

A photograph of two young children, a girl and a boy, sitting at a table. The girl in the foreground has her hair styled in braids with green ribbons and is wearing a light green dress with a green and white checkered collar. She is looking down at a white container. The boy behind her is wearing a light blue shirt and is looking towards the camera. They are playing with colorful toys, including a red and blue structure. The background is a bright blue wall.

# INTRODUCTION TO GENDER SOCIALISATION IN EARLY CHILDHOOD EDUCATION SYLLABUS





|| The views expressed in this publication, as well as any errors of commission or omission, are the sole responsibility of the author and do not necessarily reflect the opinion of the Caribbean Development Bank

# CONTENTS

<b>FOREWORD .....</b>	<b>2</b>	<b>TEACHING PLAN.....</b>	<b>16</b>
<b>FOREWORD .....</b>	<b>4</b>	<b>CHECKLIST.....</b>	<b>28</b>
<b>COURSE OUTLINE.....</b>	<b>6</b>	MONITORING AND EVALUATION OF GENDER SOCIALISATION CURRICULUM AND TRAINING IN EARLY CHILDHOOD SETTINGS .....	<b>28</b>
<b>COURSE CONTENT .....</b>	<b>10</b>	<b>APPENDIX 1 .....</b>	<b>36</b>
MODULE ONE – GENDER AND DEVELOPMENT .....	<b>10</b>	<b>APPENDIX 2.....</b>	<b>37</b>
MODULE TWO – AGENTS OF GENDER SOCIALISATION ...	<b>12</b>	<b>APPENDIX 3.....</b>	<b>38</b>
MODULE THREE – THE SCHOOL AS A GENDERED LOCATION.....	<b>13</b>	<b>APPENDIX 4.....</b>	<b>39</b>
MODULE FOUR – GENDER SENSITIVE AND INCLUSIVE CLASSROOMS: TEACHING AND LEARNING.....	<b>14</b>	<b>APPENDIX 5.....</b>	<b>40</b>
		<b>APPENDIX 6 .....</b>	<b>41</b>
		<b>APPENDIX 7.....</b>	<b>42</b>

# FOREWORD

**G**ender equality is recognised as a driver of growth and critical to achieving sustainable social and economic development. Research confirms what we see unfolding in the Caribbean Region: relatively high rates of poverty among households headed by women; gaps in women's access to productive resources; and the loss in human capital affected by the differential educational outcomes for boys and girls.

The Caribbean Development Bank (CDB) has been acting on its commitment to mainstream gender equality throughout its development agenda, to achieve sustained economic growth and social inclusion, and to contribute to effective poverty reduction in our Region.

The Caribbean, along with many jurisdictions of the international community, has been focused on ensuring equitable access to quality education for males and females. CDB supports this goal by making investments that

improve, inter alia, access to quality early childhood development (ECD) services to support the full cognitive, socio-emotional, linguistic and physical development of the child for future success in learning.

Lessons learnt from interventions in early childhood education (ECE) have underscored the need to strengthen the enabling environment. CDB's experiences have highlighted key issues, including deficits in ECD providers' skills and levels of training. Most community and home-based providers in particular, do not meet the entry requirements for an Associate Degree programme. The skills deficit results in inappropriate pedagogical practices in early childhood settings, and stymies the holistic development of young children.

In response, CDB has been supporting professional development training and



capacity-building among ECD practitioners. One example is our collaboration with the University of the West Indies, School of Education (UWI-SoE), Cave Hill Campus, to review and modify certification courses for early childhood personnel. The major output is the development of a curriculum entitled, “Introduction to Gender Socialisation in Early Childhood Education”. It includes tested material appropriate for both sexes, and presents practical ways to create environments that are free of gender bias. The pedagogy is anchored in the power of positive expectations for the pre-schooler, and in the benefits of creating gender-sensitive classroom environments.

As part of the development of the curriculum, UWI-SoE and CDB have hosted a regional training-of-trainers workshop and on-training initiatives at the national level for teachers, educators and ECD officers in the Eastern Caribbean Joint Board of Teacher Education (ECJBTE) system. The curriculum was also

piloted in a number of ECE settings—including public and private daycare centres, preschools and primary grades—with a focus on early childhood education facilities supported by the Basic Needs Trust Fund, CDB’s flagship poverty reduction programme. These facilities were also monitored and evaluated to inform the final curriculum.

This curriculum has the potential to strengthen the delivery of early childhood and primary education. I expect that it will provide actionable insights to all who use it, and who are charged with creating the education experiences our children deserve. I look forward to seeing the positive results the syllabus will achieve towards gender equality, as it is adopted within relevant ECD/primary education teacher training programmes throughout the Eastern Caribbean.

**Daniel M. Best**  
**Director, Projects Department, CDB**

# FOREWORD

In the first few years of childhood, it is well known that children start developing and exhibiting stereotypical gender-based perceptions of behaviour, roles and expectations. More often than not, the perceptions are so strong that they lay a foundation of what a child learns or does not learn later in life. Obviously, in all societies boys and girls have different status and they play different roles. It is common to see boys and girls dress differently, perform different roles, have different attitudes and interests and they have different leisure activities. Traditionally, there is a popularly held belief that these differences are biologically or genetically determined. However, recent research has revealed that many of the differences are not biologically or genetically determined but rather socially constructed.

Research has also gone further to identify certain characteristics found in boys and girls that are determined socially as opposed to those that are genetically determined giving rise to distinctions between the concepts of gender and sex.

The characteristics that are socially determined are explained by the concept of 'gender' and the characteristics that are genetically or biologically determined are explained by the concept of 'sex'. These distinctions have clear

implications for training of children by childhood practitioners. Therefore, it is not against rational thinking and good reasoning that early childhood practitioners should be equipped with gender socialisation strategies that can help minimise and eventually eliminate the gender imbalance that exists in the care and education of males and females in the Caribbean Region's early childhood settings. Also, in addressing the access of children from poor and vulnerable communities, it is necessary to pay attention to bridging the gap in gender inequalities that negatively impact social and economic development.

