

Research Paper

ECED 505

April 20, 2010

Gender Differences in Early Childhood: Nurturing the Nature of Boys and Girls

From birth, children are immersed in an environment that strongly influences the opportunities he or she will experience according to gender. As boys and girls grow and develop, parents, educators and peers all play a vital role in children's acquisition of gender identity. The manners in which boys and girls play, socialize and learn are a direct result of social, cultural and biological factors; therefore, it is vital for adults to acknowledge, respect and nurture the developmental differences between boys and girls. Providing opportunities, free of gender stereotypes, will enable children to thrive in society. Good points to consider.

Before one can begin to fully comprehend gender differences between boys and girls it is necessary to carefully study the biological differences that set boys apart from girls. According to Michael Gurian, author of *Nurture the Nature Understanding and Supporting Your Child's Unique Core Personality*, the core nature of a boy and the core nature of a girl develop differently (Gurian, 92). Some fascinating early-life differences between boys and girls include their brain development, vision and hearing. Since 2005, scientists have discovered more than one hundred structural differences between the brains of boys and girls (Gurian, 92). Female brain tissue is inherently different from male brain tissue in that the female brain is genetically programmed with X chromosome proteins while the male brain is programmed with Y chromosome proteins

(Sax, 14). These chromosomes are responsible for hardwiring gender into children's brains, thus differentiating the male brain from the female brain. [Interesting findings.](#)

[Check APA format.](#)

Regions in the brain which include the left and right hemispheres are also utilized differently in boys and girls. In the male brain, the left hemisphere is what controls language while females use both hemispheres for language. Males utilize their right hemisphere for spatial abilities to include playing with blocks and trucks (Sax, 12). This region of a male's brain develops earlier and more abundantly than similar areas in a girl's brain (Gurian, 122). Within the female brain, regions utilized for recognizing familiar faces and later on, for writing, develop earlier than similar areas in the male brain (Gurian, 122). Understanding the differences in the ways boys and girls use their brains to learn about the environment will facilitate the manner in which adults interact with them. [What is the potential? Does it always facilitate the manner?](#)

Another important area of development that needs to be examined is vision and how boys and girls see things differently. The anatomy of the eye is prewired differently in girls and boys which in turn explains the differences in what draws their attention. From birth, girls are typically interested in textures, colors and faces, while boys are more interested in moving objects and motion (Sax, 19). The section of the eye known as the retina contains P cells and M cells. The P cells send information to the cerebral cortex for analysis of texture and color while the M cells are the motion detectors distributed across the retina and are used to track objects in the visual field (Sax, 19). The female retina is rich with P cells which explains why girls choose to focus on faces and colors over moving objects. The male retina is rich with M cells which explains why boys

choose to focus on moving objects rather than faces and colors. [Interesting differences.](#)
[It is fascinating what science and technology can tell us.](#)

Color preference among boys and girls is another difference in which adults need to take note. According to Dr. Leonard Sax, boys prefer colors such as black, blue, gray and silver, referred to as the “cold colors”, while girls typically choose red, orange, green, beige and brown, referred to as the “warm colors” (Sax, 22). If you give crayons and a blank piece of paper to boys and girls, the outcomes of their drawings and the colors used to create the drawings will differ. Girls will typically draw pictures of people while using ten or more colors in their art work, whereas boys will typically draw pictures that simulate action while using approximately six colors (Sax, 24). Educators need to respect the differences in color preference as well as subject choice which interest boys and girls. Understanding and nurturing these differences will help in breaking down the stereotype that drawing is solely for girls. [Good points to consider.](#)

The third biological difference that can be found among boys and girls is their ability to hear sound in the environment. When a child hears a sound, an immediate reaction occurs which is referred to as an acoustic brain response (Sax, 17). The range of sound is important because it is critical for understanding speech in addition to being capable of discriminating between sounds. Girls have an acoustic brain response that has been proven to be seven times greater than the response of boys (Sax, 17). Overall, girls’ hearing is more sensitive than boys’ which needs to be taken into account by parents as well as educators. Adults need to speak louder when talking to boys than they do when talking with girls and it has been established that girls do not fare as well as boys in loud, noisy classrooms. Educators and parents need to take the hearing

differences between boys and girls into account when working with them at home and in the classroom. Important considerations to remember.

