

# The Gender Friendly Nursery

## Trainer Manual December 2019



**This manual contains all the resources and instructions you will need to cascade the GFN training to all staff, as well as working with mums, dads and carers. For more support or advice, please contact the GFN team:**

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## Suggested course outlines – rolling this out to staff groups

Two suggestions for course outlines are provided in this pack, one for delivering the training over a full day (or two half days) and one for delivering over three shorter twilight sessions.

### Full day/2 x half-day sessions

ACTIVITY	ALLOCATED TIME
<b>SESSION 1</b>	
Introduction: including a bit on the pilot/evaluation, pre-evaluations, learning outcomes	20 mins
Definitions (sex/gender; equality/equity; stereotypes)	15 mins
Gender in the nursery; the GFN pack & first go at the audit	15 mins
BREAK	15 mins
What young children think about gender roles film clip	5 mins
What older children think about gender roles presentation	20 mins
Unconscious bias	10 mins
Gender and the Media presentation	30 mins
Gender Box activity	30 mins
(if doing over 2 half days, take 5 minutes to recap and reflect on learning so far)	5 mins
<b>TOTAL</b>	<b>2 HOURS 45 MINS</b>
<b>SESSION 2</b>	
Welcome back, (if doing over 2 sessions: recap on last session, learning outcomes), reflection	5 mins
What's the harm? - Tony Porter film clip	20 mins
Why we can't ignore this stuff Option A - Allport Scale Activity Option B - Consequences	10-15 mins
Redrawing the Balance film clip	5 mins
Men in Childcare/Dads presentation	10 mins
Challenges Activity	15 mins
Tools	5 mins
Revisiting the Audit	10 mins
Next steps & evaluations	10 mins
<b>TOTAL</b>	<b>90 MINS</b>

## Twilight Sessions

<b>Session 1</b>	
<b>ACTIVITY</b>	<b>ALLOCATED TIME</b>
Introduction	15 mins
Definitions	10 mins
Gender in the nursery; the GFN pack & first go at the audit	15 mins
What young children think about gender roles film clip	5 mins
What older children think about gender roles presentation	20 mins
Unconscious bias	10 mins
Redrawing the Balance film clip	5 mins
Summary, reflection	5 mins
<b>TOTAL</b>	<b>85 mins</b>

<b>Session 2</b>	
<b>ACTIVITY</b>	<b>ALLOCATED TIME</b>
Welcome back, recap on last session, learning outcomes	5 mins
Gender and the Media presentation	30 mins
Gender Box activity	30 mins
What's the harm? Tony Porter film clip	20 mins
Summary, reflection	5 mins
<b>TOTAL</b>	<b>90 mins</b>

<b>Session 3</b>	
<b>ACTIVITY</b>	<b>ALLOCATED TIME</b>
Welcome back, recap on last session, learning outcomes	10 mins
Why we can't ignore this stuff Option A - Allport Scale Activity Option B - Consequences	15 mins or 10 mins
The role of men (dads/male carers, grandads, male staff, visitors) and including men	10 mins
The role of men (dads/male carers, grandads, male staff, visitors) and including men	15 mins
Challenges activity	15 mins
Tools	5 mins
Revisiting the Audit	10 mins
Next steps & evaluations	10 mins
<b>TOTAL</b>	<b>90 mins</b>

<b>Session 4</b>	
<b>ACTIVITY</b>	<b>ALLOCATED TIME</b>
Welcome back,	5 mins
Protected learning time for staff to read over materials: Gender Friendly Nursery Support Pack: <a href="http://www.nhsggc.org/gbvresources">www.nhsggc.org/gbvresources</a> Just Like A Child – Zero Tolerance Improving Gender Balance guide - Education Scotland Gender Neutral Play – Care Inspectorate Stonewall No Bystanders film: <a href="https://www.youtube.com/watch?v=BivtPsWTYjs">https://www.youtube.com/watch?v=BivtPsWTYjs</a>  You may also wish to visit the websites of our partner organisations – see the GFN Support Pack p21 for details.	40 mins
Complete the audit in small groups with each group taking on one section.	15 mins
Each group feed back. Agree your actions, allocate responsibilities and complete the 10 steps agreement. Send this back to the GFN team.	30 mins
<b>TOTAL</b>	<b>90 mins</b>

## The Gender Friendly Nursery- Facilitator Notes

These notes correspond to the 1-day and half-day training options. For the twilight training option (see 'Suggested course outlines'), you will need to move some activities to different places, and move slides accordingly.

**EVALUATION:** Before beginning, ask staff to complete the pre-evaluation forms & collect in.

**TRAINER TIP:** At various points in the notes we have indicated pieces of text that should be **READ TO PARTICIPANTS**. These are either key learning points that we are keen to ensure are not missed or aspects of the course which may be more complicated or information heavy for first time trainers. Of course if you feel confident to explain these in your own words or in your own way that is encouraged.

Throughout the trainers notes are **Question and Answers** – these will help you to ensure the training is interactive and the answers will ensure that you communicate the required information. We would suggest that when time allows you try to cover all of these, but if time is tight you could skip the questions marked optional.

### ADDITIONAL NOTES

**TRAINER TIP** – use this column to make notes for yourself both as you plan delivery of the session

## 1 – Introduction to the Course (20 Mins)

### Slide 1:

- **Introduce** facilitators (if co-delivering)
- **Explain** that the Gender Friendly Nursery programme is about:
  - recognising and rewarding good practice in nursery establishments around gender equality
  - helping staff to see why it's so important
  - inspiring nurseries and nursery staff to think about else they could be doing
- **Explain** that part of the process in becoming a Gender Friendly Nursery is that all staff should take part in this training
- **Q: Ask participants how they think the caption on slide 1 end.**  
**A:** You will probably find that responses will include "Gay" or similar.
- Once you have had a couple of responses show the next slide.





**Slide 2:**

- The correct response is “A Good Father”. Do people have any thoughts?
- **Explain** that gender stereotypes are a huge issue and cause great harm in society – the training course will participants understand why. The hope is that through the training we can start to create safe spaces in early years level where children are not limited by these gender stereotypes.
- Go through the learning outcomes.

**Slide 3:**

- **Explain** that the training covers some serious topics including domestic abuse, rape and sexual assault, mental health and suicide and LGBT issues – although not in great depth. Someone in the room may have experience of at least one of these issues. We would suggest that as a trainer you:
  - Ask participants to be respectful of this
  - Let the group know that if anyone needs to leave the room for a while they should feel free to do so
  - Let the group know that they can come to you should they need support or a chance to talk. (There is information about various support organisations in the trainer manual).

**TRAINER TIP:** *If you think it would be helpful, you could take 5 minutes to establish some group ground rules. These might include things like respect, confidentiality, listening and participation.*

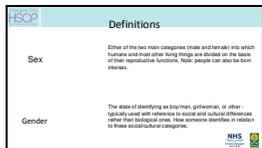


**2 – Definitions Activity (15 mins)**

**You will need: Equity/Equality Handout (in trainer manual)**

**Slide 4**

- **Ask** participants to define ‘sex’ and ‘gender’. You may wish to do this as a whole group or ask them to discuss with their neighbour first before asking for answers.
- Once you have had a few responses click again to bring up definitions.
- **Check** participants understand the distinction between *cultural* and *biological* differences, and that gender is a fluid, cultural concept. Gender varies across cultures and history. Use one of



**ADDITIONAL NOTES**

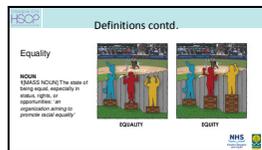
the examples below as an illustration.

### EXAMPLES

**Example A – High Heels.** These days wearing high heels is associated with women, femininity and glamour, but it hasn't always been this way. In ancient Persia high heels were worn by horsemen to help them secure their position in the stirrups allowing them to shoot their arrows. In 17<sup>th</sup> century France heel height was associated with social status, with male aristocrats wearing skyscraper heels to demonstrate their status and masculinity. .

**Example B – Earrings.** In many cultures or time periods earring use has not been confined to women. For example there is evidence that in ancient Egypt ear piercing was common among men, and in Elizabethan times male nobles would have at least one ear pierced as a symbol of status. We have actually seen some cultural change around earring use in our own culture, with ear piercing become more common amongst men (Think David Beckham and his diamond stud earrings for example).

**Example C – Pink and Blue.** The association of pink with girls and blue with boys is a relatively new thing. Historically pink was seen as a colour for boys as a shade of military red, and blue for girls as it was the colour of the Virgin Mary's clothes.



### Slide 5:

- Ask participants to define “equality” and “ equity”
- Talk through the definitions on the slide.
- **Q: Is treating everyone the same the way to achieve equality?**  
**A:** No, sometimes it means prioritising the needs of one group over another in order that they have equal opportunity.
- **READ TO PARTICIPANTS:** As the cartoon shows, everyone is born with different levels of privilege and facing different barriers, so equal treatment does not get them to the same level of rights or access. The way to achieve this is through equitable treatment. This means that in order to get to a situation where everyone is on the same level, it may be necessary to push for the rights of one group over another in certain circumstances. So working to achieve gender equality in the nursery is not simply about treating all children exactly the same.
- **HANDOUT - Equity/equality (from trainer manual).** This includes more examples to help participants to grasp this concept.