Against the backdrop of the above-mentioned research the Caribbean Development Bank (CDB) through its Basic Needs Trust Fund (BNTF) collaborated with the University of the West Indies School of Education, (UWI-SoE), and Dr. Tennisha Morris, consultant, to develop this Module: Introduction to Gender Socialisation in Early Childhood Education. The module can be adapted for several training formats to ensure that adults in children's lives, including parents, can be equipped with the knowledge and skills necessary to ensure that the Caribbean region's future leaders benefit from quality gender Socialisation experiences during their early childhood years.



On behalf of the School of Education, in particular, Dr. Sheron Burns, Lecturer, Early Childhood Education, I wish to thank everyone who made the development of this module possible:

- The practitioners who attended the Training of Trainers pilot workshops in October 2016 and January 2017.
- Mrs. Ann Dopwell (St Vincent & the Grenadines Community College); Mrs. Gwenette Cambridge and Ms. Ethny Williams (Ministry of Education, St Vincent and the Grenadines); Mr. Antoninus Thomas and Ms. Agnes Prince (Ministry of Education, St Lucia) and Mrs. Heidy Williams and Dr. Keran Williams Toussaint (Turks & Caicos Islands) who piloted local training for practitioners in their respective national communities.
- Ms. Marlene Johnson and Dr. Martin Baptiste, CDB for providing technical support and guidance.
- Ms. Shelly-Ann Harper, United Nations Children's Fund (UNICEF) Eastern Caribbean Area Office for providing technical support and encouragement; and

- Dr. Tonya Haynes, Institute of Gender and Development Studies, UWI, for providing technical assistance and advice on the syllabus content.

The manual focuses on introducing and sensitising Early Childhood Development (ECD) practitioners to gender issues in the classroom. It also explores the impact that gender can have on teaching and learning outcomes and ultimately provides guidance for ECD practitioners in creating gender-sensitive ECD settings and learning or instructional materials.

In conclusion, the use of this manual will, no doubt, create adequate awareness, knowledge, skills and some level of behavioural paradigm shift regarding gender socialisation within the Caribbean region.

**Dr. Babalola J. Ogunkola**  
**Director**  
**School of Education**  
**The University of the West Indies**  
**Cave Hill Campus, Barbados**

# COURSE OUTLINE

ITEM	DESCRIPTION
<b>Course Title</b>	Introduction to Gender Socialisation in Early Childhood Education (ECE)
<b>Course Prerequisite</b>	None
<b>Time</b>	10-15 hours
<b>Course Description</b>	<ul style="list-style-type: none"> <li>• Critically examines the concept of gender through socio-cultural lenses</li> <li>• Provides a historical perspective to our understanding of gender and explores the evolution of gender in the Caribbean</li> <li>• Critically assesses our methods of communication and the ways in which these communicative practices reinforce, exacerbate or challenge societal constructions of gender and gender stereotypes</li> <li>• Examines the school, family, religion and media as major agents of socialisation and looks at the role socialisation plays in (re)producing gender roles in a teaching and learning context</li> <li>• Introduces early childhood practitioners to methods of creating and maintaining gender-sensitive and inclusive learning materials and environments.</li> </ul> <p>This course does not explore issues of sexuality and sexual orientation but it draws learners' attention to the ways in which we subconsciously mix together and fuse 'gender' and 'sexuality' while helping them to understand the differences between the two concepts.</p>
<b>Course Rationale</b>	<p>Schools function as major institutions of gender socialisation and are significant in shaping the attitudes and behaviours of young children. Through the experiences and models that schools and teachers create for children, gender differences between boys and girls can either be magnified or reduced. Since teachers have direct responsibility to educate children and because teachers' beliefs and perceptions of gender will impact their classroom practices, it is important for them to have an understanding of gender and the impact that gender stereotypes can have on children as they come to know themselves. It is only through teachers' knowledge and understanding of gender issues that an entry point can be created to get girls and boys to challenge the facile notions of masculinity and femininity and broaden their perspective of what it means to be a girl or a boy.</p>
<b>General Goals/ Aims</b>	<ul style="list-style-type: none"> <li>• To introduce and sensitise ECD practitioners to issues of gender in the classroom and the impact gender could have on teaching and learning outcomes.</li> <li>• To guide ECD practitioners in creating gender-sensitive and inclusive ECD settings and learning materials.</li> </ul>



ITEM	DESCRIPTION
<p><b>Specific Learning Outcomes/Learner Objectives</b></p>	<p><b>Participants will be able to:</b></p> <ul style="list-style-type: none"> <li>i. explain the distinction between 'sex' and 'gender'</li> <li>ii. understand the main tenets of 'Essentialism' and 'Social Constructivism' in relation to gender development and be able to use a social constructivist perspective to explain the distinction between 'sex' and 'gender'</li> <li>iii. understand that gender, within a socio-cultural framework, is socially rather than biologically constructed</li> <li>iv. present arguments and examples to challenge essentialist understandings of gender</li> <li>v. understand and explain Barriteau's Gender System of ideological and material relations of gender</li> <li>vi. understand and be able to explain that gender goes beyond socialisation and that relations of gender are relations of power</li> <li>vii. explain how gender can intersect with social class to present different gender realities for individuals and groups</li> <li>viii. give examples of ways in which agents of socialisation create and maintain gender stereotypes</li> <li>ix. understand the importance of considering gender in education and explain how the school functions as a major agent of gender socialisation</li> <li>x. reflect on their practices and explain how their beliefs about gender could influenced their own practices and the ways in which they think about and interact with their students</li> <li>xi. do simple gender analysis of texts, songs, and other social media</li> <li>xii. identify gender biases in curriculum materials</li> <li>xiii. give examples of how communication practices can reinforce, contribute to, or challenge the cultural construction of gender and gender stereotypes</li> <li>xiv. use simple assessment tools to inform best practice in catering to the learning interests and needs of all children in Early Childhood settings, regardless of the children's gender</li> <li>xv. demonstrate how to include boys and girls in the conversation on gender in the classroom</li> <li>xvi. create curricula materials that promote gender-fair and gender-inclusive classrooms</li> <li>xvii. plan lessons that promote gender inclusivity</li> <li>xviii. demonstrate the use of gender sensitive teaching materials in actual lessons</li> <li>xix. use key terms and concepts correctly and in context.</li> </ul>
<p><b>Course Content</b></p>	<p><b>1. GENDER AND DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>i. Historical Perspective and Evolution of Gender as a Concept</li> <li>ii. Barriteau's Gender System</li> <li>iii. Perspectives on Gender and Development <ul style="list-style-type: none"> <li>a. Essentialism</li> <li>b. Constructionism</li> <li>c. Critical Analysis of Biological Theories of Gender</li> <li>d. Socio-cultural Perspective on Gender and Development</li> </ul> </li> <li>iv. Social Nature of Masculinities and Femininities <ul style="list-style-type: none"> <li>a. Gender Stereotypes and Roles</li> <li>b. Gender and Social Class</li> </ul> </li> </ul>

