



Co-funded by the
Erasmus+ Programme
of the European Union



ERASMUS+ DEE
Diversity, Equality and Inclusion in pre- primary
Education and care: a gender perspective

2017-1-IT02-KA201-036723

Activity toolkit for work with parents and
guardians, IO2





deeproject@provincia.tn.it
<https://deeplus.wixsite.com/deep>

ERASMUS+ DEE

Diversity, Equality and Inclusion in pre- primary Education and care: a gender perspective

2017-1-IT02-KA201-036723

KA2 - Cooperation for Innovation and the Exchange of Good Practices

KA201 - Strategic Partnerships for school education

This document was carried out as part of the activities of the Erasmus+ Dee Project within IO 2. This report was edited by Verein für Männer- und Geschlechterthemen Steiermark (responsible partner IO2).

Other results:

- ✓ Handbook of a Training Course, IO1
- ✓ Transnational Report: Parents information materials, IO2
- ✓ Recommendations and best practices, IO3

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

- February 2020 -

About DEE

The Dee project started on 01st November 2017 and lasted for 30 months.
It was produced by a partnership of three European countries (Austria, Bulgaria, Italy).

The general objective of DEE project is to promote diversity, gender equality and inclusion starting from pre-school education by addressing educators and parents.

Our outputs

I01 - Training course for pre - primary school educators

Development of a training course for pre-primary school educators and a toolkit to be used in everyday activity of educators.

I02 - Parents information materials

Development of communication materials for parents to provide awareness of stereotypes as well as benefits of diversity and gender equality.

I03 - Policy guidelines and recommendations

Development of recommendations and guidelines for pedagogical coordinators in the pre-primary education and care system and for decision makers at national and international level.

Partners



PROVINCIA AUTONOMA DI TRENTO

Piazza Dante 15
IT - 38122 Trento
deeproject@provincia.tn.it
www.pariopportunita.provincia.tn.it

Provincia autonoma di Trento (coordinator)



UNIVERSITÀ DEGLI STUDI
DI TRENTO
DIPARTIMENTO DI SOCIOLOGIA E RICERCA SOCIALE
Centro Studi Interdisciplinari di Genere (CSG)

Via Calepina 14
IT - 38122 Trento
barbara.poggio@unitn.it
www.unitn.it

Università degli Studi di Trento



Merangasse 12
A - 8010 Graz
office@rettet-das-kind-stmk.at
www.rettet-das-kind-stmk.at

Rettet-das-Kind-Steiermark



5, Ivan Milanov Str,
1505 Sofia, Bulgaria
www.arci-ngo.org

Alliance for regional and civil initiatives



Dietrichsteinplatz 15/8
A - 8010 Graz
scambore@genderforschung.at
www.vmg-steiermark.at

Verein für Männer- und Geschlechterthemen
Steiermark

Activities in the Toolkit

About DEE.....	Errore. Il segnalibro non è definito.
Our outputs.....	Errore. Il segnalibro non è definito.
Partners.....	Errore. Il segnalibro non è definito.
Information & discussion.....	7
1 Information meeting: Addressing all parents and guardians.....	7
2 Training session: Equality and education	9
Exercises & theatrical approaches	11
3 Theatrical Play: Dramatization with children & parents and guardians.....	11
4 Social Barometer: Gender in Early Childhood Education	13
5 Sharing about toys: How I liked to play when I was a child.....	15
6 Passing the ball: Let's name the differences.....	17
7 Constructing 'identity cards': The game of identities and inequalities.....	18
8 Analyzing picture books: Family stereotypes.....	20
Events & installations.....	22
9 Father's day feast.....	22
10 Photo exhibition: Reflecting about spaces in the facility.....	23

About this toolkit

This toolkit provides activities for educators who want to work with parents and guardians to promote gender equality and diversity awareness in the environment of their facilities. The information provided is intended to help foster sensitivity and adequate competence for a stereotype- and prejudice-aware education for children. The tools and activities have been tried and evaluated during the DEE project in cooperation with early childhood education and care facilities in Bulgaria, Austria and Italy.

Detailed description of the tools and activities

The activities for parent work outlined here are intended to be used when parents and guardians are invited to the facility. They are grouped into three categories: 1) information & discussion, 2) exercises & theatrical approaches, 3) events & installations. This should make it possible for educators to choose according to the needs of their facility and the preferences of their target group. Some activities involve the children together with parents and guardians, some are intended for settings in which only educators and parents and guardians are present.



