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Illustrator: $\mathrm{n} / \mathrm{a}$
Grade: 4-6
WITS Connection: $\boldsymbol{\star}$ Look $\&$ Listen $\underset{\text { points of view }}{\boldsymbol{t}} \boldsymbol{\operatorname { E x p }} \boldsymbol{\not}$ Act $\boldsymbol{\star}$ Did it work $\boldsymbol{\star} \boldsymbol{*}$ Seek Help
Story Summary:
It is 1977, and ten-year-old Tina could not be happier about her life. Not because she just moved to Yarmouth, Nova Scotia, but because she is finally old enough to make her dream come true: she can play on a real hockey team. But when she tries to join the league, she learns there is no team for girls.
Despite jeers from classmates and cruelty from some of the town's adults, Tina is determined to play. She wants it more than anything. With the help of her family, Tina takes her fight to the Human Right Commission.

Teacher's Notes:

## Resources:

No Girls Allowed

## Pre-Reading <br> Questions:

1. Look at the cover of the book. What do you think this story will be about?
2. What does it mean to be a boy or a girl? Gender stereotyping can be very strong in school; encourage children to think about the fact that the way we look doesn't define who we are.
3. What activities can boys and girls both do? What kind of jobs can they have? Sometimes gender differences are hard to understand for school children. Research suggests that young children believe you are not inevitably a boy or a girl just because you are born that way, and gender can change depending on your appearance and activities. Stereotypes based on sex differences tend to decrease in elementary school but then sometimes intensify in adolescence.

Activities:

While Reading
Questions:
Explain to students that you are going to discuss ways that people are expected to behave. Sometimes how you are expected to act can be different depending on whether you are in school, at home, at the playground, in the library, with your friends or other situations.
1 - What are some ways that children are expected to behave in school?
2 - What are some ways that children are expected to behave outside with their friends?
3 - Are there some ways that people expect children to behave based on their gender? Gender usually means whether you are a boy or a girl.
4 - Does the job a person has, or what they wear mean the person is a boy or girl?
5 - Do the activities someone likes to do for fun or what they wear mean they are a boy or a girl?

## Activities:

Post a chart with two headings: "What do you need to make a sandwich?" and "What do you need to play a game of hockey?"
Ask students to call out a list of what things someone would need to do each of these activities. (Possible answers: hands to hold a hockey stick or to make a sandwich, eyes to see, others to play with, directions or rules, etc. If student responses don't include body parts, ask them, "What body parts do you need to have to do these activities?" Or "What does your body need to be able to do?" Alternatively, if they don't mention equipment/tools, ask: "What equipment/tools do you need?" etc. As students call out answers, record them under the appropriate heading.
Once the students are satisfied that they have included all of their ideas, read each item and ask: "Raise your hand if you have..." or "Raise your hand if you can use..." or "Raise your hand if you can..." depending on the point. It is likely every child will raise their hands for many things listed in each activity. Support students by acknowledging that all of them can do almost all these things not just one gender or another.

## Post-Reading

Questions:

1. Why did people think that Tina should not be allowed to play hockey? Why do you think Tina was treated differently by some people?
2. Why did some people laugh or stare at Tina? What are some other reasons why some people sometimes get stared at? (possible answers: people with visible differences, physical handicaps or mental health problems, etc.)
3. How did Tina's family help her fight for her right to play hockey? How might other children in her school or community have helped too?
4. What can children do to help make their schools and communities more inclusive and supportive of gender diversity?
5. What can we do to help people who are teased or bullied by others?

## Activities:

- Create mixed-gender groups of about five children, and ask them to think about something they could do together to spread the message of kindness and make their school or community a better place. Help them figure out what each person can contribute and then execute the project. Remind students that working together helps us see beyond a person's appearance to appreciate their unique talents.
- Create mixed-gender pairs of children who do not know each other well. Most friendships are same sex at this age. Have the partners share their interests \& talents with each other. Next, ask the children to present something about their partners that shows their unique talents. Students can draw a picture or create a collage from magazines. Display the pictures in a class book or on a bulletin board.
- Have students explore people in your community who are well-known because of their contributions. Mayors, firefighters, nurses, doctors, volunteers, etc. Note a variety of men and women. Take some pictures of them and add these local heroes to your bulletin board.

