



Equality in the schoolyard

Duration: 30 min + 20 min during recess

Cycle: 3rd

A. Situating myself and my friends in the schoolyard

Ask your students to do, individually, the following tasks:

1. Draw your schoolyard as if you would see it from the sky.
2. Indicate on your map where you usually spend the most time during the recess by drawing a M inside a circle.
3. Then, indicate with who you usually play there by drawing a "G" inside a circle if the student your identifying is a girl, and a "B" inside a circle if the student is a boy.

B. Situating boys and girls in the schoolyard

Ask your students to add more things to their drawing.

1. Draw Gs on the places where there is usually a lot of girls and Bs on the places where there is usually a lot of boys.

C. Confronting students' representations to the reality of the schoolyard

During the next recess, ask boys and girls to confront their drawing with the reality of the recess. You can ask them to draw B's and G's on the same drawing, but with a different color.

D. Discussing the results

After their observation on the field, discuss these reflection questions with your students:

1. Where are the boys? Where are the girls? Do you notice trends?
2. Who occupy the largest space in the schoolyard, boys or girls? Why?
3. How do boys and girls move in the schoolyard?
4. How can we share the space more equally?
5. Can everyone participate in the games they really want to participate in?