



***Media and Minorities: Unpacking Stereotypes:
YOU Can Be Anything You Want To Be!***

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This curriculum unit is recommended for:
(Kindergarten)

Keywords: (Gender, Boy, Girl, self-awareness, self-confidence, similarity, differences, respect)

Teaching Standards: See [Appendix 1](#) for teaching standards addressed in this unit.

Synopsis: This Kindergarten unit is designed to help students understand that they are not limited in their likes, dislikes, opinions, and thoughts because of their gender. We will look at how gender is typically shown in storybooks and in media (advertisements). Students will have an opportunity to create a “ME” poster that they will look at over the course of the unit to determine for themselves how their gender views change during our study.

I plan to teach this unit during the coming year to 23 students in Kindergarten class over eight days.

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Unit Introduction

This unit's objective is to increase self-awareness and self-confidence for Kindergarten students to realize that they can be anything they want to be and want to do no matter what their genders are. Through this unit, students will explore similarities and differences in self and others. Using picture books, advertisement and other materials, we will raise discussion about kindergarten level stereotype of gender. My goal for this unit is for students are start thinking about outside of the box of gender stereotypes.

Using the class meeting method, we will work to build trusting community and to provide students daily practice in respectful communication. Similarities between individuals help to create unity in class. Differences between individuals and discussion will help to raise empathy in class. Over all this will support students to go beyond stereotypes.¹

Kindergarten students are learning how to express their own thoughts. It can be challenging for Kindergarten students to accept different opinions and to learn how to respectfully agree to disagree. Through this practice of respectful discussions, they will gain multiple ideas of who they can be, not only the ideas that "media" and immediate family members provided. They will also start building strength to have their own idea to decide their own opinion.

Rationale

I tell my students "you can be anything you want to be". I believe that their future and dreams are open and free. I know that stereotypes exist. Media sometimes limits people's perspectives and opportunities. I thought stereotypes and media affect older students, not too much towards kindergarten students yet.

Of course, I was wrong and being blinded by my hope. Through *Media and Minorities: Unpacking Stereotypes* seminar, I realized that those stereotypes and media do affect people even before they are born. Through my research, Young students often limit themselves the opportunities available to them or limit their choices of things that appeal to them by adults and media due to their gender.² It was shocking and hurtful to discover, but at the same time, I do see that is happening. Therefore, I decided to create a unit for Kindergarten students to go beyond stereotypes and media. I truly want them to know that "you can be anything you want to be".

I chose gender stereotypes, because gender is something that we discuss first in Kindergarten for self-identification; for example going to bathroom – they are labeled "Boys" or "Girls". It is easy for them to discover.

After attending few seminars of *Media and Minorities: Unpacking Stereotypes*, I felt that students need self-confidence, empathy, and respectful, clear communication from young age to overcome stereotype and judgment by society. They also need to have a mind set to be able to see beyond the media to seek the truth. For younger age students, an awareness of media not being the only resource and that truth can be hidden behind media is one-step towards guiding them to be whom they really want to be.³

School/Student Demographic:

This unit is designed for the Kindergarten class in Japanese Immersion Program at E.E. Waddell Language Academy. Our school is a magnet Language Immersion Program where students learn all subjects in the target language. We offer language immersion in Chinese, German, French, and Japanese for K through 8. We also offer Beginning Spanish in middle school. We have diverse group of students. The table below shows the student breakdown by ethnicity groups.⁴

Student Breakdown by Group (whole school)

Male/Female	663/719
American Indian	6
Asian	69
Hispanic	271
Black	336
Pacific Islander	2
White	629
Multi-Racial	69

The table below shows the Achievement Indicators for proficiency for our school:

Reading EOG Proficiency	82%
Math EOG Proficiency	77%
Science EOG Proficiency	86%
Math I Proficiency	95%
Biology Proficiency	n/a

My class is within the Japanese Immersion Program; therefore, our students receive their core instruction Japanese. Each year, an average of 90% of the students who do not have native Japanese language/culture background are enrolled in my Japanese Kindergarten. Diverse students enter our class each year. For example, this year, we have 11 boys and 12 girls. Six African-American, nine Caucasian, four Hispanic, one Asian, and three multi-racial students are in my class. Non-Japanese speaking students can only enter our program in Kindergarten. The majority of the classroom teachers in our program are native speakers of and teach in the target language. K-5 students stay with their class for all core instruction except for one hour of English lessons starting from 3rd grade. Japanese and Chinese program students take English starting from Kindergarten for 45 minutes, since our languages have different writing system. Kindergarten through second grade students stay in their class for English class. Since our Japanese program has only one class per grade level, students stay in the same class from Kindergarten until 5th grade.

Our school is very data driven. Even though our school is unique and teaching in the target language, we provide the same curriculum and assessments as other Charlotte-Mecklenburg Schools do. We conduct formative and summative assessments in the target language and English accordingly.

From my experience and my own professional studies, I have learned that it is important to have as much data as possible in order to provide a positive learning environment for students. The data is not limited to the test scores, but also family background, students' interest and learning style. I also have learned that students grow more, both academically and socially in a loving and trusting environment. Therefore, I send out a family survey before the school year starts to find out about the student and the family.

Teaching Strategies

It is critical for Kindergarten students to learn how to create a non-judgmental community to be able to have discussions, especially for sensitive topics. Having self-confidence and having the skills of empathetic and respectful, clear communication cannot be obtained through only one unit. Class Meetings (spending 10 to 15 minutes every day) are a good way to approach the building of a strong class community; students need daily reminders and practice. I found a book, The Morning Meeting Book, which focuses on building a positive learning community through daily class meeting. I am planning to build a non-judgmental classroom community through class meeting throughout the year.⁵

I am planning to implement this unit after first quarter of the school year. During the first quarter, Kindergarten students are busy learning about themselves and friends and creating a non-judgmental classroom community through class meeting. After first quarter will be a perfect time to introduce Gender Stereotypes and rethink about their identity.

This unit's duration will be about two weeks. During this unit, I am planning to use the following teaching strategies and more:

- Class Meeting
- Vocabulary
- Brainstorming
- Whole class discussion
- Think Pair Share
- Charting
- Drawing/Writing
- Art/ Collage
- Gallery Walk
- Collaborative learning (pair/group)
- Comparing and Contrasting
- Thinking Maps
- Read Aloud a Book
- Thumbs Up and Thumbs Down
- Conference
- Presentation
 - Sharing freely among peers
 - Presenting in a group or a class

I will also place trade books that are related to gender stereotypes at the classroom library. Students can have an access to those books during independent reading time. (Appendix 2)

Classroom Activities

Day One:

Lesson activity idea: “What are Gender Stereotypes”⁶

Materials:

- Vocabulary List Chart
- Chart paper
 - Girls’ Chart: Draw a circle in the middle of a chart paper. Write, “Because she is a **girl**, she should _____.” in the circle on one chart paper. (Appendix 3)
- Marker

1. I explain that we will be talking about gender and stereotypes.
2. Vocabulary study: I will do a vocabulary study using Think Pair Share and whole class discussion. I will explain and discuss the meaning of each vocabulary and write student-friendly definitions on a chart. I will post the chart on a wall and let them know that we will come back to the terms later.