Information & discussion

1 Information meeting: Addressing all parents and guardians

Method
Information meeting with parents and guardians: Addressing all parents and guardians
Topics covered
<ul style="list-style-type: none"> • Roles of girls and boys learned in early childhood and how they affect the formation of the child's behaviour and perceptions • Family roles – stereotypes and the role of media for the creation of stereotypes • How women and men are being portrayed in the media • Prevention of gender-based violence and violence against children in the family
Target group
All persons who have a parental role for the child
Minimum and maximum number of participants
Minimum 10, maximum 20
Useful for the following situations
In the mid of the week – e.g. Wednesday 5:00 PM
Necessary material
Flip charts and markers, copies of selected texts, toys, pictures from magazines, copies of short readings
Preparation
Invite the parents and guardians at least one week in advance, take care to invite all persons who parent the child (e.g. mothers AND fathers), prepare information materials. Women and men should be an equal number, even though often only mothers attend such meetings. This time fathers/male guardians should be encouraged to come.
Time needed
One hour
Rooms
One room with the capacity for 20 people
Instructions
<ol style="list-style-type: none"> 1. Present the topic to the parents and guardians and tell them that you will discuss a sensitive topic. 2. Tell the parents and guardians that the discussion will remain confidential and that everyone will have the chance to express freely their opinion within 2-3 minutes.

3. Give the participants the prepared set of materials and tell them that you will use them later.
4. Split the group in two and take care that each group is composed of both male and female parents and guardians.
5. Give to each group a sheet of flipchart paper and ask the first group to list/draw the clothes and toys prepared for baby boys (including colors of clothes etc.). Ask the second group to do the same for baby girls. Give the group 5-10 minutes for the task.
6. Discuss the lists of both groups, make sure that both men and women talk.
7. Draw a conclusion about the stereotypes induced in children's minds from the day they are born. Illustrate your conclusion with a piece of reading about stereotypes (part of the materials given to parents and guardians).
8. Raise a discussion about the roles in the family and how they have changed (if at all) in the last decades.
9. Open the question of gender-based violence and its connection with the dependence (emotional or financial) of partners in a relationship/family. Make sure you underline that both male and female parents and guardians could be victims or perpetrators.
10. Close the meeting with encouraging each participant to say how they feel after the exercises.

Aims

- Parents and guardians learn about concepts and terminology in the field of gender equality
- Parents and guardians develop awareness of functioning of gender roles
- Parents and guardians understand stereotypes and prejudices and how they transmit their own prejudices and stereotypical thinking to children

What significance does gender have in this method?

The method facilitates an easy understanding of the term gender and lets parents and guardians enter in the role of the other in order to better understand the impact of prejudices.

To what extent does the method highlight paths of non-traditional behaviour?

By highlighting harmful traditions in thinking and behaviour the method shows how they impact negatively and restrict the children.

Possible modifications

Invite first only fathers/male guardians and then only mothers/female guardians and after these first separate meetings organize consecutive meetings with all parents and guardians.

Possible follow-ups

Organise joint initiatives with parents and guardians and always encourage fathers/male guardians to participate actively.

Additional comments

As a potential risk, we can point the lack of interest in the group and the denial of active participation. Given the sensitivity of the topic, there may be a clash of views.

Source of method

Original method created by DEE partners ARCI (Bulgaria).

2 Training session: Equality and education

Method
Training session: Equality and education
Topics covered
<ul style="list-style-type: none"> • Are the educator and the parent/guardian equal in the educational process?
Target group
Educators, parents and guardians
Minimum and maximum number of participants
20-40 participants
Useful for the following situations
5 PM/ late afternoon
Necessary material
Flipchart, markers, A4 paper
Preparation
Prepare your presentation and an agenda
Time needed
One hour
Rooms
One room, minimum 5m x 15 m
Instructions
<ol style="list-style-type: none"> 1. Ask the participants to think about what makes them equal to the others. 2. Choose one person and ask for their opinion. For example, if the person says "I have five brothers and sisters" and somebody in the group can say "Me too," then this participant gets 1 point. However, if another participant cannot claim "Me too", this person is given the right to point out their differences. In this way all the participants in the group are involved. 3. The scores are recorded on the flipchart in front of everyone's name. People usually point out as uniqueness and diversity such facts as significant ones which are positive and make them proud. Thus, moderation can touch on some of the participants' values. 4. At the end of the game, the scores are added together. 5. Discussion (Reflection): <ul style="list-style-type: none"> • Is everyone unique? Why? • Is it good to be equal? • What prevents us from being equal? • What feelings do you experience when showing your equality? • What feelings do you feel when one of the participants declares their equality? <p>It is essential that the facilitator is a well-trained moderator.</p>
Aims
<ul style="list-style-type: none"> • Participants understand that in a spirit of understanding, peace, tolerance and equality, the right of all children to education and a dignified life is to be respected. • Participants are sensitized to the professional orientation of children, including attracting girls as well as boys to a "social" profession/ care-sector profession.

