

Summary Table

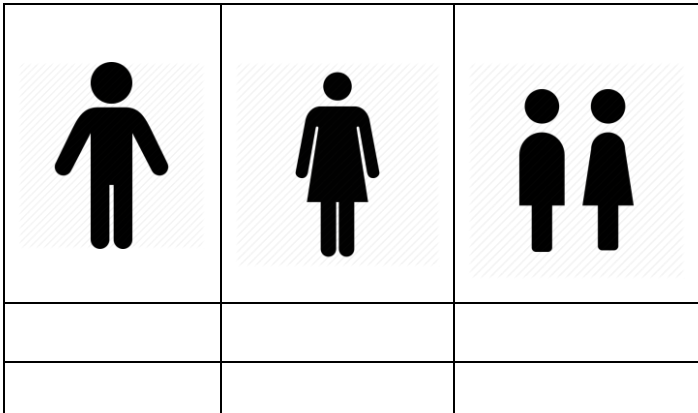
Title	Audience	Overview	Evaluation & Reflection
Gender Roles and Characteristics	• Children 8-9 years old	The Activity is especially designed to reveal children's' attitudes towards gender roles and gender characteristics in order to encourage speculation, critical-thinking and reflection.	Facilitator is expected to explain that the notion of "gender" is created by the world around us. It refers to the roles, behaviors, activities that people and society consider appropriate or acceptable for women and girls, or men and boys. In addition is important to point out that equality means being given the same opportunities and choices.
Only For	• Children 8-9 years old	This Activity aims to create awareness regarding socially constructed gender expectation and common beliefs, in order to cultivate a deeper understanding of the negative effects that gender stereotypes and related behaviors can inflict to individuals and society in general.	Facilitator can ask children to interview a family member about their own experience of being told they could not do something because of being a boy or a girl. Have children read books that are specifically about girls and boys exploring activities or interests that are often not associated with their gender.
Strong Children	• Children 8-9 years old	This Activity aims to support children in order to be able to identify how different situations of our everyday lives might make us feel. In addition, they will become aware of the power they have to control their feelings and thoughts. Furthermore, it will introduce to children notions like authority and following orders – instructions.	Facilitator can invite children to share different moments when they have to follow orders that they do not like: in the playground, in the class, in their homes, at the doctor's, etc. The main focus of this activity is to reflect how following orders makes them feel and how they react based on those aptitudes.
Examining Gender Stereotypes	• Children 8-9 years old	This Activity helps children to identify the physical and psychological effects that gender-based violence has on students.	This Activity encourages children to closely examine gender stereotypes. It points out the importance of investigating children's attitudes towards enactment of strength / weakness as informed by gender. Children are therefore encouraged to question the gendered norms of bodily movement.
Rainbow room	• Children 8-9 years old	This Activity helps children to comprehend how unpleasant and traumatic discrimination can be and being treated unfairly. Through this Activity the children will gain	Facilitator should explain that all people are different and it is important to respect and accept everyone for who they are without

		<p>awareness and by the end of the activity they will be in a position to understand that everyone should be treated equally regardless of how diverse their identity might be or their personal characteristics in general.</p>	<p>exceptions. Facilitator shall explain that all children have the right to food, to get an education and to be heard. Facilitator shall explain that some children are treated unfairly because of their sex, ethnicity, socio-economic status, caste, ability, sexuality or religion. Explain these terms in an age appropriate way.</p>
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Activities for Gender Sensitive Pedagogy

Activities for Children 8-9 Years Old

Title:	Gender Roles and Characteristics
Duration:	30 minutes
Audience:	Children 8-9 Years Old
Objectives:	<p>This Activity is especially designed to reveal children's attitudes towards gender roles and gender characteristics in order to encourage further speculation, critical thinking and self-reflection.</p> <ul style="list-style-type: none"> • Awareness • Information • Reflection
Instructions	<p><u>Materials:</u></p> <ul style="list-style-type: none"> • black or white board / flipchart paper • pens/markers/chalk <p><u>Instructions:</u></p> <p>On a black (white) board / large sheet of paper or print out handouts (provided in next pages) recreate the Genders table in Figure (a) below.</p> <div>  </div>

The facilitator should explain to children the appendix and what the figures mean. Pick two statements from the first table under Figure (b) - Gender Roles (which are gender specific) and an additional six statements from the second box. Please randomize the order of the eight statements to make the activity more challenging for the children.