Vocabulary list:

- Identity:
 - All about ME
 - The sense a person has of herself/himself, who she/he is and what she/he thinks is important and defining of herself/himself
 - Gender:
 - The state of being male (boy) or female (girl).
 - For Kindergarten, I will not go into the definition of ‘Gender’ that also refers to the social roles, behaviors and traits that a society may assign to men (masculine) or to women (feminine).
 - Stereotypes
 - An oversimplified and/or unfair belief or idea that groups of people have particular characteristics or that all people in a group are the same.
 - Stereotypes usually involve assuming that all members of a particular group have, or should have, a certain characteristic.
 - For example, thinking that all tall people are good at basketball or that thin people do not eat enough.
3. I will explain that we will be talking about gender stereotypes - how boys and girls “should” act because they are boys or because they are girls. Ask students to think about what kind of “gender stereotypes” they might know. I will give them a sentence starter for each.
 - “Because he is a boy, he should _____.”
 - “Because she is a girl, she should _____”
 4. For Day 1, I will explain to the class that we are only focusing on girls for today. By using Think-Pair-Share strategy, have students start brainstorming their ideas
 - Think: Have students think individually about gender stereotypes.
 - Pair: Have students pair up and share their thought
 - Share: Share students’ ideas and record using a chart: thinking maps.

5. By using Charting: Thinking Maps strategy, organize students thought and also provide them scaffolding guidance to come up with their ideas
Draw a circle in the middle of a chart paper. Write, “Because she is a **girl**, she should _____.” in the circle on one chart paper.
6. As a whole class, ask a volunteer to share. Record two or three of students’ ideas of gender (girl) stereotypes. I will record it on a chart with words and drawings, so non-readers have a visual to understand the chart. Two or three students’ ideas will get other students thinking and help other students come up with their ideas.
Examples:
Because she is a girl, she should like pink.
Because she is a girl, she should not play with a truck.
7. By Choice Collaborative learning Strategy, student can chose their comfortable way of learning to express this sensitive matter. By Drawing/writing Strategy, either writer or non-writer can express himself or herself freely. I will put pieces of paper on each table. They can draw or write an idea of stereotypes that they know in 5 minutes. If they have more than one idea, they can get more paper and draw or write. One idea per paper. They can work with friends, or they can work individually. I walk around and guide students using a variety of questions:
 - How are girls supposed to behave?
 - What are girls supposed to like or dislike?
 - How are girls supposed to look, think and feel?
 - What are girls supposed to be good at?
8. By Presentation strategy (sharing freely), students can practice sharing their ideas before they present their idea in front of the class.
After 5 minutes of writing/drawing, students come back to the rug with their work with their name(s) on it. Share their writing/drawing to their friends freely for 2-3 minutes.
9. By Presenting in front of a class, students will have an ownership of their ideas.
As a class, we go over each paper and have the student(s) who worked on present their ideas to the class. They put their paper on a chart. If there are other students who have the same ideas, they come up and put the paper on a chart. We continue to present ideas until all paper are put on a chart.
10. Conclusion of the Day One.
Review the vocabulary list and a chart (girl stereotypes) that we created. I will make sure that it is OK for students to fall into “gender stereotypes” For example, girls liking pink. However, it can be hurtful and/or limit people when other people are saying, “you are supposed to be/do _____, because you are “girl”. I will tell students that we will discuss more about Gender Stereotypes next couple of weeks. The girl chart will be posted in a class with pieces of paper close by. Students are encouraged to write more if they notice other stereotypes of girls.

Day Two:

Materials:

- Vocabulary List Chart
- Chart paper
 - Boy's Chart: Draw a circle in the middle of a chart paper. Write "Because he is a **boy**, he should _____." in the circle on a chart paper (Appendix 4)
- Marker

1. I explain that we will focus on Boy's stereotypes. Review the vocabulary list identity, gender, stereotypes. I will then have the students use the Think-Pair-Share strategy to have them think about what we learned yesterday.
 - Think: Have students think individually about gender stereotypes.
 - Pair: Have students pair up and share their thought
 - Share: Share students' ideas and record using a chart: thinking maps
2. By using Charting: Thinking Maps-Draw a circle in the middle of a chart paper. Write, "Because he is a **boy**, he should _____." in the circle on a chart paper. As a whole class, ask a volunteer to share. Record one or two of students' ideas of gender stereotypes. I will record it on a chart with words and drawings, so non-readers have a visual to understand the chart.

Examples:

Because he is a boy, he should play football.

Because he is a boy, he should not cry.

3. Drawing/writing, I will put pieces of paper on each table. They can draw or write an idea of stereotypes that they know in 5 minutes. If they have more than one idea, they can get more paper and draw or write. One idea per paper. They can work with friends, or they can work individually. I walk around and guide students using a variety of questions:
 - How are boys supposed to behave?
 - What are boys supposed to like or dislike?
 - How are boys supposed to look, think and feel?
 - What are boys supposed to be good at?
4. Presentation: After 5 minutes of writing/drawing, students come back to the rug with their work with their name(s) on it. Share their writing/drawing to their friends freely for 2-3 minutes. As a class, we go over each paper and have the student(s) who worked on present their ideas to the class. They put their paper on a chart. If there are other students who have the same ideas, they come up and put the paper on a chart. We continue to present ideas until all paper are put on a chart.
5. By Comparing and Contrasting strategy, students will start making connections between two or more ideas to make sense of their world. Review the boy stereotypes chart that we created. Put boy stereotypes and girl stereotypes (from Day 1) side by side to compare. Ask students what kinds of stereotypes are there in each gender. (For example, color, toys, sports, occupations, behavior etc.) Make a list of kinds of stereotypes.
6. Conclusion of the Day Two- Review the vocabulary list, girl and boy stereotypes chart and a list of kinds of stereotypes. The girl and boy chart and the list of kinds of stereotypes will be posted in a class with pieces of paper close by. Students are encouraged to write more if they notice other stereotypes of girls and boys, and other

kinds of stereotypes are there in each gender. I will make sure that it is OK for students to fall into “gender stereotypes” For example, girls liking pink. However, it can be hurtful and/or limit people when other people are saying, “you are supposed to be/do _____, because you are “boy”.

