Use the word given in capitals to form a word that fits the gap.

ENDING STEREOTYPES BEGINS IN THE CLASSROOM

Girls' self-esteem, ambition and **1)** _____ [EXPECT] are the first victims of gender stereotypes. Therefore, eradicating clichés and their associated **2)** _____ [BEHAVE] should be a **3)** _____ [PRIOR] for any society and should begin in schools. Some **4)** _____ [INITIATE] advocate introducing female role models into the classroom as a first step.

On 16th June 1963, Valentina Tereshkova became the first female astronaut**.** On board the Vostok 6 and at only 26 years old, she made history and became a symbol of **5)** _____ [EQUAL] between men and women. It has been a long time since the Tereshkova milestone, but even today if someone reads astronaut, architect, engineer or pilot it is more than likely that in their head they see a man. The **6)** _____ [ACT] is somewhat **7)** _____ [VOLUNTARY] because that is the image **8)** _____ [COMMON] accepted by society**.** Besides, the statistics support that **9)** _____ [ASSUME]. In the case of airline pilots, for example, only 3% of the world's pilots are women. Perhaps we need to look for the reason behind this in order to remedy it.

What is a gender stereotype and what consequences does it have?

According to the Office of the High Commissioner for Human Rights (OHCHR), a gender stereotype "is a generalised view or **10)** _____ [CONCEPT] about attributes, or **11)** _____ [CHARACTER] that are or ought to be possessed by women and men or the roles that are or should be performed by men and women". A gender stereotype is therefore **12)** _____ [HARM] when it limits the capacity of women and men to develop their personal attributes or **13)** _____ [PROFESSION] skills and to take **14)** _____ [DECIDE] about their lives and plans. Gender stereotypes affect girls around the world **15)** _____ [REGARD] of their country's level of **16)** _____ [DEVELOP] and are **17)** _____ [COURAGE] by society at large, from parents to teachers. And although some may consider this trivial, it has very **18)** _____ [DETRIMENT] consequences for girls from a very early age reducing their **19)** _____ [ASPIRE] and limiting their career **20)** _____ [OPT].

According to the article **21)** _____ [TITLE] *'Gender stereotypes about intellectual ability emerge early and influence children's interests'* published in the journal Science in 2017, girls begin to feel less intelligent than boys from the age of six. "Neither boys nor girls are born **22)** _____ [SEX], there is something that we as a society do to them to make them reach that point," says Miriam Gonzalez, **23)** _____ [FOUND] of Inspiring Girls in Spain. The subject, therefore, has an enormous socio-cultural **24)** _____ [GROUND]; one which, for example, associates certain activities, **25)** _____ [CLOTH] and hobbies with men and others with women. UNESCO warns that women are under-represented in STEM disciplines (Science, Technology, Engineering and Mathematics): only 29% of **26)** _____ [SEARCH] worldwide are women.

The solution lies in education

The seed of stereotypes is sown in education, and education is where the solution lies**.** Therefore, as UNESCO states in its *Global Education Monitoring Report,* the support of **27)** _____ [GOVERN] is crucial. For example, curricula, textbooks and teacher **28)** _____ [TRAIN] programmes should be **29)** _____ [PERIOD] reviewed to **30)** _____ [SURE] that gender stereotypes are not perpetuated and apprenticeship programmes, **31)** _____ [TUTOR], networks or **32)** _____ [SCHOLAR] should be considered to promote and encourage the **33)** _____ [INCORPORATE] of women into STEM fields.

Within schools, the role of teachers becomes essential when it comes to providing quality, gender-neutral education that promotes students' welfare and respect for professional standards. Lina Gálvez, **34)** _____ [DIRECT] of the Master's Degree in Gender and Equality at Pablo de Olavide University in Seville and research expert in gender equality, gives some advice for teachers on how to act against **35)** _____ [EQUALITY] inside and outside the classroom:

Be aware of sexism. Question certain stereotypes that we take as normal but which in **36)** _____ [REAL] are social **37)** _____ [CONSTRUCT].

Deal with the issue of equality without complexes. Ignore third-party **38)** _____ [CRITIC] or **39)** _____ [PRESS] in addressing equality issues.

Join forces for equal education. The more people involved in this type of education, the more effective it will be.

Think laterally. 40) _____ [FORCE] children in their preferences regardless of whether or not they correspond to what the stereotype makes us expect.

Adapted from: https://www.iberdrola.com/social-commitment/gender-stereotypes-women

LIVEWORKSHEETS