



A Teaching Guide for Promoting Egalitarian Relationships Between the Sexes in Elementary School

Girls and Boys, Let's Get Along!



Reach for
your **Dreams**

Québec 



A Teaching Guide for Promoting Egalitarian Relationships Between the Sexes in Elementary School

Girls and Boys, Let's Get Along!

PREPARED BY

Direction de l'adaptation scolaire et des services complémentaires
Ministère de l'Éducation

in cooperation with
École Notre-Dame-d'Etchemin
Commission scolaire des Navigateurs

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Girls and boys, let's get along!

Teaching girls and boys to treat one another as equals can play an important role in preventing certain social problems. Consider violence, for example. Research in education has shown that sexual stereotypes—combined with other factors such as social environment, parents' education levels, and ethnic and cultural origins—can be a contributing factor to dropping out of school. For example, if girls and boys view reading and writing as feminine activities and see physics and computers as being in the masculine realm, this can place limits on their personal and vocational choices and have an impact on their success.

To ensure the success and harmonious development of young people, it is necessary to act early and to promote egalitarian relationships between girls and boys from the early stages of their schooling. Both learning content and a heightened awareness of school personnel about these matters can contribute to changing students' attitudes and behaviours. In this respect, the new Québec Education Program¹ offers many opportunities for examining the concepts of sexual equality and respect for differences, while taking part in learning activities. The issues related to these concepts are most often addressed in the broad areas of learning.

In addition, the Ministère de l'Éducation is committed to taking preventive action as part of the Plan d'action gouvernemental en matière de violence conjugale (government action plan on conjugal violence). The guidelines for complementary educational services are also moving in this direction, in particular, through the program of promotion and prevention services.

The project *Girls and Boys, Let's Get Along!* was developed with the objective of providing teaching staff with ideas and ways of approaching this theme. This guide contains learning situations drawn from project-based teaching and cooperative learning. The main broad areas of learning developed are from the areas *Health and Well-Being*, and *Citizenship and Community Life*. Each of the proposed learning situations also contributes to the development of the different cross-curricular and subject-specific competencies.

This guide is intended for elementary teachers and aims to:

- foster students' awareness about egalitarian relationships between girls and boys and about respecting differences
- provide teachers with suggestions for learning situations that enable them to take these concepts into consideration when teaching the Québec Education Program

This guide was prepared by the Ministère de l'Éducation together with the teachers of École Notre-Dame-d'Etchemin in the Commission scolaire des Navigateurs.

1. Québec, Ministère de l'Éducation, *The Québec Education Program*, approved version (Québec: Gouvernement du Québec, 2001). 350 p.

NOTES FOR TEACHERS ON THE LEARNING SITUATIONS

- The learning situations that are included in this guide provide some of the ways to raise students' awareness about egalitarian relationships between the sexes. These learning situations should be part of a broader reflective process on this theme carried out by the school staff and the governing board. In this light, we suggest that these situations be enriched by any other worthwhile initiatives brought forward in the course of the school year.
- Although the learning situations proposed have only been tested in Elementary Cycle One classes, they may be adapted to Elementary Cycle Two or Elementary Cycle Three students. They may also be enriched or modified according to the needs and experiences of individual teachers, the characteristics of a particular class, and so on.
- At the beginning of each learning situation, it may be worthwhile to present the goals of the activity to the students, namely the work that they will be producing and the competencies targeted. This will help them to be aware of what they are learning and increase the likelihood that they will be able to use these competencies later.
- Note that at least one tangible piece of work comes out of each learning situation.

LOGBOOK

At the beginning of the project in the Commission scolaire des Navigateurs, all of the students were given a logbook with their name and picture on the cover. The teachers took this opportunity to lead a class discussion to find out what the students knew about girls and boys and what their expectations were in this area. The students wrote down the points mentioned in their logs.

Following each learning situation, the teachers returned to the same exercise, this time asking the students to state their newly acquired knowledge about girls and boys. The logbook thus provided teachers with a means of monitoring students' progress throughout the project.

Logbook entries could also be made in the students' portfolios if these are used in the class.