**Example** - when promoting an interest in STEM, we need to understand that girls are being discouraged from this in other areas of their lives. Therefore we may need to specifically target, tailor activities to or encourage girls more than boys to ensure that there are equal opportunities.

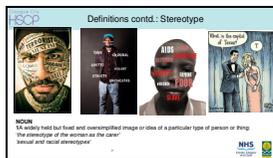
**Slide 6:**

• **Q: What Are Stereotypes?**

**A:** Display and read the definition. A simpler definition might be “putting people into a category or group and making assumptions about all people in that group.” E.g. she is a girl so she must like pink.

• **Q: What stereotypes are represented in these pictures?**

**A:** 1. young Asian Muslim male 2. young black male 3. African child 4. blonde woman



**Slide 7:**

• **ACTIVITY:** Go through the statements one by one, ask participants to shout out ‘sex’ or ‘gender’ and discuss where required.

**Answers:** sex, gender, gender, gender, gender, gender, sex, gender, sex, gender.



**3 – Gender in the Nursery Discussion (5 mins)**

**You will need: Flipchart Paper & Pens**

**Slide 8:**

Ask participants to think about gender, gender equality and gender stereotyping in the context of the nursery and take notes using the flipchart

- **What sorts of things are they already doing in their nursery to support gender equality?**
- **What sorts of situations come up and how do they deal with them?**
- **Do they have any examples of challenges or successes?**



## 4 – The GFN Pack & First Go at the Audit (10 mins)

You will need: A copy of the Gender Friendly Nursery Pack



### Slide 9:

- Show the Gender Friendly Nursery support pack to staff and let them know that it includes loads of information that might be useful for them, including hints and tips, suggestions for practice, and examples of resources and further reading.

### Slide 10:

- **Explain** that part of the process of becoming a Gender Friendly Nursery is that nurseries have to complete an audit tool which is in the pack.
- **Split participants into 5 groups** if possible to cover each of the five sections in the audit and ask each group to think about that section, discuss and write down their thoughts on what they are already doing – leave out ‘where we could develop’ for now. You may wish to complete the ‘management’ section with appropriate staff on a separate occasion so you can support the other groups with this exercise.
- Take feedback and note down any ideas on the flipchart used previously.
- Explain that this will be revisited again either during or following the training to more fully develop it.



## 5 – What Young Children Think About Gender Roles Film Clip (5 mins)



### Slide 11:

- **Show** the youtube clip then ask the questions below. There are no answers as we will explore much of this in the rest of the training. It's just to get them to start thinking.
- **Q. Are participants surprised at the attitudes seen and the age at which these are displayed?**
- **Q. Do they think this matters and why?**

## 6 – What Older Children Think About Gender Roles Presentation (20 mins)

### Slide 12:

- **Explain** we are now going to look at attitudes of older children using some research carried out in Glasgow. With 11 and 12 year olds.
- The reference/link to the study is: **Lombard, N.** (2014) 'Because they're a couple she should do what he says': Justifications of Violence: Heterosexuality, Gender and Adulthood' *Journal of Gender Studies*  
['Because they're a couple she should do what he says' Young People's Justifications of Violence Heterosexuality Gender and Adulthood'](https://www.researchgate.net/publication/265396727)
- **Explain** that in the study children were given scenarios to look at and were asked what they thought about it.
- **Read** Claire & Lee case study.
- **Q:** What do participants think children's responses will be?

### Slide 13:

- **Read** through the children's comments.
- **Q:** What "theme" is emerging from these statements?  
**A:** Obedience and modification of behaviour. Claire's role in the relationship is to obey and to adapt her own behaviour to keep Lee (and society) happy.

### Slide 14:

- **Q:** What theme is emerging here?  
**A:** Ownership. Lee should feel secure in his 'ownership' of Claire, or will look stupid if he isn't seen to be in control of her.

### Slide 15:

- **Q:** What theme is emerging here?  
**A:** Entitlement. Lee is entitled to comment on Claire's clothing and tell her what to do.

#### HSCP What children think about gender roles (11-12)

Dr Nancy Lombard from Glasgow Caledonian University conducted research in 2014 in Glasgow primary schools into 11 and 12 year olds' attitudes to violence.

Claire and Lee have been seeing each other for four months. Claire's favourite outfit is her jeans and vest top. Lee has asked Claire not to wear the vest top because he says other boys look at her and he doesn't like this.



#### HSCP

- Lily: Because they're a couple, she should do what he says.
- Craig: It might appear if she doesn't do what he's asked.
- Lucy: She could just wear a cardy over it. And then just wear it when she's out with him, so he won't notice.
- Helen: I would wear the top. But I think that if it was really obvious that people were looking at me then I would wear a wee jumper.

#### HSCP

Rachel: But as long as Claire keeps trying to see that she doesn't look like she's going out with him, it doesn't matter what she thinks then maybe she would like that case scenario.

Craig: He's the one who's going to be stupid because he's asking her not to wear her vest top. And he's not supposed to be the one that's going out with her and other boys are looking at her.

#### HSCP

Sam: If you could see... it might show him away from you.

David: If she wants to be with him then she shouldn't [speak].

Emily: She should do what Lee says if she doesn't want him to leave her. He's told her what she should do.

Jack: He should tell her to make Lee feel like that. She shouldn't wear that vest.

**16:00**

Simon: She is **flaunting** herself in front of other people. She could be enjoying that lots of boys are looking at her.

Charlotte: She is **wearing** herself to the boys.

David: She seems to wear the pink top to appear herself to them.

Cheryl: She's got really curvy.



**16:00**

Okay, so what if the situation was reversed?

Claire and Lee have been seeing each other for four months. Lee's favourite outfit is his jeans and vest top. Claire has asked Lee not to wear the vest top because she says other girls look at him and she doesn't like this.



**16:00**

Ally: She can't tell him what to do.

Robbie: She's not the boss of him.

Jack: She can't tell him what to wear. If he likes them he can wear them.

Ali: She's just jealous of other girls looking at him.

Neil: If she felt secure with him she wouldn't ask him not to wear them.

Willy: In a way, she can't be that.

Carl: What gives her the right to say he can't wear his own top?



**16:00**

**What else did the research show?**

- Young people justified men's violence against women using gender stereotypes and a rigid understanding of adult relationships within a heterosexual context.
- Young people defined 'real' violence as physical acts done by men that had legal consequences. Because it was either on-police, minimised or even justified by adults, they did not see the violence experienced or perpetrated by themselves, as young people as real violence.
- Young girls had ambition and felt, presently, there were few restrictions to achieving their goals. They saw this as changing dramatically however when they were married and had children.



**Slide 16:**

- **Q:** What theme is emerging here?  
**A:** Victim blaming. Note the use of verbs suggesting that Claire is to blame for what is in fact sexualisation of her body by others. There is also the assumption that she is dressing for boys and not for herself.
- **Q:** Are participants surprised by the responses? How do they feel about it?

**Slide 17:**

- Explain that we will now look at the situation in reverse.
- Ask participants to read through the case study and again to say what they think the responses might be.

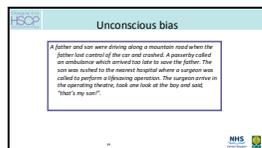
**Slide 18:**

- Read through the responses.
- Ask whether they are surprised?

**Slide 19:**

- Read through the slide
- **READ:** The worrying thing this research shows is how young children have internalised gendered norms about the roles we are expected to play – despite years of women's liberation. Both boys' and girls' attitudes are of concern. This shows how vitally important it is to address these gendered norms at all stages in a child's life, including the early years.
- **Q:** Have you seen things that are similar or related in the nursery or among younger children?

## 7 – Unconscious Bias (10 mins)



### Slide 20:

- **Read** through the story and ask participants to work out the solution (the surgeon is the boy's mother).
- **READ TO PARTICIPANTS:** Unconscious bias happens when our brains make quick assessments or judgements about people or situations based on our background, personal experiences, societal stereotypes and cultural without us realising. This can be useful in survival situations where we need to rely on quick decisions, however in other situations it can lead to unintended discrimination.



### Slide 21:

- **READ:** The examples shown on the slide are of racial and gender bias. In the first cartoon the policeman has pulled over the driver. The implication is that this was because he was black and his brain had made a judgement based on this. In the second cartoon an assumption is being made that because the person is a girl that is the reason she sucks at Maths.
- Check that participants understand the meaning of unconscious bias. There are examples below to help illustrate further if required.

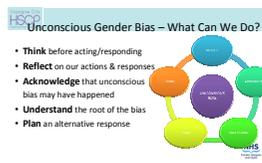
**EXAMPLES:** NB the important thing in these examples is that the person involved is not aware that they are making these judgements

**What happened?** Your friend introduces you to their partner and you very quickly don't like them.

**Why?** They remind you of an ex.

**What happened?** When selecting candidates for interview for a care worker post you give higher scores to female applicants.

**Why?** Society has told you that women are more caring than men.



### Slide 22:

**READ:** Because of the very fact that these are unconscious bias it can be difficult to change them, however when we become aware of our unconscious bias (and we hope that this training will help you when it comes to any gender bias) then we can begin to understand these and work towards changing how we act and respond. This tool may help you going forward.

