

Promoting Gender Equality in ECD Training Trainers' Scenario

Scenario is for use by trainers / facilitators in conjunction with a toolkit containing a teachers' guide (TG), handouts and a PowerPoint presentation. All materials can be downloaded from: <https://southafrica.vvob.org/news/open-educational-resources-promote-gender-equality-early-childhood-development>

Overall objective of the workshop is to:

Equip and train teachers and practitioners with skills to promote gender equality and prevent gender-based discrimination in early childhood development.

<p>Understanding GRP</p> <p>GRP – Concepts:</p> <ul style="list-style-type: none"> ○ Sex and gender ○ Gender stereotypes and biases ○ Gender equality <p>Gender responsive pedagogy</p> <p>1. GRP-Learning environment</p>	<p>DAY 2</p> <ul style="list-style-type: none"> ▪ 2. GRP-Learning materials: <ul style="list-style-type: none"> ○ Play materials ○ Pictures and visuals ○ Storybooks ▪ 3. GRP Learning activities <ul style="list-style-type: none"> ○ GRP in the daily programme ○ Talking about gender in themes 	<p>DAY 3</p> <ul style="list-style-type: none"> ▪ 4. Classroom interaction and language <ul style="list-style-type: none"> ○ Teacher-learner interaction ○ Learner-learner interaction ▪ 5. Interaction beyond the classroom ▪ Continuing to learn about promoting gender equality in ECD ▪ Feedback
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DAY 1

	Activity /focus	Methodology steps	Materials	Responsibility
09:00	Tea and registration			
09:30	Welcome and Check-in <i>Focus: To get to know the participants, and some of their views about gender stereotypes.</i>	Circle activity – Introductions <i>Prior to this activity, the facilitator should prepare a circle with sufficient chairs and put the pictures provided in the centre of the circle, facing up.</i> <u>Step 1:</u> invite participants to pick up a picture that speaks to them. <u>Step 2:</u> Ask participants to introduce themselves (share your name, and what made you smile in the last 24 hours) and invite them to share why they chose the picture they are holding. <u>Step 3:</u> Ask for a volunteer to start, and from there, go around the circle until everyone has introduced themselves, including the facilitators.	Room set up (ideally both a circle of chairs and a set-up of chairs and desks for presentations and group work. Ensure projector and laptop are set up. <i>01 Pictures discussion starter</i>	
09:40	Ground Rules <i>Focus: Creating a safe environment to voice opinions, thoughts and questions</i>	<u>Step 1:</u> Explain the purpose of the ground rules – to create a safe environment during our training. <u>Step 2:</u> Explain that as the trainer, you have some 'ground rules' you would like to suggest that encourage participation and respect and give everyone in the room a chance to share/speak.	Flip chart	

	Activity /focus	Methodology steps	Materials	Responsibility
		You can add other, practical rules that will help you manage the group.		
09:50	Expectations <i>Focus: To understand what participants expect from the workshop</i>	<p><u>Step 1:</u> Invite participants to share their expectations of the training. Point out that we will come back to these expectations to see whether they were met, on the last day of the training.</p> <p><u>Step 2:</u> Ask participants to write one expectation per sheet of paper with their names on the back. Ask participants to use a marker and write in big font, and to remember which cards are theirs, or write their names on the back.</p> <p><u>Step 3:</u> Expectations are stuck on the wall. In plenary, participants can now have a look at the different expectations and ask for clarifications. The facilitator can categorise similar expectations and can clarify which expectations are within and beyond the scope of the workshop.</p>	Paper on the wall A 5 paper; Bostick, Koki pens.	
10:15	Workshop objectives and workshop flow <i>Focus: To give participants an understanding of the focus and flow of the workshop.</i>	<p><u>Step 1:</u> Play the Siyalingana video.</p> <p>You can play the video in English or isiZulu using the YouTube links in the presentation. Note that you will need internet, or, will need to download videos prior to training. (slide 2)</p> <p><u>Step 2:</u> Presentation of workshop objectives and flow (slides 3 and 4). Even at this point, the facilitator can refer back to expectations that have been shared.</p>	PowerPoint presentation. Downloaded videos (if no internet at venue)	