In addition to the proven biological differences that naturally occur between boys and girls is the manner in which they acquire a gender identity. At an early age, children begin to view themselves as either being a boy or a girl. According to Trawick-Smith, gender identity is “an understanding and evaluation of one’s own gender, including the physical characteristics, behavioral expectations, and social obligations and status that define being a male or female in one’s family and culture” (Trawick-Smith, 440). It appears that most of the differences we observe between boys and girls in their formation of gender identity are socially constructed (Sax, 3). Children observe the behaviors of same-sex adults and peers with whom they interact and develop a theory of what it means to be a boy or a girl (Trawick-Smith, 322). During the preschool years, children have a tendency to relate being a boy or being a girl with physical attributes such as hair style and clothing (Trawick-Smith, 322). The cognitive limitations of preschool-age children follow this line of thinking, “If you have short hair, you are a boy, and if you wear a dress then you must be a girl.” Once children come to view themselves as being a boy or a girl, they actively attempt to comprehend their gender role in society. Reasons why children conform to their gender identities are a result of adult feedback regarding their behaviors. Children are rewarded when they follow the sex roles adults have created for them and penalized when they do not conform (Sax, 3). Is this always the case. Do some parents and teachers try to change this?

Several research studies have been conducted to take a closer look at children’s gender identity and how culture and family dynamics impacts the development of

gender constancy. Gender constancy, according to Karniol, is the understanding that sex is both fixed and immutable, is assessed by consistent labeling of oneself and others as male and female across changes in appearance and behavior (Karniol, 73).

The acquisition of gender constancy can be considered an important milestone in children's development because it fosters the organization of gender –related

preferences and behaviors (Karniol, 74). Important to consider, but what does it mean in the social, cultural, and family context?

A study conducted by Rachel Karniol on Israeli kindergarten children concluded that despite changes in family dynamics, children acquire gender constancy within the cultural context of their families where there is at least one other child. Israeli children are unique to study due to the fact that over ninety percent live in intact, two parent families where there is at least one other child. In addition, gender is an integral structure in the Hebrew language. Speakers are required to differentiate and inflect nouns and verbs according to gender. Third, all Jewish male infants are circumcised in a public ceremony, eight days after birth which may aid in sensitizing older female children to their sibling's sex (Karniol, 79). Interesting study.

Karniol's purpose in the study was to test the impact of having a younger or older, same-sex or opposite-sex sibling on other gender constancy. The method used in the study was administering the *Boy Girl Identity Task* to seventy-four male and female children, ages 4.6-6.8 years of age. The BGIT involves two-dimensional drawings of a girl and a boy in which the physical attributes of the drawings can be manipulated to change the appearance of the boy and girl. Children are asked about the gender of the two figures, with and without the physical features changing (Karniol, 80). Gender

constancy for counter-stereotypic appearance as well as counter-stereotypic toy play was measured.

Results of the study indicated gender constancy differences between boys and girls. The girls in the study were greatly impacted by having a younger, male sibling and showed greater gender constancy for counter-stereotypic toy play whereas relative age of having a younger sibling did not impact the boys. The conclusions made in the study can be explained in part by Dr. Leonard Sax's citations related to biological differences in boys and girls. Girls typically focus on textures, people, faces and colors while boys tend to show greater interest in movement and action. The *Boy Girl Identity Task* is people, texture and color oriented by nature which explains the differences in the boys' and girls' responses in the study. Other reasons why older children who have younger siblings show higher gender constancy can be attributed to the social context of caring for the younger sibling. Partaking in the bathing, diapering and clothing of the younger sibling under the supervision of the parents exposes older siblings to anatomical differences. Overall, the study concluded that acquisition of gender constancy in children is attributed to biological and social factors. [Interesting findings.](#)

When looking at the socialization of gender it is important to note that parents, educators and peers all influence the manner in which boys and girls play, with whom they play and with what they play. Children of all societies are socialized to behave and think in certain ways according to their gender (Trawick-Smith, 441). Parents tend to be stricter with their sons than their daughters in enforcing gender conformity and they often encourage gender-typed play in their children (Leaper and Friedman, 568). Fathers are more likely than mothers to encourage gender-typed play in their sons

which explains why boys tend to be sensitive to their father's dissatisfaction of cross-gender play (Leaper and Friedman, 569). Why?

