**Title:** Gender Stereotypes and Men Activity

**Type of Activity:** Video/Small group discussion

**Time Required:** 15-20 mins.

**Learning Outcome Applied:** Describe how gender stereotypes are activated automatically and unintentionally. Recognize and identify real life examples of overt and subtle gender bias in STEM. Practice how to respond to and reduce instances of gender bias.

**Overview:** This learning activity uses an original video from Dr. Eva Pietri’s research article titled, *Using Video to Increase Gender Bias Literacy Toward Women in Science* (2016), that displays how gender stereotyping has a harmful impact on the expectations of men in academia. It asks students to identify the gender stereotypes about men that are present within the video, asks them to reflect on their own experiences, and then asks them strategies they would use to respond to the situation. All questions within this activity are suggestions so feel free to skip around or add any questions of your own that come up during your discussion.

**Citation:** Pietri, E. S., Moss-Racusin, C. A., Dovidio, J. F., Guha, D., Roussos, G., Brescoll, V. L., & Handelsman, J. (2016). Using video to increase gender bias literacy toward women in science. Psychology of Women Quarterly, 41(2), 175–196. https://doi.org/10.1177/0361684316674721

**Step 1:** Open the link to the video [Narrative Video 3](https://youtu.be/dh2Azvfjayo?si=dOpD4c2OgE0_kyvd)

**Step 2:** Prior to the video - ask students to jot down each time something is said (or not said) that suggests subtle, unintentional gender bias toward the male grad student.

**Step 3:** After the video, have them pair up or form groups of 3-4. Have one person read off their list, other students should put a check next to examples that they also put. Then have them all add any that were not already noted.

**Step 4:** Take a moment to reiterate the critical concept that these stereotypes were activated automatically, without intention, and effortlessly.

**Step 5:** Ask for some more of these examples as a class and jot them all on the board.

**Step 6:** After all examples are on the board ask students to respond to the following questions in discussion

1. Ask the students if they have experienced or witnessed similar dynamics as a student or at their jobs?
2. Looking at the list, what are some stereotypes about men that are reflected in this conversation? What about women?

**Step 7:** Ask students to again form groups of 3-4 and ask them as a group to reflect on the following scenario/questions. Have each group elect one student to share out their group’s strategies with the class. Ask each group to share.

1. Ask the students to imagine that they were a part of this conversation as a professor and were in the room when the professor displayed unintentional, subtle gender bias towards the grad student. What are some things you could say as a professor to redirect the conversation and support the grad student’s aspirations while making the other faculty aware that they are enacting gender bias?

**Step 8:** After the discussion - what gems emerged from the discussion? Jot down any insights that the students brought.

**For canvas discussion here is a description of the video:**

In the video it depicts a conversation between a professor (Kevin) and a senior graduate student (Peter) talking about what Peter wants to do with his degree. Peter expresses that he wants to teach at a small college and have a balanced life. Kevin is not happy with this and expresses how Peter is wasting his degree that he got at a prestigious research university and talks down on teaching. He then removes Peter for a prestigious grant because of his goals to teach and then gives it to another student.