participants to each take a role during the session. These roles can be divided with the help of the role cards. Every card explains the responsibility for the participant to take during the session. The role cards are displayed on the next page.



The role cards which can help to divide responsibilities between the participants.



## 6: EXPLORING BELIEFS

Time indication: 10 minutes

In this part of the session you will explore stereotypical beliefs about people based on their gender. This can be done collectively by naming stereotypical convictions you know exist. You do not have to agree with these beliefs yourself. Together you can write down whatever you come up on the designated sheet. Remember that these beliefs exist but are not necessarily true. The gender stereotypes someone mentions do not have to represent how they view others or experience the world.

## 7: IMPACTING PEOPLE

Time indication: 10 minutes

This can be a hard question to answer, but does anyone know how one of the written down gender stereotypes can influence people's behaviour? In other words, how can some of the written down gender stereotypes have an impact on people? Mention the things that come to mind and have a short conversation about it. You can speak from personal experience or from insights gained in other ways. In the next step of the session, you will more elaborately speak about personal experiences. Remember that everyone's input is valuable. It isn't the goal to assess whether what someone mentions is true or false.

Card six, 'exploring beliefs', matches with the discovery phase of the appreciative inquiry method, as well as with the awareness and acceptance steps of the 3A-model. In the phases of the models it is described that people should explore their current beliefs. When people have to formulate implicit beliefs, they become aware of what they currently understand to be true. "In the framework of mindfulness, ignoring the full expression of one's initial reactions can set the stage for ill-considered and unintentional reactions that perpetuate discrimination." (Rutledge & Abell, 2005). The goal of this step is to list existing gender stereotypes. For this purpose, the association-sheet is created, which is displayed on the next page. In every category an example is provided to help the participants.

The 'impacting people' card challenges the participants to think about the consequences of the earlier mentioned gender stereotypes. They might not always consider these impacts consciously if the stereotypes do not apply to them. This step in the process could provide them with for them previously unknown information.

## Association-sheet

(Collectively) write down stereotypical beliefs about:

**FEMALE**

*Women are  
empathetic*

**MALE**

*A man should be the  
breadwinner of a family*

**OTHER**

*Non-binary people  
always dress androgynous*

The association-sheet accompanying instruction card 6 'exploring beliefs'.





## 8: SHARING EXPERIENCES

Time indication: 30 minutes

All of the gender stereotypes that were written down in the previous step, and additional ones, can have an impact on people. In this part of the session you will all share a personal experience in which gender stereotypes played a role. This experience can be from every period of your life, it is not necessary that it happened recently.

Your experience can be linked to you believing in certain stereotypes yourself and about the way this influenced an interaction with another person. Or maybe you have experienced that others reacted to you in a way that was influenced by assumptions based on existing gender stereotypes. Whatever you can think of and feel comfortable with to share, you can share.

When someone is not sure what to say anymore, someone else can ask this person questions. To help with this, a questions-card is created. In general everyone can ask questions that come to mind. Be sure to respect the person who is sharing their experience. Do not question the experience and maintain an open-minded attitude. The goal of the dialogue is to be inspired and learn something new.

To summarise, during this dialogue session everyone answers the question:  
“Can you share an experience in which your interaction with another person or other people was influenced by existing gender stereotypical beliefs?”

## 9: TAKE AWAY

Time indication: 10 minutes

The goal of the last part is to share something that you learned during this session. And if you want to you can share something you want to do after this session. Maybe you want to share the insights of this session with a friend/colleague/family member and have a conversation with them about it. Or maybe you want to learn more about gender stereotypes by for example listening to a podcast episode or by watching a documentary. It is not necessary to formulate an action point.

During this last round, at least answer the question:  
What did you learn that you did not know before you joined the session today?

Card eight ‘sharing experiences’ introduces the main dialogue of the session. This step in the process corresponds with the phase of sharing experiences in the method of the ‘Stichting in Dialoog’, as well as with the awareness and acceptance phase of the 3A-model. “Participants speak openly about their experiences without an implied expectation to defend or justify bad experiences.” (Griggs & Crain-Dorough, 2021). The goal of the dialogue is that participants understand others better and learn something new about gender stereotypes. This might increase their awareness about the subject. When someone has a hard time sharing or explaining their personal experiences, the others can help by asking questions. Some example questions are written down on the ‘questions’ card. This card is displayed on the next page.

The last card, ‘take away’, challenges the participants to formulate what they learned from the session and potentially state an action point. This is in line with the doing phase of the method of the ‘Stichting in Dialoog’, the steps design and destiny of the appreciative inquiry method and the action element of the 3A-model. Formulating what was learned into an action point helps with remembering what was mentioned during the session.

## QUESTIONS CARD

### QUESTIONS TO ASK

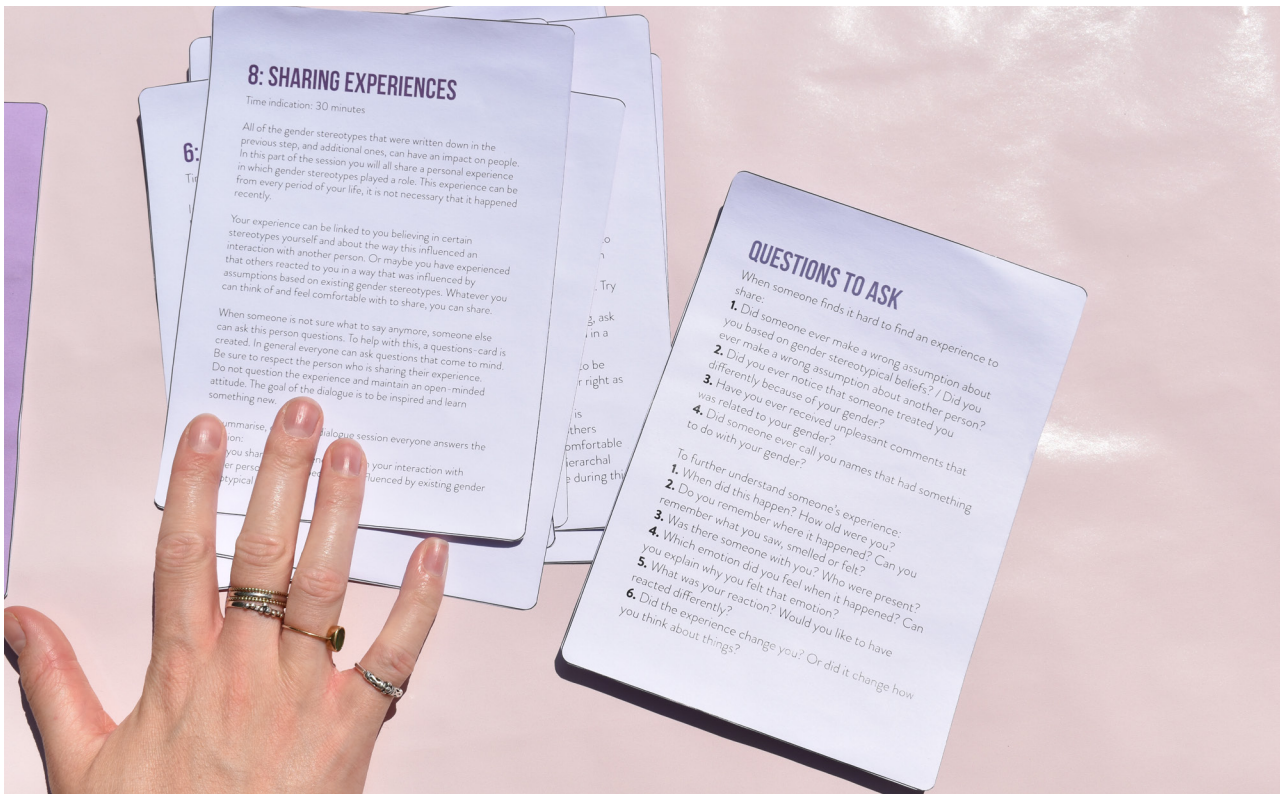
When someone finds it hard to find an experience to share:

- 1.** Did someone ever make a wrong assumption about you based on gender stereotypical beliefs? / Did you ever make a wrong assumption about another person?
- 2.** Did you ever notice that someone treated you differently because of your gender?
- 3.** Have you ever received unpleasant comments that was related to your gender?
- 4.** Did someone ever call you names that had something to do with your gender?

To further understand someone's experience:

- 1.** When did this happen? How old were you?
- 2.** Do you remember where it happened? Can you remember what you saw, smelled or felt?
- 3.** Was there someone with you? Who were present?
- 4.** Which emotion did you feel when it happened? Can you explain why you felt that emotion?
- 5.** What was your reaction? Would you like to have reacted differently?
- 6.** Did the experience change you? Or did it change how you think about things?

*The role cards which can help to divide responsibilities between the participants.*



# 5.5 Evaluation of the dialogue intervention

The evaluation of the dialogue intervention for academic professionals at the TU Delft.

This chapter will discuss the evaluation that was performed to reflect on the design concept presented in the previous chapter. With three participants all the steps from the session were evaluated. This provided useful insights which can be translated into recommendations for future improvements. This chapter will be the last of part 5 of this thesis report. The next part includes the conclusion and discussion.

## The setup of the evaluation

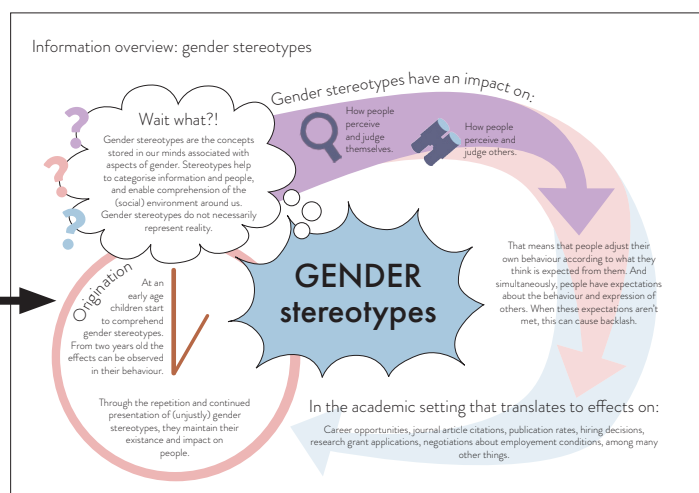
Three participants took part in the evaluation. One of the participants is an academic professional working at the TU Delft. The other two are students, one of which also works as a student assistant for the TU Delft. Due to time constraint a shorter version of the dialogue session was performed. Instead of 1,5 hours, the session was performed in one hour. The author observed the session and took notes on what the participants mentioned. After each step, or card, the participants of the evaluation voiced their feedback.

## Results of the evaluation

Overall, the participants of the evaluation were positive about the design concept. They saw the value in communicating about the topic of gender stereotypes among each other and in learning about each other's experiences. The participants also thought that the different steps of the session helped them to dive deeper in the subject. The steps or materials that received feedback from the participants will be discussed in this section.

The third card was understood by the participants, but they did give some feedback on the accompanying information overview. The participants mentioned that it would make sense to provide more information on how children learn about gender stereotypes. In other words, what do children see that helps them to start comprehending gender stereotypes.

The origination section requires more information on the learning process of children about gender stereotypes.



Step four, card three and the accompanying game, was received with enthusiasm. The participants valued the addition of the game and found the explanations to the statements clear and not multi-interpretable. The descriptions didn't leave room for confusion. The participants also appreciated that the cards did not give the answer to the statement directly but challenged them to read the full explanation.

The participants experienced the added benefit of explicitly voicing the agreements in step five (card four) of the process. By mentioning these agreements, the participants were helped to think about and consider them. For them these points would make sense, but one of the participants was afraid that some people might interpret them as rules. Which could lead to resistance. The participants also suggested to split point 5 up into two different agreements.

It was suggested to split point 5 up into two different agreements. Being: Everything that is discussed in this session is confidential and should not be shared with others without permission. And: Everyone should feel comfortable to share what they wish to share. Existing hierarchal structures or relations should not play a role during this session.

#### 4: SHARED RESPONSIBILITY

The goal of this session is for everyone to be inspired and learn something new. Everyone carries the responsibility for this session to be a success. The following agreements can help to guarantee this success. (Leave this card on the table as a reminder.)

1. Respect everyone's input in the session and listen to what everyone has to say. Let others speak and finish their sentences.
2. Be open for the input and experiences of others. Try to limit or postpone judgement.
3. If you don't understand what someone is saying, ask questions for clarification. Preferably formulated in a non-judgmental way.
4. The conversations in this session are meant to be dialogues, not discussions. There is no wrong or right as long as you stay true to your experiences.
5. Everything that is discussed in this session is confidential and should not be shared with others without permission. Everyone should feel comfortable to share what they wish to share. Existing hierarchal structures or relations should not play a role during this session.

The participants understood the goal of card five and the division of roles. Later in the process they did find it difficult to pay attention to these roles while also sharing their experiences. They mentioned that it would help them if every role card had already a suggested question to ask on them. This would make it easier to perform the roles. And it could be more clearly stressed on card five that all participants of the session can keep an eye on all different responsibilities.

The point of feedback for card six would be to also display the example stereotypes on the card itself. This would help the participants to understand the description on the card and the goal of this step in the process. The participants experienced no difficulty in coming up with gender stereotypes. And even before card seven was read, they already started mentioning the impact of these stereotypes on people.

## THE ELUCIDATOR

When people speak or tell a story, it is possible that they draw on assumptions or beliefs. Not everyone taking part in the session will employ the same beliefs or understand the same assumptions. For this reason it can be useful for understanding each other to explicitly voice these implicit understandings. It will be your task to ask people questions to clarify their story or input. Help them to formulate their assumptions and beliefs.

Adding example questions to each role card would help participants to perform that role better.

## 6: EXPLORING BELIEFS

Time indication: 10 minutes

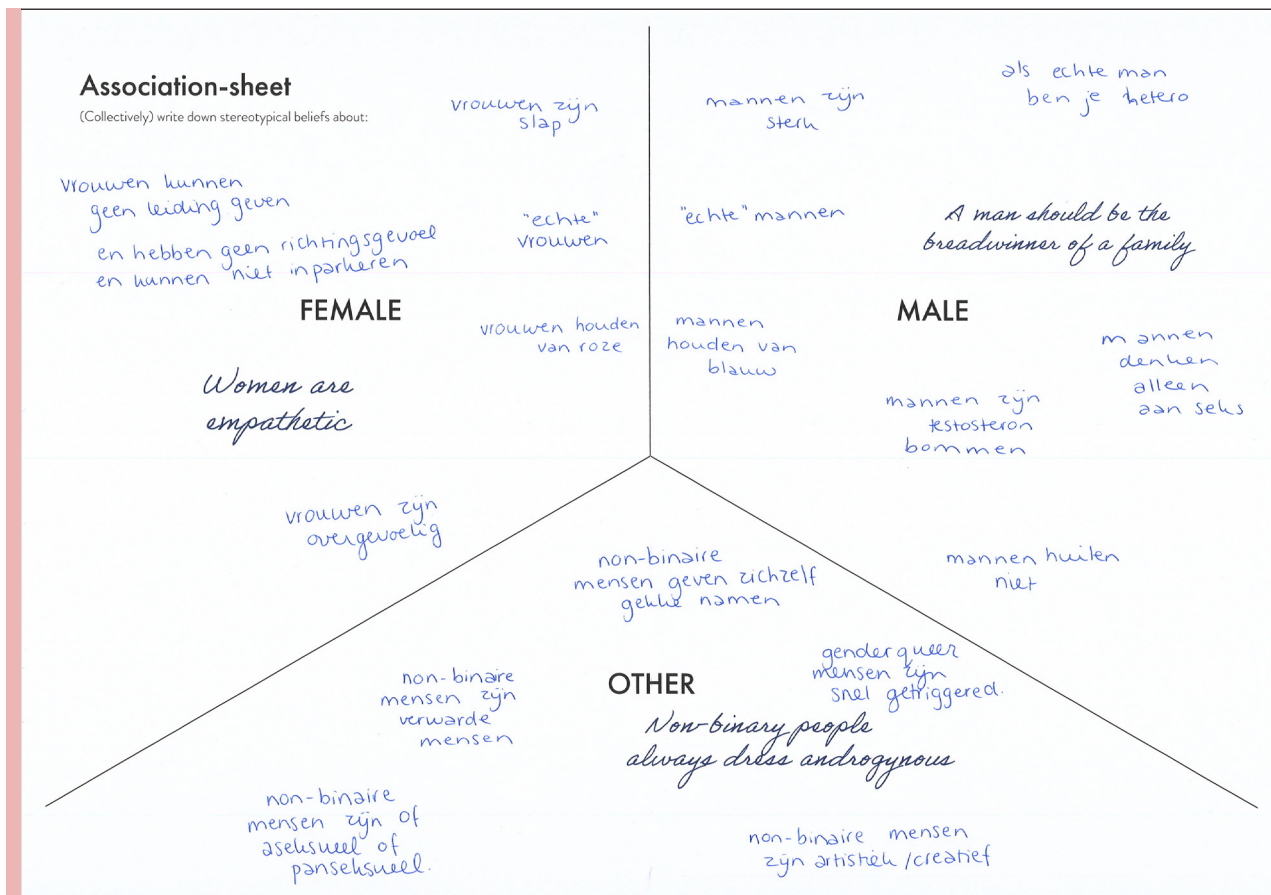
In this part of the session you will explore stereotypical beliefs about people based on their gender. This can be done collectively by naming stereotypical convictions you know exist. You do not have to agree with these beliefs yourself. Together you can write down whatever you come up on the designated sheet. Remember that these beliefs exist but are not necessarily true. The gender stereotypes someone mentions do not have to represent how they view others or experience the world.

*Non-binary people  
always dress androgynous*

*A man should be the  
breadwinner of a family*

*Women are  
empathetic*

Adding the examples of gender stereotypes of the association-sheet to card six as well, would help participants to understand the goal of the step better.



During the evaluation session the association-sheet was filled in by the participants.

The steps of cards eight and nine were cut short due to the time restraints. So, it is harder to completely evaluate how the dialogue part would play out. But in the time that the participants had, they had no difficulty with sharing stories and asking each other questions. They had interesting conversations and presented different viewpoints which also surprised themselves.

In general, the participants didn't experience the session as being too long. But they did find the information density to be relatively high. Their suggestion was to split the dialogue intervention in multiple shorter sessions. This would give the participants of the dialogue intervention the time to process the information in steps. They suggested cutting the session after the fourth step (third card).

All the feedback from the participants suggests that overall, the session was received positively. And additional to that the participants provided valuable feedback.

# Part 6

## Conclusion and discussion



## 6 Conclusion and discussion

This part of the report will include the final conclusion and discussion. In the conclusion it will be evaluated if the two design concepts meet the formulated design vision and the project objectives. The discussion will elaborate on the validity of the research methods and design concepts, as well as the usefulness of the design concepts and the relevance of this project to the academic field. The discussion will also include a personal reflection on this graduation project. In part 7 of this report the bibliography is displayed.

# 6.1 Conclusion

Evaluation of the process and final conclusion of the project.

This chapter will present the conclusion of the research and design process that is presented in this thesis. It will be evaluated if both project aims are achieved. Firstly, by assessing the design concepts based on the formulated design vision (part 5, chapter 1). And secondly, by answering the main research questions of both project streams are answered. The next chapter will present the discussion.

## The design vision

In part 5 (chapter 1) of this report a general design vision was described. According to this vision the goal of increasing awareness about gender stereotypes and their impact on people, could be achieved by bringing people in contact with multiple perspectives on gender and facilitate communication between these individuals. In both design concepts these qualities are included. The designed teaching method brings Dutch high school students in contact with multiple perspectives on gender. This is done through materials presented during the classroom sessions but also with the help of an individual assignment. The classroom sessions provide the opportunity for the students to have a conversation about gender and gender stereotypes amongst each other.

The dialogue intervention, created within the CDI-stream of this graduation project, provides academic professionals the opportunity to learn more about gender or gender stereotypes. Through the main part of the session, the dialogue, the participants can gain insights in the effects of gender stereotypes on other people. During the whole intervention the academic professionals are able to have conversations about the subject with each other.

The two design concepts emulate the design vision in different ways. The high school students explore the topic of gender stereotypes without the necessity to share personal information. In other words, the

teenagers aren't required to share personal stories, experiences or opinions. This will guarantee a safe atmosphere to explore the topic of gender and gender stereotypes and provides students to only share what they feel comfortable sharing. The dialogue intervention does require that academic professionals share personal experiences. Nevertheless, the participants have the choice which story they tell. This will give them the opportunity to make it as personal as they want. The need for sharing personal stories in this design concept stems from the desire to facilitate dialogue and human connection. When people speak from their own experience or memory, this provides the opportunity to ask each other follow up questions and learn from each other's experiences.

This described difference between the two design concepts can be explained as follows. Academic professionals will have the opportunity to decide whether they want to partake in the dialogue intervention. High school students, on the other hand, will be confronted with the teaching method as part of their education program. No one should be forced to share personal information or experiences. Being forced will not benefit the process of learning and increasing awareness. For that reason, the students have more choice in the use of the design concept, whether they feel comfortable to share a personal experience or not.

## Design for Interaction

The project objective for this stream of the project was formulated as follows:

*How could Dutch high school students (age 15-18) be supported in an education context, to become increasingly aware of and be able to communicate about gender stereotypes with the help of a design concept?*

The answer to this question, in the context of this graduation project, is through the introduction of a teaching method with the subject 'gender stereotypes'. The designed concept takes students through a step-by-step process that is supported by different teaching materials. Different elements of the design concept help to increase awareness about gender stereotypes, and other elements support reflection and/or communication about the subject.

The card game 'gender – true or false?' provides high school students with an understanding of the meaning of different concepts that relate to gender. This will make it easier to have a conversation about related topics amongst each other. The quiz 'this is also possible' on the other hand brings the students into contact with different perspectives on gender. This could help to increase the awareness about the subject amongst high school students.

It would take more evaluation and testing with the target group to be certain about the impact of the design concept and the successfulness in increasing awareness. Nevertheless, the two experts of Rutgers did see the value of this teaching method for the education program of Dutch high schools.

## Communication Design for Innovation

The project objective for this stream of the project was formulated as follows:

*How could academic professionals taking part in collaborations, become increasingly aware of and be able to communicate about gender stereotypes with the help of a communication design concept?*

This section will contain the answer to the main research question of this stream of the project. To be able to answer this main question, several sub-questions were formulated. Firstly, the answers to the sub-questions will be discussed to then be able to formulate the answer to the main research question.

### Sub-question 1

*What are the effects of gender stereotypes on the current gender system present in an academic (STEM-)setting?*

The simple answer to this question is that gender stereotypes help to uphold the gender distribution currently present in the academic profession. Gender stereotypes prescribe expected behaviour and expression of people based on their gender. Certain characteristics ascribed to one gender are believed to match better with certain professions or positions within academia. For one person this might benefit them, while for another it might impact them negatively. Simultaneously, when the expectations linked to someone's gender aren't met this can cause hurt and backlash.

The consequences of gender stereotypes can manifest itself in multiple ways. It might constrain someone's career possibilities, while it benefits another. Gender stereotypical beliefs impact publication rates and the number of

citations. Or it might manifest in comments from colleagues during the workday. It is important to stress that gender stereotypes impact everyone in one way or the other. Besides all the effects on individual people, maintaining the current gender distribution in the academic profession isn't desirable. Diversity between individuals in teams helps to increase science novelty and innovation.

### **Sub-question 2**

*How could increasing awareness among academic professionals about the gender stereotypes help to challenge and communicate about the current gender system?*

Not everyone is aware of the different effects of gender stereotypes on others or on themselves. Also, they might not understand the impact of these stereotypes on the larger gender system. Learning about the relation between gender stereotypes and the current gender system might open people's eyes. Communicating about this topic helps to explicitly formulate implicit thought patterns. For some people this could bring the insight that the current situation isn't in a neutral state.

### **Sub-question 3**

*How could awareness of gender stereotypes, as well as their effect on the perpetuation of the current gender system, be increased among academic professionals?*

There are multiple options to support academic professionals to increase their awareness about gender stereotypes. Within the context of this graduation project the decision was made to approach this goal by facilitating

learning as well as conversation about multiple perspectives on gender and gender stereotypes. Choosing the route of dialogue or conversation was presented as a fruitful option to increase awareness by the participants of the interviews. The academic professionals need to be guided through the conversation. According to the interview participants it is important that no one criticises others harshly when trying to learn about this subject. Additionally, it is beneficial if people understand terminology around the topic of gender in a similar way.

### **Main question**

Together, and through the creating of a design concept, the main research question can be answered.

*How could academic professionals taking part in collaborations, become increasingly aware of and be able to communicate about gender stereotypes with the help of a communication design concept?*

A guided process of learning and communicating can help academic professionals to increase their awareness about gender stereotypes and their impact on people. The created dialogue intervention could help these professionals to take the time and consider the topic. By individually sharing their experiences related to gender stereotypes, the participants of the dialogue session can learn something they did not know before. This can open their eyes to the potential effects of gender stereotypes on people. Creating a guided and safe environment to talk about these personal experiences, makes communication and conversation easier and more fruitful.

## 6.2 Discussion

The discussion of important aspects of the project process.

In this chapter different elements of the project will be discussed and evaluated. This chapter will describe a reflection on the validity of the methods, the validity of the created concepts, as well as on the usefulness of the concepts. Also, the relevance to the academic field will be explained. A personal reflection on the graduation process can be found in the last chapter of this thesis.

### Validity of methods

The topic of this graduation project, gender stereotypes, is an extensive and wide-ranging subject. For that reason, it can be difficult to fully comprehend the matter and be certain that there is no crucial information left out. Additional to the content presented in this thesis, a lot of other elements related to the topic could have been included. Consequently, multiple diverging approaches to the project and accompanying methods could have been selected. The selected methods did provide an extensive understanding of the subject. Nevertheless, many other approaches might have brought a similar understanding.

