

Method (What is the name of the method?):

The Care – Interview (A1 and A2)

How much time does it take to care? (B1 and B2)

The Care - Detectives (C1 and C2)

Topics of the method (Which topics are raised?):

Measuring time, care work, household responsibilities

Target group (Whom does the method address? Who can benefit from it? childcare age kids, primary school age kids, teachers, childcare pedagogues, students):

Primary school age kids

Number of participants (minimum and maximum number of participants):

At least one group of 4 students, up to an entire class.

Situation (For which situation, time of day, atmosphere, concentration does the method fit?)

Preparation in school: Time of concentration

Measuring: at home, afternoon and evening

Framework

Necessary material (ECaRoM material should be included in some tools):

1 worksheet per person

1 “working task” sheet per person

Copies of the pictures of household activities to cut out

Scissors

Glue

Stopwatches

Preparation (What has to be taken into account in advance? Is there a need for handouts?):

One of the method versions needs to be picked and prepared accordingly.

The worksheets, tables and household pictures need to be printed beforehand.

Time (How much time is needed?):

2 classes (one preparatory class and one to discuss the results after measuring)

At least one afternoon / evening at home for measuring. (Some of the method versions can also be done in school, albeit less effectively).

Rooms (Size and Number?):

One Classroom for preparation and discussing the results.

Instructions and step by step description (What happens? Which instructions are given?):

For the detailed method instruction for each method, please read the specific instruction paper.

All of the method versions are completed in three steps:

First step: preparation.

The methods all begin by the teacher explaining the specific version to the students. The students then form groups and choose the specific care activities they would like to research at home.

Second step: measuring

The second consists of the students measuring their chosen care-activities at home using the corresponding table-sheets. The measuring style depends on the version of the method: **A1 and A2** focus on interviewing people in the children’s life environment on their household participation, **B1 and B2** focus on measuring the time spent doing different household activities themselves and **C1 and C2** focus on observing people in the children’s life environment as they

participate in household activities.

Third step: evaluation and presentation of results

In the third and final step of the method, the students will evaluate their measuring results in the original small groups and then present their findings to the whole class.

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

Making care activities more visible in their children's everyday lives

Sparking the students' interest in participating in care work activities

Providing a concrete approach to grasping and understanding the concept of time and how it can be measured.

Content-wise specifications

What significance does caring masculinity have in this method? How does the method open up to a gender sensitive perspective?

The method can be used to either dramatize and de-dramatize gender as well as taking the non-dramatization approach, depending on the teacher's goal and the results of the students themselves. If the results show very obvious differences in the distribution of care work at home for example, the teacher can stir the discussion towards these findings (dramatize) to then critically question why this unequal distribution of care work exists and how it could be made fairer (de-dramatize). If, however, the results show no significant differences in regard to gender and the distribution of care work in the children's home environments, the teacher can also choose not to actively bring gender into the discussion (non-dramatization) and focus more on other aspects, e.g. what activities were the most fun to do or what activities are being done more often than expected etc.

Please have in mind: Should the teacher choose to dramatize gender in the discussion of the methods, it is crucial to de-dramatize the aspect of gender afterwards by critically questioning gender stereotypes or working out alternative, gender-egalitarian options. Dramatization without de-dramatization can lead to enforcing gender stereotypes instead of deconstructing them and to frustration with an unfair situation without alternatives or solutions.

Variations (How could the method be modified?):

There are several versions and modification possibilities in the specific method descriptions.

Comments, experiences, tips, risks (What should be considered? What could happen without intention?):

In the discussion following the presentations of findings it is important to avoid that the discussion focuses on individual students, e.g. "student A's family doesn't clean the kitchen often enough". Instead, the discussion should focus on general findings, such as: "What kind of people were being interviewed/ observed and why them? What activities were fun? What surprised you on your research?".

Sources of the method (Where does it come from?):

Developed in the ECaRoM-project.

