

LESSON TITLE: Boys, Girls, and More: COLORS

Grade Level: K-2

Time required: 45 min - 1 hour

Materials:

- Coloring Page(s)
- Construction paper or hula hoops
- Differently colored items (markers, crayons, colored pencils, flashcards, rubber bands, marbles, etc.)

Goals:

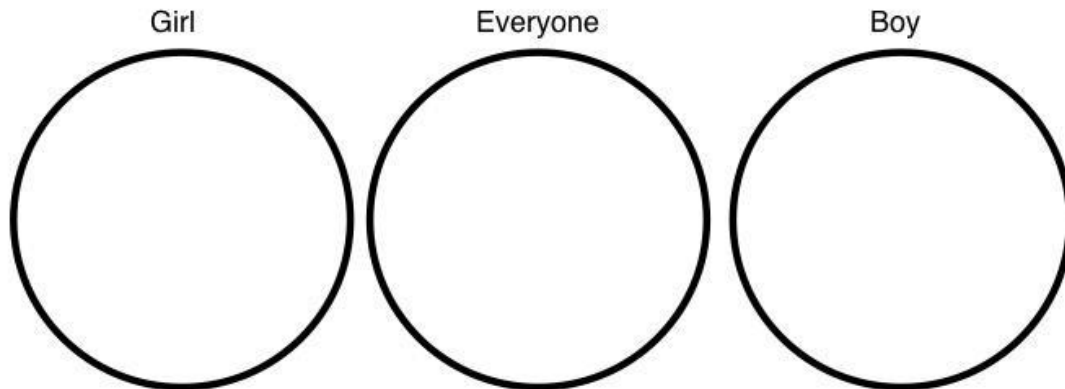
- to help students recognize that what they like is not about being a boy or girl, but rather about individual choice. Rather than “boy things” and “girl things” see them as simply “kid things.” The overall theme is “there are lots of ways to be a kid, not simply boy ways or girl ways.”

Objectives:

- Students will be able to recognize that their favorite colors (and toys, activities, or other aspects that are frequently stereotyped by gender) are in fact simply the things they like.
- Students will be able to identify

Lesson Plan:

On the construction paper, draw three circles next to each other. Label the left one “girl”, the middle one “everyone” and the right one “boy.” Place the construction paper in the carpet area. You may also choose to use three hula-hoops presented and labeled the same.



Framing the Activity: All of us have different things that we like—colors, toys, activities, clothes and so on. Who decides what things we like and what things we don’t like? We are going to start by talking about those different things and whether they are for girls, or boys, or for everyone. (5 min)

1. Pass out the coloring pages and instruct the students to select and color which clothing and accessories they would like to wear.
2. As they are working on the coloring pages, pull aside the students, one-by-one, to where the circles have been arranged and hand out a differently colored item and ask each student to quietly think about whether the color they received is a “girl color”, a “boy color” or a color everyone can like. Instruct the student to place their colored item within the circle of the category they decide best describes the color and return to where they were seated. Try do this quickly; take no longer than a minute with each student. (20-30 min)
3. Color discussion (20-25 min)
 - a. Once all of the students have categorized their color, instruct all of the students to come sit in a circle in the carpet area without touching the colored items in the center. Ask them to bring their coloring page(s) with them.
 - b. Select a color that had been placed in the “girl” circle, for example red, and ask the students: “Who used the color red in the outfit they colored? If you are a boy, do you have to like red? Is it OK if you like red? If you’re a girl, can you like red? But do you have to like it? Red seems like a color everyone can like. If I put it in the “everyone” circle, does that mean that girls can’t like it? Of course not!” Allow the students to respond to and discuss each question. Then move that color from the “girl” circle to the “everyone” circle
 - c. Do the same with a color from the “boy” circle.
 - d. You may choose to invite your students to take turns selecting the color you discuss.
 - e. Repeat steps B and C until you have determined that all colors really should go in the “everyone” circle, teach your students the phrase “**colors are colors**” and write it on the board.
 - f. Conclude by suggesting that we never really needed three circles because, “**colors are just colors. They don’t have a gender; they’re just colors! And they’re for everybody!**”

Going Deeper:

- Read aloud and discuss a book that explores diversity and freedom of expression, in a way that challenges binary gender norms (ex. *My Princess Boy*, *Jacob’s New Dress*, *Amazing Grace*, *White Dynamite* and *Curly Kidd*).