ITEM	DESCRIPTION
<b>Course Content</b>	<b>2. AGENTS OF GENDER SOCIALISATION</b>
	<ul style="list-style-type: none"> <li>i. Family</li> <li>ii. Media</li> <li>iii. Religion</li> <li>iv. Schools</li> </ul>
	<b>3. THE SCHOOL AS A GENDERED LOCATION</b>
	<ul style="list-style-type: none"> <li>i. Gender and the Hidden Curriculum <ul style="list-style-type: none"> <li>a. Teacher and Teaching Practices <ul style="list-style-type: none"> <li>• Beliefs and Expectations</li> <li>• Interactions</li> <li>• Language Use</li> </ul> </li> </ul> </li> <li>ii. Gender and Literacy Development <ul style="list-style-type: none"> <li>a. The Gendered Nature of Children’s Literature</li> <li>b. The Child-Friendly Classroom <ul style="list-style-type: none"> <li>• A Critical Gender Analysis of the Early Childhood Classroom</li> </ul> </li> </ul> </li> </ul>
	<b>4. GENDER SENSITIVE AND INCLUSIVE CLASSROOMS: TEACHING AND LEARNING</b>
<ul style="list-style-type: none"> <li>i. Creating and Maintaining Classrooms that Promote Gender Equity <ul style="list-style-type: none"> <li>a. Girls and Boys as Agents of Change</li> <li>b. Empowering Boys and Girls</li> <li>c. Doing Gender Analysis with Children</li> </ul> </li> <li>ii. Creating and Using Gender-Sensitive Teaching and Learning Materials: Catering to Boys and Girls <ul style="list-style-type: none"> <li>a. Using simple assessment tools to inform best practices in catering to the learning interests and needs of all children in ECD settings regardless of children’s sex and/or gender.</li> </ul> </li> </ul>	
<b>5. MONITORING AND EVALUATION</b>	
Checklist for Monitoring and Evaluation of Early Childhood Training and Curriculum in Gender Socialisation	
<b>Key Concepts</b>	<ul style="list-style-type: none"> <li>i. Distinction between Sex and Gender</li> <li>ii. Essentialism vs Social Constructivism</li> <li>iii. Gender System</li> <li>iv. Agents of Socialisation</li> <li>v. Gender Socialisation</li> <li>vi. The School as a Major Agent of Gender Socialisation</li> <li>vii. Socialisation through the Hidden Curriculum</li> </ul>



ITEM	DESCRIPTION
<b>Key Terms</b>	gender; sex; gender system; gender bias; gender equity; gender equality; gender socialisation; gender roles; gender stereotypes; sex roles; masculinity; femininity; agents of socialisation; gender sensitivity; gender inclusivity; gender analysis; Essentialism; Social Constructivism
<b>Teaching Methodologies</b>	Cooperative learning group strategy/setting.
<b>Course Assessment Methods/Activities</b>	<ul style="list-style-type: none"> <li>i. Gender analysis of newspaper/magazine articles/storybooks and other media.</li> <li>ii. Debates</li> <li>iii. Group Discussions</li> <li>iv. Creation of age-appropriate teaching aids that challenge stereotypical notions of gender</li> <li>v. Planning and execution of gender sensitive lessons</li> </ul>
<b>Teaching/Learning Resources</b>	<ul style="list-style-type: none"> <li>i. Children’s literature</li> <li>ii. Newspaper articles</li> <li>iii. Songs</li> <li>iv. Videos</li> <li>v. Pictures</li> <li>vi. Activity sheets</li> <li>vii. Journals</li> <li>viii. Other printed and electronic resources, including Internet sources</li> </ul>
<b>Recommended Text</b>	Brown, M., Yusuf-Khalil, Y., & Bailey, B. Gender Issues in Caribbean Education: A Module for Teacher Education. The Caribbean Community (CARICOM) Secretariat, 2000.
<b>Other Useful Texts</b>	<p>Aksornkool, N. (2002). Gender Sensitivity: A training manual for sensitizing educational managers, curriculum and material developers and media professionals to gender concerns. UNESCO</p> <p>Derman-Sparks, L., &amp; Edwards, J.O. (2010). Anti-Bias education for young children and ourselves. NAEYC.</p> <p>Kimmel, M. S. (2011). The Gendered Society. 4th ed. Oxford University Press.</p>

# COURSE CONTENT

## MODULE ONE – GENDER AND DEVELOPMENT

TOPICS/CONCEPTS	LEARNER OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
i. Historical Perspective and Evolution of Gender as a Theoretical Concept	Explain the distinction between sex and gender.	Activity 1.0 – Create Profile of a Child Activity 1.1 – Reflections on Gender	worksheets pictures, videos	reflective Journals Activity 1.5
ii. Perspectives on Gender Development a. Essentialism b. Social Constructivism	Understand the main tenets of Essentialism and Social Constructivism in relation to gender development and be able to use a constructivist perspective to explain the distinction between sex and gender.  Use key concepts and terms correctly and in context.	Activity 1.2 – Understanding of Gender Class discussion/debate Activity 1.3 – Statements on Gender Issues Activity 1.4 – Gender versus Sex Activity 1.5 – Definitions of Gender Activity 1.6 – Reflections on Definitions Activity 1.7 – Gender Roles and Stereotypes Activity 1.8 – Reflections on Stereotypes	flip charts  Shepherd, Verene A. (1999). <i>Women in Caribbean history: The British-colonised territories.</i> The University of the West Indies  Barriteau, Eudine (2001). <i>The Political Economy of Gender in the Twentieth-Century Caribbean.</i> Chap 2. Palgrave	Activity 1.6
iii. Barriteau’s Gender System	Definition of a ‘gender system’ and identification to the two principal dimensions: ideological and material.			