7. For tomorrow (next day)’s lesson, I will let students know that we will focus on Identity. “All about ME! Who am I?”

Day Three:

I will focus on the following topics during this unit:

- Color (Ask girls to like blue and boys to like pink)
- Toys (Ask girls to play with cars and boys to play with dolls)
- Sports (Ask girls to play football, and boys about dance in ballet)
- Occupation (Ask girls about being doctors and boys about being nurses)

Materials: Teacher Created worksheet: “ME” with sentence starters and space for students to draw themselves (Appendix 5):

- I like _____ (a color word)
 - I like to play with _____(a toy)
 - I like to play _____ (a type of sports)
 - I like to be _____ (occupation), when I grow up.
1. I will review the vocabulary Identity
 - All about ME
 - The sense a person has of herself/himself, who she/he is and what she/he thinks is important and defining of herself/himself
 2. I will explain students that we will focus on us today and we will make a poster of “ME” to show who you are.
 3. Writing/Drawing Strategy:
I introduce the worksheet: “ME”. I will explain that students will be filling in the blank to complete the sentences. I will let them know that we will go over one sentence at a time, so teachers can help you write sentences.
 4. For each sentence, we will have a class discussion and create a word list. Therefore, students have a choice of copying the word or writing it on their own. Teacher assistant and I will help students to write if they do not know what to write.
 5. After went through all sentences, students draw themselves.
 6. Presentations by students-After the students have had sufficient time (10-15 minutes), students gather on the rug with their work. Share their writing/drawing to their friends freely for 2-3 minutes. I ask volunteer to share their work in a class. Let them know that their “ME” poster will be posted in class.
 7. Conclusion of Day Three-Review the vocabulary Identity. I tell students that they did a great job expressing themselves and letting us know who they are. I point out that some people like the same things and some people don’t. That is OK and that makes everyone unique. Go over the Boy’s and Girl’s stereotypes chart briefly. Let them know that we will be talking about Colors, Toys, Sports, and Occupations next few days. Let them

know that it is wonderful the way you are and what you like. But next few days, we may talk about the things that you never thought of liking it.

Day Four:

Materials:

- Not All Princesses Dress in Pink by Jane Yolen and Heidi E.Y. Stemple
 - Coloring Sheets that show different kinds of boys and girls (worksheet)
1. I will explain students that today we will talk about what colors we like. Go over the list of types of stereotypes chart that we created Day Two and focus on color stereotypes. Point out what color boys/girls are supposed to like.
 2. Read aloud a book, Not All Princesses Dress in Pink by Jane Yolen and Heidi E.Y. Stemple. Have a discussion as a class: “What color did she like?” “Did she like the “boy” color?” “Did it matter for her?” “Why was she wearing a crown on each page?” (She is a princess. She is proud like a princess.) “Was she really wearing a crown?” (Not really, but she feels like she is wearing it, because she is proud of herself whatever she chose to wear and do.)
 3. After the class discussion, go back to the “Boy” and “Girl” charts. Ask students “What might make a girl or boy “step outside” of the circle?” An example could be a boy likes pink and a girl likes blue. Write it down their answers outside of the circle. Show pictures of men wearing, pink, purple, orange and other colors that are often thought of as “girl” colors. Point out some teachers in school wearing those color clothing. Show picture of women wearing, blue, green, red, other “boy” color clothing.
 4. Ask students do you think they are wearing “crown” in their mind (do you think they are proud of themselves?)
 5. Introduce boy and girl coloring sheets. Students will pick one coloring sheet and that will be him/her. I will give them a cut out crown so they can put it on their picture after they finish coloring.
 6. Ask students to think while they are coloring, “What if I wear different color clothes that I usually wear....” “How do I feel? Would I be proud of myself?”
 7. Presentation- After the students have had sufficient time (10-15 minutes), students gather on the rug with their work. Share their writing/drawing to their friends freely for 2-3 minutes.
 8. By using Thumbs up and thumbs down strategy, I can quickly assess students’ performance and also to have students reflect on their work:
 - Thumbs up if they color with their favorite color.
 - Thumbs up if they used different color.
 - Thumbs up if they used the color that you have never wore before.

9. Conclusion of Day Four- I tell students I love all students coloring and proud of their work. Have students wear imaginary “crown” and close their eyes. Thumbs up and Thumbs Down. Can you wear ___ (color word)? Are you proud of themselves?
10. Next Day (Tomorrow) we will talk about Toys. I ask students to think about what kind of toys do you play with? What kind of toys you do not play with? Why and why not?

Day Five:

Materials:

- Toy advertisement paper from Target, Walmart, Toys“R”Us, and other stores.
 - Teacher Created worksheet: Toys. Line in a middle. Left side says, “I like to play with...” Right side says, “I might like to play with...” (Appendix 6)
1. Yesterday we talked about stereotypes of colors. Today we will talk about toys.
 2. Think Pair and Share:
 - Think to yourself what kind of toys do I play with? What kind of toys do I not play with?
 - Pair up with a neighbor and share their thought
 - Ask for volunteers to share with the class
 3. By doing Thumbs up and Thumbs down, have them start thinking about different types of toys that may apply the gender stereotypes.
 - Do you play with dolls?
 - Do you play with cars/trucks?
 - Do you play with toy ponies?
 - Do you play with Lego?
 4. Take out a toy advertisement paper and the “Boy’s and Girl’s Stereotype” chart that students created in the previous lesson. Ask students “What toys make a girl or boy “step outside” of the circle?” An example could be a doll outside of boy’s circle and trucks outside of girl’s circle. Cut out pictures and paste them outside of the circle.
 5. Thinking Map: Teacher Created worksheet: Toys. It is divided in a half. One side it is labeled “I like to play with...” Another side it is labeled “I might like to play with...” Give several advertisements for each table.
 6. Explain to students that they are making a collage. Students will cut out a toy from an advertisement and paste it on a Thinking Map worksheet: Toys. Paste the picture of a toy that they like to play with on a left side, under “I like to play with...” Paste the picture of a toy that they might want to play with on the right side, under “I might like to play with...”
 7. Gallery Walk: After the students have had sufficient time (10-15 minutes), students leave their work on a table and gather on the rug. Explain that we will be doing Gallery Walk. Instruct students that they will be looking at each other’s work. Ask them to notice what students like to play and what students might want to play with. See if they can find other friends who like the same toys as you like, maybe you can play with him/her next time we have free center. Suggest they also notice who might want to play with the toys that you like to play, and maybe during free center time, you can show how to you play with that toys. Gallery Walk for 2-3 minutes.

