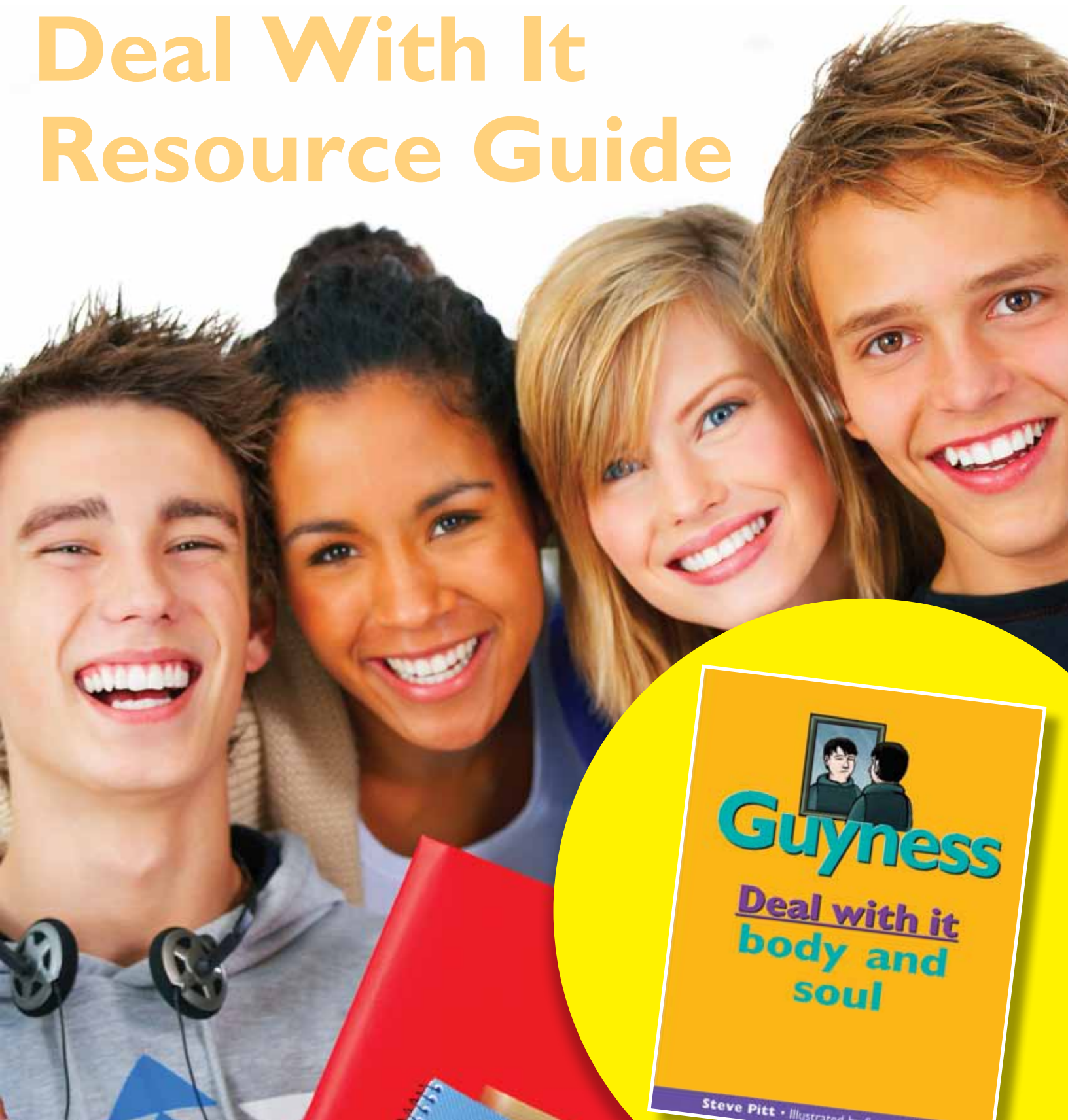


Guyness: Deal With It Resource Guide



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How to Use this Guide

This guide offers a number of informative and enjoyable discussion questions and teaching activities that allow for in-depth coverage of the causes of conflict from several angles.

