

Resources for Children's Literacy Tutors

Summer Reads



Title: Going against gender norms in the classroom

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Target audience: Elementary school children; Middle school youth; High school youth; Preschool children

Topic(s):

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| <input checked="" type="checkbox"/> Advocacy | <input type="checkbox"/> Fluency | <input type="checkbox"/> Phonics | <input checked="" type="checkbox"/> Vocabulary |
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| <input type="checkbox"/> Enrichment | <input type="checkbox"/> Navigation | <input checked="" type="checkbox"/> Teaching Techniques | |
| <input type="checkbox"/> ESL | <input checked="" type="checkbox"/> One-to-One Tutoring | <input type="checkbox"/> Technology | |

Format:

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| <input checked="" type="checkbox"/> Activity | <input type="checkbox"/> Instructional Kit | <input type="checkbox"/> Video |
| <input checked="" type="checkbox"/> Curriculum | <input checked="" type="checkbox"/> Lesson Plan | <input checked="" type="checkbox"/> Worksheet |
| <input checked="" type="checkbox"/> Handout | <input type="checkbox"/> Tutor Tip | |

About Summer Reads:

This children's literacy tutor resource was created by Summer Reads VISTA members. Summer Reads is an [AmeriCorps VISTA national service](https://www.literacymn.org/summerreads) program of Literacy Minnesota. For 8 weeks over the summer, Summer Reads VISTA members volunteer full-time as children's/youth literacy mentors in schools, libraries and out-of-school-time programs across Minnesota. They bring literacy to life for low-income students through a variety of activities – one-on-one tutoring, creative enrichment activities like using arts and drama to explore language or practicing vocabulary and comprehension in science and other subjects. They also connect students and parents/caregivers to community resources through wrap-around basic needs support. At the same time, the VISTA members build their own leadership, explore career paths, pay for college and become lifelong advocates for the communities they serve due to the power of their experience. www.literacymn.org/summerreads

Strategies for the Classroom to go Against Gender Norms

Language

What kind of language can you use in the classroom to go against gender norms?

The language that is used in classrooms whether it is virtually or in person directly impacts all the students. If the language used is loving, welcoming and kind, then students will feel loved, welcomed, and the kindness expressed. It is important to address the group of students in an inclusive way, allow students to learn personal gender pronouns, and activities that go against gender norms. These skills and activities can help the classroom express that gender is fluid and not binary.

Why is this important?

Here are some videos that offer more information on why deconstructing the gender binary in the classroom is important:

<https://www.youtube.com/watch?v=9iKHj5xAaA>

<https://www.youtube.com/watch?v=u2OHOadBxYg>

<https://www.youtube.com/watch?v=J3Fh60GEB5E>

Pronouns

Graphics below were found [here](#)

Pronouns-- A How To Guide					
	1	2	3	4	5
Subject: ___ ¹ laughed at the notion of a gender binary.	(f)ae	(f)aer	(f)aer	(f)aers	(f)aerself
Object: They tried to convince ___ ² that asexuality does not exist.	e/ey	em	eir	eirs	eirself
Possessive: ___ ³ favorite color is unknown.	he	him	his	his	himself
Possessive Pronoun: The pronoun card is ___ ⁴ .	per	per	pers	pers	perself
Reflexive: ___ ¹ think(s) highly of ___ ⁵ .	she	her	her	hers	herself
	they	them	their	theirs	themself
	ve	ver	vis	vis	verself
	xe	xem	xyr	xyrs	xemself
	ze/zie	hir	hir	hirs	hirself

The pronoun list on the reverse is not an exhaustive list. It is good practice to ask which pronouns a person uses.
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Activities for pronouns

- Appendix A includes a worksheet that you can give your students at the beginning of the program year or class/tutoring session to learn their pronouns.
- Stuffed Animal Activity: Bring in a stuffed animal and practice using the different types of pronouns with it. Have the student discuss in pairs, small groups or whole class and create a story about the stuffed animal. This is especially beneficial for teaching little kids about pronouns for the first time.