- **Reflect** on our actions and responses
- **Acknowledge** that unconscious bias may have happened
- **Understand** the root of the bias
- **Plan** an alternative response
- **Think** before acting or responding

## **8 – Gender & The Media Presentation (30 mins)**

**TRAINER TIP!** *This is a fun presentation to deliver and always generates a lot of responses and discussion. You may want to think of a few anecdotes from your own life or practice that you could include to make the presentation your own. We have included a few of ours which you are free to use if you wish.*



### **Slide 23:**

- Explain that we are going to have a look at where many of these gender stereotypes come from, how early children start receiving these messages, and how it continues as they grow.



### **Slide 24:**

- **Q: What do participants see here or notice about the slide?**  
**A:** Answers will probably include pink/blue, how males and females are dressed, how they look, what they do.
- **Q: What do boys get to be/do? What do girls get to be/do?**  
**A:** Boys get to be superheroes, firemen, builders, useful jobs like postmen, astronauts, in bands. Girls get to be pink and pretty, do ballet, be caring and nurturing, passive, help the boys, be the sidekick.
- **Q: What might this be teaching children?**  
**A:** Children begin to learn about what is acceptable for them as a boy or a girl. They begin to learn what they are or are not allowed to do or be. This may effect what they think is possible for them. It may affect the roles they take on during play. As a result, from an early age boys and girls may be missing out on experiences.

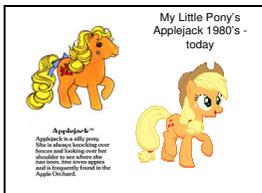
- **READ:** We can see that stereotyping and messages about prescribed gender roles are being received at a very early age.

**ANECDOTE: Paw Patrol.** There are 6 main dog characters in paw patrol. Only one of them is female. This means that when playing at paw patrol girls may be limited in the role they can choose to play, and are limited to being Skye – the pink flying dog. They are not able to be Rubble – the building dog, Marshall – the firefighter and paramedic dog, Chase – the police and spy dog, Zuma – the water rescue dog or Rocky – the recycling dog. Think of the play opportunities they are missing out on! As an interesting aside Paw Patrol has also been criticised as their merchandise targeted at boys almost never includes Skye the female dog character. What is this telling boys about girls?



**Slide 25:**

- Show the clip
- **Q: What sorts of things were done to the model to bring about the final result?**  
**A:** Hair styling, Make-up, Photo-shopping: skin improved, eyebrows raised, neck lengthened, hair made 'swishy'
- **Q: What is the problem with this kind of thing (and bear in mind that this also can happen to men who may be made more toned or muscled for example)**  
**A:** It promotes an unrealistic and often unattainable idea to which we feel we must aspire.
- Explain that a similar thing appears to have happened to some of our best loved children's characters and move to the next slide.



**Slide 26:**

- Show applejack as she was, and click again to show how she is now.
- **Q: What has happened to Applejack?**  
**A:** She is slimmer, bigger eyes, less like an actual pony

**Slide 27:**

- **Q: What has happened to Dora?**  
**A:** The same process has been applied to Dora. She is slimmer, more feminine, longer (less



practical) hair, jewellery, more feminine clothes, impractical shoes, no backpack.

- **READ TO PARTICIPANTS:** Note that the new Dora is an older version so it's only natural that she has grown up a bit but when you think of what the younger Dora represents – a tough, strong, fearless girl having adventures in the jungle – can the same be said for the newer version. What then is this telling girls as they get older about how suitable these kinds of activities are for them?

**Slide 28:**

- There have been changes to male characters too.
- **Q: What has happened to Bob the Builder?**  
A: He is slimmer, taller, more muscular, more lifelike.

**Slide 29:**

- **Q: What are the differences between Batman in the 1950's and Batman today, both in looks and in character?**  
A: Batman today is toned to perfection, almost robot-like, strong, silent type, violent, vengeful, unapproachable
- **Q: There have been similar changes to other superhero characters. How do you think this will affect how children play?**  
A: More violent play.

**Slide 30:**

- **Q: How have Disney princesses changed over the years?**  
A: Disney princesses have always conveyed an image of femininity consistent with the time that they were created. They have gone from sweet, animal-loving home-makers, through a hyper-sexualised phase, to what could be seen as more positive role models – feisty, independent, clever women who reject society's expectations. However, even today they still tend to be slim, pretty, with exaggerated facial features.
- **READ TO PARTICIPANTS:** We are not bashing kids tv and characters here. What we are pointing out is that girls and boys, are being subjected to idealised and unrealistic images of beauty or personality in many areas of their lives. We just want to keep that in mind when we ask why children try and look and behave a certain way, and what boys and girls expect of each other in

terms of their looks and behaviour.

- **Q: How much media do you think children are consuming?** (This includes TV, gaming and online)

**A:** For 3-4 year olds (average):

**TV** – 14 hours per week

**Gaming** – 6.25 hours per week

**Online** – 9 hour per week

This increases as they get older. Therefore the influence of the media and the stereotypical messages that it conveys cannot be underestimated.

**Slide 31:**

(Images clockwise from top left: Humphrey Bogart; Clint Eastwood; Sylvester Stallone; *Avatar*; characters from *Fortnite*.)



- **Q: The role of weapons in film and media has changed along with the size of weapons and how dominant they are. How do you think this influences how children play?**

**A:** More violent play, violent scenarios, more frightening for other children. Even toys guns have evolved to be larger, more realistic and more violent. Think about water guns for example.

**Slide 32:**

- This slide shows father figures in popular tv series from the 1950's to today.

- **Q: Where is the father placed and what is he doing?**

**A:** Very stereotypical images of father as the breadwinner, placed at the centre of the family, being waited on.

- **Q: (OPTIONAL) How has the role of fathers changed in more recent times? Are stereotypes of the traditional father role still prevalent in the media today – does anyone have any examples good or bad?**

**A:** There is more acceptance of fathers being more involved in child rearing.

Men and women now able to take shared maternity leave.

More acceptance of stay at home dads.

More representation of same sex families.

Good examples include Modern family where there are very involved fathers, including a same sex male couple. A negative example would be Daddy Pig (of Peppa Pig) who goes out to work, is useless in the house, and gets pandered to by Mummy Pig.





**Slide 33:**

- These are examples of a range of official documents from Scottish Government, local authorities, Education Scotland and a popular supermarket.
- **Q: What's the message about dads that you see here?**  
**A:** Either absent or seen in a negative light. NB. Some of these documents have now been changed, in a large part due to the campaigning work of Fathers Network Scotland.



**Slide 34:**

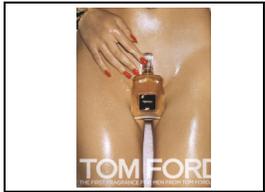
- **READ TO PARTICIPANTS:** Even toys and how they are marketed contribute to gender stereotyping. Volunteers for the Let Toys Be Toys campaign watched 9 UK channels over 30 hours of programming to see how boys and girls are represented in TV advertisements for toys in the UK.
- The main findings were:
  - Most TV adverts show boys and girls playing separately, in very stereotypical ways.
  - Boys were shown as active and aggressive, and the language used in adverts targeted at them emphasises control, power and conflict. Not one advert for baby or fashion dolls included a boy.
  - Girls were generally shown as passive, unless they were dancing. The language used in the ads focuses on fantasy, beauty and relationships. Out of 25 ads for toy vehicles, only one included a girl.
  - Ads targeted at boys were mainly for toys such as vehicles, action figures, construction sets and toy weapons, while those targeted at girls were predominantly for dolls, glamour and grooming, with an overwhelming emphasis on appearance, performing, nurturing and relationships.



**Slide 35:**

**READ TO PARTICIPANTS:** Even clothing is heavily gendered! A supermarket plain white gym t-shirt comes in different versions for girls and boys as young as 3-4. The boy version is made for 'wear and durability' and the girls version a 'slimmer shape for a more feminine appearance'.

**AT THIS POINT warn participants they may find some of the images in the following slides offensive or shocking.**



**Slide 36:**

- **Q: These are adverts for high end fashion brands. What themes do you see here?**  
**A:** Violence against women, including murder and sexual assault, male dominance, women as objects
- **Q: What is the impact of having these so readily available?** (These kinds of magazines are to be found in doctors and dentists waiting rooms, hairdressers, and maybe even the parent room in your nursery!)  
**A:** People are desensitised to what are quite violent and offensive images. There is a risk that it normalises these kinds of behaviours.

**Slide 37:**

- **Q: What is suggested in this image?**  
**A:** Women's bodies compared to commodities for sale; the association of a fragrance with genitals; promoting a hair-free body.

**Slide 38:**

- **Q: Why is this kind of thing worrying?**  
**A:** It begs the question that if children look like women, can you treat them like women? It may also be blurring the line with paedophilia.

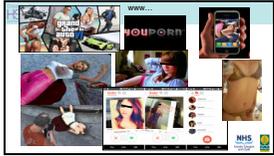
**Slide 39:**

(clockwise from top left): Ariana Grande, Miley Cyrus – Wrecking Ball, Li'l Dicky feat. Chris Brown, Kanye West – Fade & Bound 2, Robin Thicke – Blurred Lines, Gangnam Style, Selena Gomez – Hands to Myself

- **Q: Again what themes do you see here?**
- **A:** Porn, lap-dancing, pimping, prostitution. There is a marked difference again in the way female and male popstars are portrayed and what they do in their videos.