- Participants can experience participating equally with the educator in the training.
- Participants understand that the key to success is when an educator, a parent/guardian and a child work together.
- Uniting the individual participants in the education process, strengthening the role of parents and guardians in direct work with children.

What significance does gender have in this method?

By their status, the educator and the parent/guardian are equal participants in the educational process, but their participation in the shared responsibility for the results of the educational process is different. The responsibility is also gendered, since often mothers take on the responsibility. This method works on attracting fathers/male guardians and future male educators to the kindergarten.

To what extent does the method highlight paths of non-traditional behaviour?

Involve mothers and fathers, male and female guardians more strongly in the educational process.



Exercises & theatrical approaches

3 Theatrical Play: Dramatization with children & parents and guardians

Method
Theatrical Play: Dramatization with children & parents and guardians
Topics covered
<ul style="list-style-type: none"> • Creative coexistence • Mutual help • Tolerance • Equality • Responsiveness • Learning by play
Target group
Children aged five to seven and their parents and guardians
Minimum and maximum number of participants
Number of direct participants: 2 to 10 (parents and guardians, children) Number of indirect participants (audience): other parents and guardians and children in the group
Useful for the following situations
Special events in the facility
Necessary material
Text of a fairy tale or story (e.g. text of the fairy tale "Under the Mushroom" by V. Suteev or other stories with characters which work regardless of the gender of the available actors, stories which emphasise gender equality), costumes, masks, stage décor
Preparation
<ol style="list-style-type: none"> 1. Inform the parents and guardians about the event in advance and ask for volunteers for the preparatory activities 2. Invite the parents and guardians who volunteered and discuss with them the fairy tale/story, their roles and their participation to the preparation of costumes and décors. Make sure that in the dramatization there are roles for all genders. 3. Foresee at least two repetitions - the second one shortly before the event. 4. Keep in contact with the parents and guardians involved. Ask them to bring the costumes and décors at least one week before the second repetition. 5. Start to work with children at least 4 weeks before the event. 6. Invite all the parents and guardians of the group to the performance.
Time needed
The method needs a good amount of time and pre-planning/involvement of volunteers in advance. Preliminary preparation two hours, preparation on the day one hour, realization 20 minutes.

Rooms
One room, minimum 5m x 15 m
Instructions
<ol style="list-style-type: none"> 1. Meet all the parents and guardians on the door of the room and ask them to take specific places. 2. Tell them it is important to feel relaxed and play as if they were children. 3. Tell them that after the play there will be a discussion.
Aims
<ul style="list-style-type: none"> • Self-motivation • Self-initiative • Mutual feeling of mutual assistance • Tolerance to others • Improvisation and interpretation skills • Active recreation • Creative enrichment • Rethinking of events
What significance does gender have in this method?
Gender equality plays a role in this method because through the fairy tale/story there can be analogies to real events which serve to reflect on gender equality or non-equality. On the other hand the dramatization game itself can reflect a level playing field, when selecting the participants. In the case of the characters from the fairy tale "Under the mushroom" (animals), it does not matter whether it will be played by a man or a woman, a parent/guardian or a child.
To what extent does the method highlight paths of non-traditional behaviour?
The method of dramatization is very suitable for working with children and parents and guardians because it makes it possible for participants to try out different behaviours, no matter traditional or non-traditional.
Possible modifications
The method of dramatization can also be used in a family environment with different fairy tales, stories, real events and situations. In this case, the roles can be exchanged - performed by children and parents and guardians, or can be improvised with the classic text of the fairy tale by introducing imaginary situations.
Possible follow-ups
Once the method has been implemented, it is appropriate for the family to analyse and comment on the game, the behaviour of the participants and the stories in the fairy tale. It is important to emphasize the positive moments and positive actions of the characters in the fairy tale. Children are able to feel and assimilate mutual assistance, tolerance, equality. Get feedback from parents and guardians about children's feelings, emotions and reactions.
Additional comments
There is always a risk in implementing the method. It can be caused by prejudices, fear, shame and concern from direct participation, unwillingness to participate, not accepting the topics.
Source of method
http://dete-bg.com/wp-content/uploads/idrama.pdf
Further reading
<p>http://www.academia.edu/23149958/Asia_Velva_Pedagogika_na_igrata Петрова, Елка - „Игровата дейност” – София НП 1976 год. Елконин, Д. „Психология на играта” – изд. Народна просвета – София 1984год.</p>