Nongendered language

How to address your class with your pronouns as a teacher/tutor

- Add your pronouns to your name tag with a sticker if it is not provided
- Have posters in your classroom that show different pronouns
- Say them right away in your instruction and on any informational handouts

How to address your class

- Using the pronouns like everyone, students, scholars, friends, ya'll, and other non-binary names for students
- Using animal names with younger students can be very fun, too.
- Depending on the mascot of your school, you can address your students that way
 - Examples: "Good morning, everyone!" "How are ya'll doing?" "Good morning, scholars!" "Hello, students!" "Hi, scholars!" "Hello, giraffes and zebras!" "Good morning, Mustangs!" "Good afternoon Huskies!"

How to address your students' parents

- When talking about assignments that can be done at home or information that needs to be brought home, do not say tell your "moms and dads" this information or give your "moms and dads" this sheet.
- Use vocabulary like caregivers, caretakers, families, folks, etc.

Do not address your class with the following:

- Do not use "Boys and girls"
- Do not use "Ladies and Gentlemen"

How to address individual students and how students can express their pronouns

- Teachers/Tutors should be asking students for their pronouns in private
- Give students an opportunity to write name tags and where they can put their preferred public name and gender pronouns
- As a teacher or tutor, you can also meet and talk with their students one-on-one or in a group to ask how the students would like to be addressed
- When calling on students or addressing behavior, make sure to not fall into the gender stereotype of boys being aggressive and girls being passive

Other vocabulary we use daily that can be changed to include all genders

- Call a doll house area a house area because it takes away the gender associated with the name
- Call the arts and crafts area a creation station that takes away the gender associated with the name

Avoiding the use of universal he

- It is easy to call everything a he when it comes to bugs, animals, objects etc. Unless you are sure of the gender of the animal, bug, etc, practice using they/them or it/its when talking about these things.

Practices

What can teachers/tutors do to go against gender norms?

It is important to use practices that go against gender norms. Students in early primary school develop the idea of gender specific roles and ways of play and it important to give the students opportunities that challenge the stereotypes and norms that are in movies and TV shows.

- Teach intentional lessons about pronouns and LGBTQ+ - see [Appendix B](#) for more resources
- Practice using a wait/think time after asking a question or discussing a topic. This works better than choosing the first hand that shoots up.
- Make sure to call on boys and girls equally.
 - Research has shown that teachers tend to call on boys more than girls
 - Have systems to call on students equally
 - Have a note pad near you mark boys and girls in a chart and mark when you have called on a boy and girl
- Make sure that the groups you create are a mix between boys and girls. Do not separate boys from girls into different groups.
 - You can separate students by birthday months, favorite colors, picking numbers/names out of a hat/bowl, standing in a line tallest to shortest and then counting off into groups, etc
 - You can also use fun games to help create groups
 - Using students' common interests can be helpful for everyone, too
- Give examples of people that go against gender norms
 - Examples: Phil Wilson, Marsha P. Johnson, Laverne Cox, Sylvia Rivera, James Baldwin, Jóhanna Siguardardóttir, Miss Major Griffin-Gracy, Miss J. Alexander, Zanele Muholi, Barbara Smith, Michael Sam, Alan Turing, Barbara Gittings, Sally

Ride, Harvey Milk, Sen. Tammy Baldwin, Lily and Lana Wachowski, Ellen DeGeneres, Stormé DeLarverie, Alvin Ailey, Audre Lorde, Lori Lightfoot and so many more

- Read books that talk about different genders
- Encourage cross-gender friends
- When discussing stories, make sure to praise characters on what they do and not what they look like
- For adolescent students (6th grade through 8th grade), it is important to talk about how happiness does not come from appearances or physical strength
- For older students (9th grade through 12th grade), analyze films through the lens of gender norms and what goes against gender norms. (In the book portion, there are books that can be analyzed, too that have characters that go against gender norms.
 - Examples in the book and media section
- For older students (9th grade through 12th grade), find texts written by or include characters or topics about the LGBTQ+ communities. The books listed below are in the high school range of reading or are considered Young Adult Literature. (I can take away the ages at the end. It was more for me and you to see that I looked them up.)
 - Examples in the book and media section
- No matter the grade it is important to challenge gender stereotypes when they come up
- Make sure when dividing roles to students that there are not “girl” and “boy” tasks

In any classroom virtual or in person, a teacher/tutor can create a space that is nongendered and also learn about LGBTQ+ with their students. [Please check out this link to find ways to incorporate these into your everyday curriculum.](#)

Books and media

Books that discuss gender and go against gender norms are very helpful to connect literacy and comprehension skills to learning about gender and giving students examples of kids their age that go against gender norms. Most of these books are children’s books, so they can be used for any age group. For each book, there was an ideal range found for when students are mostly likely to be interested in the content, not for when they should read it. Children get an understanding of gender and gender roles far before they come their first day of kindergarten, so these books help reconstruct and learn about how it is amazing that we can all be different.