	Activity /focus	Methodology steps	Materials	Responsibility
0:35	<p>Gender concepts</p> <p><i>Focus: To introduce concepts that are / will be used in the manual and workshop</i></p>	<p>Mix and match: gender concepts</p> <p><u>Step 1:</u> Explain that a number of ‘gender concepts’ are used in the manual, and will be used in the training, and that the next activities are aimed at ensuring we have a common understanding of these concepts.</p> <p><u>Step 2:</u> Ask participants to sit in pairs. Each pair receives handout 02. Ask the pairs to match the gender concepts with the definitions provided on the handout. They can use a pencil to draw lines between the concepts and definitions that they think match.</p> <p><u>Step 3:</u> Explain to participants that in the next activities, we’ll look at some concepts together, and then come back to this activity afterwards. Pairs can continue to make changes to their initial answers during the next activities.</p>	<p>02 mix and match gender concepts</p>	
0:50	<p>The concepts of Gender and sex</p> <p><i>Focus: unpacking the concepts of gender and sex</i></p>	<p>Sorting: Gender and sex</p> <p><u>Step 1:</u> Distribute handout 03 and ask participants to complete the activity in pairs.</p> <p><u>Step 2:</u> After pairs have completed the activity, guide a plenary discussion, going over the different answers (use slide 5 in the PowerPoint). Ask participants why they think certain statements are about gender or about sex.</p> <p><u>Step 3:</u> Wrap up the presentation by providing the definitions for the two concepts (slide 6).</p>	<p>03 gender and sex</p> <p>PowerPoint presentation</p>	

	Activity /focus	Methodology steps	Materials	Responsibility
1:05	<p>The concepts of gender stereotype and gender bias</p> <p><i>Focus: create understanding of these concepts, and awareness of the potential harm of gender stereotypes</i></p>	<p>Siyalingana Video 2: Redraw the balance</p> <p><u>Step 1:</u> Show the video through link in the PowerPoint slide 7.</p> <p><u>Step 2:</u> Ask some questions in plenary:</p> <ul style="list-style-type: none"> • From your own experiences, can you identify with what you saw in the video? • Did you pick up any examples of ‘gender stereotypes’? Can you explain in your own words what a gender stereotype is? • Do you think such stereotypes are harmful? In what way? • Can anyone explain in their own words what gender bias is? <p><u>Step 3:</u> Wrap up the presentation by providing the definitions for the concepts of gender stereotypes and gender bias (slide 8).</p>	<p>PowerPoint presentation</p> <p>Downloaded videos (if no internet at venue)</p>	
1:40	<p>Our own gender biases</p> <p><i>Focus: create more awareness of our own gender biases</i></p>	<p>Group activities</p> <p><u>Step 1:</u> Divide the group into two. Distribute handout 04 which includes two activities. Explain the activities and give the groups 20 minutes to complete them. Encourage them to discuss their answers in their groups and ask them to decide who will give feedback in plenary.</p> <p><u>Step 2:</u> In plenary, each group can share a summary of their discussions.</p>	<p><i>04 our own gender biases</i></p>	

	Activity /focus	Methodology steps	Materials	Responsibility
		<p><u>Step 3</u>: Conclude that stereotypes and biases exist in larger society, all around us, and in all of us. Emphasise that all of us have gender biases, and that this is normal. By becoming more aware of them, we can change the way we respond to the biases.</p>		
2:00	<p>The concepts of Gender Equality and Gender-based discrimination</p> <p><i>Focus: create understanding of the concepts of gender equality, inequality and gender-based discrimination</i></p>	<p>Video: Gender Equality explained by children.</p> <p>This video is embedded in the PowerPoint (slide 9)</p> <p>Play the video and ask the group some questions:</p> <ul style="list-style-type: none"> • What did you see play out in the video? • Do you recognize such situations in South Africa? • How would you explain what gender equality or inequality is, in your own words? • How would you explain what gender-based discrimination is, in your own words? 	<p>PowerPoint presentation</p> <p>Downloaded videos (if no internet at venue)</p>	
2:20	<p>Examples: Gender and the South African Context</p> <p><i>Focus: Create awareness of gender issues that play out in the South African context</i></p>	<p>Quiz: Gender and the South African context</p> <p><u>Step 1</u>: Explain that we'll have a closer look at some gender inequalities in the South African context, and distributes handout 05. Explain that it contains a quiz with some true/false and multiple-choice questions.</p> <p><u>Step 2</u>: Ask participants to individually complete the quiz. Make sure that participants understand that their work will not be marked.(allow 5 to 10 minutes to complete)</p>	<p>PowerPoint presentation</p> <p><i>05 Gender and the South African context</i></p>	