**Slide 40:**

- **READ:** Many of these themes are also present in 'family entertainment' such as the X Factor. For example 2015 featured contestant Bupsi Brown lapdancing for Simon Cowell.



**Slide 41:**

- **READ:** This slide looks at gaming, social media and pornography. There is no denying that for many young people these forms of media has a negative impact on their mental health, as well as their perception of relationships and gender roles.
- Give examples from the slide:
  - **Gaming: Grand Theft Auto VI** (images on left) offers a ‘first-person sex with a hooker’ feature, after which you can get your money back by murdering her using a range of methods.
  - **Social Media:** Widespread use of Tinder, Snapchat, Instagram etc even by very young people to make contacts. Young people have come to believe that their value is determined by the number of ‘likes’ they get. Comparison of women’s and girls’ bodies on these sites, plus the possibility of stalking, grooming, harassment and trolling makes it a breeding ground for unhealthy attitudes towards gender and relationships.
  - **Porn:** Widespread availability of free porn through websites such as youporn means that children of any age can get started on porn. Given that approx. 80% of pornographic videos contain physical aggression targeted at women, how do you think this impacts on their view of relationships?
- **READ TO PARTICIPANTS:** Although many of the images discussed here are aimed at older children and grown-ups, young children are also exposed to them. So no matter how gender friendly your nursery is, we have to accept the influence of the outside world is very powerful and it may take time to break through these deeply-entrenched barriers.
- **SUMMARY DISCUSSION** use the following questions to finish a discussion on the presentation
  - **How can we build children’s resilience so they can withstand this pressure?**
  - **What opportunities can we use to explore and investigate attitudes?**
  - **How can we support children to challenge stereotypes?**
  - **How do we provide safe spaces for them to do this?**

## 9 – Gender Box Activity (30 mins)

**You will need: Flipcharts and pens for each group**

**Slide 42:**

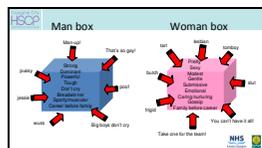
- **Introduction:** In the last exercise we looked at how gender roles are perpetuated by different forms of media. Now we are going to look at what the impact is when you are encouraged to believe that you should fit neatly into one of two gender categories: boy/man or girl/woman.

Here are the instructions for the Gender Box activity

1. Split participants into groups of about 4-6. Give each group a flipchart and pens and ask them to split their paper into two halves by drawing a line down the middle. In the middle of each half draw a square (they will be asked to write both inside and around the square so make sure it is big enough). Inside one write 'act like a man'; inside the other write 'act like a woman'.
2. Ask participants to think about what these phrases mean in terms of ways men/boys and women/girls should look, dress, behave, think, act, and talk. What does it mean to act like a man or act like a woman? Ask participants to write these things inside each of the two boxes. (Examples would be for a man to be muscled and strong, not to show emotion, and for women to look pretty, or be gentle.)
3. Ask each group to share some of their answers.
4. Now ask participants to think of the kinds of things that might be said to or done to a person when they do not conform to the instruction to "act like a man" or "act like a woman". They should write these around the outside of the two boxes. NB. Some of these words might be works that would not usually be acceptable for us to use, but as this is a safe space and a training activity participants should feel ok to use them if they wish. Examples of responses might include being called a gay/lesbian, being told to man up, being physically beaten, raped, even murdered.
5. Ask each group to share some answers.

**Slide 43:** Can be used as a visual

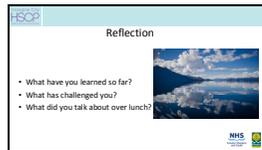
6. Once participants have done this lead a discussion to pull out some of the learning from this activity if you feel it is needed. The following questions provide some prompts to help lead this discussion.



- **Q: (Optional) How are men supposed to be different from women?**  
A: stronger, tougher, in control / nicer, weaker, gossip
  - **Q: (Optional) What feelings are a 'real man' and a 'real woman' supposed to have?**  
A: anger, superiority, confidence / fear, sadness, low self esteem
  - **Q: (Optional) How do 'real men/real women' express their feelings?**  
A: yelling, fighting, silence/ crying, screaming, hysteria
  - **Q: (Optional) How are 'real men/real women' supposed to act sexually?**  
A: aggressive, dominant, with women/follow the man, don't sleep around but also be hot when required
  - **Q: (Optional) Why is it that many of the worst insults for men involve the implication that they are like a woman/girl?**  
A: because within this system we are describing, the alpha male is considered the ideal and the norm which people should strive for. This means that while women are expected to stay in their place, if they don't they are still seen as striving towards that ideal. For a man to take on attributes seen as female goes against this idea that masculine is best, and they are seen as trying to be something inferior, which challenges the idea of male superiority and can make alpha males feel vulnerable. This is also why some of the worst abuse is directed at trans women (ie women who were assigned men at birth and who now live as women). Within the patriarchal system they are seen as the worst kind of man because they have rejected masculinity entirely, and again challenge the idea that masculine is superior.
7. **Summary questions** – we would suggest that you ask these one by one to ensure the key learning points of this activity are covered.
- **Q: How many people here are in the box all of the time?**  
A: Likely none of us. We are all different, and as these are stereotypes they are not an accurate representation of who we are. These are expectations placed on us by society and are not realistic.
  - **Q: What is the easiest thing to do if you have stepped outside the box and these things happen or are said to you? How can you protect yourself?**  
A: Get back inside the box (i.e start conforming to the stereotypes)
  - **Q: What could a man do to put himself back inside the box and how easy would it be?**  
A: He could use some form of violence to confront his aggressors and show his "masculinity"
  - **Q: If a man stays inside the box does he generally avoid getting called names and harassed etc?**

	<p><b>A:</b> Yes, although it is likely that living within these rigid gender stereotypes will have a negative impact on a mans mental health and wellbeing.</p> <ul style="list-style-type: none"> <li>• <b>Q: If a woman stays inside the box does she stay safe safe?</b>  <b>A:</b> No, because women inside the box are also at risk of rape and abuse. Being inside the box does not bring safety or power for women. The only benefit being that they may be believed by society more often than women outside the box should these things happen to her.</li> <li>• <b>Q: What are the influence of the boxes on homophobia and transphobia?</b>  <b>A:</b> People who are seen to reject these boxes threaten the patriarchy and the status of those who benefit from it (ie powerful white, hereosexual, able-bodied, men). Homeosexuality doesn't sit easily within these boxes and threatens the heteronormative idea of men as the dominant partner in a relationship with a woman. Transgender people threaten the patriarchy by rejecting their assigned gender and the roles that come with it, and in particular the idea that someone born male with all the privileges that entails, would not want to continue in this way. Therefore homophobia and transphobia are a response to this fear of anything other than the accepted norm and the implications this has for one's own status. See also the earlier question about the worst insults for men.</li> <li>• <b>Q: How do these boxes contribute to the existence of domestic and sexual violence?</b>  <b>A:</b> These boxes, and the structures in society that uphold them, mean that we all grow up with ideas about our role in society, including within relationships. So first of all relationships are expected to be heterosexual. Men are supposed to be strong, dominant, decision-makers and discipline-keepers who are allowed and even encouraged to be sexually promiscuous and to not require the consent of female partners. Women are supposed to be passive and are encouraged to seek society's approval mainly through their appearance, and by behaving 'well'. So in its crudest sense this means women should submit to men's advances and are basically there to please them and to facilitate their advancement (by providing children, keeping house etc.). Some men take this to extremes through a pattern of controlling and coercive behaviour to 'keep women in their place' (domestic abuse), and by exerting what they see as their male privilege through non-consensual sexual acts, harassment and stalking (sexual violence).</li> </ul>	
	<p><b>Lunch</b></p> <p><b>Slide 44.</b></p>	

## 10 – Post Lunch Reflection (5 mins)



### Slide 45:

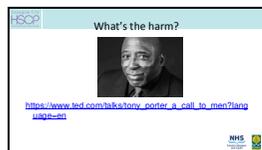
- Welcome participants back from lunch.
- Use the prompt questions on the slide to have a brief discussion about the morning session.

## 11 - What's the Harm? –Tony Porter Film Clip (20 mins)



### Slide 46:

- Explain the morning has involved a lot of hard work in understanding gender stereotypes and how they work to place people inside boxes which limit their opportunities for self-expression, personal safety and career development among other things.
- We are now going to look more at the harms that are caused by putting people in these boxes.
- **Q: Look at the topics on the slide. Given what we have seen and heard, can participants see how gender stereotypes can lead to harms that might fall under some of these headings?**



### Slide 47:

- Show the Tony Porter clip.
- Discuss the clip with the group. What are their thoughts and reactions?
- You could use the following questions as prompts to pull out any parts you wish to highlight.
- **Q: (Optional) How did the 'man box' impact on Tony Porter's parenting?**  
**A:** He treated his son and daughter differently because he felt that crying was acceptable from a girl but not from a boy.
- **Q: (Optional) How might this have affected his son and daughter?**  
**A:** It may have reinforced stereotypes about boys and men not being encouraged to show emotion, which could continue to influence both his son and daughter as they grow up in their interactions with others and their expectations of themselves.
- **Q: (Optional) What harm did staying inside the man box do to Tony Porter's father?**  
**A:** He felt unable to cry at his own sons funeral
- **Q: (Optional) As a young boy/teenager, Tony Porter felt like he had to remain in the man box. What might be going on inside the mind of a boy who has to live up to this image on a daily basis?**

**A:** Huge pressure. Many boys, like the young Tony, know that sexual violence as took place in the story is wrong and feel bad about perpetrating, condoning or remaining silent about it, however the fear of being 'outed' as anything other than the stereotyped 'man box' man, and the possible consequences, may be even stronger.