TOPICS/CONCEPTS	LEARNER OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
<p>iv. Social Nature of Masculinities and Femininities</p>	<p>Understand that gender, within a socio-cultural framework, is socially rather than biologically constructed.</p> <p>Present arguments and examples to challenge essentialist understandings of gender</p>	<p>Class discussion/debate</p> <p>Activity 1.7</p> <p>Activity 1.8</p>	<p>worksheets</p> <p>pictures</p> <p>videos</p> <p>flip charts</p>	<p>reflective journals</p> <p>Activity 1.5</p> <p>Activity 1.6</p>
<p>v. Gender and Social Class</p>	<p>Explain how gender can intersect with social class to present/produce different gender realities for individuals and groups.</p>	<p>Presentations</p> <p>Discussion</p>	<p>reflective journals</p>	<p>reflective journal</p>

## MODULE TWO – AGENTS OF GENDER SOCIALISATION

TOPICS/CONCEPTS	LEARNER OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
<p><b>Agents of Gender Socialisation:</b></p> <ul style="list-style-type: none"> <li>• Family</li> <li>• Media</li> <li>• Religion</li> <li>• School</li> </ul>	<p>Give examples of ways in which agents of socialisation create and maintain gender stereotypes.</p> <p>Do simple gender analysis of songs, texts, and other social media.</p>	<p>Activity 2.0 – Where Do We Get Our Ideas?</p> <p>Activity 2.1 – Agents of Socialisation</p>	<p>pictures videos</p>	<p>Gender Analysis</p>

## MODULE THREE – THE SCHOOL AS A GENDERED LOCATION

TOPICS/CONCEPTS	LEARNER OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
<p><b>i. Gender and the Hidden Curriculum</b></p> <p>Teacher and Teaching Practices</p> <ul style="list-style-type: none"> <li>• Beliefs and Expectations</li> <li>• Interactions</li> <li>• Language Use</li> <li>• Disciplinary Practices</li> </ul>	<p>Understand the importance of gender in education and how the school functions as a major agent of gender socialisation.</p> <p>Reflect on common practices and explain how beliefs about gender could influence the teachers’ practices and the ways in which they think about and interact with their students.</p>	<p>Activity 3.0 – Practices that Reinforce Gender Stereotypes</p> <p>Activity 3.1 – Resolving Gender Issues in the Classroom</p>	<p>videos</p> <p>pictures</p>	<p>reflective journals</p> <p>Gender Analysis</p>
<p><b>ii. Gender and Literacy Development</b></p> <p>a. The Gendered Nature of Children’s Literature</p> <p>b. The Child-friendly Literacy Classroom</p> <ul style="list-style-type: none"> <li>• A Critical Analysis of Boy-Friendly Early Childhood Classroom</li> </ul>	<p>Identify gender biases in curricula materials</p> <p>Do simple gender analysis of texts, songs, and other social media.</p>	<p>Activity 3.2 – Assess and Analyse Using Gender Lens</p> <p>Activity 3.3 – Re-cast a Popular Children’s Story</p> <p>Activity 3.4 – Reflections on Gender Equity</p> <p>Activity 3.5 – Reflections on Education for Boys</p> <p>Activity 3.6 – Strategies for Boy-friendly Classrooms</p>	<p>curricula texts/ materials</p> <p>children’s literature</p> <p>videos</p>	<p>Gender Analysis</p>



## MODULE FOUR – GENDER SENSITIVE AND INCLUSIVE CLASSROOMS: TEACHING AND LEARNING

CONCEPTS/TOPICS	LEARNER OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
<p><b>i. Creating and Maintaining Classrooms that Promote Gender Equity</b></p> <ul style="list-style-type: none"> <li>Girls and Boys as Agents of Change</li> <li>Empowering Boys and Girls</li> <li>Doing Gender Analysis with Children</li> </ul>	<p>Understand how communication practices can reinforce, contribute to, or challenge the cultural construction of gender stereotypes.</p> <p>Demonstrate how to include boys and girls in the conversation of gender in the classroom.</p>	<p>Activity 4.0 – Gender-inclusive Classrooms: Identifying Good Practice</p> <p>Activity 4.1 – Read-a-Loud Demonstration</p>	<p>children’s literature</p> <p>videos</p> <p>flip charts</p> <p>pictures</p> <p>voice recorder</p> <p>markers, glue, crayons, scissors, letter size paper</p>	<p>Demonstrate a read-a-loud session</p>
<p><b>i. Creating and Using Gender-Sensitive Teaching and Learning Materials Catering to Girls and Boys:</b></p> <ul style="list-style-type: none"> <li>Using Simple Assessment Tools to inform Best Practices in Catering to the Learning interests and Needs of all Children in ECD Settings regardless of Children’s Sex/Gender.</li> </ul>	<p>Create curriculum materials that promote gender fair and gender inclusive classrooms</p> <p>Plan lessons that promote gender inclusivity</p> <p>Demonstrate the use of gender sensitive teaching materials in actual lessons</p>	<p>Activity 4.2 – Gender-sensitive Teaching Aids</p> <p>Activity 4.3 –Teaching Plan</p>	<p>children’s literature</p> <p>videos</p> <p>flip charts</p> <p>markers</p> <p>pictures</p> <p>voice recorder</p> <p>glue</p> <p>Crayons</p> <p>Scissors</p> <p>Letter size paper</p>	<p>Create gender sensitive teaching materials and learning centres.</p> <p>Dramatise/Execute a lesson using materials created</p>







# TEACHING PLAN



## Icebreaker (15 minutes)

The participants will be given short statements on issues of gender. Each individual statement represents half of a complete statement which has been cut in half in a unique pattern. Participants will go around the room and seek to find the person with the other half that completes their statement. After finding the match, they will introduce themselves to each other and say what their first thought was when they read the complete statement. Each participant will introduce his/her partner to the group and say what was his/her partner's first thought about the complete statement. Examples of the statements follow:<sup>1</sup>

- Men are doctors/not nurses
- There is no such thing as/boys' clothes and girls' clothes
- The best women are/stay-at-home moms
- Men should not cook or clean/once a woman is around.

**Materials needed:** paper/cards with statements on issues of gender.

<sup>1</sup> Activity adopted from Aksornkool, N. (2002). *Gender sensitivity: A training manual for sensitizing educational managers, curriculum and material developers and media professionals to gender concerns*. UNESCO.