Children’s Books (grades K-8)

- Pink is for Boys written by Robb Pearlman and illustrated by Eda Kaban (all ages)
- They Call Me Mix written by Lourdes Rivas and illustrated by Breena Nunez (Grades Kindergarten-2)
- It’s Okay to Be Different by Todd Parr (Ages 0-5)

- The Boy with Pink Hair written by Perez Hilton and illustrated by Jen Hill (Ages 3-5)
- Allie's Basketball Dream by Darryl Ligasan, Barbara E. Barber (Grades K-2)
- All I Want to be is Me by Phyllis Rothblatt (Grade 3-4)
- Made by Raffi written by Craig Pomranz and illustrated by Margaret Chamberlain (Ages 5+)
- Rosie Revere, Engineer written by Andrea Beaty and illustrated by David Roberts (Ages 5+)
- Little Kunoicho, The Ninja Girl by Sanae Ishida (Ages 4-6)
- Julián is a Mermaid written by Jessica Love (Ages 4-7)
- Ballerino Nate by Kimberly B. Bradley (Ages 4-7)
- Morris Micklewhite and the Tangerine Dress by Chistine Baldacchino (Ages 4-7)
- When the Bees Fly Home by Andrea Cheng (Ages 4-7)
- The Paper Bag Princess by Robert Munsch (Ages 4-8)
- A Fire Engine for Ruthie written by Lesléa Newman and illustrated by Cyd Moore (Ages 4-8)
- Not All Princesses Dress in Pink by Jane Yolen (Ages 4-8)
- Max, The Stubborn Little Wolf by Marie-Odile Judes (Ages 4-8)
- 10,000 Dresses by Marcus Ewert (Ages 4-8)
- Shopping with Dad by Matt Harvey (Ages 5-8)
- Princesses can be pirates too! Written by Christi Zellerhoff and illustrated by Amy Davis (Ages 5-8)
- Tough Boris by Padmaja Ganeshan-Singh (Ages 7-8 or Grade 2)
- The Gender Wheel written by Maya Christina Gonzalez (Ages 7-10 or Grades 2-5)
- The Witch Boy by Molly Knox Ostertag (Age 8+)
- Free to be... you and me by Marlo Thomas (Ages 8-11)
- You Forgot Your Skirt, Amelia Bloomer by Shana Corey (Ages 0-11)
- Lumberjanes by Shannon Watter, Grace Ellis, Brooklyn A Allen, Noelle Stevenson, et al (Ages 8-12)
- George by Alex Gino (Ages 8-12)
- Two Weeks with the Queen by Morris Gleitzman (Ages 8-12)
- Totally Joe by James Howe (Ages 8-12)
- My Seventh Grade Life In Tights by Brooks Benjamin (Age 9-12)
- The Prince and the Dress Maker by Jen Wang (Age 13-17)
- Boys Don't Knit by T.S. Easton (Age 13+)
- The Servant by Fatima Sharafeddine (Age 12+)
- Tomboy: A Graphic Memoir by Liz Prince (Age 13-18)

Books that have LGBTQ+ themes (grades 9-12)

- I'll Give You The Sun by Jandy Nelson (Age 13+)
- The Art of Being Normal by Lisa Williamson (Age 13/14+)
- Lies We Tell Ourselves by Robin Talley (Age 13/14+)
- Keeping You A Secret by Julie Anne Peters (Age 14+)

- Aristotle and Dante Discover the Secrets of the Universe by Benjamin Alire Sáenz (Age 14+)
- Everything Leads To You by Nina Lacour (Age 14+)
- More Happy Than Not by Adam Silvera (Age 14-17)
- Tell Me Again How A Crush Should Feel by Sara Farizan (Age 14-17)
- Middlesex by Jeffrey Eugenides (Age 14-18)
- Luna by Julie Anne Peters (Age Unsure)
- Simon vs. the Homo Sapiens Agenda by Becky Albertalli (Age Unsure)
- Maurice by E. M Forster (Age unsure)
- Rubyfruit Jungle by Rita Mae Brown (Age Unsure)
- Fun Home: A Family Tragicomic by Alison Bechdel (Age Unsure)