	Activity /focus	Methodology steps	Materials	Responsibility
		<p><u>Step 3</u>: Show correct answers with some elaboration using the PowerPoint (see slide 10), answers will appear one by one).</p> <p><u>Step 4</u>: Show PowerPoint slide 11 with definitions of gender equality and gender-based discrimination.</p>		
2:25	<p>Summary of gender concepts</p> <p><i>Focus: summarising up gender concepts</i></p>	<p><u>Step 1</u>: Return to the gender concepts activity that participants have done in pairs. First the pairs are given some time to make changes.</p> <p><u>Step 2</u>: Present slide 12 with all concept definitions, which participants can now use to check whether they have understood all the concepts correctly. You can provide time for them to ask questions in case they are not clear on some of the concepts (some were not covered in the previous activities).</p>	PowerPoint presentation	
3:35	<p>Gender Responsive Pedagogy (GRP)</p> <p><i>Focus: An introduction to the concept of GRP</i></p>	<p>Presentation</p> <p>Use slides 13 to 16 in the PowerPoint covering:</p> <ul style="list-style-type: none"> • Why gender in ECD? • The benefits of promoting gender equality for children • The five aspects of GRP • The structure of the TG (can refer to page 12 of TG) 	PowerPoint presentation	
3:15	<p>Exploring the 5 aspects of GRP</p>	<p>Small Group Activity</p>	Cards for writing answers to be divided among the groups - optional: use	

Activity /focus	Methodology steps	Materials	Responsibility
<p><i>Focus: to harvest ideas on different aspects of GRP from the participants' own experience – learning from each other.</i></p>	<p><u>Step 1:</u> Divide the participants into five groups. Each group is allocated 1 of the 5 aspects of GRP:</p> <ol style="list-style-type: none"> 1. Learning Environment 2. Learning Materials 3. Learning Activities 4. Classroom Interactions and Language Use 5. Interactions Beyond the Classroom. <p>Explain that the aim of the activity is to come up with one (or more) ideas on integrating gender responsiveness within each of the five aspects of GRP.</p> <p>Ask the groups to write their ideas on the cards provided. You can refer them to page 11 of the guide for a remind of what each aspect is about. Give the groups 15 minutes to prepare.</p> <p><u>Step 2:</u> Invite each group to present their ideas (no more than 5 minutes per group, including possible questions). Post each group's ideas on the wall and come back to them over the coming days when we unpack each of the five aspects further. You can refer to good examples and provide more detail, find new ideas, and correct where correction is needed.</p> <p><u>Step 3:</u> Conclude that there are already good ideas among the participants, and that during the training, we will look at all five aspects in more detail.</p>	<p>different coloured cards for each of the GRP blocks.</p> <p>Prepare a section of the wall for the 5 aspects. When groups present their ideas, facilitators to stick the cards under the correct aspect and leave the cards up for the remainder of the workshop.</p>	

14:00 **LUNCH**

	Activity /focus	Methodology steps	Materials	Responsibility
1:50	<p>1.GRP - Learning environment</p> <p><i>Focus: reflect on own situation regarding GRP in the learning environment and generate and share ideas</i></p>	<p>Three case studies</p> <p><u>Step 1:</u> Facilitator to divide participants in 3 groups. Each group receives one of the case studies from handout 06. Explain that each case study includes some questions to stimulate discussions –emphasise that participants can share their own experiences with each other. (+-20 mins for preparation)</p> <p><u>Step 2:</u> Each group presents their case study (read it out) and their tips to be gender responsive in the learning environment. (+- 5 mins per group for presentation and possible questions and additional ideas)</p> <p><u>Step 3:</u> Conclude that we have a lot of good ideas already and share the tips that are listed in the PowerPoint (slides 17 to 26), including video on learning environment (+- 15 mins)</p>	<p>06 Case studies learning environment</p> <p>PowerPoint presentation</p>	
5:15	<p>End of day reflection</p> <p><i>Focus: reflecting on our own gender biases as ECD practitioners</i></p>	<p>Plenary session</p> <p>This session can be based on all or some of these questions:</p> <ul style="list-style-type: none"> • Are you aware of your own gender biases in your ECD centre and in your teaching? • Why are you saying so? • Can you give an example? • Were you aware of these biases before today? • How have you dealt with such biases up until now? 		