Overall, children construct understandings of appropriate gender-type play and behaviors during the preschool years. It has been demonstrated that children as young as three-years-old can readily predict their parents' opinions regarding gender-typical and cross-gender play (Freeman, 357). Because of the gender stereotypes adults place on children's play behaviors and which toys are deemed appropriate for their gender, girls have come to realize that they are expected to play with dolls and kitchen sets while boys are to play with trucks and cars (Freeman, 358). Are there individual differences? Do some girls prefer trucks and some boys prefer dolls? What about children that prefer other things?

A study was conducted in 2007 by Nancy Freeman to consider how preschoolers' perceptions of their parents' approval for stereotypical and cross-gender play compare to the actual beliefs of the adults. Participants in the study included twenty-six preschool children, ages three to five as well as the parents of the children. Three research questions were addressed in the study which guided the investigation. The questions included, "What toys do the children consider to be "girl" toys and "boy" toys", "Which of these toys do the children think their parents would approve of their playing with" and "How do the parents describe their own attitudes and beliefs about stereotypical toys, behaviors and activities?" (Freeman, 358).

The toys presented to the children in the study included a skateboard, motorcycle, baseball mitt, army coat, suit coat, tea set, doll, tutu, gown and a straw hat. Children

were asked to separate the toys into two piles to include a “girl” toy pile and a “boy” toy pile. When the children separated the “boy” toys from the “girl” toys, ninety-two percent of the responses reflected gender-typical stereotypes. The three-year-old girls and boys predicted that their opposite sex parent would be more supportive of cross-gender toy preferences while the five-year-old children, particularly the boys, thought their parents would support their cross-gender toy preferences less. Only nine percent of the five-year-old boys thought their fathers would approve of cross-gender toy preferences. This result supports the fact that fathers typically apply more rigid gender-stereotyped rules with their sons than they do with their daughters.

Although many parents in the study described non-stereotypical attitudes and beliefs on the *Child Rearing Sex Role Attitude Scale*, their discomfort about boys’ behaviors that might be considered feminine were revealed. Fewer than half of the parents responded that they would buy their sons and daughters the same kinds of toys and more than one fourth of the parents agreed that they would not hire a male babysitter. In spite of the parents’ responses regarding boys and girls being equal, the children’s responses indicate that gender stereotypes are still alive and well in today’s society.

What role does the toy industry have? How many toys are gender neutral?

Teachers and parents need to be thoughtful when choosing toys and activities for children and not be quick to encourage or discourage specific gender-related behaviors when they see them. It is necessary for adults to be conscious of how they encourage girls and boys to make choices that are free of gender stereotypes. All children should be encouraged to participate in same-sex and mixed-gender groups while working and playing. In all, the messages sent to children should accurately reflect the values and

beliefs of adults so that boys and girls can achieve their hopes and dreams without stereotypical limitations being placed on them (Freeman, 364). [Good points.](#)

Other research studies have been conducted to analyze the toy preferences, leisure activities and television program choices made among boys and girls and how their preferences differ. According to Leaper and Friedman, girls are more likely to prefer dress-up clothing, dolls and cooking sets, while boys' choices typically include trucks, cars, building toys and sports equipment (Leaper and Friedman, 567). Play activities among boys and girls are essential contexts for the socialization of gender due to the fact that they provide children with opportunities to live out specific behaviors (Leaper and Friedman, 567). Girls tend to engage in sociodramatic play, which focuses on domestic situations and in turn fosters their development of nurturance and collaborative play. In contrast, boys engage in fantasy play to include imitating action heroes and simulating war-type situations which in turn fosters their development of competitive and self-assertive behaviors. [Do girls participate in fantasy play, too? Is it all sociodramatic play?](#)

Gender-linked differences in the toys, television shows, computer games and outdoor activities have been analyzed among children ages five to thirteen. The purpose of the study, conducted by Isabelle Cherney and Kamala London was to compare how five to thirteen-year-old children's leisure activity preferences differ with age and gender in addition to identifying the extent to which the individual leisure activity preferences were gender stereotyped. One of the methods of socialization in young children is through play, using various types of toys that are stereotyped as

appropriate for their own sex rather than toys identified for the other sex (Cherney and London, 717). Good point.

Participants in the study included one-hundred and twenty children, ages five to thirteen, from middle to upper-middle class backgrounds. The children were given a survey to list their favorite toys, television programs, computer games and sports. Twenty graduate students, blind to the hypothesis of the study, were given the task of rating the children's responses on the surveys to gauge levels of masculinity and femininity of the preferences listed.