Method description A

Subject area: mathematics (data collection and analysis)

Grade level:

- A1 from grade 1
- A2 from grade 3

Time span:

- 2 lessons, in between out-of-school preparation at home

Form of work:

- Group work

Materials:

- 1 worksheet per person (A1 or A2).
- Copies of the pictograms of household activities to cut out
- scissors
- glue

Implementation:

Phase 1: Preparation in the lesson

The method and its procedure are introduced to the whole class.

The students are divided into groups. The group size should not be too big, about 4 students per group.

Each group receives the pictograms with caring activities in multiple copies.

Within the groups, the students decide who they want to ask about which activity. The students can choose whether they want to interview different people about different activities, or only one person, or different people about the same activity.

The students cut out the respective pictograms and paste them into their table. (To save paper, students can alternatively tell the teacher how many times to copy each pictogram. Of course, if they have sufficient writing skills, they can also write the activities in the table).

Phase 2: Measuring the data

The students take their prepared table home and ask the corresponding people there. (As in the example: "How many times a week do you take out the trash, Dad?") The results are recorded in the table. In the first grade, caregivers may need to help fill it out.

Phase 3: Evaluation and presentation of results

In the next lesson, students bring in their completed worksheets. They first get together in small groups and discuss their results. The following questions can be asked to support the groups:

- Were there very big differences in the answers?
- Which activity was done most often?
- Who was surveyed most often?
- What surprised you?

The students then prepare a gallery with their results. This involves hanging up the groups' charts in different places around the room. Each group then goes around the room and looks

at the other groups' stations to see how they filled in their tables. (If for some reason it is not possible or uncomfortable for individual students to hang their chart in the room for all to see, the groups can also present their discussion results in general or only individual students can show their chart to the class).

At the very end, the results are discussed with the whole class. The questions above can also serve as a stimulus here. **ATTENTION:** It is important to make sure that the discussion does not focus on individual students (e.g. "Nobody cleans at xy!"), but that general observations are discussed (e.g. "I would not have thought that you have to take out the garbage so often" or "We all asked our xy").

Possible variations

A2 offers a more complex possibility of the method, because here also the measuring periods have to be determined. Here, a more pronounced understanding of time is already needed, which can be used to consider which time periods are measured for which activity. (E.g. does it make more sense to measure garbage out in weeks or months? What about washing dishes in a household without a dishwasher?)

Furthermore, the results of A1 and A2 can be **presented graphically**. Here, for example, bar charts could be used or a poster could be created by the groups. Due to the increased level of complexity, this modification would be more suitable for older grade levels.

In addition, the quantified survey results can be worked with in **further mathematical operations**. For example, questions could be formulated as follows:

Addition

- How often were fathers/ mothers/ siblings/ males/... surveyed in total?
- How often do all interviewed fathers/ mothers/ siblings/... take out the garbage in total?
- How often does everyone in the group take the trash down overall?

Subtraction

- How much more often does interviewed person x take out the garbage than interviewed person y?

Multiplication

- How many times per month/year does respondent x take the trash out if they take the trash out X times per week?

-In higher grades with good math skills, more complex math operations such as averages can be calculated and compared (e.g., the average of how often all siblings surveyed take out the trash per week).

Table A1

Activity	Interviewed person	How often per week?

Working task A1

1. Think about which activities you would like to ask about!
2. Stick one activity picture in each empty field in the column under "Activity"!
3. Ask different people about the respective activities!
 - For example, a question can be asked like this: "Dad, how many times a week do you take out the trash?"
 - Enter the name of the person in the column under "Interviewed person". You can also write "dad," "my brother," "my aunt," or something similar instead of the name.
 - Enter the answer of the respondent in the column under "How often per week?"

Table A2

Activity	Interviewed person	How often?	Timeframe

Working task A2

1. Think about which activities you would like to ask about!
2. Stick one activity picture in each empty field in the column under "Activity"!
3. Think about which time period fits to which activity. For example, it does not make sense to ask how often a person vacuums the floor per hour. Write the respective time period for the activity in the column under "Timeframe".
4. Ask different people about the respective activities!
 - For example, a question might be asked, "Dad, how many times a week do you take out the trash?"
 - Enter the name of the person in the column under "interviewed Person". You can also write "dad," "my brother," "my aunt," or something similar instead of the name.
 - Write the answer of the respondent in the column under "How often?"

