



Early Care and the Role of Men

The Caring Lily and Nicky: I help at home

The following method is a story-based role play for the perception of care through children's emotions and own experiences based on a story of Nicky and Lily - kindergarten age children, who live together with their parents, baby sibling, grandmother, and pets. It can be performed with kindergarten age children from 4 years onwards.



Materials:

- ✓ Children need paper and colour pencils to draw pictures.
- ✓ Teachers need the didactic game folder or can print the materials from our website – See the section for Bulgaria (<https://ecarom.eu/materials-for-children/>).



Aim of the method:

An important learning objective is to encourage the children to take on certain age-appropriate tasks to help their family and to develop understanding and appreciation for household chores. Focus is on the intention to develop emotions for others, followed by the development of the desire to help others. It is necessary to discuss with the children how they can understand the feelings and needs of others.



Step by step description:

1. The teacher introduces Lily and Nicky to the children (by showing the corresponding pictures from the game folder). The children learn how Lily and Nicky help with various household chores at home such as tidying, cleaning, washing, etc. (according to their age). The children learn how Lily and Nicky look after the baby and the grandmother, e.g., by helping the grandmother to find her glasses. The children learn how Lily and Nicky look after pets, plants, and the garden.

Illustrations to be used:

Illustration 1 - Lily and Nicky



Illustration 2 - House of Lily and Nicki



You can print the illustrations from our website. Download in A4 format [from here](#).

The method can focus on the theme of caring for a specific group of family members - e.g., grandparents, or on specific activities of caring for nature.

2. The children answer teacher's questions about their family composition: Do they have any brothers or sisters? Are they younger or older? Do they live with grandparents? Do they have pets?

The children also answer questions about how they participate in the housework: Do they help set the table? Do they help with the cooking? Who usually cooks at their house? Do they help with the shopping? Who usually goes shopping?

The children answer questions about how they help their parents taking care of the baby and the grandparents, as well as taking care for their pets, if any, or about the nature – flowers at home, garden, etc.

3. The children are asked to work independently and to draw how they take care of others at home - by helping with the housework, helping the baby or grandmother, taking care of the pets, etc.

The teacher presents different positive examples and encourages the children (and especially boys) to talk openly in the group about how they help their family and take care of others.

The children receive a small red paper heart for their good work and good examples.



The Caring Lily and Nicky: Who helps us?

This is a story-based role-playing game for the perception of care as well as of gender-neutral professions related to care. The story is about Nicky and Lily - kindergarten age children, who live together with their parents, baby sibling, grandmother, and pets. It can be performed with kindergarten age children from 4 years onwards.



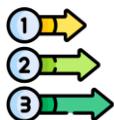
Materials:

- ✓ Children need paper and colour pencils to draw pictures.
- ✓ Teachers need the didactic game folder or can print the materials from our website – See the section for Bulgaria (<https://ecarom.eu/materials-for-children/>).



Aims of the method:

The method aims to help children to develop understanding and appreciation of several professions and occupations in their close environment. It helps children to express their attitudes to certain profession/s, and to understand do they connect it with the gender of the adult. It gives the opportunity to discuss what skills are needed for certain professions; to recognize which are the caring professions; why they are useful and important for the others, etc. It helps also to appreciate the people in the child's life that work to support youngster to grow and to learn. The method also aims to build the attitude that both girls and boys can choose and practice all professions on equal grounds.



Step by step description:

1. The teacher shows to the children the picture of boys and girls, dressed respectively to present 8 professions – a medical assistant, a policeman, a veterinarian, a cook, a driver, a singer, a teacher, a farmer.



You can print the illustration in A4 format from our website. Download from [here](#).

Children answer the teacher's questions:

- Do they recognize these professions, and can they name them? Can they list other professions from the same field? For example, a medical doctor, a nurse, a paramedic, a pharmacist, etc.
- Can children describe what people who exercise these professions do? For example - the doctor treats the children, the paramedic measures the grandmother's blood pressure, the pharmacist gives drugs, etc.; the teacher teaches the children, etc.
- Can children determine what qualities, skills, and abilities a person must have to practice a certain profession of those presented? For example - the vet to love animals, the policeman to be brave, the singer to sing well etc.

2. The teacher discusses with the children how these people with different professions help Lily and Nicky's family and their pets. The children are encouraged to answer the question how each profession is useful and how it is important for the others.

3. The teacher reflects on the fact that all professions are represented by both boys and girls. The teacher discusses with the children that everyone, when they grow up, can choose the profession they like. For example, there are women police officers and drivers and men kindergarten teachers and nurses. The children are encouraged to give similar examples from their experience, and the teacher have role to turn their attention to avoid stereotypical images or reactions.