## MODULE ONE: GENDER AND DEVELOPMENT

Notes/Comments

**Key Concepts/Terms:** gender; sex; gender roles; sex roles; gender stereotypes; gender bias; Essentialism; Constructivism

**Learner Objectives:** by the end of the session, participants will be able to:

- explain the distinction between sex and gender
- use the key concepts correctly and in context
- explain how gender is constructed
- understand and explain Barriteau’s Gender System of ideological and material relations of gender.
- understand and be able to explain that gender goes beyond socialisation and that relations of gender are relations of power
- understand that gender can operate and emerge differently based on one’s social class.

### **Introduction** (15 minutes)

- ▶ Participants will be presented with a picture of a child with no gender or sex markers.
- ▶ **Activity 1.0 - “Create Profile of a Child”** (at Appendix 1). *Participants will work in groups. Each group will decide on giving the child a name, a sex, outline the child’s hobbies, the toys the child likes to play with and the child’s future profession.*

This exercise will help the Facilitator to get an idea of how the participants perceive children, sex and gender. In other words, to determine whether practitioners rely on gender stereotypes to present a profile of this child.

The groups will present on flip charts. The charts will be collected and displayed in the meeting room.

**Materials needed:** flip charts with picture of child; markers; tape/thumb tacks.



# MODULE ONE: GENDER AND DEVELOPMENT – continued

Notes/Comments

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## Definition of Gender (30 minutes)

- ▶ **Activity 1.1 –“Reflections on Gender”.** Participants will work individually on writing their definition or understanding of the term ‘gender’ in their reflective journals
- ▶ **Activity 1.2 –“Understanding of Gender”.** Participants will re-group to share their understanding of gender.
- ▶ **Activity 1.3<sup>2</sup> –“Statements Gender Issues”.** Participants will debate each other over statements presented by the Facilitator. Examples of the statements follow:
  - The best women are stay-at-home moms.
  - Men should not cook or clean once a woman is around.
  - During free play, little Johnny is always the first one to get to the dolls area; he loves playing with the dolls.
  - My child’s preschool teacher is male.

For the debate, the participants will be divided into two –one side for those who agree with the statement and the other side for those who disagree with the statement. After each statement is read, participants will move to the side which aligns more with their belief. All the participants in each group will then discuss and come up with arguments to justify why they agreed or disagreed with the statement. Each side will be given a chance for rebuttal.

An alternative format for Activity 1.3 is a “Temperature Line”. Participants will be presented with a line drawn with chalk or masking tape on the floor. The line represents a continuum and is divided in equal sections from 1 to 5 with “1” representing “Do not Agree”; “2” representing “Somewhat Agree”; “3” representing “Neither Agree or Disagree/Neutral”; “4” representing “Agree”; and 5 representing “Strongly Agree”. The facilitator will read each statement at a time and participants will stand on the section of the line that represents their level of comfort with the statement. Participants will talk about why they selected the particular space on the line with colleagues who also selected that space. This activity is intended to generate discussion/debate among participants.

The groups’ definitions on gender will be displayed in the meeting room along with the profiles of the child done in Activity 1.0. The participants and Facilitator will review the charts and arguments from the debate and have a brief discussion on Activities 1.0; 1.2 and 1.3.

2 Activity adopted from Aksornkool, N. (2002). *Gender sensitivity: A training manual for sensitizing educational managers, curriculum and material developers and media professionals to gender concerns.* UNESCO.

**Materials needed:** reflective journals/note pads; flip charts; cards, markers; masking tape and chalk.

### Historical Perspectives

The Facilitator will briefly discuss the history of slaves and indentured servants in the Caribbean and their roles as labourers, the education system under colonialism, and the role of religion, particularly the missionaries, in promoting domestic science for girls and technical craft for boys.<sup>3</sup>

### Distinction between Sex and Gender (45 minutes)

After the review of Activities 1.0, 1.2 and 1.3, the facilitator will introduce participants to the distinction between 'sex' and 'gender'.

- ▶ **Activity 1.4 - "Gender versus Sex"** (at Appendix 2).
- ▶ **Activity 1.5 - "Definitions of Gender"**. Participants will work in groups to revise their initial definitions of gender.

The facilitator will continue to draw on the definitions and understandings of gender that participants present to explain the distinctions.

- ▶ **Activity 1.6 - "Reflections on Definitions"**. Participants will respond to questions<sup>4</sup> in their reflective journals as follows:
  - When did you discover that you were different from the opposite sex?
  - What messages did you receive about gender – about the roles, qualities and expectations for boys and girls, women and men?
  - Where were these messages coming from?
  - How did this early learning shape your adult values and attitudes?

Participants are expected to move from their understanding of gender to see how others/colleagues view gender and how others' views of gender may be similar/different from their own.

<sup>3</sup> Shepherd, A. Verene (1999). *Women in Caribbean history: The British-colonised territories*. The Social History Project, Dept. of History, Mona University of the West Indies Reddock, R. and Huggins, J. (1997). *Women labour and struggle in the 20th century Trinidad and Tobago*. In *Gender: A Multi-disciplinary Perspective*. Randal Publishers Gopaul, R. Morgan, P. Reddock R. and Leo-Rhynie, E. (1999). *Women and family in the Caribbean: Historical and contemporary considerations with specific reference to Jamaica and Trinidad and Tobago*. CARICOM Secretariat.

<sup>4</sup> Questions taken from Atthill, C., & Jha, J. (2009). *The gender-responsive school: An action guide*. Commonwealth Secretariat.



## MODULE TWO: AGENTS OF GENDER SOCIALISATION

Notes/Comments

**Key Concepts/Terms:** gender socialisation; agents of socialisation; gender equality; gender equity; gender bias

**Learner Objectives:** by the end of the session, participants will be able to:

- give examples of ways in which agents of socialisation create and maintain gender stereotypes.