Guide Map

This guide begins on page 3 with an introduction to the issue covered in the Deal With It book. Please be sure to read the **Before You Begin** section, which provides suggestions to help you consider the specific needs and interests of your class. It also outlines any particular scenarios presented in the Deal With It book that may be sensitive to some students.

The pages that follow correspond with the sections of the Deal With It book.

These sections are:

- A **101** section that introduces readers to a subject (See page 4 of this guide)
- An **Instigator** section that focuses on the person who instigates the conflict (See page 6 of this guide)
- A **Target** section that focuses on the person who feels victimized in the conflict (See page 8 of this guide)
- A **Witness** section with tips for those caught in between (See page 10 of this guide)

For each of these sections, you will find:

Highlights that briefly capture the main points from the Deal With It book, which you will want to review with students.

Discussion Questions that are designed to introduce students to the topics and encourage them to think critically about the topics at hand.

Teaching Activities that correspond to page numbers in the Deal With It book, and are designated as activities for Individuals (I), Pairs (P), or Groups (G).

About the Series

The **Deal With It** series is a set of 32-page books that empower **kids ages 9–12** to resolve conflict in their lives. Information is presented in an interactive and graphic style to engage readers and help spark discussion of issues. The information in this **Resource Guide** is intended to help educators plan lessons around conflict resolution using the **Deal With It** books.



Guyness: Deal with it body and soul

Boys are constantly being bombarded with conflicting messages about how they should act and behave, as well as how they should view themselves and others. Ideas about what it means to be a “guy” are changing, and it can be difficult for male students to sift through all of the information they receive in order to become the person they are meant to be. Boys also receive a variety of conflicting messages about how to treat and interact with females in their lives. Educators play an important role in helping our students make sense of all of the information they receive and the expectations they are trying to meet.

This resource guide for *Guyness: Deal with it body and soul* is intended to provide educators with information surrounding the topic of “guyness” as well as strategies and lessons to help students cope in today’s society. It is important to create a safe classroom environment in which students feel comfortable and secure discussing issues affecting their emotional and social development. This guide provides teachers with a variety of activities that will allow students to reflect on their own experiences and feelings about the topic. In order to get the most out of this book, it is important to create a classroom environment that promotes respect for the topic and allows students to share their thoughts, feelings, and experiences in a safe, non-judgmental way.



Before You Begin

Here are some tips and suggestions to help you plan your Guyness unit:

- Consider planning this unit in conjunction with *Girlness: Deal with it body and soul*.
- Organize a classroom library of books, videos, posters and magazines from a variety of sources that allow boys to see a diverse selection of traditional and non-traditional roles, and how these roles have changed over time.
- Provide opportunities for male students to work in single-sex groups to allow for safe and in-depth sharing of experiences.
- Create a set of classroom norms and/or commitments that establishes an environment that allows for open, non-judgmental discussions of ideas and feelings.
- Consider inviting a successful male figure who has broken the mould of traditional masculinity to speak to the class.
- Note that *Guyness: deal with it body and soul* includes a variety of sensitive issues and situations that are important to address, but may not be appropriate for all grade levels. The language used throughout the book reflects the language more commonly used by middle-school students. It is important that teachers preview the book to select material and content that is appropriate for their student’s maturity level.

Guyness 101

Highlights

- “Guyness” is another word for masculinity. There are many traditional views about what makes someone masculine. These can be based on:
 - appearance
 - likes and dislikes
 - feelings
 - behaviour
- Stereotypes are pre-set ideas about groups of people. Discrimination is the act of treating groups of people differently based on pre-set ideas. Gender discrimination is the act of discriminating against someone based on his or her gender.
- Families and communities often have different rules for their boys and girls, usually based on traditional values.
- It is important to examine your own ideas about masculinity and gender roles in order to ensure that you don’t treat people in certain ways because of their gender.

