

## HOW 5<sup>TH</sup> AND 6<sup>TH</sup> GRADE SCHOOL BOOKS PERCEIVED GIRLS AND BOYS?

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### Introduction

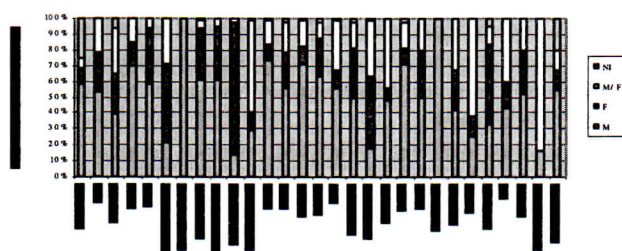
Currently, the necessity of inclusion of gender's equality dimension and the chances between men and women are considered as one of the quality criteria that must presided the elaboration of school manuals and other educative resources [1] [2]. The school manuals, as pedagogical instruments are very important in the teach-learning process. They have a determinant role in the promotion of a more inclusive and equality education [3]. However, some studies demonstrated that the sexist and stereotypes conceptions reproduced by the dominant culture in school manuals, when propagated through illustrations, increase the inequalities of chances between boys and girls. The purpose of this work was to evaluate if the illustrations of 5<sup>th</sup> and 6<sup>th</sup> grade school manuals of Physical Education reflect the equality of chances between boys and girls.

### Methods

Nine school manuals of Physical Education of 5th and 6th grades constituted the sample. The illustrations of the school manuals were analysed. The data was analysed with categories definite previously. A total of 2803 images representing movements, technical elements and tactical situations had been analyzed in the different thematic units.

### Results

It was observed (Graph 1) that in all motor capacities and sports, illustrations with masculine gender prevail. The exceptions were the Rhythmic Gymnastics, the Rhythmic and Expressive Activities and Table Tennis. In those cases, images of girls appeared in majority. Pre-Sportive Games, Badminton and Traditional Portuguese Games presented a higher percentage of images where both sexes appear simultaneously. It is verified that the images with subjects from masculine sex seems to appear associates with motor capacities and sport abilities. Probably, those sports and activities are considered as adequate for masculine sex. Force capacity, Soccer, Basketball, Fight, Roller Hockey, Field Hockey and Judo are usually associated to masculine sex. In the same way, Coordination/Agilities/Dexterity capacities, Rhythmic Gymnastics and Rhythmic and Expressive Activities are usually considered as female activities or sports.



Graph 1. Frequency distribution of images for the subcategories masculine (M), feminine (F), both sexes (M/F) and not identified (NI), in the 29 thematic units of the nine school manuals analysed.

### Discussion/Conclusions

It is possible to conclude that relatively to the category sex, a clear asymmetry between the feminine and masculine representations exists. The masculine model is dominant in different thematic units in all school manuals. In almost all manuals, girls appear in higher or lower representation degree, according to the thematic units evaluated. The masculine and feminine sex appears associates to certain thematic units as being proper culturally. It seems that the 5<sup>th</sup> and 6<sup>th</sup> grades school manuals of Physical Education reflect gender preconceptions and stereotypes, putting in cause the equity and the equality of chances between boys and girls in this subject. In this context, authors and editors should revise the school manuals of Physical Education, promoting adequate illustrations according to the heterogeneities of pupils.

### References

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