GENDER SOCIALISATION IN EARLY CHILDHOOD EDUCATION
TRAINING KIT
for Early Childhood Education Teachers

UWI

CARIBBEAN DEVELOPMENT BANK

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PREFACE

This Training Kit for Early Childhood Education teachers and practitioners was developed to introduce teachers to the prevailing gender and social issues in society (including schools) and to improve gender relations and children's understanding of gender roles, by engaging in more equitable socialisation practices in the classroom.

The specific goals of the Training Kit are to:

1 introduce teachers to the concept of gender and to how this concept relates to and how it is different from sex;

2 help teachers to understand how gender can produce unequal relations of power;

3 provide opportunities for teachers to identify and confront their own stereotypical beliefs about gender and to work through challenging and expanding their ideas and notions of gender;

4 introduce teachers to innovative ways of creating gender-sensitive classroom learning environments and experiences;

5 increase teachers' capacity to conduct gender analysis of curriculum materials, teaching and learning practices, and school structures and cultures; and

6 introduce teachers to the ways in which they can use their increased analytical capacity to select and invent gender-sensitive, as well as, developmentally appropriate books, toys and other teaching and learning resources to inform the creation of gender inclusive settings.

The times allocated to each Activity in the Kit are to be considered as guidelines only.

INTRODUCTION TO GENDER SOCIALISATION

Social learning theory states that persons learn, often without realising, by observing, imitating and modelling other persons which leads to the adoption of certain behaviours, values and attitudes. Studies have shown that children begin to develop their gender identities from as early as two years old. At this age, some children can identify differences between girls and boys and between women and men and can act or behave in ways characteristic of their gender.

In this context, "gender" is socially constructed. According to this view, society and culture create roles and attributes that girls and boys, women and men are expected to display as members of a given group. In other words, gender is the societal and cultural meanings ascribed to female and male bodies; it is a set of cues and clues about appropriate behaviours that females and males learn and perform in becoming women and men – that is, people are born female and male[1] but learn to be girls and boys and eventually grow to be women and men. Gender roles adopted during childhood normally continue into adulthood.

Further, gender does not exist in a social vacuum. It does not only operate as cultural roles and behaviours that people perform but also surfaces as a product of unequal relations between women and men and between girls and boys. In other words, gender and its accompanying power relations are built into all institutions of society -the family, school, workplace, religious systems, and beliefs or norms.[2] Consequently, the school, as one of the major institutions of society, plays an important role in shaping the gender attitudes and behaviours of young children. How teachers understand and think about gender will significantly influence how they mould children into gendered beings.

Children come to know and identify with gender through the differentiated messages and reinforcement they receive at school. These gendered messages could impact the educational outcomes of girls and boys differently, as well as, how they see and perform gender roles in contemporary society.[3] It is, therefore, necessary to raise the awareness of teachers and help them to understand how traditional ideologies of gender, and the resultant methods of gender socialisation could stymie the holistic development of children.

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1   Female and male are terms used to denote "sex" which is defined as the biological, anatomical and physiological differences between humans such as chromosomal and hormonal makeup, genitalia and other reproductive differences.

2   Allana, A., Asad, N., & Sherali, Y. (2010). Gender in Academic Settings: Role of Teachers. International Journal of Innovation, Management & Technology, 1(4) 343-348. http://ijimt.org/papers/63-C053.pdf

3   Ibid.

The expected outcome of interventions in gender socialisation is gender equality which is defined by the United Nations Children's Fund (UNICEF) as "women and men, and girls and boys, enjoying the same rights, resources, opportunities and protections. It does not require that girls and boys, or women and men, be the same, or that they be treated exactly alike.[4] " Further, gender equality among adults is expressed in the equal enjoyment of rights and mutually respectful relationships in both the public and private spheres.

