

Sense of Self

This book features images and text that break from traditional gender stereotypes related to color. It shows many ways that all children can use and enjoy colors in their world.

CORE SKILL OBJECTIVES

INTENTIONAL TEACHING PRACTICES

RELATE



Children will:

- ◆ Show personal preference
- ◆ Engage in and Maintain Positive Interactions and Relationships with Peers

Teachers will:

- ◆ Promote autonomy by commenting on and demonstrating respect for preferences of others.

TEACHING TIP

Children’s development of sense of self is heavily influenced by how the adults they value respond to them. Teachers should avoid reinforcing traditional gender stereotypes because they are harmful and limiting for both girls and boys. For example, we tend to praise girls for being kind and caring and boys for being daring or confident. And/or we (and they) make assumptions about the toys or activities they may like (e.g., boys will like trucks more than dolls). Share stories of characters who defy traditional gender roles and be accepting and open to children’s interests or behaviors that cross stereotypical gender lines.

1. INTRODUCE

- ◆ “Show me a thumbs up if you have a favorite color. Has anyone ever told you that you couldn’t like a certain color because it wasn’t for you? Boys and girls can like any colors they want. In this book, you’re going to see how boys and girls use colors in lots of ways. This book is called ‘Pink is for Boys.’”

2. READ THE BOOK

- ◆ Pause occasionally to comment when colors are shown to cross stereotypical gender lines.
- ◆ Acknowledge the ways children of both genders embrace a variety of colors.

Promote Autonomy (value identity, interests, ideas, and opinions)



Read: “And bows on fancy clothes.”

Comment: “I see pink bows on pink dresses AND pink shirts and pink bow ties. Every child is wearing something pink. Girls AND boys can like the color pink.”

Read: “And uniforms on a team.”

Comment: “The boys and girls are playing on the same baseball team. Boys AND girls can wear blue and play together.”

Read: “And all the colors are for everyone. Girls and boys.”

Comment: “Everyone is allowed to like or wear any color they want.”

3. REVIEW

- ◆ “You can like and use any crayon, paper, toy, or tool in any color you want. In this classroom, every color is for every person.”

4. KEEP IT GOING

- ◆ During Choice Time, notice where children go on their own. Are there some areas of the classroom where only boys or only girls tend to cluster? Consider adding or changing materials in those places to attract children to play outside of their comfort zone. During outdoor play, encourage children to play group games that include others.