Some comments on the validity of the methods are as follows. The selection of the interview participants (part of the CDI-stream of this project) could have been more diverse. For example, working within more different faculties of the TU Delft. The selected semi-structured interview protocol turned out to be beneficial for this type of data collection. The participants gave useful information that wasn't anticipated on in advance. The semi-structured protocol provided room to ask follow-up questions on these interesting points. Additionally, the interviews were performed in Dutch. This limited the potential language barrier to intervene in the understanding between the researcher (or author of this thesis) and the participants. The downside is that the quotes needed to be translated. Specific meaning might have got lost in translation. Although the author did her best to translate the quotes as precisely as possible, she is not a native English speaker.

### Validity of the concepts

Both design concepts, the teaching method and dialogue intervention, were based on literature and empirical research results. This substantiates the perception that these concepts are valid and can achieve the purpose which they are created for. The evaluation of the teaching method with the experts and the evaluation of the dialogue intervention with participants suggests the same. But it needs to be noted that these evaluations are minimal. Further testing of the concepts would help to further understand the validity of the concepts. The teaching method was only evaluated with experts, and the dialogue intervention was only minimally tested with participants from the target group.

## Usefulness of the concepts

Both design concepts have the possibility to be useful for the target groups. It was mentioned by the experts from Rutgers that the teaching method might be difficult to implement. Education programs are mostly fixed and will only change after a certain period of time, so not every year for example. Nevertheless, the experts of Rutgers saw potential in incorporating elements of the teaching method in their materials and output. It might also be an option to implement the concept in other ways than through existing education programs. The method could be available for every school to purchase when they are interested in implementing it based on own initiative.

For the dialogue intervention meant for academic professionals, a discrepancy might arise. Partaking in the session should be voluntarily for it to achieve its objective. If academic professionals are obliged to be part of the session, they might not open up the way they would if the decision to join was their own. But when the participation in the session is voluntary, it will be uncertain how many professionals will partake. The consideration between the two options will remain difficult. Potentially it works best to stress the added value of the concept clearly to the academic professionals and stimulate them to partake, but still leave the final decision within their hands.

## Relevance for the academic field

Communicating and producing scientific work on the topic of gender stereotypes, and other gender related subjects, could increase awareness about this topic. Gender stereotypes and their impact on people are already relevant to consider. By increasing the output on this subject, it will also stimulate people to start considering it (more often). Increased awareness could help to challenge the current gender distribution, as is described in the CDI-stream of this project. Diversity within academic fields, also in relation to gender, leads to innovation and more scientific novelty. Increased awareness about topics related to gender among academic professionals, might also influence these professionals to consider gender diversity in their research efforts and participant selection.

The contents of this thesis are also relevant to the research field of culture sensitivity or culture sensitive design. Gender plays a role in everyone's life. When the research topic has something to do with people, or when designing for people, gender has an effect in one way or the other. As one of the interview participants phrased it: "When people are involved, people are gendered." And this is of course also true for the researchers and designers themselves. Being sensitive for the gender differences between people or between cultures, can help a researcher or designer in their process. Human behaviour is almost always influenced by the effects of existing gender stereotypical beliefs, even though someone might not be consciously aware of this. It might be hard to pinpoint how a person is impacted by existing beliefs, norms or perceptions about gender, but it can always be helpful to be aware of the interplay.

## Recommendations

As has already been mentioned, both design concepts could be tested more extensively. Based on the already mentioned evaluations and potential additional tests, the design concepts could be improved accordingly. The teaching method could be tested in a high school with teenagers. Potentially with a teacher who is already knowledgeable in the field of gender and gender stereotypes. Or this test could be performed with an expert, for example from an organisation like Rutgers. It would also be possible to test (elements of) the teaching method with teenagers outside of a school setting. Rutgers has access to the target group and could bring together a group and further test the concept.

The dialogue intervention could be tested with additional academic professionals working within the TU Delft. To get a better understanding of the value of the concept, the testing could be performed within different teams present in different faculties. It could also be researched if the outcomes of the intervention are different when performed with people who already know each other compared to so to say strangers.

Another recommendation isn't directly linked to the output of this project. But can be recommended to everyone who read this thesis, researcher or not. The recommendation would be to consider and not forget about the effects of gender stereotypes. For example, in relation to working together with other people, in relation to research activities or in a personal setting. Gender plays a role in everyone's lives, and everyone is in some way impacted by the existence of gender stereotypes. It wouldn't make sense to deny these effects.

## 6.3 Postface / personal reflection

From preface to postface, coming full circle.

This graduation thesis has been a while in the making. The process had its ups and downs. The start-up phase took longer than expected since some project initiations fell through. Eventually, the project could officially start in April 2022. When writing this, more than one year has passed. The process of the graduation project was immaculate either. At certain moments I found it difficult to marry both streams of the project. There are a lot of things I would have done differently next time, but I am happy to be now writing this postface/ personal reflection.

All hiccups aside, it has been interesting to deepen my understanding of gender stereotypes, the thereof deriving impact on people and related topics for the past year. I learned more than I could have ever anticipated on and more than what could be presented in this thesis. I found and printed more articles than I could read or write about in this thesis. When cleaning, when in the train to Delft and while riding my bike, I listened to podcasts for countless of hours. (A list of the most interesting ones can be found in Appendix A.) In book shops I found myself in the section with books about similar subjects. And I must say, a bookstore in Gent had the best selection. I watched movies and (documentary) series related to the topic. I read news articles or interviews focussed on this subject. And even the way I listen to lyrics changed. When people were aware of my graduation topic, they would send me even more recommendations.

But in some moments, I would feel overwhelmed. You can see gender stereotypes and stereotypical beliefs everywhere when aware of them. The implicit beliefs about people are ingrained in us humans. Ingrained in the way we speak, the way we express ourselves and the way we behave. Realising the impact these stereotypes have on people's lives can be eye opening and sometimes painful. Realising the impact they have and have had on me was confronting. I was observing things I hadn't seen so clear before (of which the preface is an example). But I had no way to deal with all this additional information yet.

It felt too big. It felt too unachievable to contribute to change. It felt like improvement was only going to come so slowly. Fortunately, people in these podcasts, books, movies, series, news articles, songs and people I spoke to during this project are optimistic. They have hope. And some people already found ways to deal with the impact of existing stereotypical beliefs. They have found ways to address it, to improve the situation with small steps at a time and to find peace in the current situation.



I am happy to notice that in some ways this project is already contributing to the conversation about gender stereotypes and the thereof deriving effects on people. I noticed that people who knew I was working on a project with this subject, started talking to me about it. During multiple lunchbreaks I had conversations with fellow students about the impact of gender stereotypes. I realised I became more knowledgeable on the topic than I had been before. I was better able to notice stereotypical beliefs in all sorts of expressions, for example in things people would say, in films or series, during talk shows, in news articles, etc. And I became better in explicitly stating what I was noticing. Before or at the start of this project I might have felt that something was off, but now I can (more often) explain why and what it is.

Now that I am more aware, it provides me the opportunity to concisely decide how I want to react. I can decide to use my voice. Something I might not have done in the past. I know now that being loud, being outspoken, being assertive isn't a bad thing (for a woman). I did not only learn a lot about gender stereotypes during this graduation project, but I also grew as a person. I am not the child I was in front of her primary school teacher, and I am also not the same person anymore as I was in April 2022.

Thank you for taking the time to read my master's thesis. Thank you for listening to me.



# Part 7

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# 7 Bibliography

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# Part 8

## Appendices





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# A Media references

Interesting media references, like books, films, series and podcasts.

## Podcasts

During the span of this project, I listened to many podcasts. Some of the most interesting ones are the following (of which most are in Dutch).

*I specifically choose to write hosts (host in the plural form), even though some of the mentioned podcasts are hosted by multiple women. I didn't want to make this gender distinction.*

### **Podcast: 'Doing it Right' hosted by Eva Marie de Waal and Sophie van Winden (in Dutch)**

This podcast presents an exploration of topics like sexism, inequality, toxic femininity and gender stereotypes. The hosts speak to different experts about these different topics. They will use the output of this podcast for their next theatre performance. I particularly enjoyed this podcast because it present many perspectives and the topics are nuancedly discusses.

### **Podcast: 'De eeuw van de vrouw' hosted by Suzanna Jansen and Rachel van de Pol (in Dutch)**

Towards the end of the project I started listening to this podcast. Not all the episodes were already broadcasted when this report was written. This podcast is an extension of the book 'De omwenteling: of de eeuw van de vrouw' written by Suzanna Jansen. The past decade the lives of women drastically changed (in The Netherlands). The hosts discuss different the background of these changes. Together with guests and experts they evaluate the current state of affairs.

### **Podcast: 'Culturele bagage' hosted by Esma Linnemann, de Volkskrant (in Dutch)**

Specifically the episodes 'Sisterhood: moeten vrouwen elkaar altijd steunen?', 'Andrew Tate: waarom miljoenen jongens in de ban zijn van een vrouwenhatende influencer' and 'Waarom vrouwen vaker twijfelen over het moederschap.' In all of these episodes topics are discussed that relate to gender stereotypical beliefs that exist in society today. And these podcast episodes explore perspectives that might not always be considered.

### **Podcast: 'CoupleGoals de podcast' hosted by Mandy Woelkens and Thorn de Vries (in Dutch)**

In this podcast the hosts talk with different couples about their (romantic) relationships. The relationships between the guests is diversly different every episode. This podcast present a wide pallet of gender diversity and sexual orientations, as well as relationship forms. This podcast might help the listener to get an insight in and understand different perspectives.

### **Podcast: 'DOCS' hosted by Mina Etemad (in Dutch)**

Specifically episode '#97 – 1 op de 90'. This episode is about people with an intersex condition. This episode provides an insight into the challenges these people face during their life time. Marleen, Samantha and Joyce openly talk about their experiences.

**Podcast: ‘Archetypes’ hosted by Meghan Markle (in English)**

In this podcast Meghan investigates and dissects archetypes that are used to label women. Archetypes is a synonym for stereotypes, so this podcast is significantly related to the subject of this graduation project. Meghan systematically dissects different stereotypes and described the way these hold women back. She discusses archetypes like diva, the bimbo, dragon lady and the angry black woman. In many episodes she speaks to guests and experts.

**Podcast: ‘Wolf’ hosted by Maartje Laterveer (in Dutch)**

This podcast was only discovered towards the end of the graduation project. But the episodes I listened to were interesting. Every episode host Maartje Laterveer is in conversation with a guest. Together they explore what it means to be a woman.

**Podcast: ‘anything goes with emma chamberlain’ hosted by Emma Chamberlain**

Specifically the episode ‘the feminine mold’. In this episode Emma Chamberlain explores how women are brought up with the idea to fit in a certain mold. Only if you fit in this mold you are worthy of love, seems to be the general understanding. This mold for example influences the way in which women react to potential (male) partners.

## Books

**Book: ‘My Body’ written by Emily Ratajkowski (in English)**

This book is a collection of essays, all from the perspective of Emily Ratajkowski. She is a supermodel, actress, feminist, successful businesswomen and writer. The essays explore what it is like to be a woman and how this impacts someone’s experience of the world. Emily is able to formulate explicitly what often stays implicit or unconscious. I found it very enlightening to read these essays and understand more of my personal experiences through Emily’s writing.

**Book: ‘Assepoester en het glazen plafond: en andere feministische sprookjes’ written by Laura Lane and Ellen Haun, and translated by Marie Lotte Hagen and Nydia van Voorthuizen (originally in English but this version is in Dutch)**

This book presents many classical fairytales rewritten in a modern and feminist way. One is more original than the other, but all make you think about existing gender structures from a different perspective.

**Book: ‘De omwenteling: of de eeuw van de vrouw’ written by Suzanna Jansen (in Dutch)**

Only at the end of this graduation project, I learned about this book. For that reason I did not get the chance to read it yet. But based on what I can find about it, it must provide an insightful overview of the lives of women during the past century. Although not always emphasised, the lives of women changed drastically during these one hundred years.

**Book: 'Ik ga leven' written by Lale Gül (in Dutch)**

Not every person has the same understanding of the world. Amongst many other things, your gender and cultural background or upbringing impact your experiences. Lale Gül is able to provide insights into what it is like to grow up as a Turkish, Muslim woman in the Netherlands. Through the experiences of the protagonist you learn a lot about gender roles and norms present in different cultures.

**Book: 'FAQ Gender' written by Mandy Woelkens and Thorn de Vries (in Dutch)**

This book is written from the perspective of someone that identifies as non-binary (Thorn) and someone who is in a romantic relationship with a non-binary person (Mandy). Mandy and Thorn provide answers to the questions that they get asked the most. The book is filled with useful explanation of terms related to gender and gives insights into the perspective of (gender)queer people.

## Films, series and documentaries

**Film: 'Triangle of Sadness' written and directed by Ruben Östlund (in English)**

Comedy with surprising plot twists. Also takes a satirical or comical point on the patriarchy and stereotypical gender roles.

**Film: 'I am not an easy man' (original title in French: 'Je ne suis pas un homme facile') written by Ariane Fert and Eléonore Pourriat, directed by Eléonore Pourriat (in French, with subtitles)**

In this film the gender roles, norms and expressions are literally flipped. It shows an interesting perspective on how society could have been organised differently.

**Series and film: 'Anne +' written by Maud Wiemeijer, directed by Valerie Bisscheroux**

This film and series present a broad range of perspectives related to gender and sexuality. Mostly from the viewpoint of Anne and her friends.

**Documentary series: 'Naakt voor de klas met de sekszusjes' presented by Krista and Marcelle Arriëns (in Dutch)**

Krista and Marcelle explore new and engaging ways to give sex education in high schools.

**Documentary series: 'Ways of Seeing' presented by John Berger (in English)**

In four episodes John Berger explores and discusses different ways of seeing and perceiving art.

## B The sexual double standard

*Previous versions of this report contained detailed research into the Sexual Double Standard (SDS). Later it was decided to exclude this from the main text, since the focus of the project shifted. This appendix portrays important elements of that initial research, for readers who are interested.*

One of the ways in which gender norms and stereotypes are present in the field of sexuality, is in the form of the Sexual Double Standard (SDS). Although this isn't the only manifestation, it provides an example of how gender norms and stereotypes lead to different expectations of boys/men and girls/women, and the negative consequences of these divergent expectations. It also portrays how people are expected to fit a certain mould and behave accordingly. Even when they don't feel comfortable in that specific box.

The sexual double standard “represents a standard of good behaviour that, unfairly, some people are expected to follow or achieve, but others are not.” (Migheli & Pronzato, 2020). And according to Emmerink et al. (2017), it is “the degree to which an individual’s attitude reflects a divergent set of expectations for boys and girls, in that boys are expected to be relatively more sexually active, assertive, and knowledgeable and girls are expected to be relatively more sexually reserved, passive, and inexperienced.” (Emmerink et al., 2017). Often “young people judge the sexual behaviour of women in a more conservative way than that of men.” (Migheli & Pronzato, 2020).

Hensums et al. (2020) state the following (based on other sources): “These gender normed expectations might have originated from the belief that men hold more power than women (Eagly & Wood, 1999) or from the belief that men are evolutionarily “programmed” to be more sexually active (Trivers, 1972).” In an interview with the Dutch newspaper ‘De Volkskrant’ (Huigsloot, 2021) Ellen Laan, former professor sexology in Amsterdam, likes to part from the misconception that sexual activeness only relates to evolutionary aspects. She states that physiologically men and women are equally capable of experiencing sexual pleasure. Differences in sexual experience arise because of the expectation society has of masculinity and femininity.

Before we unravel the sexual double standard further, the following needs to be brought to the attention. Most, if not all, of the research into the SDS available today (in English and Dutch), is done with participants who are cisgender and who are mostly heterosexual. The literature for that reason, doesn't give a multiangled view on what this double standard can mean to a more diverse group of people.

## Who is endorsing the SDS?

Does everyone endorse the SDS? Do men and women feel the same about it? Is there a difference between conscious and unconscious endorsement of the SDS? Emmerink was probably asking herself\* these questions too when she started her Doctor of Philosophy degree. In a set of multiple papers, she gives answers to exactly these questions. Together with colleagues Emmerink researched the level of SDS endorsement among Dutch heterosexual (cis)teenagers. In four papers the research findings are published, which are all part of Emmerink's dissertation (2017). Each of the four studies views the research topic from a different perspective.

As has been described by Emmerink et al. (2018) in a summarizing article, the following conclusions can be drawn about the endorsement of the SDS. Men and religious teenagers seem to identify stronger with the SDS compared to others (women, non-religious people). The same is true for men to whom their masculinity is of importance and for women to whom their femininity matters significantly. Men who feel that it is their right to receive sexual pleasure from a partner, also endorse the SDS to a greater extent. And lastly, young men who discuss sexual topics with their friends/peers tend to identify stronger with the SDS.

*\* Emmerink's pronouns are she/her or they/them (source: LinkedIn). Because she/her was listed first (by Emmerink), these were selected and used in this document.*

## Conscious and unconsciously

In the studies Emmerink worked on, a distinction is made between implicit and explicit endorsement of the SDS. To measure conscious ideas Emmerink et al. (2017) developed a measurement tool called SASSY (Scale for the Assessment of Sexual Standards among Youth). Implicit endorsement of the SDS was first researched with the help of the IAT (Implicit Association Test), chapter 3 in Emmerink's dissertation (2017). Later this test was adjusted to the SDS-IAT (van Lankveld et al., 2022).

An interesting difference is revealed when it comes to implicit and explicit endorsement of the SDS. Men seem to affirm the SDS both conscious and unconsciously. Women on the other hand only endorse the SDS explicitly, but not implicitly. This seems to suggest that the SDS plays on different cognitive levels (Emmerink, 2018). "Considering that the SDS is a stereotype (Vanwesenbeeck, 2011), it can be expected to influence cognition and behavior through more automatic cognitive processes that the IAT taps into, as opposed to more controlled cognitions that can be measured using self-report instruments." (Van Lankveld et al., 2022). And it isn't the first time that this difference in explicit and implicit endorsement is found. "Contrary to our expectations, these findings [difference in explicit and implicit endorsement] were broadly in line with the results of Sakaluk & Milhausen (2012), while using a different explicit scale and IAT, which adds to the credibility of the findings." (dissertation Emmerink, 2017).

Van Lankveld et al. (2022) is taking this difference a step further when stating that

men and women implicitly endorse a gender-specific double standard. This was concluded from the fact that men in their study had a stronger (implicit) association between 'male' and 'sexually active', as well as between 'female' and 'sexually passive'. Women showed a reverse affirmation, they associated 'female' with 'sexually active', and 'male' with 'sexually passive', instead of the other way around. "The trend towards gender-specific double sexual standards, with both young men and young women implicitly associating 'being sexually active' with their own gender, and 'being sexually passive' with the opposite gender, can be interpreted as providing both genders with a self-serving bias function at an automatic level of processing (Mezulis et al., 2004; Paul et al., 1996), legitimating their own sexually active behavior."\* (Van Lankveld et al., 2022).

## Reversed SDS

There is not only a gender-specific double standard, but also a reversed double standard. This reversed SDS presents itself in two different ways. One of which is the following. "Researchers have reported a reverse sexual double standard (Milhausen & Herold, 1999, 2001; Sakaluk & Milhausen, 2012), by which women judge male sexual behavior more critically than women's behavior." (Van Lankveld et al., 2022). In this case male sexuality is more critically judged, but still in the context of heterosexuality. Emmerink's

\* A nuance added by van Lankveld et al. (2022) "Note that these findings do not yet reveal anything about the specific types of sexually active behaviors (e.g. socioemotional versus physical) young women and men have in mind, nor about the stage in the sexual interaction in which these behaviors are engaged in."

dissertation (2017) provides two explanations for the (non)discovery of this critical judgement of male sexuality, "namely that of 'the victim-agent binary' (Shefer, 2016) and 'in-group favouritism'". Victim-agent binary can be explained as the perception that women are victims and men are agents. Performing research from this viewpoint can reaffirm gender perception and stereotypes, and in that way fail to bring the already existing reversed double standard to the surface (dissertation Emmerink, 2017). The 'in-group favouritism' on the other hand is an explanation for the discovery of the reversed SDS. According to the dissertation of Emmerink (2017), women tend to show favouritism for their own gender: "Females demonstrated stronger implicit gender identity and showed strong female favouritism (Aidman & Carroll, 2003)." This could explain why women judge female sexuality more lightly and male sexuality more critical resulting in a reversed SDS.

In the second form of the reversed SDS, male sexuality is also more critically judged, but this time when considering homosexuality. "Herek (2000) found that heterosexual women hold similar attitudes toward both gay men and lesbians, whilst heterosexual men tend to accept lesbians more than gay men." (Migheli & Pronzato, 2020). The reason for this being that lesbian sexual relations are viewed (by hetero men) to be more erotic compared to sexual relations between gay men. This second form of the reversed double standard "may simply be the specular image of the DS existing in heterosexual attitudes and behaviours." (Migheli & Pronzato, 2020).

What does all of this say? The level of endorsement is, in general, dependent on someone's cultural and/or religious background. Conception about masculinity and femininity also play an important role. And additionally, someone's gender\* is linked to the level of endorsement of the (reversed) SDS, both in a heterosexual and homosexual context. "Both men and women [implicitly] associate their own gender with a sexually active role. It supports the gender similarities hypothesis (Hyde, 2005) that men and women may be more similar than different." (dissertation Emmerink, 2017). As was stated in the literature, women do endorse the SDS explicitly, but not implicitly. This seems to suggest that women implicitly and unconsciously do not recognise themselves in the passive and sexually reserved role that is assigned to them. But the existence of this stereotype is internalised and because of it, women tend to endorse it explicitly and consciously.

## Consequences of the SDS

"We know that the ambiguity for girls and women may even have grown in recent years. Neo-liberalist conceptualisations of sexual agency state that women today seem to be stigmatised not merely for being sexually active, but particularly for simultaneously being sexually active and non-agentic (Bay-Cheng, 2015). This means that sex for women is OK, but only if they decisively adopt the role of agents and authors of their own sexuality." (dissertation Emmerink, 2017). Let's further explore the consequences of the sexual double standard; in general, on (cis)women, but also on (cis)men\*\*.

## Effects in general

Based on different publications, the article of Migheli and Pronzato (2020) presents multiple attitudes, behaviours and opinions on which the SDS has an influence. The first thing mentioned is the approach of the other person at the start of a (sexual) interaction, followed by the acceptance of premarital sex. "Several other works have highlighted that it is more accepted for males than for females [to have sex before marriage] (Wilson & Medora, 1990; Ramos et al., 2005; England & Bearak, 2014)." (Migheli & Pronzato, 2020).

"For both boys and girls, SDS endorsement has been related to early sexual initiation (Goncalves et al., 2008; Part et al., 2011)" (Van Lankveld et al., 2022). But Migheli and Pronzato (2020) stress that, in the scenario of SDS endorsement, it is more acceptable for boys to have sex at an early age than it is for girls. So SDS endorsement evokes girls to have sex at an earlier age, but at the same time raises judgement for doing so. A similar difference between men and women exists when formulating an opinion on the number of sexual partners someone had. Women are judged more critically for a higher number of sexual partners compared to men (Migheli & Pronzato, 2020). The last two aspects mentioned by Migheli and Pronzato (2020) are about the provision of condoms, which is a man's job if endorsement with the SDS is high, and sexual consent communication.

*\*Do remember that the research is performed with heterosexual, cisgender people as participants.*

*\*\*The negative effects presented in literature today are still focussed on cisgender people, and who are mostly heterosexual. Keep in mind that other people also experience negative consequences of the SDS.*



For this type of communication, the SDS is “engendering problems of misunderstanding and influencing the perception of sexual violence as showed by Jozkowski et al. (2017).”

### **Negative effects**

Emmerink et al. (2017) discuss additional negative effects for both men and women when the SDS is endorsed. These are for example, “increased dating violence and sexual violence (Shen et al., 2012), higher STI/HIV infection risk (Bermúdez et al., 2010), and decreased sexual and relationship satisfaction for both men and women (Sanchez et al., 2005).” Sexual victimisation and victim-blaming attitudes are added to this list by Gómez Berrocal et al. (2019), based on other sources.

### **Negative effects on (cis)women**

Besides the uncertainties already mentioned before, multiple sources describe many more negative effects of the SDS on women and girls. “Specifically for girls, the sexual passivity associated with SDS endorsement is predictive of poor sexual functioning and lower sexual satisfaction (Kiefer & Sanchez, 2007), as well as more sexual problems (Sanchez & Kiefer, 2007). It affects sexual autonomy and agency in girls (Vanwesenbeeck, 2011).” Emmerink et al. (2016). Women tending to experiment less with sexual intercourse compared to men is an addition to these effects made by Migheli and Pronzato (2020).

Experiencing less positive and more negative emotions towards sex is also an outcome when women highly endorse the SDS. Additionally, it can result in a negative sexual body image in women and girls and can lead to more avoidance motivation for sex. There are two

types of motivation for sex: approach, and avoidance. When the reason to have sex is because of approach motivation, this means that the person themselves would like to have sex. When avoidance motivation is the incentive, someone is having sex because of a feared negative reaction from his/her/their partner (Emmerink et al., 2018).

Migheli and Pronzato (2020) present another, far-reaching, effect of the SDS. “The SDS represents a limitation to women’s freedom and therefore is something that societies should carefully consider both as an indicator of distance from gender equality (Allison & Risman, 2013). Moreover, sexual prejudices have other negative effects on both social and economic terms. They are a determinant of aggressiveness against sexual minorities (Parrott & Zeichner, 2005; Parrott et al., 2011), lead to occupational segregation (Plug et al., 2014) and ultimately decrease economic growth, as they engender an inefficient allocation of resources through discrimination (Berggren & Elinder, 2012).”

### **Negative effects on (cis)men**

The effects already mentioned in the general section also apply to men. There are, nevertheless, some additional negative consequences specifically experienced by men. An important effect of SDS endorsement is visible in the sexual and/or emotional development. “The masculinity norm restricts the development of emotionality, openness, and responsiveness in boys.” Emmerink et al. (2016). And other troubling effect is that for men the endorsement of the SDS “has been related to increased rape myth acceptance (Truman et al., 1996), and beliefs that dating violence is acceptable, potentially passing into

subsequent sexually violent behavior (Shen et al., 2012).” (Van Lankveld et al., 2022). Additionally, boys and men can experience pressure to sexually perform (Emmerink et al., 2018) and can encounter gender role stress (Van der Vlugt, 2016).