8. Conclusion of Day Five -Come back to the rug and share what they noticed. I can tell students I love all their artwork (collage), that I like the way that they are finding out what toys friends like to play with and might want to play with and that I like the way that many students are thinking about new toys to play with.
9. Next Day (Tomorrow) we will talk about Sports. I will ask students to think about what kind of sports they like to play and why.

Day Six:

Materials:

- Ballerino Nate by Kimberly Brubaker Bradley (Author), by R.W. Alley (Illustrator)
 - Art supplies - marker, construction paper, glue, pipe cleaner, tape, etc.
1. Review what we talked about last couple of days (Stereotypes of colors and toys). Today we will talk about sports that we like to play.
 2. Go to the "Girl's and Boy's" chart we have been using and point out that we thought some sports are typically thought of for boy or girl. Make a list of sports and ask students which sports people may think only is for boys or girls. Write it down in a circle on Girl's and Boy's chart if they are not on it. Make sure to ask about ballet. Is it for girls or boys? It will tie into a book that will read.
 3. Read aloud the book, Ballerino Nate by Kimberly Brubaker Bradley. After a read aloud let them share what they thought about a book with neighbor.
 4. Ask students "Is ballet outside of boy's circle?" What other sports might be outside of circle for boy or girl?" Write it on a chart.
 5. Ask for volunteers if anyone plays sports that is outside of circle. Ask how they feel. Point out that in a book, Nate loves to do ballet. He felt good to find out there are many boy dancers. I explain that our school has a football team and there are two girls playing!
 6. Think-Pair-Share: "Which sports from outside of circle would you like to try to play?"
 7. Collaborative learning: Make a group by sports that students would like to try to play. Give art supplies out to students. Explain that students will make things that they might need to play the sports. For example, For Nate who wants to ballet: he might need a costume for ballet, ballet shoes (maybe not pink, but other color because he did not want to wear pink shoes!), etc.
 8. While students are making sports items, I will invite each group to share some photos of athletes that I find on computer to give students an idea what they may need to play certain sports. If possible, I can have our female football players visit our classroom for a few minutes.
 9. Presentation: After students have had sufficient time (15-20 minutes), each group can share what they made with the class. I will take a photo of a group with their art for display.
 10. Conclusion of Day Five- I will tell students I love the way that students are willing to try new things! I love all the items that they made. They can take them home, if they wish. If you and friends made it together, then we can keep it here or either one of you guys can take it home, you decide. Thumbs up and Thumbs down, do you feel more willing and excited after you made the sports item? What they want to be or do, when they grow up?

Day Seven

Materials:

- Rosie Revere, Engineer by Andrea Beatty
 - Teacher Created worksheets: When I grow up. Have a circle in the middle saying, “I want to be or do....” and have six or eight bubbles coming out from the middle circle. (Appendix 7)
1. Review what we talked about last few days (Stereotypes of colors, toys and sports). Review vocabulary: Identity, Gender, Stereotypes. Today we will talk about occupations/jobs.
 2. Go back to the ME poster and review what each student wrote what they wanted to be/do.
 3. Go to the “Girl’s and Boy’s” chart and point out that we thought some jobs are for boys or girls.
 4. Create a list of jobs that students know and that were not mentioned before.
 5. Share that we will be reading a book called *Rosie Revere, Engineer* (Read aloud). An engineer is a person who designs, builds or maintain engines or machines. Engineers need to do a lot of math and science. They need to be intelligent. Many people think that boys are smarter and better at math and science.^{7 & 8} Therefore, many people think that engineering is for boys. We are going to find out how Rosie Revere becomes an Engineer.
 6. After reading the book, discuss with a class: “Did Rosie stop her dream of becoming an Engineer because she is a girl?” Rosie loves figuring things out, so she becomes an Engineer. People often choose things that they like to do for their job.
 7. What do you think you want to be when you grow up? What do you love to do? Have them discuss in a group. Share some of students’ ideas, and if they can, ask them to tell the class why.
 8. Give each student a Thinking Map, Teacher Created worksheets: When I grow up. Have a circle in the middle saying, “I want to be or do...” and have six or eight bubbles coming out from the middle circle.
 9. Tell students that they can be anything they want to be, if they work at it. Think about what they want to be. Write down or draw all the things that they want to be on each bubble. They can work individually, in pairs, or in a group.
 10. Presentation #1- Gallery Walk: After the students have had some time to work and not quite finished (5 minutes or so) have them stop working, and leave their work on a table and gather on the rug. Explain that we will do Gallery Walk. I know that it is not done yet, but maybe gallery walk may give you more ideas for your work. Have them do Gallery Walk for 2-3 minutes.
 11. Have them go back to the table and continue their work for another 5-10 minutes, to finish up.
 12. Presentation #2: After the students have had sufficient time (5-10 minutes), students gather on the rug with their work. Share their writing/drawing to their friends freely for 2-3 minutes.
 13. Conclusion of Day Seven: I tell students that I see many possibilities! You can be anything you want to be. I will be posting everyone’s work on a wall.
 14. Last few days we talked about many stereotypes Color, Toys, Sports and Jobs. We talked that you can like any colors. You can play or try to play with any toys and sports. You

- can be anything you want to be when you grow up. Before we talked about those, we asked you to make “ME” poster (Day 3). The poster that you made is you right now.
15. Tomorrow (Next Day), we are going to make another poster about “What could be possible for ME”.

Day Eight: Assessment

Materials:

- All the charts that we made in class that are posted around the class.
 - All students’ work that is posted around the class.
 - Any art materials and construction paper.
 - Old magazines and ads for collage
1. Today we are going to make a poster of “What could be possible for ME?”
 2. Review the vocabulary: Identity, Gender and Stereotypes. Review Girl’s and Boy’s stereotype chart that we made in class. Review what is the inside of the circle (Stereotypes) what is the outside of the circle.
 3. Review what we focused (Colors, Toys, Sports and Jobs). I like that everyone is trying to step outside of his or her box to think the possibility. Let’s do the Gallery Crawl of what all students have done. (2-3 minutes)
 4. Today, we are going to make a poster of “What could be possible for ME?” Each student will get a construction paper of choice. They can use any kind of materials to create a poster of you what could be possible. Introduce all arts materials, magazine and ads. On a poster, they can show their colors that they like or they might like. They can put toys that they might want to play. They can draw picture of sports that they might like to play and they might want to be when they grow up.
 5. Presentation: Gallery Walk- After the students have had sufficient time (15-20 minutes), students will leave their work on a table and gather on the rug. Explain that we will be doing a final Gallery Walk to enjoy friends’ possibilities and artwork. Gallery Walk for 2-3 minutes.
 6. Conclusion of Day Eight: Tell students that I love the way they are opening up and stepping outside of the box to seek more possibilities! I will be calling students individually and tell me about their “What could be possible for ME?” poster. We will conference one-on-one about what we have been learning about gender stereotypes- Review the different vocabulary. I tell students that it is OK for students to fall into “gender stereotypes,” for example, girls liking pink, but it very important to remember that, it can be hurtful and/or limit people when other people are saying, “you are supposed to be/do _____, because you are “boy”. Take the opportunity to reinforce to the students to not limit themselves to what other people might think. I will encourage students to not allow gender to be a barrier in their decision. It is important for students to find out for themselves if they stayed with their original ideas and did not step outside of their box or they wanted to try new things. Through this unit, if students are start thinking about being outside of the box of gender stereotypes that is great.