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		<ul style="list-style-type: none"> Do you already have ideas of how you would do things differently? <p>The facilitator or co-facilitator can take some notes on a flipchart, so input is visible to everyone.</p>		
5:30	Mood barometer	To end the day, facilitators ask participants to tick the mood barometer to check the mood and feelings at the end of day one. The barometer can be completed as people get ready to leave. The results of the barometer can serve as a discussion starter on the morning of day two.	To prepare: mood barometer on a flipchart: three columns – smiley face, straight face and sad face.	

CLOSURE

DAY 2

	Activity /Focus	Methodology steps	Materials	Responsibility
09:00	Tea and registration			
09:30	Welcome, Check-in and Recap <i>Focus: Everyone can settle into the day.</i>	<p><u>Step 1:</u> Participants start off sitting in a circle. The mood barometer of the previous day is still displayed. Ask volunteers to share how they felt at the end of yesterday, and if they want to share a bit more why they felt that way (pick 3 to 5 volunteers).</p> <p><u>Step 2:</u> Ask participants to think of one word that describes how they feel this morning. Ask a volunteer to share their word, and then move around the circle, (anti-) clockwise.</p> <p><u>Step 3:</u> Ask volunteers to share any ‘aha’ moments from yesterday; and ask whether participants have any questions after yesterday’s session. The facilitator can capture the questions on a flipchart. If these questions are likely to be answered in any of the upcoming sessions, the facilitator can say so. If there are questions that need immediate responses – facilitator can give them.</p> <p><u>Step 4:</u> Briefly mention the areas of focus for this day:</p> <ul style="list-style-type: none"> • Learning materials and • Learning activities 	Mood barometer previous day	

	Activity /Focus	Methodology steps	Materials	Responsibility
0:45	<p>2. GRP- Learning materials</p> <p><i>Focus: introducing the second aspect of GRP – learning materials</i></p>	<p>Introduction</p> <p><u>Step 1:</u> Remind participants of the 5 aspects of GRP (you can use the presentation) and indicate that we are now going to look into learning materials: we will engage in activities around:</p> <ul style="list-style-type: none"> • Play materials and toys • Pictures • Stories <p><u>Step 2:</u> Play the Planned Parenthood Video (Gender Stereotyping) as an introduction to starting the unit. The video is embedded in the PowerPoint presentation on slide 28.</p> <p><u>Step 3:</u> Ask some questions about the video:</p> <ul style="list-style-type: none"> • What did you see in the video? • What do you think the key messages are? • What is your take on it? 	<p>PowerPoint presentation</p> <p>Downloaded videos (if no internet at venue)</p>	
0:30	<p>2.1 GRP – Learning Materials: Play materials</p> <p><i>Focus: Practical exploration of gender stereotypes in toys and play materials, and how</i></p>	<p>Whole Group Activity: Play Materials (30 mins)</p> <p><u>Step 1:</u> Sit in a circle around arrangement of different play materials. Ask participants to think on the following question for themselves:</p> <ul style="list-style-type: none"> • If you were trying to be gender responsive, which toys (from the middle of the circle) would you select to have in your classroom? 	<p>Facilitators to bring and use a variety of toys and materials. These should include a mix of gender stereotyped play materials, as well as gender neutral ones. Also include toys that are double stereotyped (e.g.</p>	

Activity /Focus	Methodology steps	Materials	Responsibility
<p>teachers can respond to these.</p>	<p><u>Step 2</u>: Allow participants some time to think, then ask all participants to pick (up) a toy. Starting with a volunteer, everyone in the circle gets to share why they picked the toy they did. <i>Note: depending on the number of toys, you can ask participants to pick an actual toy (if you have plenty) or to just tell the others which toy they chose.</i></p> <p><u>Step 3</u>: After the round of sharing, ask additional questions and pick a limited number of participants to share their thoughts:</p> <ul style="list-style-type: none"> • What toys wouldn't you select? Why not • Are there any play materials that are not here, that you would like to include? Describe and tell us why. • What would you do with stereotyped toys that you already have in your class? <p><u>Step 4</u>: Conclude by saying there is nothing wrong with a doll, or a ball, or cars, they can ALSO be in the room. Bringing in some gender-neutral toys is a good idea, as is avoiding the double stereotypes.</p> <p>Video Siyalingana: Play materials (15 mins)</p> <p><u>Step 1</u>: Play the second Siyalingana video (focused on play materials) (intro on slide 29 and 30; slide 31 video link). This video shows the tips on play materials from the teachers' guide.</p>	<p>pink doll, blue ball, black bike..)</p> <p>PowerPoint presentation</p> <p>Downloaded videos (if no internet at venue)</p>	

