

1. Animals in children's books are 73% more likely to be boys than girls. Animals like dragons, bears, and tigers are normally boys. Animals like birds, cats, and insects are mostly normally girls. (The Observer, 2018.)

How might children's books influence what the twins think about boys and girls?

2. Villains in children's books are eight times more likely to be male than female. (The Observer, 2018.)

How might children's books influence what the twins think about boys and girls?

3. In a standard 'Toys R' Us' catalogue, boys are six times more likely than girls to be shown playing construction games. (Let Toys be Toys, 2017.)

How might playing with different toys influence what skills each twin develops?

4. In toy catalogues, only 3% of pictures of children with guns and war toys featured girls. 97% featured boys. (Let Toys be Toys, 2017.)

How might toy catalogues influence what each twin thinks they are allowed/supposed to be interested in?

5. Main characters in children's books are 50% more likely to be male than female. Also, characters with speaking roles are 50% more likely to be male than female. (The Observer, 2018.)

How might children's books influence what the twins think about what boys and girls?

6. In a typical toy catalogue, girls are seven times more likely than boys to be shown playing games about nurturing/caring. Girls are sixty times more likely to be shown playing with baby dolls. (Let Toys be Toys, 2017.)

How might playing with different toys influence what skills each twin develops?

7. Teachers are more likely to ask boys to perform tasks involving strength, such as moving desks or chairs. (UK Feminista, 2017.)

How might teachers' behaviours influence what the twins think about boys and girls?

8. 36% of girls at secondary schools say that teachers have treated them differently because they are girls. (UK Feminista, 2017.)

How might teachers' behaviours influence what the twins think about boys and girls?

