



Description of Methods

Method (What is the name of the method?):
Contribution to the Gender and Care Puzzle
Topics of the method (Which topics are raised?):
Different forms of care work: from household chores, gardening, taking care for sick and handicapped to care occupations like nurse and teacher. Gender neutral representations of care activities.
Target group (Whom does the method address? Who can benefit from it? childcare age kids, primary school age kids, teachers, childcare pedagogues, students):
Children in the age of 2 to 6 years.
Number of participants (minimum and maximum number of participants):
Unlimited; could be 10 (or less), but also 30 (or more). Recommended in smaller groups or individually.
Situation (For which situation, time of day, atmosphere, concentration does the method fit?)
Any time of the day – could be in the morning, before lunch or in the afternoon activity.
Framework
Necessary material (ECaRoM material should be included in some tools):
Pictures, complemented by a task book, with playful drawing exercises thematically connected to the pictures in regard to gender and care topics (see webpage title).
Preparation (What has to be taken into account in advance? Is there a need for handouts?):
A set of recommended topics for discussion for teachers (see below).
Time (How much time is needed?):
At least 30 minutes, but could last longer.
Rooms (Size and Number?):
1 room with tables (or the children can sit on the floor) – depends on the number of kindergarten children.
Instructions and step by step description (What happens? Which instructions are given?):
STEP 1: Distribute the pictures among the children. They can work in small groups of 5-7 children together and each group gets its own box. Several children can work together on 1 picture and talk to each other. Or each child can work alone.
STEP 2: While playing with the pictures, there is ongoing discussion in the classroom stimulated by the teacher asking the following questions (should be amended according to the teacher's



creativity):

o A picture girl drives a teddy bear in a wheelchair: How does the teddy bear feel in the wheelchair? Who of you also takes care of the teddy bear? Do you take care of anyone else? How do you take care of him/her?

o Temperature-taking picture: How does the teddy bear feel in bed? Who takes his temperature? What expression does he have on his face? Is he worried? Who takes your temperature at home when you are sick? Who takes the fever of patients in a hospital? What do we do if the thermometer says we have a fever?

o The assembly at school: Who is in the picture? Who is teaching and explaining? Do more women or men work in the kindergarten? Why?

Do you ever play school too? Who wants to be a teacher when you grow up? Can boys be teachers too? Why there aren't more male teachers?

o Music picture: What is the girl in the picture doing? Who dances and sings with you at home?

o Feeding help picture: What does the boy in the picture do? Why does he do it? What else is in the picture? Do you ever feed your teddy bear? Do you feed anyone else? What happens if no one makes us food and we have nothing to eat? Who cleans, does the laundry, irons, does the dishes, takes out the garbage? How do you help at home?

o Cooking picture: Who is in the picture? What is she doing? Why is she doing it? Is it usual for boys to cook? Who cooks at home? Do you help with cooking at home? Who prepares the food in the kindergarten? Can boys be cooks too? Can boys cook as good as girls? Will you cook when you grow up? What will you cook?

o A picture about working in the garden: What is the girl in the picture doing? Why is she doing that? Who among you also works in the garden? What is growing on the tree? Do you like to eat apples? Why it is important that we eat apples? Do fruits and vegetables grow by themselves or does someone have to take care of them to make them grow?

STEP 3: Distribute the task book (can be a next day follow up activity) and let the children work together or on their own to solve the exercises. Help them to understand the tasks (colour, connect the dots, complement the picture, draw etc.).

STEP 4: Finally, it is suggested to discuss the following questions with the children:

o How do you like this pictures?

o What do you like most?

o What are the boys and girls doing on these pictures? Do you do all these things too? What you do not do? Why not?

o What would your pictures look like?

Aims of the method (What shall the participants achieve?):

The children will receive the message about diversity of care, its omnipresence in every day's life, that care activities can be playful and that boys and girls can be equally involved in different care tasks, including in different care occupations.

Content-wise specifications

What significance does caring masculinity have in this method? How does the method open up to



a gender sensitive perspective?
The gender sensitive perspective is addressed within each picture and especially through the suggested questions to be discussed in the kindergarten group. All the pictures are related to the care work and they bring gender sensitive perspective into the discussion.
Variations (How could the method be modified?):
The material of pictures and task book offer plenty of possibilities how to use them. They can work several days by compiling one by one picture, or they can devote one entire day to this topic. They can use pictures in thematic discussion about sharing household and caring work within the family or for presentation of different caring occupations. The material offers starting point for discussion of different other topics such as self-care, disability, ageing, ecology etc.
Aftermath (What can be suitable following the method? What should be avoided afterwards?):
Reproduction of gender stereotypes; paying attention to different masculinities.
Comments, experiences, tips, risks (What should be considered? What could happen without intention?):
The teachers should pay attention to the diversity in the group and enable the space for equality.
Sources of the method (Where does it come from?):
Ivan Mitrovski (illustrator) and ECAROM team members from the Peace Institute, Slovenia.
Further reading (Where can I read further information?):