Movies that go against gender norms

- Moana (any Age)
- Mulan (Age 5+)
- Ferdinand (Age 6+)
- Big Hero 6 (Age 7+)
- How to Train Your Dragon (Age 7+)
- Brave (Age 8+)
- A League of Their Own (10+)
- Wonder (Age 10+)
- The King's Speech (Age 14+)
- Moonlight (Age 17+)
- Imitation Game (PG-13)
- Hidden Figures (PG)
- Little Women (PG)
- Bend it Like Beckham (PG-13)
- Bethany Hamilton (PG)

Resources

Lesson plans and other activities

1. This has [printable and online activities](#) that discuss gender.
2. [This link](#) is for a variety of different lesson plans.
3. [Here are 4 classroom activities.](#) The first activity talks about the difference between girl and boy things and then discusses why not everyone fits into the two categories. The second activity raises awareness for gender stereotypes and allows students to discuss it. The third activity talks about looking at things through a gender lens, and it allows class discussion on why certain people make subject choices. The fourth

activity is talking about a “gender lightbulb moment.” This is when a student has felt like they have been treated differently because of their gender. (Grade any)

4. [Toolkit](#) for Sex, Sexual Orientation, Gender Identity, and Gender Expression (Any grade)
5. [This is lesson plan](#) is about exploring gender stereotypes through Role Plays. (Grade K-2)
6. Exploring [Gender Stereotypes in Stories is the title of this lesson](#). It is for a Reading and Language Arts class, Social Studies class, SEL class, and ELL/ESL class. (Grades K-5)
7. This is [another lesson plan](#) for Reading and Language Arts or Social Studies. It discusses Jobs and Gender Stereotyping. (Grades 3-8)
8. This is [another lesson plan](#) for Reading and Language Arts or Social Studies. It talks about stereotypes of male and female athletes and artists. (Grades 6-12)
9. The importance of female voices is what [this lesson plan](#) discusses for Reading and Language Arts or Social Studies. (Grades 6-12)
10. [This lesson plan](#) is titled Maya Angelou. It is about gender and sexual identity designed for a Reading and Language Arts class or Social Studies. (Grades 6-12)

Resources for more information

- <https://www.genderbread.org/>
- <http://www.transhealthsa.com/wp-content/uploads/2017/05/The-Gender-Unicorn.pdf>
- <https://transstudent.org/about/>
- <https://www.genderspectrum.org/>
- <https://www.tolerance.org/podcasts/queer-america>
- <https://www.tolerance.org/topics/gender-sexual-identity>
- <https://www.participatelearning.com/blog/4-ways-to-teach-about-gender-equity-in-your-classroom/>
- <https://www.mypronouns.org/inclusivelanguage>
- <http://lettoysbetoys.org.uk/ten-ways-to-challenge-gender-stereotypes-in-the-classroom/>
- <https://www.common sense.org/education/articles/age-appropriate-tips-for-addressing-gender-stereotypes-in-the-classroom>
- <https://www.goodnet.org/articles/20-childrens-books-that-redefine-gender-roles>
- <https://www.booktrust.org.uk/news-and-features/features/2018/february/lgbtq-books-for-children-aged-8-12/>

- http://www.ascd.org/publications/newsletters/education_update/apr18/vol60/num04/Creating_a_Gender-Inclusive_Classroom.aspx
- <https://www.edutopia.org/blog/gender-equity-classroom-rebecca-alber>
- <https://dbri.bibliocommons.com/list/share/72113334/76347606>
- <https://intentionalfamilylife.com/childrens-books-that-defy-gender-stereotypes/>
- <https://www.common sense media.org/lists/movies-that-defy-gender-stereotypes>
- <https://intentionalfamilylife.com/kids-books-that-defy-gender-stereotypes/>
- <https://www.buzzfeed.com/eleanorbate/books-every-lgbt-person-absolutely-has-to-read>
- <https://www.gse.upenn.edu/news/educators-playbook/erin-cross-pronouns-gender-identity>
- <https://www.out.com/lifestyle/2019/5/29/20-lgbtq-people-who-changed-world#media-gallery-media-1>
- <https://www.nbcnews.com/feature/nbc-out/black-history-month-17-lgbtq-black-pioneers-who-made-history-n1130856>
- <https://ywcavan.org/blog/2020/01/15-movies-defy-gender-stereotypes>