**Q:** What might the longer term impacts be on men who feel they need to remain 'within the box'?

**A:** Loads. Their mental health, relationships and education and career paths can suffer due to the pressures described above, as well as those of their families.

## **12 – Why We Can't Ignore This Stuff (2 OPTIONS)**

**TRAINER TIP:** We have included two versions of this activity, both of which ultimately make the same point: that if we tolerate seemingly harmless behaviours such as gender stereotypes or gender related jokes we are paving the way for more harmful and worrying behaviours such as discrimination, harassment or gender based violence. As a trainer you should use your judgement based on your own confidence levels or the time that you have available to decide which activity to use with your participants.

### **12 (OPTION A) Allport Scale Activity (15 mins)**

**You will need:** harms cards,  
**A3 versions (is possible) of the Allport scale (from the slide),**  
**blu tac**

**Slide 48:**

- **READ TO PARTICIPANTS.** The Allport Scale was developed by Gordon Allport in 1954 as a way to understand how ordinary people could go from seemingly harmless behaviours to colluding in extreme violence and even genocide, as was seen in Nazi Germany. It is a useful tool for looking at all kinds of prejudice. We are going to look at this tool specifically in relation to gender in the following exercise.
- Read through the different levels of the scale.



- **READ TO PARTICIPANTS:** The aim of the model is to show that if a culture tolerates the behaviours at the bottom of the pyramid, such as jokes and seemingly harmless stereotypes, then it make it more likely that people might move through each level, eventually reaching the more extreme forms of prejudice found at the top of the scale. By permitting behaviours on one level then perpetrators are more likely to believe that these behaviours are tolerated, justifiable or even right. So while we are not saying that making girl characters pink and boys characters blue, or telling blonde jokes, directly cause things like domestic abuse and sexual assaults, we are saying that if we tolerate the first we are more likely to see the second, and if we stop the former from happening we will see less of the latter. So as professionals working with children, their carers and families and partner organisations, we have a role in stopping the kinds of behaviours at the bottom of the scale, to make a difference at the top end.
- **Q: Check if this makes sense to participants? Do they agree?**
- Divide participants into groups and give them each a copy of the scale (if you have them) and a bundle of harms cards.
- Ask the groups to discuss each card and decide at which level of the scale each should be placed. You may wish to circulate the groups and give pointers as they are doing this. You can use the Harms Cards Trainers Key (found later in this manual) to help guide the discussion  
NB. Some cards may sit across more than one level. It is less important that participants get every card in exactly the right place, and more important that they see there is a range, and that toleration of the situations at level 1 contribute to a situation where levels 5 and 6 can happen.
- **Q: How did participants find the exercise? Was it easy or hard? Did it make sense?**
- Discuss any statements that they found difficult or interesting
- Ask for comments on the allport scale generally.

**ANECDOTE/EXAMPLE** – People will be very familiar by now with Donald Trump’s twitter rants and history of ‘offhand comments’ and jokes. These have been accepted and excused by many people in mainstream media and politics. What message does this send about the acceptability of sexual assault, harassment, racism, exploitation and the objectification of women and girls?

## 12 (OPTION B) Consequences (10 mins)

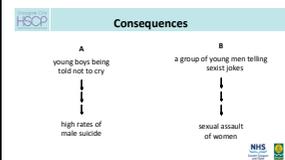
### Slide 49

- Pretty much everyone will have heard this saying at some point in their life.
- **Q: What does it mean? Is it true? Why / Why not?**
- Explain that we are going to unpick this a bit more.

### Slide 50

- Read the scenario aloud and ask participants to briefly discuss with their neighbour what they would do. Get feedback and discuss the scenario using the prompt questions provided.
- **Q: What should you do?**
  - A:** Some suggested answers:
    - Provide reassurance to Ben.
    - Step in, explain to the girl that this is wrong and make it clear that it should not happen again.
    - Let the children know that name calling is not tolerated in the nursery.
    - Programmes like PATHS could be used to have discussions with all children.
  - **Q: Would you do this?**
  - **Q: How comfortable would you feel to do this?**
  - **Q: Why is it important in this scenario to take action and not ignore the behaviour?**
    - A:** Some suggested answers:
      - This behaviour will be upsetting and hurtful for Ben.
      - Because if left unchecked the girl may feel that this behaviour is acceptable and she may continue.
      - The other children may begin to join in.
      - Ben may feel unsafe and unsupported in the nursery, affecting his enjoyment and his learning.
      - If left unchecked the behaviour could escalate to bullying and physical violence.
  - Before you move on ensure that participants understand that by tolerating the name calling you are making it more likely that the behaviour will worsen or escalate.





### Slide 51

- Using the same logic we are now going to look at other examples – A and B. (Depending on time you may wish to choose (or ask participants to choose) only one of these to discuss.)
- You can use the following questions to lead the discussion on each example.
  - Q: Is there a link between the first behaviour and the second in each example?**
  - Q: How might tolerating the first behaviour eventually lead to the second?**
  - A:** A – Boys begin to feel that they should not express their emotion, need to be strong. This continues into adulthood, meaning that when they face adversity they do not seek help and may feel that suicide is their only option.
    - B - Allowing these sexist jokes to go unchecked contributes to a culture where women are not respected, have less power, and are more at risk of sexual assault and violence. Having these kinds of jokes accepted and validated by his peers might mean that a young man feels able to progress to other more harmful behaviours.
  - Q: What could we do to prevent this escalation?**
  - Q: How easy is it to intervene in each situation?**
- **READ TO PARTICIPANTS:** The aim of this activity is to show that if as a culture or as individuals we tolerate these seemingly harmless or low level behaviours , such as jokes, name calling and stereotyping, we may be giving permission for people to escalate their behaviour to more and more serious forms of prejudice and violence. If behaviours are never questioned or kept in check then people may begin to believe that they are tolerated, justifiable or even right. So while we are not saying that making girl characters pink and boys characters blue, or telling blonde jokes, directly cause things like domestic abuse and sexual assaults, we are saying that if we tolerate the first we are more likely to see the second, and if we stop the former from happening we will see less of the latter. So as professionals working with children, their carers and families and partner organisations, we have a role in stopping these kinds of behaviours as a way of preventing these more harmful and serious things.



### 13 – Redrawing the Balance Film Clip (5 mins)

#### Slide 52:

- Explain that we have now come to the end of the ‘hard work’ part of the day which has been all about getting to grips with the issues. We will now lighten the mood and get you thinking about the small ways in which change can happen.
- Show the Redrawing the Balance clip.

## 14 – Men in Childcare / Dads Presentation (10 mins)

**TRAINER TIP:** If you are pushed for time you could revisit this section when it comes to completing your audit. Although the information included is relevant for everyone, it may be particularly useful for nursery management who have an influence over policy, procedures and how staff are delegated tasks.

Men in Childcare

Q. What percentage of the Scottish early education and childcare workforce are male?

A. The current figure is around 4%

### Slide 53:

- Say we're going to spend a few minutes looking at the issue of men in childcare, whether in a professional capacity or in the home.
- Ask participants what they would guess this percentage to be.
- Click again to reveal the answer, and then ask why they think this might be?

Men in the Nursery

Why are there so few men in our nurseries?

Courses/career not marketed to men  
Recruitment procedures not proactive in seeking men  
Low pay  
Conflicts with male identity  
Lack of "men in childcare" role models in own childhood  
Concerns over negative attitudes from parents  
Association with abuse  
Expectation that they will be isolated & unsupported  
Society that does not place value on softer caring skills

### Slide 54:

- Read through some of the reasons and ask if anybody has any thoughts or responses.
- What is clear is that there may be many barriers which prevent men from choosing this as a career, and remaining in it as a career.
- **Q: Do people agree that it is a good thing for us to have men in the nursery? Why?**  
**A:** Some responses could be:
  - A gender balance in any profession is a good thing.
  - Having men in the nursery can bring different perspectives, approaches and dynamics.
  - For children, having male and female influence is good, and seeing positive interactions between males and females is good.
  - Having more than one male member of staff is good for the male members of staff!

How can we support men into/in the nursery?

- Look at our recruitment procedures and documentation
- Ensure the nursery environment is "male friendly"
- Be positive about the value of male workers to parents
- Avoid pigeon-holing male members of staff
  - Activities and interests
  - Clubs
  - Role Models
- Staff should challenge their own attitudes towards men in childcare

### Slide 55:

- This slides looks at how we can support men into and in the nursery. It is worth noting here that many of the things that might make a difference may be outwith the control of individual nurseries, and may involve big societal, social or political changes.
- Go through each of the bullets with the further detail on each point below if you wish to expand.