### Introduction (10 minutes)

- ▶ Participants will discuss, in small groups, how they think an individual comes to know, understand and perform gender and gender roles.
- ▶ Participants will use the reflective questions in Activity 1.6 and Activity 1.8 to guide the discussion. From this discussion, agents of socialisation should emerge
- ▶ **Activity 2.0 –“Where Do We Get Our Ideas?”** (at Appendix 4).  
*Participants will work individually on the drawing exercise.*

### Agents of Gender Socialisation (45 minutes)

- ▶ Participants and the facilitator will discuss the agents of socialisation listed below. Video clips and other media will be used to demonstrate how agents of socialisation contribute to gender socialisation:
  - Family
  - Media
  - Religion
  - School.
- ▶ Participants will view video clips<sup>8</sup> and other media to see how agents of socialisation (re) produce gender stereotypes.
- ▶ **Activity 2.1: “Agents of Socialisation”.** *Participants will identify the stereotypes from the various clips and other media.*

<sup>8</sup> [https://www.youtube.com/watch?v=MWDjmH-Ru\\_s](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](https://www.youtube.com/watch?v=rZn_lJoN6PI)



This exercise will also introduce participants to doing a gender analysis.

**Materials Needed:** video clips, pictures, magazines, Activity 1.6, Activity 1.7.

**Module Two Assessment:** the process of identifying the agents of socialisation at Activity 2.1 will be used to assess the capacity for doing Gender Analysis.

**MODULE THREE:  
THE SCHOOL AS A GENDERED  
LOCATION**

Notes/Comments

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**Key Concepts/Terms:** gender sensitivity; gender bias; school as a major agent of socialisation; socialisation through the hidden curriculum

**Learner Objectives:** by the end of the session, participants will be able to:

- do simple gender analysis of texts, songs and other social media.
- identify gender bias in curriculum materials

**Introduction** (10 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 from ECD locations (at Appendix 5) or other sources, that promote gender stereotypes
- ▶ **Activity 3.0 -“Practices that Reinforce Gender Stereotypes”.** Participants will identify the practices in the pictures that are reinforcing gender stereotypes.

**The Hidden Curriculum** (60 minutes)

- ▶ The participants will view video clip showing how gender stereotypes are reinforced overtly or covertly in the hidden curriculum.
- ▶ The participants will give examples from their own experiences or experiences observed within the school that reinforce gender stereotypes and roles.

The pictures and discussion from Activity 3.0 should help the participants to come up with examples from their experiences.

- ▶ **Activity 3.1 –“Resolving Gender Issues in the Classroom”** (see Appendix 6).  
*Participants will work in groups to dramatise possible classroom scenarios.*
  
- ▶ After each dramatisation, participants will analyse the scenarios using the following questions as guides:
  - 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?

**Materials Needed:** videos, news clips, pictures.

### Teacher and Teaching Practices (45 minutes)

The facilitator will share research on teacher and teaching practices that reinforce gender stereotypes and those that are not equal or equitable in terms of teacher expectations, interactions, disciplinary practices and language use<sup>9</sup>.

- ▶ Participants will reflect on their practices and say how their beliefs about gender have informed their practices in relation to their expectations of students, interaction with students, disciplinary practices and language use.
  
- ▶ Participants will volunteer to share their reflections.

**Materials Needed:** videos, pictures, reflective journals.

<sup>9</sup> Morris, T. (2016). *Girls with books and boys with balls: Gender ideologies and the teaching and learning of literacy at Levant Samuel School* (Unpublished Doctoral Dissertation). The University of the West Indies, Cave Hill, Barbados.  
Figueroa, M. (2004). *Male privileging and male “academic underperformance” in Jamaica*. In R. Reddock (Ed.), *Interrogating Caribbean Masculinities: Theoretical and Empirical Analyses* (pp.137-166). Kingston, Jamaica: University of West Indies Press.  
Kehler, M. (2010). *Boys, books and homophobia: Exploring the practices and policies of masculinities in school*. In *McGill Journal of Education*, 45(3), 351-369.  
Parry, O. (2000). *Male underachievement in high school education: Jamaica, Barbados and St. Vincent and the Grenadines*. Kingston, Jamaica: Canoe Press.

## MODULE THREE: THE SCHOOL AS A GENDERED LOCATION – continued

Notes/Comments

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### Gender Analysis (45 minutes)

- ▶ **Activity 3.2 –“Assess and Analyse Using Gender Lenses”<sup>10</sup>**. Participants will work in groups. Each group will be given children’s literature and other curriculum materials. Each group will make a presentation. The groups will describe the curriculum material they received, identify the weaknesses in the materials and say how these weaknesses could be addressed to improve gender equity. After the presentations, there will be plenary discussion.
- ▶ **Activity 3.3 –“Re-cast a Popular Children’s Story”<sup>11</sup>**. Participants will work in groups to ‘flip’ the sex of the main characters in the books. In their recasting, there must be unexpected twists in gender roles and behaviour in at least one character.

**Materials Needed:** children’s literature, curriculum materials.

### Gender Equity (10 minutes)

- ▶ **Activity 3.4 –“Reflections on Gender Equity”**. Participants will again write in their individual reflective journals to reflect on gender equity using the following questions to guide their entries:
  - Is it important for you and other ECD practitioners to understand gender issues in school?
  - Why?
  - How has your thinking changed since the beginning of the workshop?
  - How has your thinking remained the same since the beginning of the workshop?

### Boy-friendly EC Classrooms (45 minutes)

- ▶ Participants will watch a video clip on boys’ education and learning.
- ▶ **Activity 3.5 –“Reflections on Education for Boys”<sup>12</sup>**. Participants will write down their thoughts of the video in terms of any evidence of gender bias or stereotyping and the strengths and weaknesses.

<sup>10</sup> Hoffman, Mary. *Amazing grace: My treasury of stories for girls*. Igloobooks; *Stories for Boys*. Igloobooks; <https://www.youtube.com/watch?v=YHf9spCgODo>

<sup>11</sup> Activity taken from [welcomingschools.org](http://welcomingschools.org)

<sup>12</sup> <https://www.youtube.com/watch?v=OFpYj0E-yb4>; <https://www.youtube.com/watch?v=yvJTsRwarrw>; [https://www.youtube.com/watch?v=1CLNn\\_lMOtg](https://www.youtube.com/watch?v=1CLNn_lMOtg)

Notes/Comments

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The facilitator will share research on what is being proposed to cater to boys in the classroom and relate the research to the video clip in Activity 3.5.

