



Sex – sexuality education
Personal development for
the prevention of discrimination
and violence (SEXED)
**Preventing Gender Violence
in Kindergarten**

by

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Last edition: March, 2015

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This training unit has been developed in the trainer training course : « Sex and sexuality education - Personal development for the prevention of discrimination and violence » organised by the [Pestalozzi Programme](#) of the [Council of Europe](#) in cooperation with the Programme “[Building a Europe for and with children](#)”.

one in five
un sur cinq



Preventing Gender Violence in Kindergarten

How can education to equality and empathy prevent gender violence?

Brief description

This Training Unit aims at leading Kindergarten teacher trainers to understand how gender stereotypes are reflected in everyday life of both sexes and imply gender violence at different levels. It is based on components regarding the right to be different and every child's dignity to be respected.

Keywords: Kindergarten, One in Five Campaign, gender, violence, education to sexuality, equality, empathy.

Expected outcomes

- ✓ To improve awareness of the rights of children and the needs of their protection among Kindergarten teacher trainers. (A_HR_1 and K_HR_1)
- ✓ To enable teachers to develop equality in their educational practice, by providing them appropriate tools and resources. (A_HR_3 and S_HR_3)
- ✓ To promote dialogue and communication on sex and sexuality education within the families and school environment. (A_COOP_2 and K_COOP_3)

Activities

	Duration	Methods used
Activity 1 – Who's housekeeping for? (warm up)	50 minutes	Group work
Activity 2 – About gender violence: true or false?	55 minutes	Debate
Activity 3 – New practice, new mind	80 minutes	Group work
Activity 4 – About prevention of Gender Violence : a reading	70 minutes	Active listening Open space debate
Activity 5 – My reading in action	90 minutes	Peer and group work
Evaluation	10 minutes	Individual assessment questionnaire

Background and context

This Training Unit has been trialed with 20 Kindergarten teacher trainers. It is based on my short essay on how to care and cultivate positive language in class.

Activity 1: Who's housekeeping for? – Warm up

Duration: 50 min

Expected outcome

- ✓ To encourage exchange between the participants (icebreaking)
- ✓ To enhance the critical thinking of the participants about gender stereotypes

Methods/ techniques used

- ✓ Group work

Resources

- ✓ Appendix 1 sheets (1/learner)
- ✓ A4 paper
- ✓ Pens and markers

Practical arrangements

- ✓ Prepare the Appendix 1 sheets: in order to form groups (of 4 people max.), insert images related to housekeeping at the back of each sheet of paper: 4 of them might represent a sweeper, four others an iron, four others a washing machine, and so on. Spread the sheets of paper upside down on a table before the arrival of participants.
- ✓ Prepare the desks for groups of four people (max.).

Procedure

Step 1 (05 min) : forming the groups

- ✓ Each participant takes one sheet of paper randomly.
- ✓ Participants gather in groups of four (max.) according to the image at the back of their sheet of paper.

Step 2 (05 min) : individual reflection

- ✓ Participants fill in the chart individually

Step 3 (15 min) : group work

- ✓ Participants share their answers within their group. Reflection is expected on the controversial points.
- ✓ Each group sums up the conclusion, reflecting the common and controversial points when no consensus has been reached during the discussion.

Step 4 (15 min) : oral presentation

- ✓ One or two reporters per group present their summary.
- ✓ After each presentation, time is left for clarification questions.

Step 5 (10 min) : debriefing

- ✓ To conclude the different presentations, each participant is asked to answer the following questions :
 - Did this activity help you increase your awareness of some gender stereotypes?
 - Can you think of any other statements that you would like to add to the list?
 - Would you use this activity in your class? How would you adapt it?

Tips for trainers

- ✓ In order to facilitate collaborative group work, invite the participants to decide on different roles for their activity: time-manager, writer, reporter... Make sure that everyone gets equally involved.
- ✓ Be aware that some answers about stereotypes might bring up conflict within the group and the plenary discussion. Invite the participants to develop their active listening by asking questions and avoid judgmental attitude.

Activity 2: About gender violence: yes or no?

Duration : 55 min

Expected outcome

- ✓ To raise awareness about daily gender violence in society.
- ✓ To enhance the critical reflection of the participants about their own perception of gender violence.

Methods/ techniques used

- ✓ Debate

Resources

- ✓ Post-it
- ✓ Appendix 2 statements
- ✓ Two panels indicating the following statements : YES / NO
- ✓ A rope, or chalk (or Sellotape)
- ✓ A4 sheets of paper
- ✓ Pens and markers

Practical arrangements

- ✓ A spacious room will be needed.
- ✓ At each end of the room, facing each other, hang the panels YES (at one end) and NO (at

the other end) on the wall. Draw a separation line on the floor with the rope (or any other resource used) in the middle.

