



WHEN I GROW UP I WANT TO BE A...







Moving beyond Gender Boundaries in Our Lives

Students Handouts and Supporting Materials for Teachers

Lower Elementary Lesson: Challenging Gender Role Stereotypes (Grades K – 2)

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MAKING MUSIC

	Which person do you think should learn each instrument?	If you could learn a new instrument, which one would you choose?
 Guitar		
 Flute		
 Drums		
 Clarinet		
 Violin		
 Trumpet		

MAKING MUSIC (STUDENT PHOTOS)



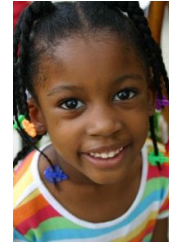
Hassan



Jamal



Amy



Donna



Max



Maria

BOYS AND GIRLS MAKING MUSIC



DISCUSSION GUIDE: DRUM, CHAVI, DRUM!/ ¡TOCA, CHAVI, TOCA!

Drum, Chavi, Drum! / ¡Toca, Chavi, Toca! By Mayra Dole
Children's Book Press, 2003, 32 pages, grades K – 3

Summary

Chavi is determined to play the drums on the school float during Miami's Calle Ocho parade, but everyone—from her music teacher to her own loving mother—is convinced that because she is a girl, she cannot possibly be good enough. Chavi knows differently, and she practices on anything she can get her hands on: pans, paint cans, car hoods. She just knows she's good, and before the book is over, so does everyone else.

Vocabulary

English: banner, bongos, confetti, conga, Cuba, embarrassed, festival, float, plead, reconsider, rhythm, sway, throng, unrecognizable

Spanish: abuelito, barrio, botánica, cafecitos, Calle Ocho*, fábrica, gracias, mariposita, merenguitos, mijita, niña, oye, pastelitos, ¿qué pasa?, sombrero, toca, tumbadoras

**Calle Ocho (8th Street) refers to the central area of Miami's "Little Havana" and to the large street festival celebrating Latino culture that takes place there every March.*

Discussion Questions

- How does Chavi feel when her teacher tells her that she can't play the drums in the festival because she is a girl?
- Has anyone ever told you that could not do something because you were a boy or girl? How did you feel?
- After Mami throws Chavi's drum sticks in the trash and her grandfather complains about the noise, Chavi says, "No one listens; no one believes in me." What gives Chavi the motivation to continue with her drumming?
- Have you ever believed in yourself even when others did not? What helped you to stay positive?
- How do the men in the community react when they find out they have been fooled by Chavi? What ideas do they have about why girls should not play drums? What do you think about those ideas?
- How does Rosario stand up for Chavi? Has anyone ever stood up for you? How did it feel?
- When Chavi finally gets to play the drums at the festival, what feeling does she have inside?
- How do the crowd and the school principal react to a girl drummer? How does their reaction change the way Mami and Mr. Gonzalez feel about Chavi's drumming?

- Is it ever okay for kids to be discouraged from doing certain types of activities just because they are girls or boys? What can you do to make sure this never happens in your school or community?

Extension Activities

1. Have students write diary entries in Chavi's voice exploring what she might have been thinking and feeling after pivotal events in the story (being scolded by her teacher, rejected by her family, supported by her friend, etc.). Alternatively, have students write a diary entry in Rosario's voice exploring what she was thinking and feeling as she watched Chavi get rejected and decided to stand up for her friend.
2. Have students write a story or draw a picture about a time when they were discouraged from an activity because of their gender, and another story or picture depicting what would have happened had they been encouraged. As a follow-up, have students role-play some of these situations and practice standing up for themselves and/or others.
3. Have students write a story or create a collage entitled, "[Verb], [Name], [Verb]!", that celebrates an activity about which they are passionate (e.g., "Swim, Donna, Swim!" or "Paint, Robbie, Paint!").
4. Hold a class Calle Ocho festival and have students make or bring in a variety of instruments to play. Encourage students to try out different instruments.
5. Read stories and teach students about gender non-conforming musicians. Invite parents and other adults in the school community who have chosen instruments (or other pursuits) considered "wrong" for their gender to visit and share with students.