To overcome the negative impact that could arise and that has arisen from unequal gender relations in school, the World Declaration on Education for All[5] committed in 1990, and again in 2000, to eliminating gender disparities in education by 2005 and achieving gender equality by 2015. The Caribbean has achieved gender equality in terms of girls' and boys' access to and participation in school, however, there is much work to be done in terms of achieving gender equity for both girls and boys in school. For example, if teachers continue to socialise girls and boys into traditional gender roles then the occupational segregation in the labour market will remain the same. Girls and boys will continue to aspire to traditional gender trades, usually where women earn lower wages or have less access to participate in the labour force compared to men.

In creating classrooms that are gender-inclusive and fair, teachers must understand and be able to integrate the experiences and needs of girls and boys, and be able to create unique and fulfilling learning experiences for all children without the unrealistic expectation that all girls and all boys will fit the expected or desired gender mould. Teachers need to help girls and boys to reshape and redefine their understanding of femininity and masculinity. Children must understand that there are many ways to be boys and girls and that it is acceptable to not subscribe to, or perform a masculinity that is predicated on aggression, violence, toughness and sexual prowess and a femininity that is passive, unassertive and centred on child bearing and rearing. If teachers continue to socialise boys and girls into traditional gender roles, then boys, for example, learn that masculinity in adulthood is marked by men being breadwinners and the providers in the family. Consequently, men face undue pressure to earn money, which could influence boys' decision to drop out of school or join gangs in an effort to earn fast money.

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4   https://www.google.com/search?ei=W2AqW63CEIuksAXJmJHgCQ&q=gender
    +equality+definition+unicef&oq=gender+equality+unicef&gs

5   The Dakar Framework for Action - Education for All: Meeting our Collective Commitments (Dakar, Senegal 26-28 April 2000) http://unesdoc.unesco.
    org/images/0012/001211/121147e.pdf

SESSION ONE
DEFINING SEX AND GENDER

LEARNER OBJECTIVES

By the end of the session, the participants will be able to:

- ▶ explain the distinction between sex and gender
- ▶ explain the social construction of gender
- ▶ use the key concepts correctly and in context.

MATERIALS:

Reflective journals, flip chart, markers, tape

Key Concepts: *sex; gender; gender roles; gender stereotypes; and gender bias.*

Activity 1.0 – "Draw a Firefighter" *(10 minutes)*

Participants will work individually. The facilitator will tell participants to think about a firefighter at work and to draw the most realistic picture they can imagine – the fire engine, the hose, a scene where the firefighter is approaching a burning building or saving someone from a burning building or car. The facilitator will ensure that no pronouns or any word is used to suggest the sex of the firefighter – the firefighter must always be described as "the firefighter". The participants will give the firefighter a name.

Alternatively, participant may be asked to draw either a "superhero", or a "sailor". During this activity, participants are not allowed to ask questions or to confer with their colleagues.

Participants will display their drawings in plenary. For the fun of it, participants will vote on the two best illustrations.

The facilitator will count the number of male figures versus female figures.

A discussion about the illustrations will take place later.

Activity 1.1 "Definition of Gender" *(45 minutes)*

Participants will work in groups to define "gender". Each group will share their definition with the class.

The facilitator will pay special attention to whether or not participants are defining gender as being synonymous with sex. The definitions will be displayed in the meeting room. The facilitator will explain the distinction between sex and gender.

Gender is not sex and sex is not gender. Gender may be related to sex, but the terms do not mean the same thing.

Sex is the physiological and anatomical differences between males and females - vagina/penis; ovary/testes; testosterone/oestrogen; sperm/egg.

Gender, on the other hand, is seen as the **social characteristics** ascribed to male and female bodies. Gender prescribes how girls and boys are expected to behave and what they should be good at –girls should be polite, neat, quiet, clean, and gentle, while boys should be rough, tough, aggressive, and strong. Gender characteristics can vary depending on one's culture, society and social class and can also change over time.

Activity 1.2. "Sex versus Gender" *(15 minutes)*

Lines will be drawn on the floor using chalk or tape to create a table with two columns. The columns will be labelled Sex and Gender as below:

SEX	GENDER

Participants will listen to statements and select the column where the statement would best fit; or the table (as above) will be drawn on a board. Participants will be given strips of paper with statements. They will place these statement under the column of the table that they think is appropriate.