Results of the study indicated that boys and girls had greater preferences for toys stereotyped as own-gender than for cross-gender or neutral toys. The boys, across all ages, preferred manipulative toys, action figures and construction toys such as blocks and legos while the girls preferred dolls, stuffed animals and educational toys. With regard to the differences in television programs among the children in the study, boys preferred watching action-oriented shows and sports, whereas the girls preferred to watch people-oriented shows. In terms of sports, the boys reported basketball, soccer and football as their top three choices while the girls reported riding bikes, swimming and playing soccer as their top three choices. Results of the sports demonstrated that the boys' preferences were rated significantly more masculine than the sports the girls listed. In addition, the boys reported engaging in outdoor sports more often than the girls. Finally, results of the computer games listed by the boys and girls on the surveys indicated that boys played computer games more often than girls and the choice of games reported were rated as significantly more masculine than those of the girls.

Findings in the study revealed that girls may be less strictly gender-typed than boys and encounter less intensive gender-role pressure from their parents. Girls are treated in a more lenient manner than boys in regard to toy and activity preferences by their parents and peers. In addition, the toys preferred and reported by the children in the study have been proven to promote different skills among boys and girls. Boys' preferences for vehicles, manipulative toys and blocks tend to support the development of their visual-spatial abilities while the girls' preferences for playing with dolls, stuffed animals and educational toys promotes the development of their verbal and nurturing abilities. Interesting findings.

In an effort to satisfy my curiosity regarding differences in toy and activity preferences among boys and girls, ages five to eight, I conducted a mini survey to include children in kindergarten, first and second grade. The purpose of my study was to compare and contrast the results with the above study to the findings of the children surveyed in the private school. Participants in my study included thirty-five children, ages five to eight, enrolled in kindergarten through second grade. Good idea!

The method I used to collect data in my study included creating a toy and activity survey, similar to the one used by Cherney and London and sending it home with the children to be completed with their parents. Children were instructed to bring the completed surveys to school so that they could be analyzed. Although I did not have one-hundred percent participation from the children and their families with completing the surveys, I did receive enough to compare and contrast gender differences between the toy and activity preferences among boys and girls in all three grades.

Results of the survey were fairly consistent with the findings and results of the Cherney, London study in that a majority of the boys in kindergarten through second grade reported legos, blocks, vehicles such as trucks, planes and four wheeler riding toys, balls and video games as their favorite toy preferences. Girls listed American Girl dolls, jump ropes, doll houses, Barbie dolls and princess puzzles as their favorite toys. Television programs also differed among the boys and girls I surveyed. A majority of the boys reported watching *SpongeBob Square pants*, *Star Wars* and *Dirty Jobs*, while the girls listed *Martha Speaks*, *Max and Ruby* and *Curious George* among their favorites. Sports preferences among boys and girls were also very similar to the preferences of the children in the Cheney, London study. Results for the boys included baseball, soccer, golf, basketball and football while the girls typically reported gymnastics, ballet, tennis and riding horses. The final category on my survey included computer game choices and the results for the boys included *Lego Creator*, *Mushy Monsters* and *Drive Green* while the girls listed *Dora the Explorer*, *Disney* and *Day at the Beach*.

In reviewing the results of the survey I administered to the five to eight-year-old children, the findings were extremely similar to the Cherney, London study. A majority of the girls preferred toys, television programs, sports and computer games that tend to involve people-oriented themes, verbal abilities, non-competitive team sports and opportunities to nurture. On the contrary, boys typically preferred toys and activities that involve action, movement, visual-spatial abilities and sports that involve a team and are competitive by nature. Please see the appendix for a copy of the survey I administered.

Interesting findings. What do you think are the factors that influenced the findings?

In keeping with the theme of gender-typed toy play, it is important to point out that boys exhibit gender typing at an earlier age than girls and are less flexible in their toy play behavior than girls. Boys typically appear reluctant to play with feminine toys whereas girls are likely to investigate masculine toys when provided with the opportunity (Green, Bigler and Catherwood, 372). A research study conducted by Green, Bigler and Catherwood looked at the variability and flexibility of gender-typed toy play to determine the extent to which children's gender-typed play was variable within individuals and genders as well as variable in response to counter stereotypic models. The researchers hypothesized that at group level, girls would exhibit more variable play behavior than boys.