4 Social Barometer: Gender in Early Childhood Education

Method
Social Barometer on Gender in Early Childhood Education
Topics covered
<ul style="list-style-type: none"> • Intro into the topic of gender equality and diversity awareness • Exchange of positions, getting to know positions within the group • Starter for reflection sessions
Target group
Parents and guardians
Minimum and maximum number of participants
10 to 20
Useful for the following situations
In the first half of a parents and guardians' evening/event – should be a starter for discussion and reflection
Necessary material
Room with enough space (for 10 participants: minimum 6m x 2.5m, better a bit more), theses (see below), paper sheets: one saying "YES" (or: "agree"), the other saying "NO" (or: "disagree"), tape
Preparation
No need for hand-outs
Time needed
Flexible, between 15 and 60 minutes (depending on number of theses, with and without reflection etc.)
Rooms
One room. Big enough that all participants can build a line and move.
Instructions
<ol style="list-style-type: none"> 1. Pin the "YES/NO" paper sheet on opposite sides of the room, clear the space in between with the help of participants. It is best to have a relatively long walk in between (like minimum 5 meters for 10 participants). 2. Ask the group to stand up, while you explain: <i>"The following activity is meant to get to know your personal view on the topic. It is not (yet) time for a controversial discussion, which can take place after the activity. It is just for you to take a stand on your opinion, get to know the opinions of the others, and think about these. I will read a number of sentences, and you are asked if you agree or not. After every sentence (or thesis), you have to decide if you agree – then you walk towards the "YES", or disagree (walk towards "NO"). The stronger you agree, the closer you go to the "YES" and vice versa. There is an invisible line in the middle, meaning you are neutral, neither yes nor no. Take a stand wherever you feel most comfortable. When everybody is positioned, I will ask some of you for their opinion, 'Why are you standing there?' Please give your reasons comprehensively, in 2-3 sentences maximum, before we turn to the next thesis."</i> 3. The instructor should prepare minimum 3 theses, better 5-6. The number you actually read aloud will very much depend on the group atmosphere. Read the first thesis, ask the participants to take "their" position. Interview a few of them (about 3 to 5). Make sure they do

not respond to each other and start a controversial dynamic.

4. After 3 to 5 answers another round begins. Start over by reading another thesis. Interview different people now.
5. After the last thesis you ask the group to sit down again.

Aims

- Step into the topic
- Exchange of positions about gender roles
- Make visible benefits of care jobs

What significance does gender have in this method?

Gender aspects and the gender gap are central aspects of this method. Participants can experience positive aspects from gender sensitivity in early childhood education. It helps participants to understand gender sensitive aspects. Benefits of care professions will become visible.

To what extent does the method highlight paths of non-traditional behaviour?

The method supports individuals on decision making about occupations. Traditional models of distribution of paid and unpaid work between the genders will be critically reflected. The method can help breaking with the idea of so-called female and male habits and occupations.

Possible modifications

It is always possible to set a different focus, with providing other statements. E.g. if you want to set the focus more on gender aspects, create questions focusing more on gender aspects. This method is quite variable, but modification works better when you are experienced with using the exercise.

Possible follow-ups

You can change to the next activity or input right after the Social Barometer. There is no obligation to reflect the activity, although it is better to take some time for reflection. You can start the reflection with the open question "How did you like the activity?" or "What was new/surprising to you?" You can then open the space for a discussion. Make sure that you provide information on the issues of each thesis and question stereotypes of the participants.

Additional comments

- The ideal group size is 10 to 20. Less than 6 or more than 20 might not make sense.
- The instructor should maintain a moderate, neutral position.
- Nobody is obliged to give reasons for their position (but should be encouraged to do so).
- The activity structure is open to many overall (potentially controversial) topics, depending on your theses, from organizational development to political topics.

Sources of the method

Blum, H., Knittel, G.: Training zum gewaltfreien Eingreifen gegen Rassismus und rechtsextreme Gewalt. Köln 1994 (Training on non-violent intervention against racism and right-wing extremist violence. Cologne 1994).