Method description B

Department:

- Science (measuring time)
- Mathematics (collecting and analyzing data)

Grade level:

- B1 from grade 1
- B2 from grade 3

Time span:

- 2 lessons, in between out-of-school preparation at home

Form of work:

- Group work

Materials:

- 1 worksheet per person (B1 or B2).
- Copies of the pictograms of household activities to cut out
- scissors
- glue
- Stopwatch or clock

Implementation:

Phase 1: Preparation in the lesson

The method and its procedure are introduced to the whole class.

The students are divided into groups. The size of the group should not be too big, about 4 students per group.

Each group receives the pictograms with caring activities in multiple copies.

Within the groups, the students think about which caring activities they want to measure in each group.

Students cut out each pictogram and paste it into their chart. (To save paper, students can alternatively tell the teacher how many times to copy each pictogram. Of course, if they have sufficient writing skills, they can also write the activities in the table).

Phase 2: Measuring the data

Students take their prepared chart home and measure the corresponding caring activities there. (As in the example, "How long does it take to take out the trash?") The results are recorded in the table.

Phase 3: Evaluation and presentation of results

In the next lesson, the students bring in their completed worksheets. They first get together in small groups and discuss their results. The following questions can be asked to support the groups:

- Which activities took a particularly long time? Which ones went very quickly?
- Which activities were fun? Which were not?
- Can you think of any tricks that could make the activities go faster?

The students then prepare a gallery with their results. This involves hanging up the groups' charts in different places around the room. Each group then goes around the room and looks at the other groups' stations to see how they completed their charts. (If for some reason it is not possible or uncomfortable for individual students to hang their chart in the room for all to see, the groups can also present their discussion results in general or only individual students can

show their chart to the class).

At the very end, the results are discussed with the whole class. The questions above can also serve as a stimulus here.

Possible variations:

B2 offers a more complex possibility of the method, since here the duration of the activity itself is to be estimated before measuring. This already requires a more pronounced understanding of time.

Furthermore, the results of B1 and B2 can be **presented graphically**. For example, the groups could work with bar charts or create a poster. Due to the increased level of complexity, especially in the creation of diagrams, this modification would be more suitable for older grades.

In addition, the measurement results can be worked with in **further mathematical operations**. For example, questions could be formulated as follows:

Addition

- Pick 5 activities that were measured in your group. How much time would it take to do all of these five tasks together?

Subtraction

- What is the difference between your fastest and most time consuming activity?
- Add up the time for the 5 activities you find most important. How much time would you have in a day if you did all of these five activities in a row?
- (for B2) What is the difference between estimated and measured time?

Multiplication

- Imagine that activity x has to be done once a week/day. How much time would this activity then take in a month / year?

In higher grades with good math skills, more complex math operations such as averages can be calculated and compared (e.g., the average of different students* who measured the same activity).

If independent measurement of caring activities is not realistic or practical, activities can also be measured in the school context, such as wiping the board, taking out the trash, sweeping the classroom, cleaning the toilet mirrors,....

Table B1

Activity	Measured time

Working task B1

1. Think about which activities you would like to measure!
2. Stick one activity picture in each empty field under the column "Activity"!
3. Measure the respective activities! Enter the measured time under the column "Measured time".

Table B2

Activity	Estimated time	Measured time

Working task B2

1. Think about which activities you want to measure!
2. Stick one activity picture in each empty field in the column under "Activity"!
3. Estimate the time how long the respective activities take. Enter the estimated time in the column under "Estimated time"!
4. Measure the respective activities! Enter the measured time in the column under "Measured time"!

