

Value Activity 7

Value Equal Opportunities Education

Objective To have students reflect on stereotypes.

Vocabulary *camping, eating marshmallows, making sandcastles, riding horses, sailing, swimming; bumper cars, Ferris wheel, games, ice cream, roller coaster; petting zoo*

Materials paper (1 sheet per student), colored pencils

Preparation Make copies of Worksheet 7 (1 per student).

Warm-up

Vacation Activities

Write the following headings on the board: *Beach, Amusement Park, Mountains, Zoo*. Divide the class into four teams. Invite volunteers to the front and ask them to write words they remember from the unit under their corresponding heading.

Check teams' answers together with the class.

Add any missing words or correct spelling.

1 Look and circle.

Hand out copies of Worksheet 7 (see *Preparation*).

Invite students to look and say what activity or object the pictures represent.

Then read the question at the top and tell students to decide on their own if the activities are for boys or for girls.

Note: The purpose of the activity is to have students reflect on stereotypes. By not telling them this purpose from the beginning, you can check whether they have fixed stereotypes or not.

When students have finished, have them compare their answers in pairs. Tell them there are no correct answers to the activity.

Then check answers as a class. Establish that there are no activities that are exclusively for boys or for girls.

Wrap-up

Boys and Girls Activities

Explain to students that we all have likes and dislikes, so we can choose whether to do an activity or not.

But doing an activity doesn't depend on gender.

Distribute paper (see *Materials*) and have students take out their colored pencils. Invite students to draw themselves with friends doing their favorite activities from the lesson.

Display students' drawings in the classroom.