4. With the participation of the children a new story can be constructed by including all presented professions to stress on the importance they have for our lives. For example - the physician takes care of the health of Lily and Nicky and their family, if s/he is not there, they can get sick, s/he takes care of the blood pressure of the grandmother and the baby's fever, etc. The teacher teaches Lily and Nicky in the kindergarten where the chef cooks for the children. The singer performs a program to the children. The vet treats their pet dog and the cow of the neighbour farmer if they get sick. The farmer grows grass to feed the cow and produce milk. The driver

comes with the milk tank to get the milk and to take it to the dairy farm. The policeman makes sure that the driver drives safely on the road, etc.

5. At the end of the lesson, children can draw this or their own story, and to receive a little red paper heart for their efforts. An exhibition of the children's drawings can be organised and presented to the parents.



The Caring Lily and Nicky: I choose a profession

The following method is a story-based role play of Nicky and Lily - kindergarten age children - for the perception of care as well as of gender-neutral professions, related to care and helping the others. It can be performed with kindergarten age children from 4 years onwards.



Materials:

- ✓ Children need paper and colour pencils to draw pictures.
- ✓ Teachers need the didactic game folder or can print the materials from our website – See the section for Bulgaria (<https://ecarom.eu/materials-for-children/>).



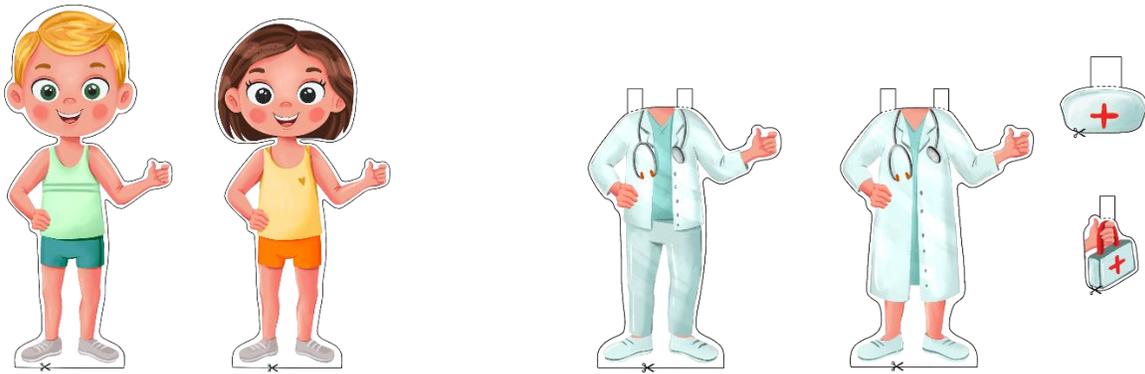
Aim of the method:

The children are encouraged to express preferences for a certain profession and to explain their motives for their choice. The children can express appreciation and gratitude for the efforts of people from different professions who help and care for other people.



Step by step description:

1. In the game folder you will find the heroes Lily and Nicky (as paper dolls), and 8 sets of clothing of 8 different professions – a driver, a policeman, a singer, a medical assistant, a veterinarian, a farmer, a cook, and a teacher. Dolls and costumes look like this:



You can also print the dolls and clothing from our website. [Download from here.](#)

Children are given the task to choose a profession for the doll Lily and a profession for the doll Nicky and to dress them in the appropriate costumes. After finishing the exercise, children explain why they chose the certain profession for each of the two dolls. How will they be useful to others with what they do?

2. The teacher draws children's attention to the fact that all professions are important and bring satisfaction to the people who practice them. The teacher discusses with the children, if they can write a letter (or draw a picture), to whom would they thank for helping and caring for the others in their community?

3. The teacher sets the following task for independent work:

- Every child must choose a profession that s/he likes and that can become her/ his career when s/he grows up.
- Each child dresses the appropriate doll in the chosen costume.
- At the invitation of the teacher, each child explains why s/he chose this profession for her/ himself.
- If there are not enough dolls in the game folder, the children can draw the chosen profession and explain their choice to the others.

Children receive a little red paper heart for their efforts. An exhibition of the children's drawings can be organised and presented to the parents.



©Center of Women's Studies and Policies Foundation

Authors: Tatyana Kmetova, Roza Dimova, Illustrations: Denitsa Shopova

*Center of Women's
Studies and Policies*



The content of this publication represents the views of the ECaRoM project team only and is its sole responsibility. The European Commission does not accept any responsibility for use that may be made of the information it contains.



Co-funded by the European Union's Rights, Equality and Citizenship Programme (2014-2020)