Procedure

Step 1 (10 min) : brainstorming

- ✓ Before they start the main activity, ask each participant to write on a post-it his/her definition of what is gender violence.
- ✓ Each participant reads out loud his/her answer and hangs it on a board or on a free wall.

Step 2 (20 min) : yes or no

- ✓ Participants are invited to line up on the rope/chalk line in the middle of the room.
- ✓ The trainer reads out loud the first statement provided in Appendix 2 and invites the participants to determine whether it expresses gender violence or not.
- ✓ Participants change place according to their answer: the more they move towards the “YES” panel, the more they agree with the fact that the statement expresses gender violence; the more they move towards the “NO” panel, the more they disagree.
- ✓ The trainer invites a few participants to explain why they are standing where they are. If any other participant should be convinced by an argument, he/she has the right to move.
- ✓ The activity goes on until every statement has been read and explained.

Step 3 (15 min): individual reflection

- ✓ The participants are invited to reflect individually on the activity by answering the following questions :
 - Does gender violence always seem obvious?
 - Did I change opinion during the session? When? Why?
- ✓ The trainer invites the participants to express and share their thoughts.

Step 4 (10 min): debriefing

- ✓ Can you think of any other daily statement you heard that could express gender violence?
- ✓ Was this activity helpful to identify cases of gender violence?
- ✓ Looking back at what you wrote about gender violence at the beginning of the session, what comments can you make?

Tips for trainers

- ✓ Make sure that every participant gets a chance to explain himself/herself at least once during the session.
- ✓ Make sure you equally interview people from different opinions during the session.

Activity 3: New practice, new mind

Duration: 80 min

Expected outcome

- ✓ To initiate participants to educational practices that can deconstruct situations described in activity 2.

Methods/ techniques used

- ✓ Group work

Resources

- ✓ Appendix 3 sheets
- ✓ A3 and A4 paper
- ✓ Ropes (2m each)
- ✓ Clothes pegs
- ✓ Samples from traditional tales (*Little Red Riding Hood, The Three Little Pigs, Cinderella, Snow White, The Sleeping Beauty*)
- ✓ Pens and markers

Practical arrangements

- ✓ Prepare the Appendix 3 sheets: in order to form groups (of 4 people max.), insert images related to the different tales at the back of each sheet of paper: 4 of them might represent The Sleeping Beauty, four others Cinderella, four others Snow White, and so on. Spread the sheets of paper upside down on a table before the beginning of the activity.
- ✓ Prepare the desks for groups of four people (preferably).
- ✓ On a separate table, put all the requested material (samples of tales, A4 and A3 paper, ropes, clothes pegs, etc.) so that the participants can provide themselves with what they need according to the chosen activity.

Procedure

Step 1 (10 min) : forming the groups

- ✓ Each participant takes one sheet of paper randomly.
- ✓ Participants gather in groups of four (max.) according to the image at the back of their sheet of paper.
- ✓ Time is left for everyone to read the different proposals of Appendix 3 and ask comprehension questions to the trainer.

Step 2 (40 min): group work

- ✓ The participants choose one activity from Appendix 3 proposals.
- ✓ Together, they think about a way to adapt it in class. They will answer the following questions :
 - How would you adapt and exploit this activity with children in class?
 - What would be your expectations concerning the question of gender?
 - How do you think this could help to raise equality between sexes in the class?

<ul style="list-style-type: none"> ✓ Each group reports the answers on an A3 sheet of paper and gets ready for the presentation. <p>Step 3 (20 min): oral presentation</p> <ul style="list-style-type: none"> ✓ Each group presents the activity and explains the choices. <p>Step 4 (10 min): debriefing</p> <ul style="list-style-type: none"> ✓ Here the debriefing can take place after each presentation. Participants can proceed in the following way : <ul style="list-style-type: none"> - First they can ask a question for clarification to the group who presented the activity. - Second, they give some positive feedback about what was good in the presentation. - Third, they give some tips to improve and go further.
<p>Tips for trainers</p> <ul style="list-style-type: none"> ✓ In order to facilitate collaborative group work, invite the participants to decide on different roles for their activity: time-manager, writer, material-keeper, reporter... Make sure everyone in the group gets equally involved. ✓ Tell the participants that they have the right to be creative in their presentation (using drawing, drama...). ✓ Keep an eye on the time and make sure that all the groups have equal time for their presentations.