Discussion Questions

- How do you define masculinity? Who do you look up to as a “masculine” person — a family member, a teacher, a community leader, a celebrity? Why do you see this person as an example of “guyness”?
- What are some qualities and characteristics that you, your friends, and your family consider to be “male”? What are some qualities and characteristics you consider to be “female”? Where do you think these ideas of masculine and feminine come from?
- Do you know anyone who has been teased about his physical appearance because he wasn’t “male” enough? How do you think that made him feel? How did you feel? Did you speak up about how you felt?
- Are there movies, books, and/or TV shows that make you feel emotional? Have you ever cried when watching a movie or reading a book? Why do you think crying isn’t considered “manly”? Are there other physical reactions or emotions that we identify as typically “male” or “female”? Why do you think this might be?
- Do you think that telling sexist jokes is acceptable? Why or why not? If the audience laughs, is it still wrong to tell the joke?
- Do you think organizations that separate boys and girls, such as The Boys Scouts or Girl Guides, are sexist? Should we still have separate male and female sports teams? What might be some of the positives and negatives of single sex groups? Explain your thinking.
- Do you think that different cultures have different definitions of what is masculine and feminine? Can you think of any examples? Why might these differences exist?

Teaching Activities

I = Individual P = Pair G = Group

Section	Subject Area	Activities
pp. 2–5	Language Arts/ Social Studies (I)	Have students work independently to create a web for the word “Guyness.” Ask them to write “Guyness” in the middle of the web, then add as many connections as they can think of from this word. Ask volunteers to share their webs with the class. Discuss why some students chose different words and where their ideas of guyness come from.
pp. 6–7	Language Arts/ The Arts (Drama) (I/G)	Have students choose one of the comic strips and assume the role of one of the characters. Ask them to write a short monologue about the character’s feelings about the situation and what he or she might do to create a positive outcome. Have students present their monologues in small groups or to the whole class.
pp. 8–9	Language Arts/ Guidance and Career Education (G)	Have students work as a class to define and give examples of “gender discrimination.” You may wish to have them conduct research to help them write their definition and find examples. Using their definition as a guide, have students complete the quiz as a class, justifying their answers. As an extension, you may wish to have students create posters to illustrate their understanding of gender discrimination and how to prevent it.
pp. 10–11	Language Arts/ Media Literacy (I/G)	Ask students to choose a superhero or comic-book character that has been around for several generations (e.g., Superman, Batman, Spiderman, Captain Canuck, etc.) Have them research to find examples of how the character’s appearance and personality have changed over time. Encourage students to think about actors who have played these roles as well as how they have appeared in print. Ask students to create a timeline showing how their character has developed over time, including images to demonstrate the changes and some suggestions for why the character may have developed in this way. Have students present their timelines to the class and encourage them to discuss the reasons behind these changes.
pp. 12–13	Language Arts/ Media Literacy (I)	Have students review the myths presented, along with the “Boy, It’s Not Easy Being One” Public Service Announcements (PSAs) on the Concerned Children’s Advertisers website. As a class, discuss how pre-set ideas about guyness might affect boys growing up in our society. Have students create their own storyboard for a PSA that addresses stereotypes about guyness and encourages people to think differently about it. Have students present their storyboards and discuss them as a class.