Learning Situation 1

“A New Look on the Line”

1 PRESENTATION

- **Time required:** approximately two hours
- **Suggested materials:** sheets of Bristol board, clothesline, T-shirts, scissors, art supplies (e.g. felt pens, poster paints)

2 EDUCATIONAL AIM

To encourage students to reflect on differences among themselves and the need to respect these differences

3 LEARNING ACTIVITIES

PREPARATION

- Display four T-shirts in the front of the classroom: one showing a more feminine image, a second with a more masculine image, and the two remaining T-shirts being more gender-neutral.
- Hand out a sheet of paper showing pictures of all four T-shirts to each student (photographed ahead of time, using a digital camera).
- Ask the students to write their name under the picture of their favourite T-shirt.
- Divide the students into teams of two (one girl and one boy).
- Ask the students to choose a T-shirt together, one that both team members like, and to write their names under the picture of the selected T-shirt.
- Have each team present their choice to the class. Ask the students if their team choice matches their individual choices. If not, how did they settle the matter?

ASSIGNMENT

- Ask the students to work cooperatively to come up with a design that both team members like.
- Have each team sketch a design on a sheet of paper.
- Hand out a big sheet of Bristol board to each team and show the students the art supplies available to them.
- Ask each team to trace and cut out a T-shirt model from the Bristol board.
- Ask each team to reproduce a finished version of their design on the Bristol board T-shirt and present it to the class.

INTEGRATION

- Hang the T-shirts up on the clothesline that you have set up in the classroom or elsewhere in the school.
- Have the students reflect on the fact that while there may be differences between girls and boys, it is still possible to find a common ground and to respect one another.
- Suggest a new rule for classroom living such as “Girls and boys need to respect each other’s differences and talk things through to find a common ground.”
- Write the rule for classroom living on a Bristol board T-shirt, and hang it up on the clothesline.
- Have the students discuss the possibility of putting this rule into practice at home or in social settings.

4 CONTRIBUTION TO THE QUÉBEC EDUCATION PROGRAM

4.1 CROSS-CURRICULAR COMPETENCIES

- Intellectual competencies
 - To exercise critical judgment:
 - > To form an opinion
 - > To express his/her judgment
 - > To qualify his/her judgment

4.2 SUBJECTS — SUBJECT-SPECIFIC COMPETENCIES

- Visual Arts:
 - > To produce media works in the visual arts
 - > To appreciate personal productions and those of classmates

5 ADDITIONAL ACTIVITY

- Have the designs of each team printed on cotton T-shirts that the students can wear.

NOTE TO TEACHERS

Set aside the clothesline as well as the rule for classroom living for the open house. You can find more information on the open house on page 21 of this document, in the section entitled “Parent Participation.”

Learning Situation 2

“In the Schoolyard”

1 PRESENTATION

- **Time required:** two sessions of one-and-a-half hours each
- **Suggested materials:** Bristol board sheets, examples establishing the learning context

2 EDUCATIONAL AIM

To encourage students to reflect on sources of discord between girls and boys and to establish a process for resolving conflicts

3 LEARNING ACTIVITIES

PREPARATION

- Write a short story on the board involving a conflict between girls and boys. Ask the students to read it. For example: “At recess, the boys don’t want Sarah and Julie to play soccer with them.”
- Ask the students for their opinion on this story.
Has there ever been a similar situation at school where girls and boys did not get along?

ASSIGNMENT

- Form mixed teams of four students.
- Give each team a learning context to work with (see Activity Sheet I).
- Ask the teams to resolve the problem in their learning context by making two short skits—one illustrating the problem, the other showing a possible solution.
- According to the principles of cooperative learning, see to it that each team member has a role. For example:
 - > One team member reads the learning context to the class.
 - > The team interprets the learning context.
 - > One team member reads to the class the solution that the team has come up with.
 - > The team interprets the solution.
- Present the teams with some basic rules of stage acting, such as projecting their voices, enunciating and using expressive gestures.
- Ask each team to present their skits to the class. Following the presentations, be sure to emphasize that there can be many solutions to the same problem.

INTEGRATION

- Start a class discussion about conflicts between girls and boys. When a problem comes up, how do they go about resolving it? What steps might they take to resolve a disagreement?
- Highlight the three main steps suggested by the students and help them to become aware of their ability to manage conflicts. For example:
 - > First step: “I take care of the problem myself.”
 - > Second step: “I ask a friend for help.”
 - > Third step: “I ask a grownup for help.”