	Activity /Focus	Methodology steps	Materials	Responsibility
		<p><u>Step 2:</u> Ask participants to pay close attention, and provide time for questions afterwards – you can use the TG to clarify messages if needed</p>		
1:00	<p>2.2 GRP – Learning materials: Pictures</p> <p><i>Focus: to create awareness of the gender stereotypes in pictures, and discuss how to use pictures in classes.</i></p>	<p>Small Group Activity: Pictures</p> <p><u>Step 1:</u> Divide participants in pairs and explain that they will look for gender stereotypes in pictures from magazines and make a collage poster from it. Distribute the magazines and materials and ask participants to divide the hardboard paper into two parts: male stereotypes and female stereotypes. (15 mins to prepare)</p> <p><u>Step 2:</u> Ask the pairs to stick their posters on a wall and invite everyone to take a look at each other’s work (no presentation needed).</p> <p><u>Step 3:</u> Guide a plenary discussion about why such stereotypes can be harmful:</p> <ul style="list-style-type: none"> • Looking at the female stereotypes, do you think any of these stereotypes are harmful? Why? • Looking at male stereotypes, do you think any of these stereotypes are harmful. Why? <p><u>Step 4:</u> Conclude that such pictures can be avoided, but can also be used to initiate discussions with children about gender. Ask participants if they have ideas of how they can use stereotyped pictures in that way.</p>	<p>Facilitators (and participants) to bring a collection of magazines,</p> <p>Glue, scissors and hard board paper.</p>	

	Activity /Focus	Methodology steps	Materials	Responsibility
		Summarise: it is important to be aware of the stereotypes in pictures, to work with these stereotypes in a good way, and to bring variety and balance: make sure that children also see pictures that break through the stereotypes.		
2:00	<p>2.3 GRP – Learning materials: Storybooks</p> <p><i>Focus: heighten awareness of stereotypes in storybooks and how to work with them.</i></p>	<p>Short presentation of tips for storybooks and pictures (10 mins)</p> <p>Present the tips for working in a gender responsive manner with both storybooks and pictures using the PowerPoint presentation including a video (slides 32 to 35).</p> <p>Small Group Activity: Storybooks (50 mins)</p> <p><u>Step 1:</u> Asks participants to go to page 26 and 27 in the TG and explain that the next activity will help us to practice checking a book or poster for gender stereotypes. Explain the table with the five categories from the TG.</p> <p><u>Step 2:</u> Divide participants into groups of five. Each group receives two books to look at and agree together which category they would put it in.</p> <p>Participants to discuss:</p> <ul style="list-style-type: none"> • Whether they would use the book with their learners and state why or why not? 	<p>PowerPoint presentation</p> <p>Downloaded videos (if no internet at venue)</p> <p>Sets of Story Books (facilitators please bring additional ones to what VVOB has provided – important that facilitators know the books reasonably well)</p>	

	Activity /Focus	Methodology steps	Materials	Responsibility
		<ul style="list-style-type: none"> What will you do if the book is the only book you have? How would you then engage with the children about the stereotypes? <p><u>Step 3</u>: Participants present their conclusions in plenary. Guide discussions and ask clarifying questions where needed.</p>		
2:15	3. GRP- learning activities: an introduction	Presentation Use the slides in the presentation to introduce GRP in learning activities (slides 36 to 42). Keep the presentation short and engaging (max about 15 minutes)	PowerPoint presentation	
3:15	3.1 GRP Learning Activities: Tips for the daily programme <i>Focus: Explore how gender responsiveness cuts across all activities in the daily program</i>	Whole group activity: Building a daily programme (10 to 15 mins) Participants sit in a circle. Facilitator puts the daily programme cards in the middle of the circle. The assignment to the group is to organize the cards into a daily programme. If they want to, participants can leave out cards. A volunteer participant can assist the facilitator to pick up cards, and put them in the order the group would like. Small group activity: tips to be gender responsive in the daily programme (45 to 50 mins) <u>Step 1</u> : Divide participants in groups of four. Groups should develop some tips on how to be gender responsive in different parts of the daily programme. Depending on size of the group, each group may look at	Daily programme cards (A4, big writing) to be developed for different types of activities: As on page 33 in TG (or to be adapted to what target group knows)	