Mr. Nice Guy

Highlights

- Gender stereotyping may prevent people from doing what they want to do and can lead to people (both boys and girls) feeling:
 - embarrassed
 - left out
 - discouraged
 - pressured
 - depressed
 - jealous or resentful of others
 - bullied or teased
- When dealing with conflict, guys may take on one of the following roles:
 - the fall guy, who shoulders all the responsibility
 - the tough guy, who pushes others around
 - the good guy, who finds a compromise that works for all
- You can avoid being trapped by gender stereotypes by:
 - being proud of yourself
 - defining “guyness” based on your own values, beliefs, and likes and dislikes
 - accepting others for being different
 - standing up for yourself in every situation
 - questioning all stereotypes about guys
 - not allowing others to make you feel bad for liking different things



Discussion Questions

- What do you think the phrase “it’s a guy thing” mean? How would you define “guy things”?
- What gender stereotypes do you see around you? In your community, how are boys viewed differently from girls? Are they viewed or treated differently in your school? How?
- “Boys will be boys” is a phrase commonly used to explain behaviours such as rough play and getting dirty. Have you heard the term used before? What was the situation? Who used the phrase? Do you think it’s a fair statement? Why or why not?
- Have you ever experienced gender stereotyping from a teacher or parent? What was the situation? How did it make you feel? Who might you ask for help in dealing with a similar situation in the future?
- Do you think of yourself as the “fall guy”, the “tough guy,” or the “good guy”? Why? Is it fair to categorize guys in this way? Can you be all three types? Are there other types of males? Are there equivalent categories for girls? What might we call them?
- There are many famous male artists, actors, singers, and dancers. Do men with these talents face more gender stereotyping and discrimination than other guys? Why or why not? Do you think people’s attitudes towards stereotypes about masculinity are changing? Explain your thinking.

Teaching Activities

I = Individual P = Pair G = Group

Section	Subject Area	Activities
pp. 14–15	Media Literacy (G)	Have students work in small groups to create a television or radio ad to promote a product called “Boys Will Be Boys.” Ask students to decide what the product is, does, and who the target audience will be. Have students create a storyboard or script for their ad, including characters, dialogue, music, and sound effects. Have students present their ads to the class, explaining their product and why they think their ad will be effective on the target audience.
pp. 14–15	Language Arts/ Mathematics (G)	As a whole class, ask students to brainstorm a list of “masculine” traits (e.g., taking risks, liking sports, getting dirty, etc.) and “non-masculine” traits (e.g., artistic, liking reading, etc.). Have students work in pairs or independently to create a Venn Diagram that will sort the traits into one of three categories: “Masculine,” “Feminine,” or “Both.” As a whole class, discuss how students would sort the traits. Encourage debate about why students assign traits to certain categories and ask students to explain their reasoning.
pp. 16–17	Language Arts (I/G)	Students are asked to take the Quiz on the double page spread independently. Students rate their answers to determine what “kind of guy” their responses indicate they are most like. As a whole class, ask students to reflect on their answers — what did they find out about themselves? Were they surprised by any of their answers? Have they had any similar experiences? Did any of the scenarios relate to themselves?
pp. 16–17	Media Literacy/ Visual Arts (I/G)	Ask students to choose one of the eight scenarios included in the “Mr. Nice Guy” Quiz, as well as one type of response to the scenario (i.e. tough guy, fall guy, good guy). Students create and design a short comic strip based on the scenario and the one outcome. Display the comic strips on a bulletin board in class — the teacher may want to divide the display into 3 columns — each column representing one of the “Guy” response types.
pp. 18–19	Language Arts/ Media Literacy (I)	Ask students to think about an activity or hobby that is of interest to them and is not traditionally thought of as being masculine. Have students design an advertisement for a class on the activity that could be offered at the local community centre. Their ads should encourage guys to come out and try this activity and should outline some of the information they will learn in the class. Have students present their ads to the class and discuss why they thought guys would be interested in their class and how they will encourage them to sign up.
pp. 18–19	Social Studies/ Canada and World Studies (I)	Ask students to research to find out about a famous man from history who challenged traditional gender roles (e.g., artists such as Van Gogh; activists such as Gandhi, Mandela, etc.). Have them prepare a brief biography of the person, indicating why this historical figure is a strong role model for boys in today’s society. Teachers may want to provide a list of historical figures for students to choose from.