Examples of Statements:

"Males have more testosterone than females"
"Women are responsible for raising children"
"Women breast feed"
"Boys are better at sports than girls."

The facilitator and participants will discuss the statements from the activity and the illustrations.

Participants will respond to the following questions[6] in their reflective journals:

a) When did you discover that you were different from the opposite sex?

b) What messages did you receive about gender – about the roles, qualities and expectations for boys and girls, women and men?

c) Where were these messages coming from?

d) How did this early learning shape your adult values and attitudes?

The facilitator will ask individual volunteers to share their responses from their journals with the class.

Discussion: Gender Stereotypes and Gender Roles *(15 minutes)*

KEY POINTS

Our perceptions and understandings of gender create and reinforce gender stereotypes.

Gender stereotypes are certain characteristics and traits that become associated with one sex or the other over a period of time, for example: boys are stronger than girls; girls are better cooks than boys; boys are better at Mathematics and girls are better at English; girls like pink and boys like blue, girls are gentle and boys are rough; men are leaders and women are supporters.

Gender stereotypes then influence gender roles, for example: girls are better cooks than boys and women are better cooks than men, therefore, women are usually the ones expected to cook in the home; women are gentle and men are aggressive, therefore, women will take care of babies and children; men are leaders and are bosses; women are supporters; deputies and administrative assistants.

Activity 1.4 "Gender Roles and Stereotypes" *(30 minutes)*

Gender Stereotypes and Gender Roles in the Home

Participants will be placed in groups. Either some groups will dramatise one of the Scenarios which follow, while the others observe, or each group will be assigned a Scenario. If there is/are any group(s) not presenting, they will observe the dramatisation carefully and comment on what is happening. After all the groups have presented, the facilitator and participants will discuss the gender roles and stereotypes.

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6   Questions taken from Atthill, C., & Jha, J. (2009). The Gender-Responsive School: An Action Guide. Commonwealth Secretariat.

The exercise is to determine how participants will share the duties and if they will divide the duties along gender lines or if they will challenge gender stereotypes and gender roles. Each group will share the challenges they experienced when trying or working to create or dramatise the scenario. In other words, the participants will say if there was anything that made them uncomfortable or that they would have preferred not to do.

Scenario 1
The Atthill family includes two adults and three children. The family's morning routine includes waking up, preparing breakfast, ironing, getting the children ready for school, packing lunch, putting a load of laundry in the washer, taking out the garbage, feeding the dog, sweeping the driveway.

Scenario 2
The Kennedy family includes a mother, father and three children. The mother wakes up at 4:00 am, showers, irons for the family, packs lunch, prepares breakfast, puts a load of laundry in the washer. Also dramatise what you think will happen when the father and children wake up at 6:00am and the family leaves home at 7:30am.

Scenario 3
The Osa family includes a mother, father and two children. The father wakes up at 4:00 am, showers, irons for the family, packs lunch, prepares breakfast, puts a load of laundry in the washer. Also dramatise what you think will happen when the wife and children wake up at 6:00 am and the family leaves home at 7:30 am.

Scenario 4
The Brady family includes a mother, father and two children. The family is known for its unconventional gender practices and beliefs. The mother is a pilot and the father is a nurse. The children already know that all family members do whatever chores necessary. Act out a scenario in which there is a family discussion about gender stereotypes and future professions for the children.

KEY POINTS

Traditionally, women and/or wives were expected to stay home and take care of the house and children while the men and/or husbands were expected to go out and work and provide for the family financially. Although things have changed significantly, in terms of more women entering the workforce, women are still expected to take care of the majority of the housework and childcare in addition to going out to work. Women, therefore, are often faced with a double burden because of perceived gender roles and stereotypes.

More and more men have started to do their share of work in the home but many men still believe that the domestic sphere belongs to women and that cooking, cleaning or taking care of children would make them less of a man. These are some of the **unequal relations of gender** that need to be challenged.