B) Theses:

- Boys have other interests than girls.
- Boys may have other interests than girls.

- Girls and boys can have the same interests.
- Care work is more natural for women than for men.
- Men as educators have no fundamentally different working style than women.
- Female Kindergarten educators take care of children differently from male kindergarten educators.
- Boys need more male educators.
- The attitude, not the gender, of a mother, a father or a Kindergarten educator shapes the relationship with children.
- Men in care professions have a better chance of work-life balance than men who do not work in care professions.
- In early childhood it is better if parents and guardians share care work equally.
- Many male nurses are affected by the prejudice of being gay.
-

5 Sharing about toys: How I liked to play when I was a child

Method
Sharing about toys: How I liked to play when I was a child
Topics covered
<ul style="list-style-type: none"> • Gendered games and toys • Personal biography • (Gendered) rules & restrictions in childhood
Target group
Parents and guardians
Minimum and maximum number of participants
10 to 20
Useful for the following situations
In the first half of the parents and guardians' evening/event – should be a starter for discussion and reflection
Necessary material
Room with enough space (for 10 participants: minimum 6m x 2.5m, better a bit more), blanket, a big selection of old toys and games (from the time where the participants were children), e.g. Lego, animals, musical instruments, dolls, cards, magician tools,...). Everyone should be able to choose a toy, ideally there should be more toys than participants.
Preparation
No need for hand-outs
Time needed
Flexible between 15 and 30 minutes (depending on number of participants, intensity of discussion etc.)
Rooms
One room. Big enough that all participants can sit in a circle.
Instructions
<ol style="list-style-type: none"> 1. Put a blanket on the floor or mark a space on the floor, put toys and games on the blanket/floor.

2. Ask the group to gather around the toys and explain: “The following activity is an opportunity to see differences and similarities in each other’s biographies. We invite you to think about how you liked to play when you were a child and share it with us. We are also interested in if all toys and games were accessible to you as girls and boys or if you experienced any rules and restrictions. Please take the time now to choose a toy that you used often when you were a child. We will then make a round and everyone introduces their toy.”
3. The participants will now choose their toys. After everyone has a toy you start asking everyone to tell the group why they chose this toy and how they used it: “Please tell us about you toys and how you used to play when you were a child”.
4. While the participants share about their childhood, you can ask if all toys and games were used by girls and boys alike, if they would have liked other toys and games but were not allowed to use them, if all toys were accessible or if the participants experienced any rules and restrictions, e.g. because of their gender.

Aims

- Sharing of personal experiences
- Thinking back about oneself as a child
- Reflecting about restrictions and stereotypes regarding gender in childhood

What significance does gender have in this method?

Division of boys and girls when playing and using toys will become visible. Restrictions because of gender will become visible.

To what extent does the method highlight paths of non-traditional behaviour?

Participants usually reflect about games which were accessible to all genders (such as exploring the woods, helping with animals on farms, ...). Participants usually share about toys and games that they played despite being “for the other gender” and how they enjoyed them.

Possible modifications

The sharing can also be done in small groups before discussing in the big group. Participants build groups of two persons and share with a partner. Afterwards they can come together as a big group and explain about the differences and similarities between them and their partner.

Other questions you can ask the participants are:

- “Think about if you were an obedient child or a wilder child”
- “Where there things you found really unfair when a child?”
- “Did you fit into the roles assigned to your gender?”
“What did you look like when you were small?”
- “Did you have any duties as a child? Were they different for boys and girls?”

Possible follow-ups

There is no obligation to reflect the activity, although it is better to take some time for reflection. You can start the reflection with the open question “How did you like the activity?” or “What was new/surprising to you?” You can then open the space for a discussion.

Additional comments

The ideal group size is 10 to 20. Less than 6 or more than 20 might not make sense.

The instructor should maintain a moderate, neutral position.

Nobody is obliged to share details of their childhood. Encourage participants to only share what they are comfortable with.

Sources of the method

Jens Krabel & Michael Cremers (Hg) (2008): Biografische Methoden zur Reflexion eigener geschlechtsbezogener Erfahrungen und Geschlechterbilder. Zusätzliche Arbeitsmaterialien des Gender Loops - Praxisbuchs für eine geschlechterbewusste und -gerechte Kindertageseinrichtung.