The Wise Guy

Highlights

- Gender stereotypes can affect everybody, even those who seem to be “typical” guys or girls.
- You can help combat gender stereotypes by:
 - ☛ questioning stereotypes about gender and looking at people as individuals, not just as a member of a gender
 - ☛ considering the similarities between boys and girls, rather than focusing on the differences
 - ☛ being a leader for your peers by modelling appropriate language and attitudes when speaking with them
 - ☛ being confident in your own views, interests, and abilities
- You can protect yourself from gender discrimination by
 - ☛ having confidence in yourself
 - ☛ making a joke to defuse confrontation, making sure not to put yourself or the other guys down
 - ☛ researching your interests and sharing them with others
 - ☛ talking to older guys about guyness
 - ☛ challenge stereotypes
- Developing media literacy skills and questioning sexist messages you see in the media will also help you avoid stereotypes and develop your own sense of guyness.



Discussion Questions

- What are some of the ways we might judge others? How could you avoid making or using preconceived ideas about groups of people?
- When you are with your peers, do you make discriminatory or sexist comments? Do your friends? What might you do to stop people from making sexist comments about others without causing bad feelings? Why is it important to address sexist language and attitudes with people around you?
- Are there interests or talents that you have that would be considered “unmanly” by your friends? Do you share your talents or keep them to yourself? What would make it easier for you to showcase your abilities? Would you consider joining an organized group with similar interests or talents?
- How might humour play a role in dealing with situations involving gender discrimination? Do you think that humour is a good way to deal with these types of situations? Can you think of any situations in which humour would not be appropriate? Explain your thinking.
- How do you think the media might influence our views of “guyness”? How are males and females portrayed in the movies and TV shows you watch? Do you think these portrayals are fair? Why or why not?
- Do you think that boys are disciplined more than girls in your school? Are teachers stricter with boys or girls at your school? Who could you turn to if you felt you were unfairly disciplined simply because of your gender?

Teaching Activities

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Section	Subject Area	Activities
pp. 20–21	Language Arts/ Media Literacy (I/G)	Have students look through a variety of magazines that are targeted to boys and others that are aimed at girls. Ask them to find images that exemplify “guyness” and “girlness” stereotypes. Then, ask them to find images that challenge male and female stereotypes, showing girls and boys in non-traditional ways. Have students create a classroom display of the two sets of images. As a class, discuss which type of image was easiest to find and what these images tell the reader about gender roles in society. Ask students what they might do to help change the types of messages that magazines are giving their readers.
pp. 22–23	Language Arts/ Social Studies (G)	Divide the class into two groups and have them debate the statement: “Men make better leaders than women.” Allow the teams time to gather information and prepare their arguments. (You may wish to invite other students to moderate and judge the debate.) When the debate is over, encourage students to discuss their ideas and what stereotypes they uncovered in their research.
pp. 22–23	Language Arts (I)	Read various statements from the quiz aloud to the class (e.g., 12, 14, 16, and 17), pausing to ask if they think they represent stereotypical guy thinking. Ask volunteers to explain their answers. Read a few more statements, replacing the male terms with female ones (e.g., guys need girls to protect them). Ask students to explain how these changes affect the meaning or the stereotype. Have students write a journal entry about how society might be different if one of these statements was typical of “girlness” rather than “guyness.”
pp. 24–25	Media Literacy/ Language Arts (I)	Have students visit the Media Awareness Network Web site and explore the game “Allies and Aliens: A Mission in Critical Thinking”. Explain that this interactive activity is designed to increase students’ ability to recognize bias, prejudice, and hate propaganda on the Internet and in other media. When they have finished, ask students to write a journal entry about how they can use what they have learned to recognize bias and prejudice based on gender. NOTE: Due to content, this game is intended for students in the intermediate grade levels. While the game does not solely focus on gender discrimination, the examples in the game aptly demonstrate a variety of biases and discriminatory behaviours.
pp. 24–25	Media Literacy (G)	Have students work in small groups to examine two or three newspapers or newscasts to determine gender representation in the media. Have students find stories that depict males and/or females in traditional and non-traditional roles. Have groups present their findings to the class, explaining any biases they found and giving alternative ways of representing the story to eliminate the bias.