Appendix B

Name of Lesson: Going Against Gender Norms While Looking at Profession (Nurse, Fighter Pilot, and Brain Surgeon)

Grade Level: 1st grade to any grade

Subject: Any

Prepared by: Teacher

<p>Overview & Purpose</p> <p>This activity is to reshape what gender is and how gender does not dictate the profession you have. It is a way for students to reform why they think that brain surgeons are men and nurses are women. The purpose is to give students a chance to be artistic and learn about gender.</p>	<p>Education Standards Addressed</p> <p>This activity can be tied to art standard of a student organizing and developing artistic ideas and work.</p> <p>If your school district or state standards have standards that have gender stereotypes or topics that go with gender norms, you can use this activity to discuss the standard and how it is not current nor reflective of the world we live in.</p>
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	Teacher Guide	Student Guide	
<p>Objectives (Specify skills/information that will be learned.)</p>	<p>SWBAT see how gender does not determine the profession you have.</p> <p>SWBAT use creativity to draw.</p> <p>SWBAT meet professional and practice their oral literacy.</p>		<p>Materials Needed</p> <ul style="list-style-type: none"> • Crayons, markers, and color pencils (enough for all the students) • Paper/construction paper (for all the students)
<p>Information (Give and/or demonstrate necessary information.)</p>	<p>Teachers will demonstrate how gender is fluid and not binary.</p>	<p>Students demonstrate that understanding by answering the questions during the ending discussion.</p>	
<p>Verification (Steps to check for student understanding.)</p>	<ul style="list-style-type: none"> • While the students are drawing, ask the students “what their professional is called?” “What is your professional like?” • The teacher will engage with students in a discussion at the end of drawing and meeting the speakers or watching the video. 	<ul style="list-style-type: none"> • The students will take part in the discussion with the teacher during their time drawing and after they see the guests or watch the videos. 	<p>Other Resources</p> <ul style="list-style-type: none"> • Guest speakers a nurse who is a man, woman who is a brain surgeon, and a fighter pilot who is a woman. You can also ask people who identify as other genders to come in.

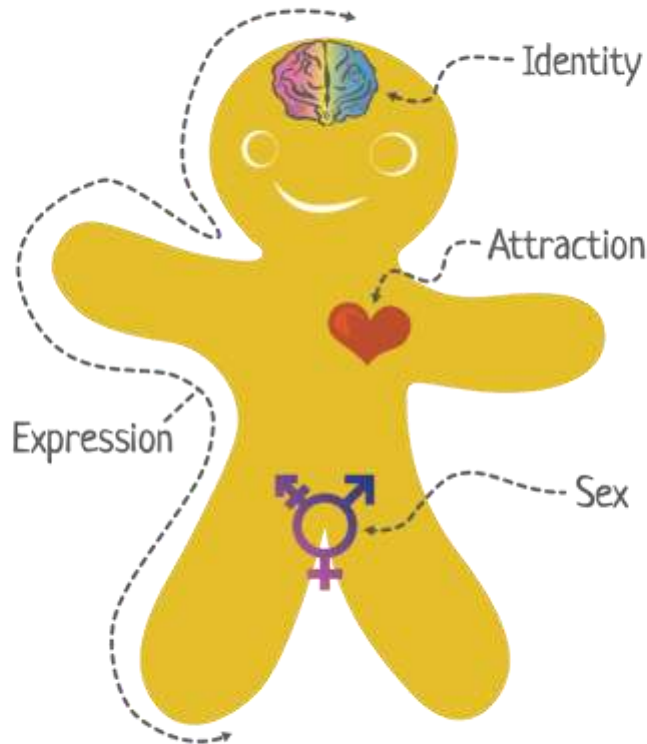
	<ul style="list-style-type: none"> The teacher will ask, "What words would you use to describe nurses/fighter pilots/brain surgeon?" As a follow up question, "can these words describe all genders?" 		<ul style="list-style-type: none"> If you cannot find guest speakers, watch videos that show how gender does not determine the job you have.
<p>Activity (Describe the independent activity to reinforce this lesson.)</p>	<ul style="list-style-type: none"> The teacher will ask students to draw a nurse, fighter pilot, and a brain surgeon. While the students are drawing, ask the students "what their professional is called?" "What is your professional like?" After the students are done drawing, the students will bring up their drawings and the teacher will put them all on the board. The teacher will bring in the guests or watch videos of people who went against gender norms in their profession. 	<ul style="list-style-type: none"> Students will draw the 3 professionals listed by the teacher. Students will hang their pictures on the board or display them in the front of the room. 	
<p>Summary The teacher can summarize the activity by saying: "After looking at our pictures, it seemed like we thought that nurses were usually women, fighter pilots were usually men, and brain surgeons were usually men. After meeting our guests or watching the videos, we know that those jobs are not determined by their gender. It does not matter what your gender is. You can work towards any profession and be anything you want to be."</p>		<p>Additional Notes The professions can change to other stereotypical professions like firefights being men, police officers being men, librarians being women, etc. Also, when choosing professionals to come into the school it is important to bring in POC and people from the LGBTQ+ community.</p> <p>This lesson was provided from: https://www.youtube.com/watch?v=9pzpB7G6PrA</p>	