Method description C

Subject area: mathematics (data collection and analysis)

Grade level:

- C1 from grade 1
- C2 from grade 3

Time span:

- 2 lessons, in between extracurricular preparation at home

Form of work:

- Group work

Materials:

- 1 worksheet per person (A1 or A2).
- Copies of the pictograms of household activities to cut out
- scissors
- glue
- Stopwatch or clock

Implementation:

Phase 1: Preparation in the lesson

The method and its procedure are introduced to the whole class.

The students are divided into groups. The size of the group should not be too big, about 4 students per group.

Each group receives the pictograms with caring activities in multiple copies.

Within the groups, students think about who they want to observe each activity. The students can choose whether they want to observe different people doing different activities, or just one person, or different people doing the same activity.

Students cut out the pictograms and paste them into their chart. (To save paper, students can alternatively tell the teacher how many times to copy each pictogram. Of course, if they have sufficient writing skills, they can also write the activities in the table).

Phase 2: Measuring the data

The students take their prepared table home and observe the corresponding persons there. The observed persons should of course be informed before the observation in order to prevent confusion and to be able to help the students to enter the data if necessary. The results are entered into the table.

Phase 3: Evaluation and presentation of results

In the next lesson, the students bring in their completed worksheets. They first get together in small groups and discuss their results. The following questions can be asked to support the groups:

- Were there very large differences in the answers?
- Which activities were observed most frequently?
- Which people were observed? Why these and not others?

The students then prepare a gallery with their results. This involves hanging up the groups' charts in different places around the room. Each group then goes around the room and looks at the other groups' stations as they filled out their charts. (If for some reason it is not possible or

uncomfortable for individual students to hang their chart in the room for all to see, the groups can also present their discussion results in general or only individual students can show their chart to the class).

At the very end, the results are discussed with the whole class. The questions above can also serve as a stimulus here. **ATTENTION:** It is important to make sure that the discussion does not focus on individual students (e.g. "Nobody cleans at xy!"), but that general observations are discussed (e.g. "I would not have thought that doing the dishes would take so long!" or "We all watched our xy!").

Possible variations:

C2 offers a more complex possibility of the method, since here the duration of the activity itself is to be estimated before measuring. This already requires a more pronounced understanding of time.

Furthermore, the results of C1 and C2 can be **presented graphically**. For example, the groups could work with bar charts or create a poster. Due to the increased level of complexity, especially in the creation of diagrams, this modification would be more suitable for older grades.

In addition, the measurement results can be worked with in **further mathematical operations**. For example, questions could be formulated as follows:

Addition

- Pick 5 activities that were measured in your group. How much time would it take to do all of these five tasks together?

Subtraction

- What is the difference between the fastest and most time consuming activity?
- Add up the time for the 5 activities you find most important. How much time would you have in a day if you did all of these five activities in a row?
- (for C2) What is the difference between estimated and measured time?

Multiplication

- Imagine that activity x has to be done once a week/day. How much time would this activity then take in a month / year?

In higher grades with good math skills, more complex math operations such as averages can be calculated and compared (e.g., the average value of an activity observed by different students).

Table C1

Activity	Observed person	Measured time

Working sheet C1

1. Think about which activities you want to measure!
2. Stick one activity picture in each empty field in the column under "Activity"!
3. Write the name of the person you want to observe in the column under "Observed person"! You can also write "dad", "my brother", "my aunt" or similar instead of the name.
ATTENTION! Tell the person you want to observe beforehand! Then they will not be surprised.
4. Measure the time when you observe the person! Enter the measured time in the column under "Measured time"!

Table C2

Activity	Observed Person	Estimated time	Measured time

Working sheet C2

1. Think about which activities you want to measure!
2. Stick one activity picture in each empty field in the column under "Activity"!
3. Estimate the time how long the respective activities take. Enter the estimated time in the column under "Estimated time"!
4. Enter the name of the person you want to observe in the column under "Observed person"! You can also write "dad", "my brother", "my aunt" or similar instead of the name.
ATTENTION! Tell the person you want to observe beforehand! Then they will not be surprised.
5. Measure the time when you observe the person! Enter the measured time in the column under "Measured time".