6 Passing the ball: Let's name the differences

Method
Passing the ball: Let's name the differences
Topics covered
<ul style="list-style-type: none">• Gender differences• Gender issues• Diversity• Gender mainstreaming
Target group
Parents and guardians
Minimum and maximum number of participants
5 to 15 persons
Useful for the following situations
Can be the first activity with parents and guardians during a parents and guardians' evening/event
Necessary material
Ball
Preparation
No need for hand-outs
Time
15 to 30 minutes but it depends on the progress of the activity
Rooms
One room large enough to hold all participants
Instructions
<p>Participants should be placed in a circle. The facilitator starts the game by passing the ball to another member of the circle and, doing this, names a difference which describes a gender characteristic. For example: "Woman: empathic; Man: rational". Every participant has to repeat this action until the facilitators decide to end the game by achieving the objective of the activity. The facilitator, after starting the game, will position themselves near a blackboard to note the named characteristics/differences every time.</p> <p>At the end of the game, the facilitator reads all the named characteristics and with the help of the participants will place them inside the column dedicated to the male or female gender.</p> <p>The game ends with a collective discussion in which, with the help of the facilitator, the group will try to name gender stereotypes which emerged during the activity.</p>
Aims
<ul style="list-style-type: none">• Icebreaking• Step into the topic• Think about stereotypes and try to deconstruct them
What significance does gender have in this method?

It helps in the beginning of the activity with parents and guardians to introduce gender issues and stereotypes. It can promote self-reflexivity.
To what extent does the method highlight paths of non-traditional behaviour?
Naming gender stereotypes highlights what the social constructions present in society are and therefore gives space and visibility to non-traditional behaviours and roles.
Variations
Ball of wool or other object that can be thrown to pass from person to person
Possible follow-ups
After this first activity the climate should be more relaxed and allow empathetic and listening relationships.
Additional comments
<p>Reproduction of a gender binarism – necessary step to introduce the issue with laypersons at the first experience of this type.</p> <p>There may be situations of embarrassment due to the fact that adults are not used to using their bodies in such activities.</p> <p>Adults often inhibit themselves for fear of making mistakes.</p> <p>For the reason mentioned above it's important clarifying from the beginning that there are no right or wrong definitions.</p>
Sources
Adaptation by DEE partner UNITN (Italy) of a method often used at the beginning of training courses to foster the creation of a working team.

7 Constructing 'identity cards': The game of identities and inequalities

Method
Constructing 'identity cards': The game of identities and inequalities
Topics
<ul style="list-style-type: none"> • Gender Stereotypes • Stereotypes • Personal Identities • Gender Diversity • Differences • Race and Ethnicity • Dis/ability
Target group
Parents and guardians
Minimum and maximum number of participants
5 to 20 participants
Situation
It is a game that can be done after a first icebreaking activity, such as the method "Passing the ball: Let's name the differences"
Necessary material

Indoor or outdoor room/space, cardboard used to construct 'identity card' or 'passport', markers.

Preparation

Before the activity, build as many 'identity cards' as there will be participants. In each card describe biographical characteristics or personal identities. Each profile must correspond to a person with certain elements of diversity: gender identity, age, race, occupation, ability-dis/ability, sexual orientation etc... In the construction of profiles, it is necessary to mix the different characteristics in order to construct complex characters that combine both elements of potential social disadvantage (such as being migrants, women or homosexuals) and social markers which lead to positions of privilege (such as being young, having a well-respected job, living in or coming from a first world country, etc.). For example: Mary is a woman, is thirty years old, is a lesbian, is American and lives in New York and works as a graphic designer in an advertising studio.

Write on a sheet 10 questions that you will ask the participants during the game. These are simple questions concerning the management of daily life, freedom of movement, emotional and private life, etc... Some examples:

- a) Can you walk down the street freely holding your boyfriend or girlfriend by the hand?
- b) Can you go out alone and go to a restaurant or a club to dance?
- c) Can you dress as you like?
- d) Can you rent a house?
- e) Can you make a career?
- f) Can you go on summer vacation?
- g) Are you free to practice your religion?

Time

Minimum one hour and 30 minutes

Rooms

A room large enough to hold the participants and allow them to walk back and forth

Instructions

Ask the participants to position themselves in a line at one end of the room. Give each of them the card containing the profile of the character they will impersonate during the activity. Each participant will have to read and memorize all the dimensions of diversity that make up the biographical profile of the character. Read the first question and ask those who think they can answer in an affirmative way to the question to take a step forward and to all the others to stand where they are. Continue in this way until you have finished the questions.

