

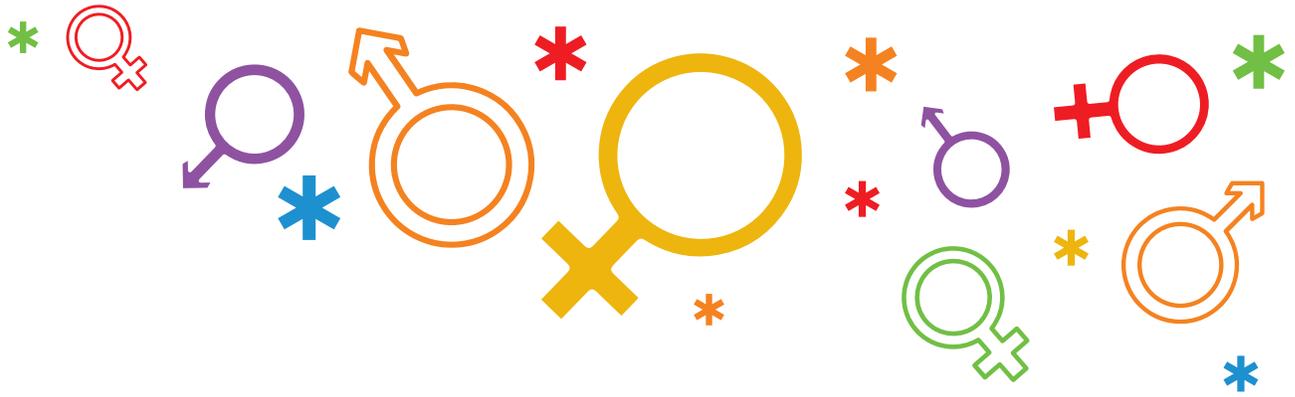
GENDER STEREOTYPES: ARTSY BOYS AND SMELLY GIRLS

Summary: Students begin by participating in an activity designed to make them aware that what is attributed to girls and boys is not «natural.» Work with Élise Gravel’s book, *Artsy Boys and Smelly Girls*, helps them move away from the limitations of gender stereotypes.

LINKS TO THE PROGRAMME	
Broad Areas of Learning	Citizenship and Community Life
Educational Aim	To enable students to take part in the democratic life of the classroom or the school and develop a spirit of openness to the world and respect for diversity.
Focuses of Development	Culture of peace: Recognition of the principle of equal rights for all and of the right of individuals and groups; recognition of the negative consequences of stereotypes, discrimination and exclusion.
COMPETENCY	
Competency	Reflects on ethical questions.
Theme	The needs of humans.
Content	The elements that contribute to the unique character of each human being.

PREPARATION:

- A** Print the “*Artsy Boys and Smelly Girls*” album.
- B** Print the **expressions**.
- C** Write each student’s given name on a label and place it in a box.



STEP 1: PRELIMINARY ACTIVITY. PROJECT PHOTOS OF FRANKLIN DELANO ROOSEVELT

10 MIN

Project the photo of **Franklin Delano Roosevelt** when he is aged 2-1/2 years. Ask the students to describe the photo. When students declare “It is a girl,” ask them to explain how they know this.

Project the photo of Franklin Delano Roosevelt at age 31. Explain that one hundred years ago, boys and girls were dressed in white dresses until age 7. It was practical to do so, as dresses were easy to put on and easy to wash. Dressing boys and girls differently from each other is a relatively recent idea and it is not “natural” to do so.

STEP 2: ASSOCIATE EXPRESSIONS TO MASCULINE OR FEMININE

20 MIN

- A** Draw three columns on the board with the headings masculine, both or feminine. *Avoid using pictograms or colours which may inadvertently reinforce stereotypes.*
- B** Read (or have someone read) the expressions listed in the **Artsy Boys and Smelly Girls Book** (PDF document) one after the other. Ask the students to place the different **expressions** in one of the three columns. Hang the expressions on the board as you go along.

STEP 3: HAVE A CLASS DISCUSSION BASED ON THE BOOK ARTSY BOYS AND SMELLY GIRLS BY ÉLISE GRAVEL

25 MIN

Project images from the book onto the board without the accompanying text. Ask the students to find the expression which corresponds to the image. When an expression which the students had associated with “masculine” or “feminine” is associated with another gender in the book, discuss the author’s choice. Invite the students to reflect upon examples from people they know: This girl makes jokes, this boy likes to draw and so on.

STEP 4: MAKE A POSTER ENTITLED YOU CAN!

90 MIN

- A** Each student picks a name label from the box. (See Preparation above.)
- B** Invite the students to tell the person who picked their name something that they were prevented from doing because they are a boy or girl.
- C** Based on the anecdote they were told by their classmates; students are asked to create a drawing in the same style as Élise Gravel. A **drawing** sheet is provided.
- D** Display the drawings in the classroom. Ask the students what they learned in this activity.