- ▶ Participants and Facilitator will do a gender analysis of the video clip in Activity 3.5 and the research presented
- ▶ **Activity 3.6 –“Strategies for Boy-friendly Classrooms”.** *The class exercise on identifying strategies will be guided by the following questions:*
  - What beliefs and ideas of gender influenced the research and strategies being promoted?
  - Are the strategies proposed to cater to boys reinforcing gender stereotypes? If yes, how?
  - Are the strategies proposed only appropriate for boys?
  - How are the strategies being proposed specifically for boys different or similar to the general best practices proposed in the curriculum you use?

**Materials Needed:** video clips

**Module Three Assessment:** the Gender Analysis and the Reflective journals will be used to assess this module.



**MODULE FOUR: GENDER SENSITIVE AND INCLUSIVE CLASSROOMS – TEACHING AND LEARNING**

**Key Concepts/Terms:** gender sensitivity; gender bias; gender equity; gender inclusivity; gender friendly; gender fair

**Learner Objectives:** by the end of the session, participants will be able to:

- create curriculum materials that promote gender fair and inclusive classrooms and teaching and learning materials.
- use simple assessment tools to inform best practices in catering to all children in ECD settings.
- plan lessons that promote gender inclusivity.

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- demonstrate the use of gender sensitive teaching materials in actual lessons.

### **Introduction** (10 minutes)

- ▶ Participants will view pictures and video clips from ECD settings that promote gender inclusive classrooms.
- ▶ **Activity 4.0 “Identifying Good Practice”.** *The class will identify the best practices from the videos and pictures.*

**Materials Needed:** videos,<sup>13</sup> 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.

- ▶ **Activity 4.1 “Read-a-Loud Demonstration”.** *Participants will work in groups to select a book and demonstrate how they will engage with children as they read aloud to them.*
- ▶ 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.

**Materials Needed:** children’s literature, videos.

### **Assessment Tools** (30 minutes)

- ▶ Participants and facilitator will have a discussion on how assessment tools (for example, 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.

<sup>13</sup> *Creating Gender Inclusive Schools Trailer:* [https://youtu.be/GTHu\\_U3mj9M](https://youtu.be/GTHu_U3mj9M)



Notes/Comments

**Materials Needed:** assessment tools – interest inventory, anecdotal notes, and attitude inventory.

**Teaching Aids** (30 minutes)

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

- ▶ **Activity 4.2 -“Gender Sensitive Teaching Aids”.** *Participants will work in groups to create their own teaching “aids” or “tools”*

**Materials Needed:** sample teaching aids, sample teaching plans, pictures, flip charts, cartridge paper, markers, crayons, glue, tape etc.

**Module Four Assessment:** each group will, using the gender-sensitive teaching aids that they created, plan and execute a teaching plan as Activity 4.3 -“Teaching Plan”.

**Overall Assessment** (120 minutes)

Planning will take place throughout the period allotted for the syllabus.

- ▶ Participants will work in groups to plan and execute a session from this Introduction to Gender Socialisation in Early Childhood Education syllabus.

# CHECKLIST

## MONITORING AND EVALUATION OF GENDER SOCIALISATION CURRICULUM AND TRAINING IN EARLY CHILDHOOD SETTINGS

.....  
Name of Centre:

.....  
Address of Centre:

.....  
Date of Visit:

.....  
Name of Evaluator:

## Monitoring and Evaluation of Gender Socialisation in ECD Settings

CATEGORY	INDICATOR	YES (5 pts.)	SOMEWHAT (3pts.)	NO (1pt.)
<b>LEARNING CENTRES</b>	Non-traditional organization of the learning centres e.g(sitting arrangements, lining up, eating, arrangements and doing daily routines are made independently of sex)			
	Children regardless of sex equally explore all the learning centres.			
	The learning centres are arranged to encourage non-stereotypical play.			
	There is a variety of toys considered “girls’ toys” and “boys’ toys” in the learning centres.			
<b>Total</b>				
Notes/Comments				
CATEGORY	INDICATOR	YES (5 pts)	SOMEWHAT (3 pts)	NO (1 pt)
<b>BOOKS AND DISPLAYS</b>	Books, charts and displays are gender sensitive.			
	The practitioner encourages and creates opportunities for children to challenge gender stereotypes.			
	The practitioner mixes the books in the library and does not separate “books for boys” from “books for girls”.			
	Children are allowed to select any book of interest regardless of their sex.			
	Children’s work and drawings are equally displayed in the classroom.			
	The colours used on classroom displays are gender neutral.			
<b>Total</b>				
Notes/Comments				

## Monitoring and Evaluation of Gender Socialisation in ECD Settings

CATEGORY	INDICATOR	YES (5 pts)	SOMEWHAT (3 pts)	NO (1 pt)
<b>PRACTITIONER AND CHILDREN INTERACTIONS</b>	All children are given adequate support to participate in classroom interactions.			
	A balanced number of questions are asked to girls and boys.			
	Boys and girls are given equal opportunities and encouragement during class regardless of the activity.			
	The practitioner equally accepts contributions from girls and boys.			
	All classroom responsibilities are divided equally between boys and girls.			
	Children are given non-stereotypical responsibilities during group tasks and other classroom engagements.			
	The practitioner avoids gender stereotypes when addressing children's behaviour, e.g. statements such as "girls should be neat" or "boys don't cry" are avoided.			
	The practitioner attempts to reinforce non-stereotypical behaviour and attempts to regulate stereotypical ones.			
	The practitioner uses gender neutral language, e.g. police officers instead of police man.			
	Discipline is meted out based on the offense and not based on the child's sex, e.g. the practitioner avoids treating a boy more harshly than a girl for a similar offensive.			
	The practitioner has the same expectations for girls and boys regarding appropriate classroom conduct.			
	The practitioner creates opportunities for children to challenge gender stereotypes.			
	Boys and girls are encouraged to interact with each other.			
	The practitioner capitalises on teachable moments.			
<b>Total Score</b>				
<b>Rating</b>				
Notes/Comments				

Notes/Comments

### **RATINGS**

- 1. 0 – 40 points** – A few examples of gender sensitivity and inclusion noted. Much improvement needed.
- 2. 41 – 80** – A good display of gender sensitivity and inclusion noted. Some areas need improvement.
- 3. 81 – 120** – An excellent display of gender sensitivity and inclusion observed and noted.