Figure (b) – Gender roles

Facilitators/ teachers should choose two of the statements below and ask who does this – a girl or woman, or a boy or man, or either or both?		
Will be an uncle when they get old	Will be a father when they get older	
Will be an aunt when they get older	Will be a sister	
Will be a mother when they get older	Will be a grandfather when they get older	
Will be a brother		
Facilitators/ teachers should choose six of the statements below		
Cooks dinner	Washes the dishes	Cleans the house
Fixes things	Is good at math	Is good at reading
Stays at school after 14	Goes to university	Likes skipping
Plays football	Plays dressing up	Likes sweets
Cries	Likes action cartoons/ movies	Wears a blue t-shirt
Has short hair	Thinks about how they look	Wants to be a superhero
Wants to get married	Plays with trucks	Likes studying

Go through the statements one at a time and ask children: ‘Who does this describe – a girl or woman, a boy or man, or either?’ (i.e. ‘Who washes the dishes?’ ‘Who is good at math?’).

Ask the children to place a sticker on or mark the column which they think

best describes the type of person the statement is about (i.e. this statement is about a girl/woman, a boy/man, or either).

Evaluation & Reflection

Facilitator shall explain that gender is created by the world around us. It refers to the roles, behaviors, activities that people and society consider appropriate or acceptable for women and girls, or men and boys.

In addition is important to point out that equality means being given the same opportunities and choices but that often boys and girls are not given them and this creates inequality.

If children are not able to read with ease, facilitator/teacher may instead use a table of images, using simple symbols and illustrations for different genders and attributes.




References:

[Voices against violence handbook by World Association of Girl Guides and Girl Scouts and UN Women](#)

Please find Appendix for this activity on the next page.



Genders table

			
1)			
2)			
3)			
4)			
5)			
6)			
7)			
8)			

Title:	Only For
Duration:	30-45 minutes
Audience:	Children 8-9 Years Old
Objectives:	<p>This Activity aims to create awareness regarding socially constructed gender expectation and common beliefs, in order to cultivate a deeper understanding of the negative effects that gender stereotypes and related behaviors can inflict to individuals and society in general.</p> <ul style="list-style-type: none"> • Awareness • Critical Thinking • Empathy
Instructions	<p><u>Materials:</u></p> <ul style="list-style-type: none"> • black or white board / flipchart paper • pens/markers/chalk <p><u>Instructions:</u></p> <p>The facilitator should firstly explain the objective(s) of the exercise using simple words, such as the following: “During this activity, we will discuss what you think boys and girls do differently, why this is so, and what you think about it.”</p> <p>Explain to the children that during the activity, everyone’s ideas will be valued, respected, and shared without interruption.</p> <p>Divide the board into two columns ‘girl’ and ‘boy’ with a line between them.</p> <ol style="list-style-type: none"> Ask children to give examples of what is ‘ONLY FOR’ boys and girls. Write down EVERY suggestion, even (and especially!) very controversial ones (such as ‘playing sports’ for boys or ‘tidying up’ for girls). <p>After 8-10 minutes, or when suggestions begin winding down, ask who among</p>

the girls has done at least one of the things listed in the boy's column, and vice-versa. Children can identify which, but should not be forced to share information that might make them uncomfortable. You can also ask if there are any disagreements on the items in the different columns.

Ask children "How many of you have ever been told you couldn't do something because you were a boy or a girl?" (raise hands). "How did that make you feel?"

Ask children "What could you say to someone who tells you or someone you know that you cannot do something just because you are a boy or a girl?"

To conclude the activity, the facilitator/teacher can remove the line between the columns. S/he can highlight that preconceived notions of how boys and girls should act are much different today than they were in the past and that they will continue to change.