Participants in the study included eight children, four girls and four boys, ages 4.5-5.2 who attended a University-based child care center. Materials in the study included feminine toys such as an iron and ironing board, stroller, cooking set, crib with a blanket and a baby doll while the masculine toys consisted of a fire engine, dump truck, ambulance and helicopter. In addition, three books were utilized in the study to include two counter stereotypic stories, *A Birthday Surprise for Sally Slapcabbage* and *A Surprise for Billy Bunter*, and one gender-neutral story about the adventures of a red balloon with no mention of gender in the story.

The setting for the study took place in an observation room where the toys were placed around the room in the same manner each day. Children were observed individually, each day for approximately ten minutes and were videotaped playing with the toys after having been read one of the three stories. There were three alternating conditions used in the study regarding the reading of the stories and observing the toy

play of the children. All of the children in the study were read the gender-neutral story first to establish a baseline level of toy play for the children. After a baseline level of toy play was established for each child, the researchers alternated the reading of the counter stereotypic stories to the children.

Results of the study indicated that none of the boys appeared to be influenced in any lasting ways by the three stories. They either remained gender-typed and played with the masculine toys in the observation room or they fluctuated between masculine and feminine toy play but then returned to gender-typed toy play by the end of the study. In comparison, the girls appeared to be more influenced by the three stories than the boys. Half of the girls were strongly influenced by the stories and were observed playing with masculine toys followed by the reading of the counter stereotypic stories while the remaining half were influenced by the stories to a certain extent. Interesting findings.

When reviewing the results of the study, the findings suggest that gender-typed behaviors are highly influenced and socialized by parents and peers. Once again, this study points out that gender-typed behaviors may be less harsh for girls than for boys. Boys who exhibit “sissy” behaviors such as playing with dolls or dress-up are frowned upon by parents and peers. On the contrary, girls who display “tomboy” behaviors such as playing with cars and trucks are deemed more acceptable in the eyes of society. This study also reveals the fact that boys generally have little motivation to adopt cross-gender-typed play behaviors while girls are more susceptible to change in gender-typed toy play than boys. Boys often need encouragement by parents and teachers to explore different types of play than girls. It is important to consider these findings. The big question is how to respond to them.

A final aspect of how the socialization of gender impacts children's development of gender self-concepts, stereotypes and behaviors can be seen within the cultural context of peer relationships. Research studies have revealed that children between the ages of thirty to thirty-six months begin playing with same-sex peers which tends to increase across childhood (Fabes, Martin and Hanish, 921). Because children spend a great deal of time playing in same-sex peer groups, boys and girls grow up in unique peer cultures which contributes to their development of gender-typed play behavior. Same-sex peer groups and sex segregation have been proven to impact children's development because it channels their interests and opportunities which limit the kinds of activities in which boys and girls engage (Fabes, Martin and Hanish, 922).

Fabes, Martin and Hanish conducted a study to analyze young children's play qualities in same, other and mixed-sex peer groups. Three qualities of children's play behavior were studied which included active-forceful play, play near adults and stereotyped activity choice. The researchers expected that sex differences in play qualities would be greater in group play than in dyadic play in addition to the boys being expected to engage in group play more than girls.

Participants in the study included two-hundred and three children, ninety-seven boys and one-hundred and six girls, enrolled in twelve preschool and kindergarten classes. The children ranged in age from three to six-years-old and a majority of the children came from two parent families. The children's play behaviors were observed each morning and afternoon over the course of three years. In all, over thirty-five thousand observations were collected throughout the three year study and the findings were quite interesting.

The boys play behaviors typically encompassed active, rough-and-tumble play, geared towards physical contact in group settings where hierarchal order was established within the groups. In addition, the boys typically played away from adults which offered less supervision and enabled them to generate their own rules and standards for what they considered to be appropriate play behavior. In comparison, the girls engaged in more cooperative play situations and used various forms of communication to promote group harmony. Verbal behaviors rather than physical behaviors were observed among the girls and the play qualities were typically in the form of dyads rather than groups. The girls played in close proximity to adults and selected activities that promoted strict social rules. The findings in the study also support the fact that when children engage in same-sex peer activities rather than other-sex play, the activities tend to be more gender-typed. Interesting findings. What does it mean to us? How does it affect our response to children's play?

