



## Educational Guide



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Smith College Class of 1902 Basketball Team

## *I Am A Girl*

I Am A Girl looks at the academic and public definitions of girls and girlhood. The exhibition explores both historical and contemporary definitions of girlhood, discusses gender identity today, and interacts with the public on stories of being a girl.

Use this education guide to interact with the exhibit, gain a deeper understanding of diverse girlhoods, and think about the meaning of gender identities today

Activities in this guide are aligned to U.S. and/or U.K. educational standards. They are designed to be used by students and teachers as school lessons or enrichment opportunities.



## Discussion Questions

*Students can answer the following questions on their own or discuss in groups.*

1. What are the genders? Do you think genders mean the same thing today and before? How do we define genders today?
2. What are some similarities and differences between being a girl in historical and modern times?
3. Choose a girl whose girlhood was presented in the exhibit. Why did she interest you? What are some similarities that you share with her, and what are some differences between you and her?
4. Discuss the diverse girlhoods worldwide. Try to describe a girl or a girlhood that is new to you - can you present it with some images, drawings, and words?
5. What is the meaning of being a girl to you, to your friends, and to your family?

## Activity: *My Gender Identity Jars*



**I AM A  
GIRL**

### UK National Curriculum Links

Art & Design KS1 & KS2:  
Produce creative work.  
Become proficient in  
drawing & painting.

How many genders do you know?

While some might think gender identity means either a girl or a boy, it is actually more than that! Gender identity is a spectrum; it is being who you know yourself to be! Gender is all about the different ways for us to be girls, boys, or both, or neither.

For example, you might have come across the saying that, “pink for girls, blue for boys”. It means pink is a girl’s color, while blue stands for boys. But do you know it’s the opposite 100 years ago? See, colors are just colors - we don’t need to tell ourselves to like or to avoid something simply because of our gender. We can like the things that make us feel good and comfortable, and that’s the way we are - that’s our gender identity!

In this activity, you will indicate how much you like these colors/toys/clothes/activities by filling up the bottles using your favorite color! The more you like them, the more color you put into the jars. Share your jars if you would like, and see how different our gender identities can be!

# Activity: My Gender Identity Jars

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[UK National Curriculum Links](#)

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## My Gender Identity Jars



Green Color



Red Color



White Color



Black Color



LEGO Bricks



Stuffed Animals



Puzzles



Remote-  
Controlled Cars



Sneakers/  
Trainers



Shorts



Long Braids



Short Bob Cut



Singing with  
Friends



Reading



Doing  
Homework



Watching Movies

## Activity: Portraits of Girls

In this exhibit, we explored various definitions of girlhood at different times. We come to know that those definitions change: society, culture, time, geographic location, and many other factors all play a role in defining what it means to be a girl.

Among all the definitions, which one interests you most? Pick up one and draw a portrait of a girl living in that period. You can look for inspirations from historical images, or use your imagination after reading the girlhood descriptions. If you would like, also give her a name!

Then, draw a self-portrait.

Put together two portraits, then compare them. What are the similarities or differences that you find between them? You can talk about details such as outfits or hairdos. You can also think about the societies and cultures that you or the other girl that you draw belong to!



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### Educational Standards

CCR.W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly

### UK National Curriculum Links

Art & Design KS1 & KS2:  
Produce creative work.  
Become proficient in drawing & painting.

# Craft: Girls Around the World



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## Educational Standards

Department for Education:  
Art and Design  
programmes of study: Key  
stage 3: National  
curriculum in England  
Evaluate and analyse  
creative works using the  
language of art, crafts, and  
design.

## UK National Curriculum Links

History KS1 & KS2: Note  
connections and contrasts  
over time. Understand  
similarities and differences  
between ways of life, and  
objects available, in  
different periods.

Gender Today and Expressing Girlhood sections in this exhibit discussed how the meaning of being a girl can vary at different times around the world. Now, we are going to use symbols, colors, and patterns to visualize the girl as a gender identity.

Before this activity, take your time and do some research on girls around the world. Think about what it means to be a girl in a specific time and location, brainstorm a list of words and symbols about girl identity from your understanding, then share with your classmates if you want.