### Gender role stress

Bleys et al. (2007) describe the importance of masculinity and honour in Turkish and Moroccan cultures. Boys and men who grew up with this cultural background can be extra sensitive for feeling threatened in their masculinity. The effort of trying to hold on to their ideal vision of masculinity without full success, can lead to frustration. This frustration can be called ‘gender role stress’. Although this is not completely the same gender role stress as described by Van der Vlugt (2016), some interesting learnings can be taken from Bleys et al. (2007).

Gender role stress, caused by the need to prove one’s masculinity, can lead to (sexual) violence, sexual compulsion, and other inappropriate behaviour. Another result is the lack of intimacy and affection demonstrated in sexual intercourse. Gender role stress can also cause the feeling of superiority over women or contempt towards women. Women can be objectified and empathy towards women is lacking. Behaviour that is not considered to be masculine will be avoided. And ultimately gender role stress can lead to withdrawal from society (Bleys et al., 2007).

### External influences on SDS endorsement

In the continuation of what has been discussed before, it can be valuable to provide more information on the external influences on someone’s endorsement of the SDS. “While individual preferences and attitudes may well depend on those diffused in the environment where the person was (and is) socialised, the individual dimension does not shed any light on environmental influence on one’s preferences and attitudes.” (Migheli & Pronzato, 2020). So what can, for example, be said about the influence of upbringing, cultural context, and religious background?

To start with the last one, it was already mentioned that religious teenagers endorse the SDS more strongly. In its entirety, religiosity seems to be a predictor for the endorsement of the SDS. In a religious context, gender roles are approached in a more traditional way. This results, among other things, in SDS viewpoints. Additionally, daughters with a religious mother also attach more importance to staying virgin until marriage (Migheli & Pronzato, 2020).

Not only mothers have an influence on their children when it comes to sexual beliefs, opinions, and attitudes. Parents have in general. “Parents are important in shaping adolescents’ and young adults’ attitudes and preferences, as they are the first educators of their children... MacCorquodale (1989) highlights that the gender roles learnt at young ages are relevant in shaping gendered perceptions of sexual attitudes.” (Migheli & Pronzato, 2020). And simultaneously, young people feel the need to meet their parents’ expectations of conformity with moral norms. Parents having conversations with their

children about topics around sex and sexuality, have a positive effect. This can lead to more experienced sexual acceptance and freedom (Migheli & Pronzato, 2020).

Not only in a religious setting the endorsement of the SDS is higher. People living in areas or regions where there is emphasis on traditional division of gender roles, will also judge female sexuality more critically. In environments with a more progressive vision, endorsement of the SDS is generally lower. When beliefs and attitudes in the regional context differ from those of parents, the first one will be of greater influence. Conforming to the opinions of peers is important for social acceptance (Migheli & Pronzato, 2020).

The internalisation of gender stereotypes is also provoked by (mass) media and by certain games (Gómez Berrocal et al., 2019). “Research has indicated that many video games are saturated with stereotypes of women and that these contents may cultivate sexism.” (Bègue et al., 2017).

It might be hard to move away from the SDS, precisely because of the contextual and cultural factors. Cultures change slowly and are hard to influence from the outside or with large-scale policies. And also according to Migheli and Pronzato (2020), “these cultural traits are very likely to be reproduced through younger generations’ conformity to them.” It might be beneficial to target attempts of trying to reduce the SDS at young people, since children are forming their beliefs and attitudes at an early stage (Migheli & Pronzato, 2020).

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# C Interview consent form

## Informed Consent form – Geïnformeerd Toestemmingsformulier

U wordt uitgenodigd om deel te nemen aan een onderzoek over de effecten van genderstereotypen op de samenwerkingen tussen academische professionals en hoe het bewustzijn over dit onderwerp onder die doelgroep zou kunnen toenemen. Dit onderzoek wordt uitgevoerd door Jill van Remundt, master student aan de TU Delft.

Dit interview zal om en nabij 45- 60 minuten in beslag nemen. U wordt gevraagd om interviewvragen te beantwoorden en eventueel extra uitleg te geven over uw antwoorden.

De data zal uiteindelijk gepubliceerd worden in de thesis van Jill van Remundt die online zichtbaar zal zijn. Hierin zullen de resultaten van het onderzoek niet terug te leiden zijn naar individuele deelnemers van het interview omdat de data geanonimiseerd wordt. Dit wordt bereikt door uw naam en andere persoonlijke gegevens niet bij de data te vermelden (alleen geslacht en leeftijd wordt vermeld als dit nodig wordt geacht).

Als u ermee akkoord gaat wordt het interview opgenomen (audio). Deze opnames zullen alleen door onderzoeksteam worden beluisterd (Jill en haar begeleiders van de TU Delft) en zullen worden verwijderd zodra een transcript van de opname is gemaakt. Als u hiermee akkoord gaat, kan een geanonimiseerde transcript van deze opname eventueel wel worden gedeeld buiten het onderzoeksteam. U hoeft hier niet mee akkoord te gaan om deel te kunnen nemen aan dit onderzoek.

Zoals bij elke (online) onderzoeksactiviteit is het risico van een databreuk aanwezig. Wij doen ons best om uw antwoorden vertrouwelijk te houden. We minimaliseren de risico's door de audio opname enkel op veilige locaties beheerd door de TU Delft op te slaan en niet online te delen. Alleen geanonimiseerde resultaten wordt (online) gedeeld.

Uw deelname aan dit onderzoek is volledig vrijwillig, en **u kunt zich elk moment terugtrekken zonder reden op te geven**. U bent vrij om vragen niet te beantwoorden. Audio opnames zullen opgeslagen blijven tot een transcript is gemaakt. Het transcript zal uiterlijk een maand na het plaatsvinden van het interview worden voltooid. Dit transcript wordt geanonimiseerd. Als deelnemer van het interview kunt u later altijd aangeven dat u toch liever wil dat uw data wordt verwijderd. Dit kan tot het moment dat het geanonimiseerde transcript voltooid is en identificeerbare data (audio opname) is vernietigd.

Als u wil dat uw data wordt verwijderd, of als u andere opmerkingen heeft, kunt u contact opnemen met Jill van Remundt:

Of met een van de supervisors van dit onderzoek.

S.M. Flipse:

A.G.C. van Boeijen:

KRUIS AAN WAT VAN TOEPASSING IS	JA	NEE
<b>A: ALGEMENE OVEREENKOMST – ONDERZOEKSDOELEN, DEELNEMERSTAKEN EN VRIJWILLIGE DEELNAME</b>		
1. Ik heb de informatie over het onderzoek gedateerd [09/04/2023] gelezen en begrepen, of deze is aan mij voorgelezen. Ik heb de mogelijkheid gehad om vragen te stellen over het onderzoek en mijn vragen zijn naar tevredenheid beantwoord.	<input type="checkbox"/>	<input type="checkbox"/>
2. Ik doe vrijwillig mee aan dit onderzoek, en ik begrijp dat ik kan weigeren vragen te beantwoorden en mij op elk moment kan terugtrekken uit de studie, zonder een reden op te hoeven geven.	<input type="checkbox"/>	<input type="checkbox"/>
3. Ik begrijp dat mijn deelname aan het onderzoek de volgende punten betekent [zie punten hieronder]	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>• Het beantwoorden van interviewvragen en het eventueel verstrekken van extra uitleg over de door mij gegeven antwoorden.</li> <li>• Dat het interview wordt opgenomen (audio). Van deze audio opname zal een transcript (uitgeschreven tekst) worden gemaakt die niet terug te leiden is naar mij als persoon. Zodra dit transcript is voltooid (uiterlijk een maand na het plaatsvinden van het interview), zal de audio opname worden verwijderd.</li> <li>• De audio opname zal ten alle tijden in een veilige omgeving die beheerd wordt door de TU Delft worden opgeslagen en nooit worden gedeeld met iemand buiten het onderzoeksteam.</li> <li>• De geanonimiseerde resultaten van het onderzoek zullen wel online en openbaar beschikbaar zijn als onderdeel van de thesis van Jill van Remundt. Ook kunnen deze resultaten worden gedeeld met mensen buiten het onderzoeksteam.</li> </ul>		
4. Ik begrijp dat mijn deelname aan het onderzoek NIET financieel wordt gecompenseerd.	<input type="checkbox"/>	<input type="checkbox"/>
5. Ik begrijp dat de studie eindigt als onderzoeker (Jill van Remundt) haar afstudeerproject afrond.	<input type="checkbox"/>	<input type="checkbox"/>
<b>B: POTENTIELE RISICO'S VAN DEELNAME AAN DIT ONDERZOEK (INCLUSIEF DATA BESCHERMING)</b>		
6. Ik begrijp dat mijn deelname geen vooraf verwachte risico's met zich meebrengt. Ik begrijp dat ik op elk moment mag aangeven met het onderzoek te willen stoppen. Ik mag ook altijd weigeren een vraag te beantwoorden zonder hier uitleg voor te hoeven geven.	<input type="checkbox"/>	<input type="checkbox"/>
7. Ik begrijp dat mijn deelname betekent dat er persoonlijke identificeerbare informatie en onderzoeksdata worden verzameld, met het risico dat ik hieruit geïdentificeerd kan worden. Dit risico wordt geminimaliseerd door de persoonlijke identificeerbare data (audio opname) enkel op een veilige locatie en tijdelijk (maximaal een maand) op te slaan. Ook wordt de persoonlijke identificeerbare data met een minimaal aantal mensen gedeeld (enkel het onderzoeksteam).	<input type="checkbox"/>	<input type="checkbox"/>

KRUIS AAN WAT VAN TOEPASSING IS	JA	NEE
8. Ik begrijp dat binnen de Algemene verordening gegevensbescherming (AVG) een deel van deze persoonlijk identificeerbare onderzoeksdata als gevoelig wordt beschouwd, namelijk mijn geslacht en leeftijd.	<input type="checkbox"/>	<input type="checkbox"/>
<b>C: ONDERZOEKSPUBLICATIE, VERSPREIDING EN TOEPASSING</b>		
9. Ik begrijp dat na het onderzoek de geanonimiseerde informatie gebruikt zal worden voor publicatie (thesis van Jill van Remundt), in presentaties van het onderzoeksteam en eventueel in een video (over het afstudeerproject). Mocht de data voor iets anders dan wat genoemd is worden gebruikt, dan zal de onderzoeker daar toestemming voor aan mij vragen.	<input type="checkbox"/>	<input type="checkbox"/>
10. Ik geef toestemming om mijn antwoorden, ideeën of andere bijdrages anoniem te quoten in resulterende producten.	<input type="checkbox"/>	<input type="checkbox"/>
<b>D: (LANGE TERMIJN) DATA OPSLAG, TOEGANG EN HERGEBRUIK</b>		
11. Ik geef toestemming om de geanonimiseerde resultaten die over mij verzameld worden, gearchiveerd worden in de repository van de TU Delft opdat deze gebruikt kunnen worden voor toekomstig onderzoek en onderwijs.	<input type="checkbox"/>	<input type="checkbox"/>
12. Ik begrijp dat de toegang tot deze repository openbaar beschikbaar is.	<input type="checkbox"/>	<input type="checkbox"/>

#### Handtekeningen

\_\_\_\_\_  
 Naam deelnemer                      Handtekening                      Datum

---

Ik, **de onderzoeker**, verklaar dat ik de informatie en het instemmingsformulier correct aan de potentiële deelnemer heb voorgelezen en, naar het beste van mijn vermogen, heb verzekerd dat de deelnemer begrijpt waar hij/zij vrijwillig mee instemt.

Jill van Remundt                      \_\_\_\_\_  
 Naam onderzoeker                      Handtekening                      Datum

Contactgegevens van de onderzoeker voor verdere informatie:

#### Jill van Remundt

emailaddress // phone number

Supervisors van dit onderzoek.

S.M. Flipse: emailaddress

A.G.C. van Boeijen: emailaddress

# D Time schedule per lesson

Since the teaching method is meant for Dutch high schools, the materials are in Dutch.  
Verschillende tijdsindelingen van de lesuren. De indeling kan worden aangepast aan de lengte van het lesuur.



## INTRODUCTIE

De les begint met een introductievideo van het project. Daarna wordt hier kort over gesproken en wordt het kaartspel 'Gender – waar of niet waar?' geïntroduceerd. Er is daarna ruimte om dit spel te spelen. Als laatste is er tijd om de les af te sluiten en vragen van leerlingen te beantwoorden.

Tijdens langere lesuren kan na de introductievideo worden gesproken over wat leerlingen al weten over het thema gender en gerelateerde begrippen. Ook kan eventueel de speeltijd voor het kaartspel worden verlengd of worden nagepraat na het spelen. En leerlingen kunnen de ruimte krijgen om alvast de onderwerpkarten te bekijken en eventueel een keus te maken.

	45 min	50 min	60 min	75 min
Introductievideo	10 min	10 min	10 min	10 min
Kort gesprek over gender	...	...	...	5 min
Introductie kaartspel	5 min	5 min	5 min	5 min
Spelen van het kaartspel	15 min	15 min	15 min	20 min
Napraten over kaartspel	...	5 min	5 min	10 min
Onderwerpkarten bekijken	...	...	10 min	10 min
Afsluiten en vragen beantwoorden	10 min	10 min	10 min	10 min



## SAMEN BEPALEN

Deze les begint met een introductie van wat behandeld gaat worden. Daarna kunnen leerlingen met elkaar delen welk onderwerp ze gekozen hebben voor hun opdracht en wat ze hier al over te weten gekomen zijn. Ze doen dit in groepjes van 3-5 leerlingen. In langere lesuren kan er na deze onderlinge bespreking ook ruimte zijn om per groepje de interessantste inzichten klassikaal te delen.

Na het bespreken van de onderwerpen is het tijd voor een quiz! Leerlingen geven bij stellingen gerelateerd aan gender aan of ze denken dat die juist of onjuist zijn. Tijdens langere lessen kunnen na de quiz de meest opvallende stellingen te bespreken. Als laatste wordt de les afgesloten en kunnen vragen van leerlingen worden beantwoord.

	45 min	50 min	60 min	75 min
Introductie	5 min	5 min	5 min	5 min
Onderling bespreken onderwerpen	10 min	10 min	10 min	15 min
Klassikaal delen van inzichten	...	5 min	10 min	10 min
Spelen van de quiz	15 min	15 min	20 min	20 min
Nabespreken van de quiz	...	...	...	10 min
Afsluiten en vragen beantwoorden	10 min	10 min	10 min	10 min



### 3

#### WAT IS NORMAAL?

Deze les begint met een introductie van wat behandeld gaat worden. Daarna wordt er klassikaal een spel gespeeld. Leerlingen dragen hierin hun eigen onderwerpen aan als startpunt. Afhankelijk van de lengte van het lesuur kan elke leerling een beurt krijgen, of kunnen er een aantal de beurt krijgen. Er kan door de docent besloten worden wie zijn onderwerp kan inbrengen, of leerlingen kunnen dat vanuit eigen motivatie doen.

Na het spelen van dit spel wordt er nabesproken. Klassikaal wordt besproken wat interessante en verrassende ontdekkingen waren. De leerlingen kunnen eventueel tijd krijgen om het werkblad 'dat is normaal!' in te vullen, maar dit kan ook als huiswerk meegegeven worden. Als laatst wordt de les afgesloten en eventuele vragen beantwoord.

	45 min	50 min	60 min	75 min
Introductievideo	5 min	5 min	5 min	5 min
Klassikaal spel: Dat is normaal!	20 min	25 min	30 min	35 min
Klassikale nabespreking	5 min	5 min	10 min	10 min
Invullen werkblad 'Dat is normaal!'	...	...	...	10 min
Afsluiten en vragen beantwoorden	10 min	10 min	10 min	10 min

### 4

#### DE TOEKOMST

Deze les begint met een introductie van de inhoud van de les. Daarna kunnen leerlingen in groepjes (3-5 leerlingen) bespreken wat ze op het onderste deel van het werkblad 'dat is normaal!' hebben ingevuld. Of als ze dit nog niet gedaan hebben, of het lastig vonden, dan kunnen ze er samen over nadenken. In langere uren kan er na deze onderlinge bespreking ook ruimte zijn om per groepje de interessantste inzichten klassikaal te delen.

Na het bespreken van de onderwerpen is het tijd om binnen dezelfde groepjes te verkennen hoe hun onderwerp de toekomst zou kunnen veranderen. Ze kunnen delen wat zij voorspellen dat er gaat veranderen, of delen wat zij hopen dat er gaat veranderen. Of juist uitleggen waarom ze denken dat er niets zal veranderen. Ze doen dit aan de hand van het werkblad 'dromen over de toekomst'. Klassikaal worden interessante ideeën vervolgens gedeeld. Daarna wordt de les afgesloten.

	45 min	50 min	60 min	75 min
Introductie	5 min	5 min	5 min	5 min
Bespreken onderste deel werkblad	10 min	10 min	10 min	15 min
Klassikaal delen van inzichten	...	5 min	10 min	10 min
Onderlinge toekomst-brainstorm	10 min	10 min	15 min	20 min
Klassikaal delen van ideeën	5 min	5 min	5 min	10 min
Afsluiten en vragen beantwoorden	10 min	10 min	10 min	10 min

# 5

## PRESENTEREN

Deze les begint met een introductie. Daarna kunnen verschillende leerlingen klassikaal hun werk presenteren. Afhankelijk van de lengte van het lesuur en het aantal leerlingen, kunnen alle leerlingen een beurt krijgen of kan een aantal presenteren. Er zijn een aantal opties. Aangeraden wordt om elke leerling die gaat presenteren in elk geval 5 minuten de tijd te geven.

1. Mocht er genoeg lestijd beschikbaar zijn in combinatie met het aantal leerlingen, dan kan ervoor worden gekozen elke leerling een beurt te geven.
2. Mocht er te weinig tijd zijn om elke leerling ruimte te geven om te presenteren, dan kan ervoor gekozen worden om de presentaties over meerdere lessen te verspreiden (als dat mogelijk is).
3. Een andere optie is om maar een gedeelte van de leerlingen in de klas te laten presenteren. Dit kunnen de leerlingen zijn die dat zelf willen.
4. Het is ook mogelijk om leerlingen met eenzelfde onderwerp samen te laten presenteren. Zo zullen er in totaal minder presentaties gegeven hoeven worden.
5. Daarnaast is het ook nog een optie om leerlingen in groepjes aan elkaar te laten presenteren. Zo ziet niet de hele klas iedereens werk, maar krijgen alle leerlingen wel een kans om te presenteren.

Mocht hier tijd voor zijn dan kan na elke presentatie kort gereflecteerd worden. De leerlingen in de klas kan bijvoorbeeld gevraagd worden: ‘Op welke manier lijkt wat de leerling heeft gepresenteerd op wat jij ontdekt hebt? En waarin is het anders?’ Mocht het passen, dan kan er na de presentaties nog worden besproken wat de leerlingen van de lesmethode vonden. Als laats wordt de les, en daarmee het hele blok lessen, afgesloten.

	45 min	50 min	60 min	75 min
Introductie	5 min	5 min	5 min	5 min
Presentaties leerlingen	30 min	35 min	45 min	50 min
Nabespreken lessen	...	...	...	10 min
Afsluiten en vragen beantwoorden	5 min	5 min	5 min	5 min

# E The teacher manual

Since the teaching method is meant for Dutch high schools, the materials are in Dutch.

## Docentenhandleiding

Deze handleiding is onderdeel van het lespakket. Dit lespakket is bedoeld voor leerlingen in de bovenbouw van de middelbare school (ongeveer 15 tot 18 jaar oud). Door het volgen van de lessen en het werken aan de bijbehorende opdrachten, worden leerlingen gestimuleerd na te denken over genderstereotypen en andere gender-gerelateerde onderwerpen.

Dit lespakket kan geïntegreerd worden in bestaande seksuele vormingslessen of bij vakken als maatschappijleer, omgangskunde, levensbeschouwing of biologie.

Het materiaal van de lesmethode bestaat uit deze handleiding, introductievideo's of -audiofragmenten, onderwerпкаarten, opdrachtuitwerkingen bij de onderwerpen, het kaartspel 'Gender – waar of niet waar?', slides voor de quiz 'dat kan ook' en drie werkbladen. Veel van het materiaal is ook online te vinden op de website. Deze handleiding geeft een overzicht van de inhoud van de vijf lessen waaruit het lespakket bestaat.

### De vijf lessen

Zoals gezegd bestaat dit lespakket uit vijf lessen. Afhankelijk van de lengte van een onderwijsperiode kunnen verschillende beslissingen worden genomen over de verdeling van deze lessen. Het is mogelijk het pakket in vijf weken te behandelen, dan wordt elke week een les gegeven. Les 5 kan ook over meerdere lessen worden verspreid. Dan wordt de totale lesperiode langer dan 5 weken. (Hier staat meer informatie over aan het eind van de toelichting van les 4.) Ook kan ervoor worden gekozen om de klassikale lessen om de twee of drie weken te laten plaatsvinden. Op die manier krijgen leerlingen tussendoor meer tijd om aan hun opdracht te werken. En zo kan het lespakket ook in een periode van tien tot vijftien weken worden behandeld.

Hieronder staat een toelichting van de inhoud van de vijf lessen. Dit is gebaseerd op lessen die 45 minuten duren. Mochten lessen langer duren, dan staat er een suggestie voor het vullen van de overige tijd.

#### Les 1: introductie

Doel van de les is het introduceren van het onderwerp en in grote lijnen de inhoud van de lessen/lespakket. Het is de bedoeling dat leerlingen aan het eind van de les zin hebben om aankomende periode met het thema genderstereotypen aan de slag te gaan, of op zijn minst open staan om meer over dit thema te weten te komen.

#### Benodigdheden

Introductievideo

Kaartspel 'Gender – waar of niet waar?'

Onderwerp-inspiratiekaarten

### Tijdsindeling

De les begint met een introductievideo van het project. Daarna wordt hier kort over gesproken en wordt het kaartspel 'Gender – waar of niet waar?' geïntroduceerd. Er is daarna ruimte om dit spel te spelen. Als laatst is er tijd om de les af te sluiten en vragen van leerlingen te beantwoorden.

Tijdens langere lessen kan na de introductievideo worden gesproken over wat leerlingen al weten over het thema gender en gerelateerde begrippen. Ook kan eventueel de speeltijd voor het kaartspel worden verlengd of worden nagepraat na het spelen. En leerlingen kunnen de ruimte krijgen om alvast de onderwerпкаarten te bekijken en eventueel een keus te maken.

Voorbeelden van de tijdsindeling van het lesuur.

Indeling afhankelijk van lengte lesuur	45 min	50 min	60 min	75 min
Introductievideo	10 min	10 min	10 min	10 min
Inventarisatie kennis over het thema gender	...	...	...	5 min
Vragen beantwoorden en introductie kaartspel	5 min	5 min	5 min	5 min
Spelen van het kaartspel	15 min	15 min	15 min	20 min
Napraten over kaartspel	...	5 min	5 min	10 min
Onderwerпкаarten bekijken	...	...	10 min	10 min
Afsluiten en vragen beantwoorden	10 min	10 min	10 min	10 min

### Tussendoor: verkennen

Leerlingen gaan tot de volgende les aan de slag met het kiezen van een onderwerp voor hun opdracht, mochten ze dit nog niet in de les hebben gedaan. Ze verkennen het gekozen onderwerp om een algemeen beeld te krijgen. En de leerlingen linken drie woorden uit het 'Gender – waar of niet waar?' kaartspel aan hun onderwerp. Ze zorgen ervoor dat ze hun klasgenoten hier volgende les iets over kunnen vertellen.

### Les 2: samen bepalen

Het doel van deze les is dat leerlingen meekrijgen dat gender sociaal gevormd wordt. En dat mensen dus gezamenlijk bepalen wat het betekent en wat normaal is. Ook wordt inzichtelijk gemaakt dat gender in andere culturen of tijdperiodes anders ingevuld wordt/was. En dat dit dus ook de ruimte geeft om voor verschillende interpretaties.

### Benodigdheden

Audio-introductie

Slides quiz 'dit kan ook'

Werkblad 'allerlei mogelijkheden'

### Tijdsindeling

Deze les begint met een introductie van wat behandeld gaat worden. Daarna kunnen leerlingen met elkaar delen welk onderwerp ze gekozen hebben voor hun opdracht en wat ze hier al over te weten gekomen zijn.

Ze doen dit in groepjes van 3-5 leerlingen. In langere lessen kan er na deze onderlinge bespreking ook ruimte zijn om per groepje de interessantste inzichten klassikaal te delen.

Na het bespreken van de onderwerpen is het tijd voor een quiz! Leerlingen geven bij stellingen gerelateerd aan gender aan of ze denken dat die wel of niet juist zijn. Voor langere lessen zou er na de quiz nog tijd zijn om de meest opvallende stellingen te bespreken. Als laatst is er tijd om de les af te sluiten en vragen van leerlingen te beantwoorden.

Voorbeelden van de tijdsindeling van het lesuur.

Indeling afhankelijk van lengte lesuur	45 min	50 min	60 min	75 min
Introductie	5 min	5 min	5 min	5 min
Onderlinge bespreking van onderwerpen	10 min	10 min	10 min	15 min
Klassikaal delen van interessantste inzichten	...	5 min	10 min	10 min
Spelen van de quiz 'dit kan ook'	15 min	15 min	20 min	20 min
Nabespreken van de quiz	...	...	...	10 min
Afsluiten en vragen beantwoorden	10 min	10 min	10 min	10 min

De quiz: dat kan ook

In de quiz komen verschillende stellingen langs die allemaal iets te maken hebben met gender in een andere cultuur of tijdperiode. Leerlingen laten zien dat ze denken dat deze stelling juist is door hun duim omhoog te steken. Duim naar beneden betekent dat de leerling denkt dat de stelling onjuist is. Om de competitie strijd aan te wakkeren kan ervoor worden gekozen om alle leerlingen in het begin op te laten staan. Wie de vraag fout heeft gaat zitten tot er een winnaar overblijft.