At the end of the game the scene in front of your eyes will be composed of some participants left at the back of the classroom, some in the middle and some far ahead of you. Invite everyone to stand firm in the position in which they are and ask them to reveal their identities. Usually the position of the participants corresponds to the characteristics: those with the most social advantages will be found at the beginning of the room and the others at the back, showing in a "spatial" way the inequalities and the discriminations there are in our society.

To reflect the contradictions and the stereotypical character of some beliefs about certain categories of individuals as well as the real inequalities, invite the participants to discuss the game both in emotional and analytical terms.

Here are some guiding questions for the discussion: How did you feel in this new identity? Did you feel at ease or not? How did you feel about having to stay in the back of the room? How did you feel about being able to freely advance to each question? Why are some of you at one end of the room and others at the back? What are the characteristics of those who have been able to advance and which ones have been? Why didn't you ask this X question? Why, instead, did you think you could move forward?

Aims

- Reflect on how diversity and stereotypes affect the quality of life and the possibilities of choice.
- Identify with biographies in which multiple levels of diversity are intertwined.

What significance does gender have in this method?
This method makes it possible to relate the gender dimension to other dimensions of diversity, from an intersectional perspective.
To what extent does the method highlight paths of non-traditional behaviour?
Showing the complexity of the biographical experiences present in our contemporary societies.
Sources
Amnesty International; Progetto Alice
Further reading
Amnesty International: https://www.amnesty.it/pubblicazioni/kit-percorso-contro-la-discriminazione/ Progetto Alice: https://ilprogettoalice.files.wordpress.com/2010/07/manuale_senzaimmagini_stampa.pdf

8 Analyzing picture books: Family stereotypes

Method
Analyzing picture books: Family stereotypes
Topics
<ul style="list-style-type: none"> • Stereotypes • Families • Picture Books
Target group
Parents and guardians, educators
Minimum and maximum number of participants
No limits
Useful for the following situations
It's a useful method during training courses or other group works.
Necessary material
Bring mainstream books that illustrate and narrate stories of mainstream families (e.g. heterosexual couples from the main ethnicity of the region) and books in which other types of families appear.
Preparation
No need for hand-outs
Time
One hour
Rooms
One room large enough to hold all participants
Instructions
Divide participants into multiple groups and provide them with several copies of books. Each group will have to read and analyze all the books given to them and make a final comparison with respect to the different types of representation in terms of family. It may be useful to provide a grid of questions

to facilitate discussion within groups. For example:
What are the books you would like your children read? Which ones represent your family? Which reproduce stereotypes? Which ones instead convey an idea of freedom of choice in affective matters?

Aims

- Participants practice being able to compare different narratives
- Learning to critically choose and use books in domestic educational work with children
- Raise awareness among participants about the importance of showing how many different types of families actually exist in society

What significance does gender have in this method?

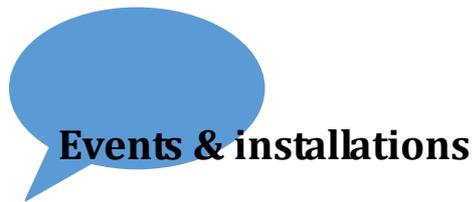
The family is the cardinal institution of the gender order. Gender roles, expectations and stereotypes are built into the family. There are also many types of families today, lgbtqi families, mestizo families, recomposed and extended families, single-parent families. The social construction of reality starts from the family and from the family it is possible to imagine a path of liberation from stereotypes and heteropatriarchal norms.

To what extent does the method highlight paths of non-traditional behaviour?

This tool gives voice to and shows non-traditional families.

Sources

<http://www.scosse.org/leggere-senza-stereotipi/>



Events & installations

9 Father's day feast

Method
Father's day feast
Topics covered
<ul style="list-style-type: none"> • What does it mean to be a father? • What are the games that fathers play with children? • What makes the children proud of their fathers? • Could the father be substituted by another male guardian? • What is the added value for the men (the fathers and male guardians)?
Target group
Children, educators, parents and guardians
Minimum and maximum number of participants
10 to 20
Useful for the following situations
In the morning, e.g. 10 to 11 AM and in the afternoon, e.g. 5 PM
Necessary material
Pictures of professions, food products, children's books, blocks, coloured pencils, paints, football gates, soccer balls, cups, certificates
Preparation
<ol style="list-style-type: none"> 1. Weeks before the event, inform all parents and guardians that the facility will participate in the national "Father's week"/will put the focus on fathers/male guardians for a certain amount of time 2. Ask children to draw special invitations for their fathers/male guardians. 3. Contact the parents and guardians and find out if there is a father/male guardian with an interesting profession who would agree to talk with the group during the first day. 4. Ask children to draw their fathers/male guardians at work (at the end of the day each father/male guardian will receive the picture drawn by his child). 5. Learn from children in the group if there is a father/male guardian who likes cooking and invite him for the second day to prepare with the children (ideally something simple).
Make arrangements, prepare working spaces & materials needed.
Time needed
One hour and 30 minutes
Room
One room or outside in the yard
Instructions
Plan activities led by fathers/male guardians for each day during "Father's Week" according to the following agenda:

