

## Grade 4: Identity, roles, Stereotypes and Social Norms

### **Educational aims**

1. Make connections between gender inequalities and harmonious relationships
2. Situate yourself in relation to the norms that guide the expression of one's identity

### **Children will:**

- Understand how gender inequality can effect the harmony in friendships.
- Understand what gender stereotypes are, where they can be learned and how inequalities can effect boys and girls getting along.
- Discuss positive and negative social attributes associated with each gender (ex: boys are interested in sports and competitive, girls are attentive to the needs of others).
- Discuss the existence of social double standards associated with gender (ex: Matt was crying when he arrived at school this morning. It happens to him often. everyone was laughing at him. However, when Elodie cries, her friends comfort her).
- Discuss the standards that guide the expression of gender identity (ex: family, media, peers, social environment, etc.)
- Discuss how personal preferences, not standards, should guide children in how they express themselves.

**Activity:** Should promote awareness of the existence of stereotypes in our society and their impact on egalitarian relations and respect for individual differences.

- Hold a discussion with students to ask if they know what a stereotype is and if they can name any they know.
- Brainstorm a class list of stereotypes.
- Hold a discussion about stereotypes specific to boys and specific to girls.
- Make a list of attributes our society has for boys and a list for girls. Go over the list pointing out similarities and differences between the two, that these attributes are not applicable to ALL girls and ALL boys.
- Using the situations provided have the student get into groups and assign each group a situation. Have them answer the following questions: Who experiences inequality in this situation? How do children experiencing inequality feel in this situation? How do inequalities affect the relationship between children (harmonious relationships)?
- Invite students to make a self portrait of themselves leaving space on the left and right of the paper. The self portrait should contain information like qualities, their particular talents, their interests, the areas in which they excel, sports, or activities they practice, what they like, what they do not like. On the left and right separate their attributes according to society under boys or girls. Then hold a discussion with the conclusion that all attributes should be seen as characteristics of all human being, not as male or female.
- Explore famous personalities who have, in history, demonstrated courage and determination in pursuing their dreams according to their personal preferences and by going against the gender norms.