Tussendoor: een andere tijd en andere cultuur

Leerlingen gaan tot de volgende les aan de slag met het reflecteren op het gekozen onderwerp in verschillende tijdperiodes en/of binnen verschillende culturen. Ze kiezen twee voorbeelden waartussen een interessant verschil te zien is. Meerdere mogelijkheden dus eigenlijk om invulling te geven aan iets dat te maken heeft met gender. Deze mogelijkheden kunnen de leerlingen noteren of visualiseren op het daarvoor bedoelde 'allerlei mogelijkheden'-werkblad. Dus bijvoorbeeld aan de ene kant hoe sportkleding in Europa eruitziet en aan de andere kant hoe dat in Azië anders kan zijn. Of een afbeelding van hun onderwerp in de huidige tijd, en aan de andere kant hoe dat vroeger was. Dit ingevulde werkblad zal gebruikt worden als gespreksonderwerp in de volgende les.

### Les 3: wat is normaal?

Deze les gaat over wat 'normaal' is, of wat eigenlijk allemaal best normaal zou kunnen zijn. Leerlingen worden gemotiveerd om met verschillende standpunten te komen voor waarom iets normaal is of normaal zou kunnen zijn. Ook als ze die mening zelf niet delen. Daardoor komen de leerlingen in aanraking met verschillende perspectieven om naar iets te kijken.

## Benodigdheden

Audio-introductie

Werkblad 'dat is normaal!'

## Tijdsindeling

Deze les begint met een introductie van wat behandeld gaat worden. Daarna wordt er klassikaal een spel gespeeld. Leerlingen dragen hierin hun eigen onderwerpen aan als startpunt. Afhankelijk van de lengte van het lesuur kan elke leerling een beurt krijgen, of kunnen er een aantal de beurt krijgen. Er kan door de docent besloten worden wie zijn onderwerp kan inbrengen, of leerlingen kunnen dat vanuit eigen motivatie doen.

Na het spelen van dit spel wordt er nabesproken. Er wordt klassikaal besproken wat interessante en verrassende ontdekkingen waren. De leerlingen kunnen eventueel tijd krijgen om het werkblad 'dat is normaal!' in te vullen, maar dit kan ook als huiswerk meegegeven worden. Als laatst wordt de les afgesloten en worden eventuele vragen (over de opdracht) beantwoord.

Voorbeelden van de tijdsindeling van het lesuur.

Indeling afhankelijk van lengte lesuur	45 min	50 min	60 min	75 min
Introductievideo	5 min	5 min	5 min	5 min
Klassikaal spel: dat is normaal!	20 min	25 min	30 min	35 min
Klassikale nabespreking	5 min	5 min	10 min	10 min
Invullen werkblad 'dat is normaal!'	...	...	...	10 min
Afsluiten en vragen beantwoorden	10 min	10 min	10 min	10 min

## Spel: dat is normaal!

Tussen de tweede en de derde les verkende de leerlingen hun onderwerp gerelateerd aan andere culturen of in andere tijdperiodes. Een interessante of verrassende vergelijking tussen twee mogelijkheden hebben ze genoteerd/gevisualiseerd op het werkblad 'allerlei mogelijkheden'. Dit ingevulde werkblad nemen de leerlingen mee naar de derde les. En deze bladen vormen het startpunt van het klassikale spel dat wordt gespeeld in deze les.

De klas wordt verdeeld in groepen van 3 tot 5 leerlingen. Samen vormen zij een team. Telkens presenteert een leerling de uitkomsten op het werkblad. De leerlingen in de klas kunnen dan argumenten verzinnen voor waarom het ene of het andere 'normaal' is. In andere woorden, wat de twee mogelijkheden te maken hebben met de ideeën die mensen in hun hoofd hebben (dus eigenlijk de stereotypen). *Als voorbeeld: een leerling kan in het ene veld een afbeelding hebben toegevoegd van een vrouw op hakken. In het andere veld zie je Lodewijk XIV, ook op hakken. Over de eerste afbeelding kan worden gezegd dat het 'normaal' is dat vrouwen hakken dragen omdat ze hierdoor langer zijn. Of omdat het mooi staat onder (lange) jurken. Voor de tweede afbeeldingen kunnen argumenten worden aangedragen dat hakken handig waren toen mensen nog veel paard reden. Of dat het een statussymbool was.*

De leerlingen hoeven het niet zelf eens te zijn met de argumenten die ze aandragen. Leerlingen kunnen hun hand opsteken als zij een argument weten en krijgen dan de beurt. Om alle teams eerlijke kansen te geven, kunnen de teams de beurt krijgen volgens een vast volgorde. Weten ze niets? Dan gaat hun beurt voorbij.

Voor elk goed verzonnen standpunt verdient het team een punt. De leerling voor de klas en de docent vormen de jury voor deze beoordeling. De docent houdt de punten van elk team bij. Per mogelijkheid op het werkblad zijn 4 punten te vergeven, dus 8 in totaal per presenterende leerling. Als elke leerling geweest is, of de tijd op is, worden de punten geteld en het winnende team bekend gemaakt.

Afhankelijk van de lengte van de les, kan elke leerling met het werkblad voor de klas komen. Mocht daar geen tijd voor zijn dan kan of de docent leerlingen aanwijzen. Of leerlingen kunnen uit eigen motivatie voor de klas komen. Dit is voor hen ook waardevol, want andere leerlingen leveren zo input voor het werkblad 'dat is normaal!' wat ze voor de volgende les moeten invullen.

Tussendoor: genderstereotypen

Leerlingen gaan aan de slag met het werkblad 'dat is normaal!'. Dit is eigenlijk een samenvatting van wat er tijdens het klassikale spel is benoemd. Ze kunnen ook alvast werken aan het onderste deel van het werkblad, maar krijgen ook volgende les nog tijd dat af te maken. Ook ontdekken de leerlingen of genderstereotypen binnen het gekozen onderwerp een rol spelen en op wat voor manier. Ze zorgen ervoor dat ze hun klasgenoten hier volgende les iets over kunnen vertellen.

#### Les 4: de toekomst

Deze les staat in het teken van dromen over de toekomst. Wat vinden de leerlingen tof aan hoe dingen nu zijn? En wat zouden ze wel anders willen zien, en waarom? Of wat verwachten zij dat er gaat veranderen? Leerlingen mogen ook motiveren waarom ze juist niets zouden willen veranderen. Ze voeren dit gedachtenexperiment uit aan de hand van het werkblad 'dromen over de toekomst', wat een vervolg is op de eerdere werkbladen.

Benodigdheden

Audio-introductie

Werkblad 'dromen over de toekomst'

Tijdsindeling

Deze les begint met een introductie van wat behandeld gaat worden. Daarna kunnen leerlingen in groepjes (3-5 leerlingen) bespreken wat ze op het onderste deel van het werkblad 'dat is normaal!' hebben ingevuld. Of als ze dit nog niet gedaan hebben, of het lastig vonden, dan kunnen ze er samen over nadenken. In langere lessen kan er na deze onderlinge bespreking ook ruimte zijn om per groepje de interessantste inzichten klassikaal te delen.

Na het bespreken van de onderwerpen is het tijd om binnen dezelfde groepjes te verkennen hoe hun onderwerp de toekomst zou kunnen veranderen. Ze kunnen delen wat zij voorspellen dat er gaat veranderen, of delen wat zij hopen dat er gaat veranderen. Of juist uitleggen waarom ze denken dat er niets zal veranderen. Ze doen dit aan de hand van het werkblad 'dromen over de toekomst'. Klassikaal worden interessante ideeën vervolgens gedeeld. Daarna wordt de les afgesloten.

Voorbeelden van de tijdsindeling van het lesuur.

Indeling afhankelijk van lengte lesuur	45 min	50 min	60 min	75 min
Introductie	5 min	5 min	5 min	5 min
Bespreken/invullen onderste deel werkblad	10 min	10 min	10 min	15 min
Klassikaal delen van interessantste inzichten	...	5 min	10 min	10 min
Onderlinge brainstorm over de toekomst	10 min	10 min	15 min	20 min
Klassikaal delen van ideeën over de toekomst	5 min	5 min	5 min	10 min
Afsluiten en vragen beantwoorden	10 min	10 min	10 min	10 min

#### Belangrijk!

In de laatste les krijgen leerlingen de ruimte om hun werk te presenteren. Er moet daarvoor worden besloten hoe dit precies vormgegeven zal worden. Maak een keus voor de indeling presentaties tijdens de vijfde les voor de vierde les gegeven wordt. Zo kunnen de leerlingen tijdens de vierde les worden geïnformeerd over de verwachtingen voor de laatste les.

Afhankelijk van de lengte van een lesuur, zijn hiervoor verschillende opties mogelijk voor de laatste les.

Aangeraden wordt om elke leerling die gaat presenteren in elk geval 5 minuten de tijd te geven.

1. Mocht er genoeg lestijd beschikbaar zijn in combinatie met het aantal leerlingen, dan kan ervoor worden gekozen elke leerling een beurt te geven.
2. Mocht er te weinig tijd zijn om elke leerling ruimte te geven om te presenteren, dan kan ervoor gekozen worden om de presentaties over meerdere lessen te verspreiden.
3. Een andere optie is om maar een gedeelte van de leerlingen in de klas te laten presenteren. Dit kunnen de leerlingen zijn die dat zelf willen. De andere leerlingen leveren dan digitaal of fysiek hun werk in.
4. Het is ook mogelijk om leerlingen met eenzelfde onderwerp samen te laten presenteren. Zo zullen er in totaal minder presentaties gegeven hoeven worden.
5. Daarnaast is het ook nog een optie om leerlingen in groepjes aan elkaar te laten presenteren. Zo ziet niet de hele klas iedereens werk, maar krijgen alle leerlingen wel een kans om te presenteren.

#### Tussendoor: veranderingen

Leerlingen gaan tot de volgende les aan de slag met het voorbereiden van een presentatie. In die presentatie laten ze zien wat hun verrassendste ontdekkingen waren over hun onderwerp en beantwoorden ze in elk geval twee vragen. 1. Welke woorden uit het 'Gender – waar of niet waar?' kaartspel kon jij verbinden aan jouw onderwerp? (Of dus eigenlijk: wat heeft jouw onderwerp met het thema gender te



maken?) 2. Hoe spelen genderstereotypen (of genderhokjes) binnen het gekozen onderwerp een rol? En 3. Hoe het onderwerp er in de toekomst uit zal zien, of wat de leerling er zelf aan zou veranderen als dat kon.

## Les 5: presenteren

In deze les presenteren de leerlingen hun werk. Dit kan in een door hen zelf gekozen vorm. Door elkaars werk te zien, komen leerlingen erachter op welke manieren gender eigenlijk allemaal een rol speelt in hun leven. En ze realiseren zich hopelijk dat gender in vele diverse vormen kan en mag bestaan.

### Benodigheden

Presentatiemateriaal van de leerlingen

### Tijdsindeling

Deze les begint met een introductie. Daarna kunnen verschillende leerlingen klassikaal hun werk presenteren. Afhankelijk van de lengte van het lesuur en het aantal leerlingen, kunnen alle leerlingen een beurt krijgen of kan een aantal presenteren. Er zijn een aantal opties. Aangeraden wordt om elke leerling die gaat presenteren in elk geval 5 minuten de tijd te geven.

1. Mocht er genoeg lestijd beschikbaar zijn in combinatie met het aantal leerlingen, dan kan ervoor worden gekozen elke leerling een beurt te geven.
2. Mocht er te weinig tijd zijn om elke leerling ruimte te geven om te presenteren, dan kan ervoor gekozen worden om de presentaties over meerdere lessen te verspreiden (als dat mogelijk is).
3. Een andere optie is om maar een gedeelte van de leerlingen in de klas te laten presenteren. Dit kunnen de leerlingen zijn die dat zelf willen.
4. Het is ook mogelijk om leerlingen met eenzelfde onderwerp samen te laten presenteren. Zo zullen er in totaal minder presentaties gegeven hoeven worden.
5. Daarnaast is het ook nog een optie om leerlingen in groepjes aan elkaar te laten presenteren. Zo ziet niet de hele klas iedereens werk, maar krijgen alle leerlingen wel een kans om te presenteren.

Mocht hier tijd voor zijn dan kan na elke presentatie kort gereflecteerd worden. De leerlingen in de klas kan bijvoorbeeld gevraagd worden: 'Op welke manier lijkt wat de leerling heeft gepresenteerd op wat jij ontdekt hebt? En waarin is het anders?' Mocht het passen, dan kan er na de presentaties nog worden besproken wat de leerlingen van de lesmethode vonden. Als laats wordt de les, en daarmee het hele blok lessen, afgesloten.

Voorbeelden van de tijdsindeling van het lesuur.

Indeling afhankelijk van lengte lesuur	45 min	50 min	60 min	75 min
Introductie	5 min	5 min	5 min	5 min
Presentaties van leerlingen	30 min	35 min	45 min	50 min
Nabespreken lessen	...	...	...	10 min
Afsluiten en vragen beantwoorden	5 min	5 min	5 min	5 min

# F Teaching materials

The created teaching materials for the education method can be found in this appendix. (See next pages.) Since the teaching method is meant for Dutch high schools, the materials are in Dutch.

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# Overzicht van de vijf lessen

1

## INTRODUCTIE

Het doel van de les is het introduceren van het onderwerp en in grote lijnen de inhoud van de lessen/lespakket. Het is de bedoeling dat leerlingen aan het eind van de les zin hebben om aankomende periode met het thema genderstereotypen aan de slag te gaan, of op zijn minst open staan om meer over dit thema te weten te komen.

2

## SAMEN BEPALEN

Het doel van deze les is dat leerlingen meekrijgen dat gender sociaal gevormd wordt. En dat mensen dus gezamenlijk bepalen wat het betekent en wat normaal is. Ook wordt inzichtelijk gemaakt dat gender in andere culturen of tijdspannes anders ingevuld wordt/was. En dat dit dus ook de ruimte geeft om voor verschillende interpretaties.

3

## WAT IS NORMAAL?

Deze les gaat over wat 'normaal' is, of wat eigenlijk allemaal best normaal zou kunnen zijn. Leerlingen worden gemotiveerd om met verschillende standpunten te komen voor waarom iets normaal is. Ook als ze die mening zelf niet delen. Daardoor komen de leerlingen in aanraking met verschillende perspectieven om naar iets te kijken.

4

## DE TOEKOMST

Deze les staat in het teken van dromen over de toekomst. Wat vinden de leerlingen tof aan hoe dingen nu zijn? En wat zouden ze juist wel of niet anders willen zien, en waarom? Leerlingen voeren dit gedachtenexperiment uit aan de hand van het werkblad 'dromen over de toekomst', wat een vervolg is op de eerdere werkbladen.

5

## PRESENTEREN

In deze les presenteren de leerlingen hun werk. Dit kan in een door hen zelf gekozen vorm. Door elkaars werk te zien, komen leerlingen erachter op welke manieren gender eigenlijk allemaal een rol speelt in hun leven. En ze realiseren zich hopelijk dat gender in vele diverse vormen kan en mag bestaan.

# Inhoud van de lessen



Dit logo bedoelt een klassikaal gesprek, toelichting of vragen beantwoorden.



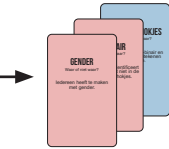
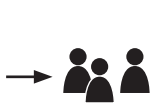
Dit logo betekent dat leerlingen onderling iets bespreken.

## 1

### INTRODUCTIE



introdactie video



kaartspel  
'Gender wonw?'



onderwerp  
inspiratie opdoen



## 2

### SAMEN BEPALEN



audio  
introdactie



delen over  
onderwerp



quiz  
'dit kan ook'



## 3

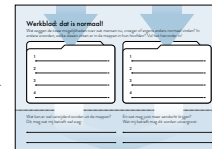
### WAT IS NORMAAL?



introdactie video



spel 'dat is  
normaal!'



invullen wb  
'dat is normaal!'



## 4

### DE TOEKOMST



audio  
introdactie



bespreken wb  
'dat is normaal!'



dromen over  
de toekomst

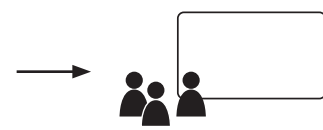


## 5

### PRESENTEREN

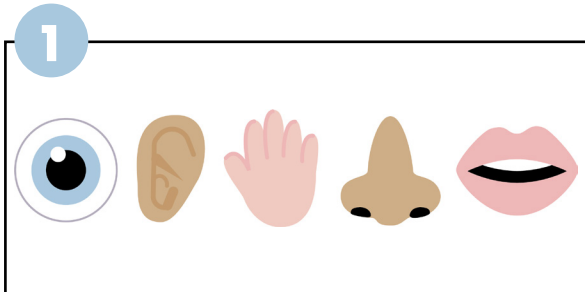


audio  
introdactie

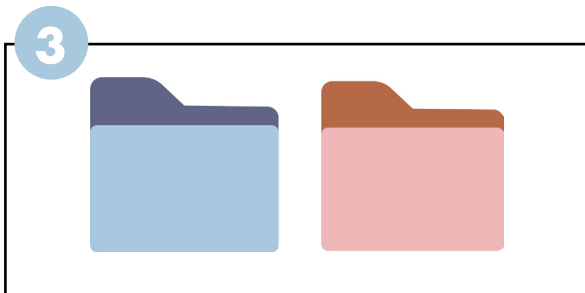


presentaties

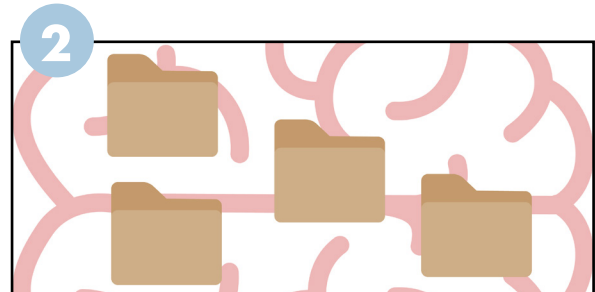
# Frames introductievideo les 1



“Als kind leer je wat je ziet, hoort, voelt, ruikt en proeft te begrijpen. Je hersenen zoeken een plekje om al die informatie te bewaren. Eigenlijk ontstaan er een soort mappen in je hoofd waarin van alles wordt opgeslagen.”



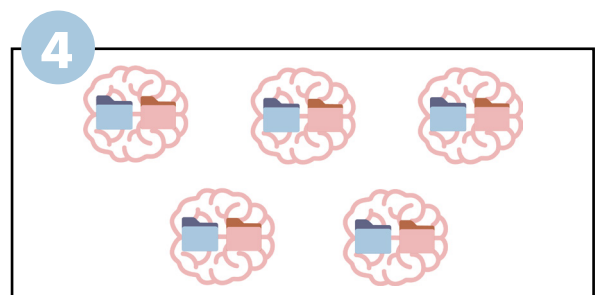
“En zo heb je ook een map voor alles wat in de categorie vrouw of vrouwelijkheid valt. En eentje voor wat te maken heeft met man of mannelijkheid. Misschien vind je in die mappen informatie over hoe vrouwen en mannen er uit kunnen zien. En over welke kleding zij dragen. Waarschijnlijk zit er ook informatie in de mappen over hoe vrouwen en mannen zich kunnen gedragen. En over welke beroepen misschien het best bij hen passen.”



“Je hebt een map vol plaatjes van bomen, eentje met alles dat zoet proeft en een folder met nummers waar je graag naar luistert.

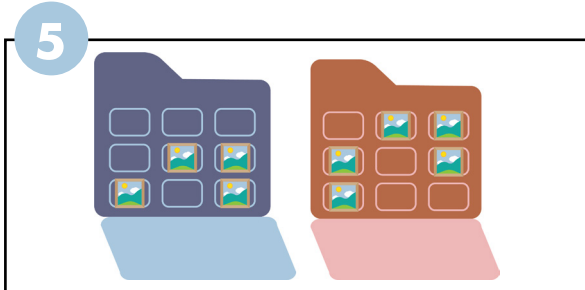
En dat is handig! Zo kun je nieuwe prikkels sneller begrijpen. Zie je een bloem die je niet eerder hebt ontdekt, dan weet je toch meteen dat het om een bloem gaat. Alle informatie in de mapjes werkt als handig vergelijkingsmateriaal.

Vaak ben je helemaal niet bewust bezig met de inhoud van al die mappen. En weet je ook niet meer precies wanneer je ze gevuld hebt. Het was een geleidelijk proces dat jaren heeft geduurd.”



“Alles dat zich in jouw mappen voor vrouwelijkheid en mannelijkheid bevindt, bepaalt hoe jij denkt over vrouwen en mannen. De inhoud van deze mappen lijkt waarschijnlijk veel op die van andere mensen. Jullie zijn namelijk in dezelfde wereld opgegroeid en hebben soortgelijke prikkels gehad. Hierdoor ontstaan denkbeelden die veel mensen herkennen. Dat noem je stereotypen.”

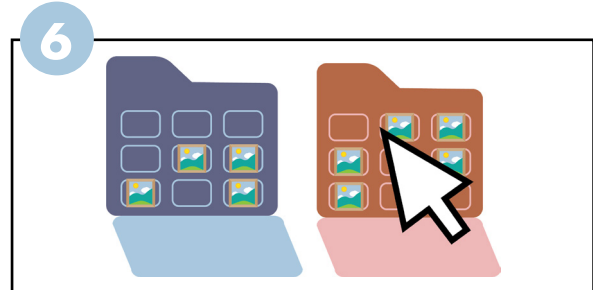
# Frames introductievideo les 1



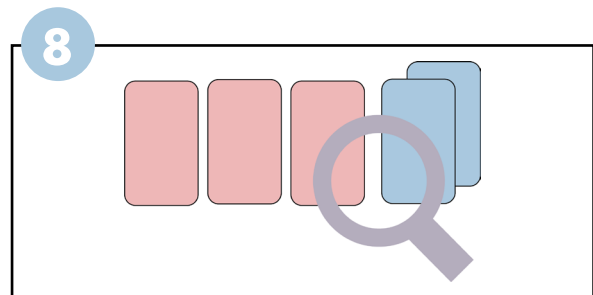
“Maar het nadeel van die denkbeelden is dat ze niet kloppen voor elk persoon. Niet elke vrouw of elke man lijkt op het plaatje dat jij in je hoofd hebt. Niet iedereen herkent zich in de bestaande stereotypen. En sommige mensen voelen zich überhaupt niet vrouw of man. De informatie in de mappen in jouw hoofd is soms dus niet volledig. Het gaat niet over alle soorten mensen die bestaan. En dat kan soms voor best wat verwarring zorgen. Zeker als je niet wist dat je nog wat informatie miste.”



“Tijdens dit project ga je kijken naar de stereotypebeelden die veel mensen kennen. Omdat de mappen in ons hoofd vaak onbewust gevuld worden, kun je nu ontdekken wat we daar eigenlijk allemaal ingestopt hebben. En dan specifiek als het gaat over gender. Dus vrouwelijkheid, mannelijkheid en alles wat er nog meer bestaat.”



“Maar geen zorgen. Net als met de mappen op je computer, kun je die in je hoofd ook aanpassen. Je kunt informatie toevoegen, verwijderen of zelfs hele nieuwe mappen aanmaken. Jij hebt de touwtjes in handen!”



“Gender is best een ingewikkeld woord. Daarom krijg je de kans om het kaartspel ‘Gender – waar of niet waar?’ te spelen. Dat maakt hopelijk meer duidelijk. Ook ga je ontdekken of iedereen hetzelfde denkt over gender, en wat eigenlijk ‘normaal’ is. En jij mag fantaseren over wat jij graag anders zou willen zien. Ben je er klaar voor?”

# Audio introductie les 1 & 2

1



Voor dit fragment wordt de introductievideo laten zien.

“In deze les... Bekijk je een video die het thema van dit lespakket introduceert. Ook ga je het kaartspel ‘Gender – waar of niet waar?’ spelen. En je kiest voor volgende les het onderwerp voor jouw opdracht. Ga jij naar sportkleding kijken en ontdekken waarom die voor sommige sporters verschillend is? Of juist niet! Of heb jij meer interesse in muziek, toneel of mode?”

Je mag zelf een onderwerp kiezen dat jij interessant vindt. En als je dat lastig vind, zijn er ook onderwerpkaarten die je inspiratie kunnen geven. Deze kaarten kun je in de klas bekijken, of in digitale vorm online op de website. Van de onderwerpen op die kaarten zijn vragen per les uitgeschreven. Ook die kun je online vinden. Kies je zelf een onderwerp, dan zul je die vragen zelf moeten verzinnen. Maar, je mag natuurlijk afkijken bij de voorbeelden die er al zijn!”

2



“In deze les... Ontdek je eerst welke onderwerpen klasgenoten hebben gekozen voor hun opdracht en wat zij hier al over weten. Daarna volgt een quiz die alles te maken heeft met gender in andere culturen en in andere tijden. Hoeveel vragen kun jij goed beantwoorden?”

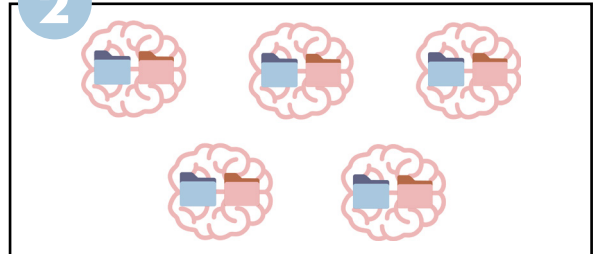
# Frames introductievideo les 3

1



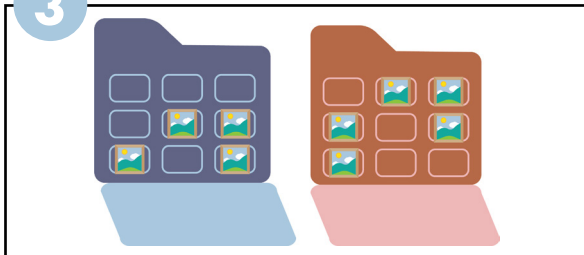
“In deze les... Kom je erachter wat je klasgenoten allemaal over hun onderwerp ontdekt hebben. En zullen jullie de strijd tegen elkaar aangaan. Hoe dat precies in z'n werk gaat? Dat hoor je zo, eerst nog even dit.”