Note: Printable courtesy of LessonPlans4Teachers.com

Appendix C

Genderbread person worksheet and information sheet

The Genderbread Person v4 *by its pronounced METROsexual.com*



⊘ means a lack of what's on the right side

Gender Identity

⊘ → Woman-ness
 ⊘ → Man-ness

Gender Expression

⊘ → Femininity
 ⊘ → Masculinity

Anatomical Sex

⊘ → Female-ness
 ⊘ → Male-ness

Identity ≠ Expression ≠ Sex
 Gender ≠ Sexual Orientation

Sex Assigned At Birth
 Female Intersex Male

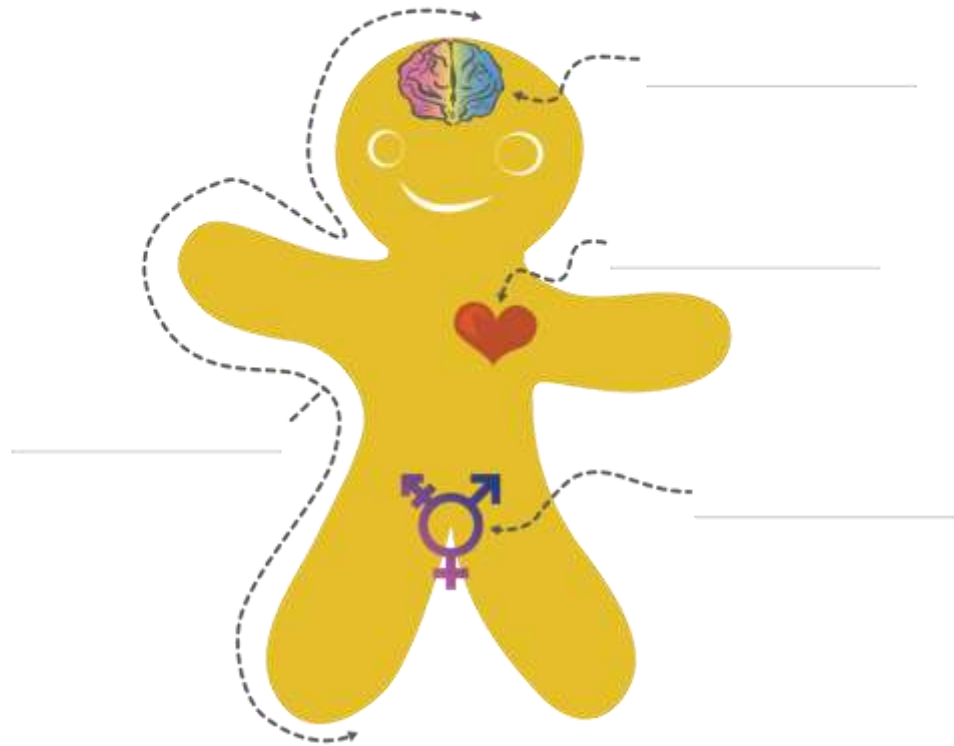
Sexually Attracted to... and/or (a/o)

⊘ → Women a/o Feminine a/o Female People
 ⊘ → Men a/o Masculine a/o Male People

Romantically Attracted to...

⊘ → Women a/o Feminine a/o Female People
 ⊘ → Men a/o Masculine a/o Male People

The Genderbread Person v4



⊘ means a lack of what's on the right side

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 ⊘ → _____
 ⊘ → _____

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