We have to rethink and reshape our understanding of gender and gender roles. As was evident from the activity, all the tasks carried out by the woman could have been done by the man, and those done by the man could have been done by the woman.

SESSION TWO
AGENTS OF GENDER SOCIALISATION

LEARNER OBJECTIVES

By the end of the session, the participants will be able to:

- ▶ give examples of ways in which agents of socialisation create and maintain gender stereotypes
- ▶ do simple gender analysis of texts, songs and social media
- ▶ identify gender bias in curricula materials.

Key Concepts: *agents of socialisation; gender socialisation.*

MATERIALS:

Videos, news clips, pictures, magazines, Activity 1.0 "Draw a Firefighter"

Activity 2.0 – "Where Do We Get Our Ideas?" *(5-10 minutes)*

In small groups, participants discuss how they think an individual comes to know, understand and perform gender and gender roles.

Participants will use the statements in Activity 1.2 to guide the discussion. From this discussion, agents of socialisation should emerge.

Agents of Gender Socialisation *(60 minutes)*

Participants and facilitator will discuss the agents of socialisation; namely:

- ● Family
- ● Media
- ● Religion
- ● School and peers.

Video clips[7] and other media will be used to demonstrate how agents of socialisation contribute to gender socialisation.

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7 https://www.youtube.com/watch?v=MWDjmH-Ru_s; https://www.youtube.com/watch?v=2dXlAjCU8G4; https://www.youtube.com/watch?v=yb12CcVipOM; https://www.youtube.com/watch?v=rZn_lJoN6PI

Agents of socialisation play an integral role in children's gender socialisation. These agents can either reinforce gender stereotypes and roles or challenge them.

Activity 2.1 "The School as an Agent of Socialisation: Identify the Gender Stereotypes" *(45 minutes)*

The facilitator will discuss the importance of the school and how it can work to reinforce or challenge gender stereotypes and roles.

Participants will view pictures/videos from ECD settings[8] that promote gender stereotypes and will identify the practices that are reinforcing gender stereotypes. This exercise will introduce participants to gender analysis.

The school often mirrors the social order of the society in which it operates and is seen as one of the major **agents of socialisation.** Schools often transmit lessons on appropriate gender behaviour and expectations. These lessons are not always overt but are sometimes transmitted covertly through the hidden curriculum. Teachers, therefore, need to recognise and understand issues of gender and work with children to deconstruct gender stereotypes that limit the potential and performance of boys and girls.

Gender Stereotypes *(60 minutes)*

Participants will view video clips showing how gender stereotypes are reinforced overtly or covertly through the curriculum and pedagogical approaches.

Participants will give examples from their own experiences or experiences observed within the school that reinforce gender stereotypes and roles. (The pictures/videos and discussion should help the participants to come up with examples from their experiences).

Gender Analysis

Examples of questions to guide a gender analysis:

- How many males and how many females are depicted in story?
- What type of language is used to refer to female and male characters?
- Are generic pronouns used?
- What roles are played by male and female characters?
- Are they stereotypical roles?

- Is the main character male/female, active/passive?
- Are female characters cast in a positive role?
- Are strong female characters depicted as ugly, evil, revengeful?
- Are attractive females depicted as dependent and inert?
- Are male characters depicted as strong heroes?

Activity 2.2 "Resolving Gender Issues in the Classroom" *(60 minutes)*

Participants will be placed in groups: either some groups will dramatise the Scenarios which follow, while the others observe, or each group will be assigned a Scenario. If there is/are any group(s) not presenting, they will observe the dramatisation carefully and comment on what is happening. After all the groups have presented, the facilitator and participants will discuss the gender roles and stereotypes

These scenarios will consist of likely gender issues that could emerge in the classroom. The participants will be asked to dramatise how they would deal with the issue. The group(s) will assess each dramatisation and say whether that was best way to deal with the issue or if there are other ways that the issue could have been dealt with.

After each presentation, there will be a discussion guided by the following questions:

- What is the issue being highlighted in the dramatisation?
- Is this a gender issue?
- How did the school deal with the issue?
- Was that the best way to deal with the issue? Why or why not?
- How would you have dealt with this issue if it happened at your ECD centre or school?

