GENDER SOCIALIZATION THROUGHOUT THE LIFECOURSE : HIVEMIND

| | Family | School | Peers | Media |
|-------------|--------|--------|-------|-------|
| Childhood | | | 3 | 4 |
| Adolescence | 5 | 6 | 7 | 8 |
| Adulthood | 9 | 10 | 11 | 12 |

<u>COLLECTIVE TASK:</u> Identify 2-3 specific and clear example of how an individual "learns gender" for each agent of socialization and each stage of the lifecourse. Try to use specific examples from your own life! (l.e., if you talk about toys... what toys specifically?)

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|-------------|--|--|---|--|
| Childhood | Potential questions What toys were you encouraged to play with? How was it similar or different from your siblings? Were there behaviours you (or your siblings) were encouraged or discouraged from doing because of your expected gender? Do you see patterns in the different gendered roles played by different family members in your life? | Potential questions Were there any gendered divisions at school in or out of the classroom? Do you see patterns in the different roles played by different school employees throughout your earlier education? | Examples Think about celebrations/parties and gifts Potential questions Were there any activities that you felt you felt pressured to do (or not to do) by peers because of your gender? Were you ever placed in certain activities so that you spend time with certain kind of other kids? (from a same religion, same gender, same ethnicity, same socio-economic status?) | Examples Gendered toy advertising Potential questions When were you listening to media? What did TV replace? Reading? Playing outside? Did anyone tease you for watching a show? Why do you think? Were there ever shows you liked to watch but were maybe shy to tell people about? Why? How does advertising target kids? What values do they teach kids? |
| Adolescence | Examples Did you notice a difference in expected chores based on gender? Were you encouraged/pressured toward (or away from) a hobby and academic program or Potential questions Were there any rules that you did or didn't have to follow that were different from your siblings? If so, why? | Examples ■ Hidden curriculum – e.g., sexist stereotypes hidden in a math textbook? | Corridor Curriculum - What do students students teach each other outside of classroom? Are the messages from peers start conflicting with those of your family or religion? How has gender affected what you know and learn about sex? What are the rites of adulthood? What makes you feel more grown-up? Sex, a job, drinking, serious relationship? What is the "cultural capital" with your peers? (things determined by the culture of your peers that win you respect and that sense of belonging.) | Examples Music videos Internalize desire for financial wealth Internet/social media/books Potential questions What kind of media did you grow up with? What values messages did you learn? |
| Adulthood | Potential questions What major life decisions do you feel your family played a role in shaping? Does gender play a role? Does gender influence the expected responsibilities and roles you fulfill toward your family? What have previous generations modeled for you? At what age were you considered an adult? What made you an adult? Does gender make a difference? | Potential questions How do you feel your education impacted on your life? If you specialized in an area of study or trade, what influenced your choice of studies? | We learn different perspectives about the world from our co-workers and workplace What does bullying look like for adults? ("showing off your kids", bragging) Are your friends are getting married/having kids? Pressure to do the same? Everyone is in a couple? Potential questions What major life decisions do you feel your friends/peers played a role in shaping? | Examples Magazines Newspaper media Ideas of success Potential questions Where do you get most of your information about what is going on in the world? |

Read the textbook for more examples, especially the section on reproducing gender (or leaning gender as we are calling it). What examples can you pull from the films in class we have watched?

Try to make connections between gender and other facets of your identity (and social location)