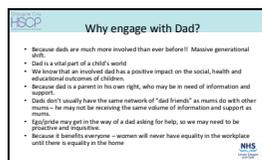
- **Recruitment** : Consider how language used and make sure it is inclusive You may even wish to specifically target men in your adverts.
- **Environment**: It needs to be welcoming and comfortable for male members of staff. Without meaning to reinforce any gender stereotypes, can you imagine yourself as a female how it would feel to walk into a male dominated workplace, like a building site, somewhere set up by males and in all likelihood for males?
- **Parents**: We need to be proud of our male workers and talk positively about them and their value to parents, who may have concerns.
- **Pigeon-holing: Activities**: Are male members of staff pushed into doing stereotypical male activities e.g.football, building, fixing? In doing this we are not only making assumptions that because someone is male or female they will have specific skills and interests, we are also reinforcing gender stereotypes to the children. Additionally if we deploy male members of staff for the stereotypically male tasks, then what messages does this send to everyone (including them) about what their role is when it comes to the stereotypically female tasks (cuddling, changing nappies)
- **Pigeon-holing: Dads**: Does the male member of staff do all the dads work? Yes there may often be times when a dad might find it easier to talk to a male member of staff, but we cannot presume that this is always the case.
- **Pigeon-holing: Role Models**: While there is no doubt that having males in the staff is good for all children, does setting them up as role models for the boys in particular place their value on their gender rather than their individual qualities, skills and knowledge?
- **Attitudes**: As human beings we will all have our own attitudes and values towards men working in the early years. We need to be mindful of these and ensure they do not impact on our practice.

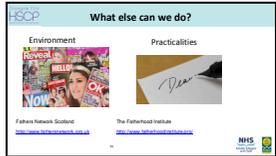
**Slide 56:**

- **READ**: It's also important to consider if and how we interact with dads and male carers in the nursery. As we have already discussed there has been a huge shift in the way the role of fathers is understood.
- **Q: (Optional) How well do we engage with fathers as a nursery?**

**Slide 57:**

- These are just a few of the reasons why we should engage with dads.
- **Q: (Optional) Can anyone think of any more?**





**Slide 58:**

- **Q: Ask participants if they have any suggestions about how the nursery could engage with dads or make dads feel more comfortable in all aspects of nursery life?**

If they cannot think of much here are some questions to reflect on below.

**Environment**

- What posters are up in family waiting areas
- Do displays show dads
- What reading materials are available for parents while they wait

**Practicalities**

- Are family events held at times when dads can come along?
- Are dads made to feel welcome at nursery events, such as trips
- Do we do our best to get dads involved in these events? (Should we be more proactive?)
- How are parents addressed on letters home? Dear Parents? Dear Mum and Dad? (Fathers Network Scotland suggest that when society reads parent, the default understanding is a group of “mums”)
- Is mum always the first port of call?
- Do we know enough about family circumstances such as parental separation ? By knowing the facts we can be more uncomfortable talking about or to dad without making assumptions.

**TRAINER TIP:** There are a host of handouts, case studies, research on both websites on the slide. If you or any of the staff want to look more closely at engaging with dads then you may want to consider printing some of these. They may also be useful when completing your audit.

**15 – Challenges Activity (15 mins)**

**You will need: Challenges Scenarios Cards.  
Handouts: Challenges Case Studies**



**Slide 59:**

- **Q: What challenges might you/we may face when working in a Gender Friendly way, in light of what has been learned today. These may come from children, parents, friends and family, colleagues or themselves.**
- Divide participants into groups and give each group one of the scenarios.
- Ask groups to read the scenario and discuss how they might respond or what they might do.
- After a short time for discussion go round each group and ask them to read out the scenario and summarise their discussion. (If time is short, pick one or two scenarios and ask the whole group how they would deal with these.)
- Use the Challenges Case Study Handouts to respond and give suggestions
- **HANDOUTS – Challenges Case Studies.** We would suggest it is possible that all staff are given a copy of the responses for each of the challenges as they provide some really useful suggestions for practice.

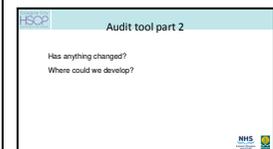


**16 – Tools (5 mins)**

**You will need: GFN Pack**

**Slide 60:**

Remind staff that the GFN support pack is there as a resource to be used. There is one hard copy but these are also available online at [www.nhsggc.org.uk/gbvresources](http://www.nhsggc.org.uk/gbvresources)  
The slide highlights the kind of things they can find in there.



**17 – Revisiting The Audit (10 mins)**

**You will need GFN pack: audit section**

**Slide 61:**

- Ask each group to look again at the part of the audit that they completed earlier in the training.
- Based on what they have learned is there anything they want to add to what they are already

doing?

- Ask them to complete the “Where we could develop” section.  
(If you are pushed for time you may choose to do this in small groups at another time.)



**Slide 62:**  
These slides show some examples of some of the steps taken by nurseries that have gone on to become Gender Friendly Nurseries.

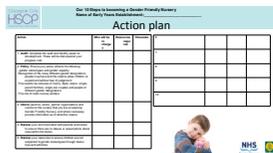
**18 – Next Steps & Evaluations (10 mins)**

15 mins

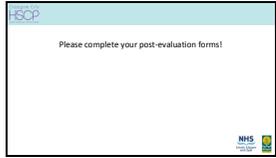
You will need: **Post-course evaluations, pens**



**Slide 63:**  
Explain the next steps that the nursery has to take to become a Gender Friendly Nursery.



**Slide 64:**  
Explain about the Ten Steps  
Ask participants if they have any suggestions about what the optional activities could be in the ten steps?



**Slide 65:**

Ensure all participants complete the post-evaluation forms and send these to the GFN team.  
*Your co-operation with this is really important to us as it will help us to see how the roll-out phase of GFN is working and what else we need to do.*



**Slide 66:**

Thank participants and make any arrangements your staff group will need for carrying this forward.

**TO BE COMPLETED BY ALL PARTICIPANTS BEFORE TRAINING DELIVERY**

**Gender Friendly Nurseries: Attitudes and Values Exercise (pre-course)**

Think about the following statements and circle a number from 0-10 to show how strongly you agree or disagree with them. (0 = strongly disagree and 10 = strongly agree)

<b>Statement</b>	<b>Disagree.....Agree</b>
Gender and Sex mean the same thing	0 1 2 3 4 5 6 7 8 9 10
Treating everyone in the same way is the best way to approach gender	0 1 2 3 4 5 6 7 8 9 10
Gender stereotypes can lead to negative outcomes like inequality, violence and unequal resources	0 1 2 3 4 5 6 7 8 9 10
No matter what we do girls will inevitably gravitate towards things like the home corner	0 1 2 3 4 5 6 7 8 9 10
As nursery staff it is our job to make sure that children are not limited by gender stereotypes	0 1 2 3 4 5 6 7 8 9 10
There are easy to implement ways to ensure gender stereotypes are reduced at nursery	0 1 2 3 4 5 6 7 8 9 10
The impacts of gender stereotyping are primarily a problem for women	0 1 2 3 4 5 6 7 8 9 10
What we do in the nursery around gender won't make much of a difference, it's what happens at home that counts.	0 1 2 3 4 5 6 7 8 9 10
I feel confident to challenge gender stereotypes should I encounter them at work	0 1 2 3 4 5 6 7 8 9 10
Gender stereotypes, sexist jokes or remarks aren't great, but are pretty harmless and not worth making a big deal about.	0 1 2 3 4 5 6 7 8 9 10

**TO BE COMPLETED BY ALL PARTICIPANTS AFTER TRAINING DELIVERY**

Gender Friendly Nurseries: Attitudes and Values Exercise (post-course)

Think about the following statements and circle a number from 0-10 to show how strongly you agree or disagree with them. (0 = strongly disagree and 10 = strongly agree)

<b>Statement</b>	<b>Disagree.....Agree</b>
Gender and Sex mean the same thing	0 1 2 3 4 5 6 7 8 9 10
Treating everyone in the same way is the best way to approach gender	0 1 2 3 4 5 6 7 8 9 10
Gender stereotypes can lead to negative outcomes like inequality, violence and unequal resources	0 1 2 3 4 5 6 7 8 9 10
No matter what we do girls will inevitably gravitate towards things like the home corner	0 1 2 3 4 5 6 7 8 9 10
As nursery staff it is our job to make sure that children are not limited by gender stereotypes	0 1 2 3 4 5 6 7 8 9 10
There are easy to implement ways to ensure gender stereotypes are reduced at nursery	0 1 2 3 4 5 6 7 8 9 10
The impacts of gender stereotyping are primarily a problem for women	0 1 2 3 4 5 6 7 8 9 10
What we do in the nursery around gender won't make much of a difference, it's what happens at home that counts	0 1 2 3 4 5 6 7 8 9 10
I feel confident to challenge gender stereotypes should I encounter them at work	0 1 2 3 4 5 6 7 8 9 10
Gender stereotypes, sexist jokes or remarks aren't great, but are pretty harmless and not worth making a big deal about	0 1 2 3 4 5 6 7 8 9 10

What do you intend to do or change as a result of the Gender Friendly Nursery training?
Any other comments or thoughts about the training?

## Gender Friendly Nursery – Trainer Reflection & Feedback Form

Please complete this form each time you delivery the Gender Friendly Nursery Training.  
 (NB if you deliver the course as a series of twilights you can choose whether to complete for each session or for the training as a whole.)