Scenario 1
Parker is a four year old boy who loves to watch "Dora the Explorer", an animated learning programme for children. He loves and admires Dora so much, he keeps telling his mom he wants to be like Dora. To return to school in September, Parker selected a Dora the Explorer backpack and matching lunch bag. The bag happens to be pink and Parker's mom points this out to him but Parker insists that that is the bag he wants for school. On the first day of school, Parker walks proudly to his class, says good morning to his teacher and friends from last year and heads to put his bag on the shelf. Another child notices Parker's bag and shouts – "Parker your bag is pink but you are a boy! Boys do not wear pink because pink is for girls." Another student joins the conversation and says, "Yes, pink is for girls and you are a boy!" This makes Parker very uncomfortable and he turns to his teacher in search of support.

Scenario 2
Stuart is a five year old boy who loves to read and has several books at home. During free play, he usually spends most of his time in the library corner. On this particular day, Stuart goes to the library and realises that there is a new book on the shelf. He reaches for the book and starts flipping through the pages slowly. His classmate (Anderson) sees Stuart looking at the book and decides to join him. Anderson realises that Stuart is reading "Beauty and the Beast". Anderson starts making gagging sounds which draws the attention

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of other classmates. When the other classmates came over, Anderson states, "Oh! Stuart is reading a girl's book!" The others join Anderson and make more gagging sounds then call Stuart a girl. Stuart quietly closes the book and puts it back on the shelf and picks up Spiderman. The teacher sees and hears everything.

Scenario 3
Russell is a five year old girl who loves sports and motion. She loves physical activity and often plays football with her brothers and sister at home. On this particular day, during outdoor play, Russell's teacher gave the class the option of playing football or playing on the monkey bars and slides. Most of the boys choose to play football while the girls are in groups taking turns to slide and climb the monkey bars. Russell is the only girl who wants to play football but the boys won't allow her to play with them because she is a girl. Russell complains to the teacher.

Scenario 4
Bailey is a five year old girl who has a low haircut. Bailey's parents do not believe girls should wear jewellery to school so Bailey does not wear earrings. On this particular day, you are teaching children about boys and girls and one child mentions that boys have short hair while girls have long hair. Another student then shouts, "Bailey is a boy!" and starts laughing. The entire class joins in the laughter.

SESSION THREE
CREATING GENDER-SENSITIVE CLASSROOMS AND MATERIALS

LEARNER OBJECTIVES

By the end of the session, participants will be able to:

- ▶ create curriculum materials that promote fair and inclusive classrooms and teaching and learning materials
- ▶ use simple assessment tools to inform good practices in catering to all children in ECD settings
- ▶ demonstrate how to include boys and girls in the conversation on gender in the classroom
- ▶ plan lessons that promote gender inclusivity
- ▶ demonstrate the use of gender-sensitive teaching materials in actual lessons.

MATERIALS:

videos, pictures, children's literature, assessment tools – interest inventory, anecdotal notes, attitude inventory, sample teaching aids, flip charts, cartridge paper,

Key Concepts: *gender sensitivity; gender equity; gender inclusivity; gender friendly; gender fair.*

Activity 3.0 – "Identifying Good Practice" *(10 minutes)*

Participants will view pictures and video clips from ECD settings that promote gender inclusive classrooms[9].

Participants will identify good practices after viewing the videos and pictures.

Children's Books *(30 minutes)*

The facilitator will do a read-a-loud demonstration of a book that promotes/reinforces gender stereotypes. During the demonstration, the facilitator will show participants how they can use discussions and questioning to help children to identify and challenge the gender stereotypes in books.

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9   https://www.youtube.com/watch?v=GTHu_U3mj9M; https://www.youtube.com/watch?v=G3Aweo-74kY

Participants will view videos of classrooms that promote gender inclusivity and those that use child-friendly, age-appropriate ways to get children to operate as change agents as they broaden their understanding of gender and redefine what it means to be boys and girls.

