

# Equity 8™

The gender-equity rating

*Farfallina & Marcel* (picture book)

Written and illustrated by Holly Keller, Copyright 2002

Rating: 6 out of 8 stars



Met criteria = 1

Did not meet criteria = 0

Egregiously did not meet criteria = -1

| What to look for  | Example(s)   | Rating | Explanation of rating and recommendations   |
|---|--|--------|---|
| <p><b>Did the author tell the entire story without mentioning gender? (Just by mentioning gender we communicate that it's someone's most important quality and activate stereotypes.)</b></p> | <p>No gendered words, such as she, he, girl, boy, mommy, daddy, etc.</p>   | 0      | <p>Female and male pronouns are used.</p> <p>"Pretty" is used to describe the female animal but not the male animal. It is great, however, that "soft" and "gentle" are used to describe the male animal.</p> |
| <p><b>Did the artist illustrate the entire story without contributing to gender stereotypes?</b></p>  | <p>No pink, bows, or exaggerated eyelashes, etc. on girls. No blue, ball caps, etc. on boys. (Length of hair alone is not enough to exclude a book from this criterion. Authors often want/need to differentiate between characters. Hair is one way to do this that is less</p> | 0      | <p>The female character is pink.</p>  |

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|---|---|---|--|
|   | <i>loaded with negative stereotyping.)</i>  |   |  |
| <i>Is there counterstereotyping? (Note: not mentioning gender counters stereotypes as it puts gender in the background.)</i>  | <i>Are stereotypes challenged by showing the opposite? Examples are showing a boy happily cuddling a baby or a girl swinging a bat with expert skill.</i>                         | 1 | <i>Girl and boy characters being close friends and interacting with mutual respect counters stereotypes.</i>   |
| <i>Are characters with different gender representations interacting with mutual respect, skill, and admiration? (Or are the characters neutrally drawn so we can create the above dynamic ourselves?)</i> | <i>Are girls and boys both shown using tools while building something? Do they smile at each other? Do they treat each other like a peer (and not an/a inferior or superior)?</i> | 1 | <i>They admire each other and enjoy being together. They respect each other's abilities and needs.</i>   |
| <i>Does the girl character have agency?</i>   | <i>Is her body shown in motion? Is she making something happen through her efforts? Can we see her straining her muscles in active movement?</i>                                  | 1 | <i>Farfallina pays attention to how she feels and takes action based on that (climbing a tree to find a safe place for her chrysalis). Later she climbs out of her chrysalis, looks for her friend, and eventually finds him. She flies south, and is shown flying in front of her goose friend.</i> |
| <i>Does the book's story represent any of the Guiding Principles?</i>   |   | 1 | <i>Equality<br/>Reciprocity (Characters both accommodate for each other's needs)</i>   |

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|--|--|---|--|
|  |  |   | <i>Joy</i><br><i>Emotional Wellness</i><br><i>Physical Ownership</i> |
| <i>Are girls the main characters or do they share the spotlight equally with boy characters?</i> |  | 1 |  |
| <i>Is the writer and/or illustrator a woman?</i>   |  | 1 |  |



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