Carefully fold your drawing paper (or measure and cut it) to create a wedge that fits in the boundaries of the wheel below. Now you can draft, draw, paint, or collage to create your gender identity design on your wedge: put the words, symbols, patterns, or any ideas that you have come up with! Combine all wedges from the class and arrange them to create a wheel of girl identity expression. A digital wheel can also be created by scanning and manipulating all the wedges electronically.

When the wheel is complete:

- Give it a spin!
- Try to describe how each wedge present the girl gender identity;
- Give feedback to your classmates, or ask them why they choose to present the gender identity that way.

# Craft: Girls Around the World

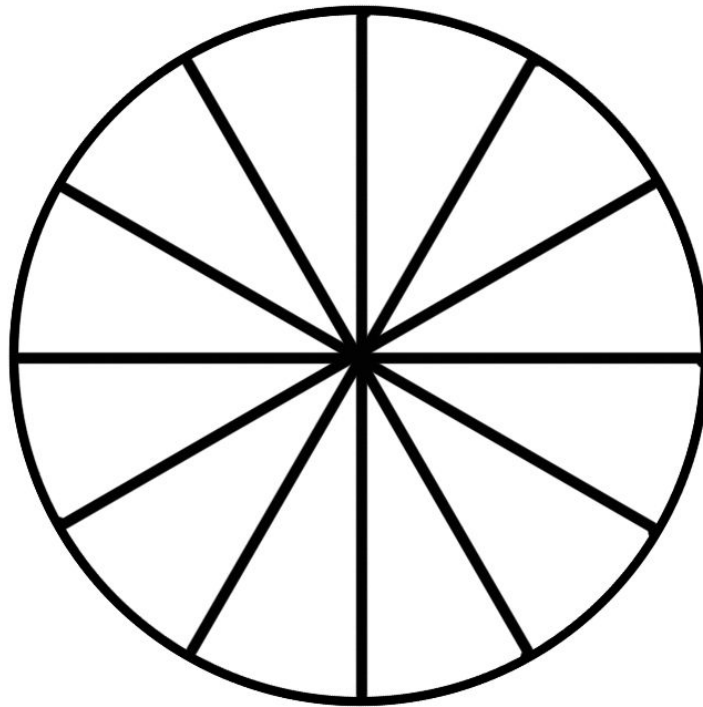
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Girl Identity Wheel



Example Wedge

For example, in this wedge, we can see some identity markers of a girl from a scholarly family in the Han dynasty in China (202 BC–220 AD). She often wore hanfu (an ancient style of dress for Han people in China). She liked to make her hair to a tall bun with a strand of hair hanging down from it - it was one of the most popular hairstyles at that time. She knew some Chinese characters and enjoyed reading the book "The Commandments of Women" written specifically for girls. She also loved picking flowers and playing the guqin, a traditional Chinese musical instrument.

# Girl Museum

We are the first and only online museum dedicated to girls.

We exhibit, educate, and raise awareness about the unique experience of being born and growing up female around the world in the past and present.

As a community of passionate and creative individuals, we acknowledge and advocate for girls as forces for collective responsibility and change in the global context, not as victims and consumers.

We are a registered 501(c)3 non-profit educational organization.

Learn more and get involved at [www.GirlMuseum.org](http://www.GirlMuseum.org)



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## Activity: Girl-to-Girl Interviews!

### Educational Standards

**CCR.W.5.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly

**CCSS.ELA.Literacy.W: 4.3, 5.3, 6.3, 7.3, 8.3, 9-10.3, 11-12.3** Write narratives to develop real or imagined experiences using technique, details, and event sequences.

### UK National Curriculum Links

**English KS1 & KS2:** Ask relevant questions to extend their understanding & knowledge.

What do you talk about when you talk with other girls?

Choose a girl that you would like to interview - they could be your friends, family, peers, adults, or anyone you like talking with! Ask them the interview questions and document their answers. Interview more girls around you or add more interview questions if you want!



# Activity: Girl-to-Girl Interviews!



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## UK National Curriculum Links

**English KS1 & KS2:** Ask relevant questions to extend their understanding & knowledge.

## Interview questions:

- What do you think it means to be a girl?
- What's the biggest difference do you think between girls nowadays and girls 100 years ago?
- What do you like most about being a girl?
- If you have the chance to be a different girl, will you choose to stay the same girl as you are now? If not, what are the changes you want? (Encourage your interviewee to be creative! Think about new personalities, countries, or even superpowers!)