<b>Trainer Name(s)</b>	
<b>Nursery Name</b>	
<b>Date of training</b>	
<b>Number of participants</b>	
<b>How did you deliver the course? (please tick)</b>	
Whole Day	
Half Day	
3 x Twilight Sessions	
Other (please explain	
<b>Overall, how do you think the training went?</b>	
<b>What worked well?</b> (timing, content, particular exercises, room set up, participation, logistics)	
<b>Overall, how were the participants?</b> (Engaged? Bored? Confused?)	
<b>Were there any particular parts of the course that participants struggled to understand or agree with? Do you know why?</b>	

**Were there any particular parts of the course that you struggled to deliver? Do you know why?**

--

**What, if anything, would you do differently if you were to deliver this again?**

--

**Is there anything additional that would have helped you in delivering this training? (e.g. Support, training, information, materials, handouts)**

--

**Do you have any other feedback or reflections on the training that it would be useful to share?**

--

**Do you and your staff now feel ready to work towards Gender Friendly Nursery Accreditation?**

Yes	
No	
Unsure	

**Please use this space if you want to provide or request further information**

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## **Equality and Equity Handout**

**Equality:** treating everyone the same

**Equity:** giving everyone what they need to be successful

Though the words are very similar, the meanings and the ways in which each may be achieved are very different. Equity and equality are two strategies used to produce fairness. Equality aims to promote fairness, but it can only work if everyone starts from the same place and needs the same help. We have tried to give a couple of examples below to demonstrate the differences in each approach.

### **Example 1 – Nursery Breakfast**

There is concern in the nursery that some children are not receiving breakfast at home and this is impacting on their behaviour and ability to take part in nursery activities.

#### **Equality:**

**ACTION:** Give all children one slice of toast to ensure that all children have eaten.

**RESULT:** All children get something to eat, but there will still be children who have had a lot less than others and therefore may still be at a disadvantage.

#### **Equity:**

**ACTION:** Offer all children toast, but encourage the children who staff suspect have not had breakfast at home to take more than one slice.

**RESULT:** The children who have not had breakfast are more likely to eat more than those who have and therefore are able to participate as fully as other children.

### **Example 2 – Primary School Coding Club**

A primary teacher has identified that some of the pupils in her class are not performing well in the coding activities which are part of the curriculum.

#### **Equality:**

**ACTION:** The teacher offers an after school coding club open to all the class

**RESULT:** The children who are better at or who enjoy coding are more likely to attend. The gap in ability at coding remains.

#### **Equity:**

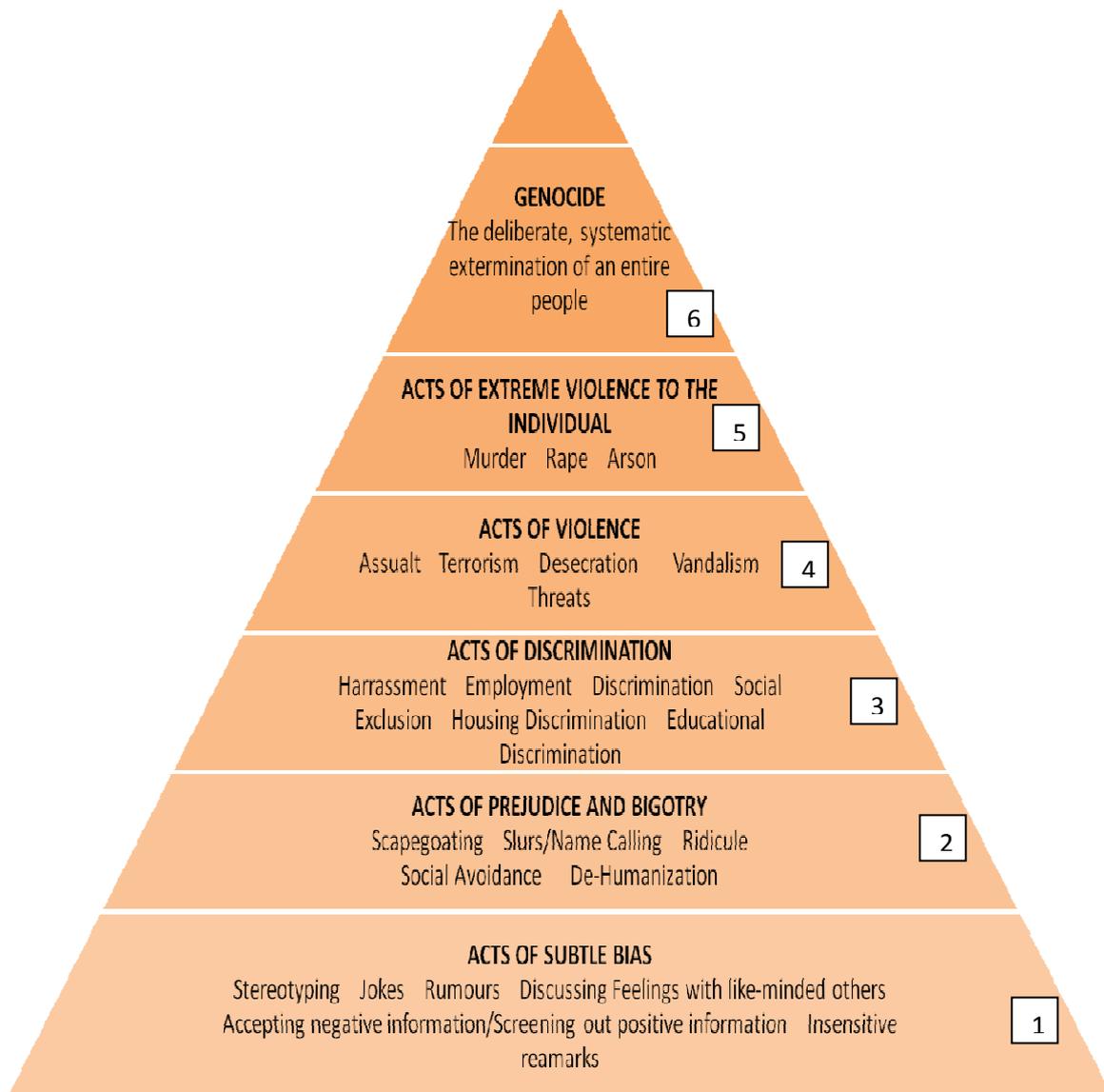
**ACTION:** The teacher invites those children who are struggling with coding to attend an after school coding club.

**RESULT:** The children who are struggling with coding receive extra help therefore closing the gap in performance at coding

#### **Questions to ask yourself:**

- Is it enough for me to treat every child the same in my nursery?
- Are there some children in my nursery that may need extra support or help to achieve what the others are achieving?
- How can I be equitable in relation to gender in my nursery practice?
- Are there activities within the nursery where children of different genders may need more encouragement?

## The Allport Scale – Harms Exercise Key



## Harms Cards

<p><b>1. A new mum at the nursery gets on well with the other mums – but when she mentions her wife they start avoiding her.</b></p>	<p><b>2. Stuart controls all the money that comes into the household including his partner Ana’s salary. He gives her an allowance for groceries.</b></p>
<p><b>3. You over hear a 4-year-old boy saying that women are bossy.</b></p>	<p><b>4. You overhear a granny saying that ‘wee boys are all bullies’.</b></p>
<p><b>5. One of the staff invites all the parents and carers to help out with some gardening tasks – except for the dad who uses a wheelchair.</b></p>	<p><b>6. A member of staff is a trans woman. Another staff member refuses to acknowledge this and keeps calling her by her original name, Robert.</b></p>
<p><b>7. A parent comes in for a meeting but refuses to speak directly to the (female) headteacher, directing questions instead to her (male) deputy.</b></p>	<p><b>8. A teacher doesn’t intervene when the only girl in his physics class when teased by her classmates and told: “You’re a girl. Girls can’t do physics.”</b></p>
<p><b>9. A child calls her local shop the ‘Paki’ shop.</b></p>	<p><b>10. A dad mentions that he never changes nappies because “that’s a woman’s job”.</b></p>
<p><b>11. A letter to nursery parents asks for “strong dads and granddads to help in the garden”.</b></p>	<p><b>12. Headline: “Woman and child found dead in home. Man arrested.”</b></p>

<p><b>13. You overhear a discussion between two parents about the marriages they have arranged for their children who attend the nursery.</b></p>	<p><b>14. During imaginative play one of the children suggests assigning 'goody' roles to the white children and 'baddie' roles to black and minority ethnic children.</b></p>
<p><b>15. A pregnant mum remarks that she must be having a boy because "he kicks all the time".</b></p>	<p><b>16. A poster in the nursery about 'people who help me' shows female nurses and male police officers and fire fighters.</b></p>
<p><b>17. Kai falls and scrapes his knee. His uncle tells him not to "cry like a wee girl".</b></p>	<p><b>18. Sarah and Anisa are playing in the home corner when Jack asks to join in. They tell him this is for girls only.</b></p>
<p><b>19. A girl is pushed violently by a boy and told to "shut up".</b></p>	<p><b>20. Sam laughs at Raj's new earring, calling him a "poof".</b></p>
<p><b>21. A toy catalogue labels its sections 'girls toys' and 'boys toys.'</b></p>	<p><b>22. You overhear a parent say that 'wee girls are so bossy'.</b></p>
<p><b>23. Maria receives an anonymous bunch of flowers, and then several letters suggesting they are in a relationship.</b></p>	<p><b>24. Tony pesters his partner all evening and then gives her the 'silent treatment' until she agrees to sex.</b></p>
<p><b>25. A female MP is targeted for online abuse which includes abusive language, rape and death threats.</b></p>	<p><b>26. Women are stoned to death for 'adultery', including cases of rape.</b></p>