2



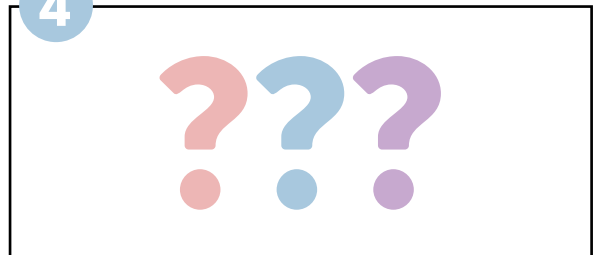
“Kun je je nog herinneren wat genderstereotypen zijn? Denk terug aan de video uit de eerste les. Iedereen heeft ideeën in zijn hoofd over wat vrouwelijk en mannelijk is. Het zijn de mappen in je hoofd die je tijdens je leven gevuld hebt. Als veel mensen dezelfde denkbeelden herkennen, kunnen dat stereotypen zijn. Stereotypen zeggen dus eigenlijk iets over wat we gezamenlijk ‘normaal’ denken te vinden.”

3



“Maar zoals in de introductie video werd gezegd, kloppen die stereotypen niet voor iedereen. Want niet elke vrouw draagt graag rokken. Of niet elke man houdt van voetbal. En dan zijn er ook nog mensen die zich helemaal geen vrouw of man voelen.”

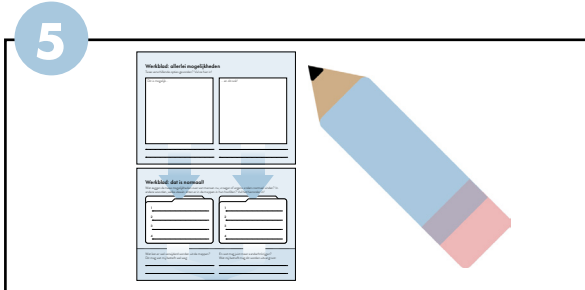
4



“Waarom zijn we sommige dingen eigenlijk als ‘normaal’ gaan zien? En hoe ‘normaal’ is het eigenlijk? In de vorige les kon je al ontdekken dat wat wij normaal vinden, ergens anders misschien helemaal niet zo normaal is. Of dat het hier vroeger misschien ook helemaal niet zo normaal was. Eigenlijk is normaal dus best een gek woord want niets is altijd en overal normaal.”



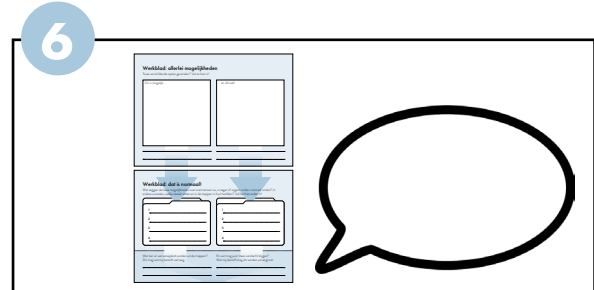
# Frames introductievideo les 3



“Wat dat te maken heeft met deze les? Alles! Naar aanleiding van de vorige les heb je het werkblad ‘allerlei mogelijkheden’ ingevuld. En die werkbladen zijn nodig deze les. Ze vormen het startpunt voor het spel dat jullie deze les spelen. En dat werkt als volgt.”



“De docent houdt de gescoorde punten bij. Als alle leerlingen zijn geweest, of de tijd op is, worden die bij elkaar opgeteld. En... wordt de winnaar bekend gemaakt! Ga jij met je team winnen?”



“Verdeel de klas in groepen van 3 tot 5 leerlingen. Ieder groepje is een team. Om beurten kun je met je werkblad voor de klas komen. Licht je onderwerp en de twee mogelijkheden die je op je werkblad hebt ingevuld toe. Per mogelijkheid zijn er nu 4 punten te verdelen. Geef argumenten voor waarom deze mogelijkheid best normaal is. In andere woorden, wat zijn de ideeën over dit onderwerp die veel mensen in hun hoofd hebben? Let op, je hoeft het daar zelf niet mee eens te zijn! Voor elk goed argument verdien je een punt voor je team. Als alle 8 punten vergeven zijn, is de volgende leerling aan de beurt om voor de klas te komen.

En trouwens, het is best slim om voor de klas te komen. De antwoorden die jouw klasgenoten jou geven kun je namelijk later invullen op het werkblad ‘dat is normaal!’”

# Audio introductie les 4 & 5

4



“In deze les... Ga je dromen over de toekomst. Je weet nu een hoop over het onderwerp dat jij hebt gekozen. Wat verwacht je dat er gaat veranderen? Of wat zou je zelf graag anders zien? Of vind je het juist prima zo, en waarom dan?”

Je bespreekt weer met klasgenoten je vondsten naar aanleiding van de vorige les en maakt het onderste deel van het werkblad ‘dat is normaal!’ af. Vervolgens gaan jullie in groepjes brainstormen over hoe het misschien in de toekomst anders zal gaan met jullie onderwerpen. Hiervoor kun je het werkblad ‘dromen over de toekomst’ gebruiken. De interessante ideeën die jullie hierover hebben, kun je later delen met de klas. Succes!”

5



“In deze les... Presenteren jullie wat je afgelopen weken allemaal te weten bent gekomen. En kan je ook zien wat anderen ervan gemaakt hebben!”

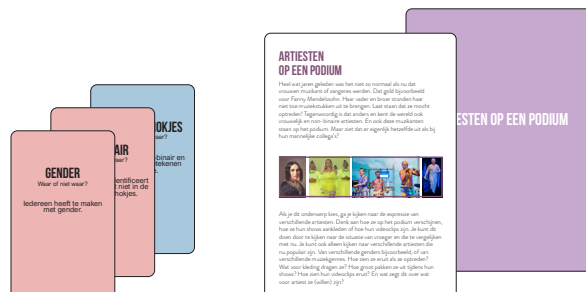
# Benodigdheden per les

1

## INTRODUCTIE

### Benodigdheden

Introductievideo  
Kaartspel: 'Gender - waar of niet waar?'  
Onderwerp-inspiratiekaarten

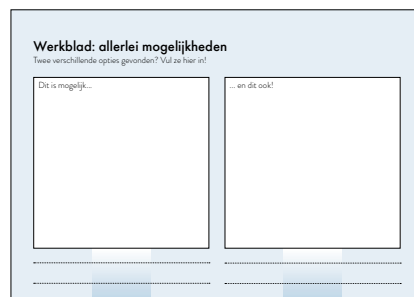


2

## SAMEN BEPALEN

### Benodigdheden

Audio-introductie  
Slides quiz 'dat kan ook'  
Werkblad 'allerlei mogelijkheden'

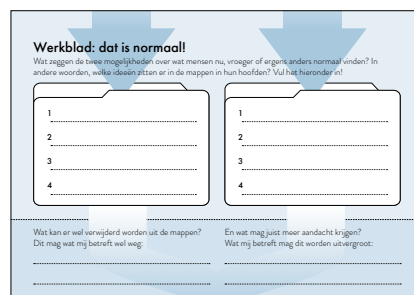


3

## WAT IS NORMAAL?

### Benodigdheden

Audio-introductie  
Werkblad 'dat is normaal!'



4

## DE TOEKOMST

### Benodigdheden

Audio-introductie  
Werkblad 'dromen over de toekomst'



5

## PRESENTEREN

### Benodigdheden

Presentatiemateriaal van de leerlingen

# Kaartspel 'gender - waar of niet waar?'

<p><b>GENDER</b> Waar of niet waar?</p> <p>Dit is het 'Gender - waar of niet waar?' kaartspel. Hoe je dat speelt? Check de achterkant van deze kaart!</p>	<p><i>Gender - waar of niet waar?</i></p> <p>Schud de roze en blauwe kaarten apart. Leg twee stapeljes op tafel, met de lichtere kant naar boven. Dus de kant met de 'waar of niet waar'-stelling.</p> <p>Je begint het spel met de roze kaarten. Trek een kaart en lees de stelling voor. Wat denk jij, is dit waar of niet? Als je wil mag je overleggen. Kies een antwoord en draai de kaart om. Daarop lees je of jij het goed had.</p> <p>Als je alle roze kaarten gehad hebt, kun je verder met de blauwe. Die zijn iets ingewikkelder. Toch nog te lastig? Speel dan gerust de roze kaarten nog een keer!</p>	<p><b>GESLACHT</b> Waar of niet waar?</p> <p>Iemands (biologisch) geslacht kan worden bepaald a.d.h.v. geslachtsorganen, chromosomen of hormonen.</p>	<p><i>Iemands (biologisch) geslacht kan worden bepaald a.d.h.v. geslachtsorganen, chromosomen of hormonen.</i></p> <p>Meestal wordt het geslacht van een kindje bepaald tijdens de zwangerschap of net na de geboorte. Dit wordt meestal gedaan door te kijken naar geslachtsorganen zoals de vulva of de piemel. Maar chromosomen en hormonen kunnen ook duidelijkheid verschaffen over iemands biologische geslacht.</p>	<p><b>INTERSEKSE</b> Waar of niet waar?</p> <p>Intersekse is een ander woord voor heteroseksueel.</p>	<p><i>Intersekse is een ander woord voor heteroseksueel.</i></p> <p>Intersekse heeft niet te maken met iemands seksuele voorkeur. Dit woord heeft te maken met iemands biologische geslacht. Vaak kan het geslacht worden bepaald aan de hand van geslachtsorganen, chromosomen en/of hormonen. Het komt soms voor dat het biologische geslacht van een kind niet exclusief als mannelijk of vrouwelijk kan worden ingedeeld. Bijvoorbeeld omdat de geslachtsorganen mannelijke en vrouwelijke kenmerken vertonen. Dan kan de term intersekse van toepassing zijn.</p>
<p><b>GENDERIDENTITEIT</b> Waar of niet waar?</p> <p>Genderidentiteit en geslacht zijn hetzelfde.</p>	<p><i>Genderidentiteit en geslacht zijn hetzelfde.</i></p> <p>Ook al wordt iemands genderidentiteit vaak aangenomen a.d.h.v. het biologische geslacht, deze twee dingen zijn niet hetzelfde. Genderidentiteit gaat over hoe iemand zich van binnen voelt. Voor sommige mensen zal dit overeenkomen met hun geslacht. Voor anderen verschillen deze van elkaar. De enige persoon die jouw genderidentiteit zeker kan weten, ben jij zelf!</p>	<p><b>NON-BINAIR</b> Waar of niet waar?</p> <p>Iemand die zich identificeert als non-binair past niet in de binaire genderhokjes.</p>	<p><i>Iemand die zich identificeert als non-binair past niet in de binaire genderhokjes.</i></p> <p>Een non-binair persoon identificeert zich niet als exclusief man of vrouw. En daarom voelt deze persoon zich vaak niet thuis in de binaire genderhokjes. Het gender van een non-binair persoon kan een mix zijn tussen mannelijk en vrouwelijk, of daar helemaal niet mee te maken hebben.</p>	<p><b>GENDERQUEER</b> Waar of niet waar?</p> <p>Iemand die zich niet in het binaire gendersysteem thuis voelt, kan zich identificeren als genderqueer.</p>	<p><i>Iemand die zich niet in het binaire gendersysteem thuis voelt, kan zich identificeren als genderqueer.</i></p> <p>Als iemands gender niet past binnen het binaire gendersysteem (man en vrouw), kan die persoon zich identificeren als genderqueer. Het kan gaan over iedereen die zich niet exclusief herkent in het hokje man of vrouw, of iedereen die niet cisgender is. In die zin is het een breed begrip dat onder andere te maken kan hebben met geslacht, genderidentiteit, genderexpressie en een combinatie daarvan.</p>
<p><b>CISGENDER</b> Waar of niet waar?</p> <p>Bij een cisgender persoon komen de genderidentiteit en genderexpressie overeen.</p>	<p><i>Bij een cisgender persoon komen de genderidentiteit en genderexpressie overeen.</i></p> <p>Het woord cisgender geeft aan dat iemands (biologische) geslacht en genderidentiteit overeenkomen. Bij de geboorte wordt bijvoorbeeld het geslacht van een kind vastgesteld als vrouw. Deze persoon voelt zich ook een vrouw, en is dus cisgender. Maar dat betekent niet dat deze persoon zich ook vrouwelijk kleedt. Dit zou zomaar eens mannelijk of iets ertussen in kunnen zijn. Het woord cisgender zegt dus niet iets over iemands genderexpressie.</p>	<p><b>TRANSGENDER</b> Waar of niet waar?</p> <p>Bij een transgender persoon komen het (biologisch) geslacht en de genderidentiteit niet overeen.</p>	<p><i>Bij een transgender persoon komen het (biologisch) geslacht en de genderidentiteit niet overeen.</i></p> <p>Voor sommige mensen komt het interne gevoel dat ze hebben over hun genderidentiteit niet overeen met het geslacht dat bij hun geboorte is vastgesteld. Deze mensen kunnen zich identificeren als transgender.</p>	<p><b>GENDEREXPRESSIE</b> Waar of niet waar?</p> <p>Genderexpressie gaat over kledingstijl.</p>	<p><i>Genderexpressie gaat over kledingstijl.</i></p> <p>Hoewel genderexpressie ook over kleding(stijl) gaat, houdt het meer in dan dat. Genderexpressie gaat over alle manieren hoe iemand uitdrukking kan geven aan gender. Dit gaat dus bijvoorbeeld ook over iemands uiterlijk, haarstijl, gedrag en lichaamstaal. Iemands genderexpressie kan overeenkomen met de genderidentiteit van die persoon, maar dat hoeft niet.</p>
<p><b>ANDROGYN</b> Waar of niet waar?</p> <p>Mensen met een androgyn genderexpressie voelen zich niet thuis in hun lichaam.</p>	<p><i>Mensen met een androgyn genderexpressie voelen zich niet thuis in hun lichaam.</i></p> <p>Of mensen zich wel of niet thuis voelen in hun lichaam is niet of te leiden uit hun genderexpressie. Ook niet wanneer hun genderexpressie niet overeenkomt met hun genderidentiteit of geslacht. Het woord androgyn bestaat uit de oud-Griekse woorden voor man (anēr) en vrouw (gynē). Iemand met deze genderexpressie combineert mannelijke en vrouwelijke eigenschappen, of laat die geheel weg. Wat geldt als een mannelijke, vrouwelijke of androgyn genderexpressie kan verschillen per cultuur en tijdsperiode.</p>	<p><b>GENDERSTEREOTYPEN</b> Waar of niet waar?</p> <p>Genderstereotypen bepalen de verwachtingen die ontstaan naar aanleiding van iemands gender.</p>	<p><i>Genderstereotypen bepalen de verwachtingen die ontstaan naar aanleiding van iemands gender.</i></p> <p>Stereotypen helpen mensen om informatie te categoriseren, waardoor we de (sociale) wereld om ons heen makkelijker kunnen begrijpen. Mensen hebben hierdoor vaak een beeld over hoe anderen zich horen te gedragen naar aanleiding van hun gender. Genderstereotypen scheppen onder andere (onterechte) verwachtingen over eigenschappen, expressie, gedrag en rollen. Hoewel genderstereotypen ook bruikbaar kunnen zijn, is het belangrijk te realiseren dat ze geen volledig of realistisch beeld schetsen van mensen.</p>	<p><b>HETEROSEKUEEL</b> Waar of niet waar?</p> <p>Mensen die heteroseksueel zijn, vallen op mensen met een andere genderidentiteit dan zichzelf.</p>	<p><i>Mensen die heteroseksueel zijn, vallen op mensen met een andere genderidentiteit dan zichzelf.</i></p> <p>De term heteroseksueel geeft aan tot wie mensen zich (seksueel) aangetrokken voelen. Het gaat over mensen met de genderidentiteit man die uitsluitend op vrouwen vallen. En over mensen met de genderidentiteit vrouw die alleen op mannen vallen. Dus hoewel hetero's zich aangetrokken voelen tot mensen met een andere genderidentiteit dan zichzelf, gaat het wel uitsluitend over mannen die op vrouwen vallen en vrouwen die op mannen vallen. En dus niet over mannen of vrouwen die zich tot non-binaire personen aangetrokken voelen, of andersom.</p>
<p><b>HOMOSEKUEEL</b> Waar of niet waar?</p> <p>Iemand die homoseksueel is, voelt zich aangetrokken tot mensen van alle genders.</p>	<p><i>Iemand die homoseksueel is, voelt zich aangetrokken tot mensen van alle genders.</i></p> <p>Hoewel het woord homo in het Latijn 'mens' betekent, komt daar het woord homoseksueel niet vandaan. Dat komt van het oud-Griekse woord homos, wat 'gelijk' betekent. De term homoseksueel geeft aan tot wie mensen zich (seksueel) aangetrokken voelen. Het gaat over mensen met de genderidentiteit man die uitsluitend op mannen vallen. En over mensen met de genderidentiteit vrouw die alleen op vrouwen vallen.</p>	<p><b>BISEKUEEL &amp; BI+</b> Waar of niet waar?</p> <p>Biseksueel en bi+ zijn hetzelfde.</p>	<p><i>Biseksueel en bi+ zijn hetzelfde.</i></p> <p>De term biseksueel geeft aan tot wie mensen zich (seksueel) aangetrokken voelen. Het gaat in elk geval over mensen met de genderidentiteit man of vrouw die zowel op mannen als op vrouwen vallen. Er bestaan verschillende opvattingen over of de term biseksueel ook buiten het binaire gendersysteem toepasbaar is (dus bijvoorbeeld ook kan gelden voor non-binaire personen). Een oplossing hiervoor is de bredere en inclusievere term bi+. Dat woord geeft in elk geval de seksuele aantrekkingskracht tot meer dan één gender aan.</p>	<p><b>PANSEKUEEL</b> Waar of niet waar?</p> <p>Iemand die panseksueel is, voelt zich aangetrokken tot mensen van alle genders.</p>	<p><i>Iemand die panseksueel is, voelt zich aangetrokken tot mensen van alle genders.</i></p> <p>De term panseksueel geeft aan tot wie mensen zich (seksueel) aangetrokken voelen. Pan betekent in het oud-Grieks 'alles'. Mensen die panseksueel zijn vallen op mensen met alle genders.</p>

<p><b>ASEKSUEEL</b> Waar of niet waar?</p> <p>Aseksuele personen ervaren geen lichamelijke opwinding.</p>	<p><i>Aseksuele personen ervaren geen fysieke opwinding.</i></p> <p>Mensen die aseksueel zijn voelen zich (bijna) nooit seksueel aangetrokken tot andere mensen. Anders gezegd, ze hebben (meestal) geen behoefte aan seks met andere mensen. Dit betekent niet dat ze niet lichamelijk opgewonden kunnen raken. Er zijn bijvoorbeeld aseksuele mensen die wel masturberen. Overigens is het ook niet zo dat aseksuele mensen nooit verliefd worden. Er zijn aseksuele personen die wel romantische aantrekkingskracht voelen tot anderen.</p>	<p><b>QUEER</b> Waar of niet waar?</p> <p>Iedereen die zich niet als heteroseksueel of cisgender identificeert, is queer.</p>	<p><i>Iedereen die zich niet als heteroseksueel of cisgender identificeert, is queer.</i></p> <p>Hoewel queer vaak als paraplueterm wordt gebruikt voor personen die zich identificeren als niet-heteroseksueel of niet-cisgender, bepalen mensen altijd zelf of ze zich queer willen noemen. De term queer wordt vaak gebruikt door personen die niet in de standaard (binair) hokjes passen. Als de term queer strikt zou worden gedefinieerd, bestaat er een kans dat deze mensen juist weer buiten de boot vallen.</p>	<p><b>GENDER</b> Waar of niet waar?</p> <p>Iedereen heeft te maken met gender.</p>	<p><i>Iedereen heeft te maken met gender.</i></p> <p>Misschien denk je er niet elke dag bewust over na, maar uiteindelijk heeft iedereen te maken met gender. Iedereen heeft een genderidentiteit (en dat is niet hetzelfde als geslacht) en een eigen genderexpressie. Gender is een breed en ingewikkeld begrip. Het gaat ook over de verwachtingen en normen die heersen in de maatschappij over gedrag, eigenschappen en gedachten. Wat gender precies inhoudt, wordt tussen mensen onderling bepaald. Daardoor kan het per cultuur of tijdperiode verschillen.</p>
<p><b>KLEDING</b> Waar of niet waar?</p> <p>Iemand die zich als non-binair identificeert, kleeft zich altijd androgyn.</p>	<p><i>Iemand die zich als non-binair identificeert, kleeft zich altijd androgyn.</i></p> <p>Iemand's genderidentiteit en genderexpressie kunnen met elkaar te maken hebben. Iemand die zich identificeert als vrouw kan zich vrouwelijk kleden. Maar dat hoeft niet. Iemand die zich als non-binair identificeert kan zich dus androgyn kleden, maar ook mannelijk en/of vrouwelijk.</p>	<p><b>TGELIJK</b> Waar of niet waar?</p> <p>Iemand kan non-binair en transgender tegelijk zijn.</p>	<p><i>Iemand kan non-binair en transgender tegelijk zijn.</i></p> <p>Als iemand zich identificeert als non-binair, komt die genderidentiteit niet overeen met het bij de geboorte vastgesteld (biologisch) geslacht. Als deze persoon zich daar zelf prettig bij voelt kan diegene zich ook identificeren als transgender. Maar dit hoeft niet.</p>	<p><b>AANTREKKINGSKRACHT</b> Waar of niet waar?</p> <p>Iemand die aseksueel is, is niet hetero, homo of bi.</p>	<p><i>Iemand die aseksueel is, is niet hetero, homo of bi.</i></p> <p>Hoewel dit niet voor alle aseksuele personen geldt, zijn er aseksuele personen die verliefd worden. Dit heeft voor hen dan vaak niet te maken met seksuele aantrekkingskracht, maar met een romantische connectie. Aseksuele personen kunnen hun voorkeur voor het gender van hun geliefde ook aangeven met termen als hetero, homo of bi. Maar omdat het bij hen dus vaak gaat om de romantische aantrekkingskracht wordt een term als homoseksueel verandert naar homoromantisch.</p>
<p><b>MEER DAN ÉÉN</b> Waar of niet waar?</p> <p>Iemand die panseksueel is, kan zich ook identificeren met de bi+ groep.</p>	<p><i>Iemand die panseksueel is, kan zich ook identificeren met de bi+ groep.</i></p> <p>Mensen die panseksueel zijn vallen op mensen van alle soorten genders. Bi+ is een inclusievere en bredere term dan biseksueel. Mensen die zich identificeren als bi+ voelen zich aangetrokken tot meer dan één gender. Dit geldt voor panseksuele personen ook. En daarom kunnen ze zich met bi+ identificeren als ze dat willen.</p>	<p><b>BUITEN DE HOKJES</b> Waar of niet waar?</p> <p>De woorden non-binair en genderqueer betekenen hetzelfde.</p>	<p><i>De woorden non-binair en genderqueer betekenen hetzelfde.</i></p> <p>Hoewel het voor non-binaire en genderqueer personen overeenkomt dat ze zich niet thuis voelen in de binaire genderhokjes, betekenen de termen niet perse hetzelfde. Wat de precieze definities van de woorden zijn, is lastig samen te vatten. Voor sommigen gaat non-binair voornamelijk over genderidentiteit en kan genderqueer breder zijn dan dat. Het belangrijkste is dat mensen die zich identificeren als non-binair of genderqueer (of allebei tegelijk), zichzelf herkennen in deze woorden.</p>	<p><b>SEKSUALITEITSSWITCH</b> Waar of niet waar?</p> <p>Een transgender persoon kan eerst heteroseksueel zijn en later homoseksueel.</p>	<p><i>Een transgender persoon kan eerst heteroseksueel zijn en later homoseksueel.</i></p> <p>Erachter komen tot wie iemand zich aangetrokken voelt, kan altijd een zoektocht zijn. En tijdens zo'n zoektocht kunnen mensen iets nieuws over zichzelf leren. Dit kan het label waarmee ze hun seksualiteit omschrijven veranderen. Dat geldt dus voor iedereen. Bij transgender personen kan er ook nog iets anders het geval zijn. Mogelijk voelden zij zich voor hun transitie tot een bepaald gender aangetrokken en is dit na de transitie veranderd. En dan kan dus ook het label waarmee zij hun seksualiteit omschrijven veranderen.</p>
<p><b>ZELF BEPALEN</b> Waar of niet waar?</p> <p>Interseksue mensen bepalen zelf met welke genderidentiteit zij zich identificeren.</p>	<p><i>Interseksue mensen bepalen zelf met welke genderidentiteit zij zich identificeren.</i></p> <p>Niet alleen interseksue mensen doen dat. Iedereen kan enkel zelf bepalen met welke genderidentiteit zij zich identificeren.</p>	<p><b>EXPRESSIE+IDENTITEIT</b> Waar of niet waar?</p> <p>Iemand's genderexpressie laat zien met welke genderidentiteit die persoon zich identificeert.</p>	<p><i>Iemand's genderexpressie laat zien met welke genderidentiteit die persoon zich identificeert.</i></p> <p>Iemand's genderexpressie kan overeenkomen met de genderidentiteit van die persoon, maar dat hoeft niet. Iemand kan zich vrouwelijk kleden of gedragen maar zich niet vrouw voelen. Iemand's genderexpressie laat dus niet perse zien met welke genderidentiteit die persoon zich identificeert.</p>	<p><b>TAND DESTIJD</b> Waar of niet waar?</p> <p>Wat tegenwoordig als mannelijk wordt gezien, kan eeuwen geleden juist als vrouwelijk bestempeld zijn geweest.</p>	<p><i>Wat tegenwoordig als mannelijk wordt gezien, kan eeuwen geleden juist als vrouwelijk bestempeld zijn geweest.</i></p> <p>De betekenis van alles wat te maken heeft met gender, wordt door mensen onderling bepaald. Daardoor kan het per cultuur verschillen. Maar het kan ook geleidelijk veranderen. Wat mensen honderd jaar geleden misschien heel mannelijk vonden, is nu juist misschien ontzettend vrouwelijk.</p>

# Onderwerp inspiratiekaarten

## SPORTTENUES EN KLEDINGVOORSCHRIFTEN

Is het je ooit opgevallen dat sporttenues van vrouwen- en mannenteams er heel anders uit kunnen zien? Kijk maar naar de onderstaande foto's. Welke verschillen vallen je op?