Activity 4: About prevention of gender violence: a reading

Duration: 70 min

<p>Expected outcome</p> <ul style="list-style-type: none"> ✓ To raise awareness about the Council of Europe One in Five Campaign and the Lanzarote Convention.
<p>Methods/ techniques used</p> <ul style="list-style-type: none"> ✓ Active listening ✓ Open space debate
<p>Resources</p> <ul style="list-style-type: none"> ✓ Samples of the One in Five Campaign outline and the Lanzarote Convention information brochure (see links in Appendix 4). ✓ Video projector and screen ✓ A4 sheets of paper ✓ Pens and markers
<p>Practical arrangements</p> <ul style="list-style-type: none"> ✓ Make sure the Internet is working or prepare screen captures of the One in Five Campaign website for your presentation. ✓ Have participants sit first altogether.

Procedure

Step 1 (10 min) : brief presentation

- ✓ A brief presentation of the One in Five Campaign is done by the trainer, showing the Council of Europe resources.

Step 2 (25 min): individual reading

- ✓ Participants are given the opportunity to read the two documents presented in Appendix 4.
- ✓ Each participant writes down one question focusing on his/her main concern from his/her reading.
- ✓ The questions of the participants are collected and organized according to the different topics evoked. Four or five main themes are brought out from them.

Step 3 (30 min): open space debate

- ✓ According to the different identified themes, participants are invited to gather at different places of the room, to have informal discussion about their concern with others.
- ✓ Participants are told that at any time they want, they can change the group of discussion, in order to collect information from different topics if they wish to.

Step 4 (15 min): debriefing

- ✓ Participants come back as a whole group.
- ✓ Volunteers may share their thoughts about the following questions :
 - What striking information do you remember from your informal debate?
 - How far did this activity enable you to answer to some questions or doubts you previously had?
 - What question are you still asking yourself about the One in Five Campaign and the Lanzarote Convention?

Tips for trainers

- ✓ In order to keep as much time as possible for the open space debate, participants may be asked to read the Council of Europe documents as a pre-task, before the training.
- ✓ You might go around the different groups and listen to the participants' questions and exchanges, so as to anticipate the debriefing debate and to conclude with some expressed concerns.
- ✓ You can insist on the idea that the participants must feel free to leave a group of discussion to join another one during the open space session.

Activity 5: My reading in action

Duration: 90 min

Expected outcome

- ✓ To present a new tool for the sexual and sexuality education, in order to prevent sexual violence and abuse.
- ✓ To reflect on the possible ways to adapt this tool in the context of the 3-6 year-old children education.

Methods/ techniques used

- ✓ Peer work

Resources

- ✓ Samples of *Kiko and the hand* book (half as many as participants at least)
- ✓ A4 and A3 sheets of paper
- ✓ Pens and markers

Practical arrangements

- ✓ Participants should be sitting in pairs.

Procedure

Step 1 (40 min): preparing the activity

- ✓ Participants are invited to read the story of *Kiko and the hand*.
- ✓ From their reading, participants are invited to think about a class activity they would be likely to organize, following the normal timing distribution in Kindergarten sessions :
 - A sample activity to be used in an assembly presentation ;
 - A sample activity to research on a character from the book ;
 - A sample game centered on one character, on the plot, on the place...
 - A sample activity to be used in assembly reflection.
- ✓ Each peer group gets ready to present the chosen activity.

Step 2 (40 min): oral presentation

- ✓ Each peer group is invited to proceed to a five-minute presentation of the activity in front of the whole group.

Step 3 (10 min): debriefing

- ✓ Here the debriefing can take place after each presentation. Participants can proceed in the following way :
 - First they can ask a question for clarification to the group who presented the activity.
 - Second, they give some positive feedback about what was good in the presentation.
 - Third, they give some tips to improve and go further.

Tips for trainers

- ✓ Encourage participants to produce activities and share their ideas freely.
- ✓ Tell the participants that they have the right to be creative in their presentation (using drawing, drama...).
- ✓ Keep an eye on the time and make sure that all the groups get the same amount of time for their presentation.

Activity 6: Evaluation

10 minutes

Expected outcome

- ✓ To allow participants to reflect on their learning from the workshop.
- ✓ To allow them to evaluate the workshop.

Methods/ techniques used

- ✓ Individual work

Resources

- ✓ Appendix 5 questionnaires (as many as participants)

Practical arrangements

- ✓ Have the participants sit individually to fill in the questionnaire.
- ✓ You can then have them sitting in a circle for the final discussion.