Appendix 1: Implementing Teaching Standards

NCES – Kindergarten Social Studies

K.C & G. 1 Understand the roles of a citizen. Students will understand that being a good role model is an important part of citizenship. By understanding the idea of stereotypes and how those ideas can easily mislead many people, students will be able to see that everyone is a part of a community no matter how they represent themselves.

K.C & G. 1.2 Explain why citizens obey rules in the classroom, school, home and neighborhood. Students learn about their role in a community through the Class Meetings and how to listen and respectfully share during a presentation by their peers. Students will also learn the importance of being a respectful participant in the classroom community.

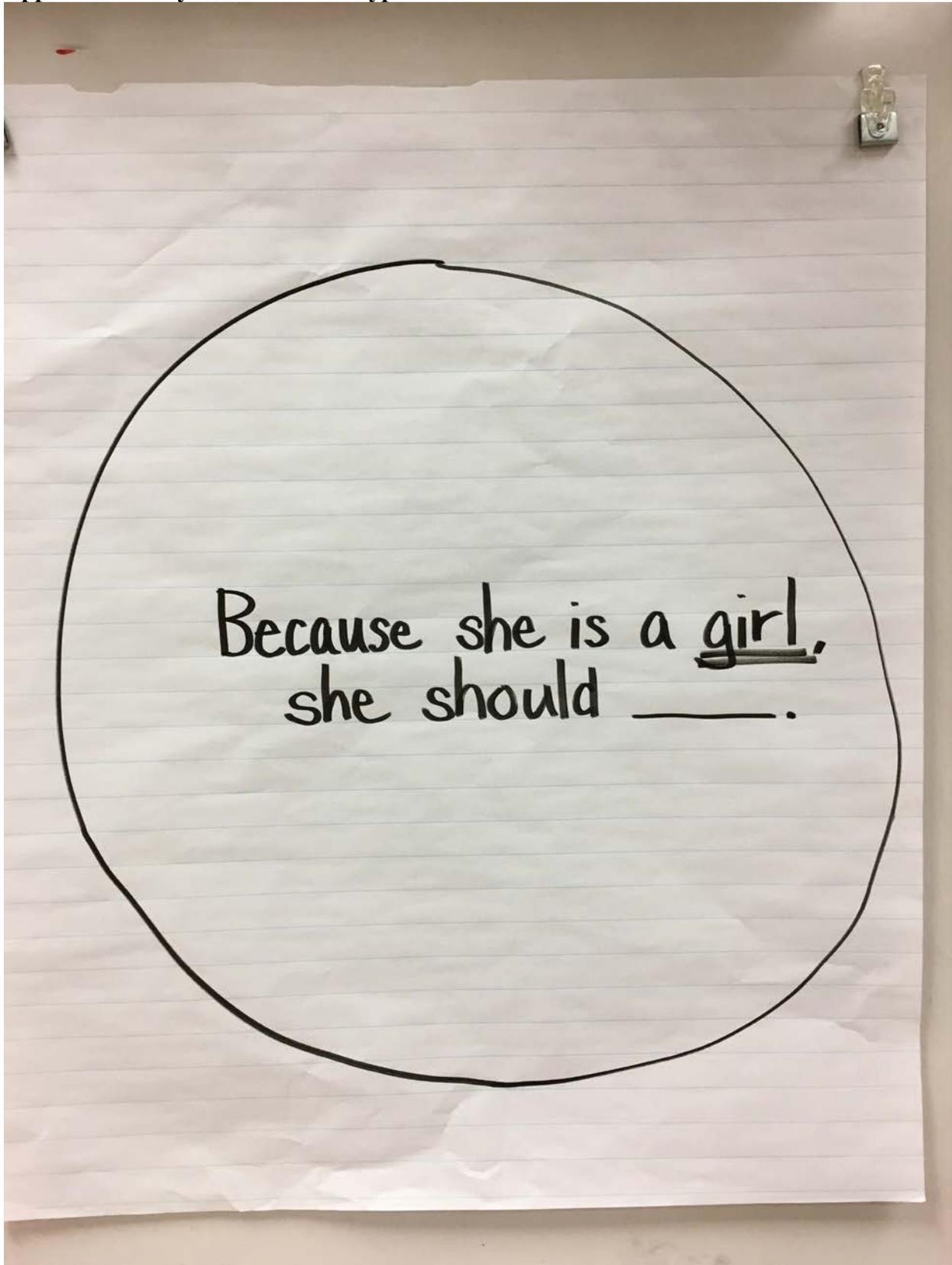
K.C. 1.1 Explain similarities in self and others. Students learn that there are similarities and differences among friends. Similarities between individuals help to create unity in class. Differences between individuals and discussion will help to raise empathy in class. Over all this will support students to go beyond stereotype. Through this unit, students learn to accept that similar and different point of views create an empathetic and respectful community. By articulating similarities and differences, they can internalize it more.

K.C. 1.2 Explain the elements of culture (how people speak, how people live) Students notice what kind of gender stereotypes we have in our culture. Through this unit, students are challenged to start thinking about being outside of the box of gender stereotypes.