Als je dit onderwerp kiest, ga je de sportkleding van vrouwen- en mannenteams met elkaar vergelijken. En wat dragen non-binaire sporters eigenlijk? Om het jezelf makkelijker te maken zou je ervoor kunnen kiezen om de sporttenues van één specifieke sport te analyseren. Je kunt ook de kleding van verschillende sporten naast elkaar leggen en opzoek gaan naar overeenkomsten en verschillen.

## SPORTEN MET EEN PERSOONLIJKE TWIST

Sporters kunnen vaak niet zelf kiezen wat ze dragen tijdens een wedstrijd. Maar dat houdt ze niet tegen om toch iets (meer) van zichzelf te laten zien! Serena Williams droeg vaak sieraden tijdens het tennissen. Voetballer Cristiano Ronaldo staat bekend om zijn verschillende kapsels. Jutta Leerdam verschijnt op de ijsbaan met 'winged' eyeliner. Adam Peaty's tatoeas zijn goed te zien tijdens het zwemmen. En Sha'Carri Richardson laat haar nagels doen voor ze gaat rennen.



Als je dit onderwerp kiest, ga je kijken hoe sporters een persoonlijke twist geven aan hun uiterlijk ondanks de vaak voorgeschreven outfits. Om het jezelf makkelijker te maken zou je ervoor kunnen kiezen om naar één atleet te kijken die steeds wisselt van uiterlijk. Zoals bijvoorbeeld voetballer Cristiano Ronaldo en sprintster Shelly-Ann Fraser-Pryce doen met hun haar. Of je kunt ervoor kiezen om verschillende sporters met elkaar te vergelijken, en naar één element te kijken. Zoals bijvoorbeeld make-up, tatoeages of sieraden.

## VERHALEN HERTELLEN

Historische verhalen worden al eeuwen aangepast aan de heersende tijdgeest. Recent worden bijvoorbeeld veel Griekse mythen opnieuw verteld vanuit het perspectief van de vrouwen in deze verhalen. Want wist jij dat hun beleving lange tijd weinig aandacht kreeg? En hoe zit het met mensen die zich niet identificeren als vrouw of man, komen die in deze verhalen aanbod?

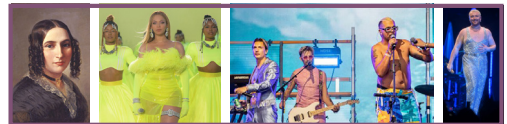
*Hier zie je enkele voorbeelden van de herschreven verhalen, in de vorm van boeken, theatervoorstellingen, of van boek naar dans en film.*



Als je dit onderwerp kiest, ga je een recent versie van een verhaal vergelijken met hoe die eerder werd verteld. Of je kunt hetzelfde verhaal dat binnen verschillende culturen verteld wordt met elkaar vergelijken. Je kunt geschreven varianten van vertellingen analyseren, of je kunt kiezen voor bijvoorbeeld een film, serie, tentoonstelling of theateroptreden. Zolang het verhaal maar in een nieuw jasje gestoken is en te vergelijken is met een eerdere uitvoering.

## ARTIESTEN OP EEN PODIUM

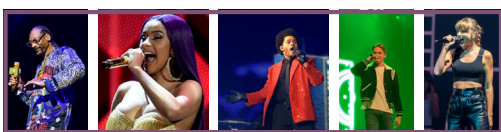
Heel wat jaren geleden was het niet zo normaal als nu dat vrouwen muzikant of zangeres werden. Dat gold bijvoorbeeld voor Fanny Mendelssohn. Haar vader en broer stonden haar niet toe muziekstukken uit te brengen. Laat staan dat ze mocht optreden! Tegenwoordig is dat anders en kent de wereld ook vrouwelijk en non-binaire artiesten. En ook deze muzikanten staan op het podium. Maar ziet dat er eigenlijk hetzelfde uit als bij hun mannelijke collega's?



Als je dit onderwerp kiest, ga je kijken naar de expressie van verschillende artiesten. Denk aan hoe ze op het podium verschijnen, hoe ze hun shows aankleden of hoe hun videoclips zijn. Je kunt dit doen door te kijken naar de situatie van vroeger en die te vergelijken met nu. Je kunt ook alleen kijken naar verschillende artiesten die nu populair zijn. Van verschillende genders bijvoorbeeld, of van verschillende muziekgenres. Hoe zien ze eruit als ze optreden? Wat voor kleding dragen ze? Hoe groot pakken ze uit tijdens hun shows? Hoe zien hun videoclips eruit? En wat zegt dit over wat voor artiest ze (willen) zijn?

## SONGTEKSTEN: WÁT ZING JE?

De een rapt over geld, de ander zingt over een zonnig strand. En weer anderen hebben het over hun ex. Artiesten kunnen hele verhalen vertellen in hun liedjes. Luister jij aandachtig naar songteksten of weet je eigenlijk helemaal niet waar je favoriete liedje over gaat? Dan is dit je kans om dat te ontdekken!



Als je dit onderwerp kies, ga je aandachtig naar de liedjes van de verschillende artiesten luisteren. Kun je erachter komen of ze over dezelfde onderwerpen zingen? Of ontdek je verschillen? Je kunt songteksten van nu vergelijken met die van vroeger, of je kunt het houden bij recent uitgebrachte muziek. Het kan dan leuk zijn om liedjes uit verschillende genres met elkaar te vergelijken.

## OPZOEK NAAR EEN BEROEP

Het beroep van barbier wordt steeds populairder. Wacht even, een wat? Een barbier is iemand die voornamelijk baarden en snorren knipt, scheert en verzorgt. En waarom dit beroep populairder wordt? Nou onder andere door TikTok! Maar hoe komt het eigenlijk dat de barbier nu een bekender beroep wordt? Zijn er culturen waar het al veel langer normaal is om naar de barbier te gaan? En hoe zit dat eigenlijk bij andere banen?



Als je dit onderwerp kies, ga je kijken naar verschillende beroepen. Je kunt dit doen door verschillende beroepen met elkaar te vergelijken. Of je kunt ontdekken of bij één bepaald beroep de situatie tussen vroeger en nu veranderd is. Werken er in een bepaalde sector hele andere mensen dan in andere? Hoe komt dat? En is dat altijd zo geweest? En bestaan er op andere plekken op de wereld hele andere beroepen?

## MODE: KLEREN MAKEN DE MENS

Mode is een speelveld voor ontwerpers om met grenzen tussen vrouwelijk en mannelijk te spelen. Soms zie je dat terug in de kleding die je kunt kopen in de winkel. Maar veel vaker nog komen indrukwekkende creaties voorbij op de catwalk of de rode loper.



Als je dit onderwerp kiest ga je kijken naar kleding en mode. Was de mode vroeger anders dan nu? Hoe verschilt mode voor vrouwen over het algemeen van die voor mannen? En bestaan daar ook nog vormen omheen of tussendoor? En hoe verschilt de mode op de catwalk eigenlijk van die je op straat ziet? Hoe spelen ontwerpers met elementen die worden gezien als vrouwelijk of mannelijk? En wat zijn de trends op sociale media? Je kunt ervoor kiezen twee contexten met elkaar te vergelijken, bijvoorbeeld de catwalk met alledaagse kleding. Of verschillen ontwerpers met elkaar te vergelijken. En het is natuurlijk ook mogelijk terug te gaan in de tijd!

## EEN BEKEND GEZICHT IN RECLAMES

Zendaya is het gezicht van een modemerken. Gigi Hadid van frisdrank. George Clooney drinkt alleen maar koffie van één bepaald merk. Brad Pitt juist van een ander. En Roxanne Hazes laat zien hoe ze haar skincare doet. Merken proberen je te overtuigen door hun producten te koppelen aan bekende gezichten. Maar wat zegt de keuze voor een bekend persoon over het product? En waarom wordt het dan zo aantrekkelijk voor jou om te kopen?



Als je dit onderwerp kiest ga je kijken naar reclames. Kun je overeenkomsten ontdekken tussen commercials voor zelfde soort producten? Waarom zitten er vaak bekende mensen in spotjes, en hoe helpt dat bij de verkoop? Hoe worden deze bekendheden afgebeeld? Zijn reclames tegenwoordig anders dan nu? En kun je verschillen ontdekken tussen reclames gericht op vrouwen, mannen of non-binaire mensen? Je kunt ervoor kiezen reclames voor eenzelfde soort product met elkaar te vergelijken, of kun je kijken hoe reclames van één merk zich over de tijd hebben ontwikkeld. En wist jij dat commercials van hetzelfde merk in verschillende landen vaak heel anders zijn?

# Slides quiz 'dat kan ook'

Hakken zijn bedacht voor vrouwen.



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Er bestaan plekken op de wereld waar mannelijke politieagenten een rok dragen.



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Roze is altijd een meisjeskleur geweest.



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Alleen vrouwen werden beschuldigd heks te zijn en eindigden daardoor op de brandstapel.



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In de gebouwen aan de Marikenstraat in Nijmegen, zijn 'vrouwelijke' en 'mannelijke' elementen verwerkt.



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Waar!

# Werkbladen 1, 2 en 3

## Werkblad: allerlei mogelijkheden

Twee verschillende opties gevonden? Vul ze hier in!

Dit is mogelijk...

... en dit ook!

## Werkblad: dat is normaal!

Wat zeggen de twee mogelijkheden over wat mensen nu, vroeger of ergens anders normaal vinden? In andere woorden, welke ideeën zitten er in de mappen in hun hoofden? Vul het hieronder in!

1 .....

2 .....

3 .....

4 .....

1 .....

2 .....

3 .....

4 .....

Wat kan er wel verwijderd worden uit de mappen?  
Dit mag wat mij betreft wel weg:

En wat mag juist meer aandacht krijgen?  
Wat mij betreft mag dit worden uitvergroot:

## Werkblad: dromen over de toekomst

Hoe denk je dat de toekomst eruit zal zien? Of hoe zou jij zelf willen dat de toekomst eruit ziet? Wat mag er veranderen en wat moet vooral blijven?

Hoe kun je weglaten wat volgens jou wel verwijderd mag worden?

Hoe kun je uitvergroten wat volgens jou wel meer aandacht mag krijgen?

En hoe ziet de toekomst er dan uit? Beschrijf of visualiseer het hier:

# G Subject assignments

Since the teaching method is meant for Dutch high schools, the materials are in Dutch.

## Onderwerp: sporttenues en kledingvoorschriften

**Categorie:** sport

Is het je ooit opgevallen dat sporttenues van vrouwen- en mannenteams er heel anders uit kunnen zien? Kijk maar naar de onderstaande foto's. Welke verschillen vallen je op?



Nederlandse beachvolleyballers  
Olympische Spelen Rio 2016



Nederlandse atletiekploeg op  
EK indoor 2021



Nederlandse hockeyers,  
vrouwen- en mannentenu

Als je dit onderwerp kiest, ga je de sportkleding van vrouwen- en mannenteams met elkaar vergelijken. En wat dragen non-binaire sporters eigenlijk? Om het jezelf makkelijker te maken zou je ervoor kunnen kiezen om de sporttenues van één specifieke sport te analyseren. Je kunt ook de kleding van verschillende sporten naast elkaar leggen en onderzoek gaan naar overeenkomsten en verschillen.

### Naar aanleiding van les 1: verkenning

Om een algemeen beeld te krijgen van dit onderwerp, kun je onderstaande vragen beantwoorden. Je kunt ook zelf onderzoek doen. Bewaar en onthoud alle interessante dingen die je tegenkomt. Kies na de verkenning of je op één specifieke sport wil focussen of dat je de kleding van verschillende sporten met elkaar vergelijkt. Je hoeft de resultaten van je verkenning niet uit te werken, maar zorg dat je klasgenoten er de volgende les over kunt vertellen.

1. Wat zijn de (veelvoorkomende) overeenkomsten tussen de sporttenues van vrouwen- en mannenteams? En wat dragen non-binaire sporters? Wat zijn (veelvoorkomende) verschillen tussen de kleding van verschillende sporters?
2. Zijn er sporten waarbij de kleding voor vrouwen, mannen en non-binaire sporters er hetzelfde uitziet?
3. Kun je ontdekken of sporters zelf tevreden zijn met hun officiële outfits? Mocht je zelf sporten: voel jij je comfortabel in de kleding die bij je sport hoort?

Als het goed is heb je tijdens de eerste les het 'Gender – waar of niet waar?' kaartspel gespeeld\*. Beantwoord de volgende vraag om erachter te komen hoe gender in jouw onderwerp een rol speelt:

Welke van de woorden van het kaartspel zijn volgens jou van toepassing op jouw onderwerp? Kies er drie en leg uit wat die woorden volgens jou te maken hebben met het door jou gekozen onderwerp.

\*Mocht je het spel niet gespeeld hebben, dan zijn alle speelkaarten ook online te bekijken. Kun je aan de hand daarvan alsnog benoemen welke drie woorden met jouw onderwerp te maken hebben?

### Naar aanleiding van les 2: een andere tijd of cultuur

*Je gaat in dit onderdeel van de opdracht kijken naar het verleden, of maak je de vergelijking met andere culturen. Om dat te doen kun je onderstaande vragen beantwoorden. Natuurlijk mag je ook eigen aanvullingen maken, en alle interessante dingen die je tegenkomt bewaren. Als je de zoektocht hebt afgerond kun je het werkblad 'allerlei mogelijkheden' invullen. Kies twee verschillende sportoutfits, van dezelfde sport of van verschillende, en visualiseer ze op het werkblad. Het ingevulde werkblad heb je de volgende les nodig.*

#### Een andere tijd

1. Zijn de sportoutfits altijd hetzelfde geweest zoals nu of waren ze in het verleden anders? Mochten de kleding veranderd zijn, kun je erachter komen waarom dat is?
2. Zoek iemand die minimaal 20 jaar ouder is dan jij en heb het met die persoon over de verschillen in sporttenues tussen nu en vroeger. Bespreek wat jullie van de verschillende outfits vinden. Ontdek je verschillen tussen hoe jullie erover denken?

#### Een andere cultuur

1. Kun je voorbeelden vinden hoe mensen in andere landen of culturen omgaan met sportkleding? Zijn er verschillen met hier? Je kunt ook iemand zoeken met een andere culturele achtergrond om deze vragen aan te stellen. (Denk bij culturele achtergrond aan: wat is op verschillende plekken in de wereld normaal? Zijn sporten op de ene plek wel populair, en ergens anders juist niet? Speelt het klimaat van een gebied een rol in hoe sporters zich kleden? Kennen verschillende culturen tradities als het aankomt op kleding? Hoe wordt er aangekeken tegen genderrollen? Wat zijn belangrijke rituelen? Etc.)
2. Zijn er sporters die bepaalde tenues niet willen dragen vanwege hun cultuur of geloofsovertuiging? Hoe gaan die om met kledingvoorschriften?

### Naar aanleiding van les 3: genderstereotypen

*Vul allereerst de bovenste helft van het werkblad 'dat is normaal!' in als je dit nog niet in de les hebt gedaan. Daarna kun je verder. Na de eerste les ben je opzoek gegaan naar verschillen tussen de sportkleding van vrouwen, mannen en (eventueel) non-binaire personen. In dit onderdeel van de opdracht probeer je erachter te komen waarom er wel of geen verschillen zijn en wat dit te maken kan hebben met genderstereotypen. Om daarachter te komen kunnen onderstaande vragen je helpen. En natuurlijk mag je ook zelf onderzoek doen. Als je de zoektocht hebt afgerond kun je de onderste helft van het werkblad 'dat is normaal!' invullen. Dat werkblad neem je ingevuld mee naar de volgende les.*

#### Er zijn verschillen tussen de sporttenues voor verschillende sporters.

1. Kun je erachter komen waarom de kleding voor verschillende sporters van elkaar verschilt? Door wie wordt bepaald wat de sporters moeten dragen?
2. Wat zeggen de verschillen tussen de tenues over wat we normaal vinden? Kun je genderstereotypen herkennen in de kledingvoorschriften?
3. Zitten er vooroordelen over vrouwen, mannen of non-binaire personen verscholen in de manier waarop zij zich kleden? Of leidt de kleding juist tot bepaalde vooroordelen of verwachtingen?

Er zijn geen verschillen tussen de sporttenues voor verschillende sporters.

1. Zijn de officiële outfits voor verschillende sporters altijd hetzelfde geweest, of was dit ooit anders?
2. Kun je ontdekken waarom de kleding voor vrouwen, mannen en non-binaire personen hetzelfde is? Is daar een reden voor?
3. Wat zeggen de sporttenues over de stereotypen die bestaan voor vrouwen, mannen en non-binaire personen?

#### **Naar aanleiding van les 4: veranderingen**

*Je bent de afgelopen lessen meer te weten gekomen over je onderwerp en ook hoe gender hierin een rol speelt. Voor de laatste les bereid je een korte presentatie voor om jouw bevindingen met klasgenoten te delen. Je mag zelf kiezen hoe je de resultaten wil presenteren. Met slides en een mondelinge presentatie, als audio opname, of een gedicht, in een stripverhaal, als een korte video, etc. Jij mag kiezen! Zoek een vorm die bij jou past, of die jij interessant vindt om uit te proberen. Laat in de presentatie zien wat voor jou de meest verrassende ontdekkingen waren per les. En zorg dat je in elk geval de volgende drie vragen in je presentatie beantwoord:*

1. Welke woorden uit het 'Gender – waar of niet waar?' kaartspel kon jij verbinden aan jouw onderwerp? (Of dus eigenlijk: wat heeft jouw onderwerp met het thema gender te maken?)
2. Hoe spelen genderstereotypen (of genderhokjes) binnen jouw onderwerp een rol?
3. Hoe denk jij dat artiesten in de toekomst met muziek bezig zullen zijn, of wat zou jij veranderen aan hoe het nu gaat?

## Onderwerp: verhalen hertellen

### Categorie: verhalen

Historische verhalen worden al eeuwen aangepast aan de heersende tijdgeest. Recent worden bijvoorbeeld veel Griekse mythen opnieuw verteld vanuit het perspectief van de vrouwen in deze verhalen. Want wist jij dat hun beleving lange tijd weinig aandacht kreeg? En hoe zit het met mensen die zich niet identificeren als vrouw of man, komen die in deze verhalen aanbod?

*Hier zie je enkele voorbeelden van de herschreven verhalen, in de vorm van boeken, theatervoorstellingen, of van boek naar dans en film.*



Als je dit onderwerp kiest, ga je een recent versie van een verhaal vergelijken met hoe die eerder werd verteld. Of je kunt hetzelfde verhaal dat binnen verschillende culturen verteld wordt met elkaar vergelijken. Je kunt geschreven varianten van vertellingen analyseren, of je kunt kiezen voor bijvoorbeeld een film, serie, tentoonstelling of theateroptreden. Zolang het verhaal maar in een nieuw jasje gestoken is en te vergelijken is met een eerdere uitvoering.

### Naar aanleiding van les 1: verkenning

*Om een algemeen beeld te krijgen van dit onderwerp, kun je onderstaande vragen beantwoorden. Je kunt ook zelf onderzoek doen. Het kan zijn dat het door jouw gekozen verhaal meerdere keren in de geschiedenis opnieuw verteld is. Kies om het jezelf makkelijker te maken één vertelling uit het verleden om te vergelijken met een nieuwe versie. Bewaar en onthoud alle interessante dingen die je tegenkomt. Je hoeft de resultaten van je verkenning niet uit te werken, maar zorg dat je klasgenoten er de volgende les over kunt vertellen.*

1. Wat weet je al over de twee vertellingen van het verhaal? Welke personages komen erin voor en wat maken die mee (misschien nog zonder dat je ze gelezen of bekeken hebt)?
2. Wat zijn overeenkomsten en verschillen die je nu al kunt aanwijzen? Ken je iemand die het nieuwe verhaal al wel gelezen of bekeken heeft en die je er meer over kan vertellen?

*Als het goed is heb je tijdens de eerste les het 'Gender – waar of niet waar?' kaartspel gespeeld\*. Beantwoord de volgende vraag om erachter te komen hoe gender in jouw onderwerp een rol speelt:*

Welke van de woorden van het kaartspel zijn volgens jou van toepassing op jouw onderwerp? Kies er drie en leg uit wat die woorden volgens jou te maken hebben met het door jou gekozen onderwerp.

*\*Mocht je het spel niet gespeeld hebben, dan zijn alle speelkaarten ook online te bekijken. Kun je aan de hand daarvan alsnog benoemen welke drie woorden met jouw onderwerp te maken hebben?*

### **Naar aanleiding van les 2: een andere tijd of cultuur**

*Jouw opdracht gaat natuurlijk bij uitstek over een vergelijking maken met het verleden of een andere cultuur. Onderstaande vragen kunnen je helpen om verschillen tussen de twee vertellingen te ontdekken. Natuurlijk mag je ook eigen aanvullingen maken, en alle interessante dingen die je tegenkomt bewaren. Als je de zoektocht hebt afgerond kun je het werkblad 'allerlei mogelijkheden' invullen. Heb je een duidelijke verschil tussen de verhalen gevonden? Visualiseer ze op het werkblad! Het ingevulde werkblad heb je de volgende les nodig.*

1. Wat zijn de belangrijke verschillen tussen de twee versies van het door jou gekozen verhaal?
2. Kun je die verschillen verklaren door de tijdsgeest waarin ze geschreven zijn? Of juist door de culturele achtergrond van de verhalen? (Denk bij culturele achtergrond aan: wat is/was normaal in die tijd? Wat doen/deden mensen de hele dag? In welke land speelt het verhaal zich af, of waar is het verhaal uitgebracht? Speelt geloof een rol? Hoe wordt/werd er aangekeken tegen genderrollen? Wat zijn belangrijke rituelen? Etc.)
3. Zoek iemand die minimaal 20 jaar ouder is dan jij of een andere culturele achtergrond heeft, en het door jou gekozen verhaal ook kent (mogelijk als andere versie). Bespreek wat jullie van het verhaal vinden. Is wat die persoon van het verhaal vindt tijdens diens leven veranderd?

### **Naar aanleiding van les 3: genderstereotypen**

*Vul allereerst de bovenste helft van het werkblad 'dat is normaal!' in als je dit nog niet in de les hebt gedaan. Daarna kun je verder. Je bent afgelopen tijd opzoek gegaan naar de verschillen en overeenkomsten tussen versies van hetzelfde verhaal. In dit onderdeel van de opdracht probeer je erachter te komen wat die te maken kunnen hebben met genderstereotypen. Om daarachter te komen kunnen onderstaande vragen je helpen. En natuurlijk mag je ook zelf onderzoek doen. Als je de zoektocht hebt afgerond kun je de onderste helft van het werkblad 'dat is normaal!' invullen. Dat werkblad neem je ingevuld mee naar de volgende les.*

1. Als het goed is heb je inmiddels een aardig beeld van de overeenkomsten en verschillen tussen de twee versies van het door jou gekozen verhaal. Wat zijn de belangrijkste verschillen en overeenkomsten als je kijkt naar de vrouwen, mannen en eventueel non-binaire personen in de twee vertellingen?
2. Krijgen sommige personages meer aandacht in de ene versie vergeleken met de andere? Wordt er meer of minder aandacht besteed aan hun perspectief? Wordt er in de ene vertelling meer aandacht besteed aan hun emoties, gedachten of achtergrond?
3. Wat zeggen die verschillen over wat we normaal vinden, of wat mensen eerder normaal vonden? Kun je er genderstereotypen in herkennen?
4. Zitten er vooroordelen over vrouwen, mannen of non-binaire personen verscholen in de manier waarop zij in het verhaal voorkomen? Of leidt de vertelling juist tot bepaalde vooroordelen of verwachtingen?

#### Naar aanleiding van les 4: veranderingen

*Je bent de afgelopen lessen meer te weten gekomen over je onderwerp en ook hoe gender hierin een rol speelt. Voor de laatste les bereid je een korte presentatie voor om jouw bevindingen met klasgenoten te delen. Je mag zelf kiezen hoe je de resultaten wil presenteren. Met slides en een mondelinge presentatie, als audio opname, of een gedicht, in een stripverhaal, als een korte video, etc. Jij mag kiezen! Zoek een vorm die bij jou past, of die jij interessant vindt om uit te proberen. Laat in de presentatie zien wat voor jou de meest verrassende ontdekkingen waren per les. En zorg dat je in elk geval de volgende drie vragen in je presentatie beantwoord:*






1. Welke woorden uit het 'Gender – waar of niet waar?' kaartspel kon jij verbinden aan jouw onderwerp? (Of dus eigenlijk: wat heeft jouw onderwerp met het thema gender te maken?)
2. Hoe spelen genderstereotypen (of genderhokjes) binnen jouw onderwerp een rol?
3. Hoe denk jij dat artiesten in de toekomst met muziek bezig zullen zijn, of wat zou jij veranderen aan hoe het nu gaat?



