

## ***Grade 1: Identity, roles, gender stereotypes and social norms***

### ***Educational aims:***

- 1. Give examples of stereotypes associated with the sexes*
- 2. Become aware of the different ways sexual stereotypes can influence our behaviour and choices.*

### ***Children will:***

- Discuss what stereotypes they are aware of with regards to girls and boys and begin to break these stereotypes down*
- Discuss stereotypes associated with girls and with boys*
- Begin to understand the concept of gender stereotypes in that there are certain expectations placed on women and men and how they should act and these expectations can divide boys and girls*
- Learn about stereotypes through their observations in their environment (ex: a child who sees a mother carrying a briefcase and a father ironing will not see a division of tasks)*
- Talk about choices and what influences us to make them (ex: taking ballet lessons because I like ballet not because I am a girl)*
- Discuss the importance of respecting differences (ex: accepting the expression of emotions in both boys and girls)*

### ***Activity: Search for roles, stereotypes and various ways of expressing yourself***

- Read various books that address roles, stereotypes or ways of expressing yourself and have a discussion about the characters (ex: what are the jobs, activities, interests, traits, and/or appearance associated with the girls or boys in the book?)*

- *Use Elise Gravel's "Boys can" and "Girls can" posters to talk about who can do what*
- *Use Elise Gravel's "Respect for difference" to talk about differences*
- *Ask students to generate a list of qualities, talents, jobs, activities, favourite toys/sports/clothing. Make a list of all answers and talk about how we choose what we like. Does it matter if you are a girl or a boy?*