- Have the students come up with a visual representation of the conflict resolution process (e.g. solution pyramid, solution stairway).
 - Draw the visual representation on a sheet of Bristol board and write the three steps in the conflict resolution process on it.
 - Continue the activity the next day.
-
- The next day, review the first step in conflict resolution with the students.
 - Ask the students to describe solutions that they could use to solve a problem themselves. For example: “I explain my side,” “I apologize,” “I share,” “I leave,” “I listen to their side,” “We take turns,” etc.
 - Point out to the students that they have just made themselves a toolbox that they can use to solve problems throughout the year, both at school and at home.
 - Draw the toolbox on a sheet of Bristol board and write the students’ solutions on it.
 - Display the visual representations of the conflict resolution process and the toolbox in the classroom or elsewhere in the school.

4 CONTRIBUTION TO THE QUÉBEC EDUCATION PROGRAM

4.1 CROSS-CURRICULAR COMPETENCIES

- Intellectual competencies
 - To solve problems:
 - > To analyze the components of a situational problem
 - > To formulate possible solutions
 - > To test a solution
 - > To adopt a flexible approach

4.2 SUBJECTS — SUBJECT-SPECIFIC COMPETENCIES

- Drama:
 - > To invent short scenes
 - > To interpret short scenes
 - > To appreciate the productions of classmates
- Moral Education:
 - > To understand life situations with a view to constructing a moral frame of reference
 - > To take an enlightened position on situations involving a moral issue

5 ADDITIONAL ACTIVITIES

- Organize a sports activity with the students in the schoolyard and help them divide themselves peacefully into teams made up of both girls and boys.
- Help the students draw parallels with what happens in groups—sports teams, cultural groups, etc.—that they are involved in.

NOTE TO TEACHERS

Set aside the visual representations of the conflict resolution process and the toolbox for the open house.

“In the Schoolyard”

EXAMPLES OF LEARNING CONTEXTS

EXAMPLE No. 1

At recess, the boys don't want Sarah and Julie to play soccer with them.

EXAMPLE No. 2

Some students make fun of Larry because he's taking figure skating lessons.

EXAMPLE No. 3

After school, a boy is teasing a girl. She asks him to stop, but he keeps teasing her. Other students are watching.

Learning Situation 3

“Interviewing Mommy and Daddy”

1 PRESENTATION

- **Time required:** two sessions of one-and-a-half hours each
- **Suggested materials:** interview questionnaire, interview grid, press card (Bristol board, string), microphone (toilet paper rolls, aluminum foil, Styrofoam balls)

2 EDUCATIONAL AIM

To increase students' awareness about how daily chores are shared between the sexes by having them conduct interviews with their parents, and to encourage in students a sense of responsibility regarding their contribution to the life of the family.

3 LEARNING ACTIVITIES

PREPARATION

- Start a class discussion dealing with the following questions:
Who usually takes care of homework at home? Why?
- Ask the students to form groups according to their answers (one group of students in which the fathers take care of homework; another group in which the mothers do, and a third group in which both parents are involved).
- Take the opportunity to point out that situations can vary from one family to the next (e.g. single-parent families, foster families).
- Present the learning situation to the students (i.e. a newspaper style interview with their parents addressing daily chores at home). Introduce the students to journalism, explaining the characteristics of this type of work, the required qualities, etc.

ASSIGNMENT

- Ask the students to make their microphones and press cards using the suggested materials.
- Propose a number of daily chores to the students and ask them to choose three (e.g. Who does the grocery shopping? Who fixes things that are broken around the house? Who drives the students to extracurricular activities?).
- Hand out the interview questionnaire to the students (see Activity Sheet II). The students write down the chores that they have chosen on the interview questionnaire. They then interview their parents and check off the appropriate response.
- Give the students a few days to interview their parents.

INTEGRATION

- Go over each chore with the students and compile their answers on the interview grid (see Activity Sheet III). Compiling the answers provides an opportunity to introduce mathematical concepts (adding, statistics, etc.).
- Have the students come up with an observation in regard to each question and query them on these observations (e.g. "We have observed that more fathers than mothers do the grocery shopping. Why is this?") Write the observations at the bottom of the interview grids.
- Talk with the students about sharing the chores at home and how they can help their parents. Get them to choose a daily chore to do at home.
- Encourage the students to report on the results of the learning situation to their parents and to tell them about their intention to take on a daily chore.