## Onderwerp: sporten met een persoonlijke twist

**Categorie: sport**

Sporters kunnen vaak niet zelf kiezen wat ze dragen tijdens een wedstrijd. Maar dat houdt ze niet tegen om toch iets (meer) van zichzelf te laten zien! Serena Williams droeg vaak sieraden tijdens het tennissen. Voetballer Cristiano Ronaldo staat bekend om zijn verschillende kapsels. Jutta Leerdam verschijnt op de ijsbaan met 'winged' eyeliner. Adam Peaty's tattoos zijn goed te zien tijdens het zwemmen. En Sha'Carri Richardson laat haar nagels doen voor ze gaat rennen.

				
Serena Williams (o.a. sieraden)	Cristiano Ronaldo (haar)	Jutta Leerdam (make-up)	Adam Peaty (tattoos)	Sha'Carri Richardson (o.a. nepnagels)

Als je dit onderwerp kies, ga je kijken hoe sporters een persoonlijke twist geven aan hun uiterlijk ondanks de vaak voorgeschreven outfits. Om het jezelf makkelijker te maken zou je ervoor kunnen kiezen om naar één atleet te kijken die steeds wisselt van uiterlijk. Zoals bijvoorbeeld voetballer Cristiano Ronaldo en sprintster Shelly-Ann Fraser-Pryce doen met hun haar. Of je kunt ervoor kiezen om verschillende sporters met elkaar te vergelijken, en naar één element te kijken. Zoals bijvoorbeeld make-up, tatoeages of sieraden.

### Naar aanleiding van les 1: verkenning

Om een algemeen beeld te krijgen van dit onderwerp, kun je onderstaande vragen beantwoorden. Je kunt ook zelf onderzoek doen. Bewaar en onthoud alle interessante dingen die je tegenkomt. Kies na de verkenning of je op één specifieke sporter wil focussen of dat je verschillende sporters met elkaar wil vergelijken. Je hoeft de resultaten van je verkenning niet uit te werken, maar zorg dat je klasgenoten er de volgende les over kunt vertellen.

1. Wat voegen sporters aan hun uiterlijk toe om dat persoonlijker te maken? En kun je erachter komen waarom ze dat doen en juist die dingen kiezen?
2. Bij welke sporten krijgen atleten minder vrijheid om een persoonlijke twist aan hun uiterlijk te geven? Waarom is het bij die sporten niet of minder toegestaan?
3. Zijn er ook sporters die juist wel hun outfit zelf kunnen kiezen? En hebben ze dan ook een persoonlijke sportkledingstijl?
4. Mocht je zelf sporten: voeg jij dingen toe om je outfit persoonlijker te maken?

Als het goed is heb je tijdens de eerste les het 'Gender – waar of niet waar?' kaartspel gespeeld\*. Beantwoord de volgende vraag om erachter te komen hoe gender in jouw onderwerp een rol speelt:

Welke van de woorden van het kaartspel zijn volgens jou van toepassing op jouw onderwerp? Kies er drie en leg uit wat die woorden volgens jou te maken hebben met het door jou gekozen onderwerp.

*\*Mocht je het spel niet gespeeld hebben, dan zijn alle speelkaarten ook online te bekijken. Kun je aan de hand daarvan alsnog benoemen welke drie woorden met jouw onderwerp te maken hebben?*

### **Naar aanleiding van les 2: een andere tijd of cultuur**

*Je gaat in dit onderdeel van de opdracht kijken naar het verleden, of maak je de vergelijking met andere culturen. Om dat te doen kun je onderstaande vragen beantwoorden. Natuurlijk mag je ook eigen aanvullingen maken, en alle interessante dingen die je tegenkomt bewaren. Als je de zoektocht hebt afgerond kun je het werkblad 'allerlei mogelijkheden' invullen. Heb je twee manieren kunnen ontdekken die sporters gebruiken om een persoonlijke twist aan hun uiterlijk te geven? Visualiseer ze op het werkblad! Het ingevulde werkblad heb je de volgende les nodig.*

#### Een andere tijd

1. Kun je voorbeelden vinden van sporters uit het verleden die ook een persoonlijke twist aan hun uiterlijk gaven? Welke verschillen ontdek je tussen atleten van vroeger en van nu? Kun je erachter komen waarom dit wel/niet veranderd is?
2. Wordt de sporter of worden de sporters die jij gekozen hebt door atleten uit het verleden geïnspireerd in de keuzes die ze maken over hun uiterlijk?
3. Mocht je deze vragen niet zelf kunnen beantwoorden, vraag het dan aan iemand die (minimaal 20 jaar) ouder is dan jij. Bespreek ook samen wat jullie van de persoonlijke toevoegingen aan sportoutfits vinden. Ontdek je verschillen tussen hoe jullie erover denken?

#### Een andere cultuur

1. Speelt de culturele achtergrond van sporters een rol in de keuzes die zij maken over hun uiterlijk? (Denk bij culturele achtergrond aan: wat is op verschillende plekken in de wereld normaal? Speelt het klimaat van een gebied een rol in hoe sporters zich kleden? Kennen verschillende culturen tradities als het op uiterlijk aankomt? Hoe wordt er aangekeken tegen genderrollen? Wat zijn belangrijke rituelen? Etc.) Je kunt ook iemand zoeken met een andere culturele achtergrond om deze vragen aan te stellen.
2. Zijn er sporters die bepaalde dingen wel of juist niet willen dragen vanwege hun cultuur of geloofsovertuiging? Kun je (culturele) tradities of gewoontes ontdekken in hoe sporters zich kleden en hoe ze met hun uiterlijk omgaan?

### **Naar aanleiding van les 3: genderstereotypen**

*Vul allereerst de bovenste helft van het werkblad 'dat is normaal!' in als je dit nog niet in de les hebt gedaan. Daarna kun je verder. Je bent afgelopen tijd opzoek gegaan naar hoe sporters een persoonlijke twist kunnen geven aan hun sportoutfit. In dit onderdeel van de opdracht probeer je erachter te komen wat dat te maken kan hebben met genderstereotypen. Om daarachter te komen kunnen onderstaande vragen je helpen. En natuurlijk mag je ook zelf onderzoek doen. Als je de zoektocht hebt afgerond kun je de onderste helft van het werkblad 'dat is normaal!' invullen. Dat werkblad neem je ingevuld mee naar de volgende les.*

1. Als het goed is heb je inmiddels een aardig beeld van de mogelijkheden die sporters hebben om hun outfit een persoonlijke twist te geven. Kun je verschillen en overeenkomsten aanwijzen als je kijkt naar de vrouwen, mannen en eventueel non-binaire atleten?
2. Wat zeggen die verschillen over wat we normaal vinden? Of over wat mensen vroeger normaal vonden? Of wat mensen uit verschillende culturen normaal vinden? Kun je er genderstereotypen in herkennen?
3. Zitten er vooroordelen over vrouwen, mannen of non-binaire personen verscholen in de manier waarop zij hun uiterlijk een persoonlijke twist geven? Of zie je verschillen in hoe andere mensen op deze toevoegingen reageren? (*Reageren mensen bijvoorbeeld verschillend als een vrouwelijke atlete oorbellen draagt, dan wanneer een man dit doet?*)

#### **Naar aanleiding van les 4: veranderingen**


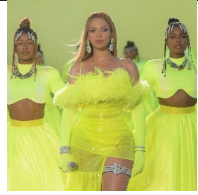


*Je bent de afgelopen lessen meer te weten gekomen over je onderwerp en ook hoe gender hierin een rol speelt. Voor de laatste les bereid je een korte presentatie voor om jouw bevindingen met klasgenoten te delen. Je mag zelf kiezen hoe je de resultaten wil presenteren. Met slides en een mondelinge presentatie, als audio opname, of een gedicht, in een stripverhaal, als een korte video, etc. Jij mag kiezen! Zoek een vorm die bij jou past, of die jij interessant vindt om uit te proberen. Laat in de presentatie zien wat voor jou de meest verrassende ontdekkingen waren per les. En zorg dat je in elk geval de volgende drie vragen in je presentatie beantwoord:*

1. Welke woorden uit het 'Gender – waar of niet waar?' kaartspel kon jij verbinden aan jouw onderwerp? (Of dus eigenlijk: wat heeft jouw onderwerp met het thema gender te maken?)
2. Hoe spelen genderstereotypen (of genderhokjes) binnen jouw onderwerp een rol?
3. Hoe denk jij dat artiesten in de toekomst met muziek bezig zullen zijn, of wat zou jij veranderen aan hoe het nu gaat?

## Onderwerp: artiesten op een podium

**Categorie: muziek**

Heel wat jaren geleden was het niet zo normaal als nu dat vrouwen muzikant of zangeres werden. Dat gold bijvoorbeeld voor Fanny Mendelssohn. Haar vader en broer stonden haar niet toe muziekstukken uit te brengen. Laat staan dat ze mocht optreden! Tegenwoordig is dat anders en kent de wereld ook vrouwelijk en non-binaire artiesten. En ook deze muzikanten staan op het podium. Maar ziet dat er eigenlijk hetzelfde uit als bij hun mannelijke collega's?

			
Fanny Mendelssohn	Beyoncé	Goldband	Sam Smith

Als je dit onderwerp kies, ga je kijken naar de expressie van verschillende artiesten. Denk aan hoe ze op het podium verschijnen, hoe ze hun shows aankleden of hoe hun videoclips zijn. Je kunt dit doen door te kijken naar de situatie van vroeger en die te vergelijken met nu. Je kunt ook alleen kijken naar verschillende artiesten die nu populair zijn. Van verschillende genders bijvoorbeeld, of van verschillende muziekgenres. Hoe zien ze eruit als ze optreden? Wat voor kleding dragen ze? Hoe groot pakken ze uit tijdens hun shows? Hoe zien hun videoclips eruit? En wat zegt dit over wat voor artiest ze (willen) zijn?

### Naar aanleiding van les 1: verkenning

*Om een algemeen beeld te krijgen van dit onderwerp, kun je onderstaande vragen beantwoorden. Je kunt ook zelf onderzoek doen. Bewaar en onthoud alle interessante dingen die je tegenkomt. Kies na de verkenning of je een vergelijking wil maken tussen het heden en verleden of dat je wil focussen op verschillende artiesten die nu populair zijn. Je hoeft de resultaten van je verkenning niet uit te werken, maar zorg dat je klasgenoten er de volgende les over kunt vertellen.*

1. Ken jij meer vrouwelijke of mannelijke artiesten? En kun je ook non-binaire muzikanten opnoemen? En naar wie luister je zelf het meest?
2. Hoe ging het er vroeger aan toe als artiesten optraden? Hoe gaat dat nu? Maken artiesten er een grote show van, doen ze dansjes en hebben ze een decor? Of gaat het vooral om de muziek? En hoe zit dat met videoclips, zien die er heel verschillen uit?
3. Hoe belangrijk is de kleding die artiesten dragen, tijdens optredens of bijvoorbeeld in muziekvideo's? Verschillen hun outfits met wat ze in het dagelijks leven dragen?
4. Kun je muziekgenres ontdekken waarin artiesten er ongeveer hetzelfde uitzien? (Denk aan bijvoorbeeld rock of rock-'n-roll, K-pop, jazz, r&b, etc.)

Als het goed is heb je tijdens de eerste les het 'Gender – waar of niet waar?' kaartspel gespeeld\*. Beantwoord de volgende vraag om erachter te komen hoe gender in jouw onderwerp een rol speelt:

Welke van de woorden van het kaartspel zijn volgens jou van toepassing op jouw onderwerp? Kies er drie en leg uit wat die woorden volgens jou te maken hebben met het door jou gekozen onderwerp.

\*Mocht je het spel niet gespeeld hebben, dan zijn alle speelkaarten ook online te bekijken. Kun je aan de hand daarvan alsnog benoemen welke drie woorden met jouw onderwerp te maken hebben?

### Naar aanleiding van les 2: een andere tijd of cultuur

Als je gekozen hebt om de huidige situatie met het verleden te vergelijken, kun je de vragen onder het kopje 'een andere tijd' beantwoorden. (En natuurlijk mag je ook kijken naar de vragen onder 'een andere cultuur'!) Heb je gekozen om artiesten van nu met elkaar te vergelijken, dan kun je de vragen onder het kopje 'een andere cultuur' beantwoorden. Natuurlijk mag je ook eigen aanvullingen maken, en alle interessante dingen die je tegenkomt bewaren. Als je de zoektocht hebt afgerond kun je het *werkblad 'allerlei mogelijkheden'* invullen. Heb je twee verschillende mogelijkheden ontdekt waarop artiesten op het podium staan, zich kleden of hoe hun muziekvideo's eruit zien? Visualiseer ze op het werkblad! Het ingevulde werkblad heb je de volgende les nodig.

#### Een andere tijd

1. Hoe stonden artiesten vroeger en nu in de belangstelling? Hoe wordt er bijvoorbeeld in kranten, op televisie of online over ze gesproken? Wordt er veel gesproken over hoe ze er uitzien (op het podium, in het dagelijks leven of in video's bijvoorbeeld.) Wordt er anders gepraat over verschillende artiesten? Waarom is dat?
2. Je kunt wat muziekvideo's bekijken van artiesten van vroeger (als die er al waren), en naar clips van nu. Wat valt je op? Kun je verschillen ontdekken? Kun je terugkerende elementen aanwijzen?
3. Kun je verschillen ontdekken tussen hoe artiesten vroeger optraden en hoe dat nu gaat? En kan je uitleggen waarom het anders is? Of zie je juist veel overeenkomsten?
4. Kun je ontdekken door wie de artiesten die jij gekozen hebt, geïnspireerd worden door muzikanten uit het verleden? Kopiëren ze dansjes, dragen ze dezelfde kleding of zien hun shows er hetzelfde uit? Wat vinden zij zo inspirerend aan deze vroegere artiesten?
5. Mocht je deze vragen niet zelf kunnen beantwoorden, vraag het dan aan iemand die (minimaal 20 jaar) ouder is dan jij. Bespreek ook samen wat jullie van de verschillende artiesten vinden en wat jullie vinden van hun imago.

#### Een andere cultuur

1. Speelt de culturele achtergrond van artiesten een rol in de keuzes die zij maken over hoe zij zich (muzikaal) uitdrukken? (Denk bij culturele achtergrond aan: wat is op verschillende plekken in de wereld normaal? Hoe zien artiesten er op verschillende plekken op de wereld uit? Zijn bepaalde muziekgenres op de ene plek wel populair, en ergens anders juist niet? En heeft dat invloed op hoe artiesten uit dat genre optreden? Kennen verschillende culturen tradities als het aankomt op muziek of optreden? Hoe wordt er aangekeken tegen genderrollen? Is de muziek die artiesten maken gelinkt aan

*hun gender? Etc.)* Je kunt ook iemand zoeken met een andere culturele achtergrond, of die van andere muziek houdt dan jij, om deze vragen aan te stellen.

2. Zijn er artiesten die bepaalde muziek wel of juist niet maken vanwege hun cultuur of geloofsovertuiging? En heeft dit invloed op hoe ze eruit zien, hoe ze optreden of hoe hun videoclip zijn? Kun je (culturele) tradities of gewoontes ontdekken als het aankomt op hoe artiesten muziek maken?

### Naar aanleiding van les 3: genderstereotypen

*Vul allereerst de bovenste helft van het werkblad 'dat is normaal!' in als je dit nog niet in de les hebt gedaan. Daarna kun je verder. Je hebt je afgelopen tijd verdiept in hoe artiesten hun muziek met de wereld delen en hoe zij er zelf uitzien. In dit onderdeel van de opdracht probeer je erachter te komen wat dat te maken kan hebben met genderstereotypen. Om daarachter te komen kunnen onderstaande vragen je helpen. En natuurlijk mag je ook zelf onderzoek doen. Als je de zoektocht hebt afgerond kun je de onderste helft van het werkblad 'dat is normaal!' invullen. Dat werkblad neem je ingevuld mee naar de volgende les.*

1. Als het goed is heb je inmiddels een aardig beeld van artiesten en hoe zij zich aan de wereld laten zien. Kun je belangrijke verschillen en overeenkomsten aanwijzen als je kijkt naar de vrouwen, mannen en eventueel non-binaire artiesten?
2. Geven sommige artiesten hele andere shows dan anderen, dragen ze verschillende kleding of maken ze hele andere muziekvideo's? Kun je verklaren waardoor dat komt?
3. Wat zeggen die verschillen over wat we normaal vinden, of wat mensen eerder normaal vonden? Of wat mensen uit verschillende culturen normaal vinden? Kun je er genderstereotypen in herkennen?
4. Zitten er vooroordelen over vrouwen, mannen of non-binaire personen verscholen in de manier waarop zij muziek maken of bekend staan onder het publiek? Of zie je verschillen in hoe andere mensen op verschillende artiesten reageren? (*Reageren mensen bijvoorbeeld verschillend als een vrouwelijke artiest op een bepaalde manier danst, dan wanneer een man dit doet?*)

### Naar aanleiding van les 4: veranderingen

*Je bent de afgelopen lessen meer te weten gekomen over je onderwerp en ook hoe gender hierin een rol speelt. Voor de laatste les bereid je een korte presentatie voor om jouw bevindingen met klasgenoten te delen. Je mag zelf kiezen hoe je de resultaten wil presenteren. Met slides en een mondelinge presentatie, als audio opname, of een gedicht, in een stripverhaal, als een korte video, etc. Jij mag kiezen! Zoek een vorm die bij jou past, of die jij interessant vindt om uit te proberen. Laat in de presentatie zien wat voor jou de meest verrassende ontdekkingen waren per les. En zorg dat je in elk geval de volgende drie vragen in je presentatie beantwoord:*

1. Welke woorden uit het 'Gender – waar of niet waar?' kaartspel kon jij verbinden aan jouw onderwerp? (Of dus eigenlijk: wat heeft jouw onderwerp met het thema gender te maken?)
2. Hoe spelen genderstereotypen (of genderhokjes) binnen jouw onderwerp een rol?
3. Hoe denk jij dat artiesten in de toekomst met muziek bezig zullen zijn, of wat zou jij veranderen aan hoe het nu gaat?

## Onderwerp: songteksten wát zing je?

**Categorie: muziek**

De een rapt over geld, de ander zingt over een zonnig strand. En weer anderen hebben het over hun ex. Artiesten kunnen hele verhalen vertellen in hun liedjes. Luister jij aandachtig naar songteksten of weet je eigenlijk helemaal niet waar je favoriete liedje over gaat? Dan is dit je kans om dat te ontdekken!



Als je dit onderwerp kies, ga je aandachtig naar de liedjes van de verschillende artiesten luisteren. Kun je erachter komen of ze over dezelfde onderwerpen zingen? Of ontdek je verschillen? Je kunt songteksten van nu vergelijken met die van vroeger, of je kunt het houden bij recent uitgebrachte muziek. Het kan dan leuk zijn om liedjes uit verschillende genres met elkaar te vergelijken.

### Naar aanleiding van les 1: verkenning

*Om een algemeen beeld te krijgen van dit onderwerp, kun je onderstaande vragen beantwoorden. Je kunt ook zelf onderzoek doen. Bewaar en onthoud alle interessante dingen die je tegenkomt. Kies na de verkenning of je een vergelijking wil maken tussen het heden en verleden of dat je wil focussen op verschillende artiesten die nu populair zijn. Je hoeft de resultaten van je verkenning niet uit te werken, maar zorg dat je klasgenoten er de volgende les over kunt vertellen.*

1. Als je luistert naar de songteksten, waar gaan die dan over? Over liefde, geld, maatschappelijk thema's, seks, mentale gezondheid, etc.? Als je zelf artiest was, waar zou je dan over zingen?
2. Waar gingen liedjes vroeger over? En hoe is dat anders dan nu? Zijn er verschillen te ontdekken tussen artiesten van verschillende genders of verschillende muziekgenres?
3. Welke muziekgenres of -stromingen waren vroeger populair? Waar wordt tegenwoordig veel naar geluisterd? En wordt er binnen die genres over andere onderwerpen gezongen?
4. Ken jij meer vrouwelijke of mannelijke artiesten? En kun je ook non-binaire muzikanten opnoemen? En naar wie luister je zelf het meest?

*Als het goed is heb je tijdens de eerste les het 'Gender – waar of niet waar?' kaartspel gespeeld\*. Beantwoord de volgende vraag om erachter te komen hoe gender in jouw onderwerp een rol speelt:*

Welke van de woorden van het kaartspel zijn volgens jou van toepassing op jouw onderwerp? Kies er drie en leg uit wat die woorden volgens jou te maken hebben met het door jou gekozen onderwerp.

*\*Mocht je het spel niet gespeeld hebben, dan zijn alle speelkaarten ook online te bekijken. Kun je aan de hand daarvan alsnog benoemen welke drie woorden met jouw onderwerp te maken hebben?*

### **Naar aanleiding van les 2: een andere tijd of cultuur**

*Als je gekozen hebt om de huidige situatie met het verleden te vergelijken, kun je de vragen onder het kopje 'een andere tijd' beantwoorden. (En natuurlijk mag je ook kijken naar de vragen onder 'een andere cultuur'!) Heb je gekozen om artiesten van nu met elkaar te vergelijken, dan kun je de vragen onder het kopje 'een andere cultuur' beantwoorden. Natuurlijk mag je ook eigen aanvullingen maken, en alle interessante dingen die je tegenkomt bewaren. Als je de zoektocht hebt afgerond kun je het werkblad 'allerlei mogelijkheden' invullen. Heb je een interessant verschil tussen twee songteksten gevonden? Laat ze op het werkblad zien! Het ingevulde werkblad heb je de volgende les nodig.*

#### Een andere tijd

1. Zie je grote verschillen tussen de onderwerpen van liedjes nu in vergelijking met vroeger? Werd er soms bijvoorbeeld meer gezongen over liefde en op andere momenten juist meer over maatschappelijke thema's?
2. Hoe ziet het leven van een artiest er tegenwoordig uit? Was dat vroeger anders? Wat zijn grote verschillen tussen artiesten en kun je die verklaren? En beïnvloed dit waar hun liedjes over gaan?
3. Kun je ontdekken door wie de artiesten die jij gekozen hebt, geïnspireerd worden door muzikanten uit het verleden? Herken je dan ook overeenkomsten in waar ze over zingen? Wat vinden zij zo inspirerend aan deze vroegere artiesten?
4. Mocht je deze vragen niet zelf kunnen beantwoorden, vraag het dan aan iemand die (minimaal 20 jaar) ouder is dan jij. Bespreek ook samen wat jullie van de verschillende artiesten vinden en wat jullie vinden van hun imago.

#### Een andere cultuur

1. Speelt de culturele achtergrond van artiesten een rol in de onderwerpen waar zij over zingen? (Denk bij culturele achtergrond aan: wat is op verschillende plekken in de wereld normaal? Zijn er onderwerpen waar op sommige plekken in de wereld niet over gesproken en gezongen wordt? Zijn bepaalde muziekgenres op de ene plek wel populair, en ergens anders juist niet? En zingen binnen een bepaald genre vaak over dezelfde dingen? Kennen verschillende culturen tradities als het aankomt op muziek en waarover wordt gezongen? Hoe wordt er aangekeken tegen genderrollen? Zijn de onderwerpen waar artiesten over zingen gelinkt aan hun gender? Etc.) Je kunt ook iemand zoeken met een andere culturele achtergrond, of van andere muziek houdt dan jij, om deze vragen aan te stellen.
2. Zijn er artiesten die over bepaalde onderwerpen wel of juist niet zingen vanwege hun cultuur of geloofsovertuiging? Kun je (culturele) tradities of gewoontes ontdekken als het aankomt op hoe artiesten muziek maken of welke liedjes zij schrijven?



### Naar aanleiding van les 3: genderstereotypen

Vul allereerst de bovenste helft van het werkblad 'dat is normaal!' in als je dit nog niet in de les hebt gedaan.

Daarna kun je verder. Je hebt je afgelopen tijd verdiept in het leven van artiesten en songteksten die zij schrijven.

In dit onderdeel van de opdracht probeer je erachter te komen wat dat te maken kan hebben met

genderstereotypen. Om daarachter te komen kunnen onderstaande vragen je helpen. En natuurlijk mag je ook

zelf onderzoek doen. Zorg er weer voor dat je de volgende les je ontdekkingen kunt delen met anderen. Als je de

zoektocht hebt afgerond kun je de onderste helft van het werkblad 'dat is normaal!' invullen. Dat werkblad neem

je ingevuld mee naar de volgende les.

1. Als het goed is heb je inmiddels een aardig beeld van artiesten en liedjes die zij zingen. Kun je belangrijke verschillen en overeenkomsten aanwijzen als je kijkt naar de vrouwen, mannen en eventueel non-binaire artiesten?
2. Wat zeggen die verschillen over wat we normaal vinden, of wat mensen eerder normaal vonden? Of wat mensen uit verschillende culturen normaal vinden? Kun je er genderstereotypen in herkennen?
3. Zitten er vooroordelen over vrouwen, mannen of non-binaire personen verscholen in de teksten die zij zingen of in de manier hoe zij bekend staan onder het publiek? Of zie je verschillen in hoe andere mensen op verschillende artiesten reageren? (Reageren mensen bijvoorbeeld verschillend als een vrouwelijke artiest over een bepaald onderwerp zingt, dan wanneer een man dit doet?)

### Naar aanleiding van les 4: veranderingen

Je bent de afgelopen lessen meer te weten gekomen over je onderwerp en ook hoe gender hierin een rol speelt.

Voor de laatste les bereid je een korte presentatie voor om jouw bevindingen met klasgenoten te delen. Je mag

zelf kiezen hoe je de resultaten wil presenteren. Met slides en een mondelinge presentatie, als audio opname, of

een gedicht, in een stripverhaal, als een korte video, etc. Jij mag kiezen! Zoek een vorm die bij jou past, of die jij

interessant vindt om uit te proberen. Laat in de presentatie zien wat voor jou de meest verrassende ontdekkingen

waren per les. En zorg dat je in elk geval de volgende drie vragen in je presentatie beantwoord:

1. Welke woorden uit het 'Gender – waar of niet waar?' kaartspel kon jij verbinden aan jouw onderwerp? (Of dus eigenlijk: wat heeft jouw onderwerp met het thema gender te maken?)
2. Hoe spelen genderstereotypen (of genderhokjes) binnen jouw onderwerp een rol?
3. Hoe denk jij dat artiesten in de toekomst met muziek bezig zullen zijn, of wat zou jij veranderen aan hoe het nu gaat?