DISCUSSION GUIDE: BALLERINO NATE

Ballerino Nate by Kimberly Brubaker Bradley

Penguin Young Readers Group, 2006, 32 pages, grades Pre-K – 3

Summary

Nate, a kindergartener, wants to become a ballet dancer, but is discouraged by his second-grade, sports-loving brother, who pronounces, “You can’t... You’re a boy.” Despite his parents’ reassurance, Nate is apprehensive when he begins a ballet class and learns that he is the only boy enrolled. After Nate’s mother takes him to a ballet performance, where he sees that half the dancers are men, Nate feels good about his new pursuit at last.

Vocabulary

ballerina, ballerino, ballet, company, enormous, fluttery, miserable, permission, petunia, plié, professional, stretching, theater, tutu, uniform

Discussion Questions

- How does Nate feel when his brother keeps saying “Yuck!” about ballet? Has your brother or sister (or someone else) ever put down something that you care about? How did it make you feel?
- What does Nate love about ballet? Have you ever felt that way about a special activity or hobby? Describe your feelings.
- How does Nate’s mom react to Ben when he puts down Nate’s interest in ballet? What does she do to support Nate? How have your parents (or other close adults) encouraged you to participate in an activity you love?
- What does Nate do to stay positive and confident despite Ben’s teasing? What keeps you feeling positive when others tease you about an interest you have?
- What does Ben say that starts to make Nate unsure about ballet? How does their dad step in and help?
- What do you think it took for Nate to continue with his ballet class even though he was the only boy? Have you ever been the only boy or girl at an event? Did it matter to you or others? Should it matter?
- How does Nate feel when he goes to a professional ballet? What helps to give him confidence in his dancing?
- What is a *role model*? Do you have any role models? How have they helped you to feel good about an activity that you love?

Extension Activities

1. Read stories and teach students about male dancers (e.g., Alvin Ailey, Bill T. Jones) and men in other gender non-conforming roles (e.g., nurse, child caretaker, fashion designer). Invite parents and other adults in the school community to visit and talk with students about gender non-conforming jobs or activities with which they are involved.
2. Have students write stories or draw pictures about a time when they were the only boy or girl participating in an activity or event. (This can be broadened to explore being the only one of some other category besides gender). Encourage students to express how they felt and what helped them to stay confident and secure in the situation.
3. In the story, Ben tells Nate, “Boys can’t be ballerinas. They never, ever, ever can.” Post a sheet of chart paper and divide it into two columns. Label the first column, “They never, ever, ever can...” and have students list all the things people have told them boys or girls can “never, ever” do. Label the second column, “Yes they can!” and have students research exceptions to each item in the first column in the school library, computer lab or for homework. When their research is complete, post the results in the second column. For example, if one of the items in the first column is “women can never, ever be explorers,” students might paste a photo of Ann Bancroft in the second column with the caption, “polar explorer and first women in history to sail and ski across Antarctica.”
4. Throughout the story, Nate is worried that only girls can be ballerinas. At the end of the story, he is pleased to learn that there is a word for male ballet dancers—ballerino. Explore with students how male and female roles are embedded in language and how this influences the choices they make. Have students brainstorm a list of jobs or roles that are “gendered” or primarily associated with one sex (e.g., fireman, policeman, nanny, nurse, etc.). Then have students change each item (e.g., policeman can be changed to police officer) or rewrite it altogether (e.g., nanny can be renamed as caretaker) to be gender-neutral and inclusive.
5. In the story, Nate’s love for ballet is described as follows:

Nate loved the ballet.

He loved the fluttery costumes that the dancers wore.

He loved the way the dancers jumped and leaped and spun.

He loved the way their movements looked like music.

Have students write and illustrate poems using this structure to describe an activity they love. Have students share their poetry and encourage the class to celebrate their peers’ interests, regardless of gender role expectations.