Evaluation & Reflection

Optional extended learning: facilitator could encourage children to interview a family member about their own experience of being told they could not do something, because of being a boy or a girl. Enable children to read books that are supposedly specifically written for girls or boys exploring activities or interests that are often not associated with their gender

References:

[Voices against violence handbook by World Association of Girl Guides and Girl Scouts and UN Women](#)



Title:	Strong Children
Duration:	40 minutes
Audience:	Children 8-9 Years Old
Objectives:	<p>This Activity aims to support children in order to be able to identify how different situations of our everyday lives might make us feel. In addition, they will become aware of the power they have to control their feelings and thoughts. Furthermore, it will introduce to children, notions like authority and following orders – instructions.</p> <ul style="list-style-type: none"> • Awareness • Self-awareness • Self-regulation • Resilience • Mindfulness
Instructions	<p><u>Materials:</u></p> <ul style="list-style-type: none"> • Feelings cards (Appendix) • A Ball • 1-2 Hats <p><u>Instructions:</u></p> <p><u>Preparation:</u></p> <p>Make the Feelings Cards: Make flash cards of different feelings (you can use the Feelings Template for inspiration, and as the children learn more feelings you can add new flashcards to the pack).</p> <p>Sit down in a circle. Tell the children that today they will learn about emotions and feelings. Holding the ball, tell the class how you feel. Tell them that the ball will pass around, so that each of them can say how they feel. Pass the ball around the circle until all children have had the chance to say how they feel.</p>

Take note on the different feelings that come up. Ask them to remember and name all the different types of feelings that were mentioned.

Tell them that there are many different types of feelings, and bring out the Feelings Cards and spread them out in the center of the circle. Ask them if they know the feelings on the cards, going through each card one by one. Introduce any new feelings they are not familiar with, by using examples of situations they might encounter (i.e. stereotypes, gender, social pressure, etc.). You can introduce new feelings such as bored, anxious, silly, thankful, relaxed, curious, etc.

Tell them that now they will play a game called “An order is an order”. Explain that one of them will wear a hat, and that meanwhile they are wearing the hat they can give the others instructions and that the others have to follow those instructions. Put on the hat and give an example: “Sit down (they all should sit down). Stand up (they all should stand up). Touch your head...” Ask for a volunteer or pick a child. You can do this with the entire group, or divide the group in two (using two hats). Let different children take turns at wearing the hat.

Sit back in a circle and ask them how they felt during the game (you can spread out the Feelings Cards on the floor to help them connect with the different feelings): “How does it feel to be in a position of power/authority?” Ask them why they felt that way: what they liked, what they did not like. Ask them about how it felt to wear the hat, and how it felt to follow the orders. Which orders were fun and which orders were not, etc.

Evaluation & Reflection

The Facilitator can invite children to share different moments when they have to follow orders that they do not like: in the playground, in the class, in their homes, at the doctor’s.

Facilitator is encouraged to ask children how they feel about following those orders, and reflect with them if it is important to follow these orders or not, and what happens if we do and if we don’t.



In addition, the instructor can help children reflect about how they can address, or how they can express their feelings in a polite and respectful manner. The facilitator can bring to children's attention that we can tell others when we feel "good", and also when we feel "bad" (i.e. I feel happy when we play together... I feel hurt if you hit me..." etc.).













References:

Facilitator's Handbook - activities to foster diversity in early childhood education, BODI project.

http://bodi-project.eu/en_resources_io4.html

Please find Appendix for this activity on the next page.



Feelings Flashcards Template		
		
Worried	Sad	Angry
		
Embarrassed	Nervous	Ill
		
Tired	Scared	Surprised
		
Excited	Happy	Loved

Title:	Examining Gender Stereotypes
Duration:	30 minutes
Audience:	Children 8-9 Years Old
Objectives:	<p>This Activity helps children to identify the physical and psychological effects that school related gender-based violence has on students.</p> <ul style="list-style-type: none"> • Awareness • Empathy • Respect • Equality
Instructions	<p><u>Materials:</u></p> <ul style="list-style-type: none"> • black or white board / flipchart paper • pens/markers/chalk <p><u>Instructions:</u></p> <p>Arrange the chairs in a circle around the room - pushed back so that there is enough space for everyone to walk freely in between. Explain to the children that this exercise will look at how people show their gender identity to others through the way they move.</p> <p>Tell them to walk around the room in any direction they like and at any speed (keeping in mind that it cannot be too fast due to safety issues). Ask them to speed up / slow down. Now ask them to walk as if they are a man. Ask them to do a range of activities as if they are a man (celebrate their favorite team scoring a goal, saying hi to a friend, dancing, driving, being angry).</p> <p>Ask them to go back to their normal walk / pace. Repeat the exercise with the opposite gender. Ask them to sit down and ask them the following questions one by one.</p> <p>Initiate a conversation using the following questions:</p>



- What did you notice when people were walking / dancing etc. as a man?
- Were there any common features to people acting as men?