<p>Day One - "Daddy's Occupation" (Tell us about your profession. Show your uniforms, clothing, attributes, tools.)</p> <p>Day Two - "Cooking with Daddy" (Prepare your most desired dish.)</p> <p>Day Three - "Dad, please read to me..." (Read us our favourite stories.)</p> <p>Day Four - "I'm painting with my Daddy "</p> <p>Day Five - "Sports Tournament" (Fathers/male guardians organize a tournament in a sport they and the children like.)</p>
Aims
To experience cooperation, creativity and tolerance, harmony in diversity.
What significance does gender have in this method?
Children will have the opportunity to participate in activities with their fathers/male guardians, which will break the established model that all the celebrations and holidays are mainly attended by mothers/female guardians. The latter will also take part in the sports tournament. Establishing such practices in a family environment.
To what extent does the method highlight paths of non-traditional behaviour?
Actively breaks the stereotype that engaged participants in parents and guardians' events are mainly female.
Possible follow-ups
Summarizing the initiatives, feedback, handing out certificates and awards
Additional comments
The organization of the initiative should be very well planned. All parents and guardians should be encouraged to participate.

10 Photo exhibition: Reflecting about spaces in the facility

Method
Photo exhibition: Reflecting about spaces in the facility
Topics covered
Gendered use of spaces and activities
Target group
Parents and guardians
Minimum and maximum number of participants
All attendants at the parents and guardians' evening/event
Useful for the following situations
Upon coming through the door, throughout the event
Necessary material
<ul style="list-style-type: none"> • Wall space • Prints of photos made by the children • Questionnaire (see below) for every participant • Box for questionnaires • Pens
Preparation

Before the parents and guardians' evening/event, carry out method no. 3 from the DEE-checklist with the children ("Use of room. Children take pictures"), prepare an exhibition from the photos. The photos should include name and age of the child. Print hand-outs with the questionnaire (attached below).

Time needed

Parents and guardians need 10 minutes to fill out the questionnaire.

Rooms

Entrance hall with wall space for making the exhibition

Instructions

1. When the parents and guardians walk in, they are greeted by a photo exhibition. Children have taken pictures of their favorite spaces in the facility. They can see where their own child likes to play, they can see where other boys and girls like to play, they can see if groups of children like to play together.
2. Verbally encourage parents and guardians to fill out the questionnaire about their impressions and put them in the box.
3. At the end of the evening, take 5 minutes to have a look through the questionnaires.
4. Gather the parents and guardians around and thank them for filling out the questionnaires. Share with the parents and guardians the surprises and impressions that they have written down anonymously, and if you want, make a few comments in which you explain the way in which your facility encourages equal access and participation of boys, girls, children with different diversity categories, and describe the challenges you face with this.

Aims

- Making visible divisions and commonalities between children (e.g. because of gender, disability, migration background...).
- Making visible gendered use of space and activities.
- Reflecting about restrictions and stereotypes regarding gender in childhood.

What significance does gender have in this method?

Division of boys and girls when using the spaces in the facility and activities will become visible. Restrictions because of gender and other categories of difference will become visible.

To what extent does the method highlight paths of non-traditional behaviour?

Efforts of the facility to make everything accessible for everyone should also become visible.

Possible modifications

You can do the exhibition and then ask parents and guardians to share their impressions in front of the group.

Sources of the method

DEE-checklist, method no. 3 ("Use of space. Children take pictures")

Questionnaire Handout for Parents and guardians who look at the exhibition
This exhibition shows how and where boys and girls in our facility like to spend their time. Please tell us what you think about it.

Was there something unexpected for you?

Yes. €

No. €

If yes, please describe it.

When you were small, did you like the same activities and spaces as your child?

Yes. €

No. €

Why do you think this is?