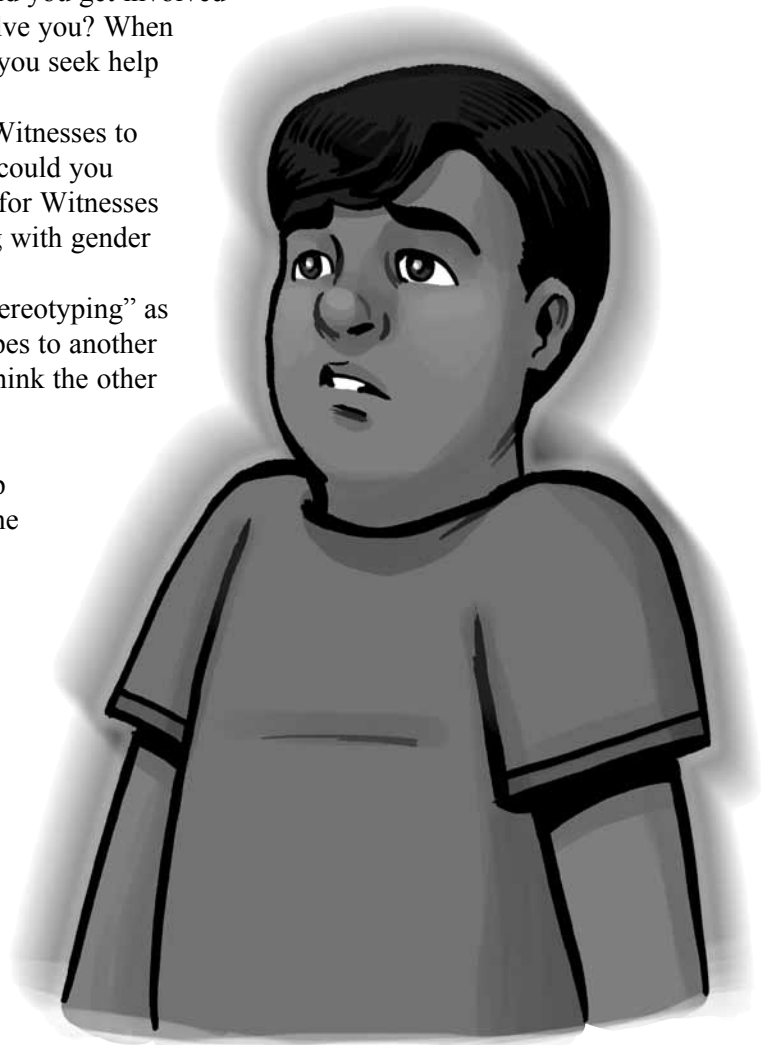
The Witness

Highlights

- Witnesses to other guys getting into trouble because of ideas about guyness are often afraid to speak up because they are afraid of being teased, getting told off, or getting someone else into trouble.
- Speaking up to gender discrimination lets people know how you feel and can help change the way other people think.
- If you are a Witness to gender discrimination, you can do the following to help make a change:
 - find a trustworthy adult to tell about the situation you've witnessed
 - offer friendship and support to those around you who are different
 - keep an open mind about "guyness" and be true to yourself
 - avoid using sexist language about males or females
 - remember that your concept of guyness has to include how you treat girls and women