4

CONTRIBUTION TO THE QUÉBEC EDUCATION PROGRAM

4.1 CROSS-CURRICULAR COMPETENCIES

- Intellectual competencies
 - To use information:
 - > To gather information
 - > To put information to use

4.2 SUBJECTS — SUBJECT-SPECIFIC COMPETENCIES

- Mathematics:
 - > To reason using mathematical concepts and processes
 - > To communicate using mathematical language
- English Language Arts:
 - > To read and listen to literary, popular and information-based texts
 - > To write self-expressive, narrative and information-based texts
 - > To use language to communicate and learn

5

ADDITIONAL ACTIVITIES

- In music class, ask the students to compose a song about the actions they could take to help more with the daily chores at home.
- Ask all of the students to write a letter to their parents to suggest changes to be made in the daily business of running the household.
- Ask the students to do a research project on how household chores are divided up in other countries or in aboriginal families.

NOTE TO TEACHERS

Set aside the interview grids for the open house.

Learning Situation 3

“Interviewing Mommy and Daddy”

INTERVIEW QUESTIONNAIRE

CHORE NUMBER 1: _____

| Daddy | Mommy | Daddy and Mommy | Other |
|-------|-------|-----------------|-------|
| | | | |

CHORE NUMBER 2: _____

| Daddy | Mommy | Daddy and Mommy | Other |
|-------|-------|-----------------|-------|
| | | | |

CHORE NUMBER 3: _____

| Daddy | Mommy | Daddy and Mommy | Other |
|-------|-------|-----------------|-------|
| | | | |

Learning Situation 3

“Interviewing Mommy and Daddy”

INTERVIEW GRID

CHORE NUMBER 1: _____

| | | | | |
|----|-------|-------|-----------------|-------|
| | | | | |
| 24 | | | | |
| 23 | | | | |
| 22 | | | | |
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| 7 | | | | |
| 6 | | | | |
| 5 | | | | |
| 4 | | | | |
| 3 | | | | |
| 2 | | | | |
| 1 | | | | |
| | Daddy | Mommy | Daddy and Mommy | Other |

I observe that...

Learning Situation 4

“When I Grow Up...”

1

PRESENTATION

- **Time required:** two sessions of one hour each
- **Suggested materials:** work sheets (Activity Sheet V), crayons, a computer (with Internet access)

2

EDUCATIONAL AIM

To inform students that all occupations are accessible to both girls and boys and that the choice of an occupation should depend on their interests and their aptitudes rather than on sexual stereotypes.

3

LEARNING ACTIVITIES

PREPARATION

- Tell the story about Aurore Dupin (alias George Sand) to the students, taking care not to reveal her pseudonym and to describe the social context of her time (see Activity Sheet IV).
- Stop the story when Aurore reaches adulthood. She wants to be a writer, but this profession is open to men only. How will she reach her goal?

ASSIGNMENT

- Divide the students into groups of two and ask them to imagine what happened to Aurore Dupin next, to illustrate this on the sheet provided for this purpose (see Activity Sheet V) and to write a short, explanatory sentence.
 - Ask each team to present the outcome that they imagined to the class.
 - End the activity for the day, inviting the students to ask their parents about Aurore Dupin in the evening.
-
- Resume the activity the next day, telling the students how Aurore Dupin succeeded in becoming a writer. Ask them for their opinion on this story.
 - Consult, with the students, a Web site containing information on the author’s life.

INTEGRATION

- Explain in what way George Sand practised a profession that was limited to men at that time.
- Address the fact that nowadays, all occupations are accessible to both sexes, and that the choice of an occupation should depend on aptitudes and individual interests rather than on sexual stereotypes.
- Ask the students to draw an illustration representing an occupation that they would like to practise later and to write a short text presenting this occupation along with a quality required to do such a job. For example, “When I grow up, I want to be a teacher, because I’m patient.”

