

FREE YOURSELF FROM GENDER STEREOTYPES

In teams of four, create one of the following:

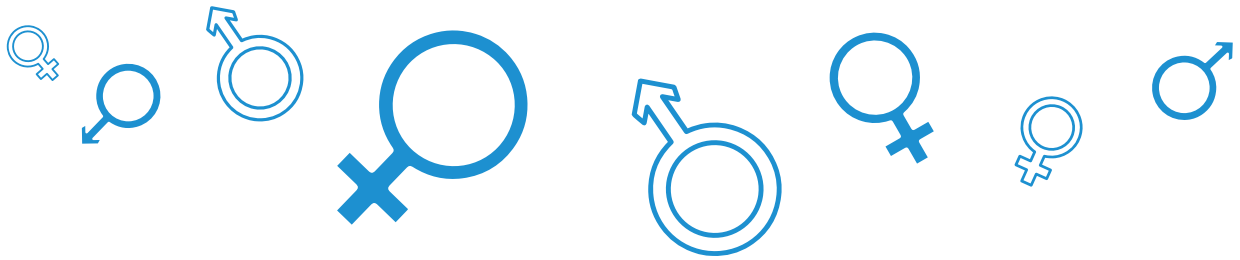
- A** A comic strip which will be displayed in the classroom.
- B** A skit that you will perform for the class.
- C** A short film which will be projected in class.

Several story lines appear on the back of this sheet. Select one. The text and the visuals of your work must point to several options relating to gender stereotypes. At least one of these options must involve freeing yourself from gender stereotypes.

STORY LINES¹

- A** Charles is about to ask Stephanie to go out with him for the first time when she says, "Charles, there's a new film in town and I would really like to go and see it with you. Are you free?" Charles is free and really wants to go out with Stephanie, but he wants to be the one to ask.
- B** Sophia has just received a bursary for an apprenticeship in plumbing after she obtains her diploma. Enthusiastic, she runs to tell Alex about it. They had foreseen getting married this autumn and, thanks to this bursary, she will be able to bring money into the home. Alex receives this news very coldly. Finally, he responds: "I don't think I can marry a plumber, Sophia. You have a choice: me or plumbing."
- C** Sam is at the mall to his nephew a birthday gift. When his friend Jack finds out Sam has purchased a doll, he says, "Are you crazy?" Sam explains that dolls help children to take care of others and manage their emotions, but Jack tells him that boys that play with dolls will be gay. Sam thinks Jack is wrong, but is worried about what his friends at school will say.
- D** Catherine and Nick have been going out together for several months and their relationship is going very well. One night, Nick asks her to go a little further than she would like. When she says no, he tells her that men have stronger sexual desire than women, and that, as a woman, she should respond to his needs.
- E** The school is organizing a Halloween party on the theme of pirates and princesses. Samir wants to dress-up as a princess, but his teacher says no. She has 11 pirate costumes for the 11 boys in the class, and 12 princess costumes for the 12 girls. The teacher tells him that a boy dressing up as a princess is not part of the plan.

¹ Adapted from www.advocatesforyouth.org



STORY LINES (CONTINUED)

- F** When Julia finds out she is the only one to have finished the work required in her team of four students, she gets angry. Her three friends tell her that she is ugly when she gets upset and that, if she continues, she will scare the boys away.
- G** William, aged 15, has just learned that his girlfriend is breaking-off with him. Upset, he is crying in the living room when his father asks him what is wrong. William explains. His father suggests that he call a friend because “it feels good to be supported in difficult times.” William says he doesn’t want his friends to see him crying.
- H** Emma is attracted to Jennifer, but she is afraid that someone will find out she is lesbian. Emma goes out with Michael as a cover-up, but after three months she finds the situation to be too painful. Emma thinks Michael is a really nice person, but she feels that she should confide in him. Angry, Michael spills the whole story on Facebook that same night..

COMPETENCY	ADVANCED COMPETENCY DEVELOPMENT	THOROUGH COMPETENCY DEVELOPMENT	ACCEPTABLE COMPETENCY DEVELOPMENT	PARTIAL COMPETENCY DEVELOPMENT	MINIMAL COMPETENCY DEVELOPMENT
Pertinent evaluation of options <hr/> 75%	Through the text and visuals, your work shows several options relating to gender stereotypes, at least one of which would contribute to the improvement of community life.	Through the text and visuals, your work shows one option which would contribute to the improvement of community life.	Through the text or visuals, your work shows one option which would contribute to the improvement of community life.	Through the text or visuals, your work shows one option which would not permit the improvement of community life.	Your work does not show any options.
Engages in dialogue <hr/> 25%	Looks for conditions that are favourable to dialogue. Expresses his point-of-view and is attentive to those of others. Supports his point-of-view with pertinent and coherent arguments. Asks questions in seeking clarification. Applies methods to remedy difficulties encountered.	Looks for conditions that are favourable to dialogue. Expresses his point-of-view and is attentive to those of others. Supports his point-of-view arguments that are often pertinent and coherent. Asks questions in seeking clarification.	Looks for conditions that are favourable to dialogue. Sometimes expresses his point-of-view and is attentive to those of others. Occasionally supports his point of view with pertinent and coherent arguments.	Rarely expresses his point-of-view and is attentive to those of others.	Rarely expresses his point-of-view and is not very attentive to those of others.