



classroom activity - conflict resolution



Gender equality

AGE	4–6 years old
VALUES	gender equality
MATERIALS	paper, pens, pictures of professionals of different gender
TIME	30 - 45 minutes
GROUP SIZE	variable
OBJECTIVES	<ul style="list-style-type: none">• Recognizing that professions are not necessarily connected to gender.• Realising that gender is not that important for personal professional future.• Developing fine motor skills through painting.
METHODOLOGY	painting/discussion
AUTHOR	A. Schnerring/S. Verlan, ZHB KiTa/Kindheit & Vielfalt

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

General note: Stereotype-free early education is based on a foundation and several pillars. The foundation consists of creating awareness and reflecting on one's (educator's) own gender stereotypes. Only when one's own thinking and acting are critically questioned and changed can the pillars support the building of »gender-conscious education«. Parental work, educational work and room design must not be thought of independently of one another, but must be brought into an overall concept that fills the values of the foundation with life.

One of the most important approaches in education is working with literature and music. The following questions regarding the material used allow a critical assessment with regard to gender equality:

Are girls / women named with feminine personal names? Who is portrayed mainly at home, who in public? Who in protected areas, who in open, dangerous situations? Who is in the center of the action, male or female? Who is playing supporting roles? Is there a gender balance here? Which characteristics and feelings do the girls / women depicted have, which do the boys / men? What forms of adult coexistence are shown? Which professions are carried out by which people? In the (picture) books, games and songs used in child care, particular attention should be paid to the depiction of existing realities of life.

STEP BY STEP IMPLEMENTATION

Step 1)

The facilitator has the children in the group paint a person who works in a certain (stereotyped) professional field in several rounds: "Draw a person who works for the fire department (other rounds: the police, the hospital, a daycare center, who flies an airplane, drives a truck, builds a computer, etc.). It is important to speak of a 'person', i.e. in gender-neutral formulations, and not to specify the gender of the person to be drawn with the fireman, pilot or educator. Often it can be seen immediately whether the children painted a man or a woman in the respective professional situation.

Step 2)

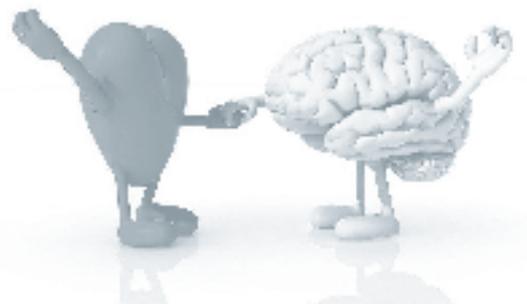
Then the facilitator asks each child what the name of their person is. Now the facilitator talks to the children about why they drew men or women, shows them pictures of female pilots, educators and firefighters, invites female programmers and male nurses, visits a female car mechanic etc..

Note: It is surprising how stereotypical the children's attributions are, even at a very young age. And these limited expectations shape their ideas about their own professional future, about the opportunities they have for themselves.

CRITICAL ASSESSMENT

OBSERVED BEHAVIOR	YES	NO	COMMENTS
Children realise that gender is not important for a profession.			
Children have taken active part in the painting of different professions.			
Children understand that they can be, whatever they want.			

Male domination is so rooted in our collective unconscious that we no longer even see it. - Pierre Bourdieu



Teachers' Selfcare tips and hints:

Move, laugh, and breathe. Before class, release nervous energy by jumping up and down 15 times in the bathroom. It will make you laugh. Shake your limbs to release nervous tension. Breathe slowly and deeply from the belly with your hands on the back of your hips.