4

CONTRIBUTION TO THE QUÉBEC EDUCATION PROGRAM²

4.1 CROSS-CURRICULAR COMPETENCIES

- Intellectual competencies
 - To use creativity:
 - > To become familiar with all elements of a situation
 - > To imagine ways of proceeding
 - > To begin the procedure
 - > To adopt a flexible mode of operation

4.2 SUBJECTS — SUBJECT-SPECIFIC COMPETENCIES

- Visual Arts:
 - > To produce media works in the visual arts
 - > To appreciate personal productions and those of classmates
- English Language Arts:
 - > To write self-expressive, narrative and information-based texts
 - > To use language to communicate and learn

5

ADDITIONAL ACTIVITIES

- While doing this activity, introduce other personalities. For example:
 - > Gilles Kègle (male nurse)
 - > Julie Payette (astronaut)
 - > Indira Gandhi (politician)

NOTE TO TEACHERS

Set aside the illustrations and written work of students for the open house.

2. Information technologies are used in this activity.

Learning Situation 4

“When I Grow Up...”

**BIOGRAPHY OF AURORE DUPIN,
ALIAS GEORGE SAND (1804-1876)³**

Born in France in 1804, Aurore Dupin was a fatherless child. When she was very young, her mother left her with her paternal grandmother, who had the means to provide her with a good education.

Aurore thus received an education. This was frowned upon in those days, as people thought that women should devote themselves entirely to their husband and children.

Aurore married at the age of 18, a few months after the death of her grandmother. According to the law of that time (the Napoleonic code), her possessions became her husband's property. As her husband was not very gifted at managing money, Aurore soon realized that she was likely to lose everything she had. So she began to think about different jobs she might do—including writing, which she had always done for her own enjoyment—to see to the well-being and education of her two children.

At the age of 27, Aurore made an arrangement with her husband, and they separated. She then headed to Paris and, in the end, decided to write to support herself. However, in those days, only men could earn a living by writing.

Aurore signed her books with a man's name—George Sand. She knew that in this way, she could make herself known and achieve the fame and success that were denied to women in those days.

George Sand worked hard and published a great deal. She possessed tremendous rigour, will and self-discipline. A gifted, though controversial writer, she nonetheless achieved recognition for her talent.

Although George Sand was criticized by society for her literary successes and her unconventional behaviour, this did not prevent her, in turn, from criticizing this same society, which she found to be terribly unjust, particularly toward women.

George Sand died in 1876. In the end, history took her side, for today, women have the same rights as men (even if the application of these rights is not yet perfect). Women can go to school and work to support themselves and their children, just as they have the right to choose occupations that have traditionally been reserved for men.

3. Translation of a text inspired by Huguette Pirotte, *Georges Sand* (Paris-Gembloux: Éditions Duculot, 1980). The excerpt appeared in the document *Les p'tits égaux*, published by the Régie régionale de la santé et des services sociaux de Montréal-Centre.

Learning Situation 4

“When I Grow Up...”

CONTINUATION OF THE STORY ABOUT AURORE DUPIN

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.....

.....

Learning Situation 5

“Together, We Are Strong”

1 PRESENTATION

- **Time required:** an hour-and-a-half
- **Suggested materials:** Bristol board, pencils

2 EDUCATIONAL AIM

To help make students realize that combining the strengths of all—both girls and boys—improves cooperation

3 LEARNING ACTIVITIES

PREPARATION

- Present the expression, “Together, we are strong” to the students and discuss its meaning with them. What images does it conjure up in their minds (a chain, people holding hands, an orchestra, the family, etc.)?
- Present the four strengths that the students will draw on to carry out the assignment: writing, reading, drawing and communication.
- Ask each student to determine their two main strengths, in order of importance, from among the four strengths proposed.
- Prepare Bristol board strips for all of the students in the class. To do this, use four different colours of Bristol board—one for each strength. Make sure that each strength is represented in equal proportion to the other three.
- Ask each student—taking turns in random fashion—to go up to the front of the classroom and choose the strip that they think corresponds to his or her main strength. If the desired strip is no longer available, ask the student to take the strip that corresponds to his or her second strength.

ASSIGNMENT

- Have the group form mixed teams of four students each. Each team member must have a different strength.
- Ask the teams to design a poster on the theme, “Together, we are strong,” drawing on the strengths of all team members.
- Let the students exchange ideas so that they can come up with a visual that suits all the team members.
- Give each team a sheet of paper with instructions for carrying out the learning situation written on it (see Activity Sheet VI).
- Once the posters are finished, have each team present their poster to the class.