	Activity /Focus	Methodology steps	Materials	Responsibility
		<p>one or two aspects of the daily programme. (Ask participants to come up with their own ideas – not to copy from the TG). Give about 15 mins for preparation.</p> <p><u>Step 2:</u> Each group presents their ideas. Best to take them in the same order as used on the daily programme.</p> <p><u>Step 3:</u> Wrap up the session by referring to page 33 in the TG and emphasise that gender responsiveness cuts across all types of activities. Highlight tips that were not mentioned by the groups.</p>		

14:00 **LUNCH**

5.00	<p>3.2 GRP Learning Activities: Themes and questions to talk about gender</p> <p><i>Focus: developing questions to discuss gender with children, related to themes / posters</i></p>	<p>Small group activity: A carousel</p> <p><u>Step 1:</u> Divide participants into five groups. Each group receives one (different) theme poster (A4 size) and one handout 08.</p> <p><u>Step 2:</u> Introduce the session by using the examples of questions on the 'My family' poster (see power point slide 43). Explain that some of the themes that we work with, lend themselves well to discussing gender with children. The trick is to prepare good questions to start the discussion.</p> <p><u>Step 3:</u> Explain the assignment for the group work: think of one question that you can ask children to bring about discussions on gender, related to the theme and what is depicted in the poster in front of you.</p>	<p><i>07 posters grade R rainbow kit</i></p> <p><i>08 themes posters instruction sheet</i></p> <p>PowerPoint presentation</p>	
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	Activity /Focus	Methodology steps	Materials	Responsibility
		<p><u>Step 4:</u> Guide the carousel - give five minutes to think of a question to add to the instruction sheet. After 5 minutes, the posters rotate. Again, the groups add one question to talk about gender for the theme in the new poster – it needs to be different from what is already on the sheet. Continue to rotate (5 minutes per poster) until the first poster ends back with the original group.</p> <p><u>Step 5:</u> Ask all the groups to stick the poster and its list of possible questions on the wall. Participants can take time to read the questions that were developed.</p> <p><u>Step 6:</u> Conclude the session by asking participants why they think it is important to discuss gender with children. Facilitator can refer to page 34 in the guide for some examples of questions.</p> <p>Before going to the final activity of the day, the facilitator can give a summary of the day’s sessions (very briefly).</p>		
5:15	<p>A Riddle</p> <p><i>Focus: to create greater awareness of our own gender biases</i></p>	<p><u>Step 1:</u> Project the slide with the riddle in the PowerPoint (slide 44). Ask a volunteer to read it out. Give participants time to try find the answer.</p> <p><u>Step 2:</u> You can conclude in three ways (depending on how long it takes participants to solve the riddle)</p> <ol style="list-style-type: none"> <u>In case the riddle is solved quickly:</u> After we have been working on gender all day, we come to the right conclusion, so it stresses the importance of a gender learning curve to break down stereotypes in our way of thinking. 	PowerPoint presentation	

	Activity /Focus	Methodology steps	Materials	Responsibility
		<ol style="list-style-type: none"> 2. <u>In case it takes long to solve:</u> We've been working on 'gender' this whole time and we still take a long time to find the answer, so this makes clear that stereotypes are hard to ignore if we've heard and seen them our whole life. 3. <u>In case the group doesn't find the answer:</u> facilitator can give the group until the next morning to think about the answer (and in that case, this is what the facilitator starts with in the morning of the next day. 		

