This study took place in an elementary school in Cañas, Guanacaste, with two groups of fifth grade students and their teacher. It was designed to measure the ways in which the concept of gender was transmitted to students through classroom and other interactions and informal lessons, which have been shown in other studies to constitute —hidden curriculum.‖
This study combined qualitative methods (interviews with students and teacher and observations of interactions in class, during recess, and other situations outside the classroom) and quantitative methods (counting the number of times certain behaviors were observed within a time interval). Through an observational tally sheet, qualitative notes taken during and after class, and interviews, attitudes about gender and gendered behavior were recorded, as well as the types of gendered lessons students received in and outside of class. This study adds information to previous research addressing gendered hidden curriculum and provides insight into the types of lessons students in a typical fifth grade classroom in Costa Rica learn regarding gender. An unexpected result of this study was that in addition to treating students differently based on gender, students from different classes received different treatment.