## Onderwerp: opzoek naar een beroep

**Categorie: banen**

Het beroep van barbier wordt steeds populairder. Wacht even, een wat? Een barbier is iemand die voornamelijk baarden en snorren knipt, scheert en verzorgt. En waarom dit beroep populairder wordt? Nou onder andere door TikTok! Maar hoe komt het eigenlijk dat de barbier nu een bekender beroep wordt? Zijn er culturen waar het al veel langer normaal is om naar de barbier te gaan? En hoe zit dat eigenlijk bij andere banen?

			
barbier	raketgeleerden	mode-ontwerper	arts

Als je dit onderwerp kies, ga je kijken naar verschillende beroepen. Je kunt dit doen door verschillende beroepen met elkaar te vergelijken. Of je kunt ontdekken of bij één bepaald beroep de situatie tussen vroeger en nu veranderd is. Werken er in een bepaalde sector hele andere mensen dan in andere? Hoe komt dat? En is dat altijd zo geweest? En bestaan er op andere plekken op de wereld hele andere beroepen?

## Onderwerp: kleren maken de mens

Categorie: mode

Mode is een speelveld voor ontwerpers om met grenzen tussen vrouwelijk en mannelijk te spelen. Soms zie je dat terug in de kleding die je kunt kopen in de winkel. Maar veel vaker nog komen indrukwekkende creaties voorbij op de catwalk of de rode loper.

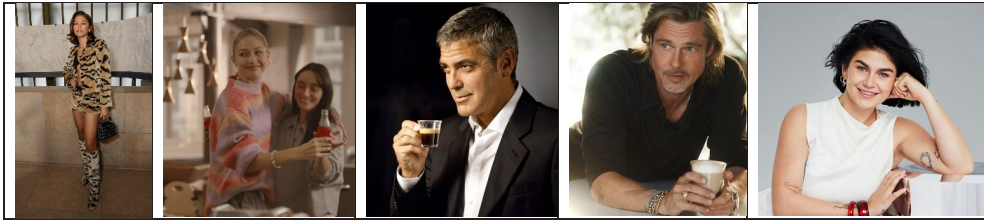
				
Met Gala 2019, Michael Urie	Thomas Cohen en Peaches Geldof	Maurits de Bruijn	Next in Fashion, Danny Godoy	Alyx Menswear 2020, Bella Hadid

Als je dit onderwerp kiest ga je kijken naar kleding en mode. Was de mode vroeger anders dan nu? Hoe verschilt mode voor vrouwen over het algemeen van die voor mannen? En bestaan daar ook nog vormen omheen of tussendoor? En hoe verschilt de mode op de catwalk eigenlijk van die je op straat ziet? Hoe spelen ontwerpers met elementen die worden gezien als vrouwelijk of mannelijk? En wat zijn de trends op sociale media? Je kunt ervoor kiezen twee contexten met elkaar te vergelijken, bijvoorbeeld de catwalk met alledaagse kleding. Of verschillen ontwerpers met elkaar te vergelijken. En het is natuurlijk ook mogelijk terug te gaan in de tijd!

## Onderwerp: een bekend gezicht

Categorie: commercials

Zendaya is het gezicht van een modemerken. Gigi Hadid van frisdrank. George Clooney drinkt alleen maar koffie van één bepaald merk. Brad Pitt juist van een ander. En Roxanne Hazes laat zien hoe ze haar skincare doet. Merken proberen je te overtuigen door hun producten te koppelen aan bekende gezichten. Maar wat zegt de keuze voor een bekend persoon over het product? En waarom wordt het dan zo aantrekkelijk voor jou om te kopen?



Als je dit onderwerp kiest ga je kijken naar reclames. Kun je overeenkomsten ontdekken tussen commercials voor zelfde soort producten? Waarom zitten er vaak bekende mensen in spotjes, en hoe helpt dat bij de verkoop? Hoe worden deze bekendheden afgebeeld? Zijn reclames tegenwoordig anders dan nu? En kun je verschillen ontdekken tussen reclames gericht op vrouwen, mannen of non-binaire mensen? Je kunt ervoor kiezen reclames voor eenzelfde soort product met elkaar te vergelijken, of kunt kijken hoe reclames van één merk zich over de tijd hebben ontwikkeld. En wist jij dat commercials van hetzelfde merk in verschillende landen vaak heel anders zijn?

# H Answers quiz 'this is also possible'

## Uitwerking Quiz 'Dat kan ook'

Dit document geeft overzicht van de stellingen uit de quiz 'dat kan ook' met antwoorden en toelichtingen.

### Statement 1

<p>Hakken zijn bedacht voor vrouwen.</p> 	<p>Hakken zijn bedacht voor vrouwen.</p> <p><b>Niet waar!</b></p> 
<p>Amanda Gorman tijdens het Met Gala in 2021.</p>	<p>Portret van zonnekoning Lodewijk XIV op hakken geschilderd door Hyacinthe Rigaud in 1701.</p>

**Niet waar:** hakken ontstonden in het Perzische rijk omdat het voor mannen handig was om hiermee paard te rijden. De schoen is overgenomen in Europa en werd bijvoorbeeld ook gedragen door zonnekoning Lodewijk XIV. Tegenwoordig wordt het gezien als iets voor vrouwen, maar ook daar komt verandering in (fact checken).

### Statement 2

<p>Er bestaan plekken op de wereld waar mannelijke politieagenten een rok dragen.</p> 	<p>Er bestaan plekken op de wereld waar mannelijke politieagenten een rok dragen.</p> <p><b>Waar!</b></p> 
<p>Nederlandse agenten in uniform.</p>	<p>Agenten op Fiji in het officiële uniform.</p>

**Waar:** Op Fiji dragen mannelijke politieagenten rokken als onderdeel van hun uniform. Deze rokken heten de 'sulu tavatava'. Op Fiji is het trouwens voor alle mannen heel normaal om een rok te dragen.

Statement 3

<p>Roze is altijd een meisjeskleur geweest.</p> 	<p>Roze is altijd een meisjeskleur geweest.</p> <p><b>Niet waar!</b></p> 
<p>Foto van een meisje op de website van een kledingmerk.</p>	<p>Portret van een jongetje uit ongeveer 1840.</p>

**Niet waar:** op de afbeelding zie je een portret van een jongetje uit 1840. En hij draagt roze! Lange tijd was roze juist een kleur voor jongens en mannen. Afgelopen eeuw is dat veranderd (ongeveer vanaf 1940).

Statement 4

<p>Alleen vrouwen werden beschuldigd heks te zijn en eindigden daardoor op de brandstapel.</p> 	<p>Alleen vrouwen werden beschuldigd heks te zijn en eindigden daardoor op de brandstapel.</p> <p><b>Niet waar!</b></p> 
--	--

**Niet waar:** niet alleen vrouwen werden ervan beschuldigd heks te zijn. Ook mannen en kinderen eindigden door deze beschuldiging op de brandstapel.

Statement 5

<p>Lang haar is altijd voornamelijk iets voor vrouwen geweest.</p> 	<p>Lang haar is altijd voornamelijk iets voor vrouwen geweest.</p> <p><b>Niet waar!</b></p> 
--	--

**Niet waar:** mensen uit vele culturen en in verschillende tijdsperiodes vonden lang haar bij mannen heel normaal en ontzettend mooi juist. Denk bijvoorbeeld aan het oude Egypte, de originele bevolking van Amerika, de oude Grieken, de Vikingen en de hogere klassen in Europa in de Middeleeuwen.

Statement 5

In de gebouwen aan de Marikenstraat in Nijmegen, zijn 'vrouwelijke' en 'mannelijke' elementen verwerkt.



In de gebouwen aan de Marikenstraat in Nijmegen, zijn 'vrouwelijke' en 'mannelijke' elementen verwerkt.



**Waar:** de gebouwen aan de ene kant van de straat hebben allerlei 'vrouwelijke' elementen, zoals ronde vormen en versieringen. Aan de overkant zijn de gebouwen juist strakker vormgegeven en zul je meer rechte vormen zien. Grappig genoeg is de 'mannelijke' kant ontworpen door een vrouw en de 'vrouwelijke' kant door een man.

# I Approved project brief (Dfl)

DESIGN  
FOR our  
future

TU Delft

## IDE Master Graduation

### Project team, Procedural checks and personal Project brief

This document contains the agreements made between student and supervisory team about the student's IDE Master Graduation Project. This document can also include the involvement of an external organisation, however, it does not cover any legal employment relationship that the student and the client (might) agree upon. Next to that, this document facilitates the required procedural checks. In this document:

- The student defines the team, what he/she is going to do/deliver and how that will come about.
- SSC E&SA (Shared Service Center, Education & Student Affairs) reports on the student's registration and study progress.
- IDE's Board of Examiners confirms if the student is allowed to start the Graduation Project.

#### ! USE ADOBE ACROBAT READER TO OPEN, EDIT AND SAVE THIS DOCUMENT

Download again and reopen in case you tried other software, such as Preview (Mac) or a webbrowser.

#### STUDENT DATA & MASTER PROGRAMME

Save this form according to the format "IDE Master Graduation Project Brief\_familyname\_firstname\_studentnumber\_dd-mm-yyyy". Complete all blue parts of the form and include the approved Project Brief in your Graduation Report as Appendix 1 !

family name van Remundt 5695  
initials J.M. given name Jill  
student number \_\_\_\_\_  
street & no. \_\_\_\_\_  
zipcode & city \_\_\_\_\_  
country The Netherlands  
phone \_\_\_\_\_  
email \_\_\_\_\_

Your master programme (only select the options that apply to you):

IDE master(s):  IPD  Dfl  SPD

2<sup>nd</sup> non-IDE master: Communication Design for Innovation

individual programme: \_\_\_\_\_ (give date of approval)

honours programme:  Honours Programme Master

specialisation / annotation:  Medisign

Tech. in Sustainable Design

Entrepreneurship

#### SUPERVISORY TEAM \*\*

Fill in the required data for the supervisory team members. Please check the instructions on the right !

\*\* chair A.G.C. van Boeijen dept. / section: HCD, DA  
\*\* mentor M.H. Sonneveld dept. / section: HCD, AED  
2<sup>nd</sup> mentor Hanneke de Graaf  
organisation: Rutgers (expertisecentrum seksualiteit)  
city: Utrecht country: The Netherlands

comments (optional) For my Communication Design for Innovation (Science Education and Communication) part of this graduation project Steven Flipse is my supervisor.

Chair should request the IDE Board of Examiners for approval of a non-IDE mentor, including a motivation letter and c.v..

! Second mentor only applies in case the assignment is hosted by an external organisation.

! Ensure a heterogeneous team. In case you wish to include two team members from the same section, please explain why.



**Procedural Checks** - IDE Master Graduation

**APPROVAL PROJECT BRIEF**

To be filled in by the chair of the supervisory team.

chair A.G.C. van Boeijen date 25 - 04 - 2022 signature 

**CHECK STUDY PROGRESS**

To be filled in by the SSC E&SA (Shared Service Center, Education & Student Affairs), after approval of the project brief by the Chair. The study progress will be checked for a 2nd time just before the green light meeting.

Master electives no. of EC accumulated in total: 27 EC  
 Of which, taking the conditional requirements into account, can be part of the exam programme 27 EC

List of electives obtained before the third semester without approval of the BoE

YES all 1<sup>st</sup> year master courses passed

NO missing 1<sup>st</sup> year master courses are:

name K. Veldman date 29 - 04 - 2022 signature 

**FORMAL APPROVAL GRADUATION PROJECT**

To be filled in by the Board of Examiners of IDE TU Delft. Please check the supervisory team and study the parts of the brief marked \*\*. Next, please assess, (dis)approve and sign this Project Brief, by using the criteria below.

- Does the project fit within the (MSc)-programme of the student (taking into account, if described, the activities done next to the obligatory MSc specific courses)?
- Is the level of the project challenging enough for a MSc IDE graduating student?
- Is the project expected to be doable within 100 working days/20 weeks ?
- Does the composition of the supervisory team comply with the regulations and fit the assignment ?

Content:  APPROVED  NOT APPROVED

Procedure:  APPROVED  NOT APPROVED

comments

name Monique von Morgen date 09 - 05 - 2022 signature 

Reflecting on gender norms - Filling the gap in Dutch sex education project title

Please state the title of your graduation project (above) and the start date and end date (below). Keep the title compact and simple. Do not use abbreviations. The remainder of this document allows you to define and clarify your graduation project.

start date 11 - 04 - 2022 25 - 11 - 2022 end date

**INTRODUCTION \*\***

Please describe, the context of your project, and address the main stakeholders (interests) within this context in a concise yet complete manner. Who are involved, what do they value and how do they currently operate within the given context? What are the main opportunities and limitations you are currently aware of (cultural- and social norms, resources (time, money,...), technology, ...).

Dutch teenagers are unsatisfied with the sex education provided to them in high school (Rutgers and Soa Aids Nederland, 2017). In the first few years of the school program, being 12 to 14 years old, teenagers learn about the factual aspects of sex (biological information on genitals and reproduction, anti-conception, sexually transmitted diseases (std's), etc.). During the later stages of high school, when teenagers are between 16 and 18 years old, the sex education is minimal or completely absent. Even though this is the age that most young people experience and experiment with sex and sexuality. Dutch teenagers feel that they forgot most of the information provided to them at the start of high school. They also indicate that they need the information at this later stage, when it becomes most relevant to them (Rutgers, 2019).

Rutgers is a Dutch center of expertise on the topic of sexuality. Which focuses on research, development, and implementation regarding sex education and sexual development of, mostly, children and teenagers. Besides, Rutgers' activities involve spreading information and awareness, advocacy and training and advising professionals and policy makers. The center of expertise works together with external partners to deepen the quality of its work and increase the impact. Rutgers' employees are also in close contact with the target group.

Rutgers signalled the missed opportunities in the sex education in The Netherlands, indicated in the first paragraph, during research efforts and when in contact with teenagers. By initiating the project 'Impuls Online' (working title) Rutgers aims to fill the gap and provide Dutch youngsters with the information about sex and sexuality they need and wish for.

The goal of this project is to support teenagers between the age of 16 and 18 in their personal search for themselves and helping them define who they are/want to be on a sexual and relational level. Rutgers choose to facilitate this support online and/or digitally. This provides the opportunity to connect to the questions and needs of young people directly. The online environment is where today's teenagers feel comfortable and reach out to for information and deepening their understanding on different topics.

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**Personal Project Brief** - IDE Master Graduation

introduction (continued): space for images

**Project 'Impuls Online'**  
 Visualisation of stakeholders based on information gathered in initial meetings with Rutgers.

**Soa Aids Nederland**  
 Most important partner of Rutgers in this project. Together Soa Aids Nederland and Rutgers own the website sense.info. They have been successfully collaborating for many years.

**D4L = Dance4Life**  
 Was an independent organisation, but merged with Rutgers in 2021. In this project D4L works together with Rutgers to better reach the target group.

**SCA = Social Change Agents**  
 Social Change Agents are teenagers working in collaboration with Rutgers to inspire other teenagers or be a role model to them. Rutgers wants to work together with the SCA on the promotion of the platform/tool.

**Ijsfontein**  
 An organisation specialised in developing interactive/digital tools for educational purposes. Ijsfontein will be responsible for the creation of the platform/tool Rutgers is aiming to develop.

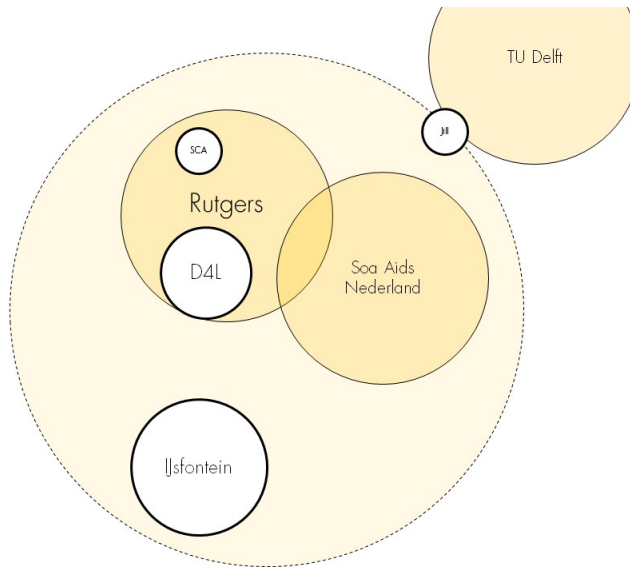


image / figure 1: visualisation of the stakeholders involved in the 'Impuls Online' project

**TO PLACE YOUR IMAGE IN THIS AREA:**

- SAVE THIS DOCUMENT TO YOUR COMPUTER AND OPEN IT IN ADOBE READER
- CLICK AREA TO PLACE IMAGE / FIGURE

**PLEASE NOTE:**

- IMAGE WILL SCALE TO FIT AUTOMATICALLY
- NATIVE IMAGE RATIO IS 16:10
- IF YOU EXPERIENCE PROBLEMS IN UPLOADING, COVERT IMAGE TO PDF AND TRY AGAIN

image / figure 2:

**PROBLEM DEFINITION \*\***

Limit and define the scope and solution space of your project to one that is manageable within one Master Graduation Project of 30 EC (= 20 full time weeks or 100 working days) and clearly indicate what issue(s) should be addressed in this project.

The problem is that stereotype gender norms, like the sexual double standard, are deeply rooted in society today. Children are confronted with these norms and unconsciously internalise them. The existence of stereotype gender norms evoke (gender) inequality. For this reason, the (design) goal of this graduation project is to inspire Dutch teenagers (age 16-18) to reflect on their beliefs regarding stereotype gender norms and the sexual double standard. And additionally, the goal is to support them in formulating their standpoints. This can be achieved by providing the teenagers with age-appropriate information in interactive forms online or digitally (= establishing gender literacy).

It needs to be taken into consideration that teenagers are potentially unaware of their internalised values and norms, and will have a hard time changing their (long-time) beliefs. Consulting psychological theories during the project, like for example cognitive dissonance theory and the stages of competence, might help in overcoming these challenges. Understanding the current state of stereotypical gender norms and SDS, will be helpful when designing a concept for the sub-section of the final 'Impuls Online' product. Historical and cultural research will provide detailed insights about the current state.

Rutgers is aiming to target the tool or platform towards all 16- to 18-year-old teenagers in The Netherlands. In past projects it became clear for Rutgers that it can be hard to connect with teenagers with a cultural and religious diverse background. In the different research and design activities of this graduation project, I need to try to actively involve these teenagers for the results to be an as-true-as-possible representation of all Dutch teenagers. In case it doesn't work out for any of the activities, I need to stay aware of this limitation and reflect (critically) upon the results.

**ASSIGNMENT \*\***

State in 2 or 3 sentences what you are going to research, design, create and / or generate, that will solve (part of) the issue(s) pointed out in "problem definition". Then illustrate this assignment by indicating what kind of solution you expect and / or aim to deliver, for instance: a product, a product-service combination, a strategy illustrated through product or product-service combination ideas, ... . In case of a Specialisation and/or Annotation, make sure the assignment reflects this/these.

I will create a digital/online tool that inspires teenagers (aged 16 to 18) to reflect on stereotype gender norms and the sexual double standard. To get a better understanding of the context and background, I will research how (and why) stereotype gender norms and the sexual double standard are present in day-to-day life and how (and why) this came to be (the historical and cultural context).

The final product of Rutgers' project 'Impuls Online', will be a platform or tool. An important sub-topic on this platform will be stereotype gender norms. "A gender stereotype is a generalized view or preconception about attributes or characteristics, or the roles that are or ought to be possessed by, or performed by, women and men" (United Nations website). As part of the gender norms-topic, teenagers will be asked to reflect on the sexual double standard (SDS), which is the stricter restrictions on female sexuality compared to male sexuality (p. 200, Gijs, et al., 2004).

Creating a design concept for this sub-topic of the tool/platform will be the challenge I tackle during my Industrial Design Engineering master graduation project. Challenging perspectives about, for example, gender stereotypes is important since stereotypes can limit people in developing their personal abilities or when making (important life) choices. Because of gender stereotypes, inequality also continues to exist (United Nations website, and Movisie, 2019).

## Personal Project Brief - IDE Master Graduation

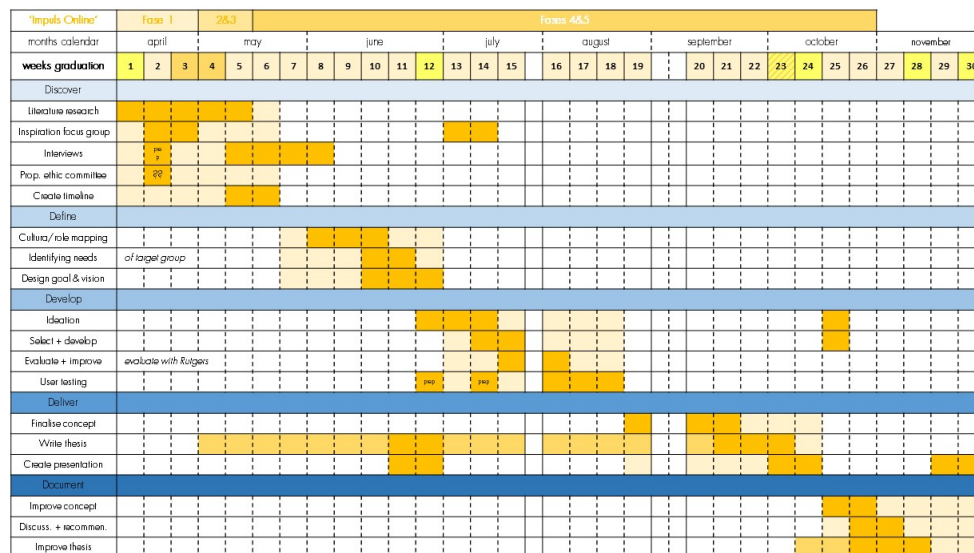
### PLANNING AND APPROACH \*\*

Include a Gantt Chart (replace the example below - more examples can be found in Manual 2) that shows the different phases of your project, deliverables you have in mind, meetings, and how you plan to spend your time. Please note that all activities should fit within the given net time of 30 EC = 20 full time weeks or 100 working days, and your planning should include a kick-off meeting, mid-term meeting, green light meeting and graduation ceremony. Illustrate your Gantt Chart by, for instance, explaining your approach, and please indicate periods of part-time activities and/or periods of not spending time on your graduation project, if any, for instance because of holidays or parallel activities.

start date 11 - 4 - 2022

25 - 11 - 2022

end date



I will perform literature research, focus group studies, and execute interviews with the target group. Based on the outcomes of those activities I will create a timeline of the historical and cultural analysis of SDS, as well as executing the methods for cultura and/or role mapping. All these activities hopefully provide me with enough information to identify the needs of the target group. On which I can base a design goal and vision. The formulated goal and vision will kick-off the start of the ideation and design phase. When creating a concept for the tool/platform, I will perform a user test to evaluate the quality and effectiveness of my design. I will take my design concept through a few iterative stages before I conclude with a final concept. Within the final stages of this graduation project, I will write a report/thesis and present my work in multiple presentations.

Note that my planning contains 30 full time weeks, since I am combining two master tracks into one graduation project (Industrial Design Engineering, Design for Interaction and Science Education and Communication, Communication Design for Innovation). For CDI, the time added to the graduation project is 10 full-time weeks. So, every week I will roughly spend 1/3 of my time on CDI, and 2/3 on Dfl. This project brief is focussed on the work/graduation part for Dfl. I will address my assignment for CDI in another document/way.

The Gantt Chart indicates the tasks I plan to execute during my graduation project. I created a separate file with a short description of every task indicated in the Gantt Chart.

[Week 1: kick-off, Week 12: midterm, August 27-September 10: Jill on holiday, Week 23: preliminary thesis, Week 24: 'green light', Week 28: final thesis, Week 30: final presentation, orange: Rutgers' project check points.]

### MOTIVATION AND PERSONAL AMBITIONS

Explain why you set up this project, what competences you want to prove and learn. For example: acquired competences from your MSc programme, the elective semester, extra-curricular activities (etc.) and point out the competences you have yet developed. Optionally, describe which personal learning ambitions you explicitly want to address in this project, on top of the learning objectives of the Graduation Project, such as: in depth knowledge a on specific subject, broadening your competences or experimenting with a specific tool and/or methodology, ... . Stick to no more than five ambitions.

Based on personal experience I felt that sexual education in Dutch schools is mostly taught with a technical or factual focus. In my opinion there is a lack of diversity in the program when it comes to, for instance, gender and sexual preference. There is minimal attention for the pleasure that sex can bring, and the discovery of boundaries (alone or together).

I felt that there is opportunity for improvement in Dutch sex education, and that it would be interesting to look at this from a design perspective. At the same time, I was hearing/reading about concepts like the 'male gaze', dehumanisation and objectification (of women) in work of for example John Berger, Emily Ratajkowski, etc. These processes, of for example objectification, are deeply anchored in our society and in media. I am very interested in how young children and teenagers grow up in a world where this is present and how this influence their sense making, self-esteem and worldview.

When I reached out to Rutgers with a similar message, I received an enthusiastic response. Rutgers was planning on starting a project with similar themes, and I am very happy to be joining this project.

In this graduation project I want to better understand how teenagers are influenced by current worldviews/norms around sex and sexuality, with a focus on stereotype gender norms and the SDS. I want to dive deep into this topic by applying methods from the Culture Sensitive Design-practice. I want to learn how you can make teenagers reflect on their (unconscious) behaviour and assumptions. And I want to gain experience in how this reflection can be guided towards change in perception and behaviour.

At the same time, I am curious to learn more about working on a project like this in the context of real organisations. I want to work on my communication skills, mostly when conveying my added value as a designer in a transdisciplinary setting. I hope that improving this will be helpful when searching for a job after graduation.

### FINAL COMMENTS

In case your project brief needs final comments, please add any information you think is relevant.

I have no further comments.