CLOSURE

DAY 3

	Activity /focus	Methodology steps	Materials	Responsibility
09:00	Tea and registration	Register check	Register	
09:20	Welcome and Check-in Recap	<p>Participants gather in a circle.</p> <p><u>Step 1:</u> if the group didn't solve the riddle, see if anyone has found the solution by now. If not, you can share the solution at this point. You can conclude: 'we've been working on 'gender' this whole time and we still take a long time to find the answer, so this makes clear that stereotypes are hard to ignore if we've heard and seen them our whole life.'</p> <p><u>Step 2:</u> Ask participants to share how they feel this morning, in one word. Once one person has volunteered to start, you can proceed (anti)clockwise around the circle.</p> <p><u>Step 3:</u> Ask whether anyone has 'aha' moments or questions from the previous sessions.</p> <p><u>Step 4:</u> Briefly mention the three areas of focus for this day:</p> <ul style="list-style-type: none"> • Classroom interactions and language use • Interactions beyond the classroom • Continuing our learning on GRP after this training 		

	Activity /focus	Methodology steps	Materials	Responsibility
0:25	4. GRP Interaction and Language Use: A brief introduction	Introduction The facilitator can use the PowerPoint (slides 45 to 47) to introduce the 4 th aspect of GRP.	PowerPoint presentation	
0:30	4.1 Teacher-learner interactions <i>Focus: Increase understanding of gender responsive use of language and interactions with children through practical application</i>	What is teacher-learner interaction? (5 to 10 mins) Ask participants what they think is entailed in teacher-learner interaction. You can take note of answers on a flipchart. Give an example if participants are stuck, e.g. the language we use when praising children; non-verbal communication such as kneeling down, looking child in the eyes; tone of voice etc. Role play (1 hr) <u>Step 1:</u> Divide participants into groups of 4. Each group receives a different situation from handout 09 and prepares for a 2 to 3-minute role play (allow 20 minutes for preparation). <u>Step 2:</u> Share questions that can help everyone observe the plays with purpose see PowerPoint slide 48. Give each group a chance to perform. <u>Step 3:</u> After each group has performed their play; ask participants what they have observed in the plays. The facilitator can ask some follow-up questions: <ul style="list-style-type: none"> • Are these words / Is this communication negative or positive in your opinion? • What impact might their use have on children? • Why do you say so? 	<i>09 Role Play</i> PowerPoint presentation	

	Activity /focus	Methodology steps	Materials	Responsibility
		<ul style="list-style-type: none"> • How does this happen in your classroom? • Anything you can learn from the plays? <p><u>Step 4:</u> In conclusion, refer to the relevant sections in the TG (pages 36 to 42) and ensure that key messages and tips are adequately covered through the role-plays and discussions – if not, you can mention those that were not covered.</p>		
1:30	<p>4.2 Learner-learner interactions</p> <p><i>Focus: Create awareness of the impact that ECD practitioners can have on future positive relationships and the prevention of GBV. Unpack 3 practical ideas of how we can be gender responsive in guiding learner-learner interactions.</i></p>	<p>Our leaders speak (10 mins)</p> <p><u>Step 1:</u> Play the video (slide 49) and show the quote by the President (slide 50).</p> <p><u>Step 2:</u> Ask the participants what these messages mean to them as ECD practitioners.</p> <p><u>Step 3:</u> Use slide 51 to make sure key message comes across: ‘As ECD practitioners, you play an important role in preventing gender-based violence!’</p> <p>Small group work: learner-learner interactions (50 mins)</p> <p><u>Step 1:</u> Divide participants into three groups. Each group is allocated a key message to work around:</p> <ul style="list-style-type: none"> • Group 1: Help children to treat one another with respect (page 44 in TG) • Group 2: Encourage all children equally to express their emotions (page 45 in TG) • Group 3: Help children to develop empathy and appreciate diversity (page 46 in TG) 	<p>PowerPoint presentation</p> <p>Downloaded videos (if no internet at venue)</p> <p>Materials for groups to use to prepare presentation</p>	

	Activity /focus	Methodology steps	Materials	Responsibility
		<p><u>Step 2</u>: Give the groups 20 minutes to prepare for presentation of maximum 5 minutes. They can use the teachers’ guide and any materials they want to make their presentation visual.</p> <p><u>Step 3</u>: Give each group 5 minutes to present; allow time for questions. Add on or correct, should any content from the TG be omitted or misinterpreted by the presenters.</p>		
2:40	Interaction beyond the Classroom	<p>Whole group activity: ‘What do you think?’ (15 to 20 mins)</p> <p>Step 1: Explain that everyone will be asked to stand on an imaginary line, which runs across the training room. One end of the line represents “Strongly Agree” and the other end represents “Strongly Disagree”. Several statements will be read, and participants should stand on a point in the line/spot that reflects their level of agreement or disagreement with the statement.</p> <p>Step 2: Read the statements from the PowerPoint presentation (slide 53) and allow participants time to find their chosen place along the line. After each statement, select a few participants to explain why they chose to agree or disagree. If the statement is factual, you can guide participants as to the correct answer, using the TG.</p> <p>Think-pair-share: How can we communicate with caregivers? (25 mins)</p> <p><u>Step 1</u>: Think -Ask participants to think individually first about the following question: What strategies can we use</p>	<p>PowerPoint presentation</p> <p>10 Tips for parents poster</p>	