Write points on the whiteboard (blackboard or flip chart paper) and then do the same for the opposite gender.

- How did it feel to act as a man / woman (especially for those acting as the opposite of their gender)? Note it down.
- Why did it feel like this? Why do you think that people acted like X when they were acting like men / women?
- Do you think that this will change the way you see your own movement as boys or girls? Or that of your parents?

Evaluation & Reflection

This exercise encourages children to examine gender stereotypes. It is particularly significant in terms of examining children's attitudes towards enactment of strength / weakness as informed by gender. Children are therefore encouraged to question the gendered norms of bodily movement.

References:

[CONNECT WITH RESPECT: Preventing gender-based violence in schools - Classroom Programme for Students in Early Secondary School \(ages 11-14\)](#)



Title:	Rainbow Room
Duration:	40 minutes
Audience:	Children 8-9 Years Old
Objectives:	<p>This Activity helps children to comprehend how unpleasant and traumatic discrimination can be and being treated unfairly. Through this Activity the children will gain awareness and by the end of the activity they will be in a position to understand that everyone should be treated equally regardless of how diverse their identity might be or their personal characteristics in general.</p> <ul style="list-style-type: none"> • Awareness • Respect • Empathy • Fairness • Justice • Diversity • Equality
Instructions	<p><u>Materials:</u></p> <ul style="list-style-type: none"> • One blank sheet of paper per child • Art Supplies (paint, brushes, pencils, pens, etc.) <p><u>Instructions:</u></p> <p>Present to the children the art supplies and give to each one of them a blank sheet of paper. Ask them to choose their favorite color and paint it on the piece of paper. Tell them to choose their own color (the one they feel/think it represents them the most) and that there are no right or wrong colors, that they all can make up their own mind. Some might choose the same color if they like to– and that's okay.</p>

Create a rainbow across the room to show all the different colors and explain that all children and all humans in general are different.

Ask all children which chose a particular color (select the most popular color) to stand in the middle of the room. Tell the rest of the group to imagine that these children will be given less food than the rest of them. Then ask the children with that color and with another distinguishing feature (like wearing black shoes) to remain in the middle.

Tell the group to imagine that these children will be given less food and they will not be given any medicine when they get ill. Is this fair? Will these children be harmed?

Then ask children who chose another color to go into the middle and tell the group to imagine that those children will not be allowed to go to school. Choose another color and tell the group to imagine that these children will not be allowed to speak. If children feel uncomfortable doing this do not make them stand in the middle and just ask them to imagine that that they are.

Evaluation & Reflection

For the Evaluation and Reflection part of this Activity, the Instructor is encouraged to explain to the children that all people are different and it is important to respect everybody for who they are without any exceptions.

In addition, point out that all children have the right to food, to get an education and to be heard. Explain that some children are treated unfairly because of their sex, ethnicity, socio-economic status, caste, ability, sexuality or religion. Explain these terms in an age appropriate way.

On that note the Facilitator can bring to participants attention the fact that girls are sometimes treated unfairly because of inequality between boys and girls. Some girls are hurt, neglected and not given what they need just because of their gender. Facilitator should explain that some girls who are poor or disabled may be further disadvantaged and be at increased risk of being hurt or neglected. Elaborate on the aforementioned notion and inform the children that this kind of treatment is considered abusive and it dismisses the child's



rights. Close the reflection part with a positive note and remind the participants that all children have the right to be treated equally and to not be hurt and that we must all contribute in our way to make this happen.

References:

[Voices against violence handbook by World Association of Girl Guides and Girl Scouts and UN Women](#)