Assessment Tools *(30 minutes)*

The facilitator will lead a discussion on how assessment tools (e.g. anecdotal notes and observations) can be used to inform classroom decisions and cater to the learning needs of all children. The facilitator will demonstrate the use of some of these tools.

Teaching Aids *(30 minutes)*

The facilitator will introduce participants to teaching aids that have been made by other ECD practitioners in the Caribbean.

Participants will work in groups to create gender-sensitive teaching aids.

Activity 3.1 "The Teaching Plan" *(60 - 120 minutes)*

Each group of participants will design and execute a lesson plans using the gender-sensitive teaching aids that were created. See Appendix 1 for examples of Gender-Sensitive Teaching Lessons.

Guidelines for Creating and Maintaining Gender-sensitive ECD Settings

1 Treat students equally and as individuals.

2 Avoid segregating students by sex. Segregating students by sex may be necessary in some instances e.g. attendance register, bathroom – but students can be grouped based on where they live, the month they were born, the letter that begins their name, the colour they are wearing, their height etc.

3 When doing roll call, do not call the boys' names first all the time. Call the girls' names first at times and call boys and girls alternately at other times.

4 Use gender-neutral teaching aids and tests.

5 Use gender-sensitive language – avoid male generic language. Do not refer to all children as he/his, for example, say/write, "The child should be able to say his/her name".

6 Have the same expectations/requirements for all students, for example, girls should be neat and tidy and boys should be neat and tidy.
If boys are allowed to move about in class, the girls should be allowed to move about in class.

7 Encourage boys and girls to play together.
If this does not happen with encouragement, the teacher may have to, sometimes, structure play time and put girls and boys to work in groups/centres/corners.

8 Give girls and boys the same roles (e.g. do not only ask boys to move desks and only ask girls to sweep and dust. Allow all students –boys and girls- to do all tasks at some point).

9 Avoid segregating toys along gender lines –mix toys. At times, you can mix the dolls and the construction set; mix the blocks and the tea set.

10 Bring in professionals or show pictures/videos of professionals working in non-stereotypical roles (e.g. expose children to a male nurse or a female firefighter).

11 Dole out leadership responsibilities equally.
Do not always ask boys to lead or girls to lead. Have a mix of leaders every week.

APPENDIX
EXAMPLES OF GENDER-SENSITIVE LESSON PLANS

The following lessons demonstrate how issues of gender can be incorporated in children's learning experiences and how teachers can get girls and boys to question and critically assess (at their level) gender stereotypes and the limitations that stereotypes can impose on them/children.

Lesson 1: Outdoor Play or Outside Time

Age Group: Pre-Kindergarten

Goal: To get girls and boys to work together towards a common goal.

Objective: Children will understand that boys and girls can do and enjoy the same activities and can work together to accomplish the same task.

Materials Needed: *"obstacles" chairs, tables, tyres, hoops, balls, bottles, long strips of paper.*

Directions: Set up an obstacle course.

- Divide children in mixed teams/groups (with boys and girls on the same team).

- Draw the children's attention to the fact that girls and boys are on the same team, will do the same activities, and work towards the same goal.

- Allow the teams to compete against each other to see which team can finish the obstacle course first.

Follow-up: Talk to children about what the boys did and what the girls did. Ensure that children understand that girls and boys participated in the same activities and worked together to accomplish the same goal. From this, children should realise that it is okay to play with or work with children of the opposite sex.

Lesson 2: Storytime

Age Group: Pre-Kindergarten

Goal: To get children to think critically about gender and gender stereotypes.

Objective: Children will identify gender stereotypes and critically discuss the fact that they can transgress gender boundaries.

Materials Needed: *A story book that challenges gender stereotypes, for example, "Ira Sleeps Over"; "A Fire Engine for Ruthie"; "Shopping with Dad"; "All I Want To Be Is Me".*

This lesson example will use the book, *"All I Want To Be Is Me"* .

Duration: One Week

This book reflects the diverse ways in which young children experience and express their gender. The book gives voice to those children who transgress gender boundaries and may be considered gender non-conforming.