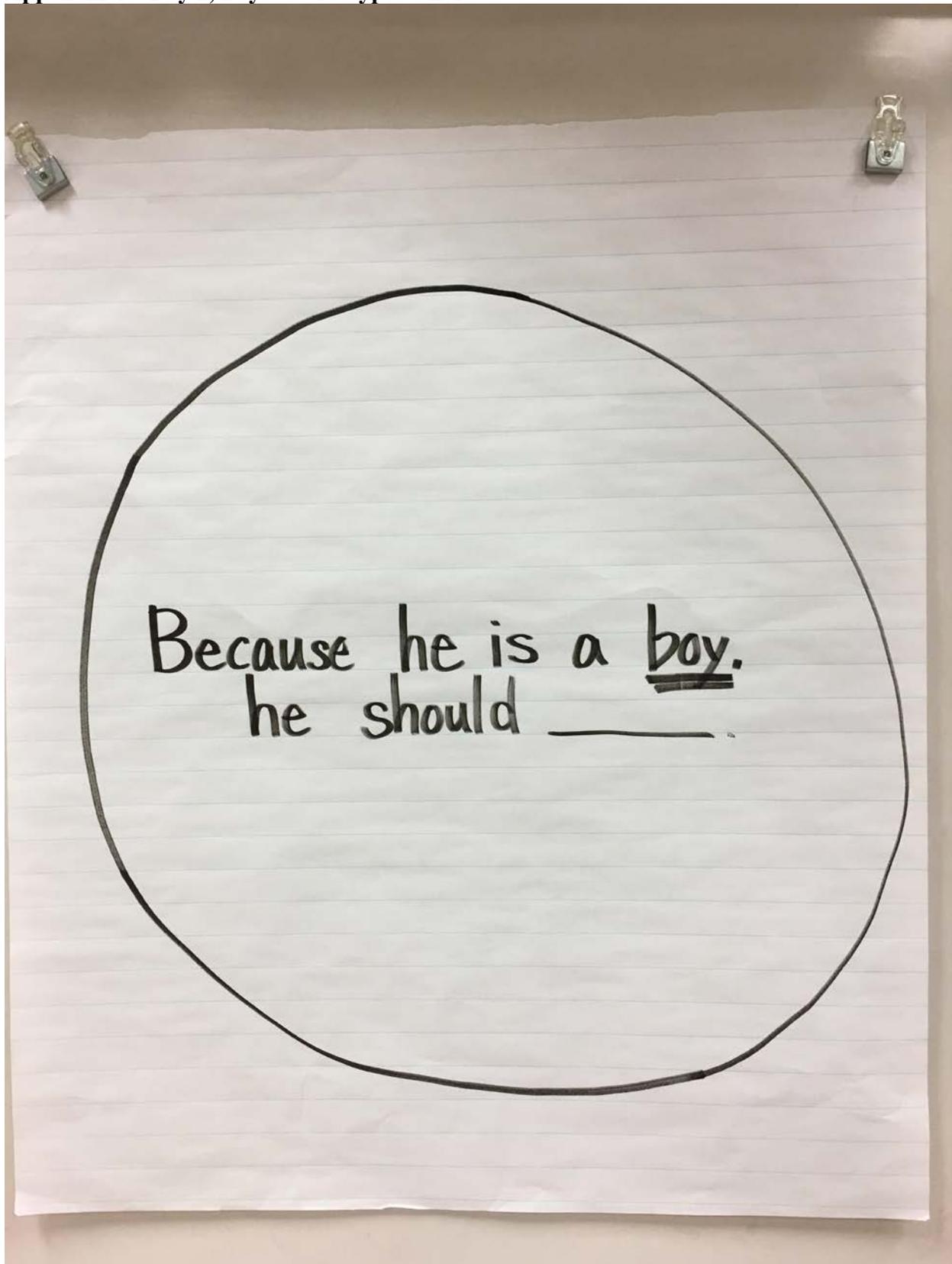
Appendix 2 – Trade Books available Classroom Library during independent reading could include:

- *William’s Doll* by Zolotow, Charlotte, and William Pène du Bois
- *Oliver Button is a Sissy* by Tomie dePaola
- *The Paperbag Princess* by Robert Munsch
- *Not All Princesses Dress in Pink* by Jane Yolen and Heidi E.Y. Stemple
- *Rosie Revere, Engineer* by Andrea Beaty
- *Ada Twist, Scientist* by Andrea Beaty
- *Giraffes Can’t Dance* by Giles Andreae
- *Not Every Princess* by Jeffrey and Lisa Bone
- *Madam President* by Lane Smith
- *Clothesline Clues to Jobs People Do* by Kathryn Heling and Deborah Hembrook
- *Ruby’s Wish* by Shirin Yim Bridges
- *Dance! With Bill T. Jones* by Bill T. Jones and Susan Kuklin
- *Jacob’s New Dress* by Sarah and Ian Hoffman
- *My princess Boy* by Cheryl Kilodavis
- *Goodbye Mousie* by Robie H. Harris
- *A Fire Engine for Ruthie* by Leslea Newman
- *You Forgot Your Skirt, Amelia Bloomer* by Shana Corey
- *The Princess Knight* by Cornelia Funke
- *Phoebe and Digger* by Tricia Springstubb, Jeff Newman
- *Pinky And Rex And the Bully* by James Howe
- *Knit Your Bit: A world War I Story* by Deborah Hopkinson
- *Max* by Rachel Isadora
- *Ballerino Nate* by Kimberly Brubaker Bradley
- *Violet the Pilot* by Steve Breen
- *When the Bees Fly Home* by Andrea Cheng
- *Players in Pigtails* by Shana Corey
- *Drum Dream Girl* by Margarita Engle
- *My Name is Not Isabella* by Jennifer Fosberry
- *Amazing Grace* by Mary Hoffman
- *Interstellar Cinderella* by Deborah Underwood

Appendix 3 – Day 1 - Girls' Stereotypes Chart



Appendix 4 – Day 2, Boys' Stereotypes Chart



Appendix 5 – Day 3, Teacher created worksheet: “ME”

Name _____

“ME”