In conclusion, after having reviewed several research studies regarding the influences on children's acquisition of gender identity, toy and activity preferences and peer group formations, it is imperative to understand how the findings in the research studies can assist parents and teachers in reducing gender stereotypes. First, adults should carefully avoid modeling or reinforcing stereotypical behaviors with their children at home and in the classroom. Second, adults need to provide experiences that help children to construct a non-stereotypical theory of gender. Showing children pictures of men and women engaged in nonstereotypical work, reading books that depict gender-neutral characters and providing activities that are all inclusive for boys and girls are positive ways to break down the stereotypes children often face on a daily basis.

Perhaps Dr. Leonard Sax said it best when referring to breaking down the traditional stereotypes society has placed on children, “Imagine a world in which we raised girls to play with tanks and trucks, in which we encouraged boys to play with dolls. Imagine a world which we played rough-and-tumble games with girls while we cuddled and hugged the boys. In such a world, many of the differences we see in how girls and boys behave-maybe even *all* the differences- would vanish” (Sax, 3). Our job as parents and educators of young children is to create a society that has the courage and insight to value and celebrate the inherent differences between boys and girls while at the same time providing equal opportunities for every child.

Well done research paper and presentation. You compiled a compelling research paper on gender differences research. The research studies provide a framework to examine the gender differences and issues in our classrooms and homes. How do we truly provide and encourage equal opportunities for all children while responding and respecting the inherent differences? The brain research is very interesting because it correlates with current thinking and studies about the medical differences between men and women. Most research is done on men, not women while women have different responses to medicines and disease . We need to consider the inherent differences and provide equal treatment for all. Your paper is very well organized. The points that you make are important considerations for teachers and families. Well done response to the research by doing your own research! Nice job!

Grade - 28.5

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Appendix A

My research consisted of reviewing five research studies, four scholarly books and an independent field study survey that I administered to thirty-five children, ages five to

eight, in a private school setting. Appendix B contains the parent consent form and activity survey I sent home with the students.

I accessed two books for my research paper by using the online HELIN library catalog at the Warwick Public Library in Warwick, RI with the assistance of the reference librarian. The books include Dr. Leonard Sax, *Why Gender Matters What Parents and Teachers Need to Know About the Emerging Science of Sex Differences* as well as Michael Gurian's, *Nurture the Nature Understanding and Supporting Your Child's Unique Core Personality*. In addition to the above two books, I obtained interesting information from our ECED 505 course book by Jeffrey Trawick-Smith's, *Early Childhood Development: A Multicultural Perspective*. Leaper and Friedman's *Handbook of Socialization: Theory and Research* was found by conducting an online search through www.google.com.

The five research studies were found by accessing the James P. Adams online resource page on the library's website. I found my articles using Academic Search, ERIC and Psych Info.

Appendix B

March 29, 2010

Dear Faculty, Staff and Families,

My name is [REDACTED] and I am currently enrolled in two graduate level courses at Rhode Island College. As part of my research requirements for my classes, I am required to conduct field studies to obtain data regarding specific topics of interest. The research topic I am pursuing for my ECED 505 course: Early Childhood Education and Development Issues is gender differences in the play behaviors, toy preferences, television shows, sports, computer games and social behaviors in girls and boys in the early childhood years. As an extension of a research study I analyzed, I am interested in surveying the children at Rocky Hill School who are currently in grades K-2 to compare the findings in the above research study to the results of the children's responses at RHS. With your consent, I would love for your child to participate in my field study. All information obtained will be kept confidential and your children will not be required to provide their name on the survey. I will need the surveys completed and returned to the classroom teachers by **Tuesday, April 6, 2010**. Thank you for your consideration. Please sign and return the consent form with your child's survey. Thank you.

Sincerely,

[REDACTED]

I, _____, give my child, _____, permission to participate in Alyson Kelly's graduate field study. I consent to Alyson using my child's responses in her research paper and presentation and understand that the results of the study are for research purposes only. My name or my child's name will not be disclosed in any written or oral form.

Signed _____

Date _____

Toy and Activity Survey

Gender: male female (please circle one)

Grade: K 1 2 (please circle your grade)

Age: _____

Below is a list of different categories. Please provide the best possible choices for each category next to the numbered spaces. Thank you.