Discussion Questions

- Why is it important to speak up when you witness a situation involving gender discrimination? Should you get involved in a situation that doesn't directly involve you? When should you speak up and when should you seek help from others?
- Do you think your school encourages Witnesses to speak up about sexist situations? How could you make your school a safer environment for Witnesses to take a more proactive role in dealing with gender discrimination?
- Have you ever experienced "gender stereotyping" as a guy? Have you ever applied stereotypes to another guy? How did you feel? How do you think the other person felt?
- Who are some adults in your school or community that you would trust to help you in a situation where you've been the Witness to discriminatory behaviour?
- Could "gender stereotyping" ever be a good thing? Why or why not? Do you think you've ever benefited from gender stereotyping?
- What would you do if your group of friends began picking on a new student, using sexist language and discriminating the person based on his or her gender? What are some of the strategies you would use to resolve this situation in a positive way?



Teaching Activities

I = Individual P = Pair G = Group

Section	Subject Area	Activities
pp. 26–27	Language Arts/ Guidance and Career Education (P/G)	Have students read and discuss the “Do’s and Don’ts” on p. 27. Using these as a guide, ask students to work in partners or small groups to create a rap song that would encourage younger students to speak up when they witness gender discrimination. Students may present their rap songs to the class or to younger students in their school.
pp. 26–27	Language Arts (I)	Have students collect a variety of fairy tales. Ask them to choose a traditional fairy tale (e.g., Cinderella) and rewrite it to demonstrate more contemporary views about gender roles. Encourage students to illustrate their fairy tales and share them with their classmates.
pp. 28–31	Language Arts (I)	Have students read “Favourite Ferret” on p. 28. Ask them to write a persuasive letter to the classroom teacher identifying the issue is and suggesting solutions to the problem. Encourage students to give reasons to support their arguments.
pp. 28–31	Language Arts/ Physical Education (G)	Have students read “B-Ball Blues” on p. 29. Ask them to brainstorm a list of possible ways to deal with parents who behave aggressively or inappropriately at their children’s sporting events. Then, ask students to work in small groups to create a brochure for parents that outlines the rules of conduct for participants and spectators. Encourage them to include tips on how to avoid gender bias when dealing with children in sport and on how parents can be supportive of their children’s competitions, successes, and failures. Have students present their brochures to the class.
pp. 28–31	Media Literacy/ Mathematics (I)	Ask students to keep a log of the TV shows they watch, including the number of male and female characters, and the number of violent incidents that occur. As a class, tally the results and discuss the data, including whether violent shows seem to be targeted to males or females; if males or females seem to initiate different types of violence; and how the students feel when watching the shows. Encourage students to discuss their feelings about violence on TV and what they think should be done about it.
pp. 28–31	Visual Arts (G)	Have students design a Safe Schools campaign to remove “sexist language and behaviours” from the school. As a whole class, have students choose a theme, slogans, and design concepts for the campaign. Divide students into groups and assign them different aspects of the campaign, such as designing posters, writing announcements and school assembly information, and creating parent–teacher information sheets that encourage a whole community approach. Upon completion, the class may want to invite the school administration to a presentation of the campaign.

Additional Resources

- www.cca-kids.ca: The Concerned Children’s Advertisers website includes PSAs that explore issues around guyness and self-esteem, including “Knock on Wood (Boy, It’s Not Easy Being One),” and “Bundle Up (Boy, It’s Not Easy Being One).”
- www.media-awareness.ca: The Media Awareness Network site promotes young people to think critically about the media and includes media literacy resources for students, teachers, and parents.
- Booth, David. *Even Hockey Players Read*. Portland, ME: Stenhouse Publishers, 2000.
- Kyi, Tanya Lloyd. *Canadian Boys Who Rocked the World*. Vancouver, BC: Whitecap Books, 2001.
- Wynne-Jones, Tim. *Boys’ Own: An Anthology of Canadian Fiction for Young Readers*. Toronto, ON: Puffin Canada, 2002.
- *My Brand New Life — Ballet Dancer/Hockey Player*. DVD. National Film Board of Canada, 2004.

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