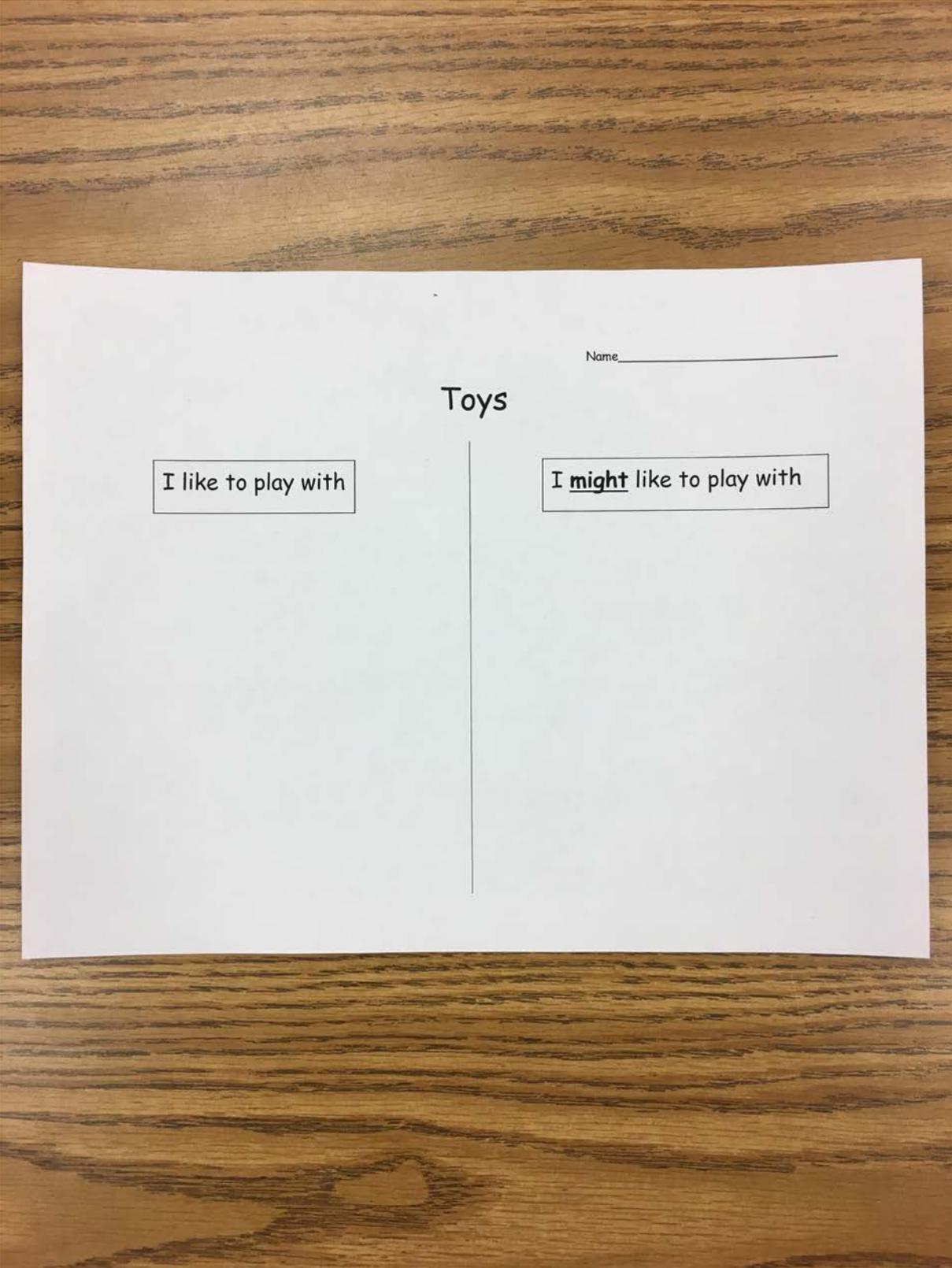
I like _____ (a color word)

I like to play with _____ (a toy)

I like to play _____ (a type of sports)

I like to be _____ (occupation), when I grow up.

Appendix 6 – Day 5: Teacher Created worksheet: Toys



Appendix 7 – Day 7: Teacher Created worksheet: When I grow up.

Name _____

When I grow up

```
graph TD; A([I want to be or do....]) --- B([ ]); A --- C([ ]); A --- D([ ]); A --- E([ ]); A --- F([ ]); A --- G([ ])
```

The worksheet features a central oval with the text "I want to be or do....". Six lines radiate from this central oval to six surrounding empty ovals, arranged in a circle. The entire diagram is titled "When I grow up" and includes a "Name" field at the top.

Resources:

1. List of Materials for Classroom Use

- Day 1 and 2:
 - Vocabulary List Chart
 - Chart paper
 - Girls' Chart: Draw a circle in the middle of a chart paper. Write, "Because she is a **girl**, she should ____." in the circle on one chart paper. (Appendix 3)
 - Boy's Chart: Draw a circle in the middle of a chart paper. Write "Because he is a **boy**, he should ____." in the circle on a chart paper (Appendix 4)
 - Marker
- Day 3:
 - Teacher Created worksheet with sentence starters and space for students to draw themselves. "ME" (Appendix 5)
 - I like _____ (a color word)
 - I like to play with _____(a toy)
 - I like to play _____ (a type of sports)
 - I like to be _____ (occupation), when I grow up.
- Day 4:
 - Not All Princesses Dress in Pink by Jane Yolen and Heidi E.Y. Stemple
 - Coloring Sheets that show different kinds of boys and girls (worksheet)
- Day 5:
 - Toy advertisement paper from Target, Walmart, Toys"R"Us, and other stores.
 - Teacher Created worksheet: Toys Line in a middle. Left side says, "I like to play with..." Right side says, "I might like to play with..." (Appendix 6)
- Day 6:
 - Ballerino Nate by Kimberly Brubaker Bradley (Author), by R.W. Alley (Illustrator)
 - Art supplies - marker, construction paper, glue, pipe cleaner, tape, etc.
- Day 7:
 - Rosie Revere, Engineer by Andrea Beatty
 - Teacher Created worksheets: When I grow up. Have a circle in the middle saying, "I want to be or do..." and have six or eight bubbles coming out from the middle circle. (Appendix 7)
- Day 8:
 - All the charts that we made in class that are posted around the class.
 - All the students' work that is posted around the class.
 - Any art materials and construction paper.
 - Old magazines and ads for collage

2. Student Resources

Classroom library: Books listed below are related to gender stereotypes. These books are available at the classroom library during independent reading.

- *William's Doll* by Zolotow, Charlotte, and William Pène du Bois
- *Oliver Button is a Sissy* by Tomie dePaola
- *The Paperbag Princess* by Robert Munsch
- *Not All Princesses Dress in Pink* by Jane Yolen and Heidi E.Y. Stemple
- *Rosie Revere, Engineer* by Andrea Beaty
- *Ada Twist, Scientist* by Andrea Beaty
- *Giraffes Can't Dance* by Giles Andreae
- *Not Every Princess* by Jeffrey and Lisa Bone
- *Madam President* by Lane Smith
- *Clothesline Clues to Jobs People Do* by Kathryn Heling and Deborah Hembrook
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- *Jacob's New Dress* by Sarah and Ian Hoffman
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- *You Forgot Your Skirt, Amelia Bloomer* by Shana Corey
- *The Princess Knight* by Cornelia Funke
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- *Pinky And Rex And the Bully* by James Howe
- *Knit Your Bit: A world War I Story* by Deborah Hopkinson
- *Max* by Rachel Isadora
- *Ballerino Nate* by Kimberly Brubaker Bradley
- *Violet the Pilot* by Steve Breen
- *When the Bees Fly Home* by Andrea Cheng
- *Players in Pigtails* by Shana Corey
- *Drum Dream Girl* by Margarita Engle
- *My Name is Not Isabella* by Jennifer Fosberry
- *Amazing Grace* by Mary Hoffman
- *Interstellar Cinderella* by Deborah Underwood

3. Teacher Resources

Kriete, Roxann, and Lynn Bechtel. *The morning meeting book*. Greenfield, MA: Northeast Foundation for Children, 2002. I use this book to guide me to implement the class meeting to build trusting community. This is easy to read and very user friendly.