Favorite Toys

- 1.
- 2.
- 3.

Favorite Television Shows

- 1.
- 2.
- 3.

Favorite Sports to Play

- 1.
- 2.
- 3.

Favorite Computer Games

- 1.
- 2.
- 3.

Well done!

ECED 505
Research Paper and Presentation

Name _____ **Date** 5/3/10 **Grade** 28.5 **Revision** _____

Exceeds Expectations 28-30 Points	Meets Expectations 23-27 Points	Does Not Meet Expectations 0-22 Points
<p>A comprehensive and detailed research paper of 10 pages, following APA format, on an aspect of early childhood growth and development submitted.</p> <p>6 Points Standards 1a,b,4c, 5a, c,d Tools 2, 3, 4, 5, 6</p>	<p>A detailed research paper of 8 to 10 pages, following APA format, on an aspect of early childhood growth and development submitted.</p> <p>4- 5.5 Points Standards 1a,b, 4c, 5a, c, d Tools 2, 3, 4, 5, 6</p>	<p>A research paper of less than 8 pages, using APA format, on an aspect of early childhood growth and development submitted.</p> <p>0- 4 Points Standards 1a,b,4c, 5a, c,d Tools 2, 3, 4, 5, 6</p>
<p>The findings of the paper presented in class with extensive documentation.</p> <p>5 Points Standards 4c, 5b,c, d Tools 2, 3, 4, 5, 6</p>	<p>The findings of the paper presented in class with some documentation.</p> <p>3- 4.5 Points. Standards 4c, 5b,c,d Tools 2, 3, 4, 5, 6</p>	<p>The findings of the paper presented in class with a lack of or limited documentation.</p> <p>0- 4 Points Standards 4c, 5b,c,d Tools 2, 3, 4, 5, 6</p>
<p>Extensive primary and secondary research sources utilized. The professional literature documented includes many peer-reviewed academic journals, books, academic internet sites, and technological resources.</p> <p>5 Points Standards 1a,b,4c, 5a Tools 3, 4, 5, 6</p>	<p>Primary and secondary research sources utilized. The professional literature documented includes some peer-reviewed academic journals books, academic internet sites, and technological resources.</p> <p>3- 4.5 Points Standards 1a,b,4c, 5a Tools 3, 4, 5, 6</p>	<p>Limited primary and secondary research sources utilized. The professional literature documented includes a lack of or limited peer-reviewed academic journals, books, academic internet sites, and technological resources.</p> <p>0- 4 Points Standards 1a,b, 4c, 5a Tools 3, 4, 5, 6</p>

Exceeds Expectations 28-30 Points	Meets Expectations 23-27 Points	Does Not Meet Expectations 0-22 Points
References include at least 8-10 peer-reviewed journal articles and 5 scholarly books as references. 5 Points Standards 4c, 5c,d Tools 3, 4, 5, 6	References include at least 5-8 peer-reviewed journal articles and 3 scholarly books as references. 3- 4.5 Points Standards 4c, 5c,d Tools 3, 4, 5, 6	References include less than 5 peer reviewed journal articles and less than 3 scholarly books as references. 0- 4 Points Standards 4c, 5c,d Tools 3, 4, 5, 6
Findings are analyzed in the paper and presented in class, using multiple methods of presentation and expression such as, handouts, PowerPoint, overhead transparencies, or charts. 5 Points Standards 4c, 5d Tools 3, 4, 5, 6	Findings are analyzed in the paper and presented in class, using some methods of presentation and expression such as handouts, overhead transparencies, or charts. 4- 5 Points Standards 4c, 5d Tools 3, 4, 5, 6	Findings are analyzed in the paper and presented in class, using one method of presentation and expression such as, handouts, overhead transparencies, or charts. 0- 4 Points Standards 4c, 5d Tools 3, 4, 5, 6
Extensive bibliography (APA) compiled for the class with a brief appendix of research collection included. 4 Points Standard 5c Tools 3, 4, 5, 6	Bibliography (APA) compiled for the class with a brief appendix of research collection included. 2- 3 Points Standard 5c Tools 3, 4, 5, 6	Bibliography and appendix are not compiled for the class or is not in APA format. 0- 2 Points Standard 5c Tools 3, 4, 5, 6

Name _____ **Date 5/3/10** **Grade 28.5** **Revision** _____

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