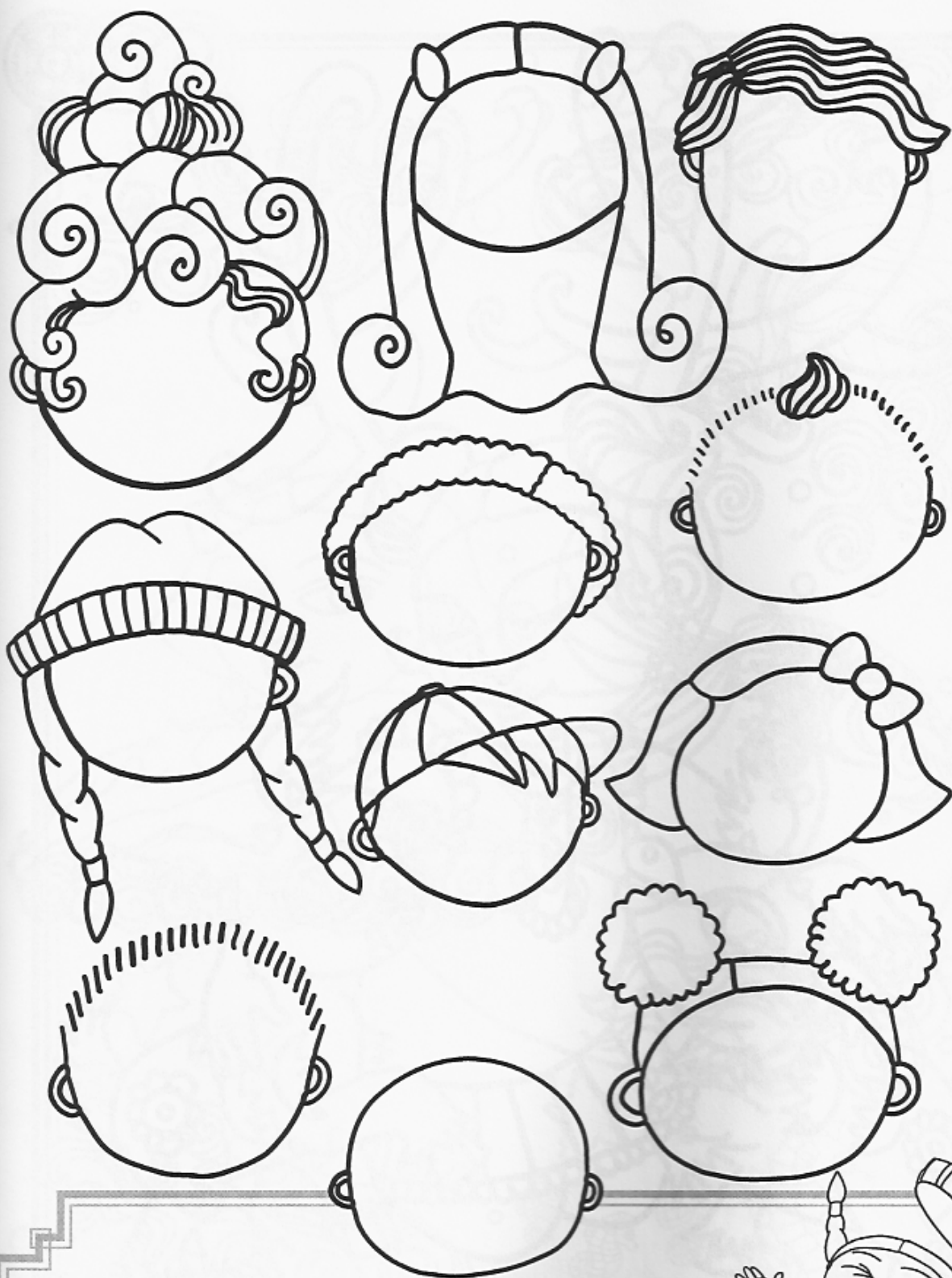
Which Whiffle?



If you opened up a closet and could choose any clothes you wanted, what would you choose?

Color and circle any and all clothes that feel perfect for you. If you don't see clothes that are perfect for you here, find some empty space on the very last page of the book and make up your own outfit!

Which Hairdo?



Long, Short, Medium. Curly, Braided, Spiked. Fancy, Plain, Baseball-capped. Our hair says a lot about us and how we feel.

What Hairdo do you like?

Color the hair and draw your own face on the head, or heads, with the hair that feels most like you. Or use the blank one to draw your own hairdo!