Solomon, Barbara. "Avoiding Gender Stereotypes" Parents. <http://www.parents.com/toddlers-preschoolers/development/behavioral/avoiding-gender-stereotypes/> (accessed November 20, 2017). This article shows that Kindergarten students or younger are already affected by gender stereotypes that society has created. There are tips for parents to break stereotypes.

Levin, Diane. "Media Literacy for Young Children: Essential for School Success in Today's World" Huffpost, https://www.huffingtonpost.com/diane-levin/media-literacy-for-young-b_4263888.html (accessed November 20, 2017). This article talks about how media and technology are affecting today's young children and changing what and how they learn. It talks about the importance of media literacy education and how educators need to be mindful about it.

"What are Gender Stereotypes?" Teaching Tolerance. <https://www.tolerance.org/classroom-resources/tolerance-lessons/what-are-gender-stereotypes> (accessed November 20, 2017). I used this lesson activity idea for my unit. This activity helps students to think about gender stereotypes and gender stereotypes are fair or unfair. This lesson is for K-2 and 3-5, but it is easily modified to fit for students' needs. There are extension activities listed.

Levin, Diane. "Media Literacy for Young Children: Essential for School Success in Today's World" Huffpost, https://www.huffingtonpost.com/diane-levin/media-literacy-for-young-b_4263888.html (accessed November 20, 2017). This article talks about how media and technology are affecting today's young children and changing what and how they learn. It talks about the importance of media literacy education and how educators need to be mindful about it.

Pasquantonio, Victoria. "Gender gap in math starts in kindergarten, study says" PBS News Hour, <https://www.pbs.org/newshour/education/gender-gap-math-starts-kindergarten-study-says> (accessed November 20, 2017). This article talks about the stereotype that boys are stronger at math than girls from early age, even at Kindergarten. It states some reasons why we have these kind of stereotypes. It also says that this problem is solvable, just like other gender stereotypes. In the last 30 years, we have seen the gender gap close in some career fields. Society and educators need to be mindful about it.

Horowitz, Kate. "Little Girls Start Believing Harmful Gender Stereotypes by Age 6" Mental Floss. <http://mentalfloss.com/article/91541/little-girls-start-believing-harmful-gender-stereotypes-age-6> (accessed November 20, 2017). This article is about how children of age 5, 6, and 7 think of gender stereotypes of intelligence. It was shocking to read that by age 6,

girls were far less likely to guess that women could be intelligent. These stereotypes begin to impact girls' choices from young age, and that results women to be less likely to receive higher degree in fields thought to require 'brilliance,'

Clemens, Colleen. "14 Picture Books that Counteract Gender Stereotypes" Noodle, <https://www.noodle.com/articles/14-picture-books-that-counteract-gender-stereotypes> (accessed November 20, 2017). This article helped me to find trade books for classroom library for students to read during independent reading time.

"14 Children's Books that Challenge Gender Stereotypes" What Do We Do All Day. <https://www.whatdowedoallday.com/childrens-books-that-challenge-gender-stereotypes/> (accessed November 20, 2017). This article helped me to find trade books for classroom library for students to read during independent reading time.

Rakestraw, Marsha. "11 Children's Picture Books That Shatter Gender Stereotypes" Institute for Humane Connection, <https://humaneeducation.org/blog/2016/11-childrens-picture-books-shatter-gender-stereotypes/> (accessed November 20, 2017). This article helped me to find trade books for classroom library for students to read during independent reading time.

Yolen, Jane, Heidi E. Y. Stemple, and Anne-Sophie Lanquetin. 2010. *Not all princesses dress in pink*. New York: Simon & Schuster Books for Young Readers. This book is for read aloud for a lesson Day 4, focusing on gender stereotypes of colors. This book shows the importance of being proud of who you are and what you like.

Bradley, Kimberly Brubaker, and R. W. Alley. 2006. *Ballerino Nate*. New York: Dial Books for Young Readers. This book is for read aloud for a lesson Day 6, focusing on gender stereotypes of sports. A boy animal character, Nate, wanting to become a ballerina. Even though his brother teases him, he was determined to dance.

Beaty, Andrea, and David Roberts. 2017. *Rosie Revere, engineer*. New York: Abrams Books for young readers. Rosie loves figuring things out, so she becomes an Engineer. This book tells that gender stereotypes should not matter. People choose things that they like to do for their job.

Endnotes

¹ Kriete, Roxann, and Lynn Bechtel. 2002. The morning meeting book. Greenfield, MA: Northeast Foundation for Children

² <http://www.parents.com/toddlers-preschoolers/development/behavioral/avoiding-gender-stereotypes/>

³ https://www.huffingtonpost.com/diane-levin/media-literacy-for-young- b_4263888.html

⁴ <http://www.ncpublicschools.org/accountability/reporting/>

⁵ Kriete, Roxann, and Lynn Bechtel. 2002. The morning meeting book. Greenfield, MA: Northeast Foundation for Children

⁶ <https://www.tolerance.org/classroom-resources/tolerance-lessons/what-are-gender-stereotypes>

⁷ <https://www.pbs.org/newshour/education/gender-gap-math-starts-kindergarten-study-says>

⁸ [http://mentalfloss.com/article/91541/little-girls-start-believing-harmful-gender-stereotypes-age-](http://mentalfloss.com/article/91541/little-girls-start-believing-harmful-gender-stereotypes-age-6)

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Beaty, Andrea, and David Roberts. 2017. *Rosie Revere, engineer*. New York: Abrams Books for young readers.
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- Clemens, Colleen. “14 Picture Books that Counteract Gender Stereotypes” Noodle, <https://www.noodle.com/articles/14-picture-books-that-counteract-gender-stereotypes> (accessed November 20, 2017).
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- Kriete, Roxann, and Lynn Bechtel. *The morning meeting book*. Greenfield, MA: Northeast Foundation for Children, 2002.
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- Pasquantonio, Victoria. “Gender gap in math starts in kindergarten, study says” PBS News Hour, <https://www.pbs.org/newshour/education/gender-gap-math-starts-kindergarten-study-says> (accessed November 20, 2017)
- Rakestraw, Marsha. “11 Children’s Picture Books That Shatter Gender Stereotypes” Institute for Humane Connection, <https://humaneeducation.org/blog/2016/11-childrens-picture-books-shatter-gender-stereotypes/> (accessed November 20, 2017)
- Solomon, Barbara. “Avoiding Gender Stereotypes” Parents. <http://www.parents.com/toddlers-preschoolers/development/behavioral/avoiding-gender-stereotypes/> (accessed November 20, 2017).
- Yolen, Jane, Heidi E. Y. Stemple, and Anne-Sophie Lanquetin. 2010. *Not all princesses dress in pink*. New York: Simon & Schuster Books for Young Readers.