## Monitoring and Evaluation of Gender Sensitivity in the National Curriculum

CATEGORY	INDICATOR	YES (5 pts)	SOMEWHAT (3 pts)	NO (1 pt)
<b>TEACHING AND LEARNING MATERIALS</b>	The practitioner's lesson plans are gender sensitive.			
	The practitioner provides examples and activities which reflect the experiences and interests of girls and boys.			
	The practitioner openly questions and is critical of teaching and learning materials that do not reflect gender sensitivity.			
	The practitioner creates or adjusts teaching materials that are not gender sensitive.			
	The practitioner develops creative ways to indirectly assess children's gender sensitivity.			
<b>CURRICULUM</b>	The development of gender sensitivity is among the learning objectives			
	The curriculum offers balanced learning opportunities to boys and girls.			
	The curriculum uses gender neutral language and content.			
	Female and male examples appear equally often in the curriculum.			
	Male and female persons appear in the curriculum (e.g. photos, pictures) to the same extent and at the same hierarchical levels.			
	The curriculum promotes non-stereotypical gender roles and behaviours.			
<b>Total</b>				
Notes/Comments				

NATIONAL LEVEL	Category Total
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TOTAL SCORE
RATING



## **RATINGS**

- 1. 0 – 15 points** – A few examples of gender sensitivity and inclusion noted. Much improvement needed.
- 2. 16 - 40** – A good display of gender sensitivity and inclusion noted. Some areas need improvement.
- 3. 41 – 55** – An excellent display of gender sensitivity and inclusion noted.





## EXIT DISCUSSION

**Name of Individual:** \_\_\_\_\_ **Sex:** Female  Male

**Position:** Practitioner  Supervisor

### Positive Feedback provided:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### Suggestions/Areas of concern:

1. \_\_\_\_\_
2. \_\_\_\_\_

### Comments/Remarks:

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**Evaluator:** \_\_\_\_\_

**Practitioner:** \_\_\_\_\_

**Name:** \_\_\_\_\_

**Name:** \_\_\_\_\_

**Signature:** \_\_\_\_\_

**Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Date:** \_\_\_\_\_

## APPENDIX 1



Picture of a Child for Activity 1.0 – CREATE PROFILE OF A CHILD

## APPENDIX 2

### Activity 1.4 – GENDER VERSUS SEX (ALTERNATIVE ACTIVITY)

A table with two columns will be created on the floor (using chalk or tape). The columns are labelled 'Sex' and 'Gender' as follows:

SEX	GENDER
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Participants will listen to statements and persons will move to the section on the table where they feel the statement would best fit.

#### Alternative format for Activity 1.4

A table (as above) will be drawn on a board or flip chart. Participants will be given strips of paper/cards with statements. They will individually place these statements in the correct column on the matrix.

#### Statements:

- Men are coarse, women are gentle
- Males have more testosterone than females
- Women breastfeed
- Boys are better at sports than girls
- Men should not take care of children

## APPENDIX 3

### ACTIVITY 1.7 – GENDER ROLES AND STEREOTYPES

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.

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 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 One**

The Atthill family includes 2 adults and 3 children. Dramatise a scenario to show the family's morning routine. The 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 Two**

The Kennedy family includes a mother, father and 3 children. Dramatise a scenario where the mother wakes up at 4:00am, showers, irons for the family, packs lunch for the family, 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 Three**

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



## APPENDIX 4

### ACTIVITY 2.0 – WHERE DO WE GET OUR IDEAS?

Participants will work individually to draw the picture of a firefighter. 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, they may want to create 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. During this activity, participants are not allowed to ask questions or to confer with their colleagues.

Participants will display their drawings of the firefighter in the meeting room. For the fun of it, participants will vote on the two best illustrations. The Facilitator will count the number of male firefighters versus female firefighters. A discussion about the illustrations will take place. Questions and talking points to guide discussion:

- Describe the job of a firefighter
- If you were in charge of creating a list of qualifications needed by a firefighter, what are some of the things you would take into consideration when creating this list?
- What are some of the characteristics you expect to see in a firefighter?
- What attributes are important for firefighters?
- How many depictions of female firefighters are there?
- Why are there more male firefighters than female firefighters in the depictions?
- Where did the idea of men being more suitable to be firefighters come from? From this activity and the discussion, agents of socialisation should emerge.

Alternatively, participants may be asked to draw a “superhero” or a “sailor” as examples.

## APPENDIX 5

### Activity 3.0 – PRACTICES THAT REINFORCE GENDER STEREOTYPES

Participants will view pictures from ECD settings that promote gender stereotypes. The participants will identify the practices in the pictures that are reinforcing gender stereotypes. Example of pictures:

**Picture 1** – male doctor and female nurse

**Picture 2** – sex segregated play

**Picture 3** – gender stereotyped play



**Activity 3.1 – RESOLVING GENDER ISSUES IN THE CLASSROOM****Scenario One**

Parker is 4-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 don’t 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 Two**

Stuart is a 5-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

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 calls 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 Three**

Russell is a 5-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 Four**

Bailey is a 5-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.

## **APPENDIX 7**

### **REFERENCE MATERIALS**

#### **Examples of video and other media resources**

How children's toy commercials reinforce gender stereotypes – [https://www.youtube.com/watch?v=rZn\\_lJoN6PI](https://www.youtube.com/watch?v=rZn_lJoN6PI)

Empowering children as agents of change – <https://www.youtube.com/watch?v=CNLmI4B2euM>

Welcoming Schools: A project of the human rights campaign – [www.welcomingschools.org](http://www.welcomingschools.org)



Published by the  
Caribbean Development Bank and  
The University of the West Indies

Caribbean Development Bank  
P.O. Box 408  
Willey,  
St. Michael  
Barbados  
BB11000  
Tel: (246) 431-1600  
Fax: (246) 426-7269  
Website: [www.caribank.org](http://www.caribank.org)  
[info@caribank.org](mailto:info@caribank.org)  
[www.facebook.com/caribbeanddevelopmentbank](https://www.facebook.com/caribbeanddevelopmentbank)  
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The University of the West Indies  
Cave Hill Barbados  
Tel: (246) 417-4000  
Fax: (246) 425-1327  
Website: [www.cavehill.uwi.edu](http://www.cavehill.uwi.edu)  
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