

Grade 3: Identity, gender stereotypes and roles, and social norms

Educational aims

1. Being able to identify male and female stereotypes in our social environment and in the media.
2. Make connections between sexual stereotypes and the development of one's identity

Children will:

- Learn about the concept of stereotypes, attributed to males and females.
- Learn about how stereotypes are learned (ex: watching and listening to the people around us, and what sources they can come from (ex: family, peers, toys, media, etc.)
- Understand that stereotypes can influence the choice we make (ex: clothing, activities, self expression).
- Explore examples of stereotypes attributed to girls and to boys, men and women.

Activity: Promote awareness of the impact of gender stereotypes coming from our social environment, promote egalitarian relations and promote respect for individual differences.

- Ask students if they know what a stereotype is.
- Ask student to generate a list of ways they have learned that a girl should act, or a boy should act.
- Watch the videos suggested with this unit and discuss how stereotypes can influence you to do or not do something (ex: join a sport, wear certain clothing, play with certain toys, etc.). (<https://www.youtube.com/watch?v=-pC2UHYizag>, <https://www.youtube.com/watch?v=ePlriYalzPY>, <https://www.youtube.com/watch?v=UotdlegYm64>)
- Discuss how boys and girls are represented in movies, advertisements, music, books, video games, etc.
- Have a discussion about how stereotypes might influence choices.
- Choose a list of books to read with your students and review the stereotypes present in the books. Discuss how the characters might feel, be influenced to act, etc.
- Hand out pink crayons to the girls and blue crayons to the boys. Ask them to draw a detailed drawing. Hold a discussion about how one colour (stereotype) can limit their drawings, making the correlation to stereotypes. Give them all the colours (diversity) and ask them to redraw their drawings.