

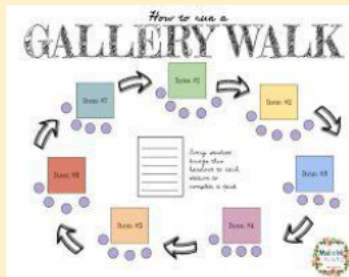
Teaching Gender

Gallery Walk (M)



VA: Kinesthetic, Spontaneity, Dynamic Attn Span

BB: Autonomous/Quiet



Description:

Students explore multiple texts or images that are placed around the room or observe other students' work

How To:

1. Teacher shares, or students create, different pieces of work to share
2. The work pieces are placed around the room (or can be left at student desks if students created)
3. Students move quietly around (like in a museum) & read/view the information
4. As they stop at each, they can share a comment using a sticky note or they can record their observations on a worksheet.
5. Teacher may use an involuntary response protocol after to hear some observations.

Moment of Silence (R)



BB: Autonomous, Prompted, Individual Success



Description:

Used when activity requires silence (journal writing, silent reading, reflection). This is a traditional activity that when juxtaposed with a VA activity can be a good build and bridge.

How To:

1. Everyone in the classroom, including the teacher, is completely silent for a moment to think and/or write.
2. This should be followed by a VA activity where students get to share their thinking with other students.

Whip Around (R)



VA: Spontaneous, Dynamic Attn Span, Immediacy

BB: Turn-taking, Equitable Participation



Description:

Teacher quickly whips around to all students for the short answer to a question

How To:

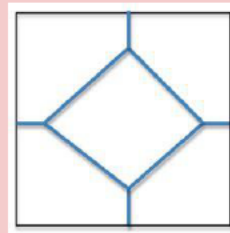
1. Teacher asks a question that requires a short answer, such as what adjective describes the main character? Question should be able to be answered in 1-5 words and students should know that.
2. Beginning on one side of the room, each student takes a turn answering the question, moving quickly around the room in an orderly fashion until each student has responded. Teacher should not have to prompt the next student.

Diamond Discussion



VA:, Sociocentrism, Collaboration, Subjectivity,
Communalism, Pragmatics

BB: Written Expression (notetaking), Turn-taking



Description: This literacy strategy goes back and forth between VA and BB as it involves individual note taking and group summarizing. The structure of this discussion protocol supports individual accountability and group collaboration. *There is one sheet per table group of 4 students. You can also use chart paper or butcher paper if you want students to have more room to write/draw in their corners/quadrants. *You can also have students have individual pieces of paper and then one piece of paper for group synthesis

Directions:

1. Select a text and divide it into 4 sections. With 4 students in each group, have them number off and silently read their assigned section taking notes in their corner or quadrant of the paper. (BB)
2. After students have finished the quiet reading, they should go around and each should summarize their section (you may want to set a time-frame, i.e. 1-2 min per person) This VAs collaboration and BBs turn-taking
3. Next, groups work together to develop a summary of the text based on all 4 quadrant/person's notes. The summary goes in the middle of the paper (in the diamond) and it can be in the form of a *slogan, chant, visual representation, tweet, statement, etc.* Be creative!
4. All students are held accountable for the summary because a random involuntary responding protocol, such as *Roll 'Em* can be used to hear from each group.

Train/Pass it On

Train Pass It On

(R)



VA: Spontaneous, Dynamic Attn Span, Immediacy
BB: Turn-taking, Individual Accountability



Description: To hold all students accountable for participation through non-volunteerism, but in a very student-centered way. Students call on one another to answer a prompt or question.

How To:

1. Students do not raise their hands, but are encouraged to call on a variety of people in the classroom
2. Students can “pass” on a question by calling on another student for help or to answer.
3. If students “pass” the train will eventually return to them, so they need to be prepared to contribute the next time around.
4. This can also be done with a small soft object (koosh or ball) that students toss to one another

Why should children learn about gender at school?

School is a place where children are taught to respect one another and to learn to work together regardless of their differences. Learning about gender diversity is part of that work. Creating a more tolerant, inclusive, and accepting school environment teaches all children to recognize and resist stereotypes. We teach children to stand up for others, to resist bullying, and to work together.

We also know that many children whose gender is seen as different than what is expected of them can face very difficult circumstances. Too often teasing, bullying and violence are a common experience for a gender expansive child. A growing number of school districts and states (17 as of 2014) specifically prohibit bullying and harassment of students based on Gender expression or identity. Further, various federal-, state- and municipal-protections further protect these rights. In most cases, these protections call for proactive education and training to help students understand gender diversity more fully.

Aren't some kids too young/immature to be learning about gender?

Children are already learning about it. Messages about gender are everywhere, and children receive very clear messages about the “rules” for boys and girls, as well as the consequences for violating them. By learning about the diversity of gender, children have an opportunity to explore a greater range of interests, ideas and activities. For all children, the pressure of “doing gender correctly,” is greatly reduced, creating more space for them to discover new talents and interests.

Whether in or out of school, children will encounter other children exhibiting wide ranges of gender expression. This is normal and, with a little reflection, we can all recognize it as something we encountered during our own childhoods. Tomboys or shy, sensitive boys, are commonly recognized examples of children who buck societal expectations of gender expression. These children, and all children, deserve a safe, supportive learning environment in which they can thrive and empower themselves.

Won't we go against what some parents are teaching at home?

Our children encounter people with different beliefs when they join any community. While one aim for learning about diversity is to become more accepting of those around us, not everyone is going to be best friends. That does not mean however, that they can't get along and learn together. The purpose of learning about gender diversity is to demonstrate that children are unique and that there is no single way to be a boy or a girl. If a child does not agree with or understand another student's gender identity or expression, they do not have to change how they feel inside about it. However, they also do not get to make fun, harass or harm someone either. Gender diversity education is about teaching students to live and work with others; it comes down to the simple agreement that all children must be treated with kindness and respect.

I don't really feel like I know how to answer kids' questions?

Once again, explain that you are learning about this, too. It is important, however, to monitor and understand your own feelings before you initiate this kind of conversation. Children can pick up on your feelings towards a subject. So, if you are still feeling uncomfortable about the concept of gender diversity, then consider taking additional time to increase your understanding. Read, talk to others, and further educate yourself. When you have a greater understanding and increased awareness, then you will likely feel more confident to talk with your children.

Answer children's questions simply, and let them take the lead in how deep the conversation goes. Most children are satisfied with this approach. They will guide the conversation from there and rarely ask the complex questions that occur to adults. You may be surprised at how simply children navigate this terrain. Some parents have found responses such as, "Hmmm, I am just learning about that myself. Let me tell you what I know, and then if you would like to learn more, maybe we could do that together," to be helpful in opening up pathways for further discussion.

Implicit Association Test

<https://implicit.harvard.edu/implicit/selectatest.html>

Sexuality IAT	Sexuality ('Gay - Straight' IAT). In this IAT, you will be asked to categorize words and symbols representing gay and straight people as well as positive and negative words.
Transgender IAT	Transgender ('Transgender People - Cisgender People' IAT). In this IAT, you will be asked to categorize photos of transgender celebrities and photos of cisgender celebrities as well as positive and negative words.
Gender-Science IAT	Gender - Science. In this IAT, you will be asked to categorize male-associated words and female-associated words as well as words associated with liberal arts and science.
Gender-Career IAT	Gender - Career. In this IAT, you will be asked to categorize typical male names and typical female names as well as words associated with career and family.

Contact me anytime!

I am always happy to help in whatever way I can!

