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| **Agency of Gender Socialisation: Family** | | When providing example, please reference the source of the information as follows: Name, Date (for example, Smith, 1979). | |
|  | **Examples of Male Socialisation** | | **Examples of Female Socialisation** |
| **SelectiveExposure** | \* Ann Oakley (1981) argues gender socialisation takes place in four main ways.  1 **Manipulation.** Parents encourage behaviour seen as normal for the child's sex and discourage what is seen as deviant. For example, a mother may pay particular attention to girls' hair and clothes or scold her daughters more than her sons for getting dirty.  2 **Canalisation.** This involves channelling the child's interests into toys and activities seen as normal for his or her sex. An obvious example is channelling girls into an interest in housework by giving them dolls, miniature kitchens and domestic appliances.  3 **Verbal appellations.** These are the names that children are called which teach them to identify with the appropriate gender, for example 'You're a naughty boy' or 'That's a good girl'.  4 **Different** activities. Children are encouraged to involve themselves in different activities. For example, girls are traditionally expected to take part in more indoor activities such as helping mothers with housework. Boys are given more freedom to roam around outdoors. | | |
| **\* Canalisation:** Boys tend to be given more active toys(Action man, toy cars, guns, Lego, football, computer games) that encourage boys to identify with work / activity outside the home. | | **\* Canalisation**: Girls tend to be given more passive toys (Barbies, dolls, toy kitchen / cleaners. Craft sets) that encourage girls to identify with domestic / caring roles. |

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|  | **Examples of Male Socialisation** | **Examples of Female Socialisation** |
| **Modelling** | \* Boys encouraged to model their behaviour on that of older males (by identifying themselves with this gender). For example, their father / brothers / male relations / media images of men and male roles.  Within the home the role model tends to:   * Exclude domestic labour * Include a concept of leisure (“free”) time   Outside the home the association is with the workplace and earning money  \* Role models for men are wide and varied – athletes, businessmen, celebrities etc.  \* Male children develop an understanding of their social status which, usually, is considered to be higher than that of women in most social spheres.  **Vertical workplace segregation** – men perform the high status, better paid, more powerful roles in the workplace  **Horizontal workplace segregation** – men and women tend to do different types of work.  Men perform wide range of work roles, but many fewer men in “caring occupations” and some types of work (eg. heavy manufacturing, engineering, science) almost exclusively male. | \* Girls encouraged to model their behaviour on that of older females (by identifying themselves with this gender). For example, their mother / sisters / female relations and media images of women and female roles:  Within the home the role model tends to:   * Include domestic labour * Exclude a concept of leisure (“free”) time   \* Role models for women outside the home are less varied – fewer women are featured as athletes or in business, for example.  \* Female children develop an understanding of their social status which, usually, is considered to be inferior to that of men in most social spheres.  **Vertical workplace segregation** – women perform the lower status, worse paid, least powerful roles in the workplace  **Horizontal workplace segregation** – men and women tend to do different types of work.  Women concentrated in range of “caring occupations” (nursing, teaching, secretarial – jobs that supposedly compliment female social identities). |

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|  | **Examples of Male Socialisation** | **Examples of Female Socialisation** |
| **Reward and Punishment** | \* From a young age hugs, kisses, emotional rewards and praise may be given as rewards.  However, these may be different for males: less hugging and kissing, for example, and different verbal appellations (being praised for being strong or tough, not a cry-baby etc.).  \* Physical punishments more likely to be given to boys.  \* Rewards for boys are likely to reflect gender associations with masculine social identities (for example, going to football match) | \* From a young age hugs, kisses, emotional rewards and praise may be given as rewards.  However, these may be different for females: more hugging and kissing, for example, and different verbal appellations (being praised for being pretty or sweet, etc.).  \* Non-physical punishments more likely to be given to girls.  \* Rewards for girls are likely to reflect gender associations with feminine social identities (for example, going shopping-) |

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|  | **Examples of Male Socialisation** | **Examples of Female Socialisation** |
| **Nurturance and Identification** | \* Boys encouraged to identify with roles and behaviours of male relatives (see under Modelling) | \* Girls encouraged to identify with roles and behaviours of female relatives (see under Modelling) |