



Teacher Resource

# Sexist Design

## Focus Questions

Discuss the BTN High story as a class and record the main points of discussion. Students will then respond to the following:

1. What is design bias?
2. Who - other than women - can be affected by design bias?
3. Can designs be biased against other groups of people, besides women?
4. Can you think of a product that is biased against women in its design? Provide reasons.
5. What is the 'shrink it and pink it' approach to product design?
6. Do you think designers/companies have a responsibility to make products inclusive? Why or why not?
7. How could designers/companies test products to be more inclusive?
8. How do you think bias in product design can be addressed? Think of some solutions.

## Activities

- Imagine you're an industrial designer, and you have been given a brief to design a new product that's more inclusive. Include sketches and reasons for your design.
- Redesign a product that has been designed for men.
- Interview a product/industrial designer: Find out their design process and how the needs and abilities of different users are put into consideration.
- Choose a product that you think is biased in its design. Write a feature article about how you think it could be more inclusive.
- In small groups, discuss the importance of fairness in the design of products, and any strategies that could be used to make products more inclusive.

### EPISODE 9

4<sup>th</sup> March 2026

#### KEY LEARNING

Students will discuss the bias behind the design of some products, and what improvements could be made in the future.

#### CURRICULUM

[Design and Technologies – Years 7 and 8 \(v8.4\)](#)

[Design and Technologies – Years 9 and 10 \(v8.4\)](#)

[Design and Technologies – Years 7 and 8 \(v9.0\)](#)

[Design and Technologies – Years 9 and 10 \(v9.0\)](#)

[Health and Physical Education – Years 7 and 8 \(v8.4\)](#)

[Health and Physical Education – Years 7 and 8 \(v9.0\)](#)