Directions: Get children ready for story time.

• Show children the cover of the book and read the title. Ask children to describe the cover of the book. Children are most likely to say the cover is showing a girl because the child appears to be in a pink top. Ask children if they think the story could be about a boy. Children are most likely to say no because boys do not wear pink.

• Show children pictures of a boy and of a man in pink then ask them the question again – could this story be about a little boy? See if children will change their perceptions and say that the story could be about a boy even though the child is wearing pink.

• Tell children that you do not know what the story is about and that we will have to read and find out. Tell them that you are guessing that the story could be about a boy or a girl or about girls and boys but that we will have to read the story to find out.

• Read the story in parts. As you read find ways for the children to relate to the children in the story. Create opportunities to question limiting stereotypes and expectations. Ask questions such as:
  – Is it okay to dress in a way that makes you feel comfortable and expresses who you are?
  – Are there really girl colours or boy colours, or boy toys and girl toys/games, or do colours and toys and games belong to everybody?
  – Is it okay to tease someone for being different from you?
  – What do you think the class/world would be like if everyone were the same?

• Create your own class - All I Want To Be Is Me – book. Allow children to draw themselves and write/dictate something about themselves.

Follow-up: Teach children the "All I Want To Be Is Me" song. Talk to children about bullying and get them to create an anti-bullying pledge. This will create a foundation for children to draw on, or refer to when a classmate or friend is being teased or bullied for being different.

Lesson 3: Free Play (semi-structured)

Age Group: Pre-Kindergarten

Goal: To get children to play outside of their comfort zone.

Objective: Children will explore toys/games/corners that are typically used by children of the opposite sex.

Materials Needed: *play corners/centres; pre-planned activities for each centre – e.g. get children to cook for their classmates in the kitchen area.*

Directions: Put children in groups. Depending on your class and when you are using this lesson, you may want to use same-sex groups (at the beginning of introducing gender issues) and mixed groups after children become more comfortable and open with transgressing gender boundaries or vice versa. You should know the children in your class and know if they are more likely to explore outside of their comfort zone with same-sex or opposite sex peers.

- Explain to children that everybody will play in every corner/centre and with all toys/games. Children will work in all corners/centres regardless of the toys/games and regardless of children's sex.

- Children will work in the particular centre until it is time to move to another centre. Children can be allowed to work in the same centre for the entire free play period for that day and change centres the next day or teachers may time children and allow them to change centres after every 10-15 minutes. Teachers have to have pre-planned activities for children to do to ensure that the point of the exercise (i.e. getting all children to engage with all toys/games) is not lost.

Follow-up: Allow children to explain what they did during free play and how it felt to play with a game/toy or in a centre that they would not typically play. For example, the teacher would ask the boys, how did it feel to be playing and cooking in the kitchen or cooking a meal for your friend; or how did it feel to be playing with building block or trucks?

Lesson 4: Children's Song[10]

Subject/Guided Learning – Social Studies

Concept: Identify community workers and understand that both males and females can do the job of a community worker.

Objective: At the end of the lesson, children will be able to identify at least three (3) different community workers and recognise that both males and females can be community workers.

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10 *This example was created by the participants of the Regional Training of Trainers Workshop held at the Coconut Court Hotel, Christ Church, Barbados on October 25-27, 2016 and hosted by the Caribbean Development Bank.*

Materials: *Chart, storybook, costumes of community workers, song, puppets*

Introduction: Song – Who are the workers in your neighbourhood?

Who are the workers in your neighbourhood?

In your neighbourhood (x2)

Who are the workers in your neighbourhood?

The workers who work each day.

The _____ is a worker in the neighbourhood

In the neighbourhood (x2)

The _____ is a worker in the neighbourhood

A worker who works each day

Steps: Children will name the workers based on prior knowledge.

Discussion – Questioning to bring out the concept of male/female and that both females and males can do the job of a community worker.

Children will brainstorm what the different jobs entail.

Evaluation: Role play – dramatic play area

References: Internet, Bullfrog books.