Procedure

Step 1 (5 min)

- ✓ Ask the participants to individually fill in the questionnaire.

Step 2 (5 min)

- ✓ Allow the participants to say anything they like at the end of the session, especially concerning:
 - what they learned from the session;
 - what activity they most enjoyed and why;
 - what activity they least enjoyed and why.
- ✓ Conclude the session in your own way.

References

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Appendices

Appendix 1 – Who’s housekeeping for?

	Working outside home	Preparing breakfast	Washing up	Sweeping	Washing the dishes	Ironing	Cooking	Cleaning the windows	Hoovering	Helping with kids homework	Visiting the doctor with kids	Waking the kids up	Doing the shopping list	Going shopping	Repairing a tap	Watering the plants	Going to school meetings
Me																	
My partner																	
My mother																	
My father																	
My brother																	
My sister																	
My grandpa																	
My grandma																	
Other person																	

Appendix 2 – Yes or no?

1. Gender equality is considered from men's minds.
2. Women are equal to men when women can behave, live and work as men do.
3. Women have always shown and taught vital and essential things to men: how to walk, how to speak, how to take care of themselves, how to eat healthily, how to establish relationships...
4. Gender violence occurs when boys/men make fun of girls' toys, menstruation, women "musts" at home...
5. Gender violence happens when in a male/female conversation men use all the space and time speaking, when men raise their voice pitch up, when men do not listen to women, when men interrupt women's turn...
6. Porn reflects an average couple's real life.
7. Sexual orientation is mainly transmitted by social interaction.
8. Sexual abuse victims on internet and social networks often provoke this result.
9. Victims of sexual abuse are often afraid that they will not be believed.
10. Victims of sexual abuse report that professionals often undermine the importance of what they have suffered and said.
10. A non-discriminatory use of language makes girls and women's presence more visible.

Appendix 3 – New practice, new mind

Traditional Tales Tell (assembly): rewriting the end

Rewrite the end of a traditional tale: boys and girls, women and men, share experiences and enjoy different adventures to finish up the story in a new way. (*Little Red Riding Hood, The Three Little Pigs, Cinderella, Snow White, The Sleeping Beauty...*)

Boys and Girls: Different but Equal

- a) Tell me four things you like about being a girl/boy and make you different and unique
- b) Now, tell me four things boys and girls have in common, do in the same way...
- c) Finally, tell me which animal/game/colour/tale/meal...you would like to be if you were a boy/girl (the opposite)

Our school is a magic place (assembly)

All of us, girls and boys, male and female teachers and parents can collaborate and work together in order to get a magic school where you.../ No one... / everybody... (three wishes per pupil)

You are the main star

We need a rope and a lot of clothes pegs to hang different pictures and objects the children bring to mind:

- A special and joyful moment of their life
- A sad experience they've had

Then, check orally there are no differences according to sex. All of them enjoy and suffer in similar ways.

Appendix 4 – A reading

One in Five Campaign outline:

http://www.coe.int/t/dg3/children/1in5/Source/Campaign%20outline_28042012_en.pdf

About the Lanzarote Convention:

http://www.coe.int/t/dg3/children/1in5/OurCampaign/ConventionSexualAbuse_en.pdf

Appendix 5 – Evaluation questionnaire

ASSISTANT QUESTIONNAIRE on: *Preventing gender violence in Kindergarten***FACILITATOR:**

Once the session is finished we appreciate your collaboration in evaluating your work, using the following criteria: from 1 (very low) to 10 (excellent). Your evaluation is very important for our training system evaluation in order to make decisions and improvements.

1. <i>Global satisfaction with the course</i>									
Very low		Low		High			Very high		
1	2	3	4	5	6	7	8	9	10

	Very low		Low		High			Very high		
	1	2	3	4	5	6	7	8	9	10
Resources										
1. Adequate spaces for training sessions										
2. Adequate equipment and materials										
3. Adequate facilitator/s										
	Very low		Low		High			Very high		
	1	2	3	4	5	6	7	8	9	10
Development										
4. Time distribution										
5. Organization – activity management										
6. Effectiveness in real classes										
7. Future implementation with parents										
8. Atmosphere – course atmosphere										
9. Interest – participation of teachers										
	Very low		Low		High			Very high		
	1	2	3	4	5	6	7	8	9	10
Results										
10. Degree of fulfilment of expectations										
11. Degree of personal & professional progress										
Comments and Suggestions										
Thank you for your collaboration										