	Activity /focus	Methodology steps	Materials	Responsibility
		<p>to communicate with parents about gender equality in ECD? Emphasise that this question is about how we can communicate; not yet about what. (a few minutes)</p> <p><u>Step 2:</u> Pair up participants and ask them to discuss their ideas. Explain they will have 10 minutes and each person should get a chance to share.</p> <p><u>Step 3:</u> Ask the pairs to share their ideas in plenary. To give all pairs a chance to share, ask that each pair only shares 1 idea at the time and rotate around the room until all ideas are exhausted. Capture (or ask an assistant from the group) the ideas on a flipchart. This flipchart is stuck to the wall so all ideas are visible to the group.</p> <p>Use slides 54 to 56 as a concluding wrap-up</p> <p>Small group work: What to communicate with caregivers? (30 mins)</p> <p>Step 1: Give all participants handout 10 and divide the participants into four groups. Each group looks at some of the tips on the handout:</p> <ul style="list-style-type: none"> • Group 1: tips 1 to 5 • Group 2: tips 6 to 10 • Group 3: tips 11 to 15 • Group 4: tips 16 to 20 <p>Step 2: The assignment for the groups:</p>		

	Activity /focus	Methodology steps	Materials	Responsibility
		<ul style="list-style-type: none"> • Read the tips: are all of them relevant for your context? (you can ask facilitator for clarifications if needed) • Choose the three most relevant ones out of your selection and rephrase / translate them so that they will be optimal tips for the parents and caregivers of your learners. • Write these three tips down on flipchart • Agree who will present your work to the others. <p>Step 3: Allow all groups to present. After all presentations are given, participants can ask questions and give each other feedback to make the tips even greater.</p>		
2.45	In summary	<p>Tell participants that we have now covered all aspects of GRP and draw attention to the overview table on page 13 of the TG, where key messages have been brought together.</p> <p>Making the connection to the sessions of the afternoon, mention that putting GRP into practice will be a process that can benefit from further support from each other, as practitioners. That is why in the afternoon, we will discuss ways to continue learning with each other.</p>		

13:30

LUNCH

	Activity /focus	Methodology steps	Materials	Responsibility
5:15	Continuing to learn about promoting gender in ECD	<p><i>This section has not been developed as it depends on context. Follow-up support can be given in different ways. Professional Learning Communities are one way in which practitioners can continue to learn about GRP.</i></p> <p><i>The guide: ‘Promoting Gender Equality in Early Childhood Development: Learning with others in a professional learning community’ is a booklet that gives ideas of what practitioners can do in a professional learning community to improve their gender-responsive practice.</i></p> <p><i>You can spend time going through this booklet, and helping practitioners set up a professional learning community in a way that works for them.</i></p>	All or welcome PLC guide	
5:30	Feedback Session	<p>Looking back at our expectations</p> <p><u>Step 1:</u> Ask participants to look back at the expectations they put down at the start of the training and invite them to shift their own cards to any of the three columns:</p> <ul style="list-style-type: none"> • Expectations that are met • Expectations that are partially met • Expectations that are not met. <p><u>Step 2:</u> Invite participants to share some feedback in plenary – give particular attention to expectations that were not met, (explain this will help improve next trainings) but don’t force participants to speak. Explain that they can also give feedback anonymously, through a training feedback form.</p>	Prepare labelled areas on the wall (expectations that are met; expectations that are partially met; expectations that are not met)	

	Activity /focus	Methodology steps	Materials	Responsibility
		<p><u>Step 3</u>: Complete anonymous feedback form on the training. <i>To discuss with TUC: their procedure for feedback / evaluation of training by participants and adapt to existing approach?</i></p>		

CLOSURE