INTEGRATION

- Discuss with the students the fact that every person, whether girl or boy, has different strengths and that combining these strengths can help us achieve our goals more readily.
- Apply the conclusions of the activity to the life of the class, presenting the class as one big team.
- Suggest that students review how teams are organized in the class. Discuss the possibility of forming new teams, each made up of both girls and boys.
- Take on a specific project that will require the contribution of both girls and boys and that will provide a platform for further reflection.

4 CONTRIBUTION TO THE QUÉBEC EDUCATION PROGRAM

4.1 CROSS-CURRICULAR COMPETENCIES

- Personal and social competencies
 - To cooperate with others:
 - > To interact with an open mind in various contexts
 - > To contribute to team efforts
 - > To use teamwork effectively

4.2 SUBJECTS — SUBJECT-SPECIFIC COMPETENCIES

- Visual Arts:
 - > To produce media works in the visual arts
 - > To appreciate personal productions and those of classmates
- English Language Arts:
 - > To read and listen to literary, popular and information-based texts
 - > To write self-expressive, narrative and information-based texts
 - > To use language to communicate and learn

5 ADDITIONAL ACTIVITY

- Explore with students other sayings that can be applied to the equality of the sexes (e.g. “A community of equals,” “It takes two to tango”). Make promotional posters.

NOTE TO TEACHERS

Set aside the poster “Together, we are strong” for the open house.

Learning Situation 5

“Together We Are Strong”

INSTRUCTIONS

- 1. PERSON RESPONSIBLE FOR READING:**
Reads the instructions to the other team members
- 2. PERSON RESPONSIBLE FOR DRAWING:**
Draws a picture of what the expression “Together, we are strong” means to the team
- 3. PERSON RESPONSIBLE FOR WRITING:**
Writes the expression “Together, we are strong” on the poster and has the other team members sign below the drawing
- 4. PERSON RESPONSIBLE FOR COMMUNICATION:**
Presents and explains the poster to the class

IMPORTANT

When team members have finished their job, they must help another team member to finish their job. Each student is expected to collaborate with the other team members on the assignment.

DON'T FORGET!

It is important to express your ideas and to accept the ideas of other team members, since “Together, we are strong.”

Learning Situation 6

“Let’s All Join Hands!”

1 PRESENTATION

- **Time required:** two periods of one hour each
- **Suggested materials:** gouache paints, a big sheet of Bristol board, music, video camera

2 EDUCATIONAL AIM

To help girls and boys develop their social skills and make contact in a respectful fashion

3 LEARNING ACTIVITIES

PREPARATION

- Ask the students to get into teams of two (one girl and one boy).
- Ask the two students in each team to hold hands, then observe their reaction to this instruction.
- If some students are reticent, take the opportunity to ask the students questions about the difficulty for girls and boys (or even for people of the same sex) to hold hands.
- Ask the students to look attentively at their partner’s hand and to compare it to their own. Are there major differences?
- Invite the students to hold hands once again.

ASSIGNMENT: FIRST SESSION

- Hand out jars of poster paints to each team and ask the students to paint the palm of their partner’s hand.
- Have the students take turns placing their handprint on a large Bristol board mural, and have them sign their handprint.
- Assess the end result.

ASSIGNMENT: SECOND SESSION

- In class or during music class, have the students make up or interpret a dance in which the girls and the boys will hold each other’s hands.
- Use the video camera to film the students’ dance.

INTEGRATION

- Next, discuss with the students the difficulty that some may have had holding the hand of another girl or boy. Discuss the importance of beginning relations between girls and boys respectfully through words, gestures and attitudes. This could provide an opportunity to address issues of intimidation or shutting people out of the group through certain forms of nonverbal violence (attitudes, gestures of rejection, etc.).
- Exchange ideas with students on different meanings associated with taking someone’s hand (e.g. taking a classmate’s hand as a sign of friendship; holding the hand of a little sister or brother as a sign of protectiveness; two people working together shaking hands to signify that an agreement has been reached).
- Exhibit the mural in the school, and invite other classes to attend the dance presentation.

4 CONTRIBUTION TO THE QUÉBEC EDUCATION PROGRAM

4.1 CROSS-CURRICULAR COMPETENCIES

- Personal and social competencies
 - To construct his/her identity:
 - > To be open to his/her surroundings
 - > To become aware of his/her place among others
 - > To make good use of his/her personal resources

4.2 SUBJECTS — SUBJECT-SPECIFIC COMPETENCIES

- Visual Arts:
 - > To produce media works in the visual arts
 - > To appreciate personal productions and those of classmates
- Dance:
 - > To invent dances
 - > To interpret dances
 - > To appreciate personal productions and those of classmates

5 ADDITIONAL ACTIVITIES

- Go with the students to the library to consult books that address the meanings given to handshaking in other cultures.
- Invite a resource person to speak in class about the role of physical contact in culture.

NOTE TO TEACHERS

Set aside the mural and the dance video for the open house.

Parent Participation

It is important to involve parents in their children's learning. In the context of this project, if the messages conveyed by the parents at home are analogous to those described in class, then the values linked to equality and respect between girls and boys can be reinforced at home.

Here are a few ideas that have been implemented to encourage parents' involvement in the project:

- It is important to maintain good communication with the parents throughout the project in order to keep them informed about what is going on in class. At the very beginning of the project, a letter could be sent out to parents, introducing them to the aims of the project. When the project is underway, another letter could be sent out to foster their awareness about egalitarian relationships between the sexes. At the end of the project, one final letter could be mailed to them presenting the main lessons of the project and encouraging them to admire the work produced by their children at an open house at the school.
- The open house provides a splendid opportunity to establish contact with the parents and to encourage them to get involved in the project. All of the students' work, produced during the learning situations in class, can then be presented in booths.
 - > *Booth 1*: Exhibit the clothesline showing the students' T-shirts and the rule for classroom living produced by the class.
 - > *Booth 2*: Exhibit the visual representation of the conflict resolution process and the toolbox.
 - > *Booth 3*: Exhibit the grids illustrating the results of the interviews with the parents.
 - > *Booth 4*: Exhibit the students' illustrations and written work on the story about Aurore Dupin.
 - > *Booth 5*: Exhibit the poster "Together, we are strong."
 - > *Booth 6*: Exhibit the mural, and present the dance video made by the students.

The students can act as guides at the open house, taking their parents from one booth to the next, explaining each activity and emphasizing what they learned. At the end of the open house, the parents will be asked to do "a little homework assignment": they will be asked to write down their comments and their assessment of the project in their child's logbook.

No More Troubles! Song

A song written by the grade one and two students of École Notre-Dame-d'Etchemin in the Commission scolaire des Navigateurs, as part of the project *Filles et garçons... Accordons-nous!* (*Girls and Boys, Let's get Along!*).

REFRAIN

Plus d'chicane, plus de peine
Plus jamais d'problème
À l'école, nous respectons
Filles et garçons

PREMIER COUPLET

Dans la classe, on a appris
À être de bons amis
Qu'on soit des filles ou garçons
Ensemble nous travaillons

REFRAIN

DEUXIÈME COUPLET

Isabelle sèche ses pleurs
Elle peut jouer au soccer
Thierry s'amuse à sauter
À la corde à danser

REFRAIN

TROISIÈME COUPLET

Plus tard, Jade sera ingénieure
Policrière ou docteure
Guy veut dev'nir infirmier
Pilote ou pompier

REFRAIN

QUATRIÈME COUPLET

Gars ou fille, quelle importance
On aime la différence
Allons, donnons-nous la main
Chantons ce refrain

REFRAIN

CHORUS

No more fuss, no more care
No more troubles anywhere
At school, everyone enjoys
Both girls and boys

FIRST VERSE

In our class, we've learned how
To get along much better now
Girls or boys, we all get along
Work together, sing a song

CHORUS

SECOND VERSE

Isabelle can smile away
The soccer players let her play
John jumps rope and that's OK
Boys and girls choose their own way

CHORUS

THIRD VERSE

Jane will be a doctor one year,
An officer or an engineer
Jack would like to be a nurse
Fly a plane or make a purse

CHORUS

FOURTH VERSE

Boys and girls sing the same song
Our difference is what makes us strong
Join in, sing with us
Let's sing this chorus

CHORUS

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