**27. Primary 4 boys are invited to join an after school football club. Primary 4 girls are invited to join a sewing club.**

**28. Female infanticide and female foeticide (the selective abortion of girls in the womb) are significant issues in India.**

**29. An advert for a childcare job describing the ideal candidate states that “she will have at least 5 years’ experience”.**

## Allport Scale Activity – Harm Cards Trainers Key ( A Guide to where these cards should be placed)

1. **A new mum at the nursery gets on well with the other mums – but when she mentions her wife they start avoiding her.** *2 – social avoidance*
2. **Stuart controls all the money that comes into the household including his partner Ana’s salary. He gives her an allowance for groceries.** *4 – domestic abuse = gender based violence*
3. **You over hear a 4-year-old boy saying that women are bossy.** *1 – stereotyping*
4. **You overhear a granny saying that ‘wee boys are all bullies’.** *1 – stereotyping*
5. **One of the staff invites all the parents and carers to help out with some gardening tasks – except for the dad who uses a wheelchair.** *1 or 2 – could be unintentional but based on internal bias, or could be deliberate or due to discomfort therefore social avoidance.*
6. **A member of staff is a trans woman. Another staff member refuses to acknowledge this and keeps calling her by her original name, Robert.** *2 or 3 – possibly slurs/ridicule but sounds more like outright harrassment/bullying.*
7. **A parent comes in for a meeting but refuses to speak directly to the (female) headteacher, directing questions instead to her (male) deputy.** *1 or 2 – could be unintentional and based on unconscious bias, or a more deliberate act of prejudice*
8. **A teacher doesn’t intervene when the only girl in his physics class when teased by her classmates and told: “You’re a girl. Girls can’t do physics.”** *3 – educational discrimination. Supporting a system that creates barriers to girls in STEM*
9. **A child calls her local shop the ‘Paki’ shop.** *1 or 2 – child may just be repeating what they hear at home but for an older child/adult who should know better, slurs/name-calling*
10. **A dad mentions that he never changes nappies because “that’s a woman’s job”.** *1 or 2 – stereotyping or could be said in a demeaning/belittling way indicating this task is ‘beneath’ him but ok for women*
11. **A letter to the nursery parents asks for “strong dads and granddads to help in the garden.** *1 or 3 – stereotyping that men are strong and women aren’t, or discrimination against anyone who isn’t able bodied?*
12. **Headline: “Woman and child found dead in home. Man arrested.”** *5 – Acts of extreme violence to the individual. A reminder that behind these types of headlines almost always lies a story of domestic abuse ending in murder (2 women a week in England and Wales)*

13. **You overhear a discussion between two parents about the marriages they have arranged for their children who attend the nursery. 1 or 4 – could be a joke or they could be exaggerating their role and just be hoping for an arrangement, but if serious then children have clearly not given consent so it would be a forced marriage = gender based violence**
14. **During imaginative play one of the children suggests assigning ‘goody’ roles to the white children and ‘baddie’ roles to black and minority ethnic children. 1 or 2 – could be done in a ‘friendly’ way but still based on unconscious bias, or more deliberate scapegoating/ slurs/ ridicule**
15. **A pregnant mum remarks that she must be having a boy because “he kicks all the time”. 1 - stereotyping**
16. **A poster in the nursery about ‘people who help me’ shows female nurses and male police officers and fire fighters. 1 - stereotyping**
17. **Kai falls and scrapes his knee. His uncle tells him not to “cry like a wee girl”. 1 or 2 – stereotyping that girls cry, or ridiculing boy for his behaviour?**
18. **Sarah and Anisa are playing in the home corner when Jack asks to join in. They tell him this is for girls only. 1 and 3 –stereotyping and social exclusion**
19. **A girl is pushed violently by a boy and told to “shut up”. 4 – assault/threat**
20. **Sam laughs at Raj’s new earring, calling him a “poof”. 2 – name calling/ridicule**
21. **A toy catalogue labels its sections ‘girls toys’ and ‘boys toys.’ 1 or 3 – stereotyping or discrimination?**
22. **You overhear a parent say that ‘wee girls are so bossy’. 1 – stereotyping**
23. **Maria receives an anonymous bunch of flowers, and then several letters suggesting they are in a relationship. 4 – stalking = gender based violence**
24. **Tony pesters his partner all evening and then gives her the ‘silent treatment’ until she agrees to sex. 5 – consent not freely given = rape**
25. **A female MP is targeted for online abuse which includes abusive language, rape and death threats. 4 – trolling and threats**
26. **Women are stoned to death for ‘adultery’, including cases of rape. 6 – not an entire race but state-sanctioned and targeted at one group**
27. **Primary 4 boys are invited to join an after school football club. Primary 4 girls are invited to join a sewing club. 3 – discrimination, social exclusion**
28. **Female infanticide and female foeticide (the selective abortion of girls in the womb) are significant issues in India. 6 – not an entire race but caused by a widespread devaluing of a group (girls and women), upheld by a patriarchal system**
29. **An advert for a childcare job describing the ideal candidate states that “she will have at least 5 years’ experience”. 1 or 3 – unconscious bias coming through or deliberately filtering out male candidates?**

## **'Challenges' Scenarios Activity Instructions**

1. Scenario cards should be printed, cut out, and where possible, laminated.
2. You may choose to do this in different ways depending on time or group numbers. We have suggested a couple of options below.

**Option A:** Ask each person/pair/group to read out a scenario and say what they think is the problem or issue here, and what could be done. The other participants can then add their own comments, ideas or suggestions.

**Option B:** Participants could look at a selection of scenarios together in larger groups and discuss together what they would do. You could then ask each group if there were any cards they found tricky or could not agree on and discuss these with the larger group. You could also draw attention to any that you as a trainer find particularly interesting or you feel are particularly relevant to the group who are being trained.

3. Use the 'Challenges' guide on the following pages to help guide the discussion.

**A dad arriving to collect his son finds his son happily playing in a princess dress. He looks shocked.**

**You overhear a couple of the boys telling one of the girls she can't join their activity – playing with cars - as it's "not for girls, only boys". The girl walks away looking glum.**

**One of your colleagues regularly greets the girls coming to the nursery by complimenting them on their dress or hairstyle. She does not do the same to the boys.**

**At the end of the day after nursery a parent tells off her son for something and he begins to cry. As they head towards the door you hear her say, "Don't cry like a wee lassie!"**

**There is a new, male member of staff in the nursery. The children love him because he is great at 'rough and tumble' and is good at getting outside with them and doing adventurous activities, even in bad weather. However, he tends to avoid the home corner as he says it "isn't really my thing".**

**The member of staff responsible for ordering the children's Christmas presents has bought gift bags in blue and pink, and filled them with 'The Brave Boys' Story Book' and 'The Sparkly Girl's Story Book'.**

**Your local councillor visits the nursery and refers to the female staff as 'the girls'.**

## 'Challenges' Case Studies Guide

### Challenging Parental Behaviour or Attitudes

#### A

**One of the boys in the nursery enjoys wearing a princess dress which he takes from the dressing up box almost every day when he comes to nursery. Several times recently he has been collected by his dad who though not having expressed it directly to nursery staff is clearly unhappy and embarrassed by what his son is doing.**

**What's wrong with this?** Research shows that even before their second birthday, children manifest 'evaluative audience perception', which means they adjust their behaviour according to whether they think they are being observed, and how they think the observer values their behaviour. This means that very young children will behave in the way they think adults around them approve of<sup>1</sup>. So a negative reaction by a parent or by staff to this boy's choice of clothing is likely to discourage him from wearing it again. For older children, we know that feelings of shame and guilt become present and will also influence whether they engage in behaviour that has already elicited a negative response.

**What could you do?** The ideal option here is to take this opportunity to speak to the dad about why he feels unhappy with the behaviour, reassure him that this is normal behaviour and share some information about gender and the benefits of letting children choose their own toys and activities at this early stage.

It is helpful to be aware that parents at home may be giving children conflicting messages around gender. It is the role of nursery staff to acknowledge this, yet try whenever possible to give the correct message.

**What would be a really *unhelpful* thing to do?** Taking the boy aside and ensuring he is changed into his own clothes in time for Dad's arrival. The boy is engaging in normal gender expression and creative play. Whatever you decide to do what is really important is that the boy is not made to feel singled out, or that his behaviour is somehow problematic, abnormal, or shameful in any way. One option might be to ensure that all the children get changed before parents start to arrive.

**Unhelpful:** Saying 'Oh don't worry, it doesn't mean he's gay!' If Dad has difficulty with LGBT issues this statement may reassure him about his son in the short-term but will reinforce his prejudice that being gay is something to worry about and that sexual orientation can be learned. As a Gender Friendly Nursery we need to avoid doing this and just try to make everyone feel comfortable with gender as a cultural concept and not a biological fact. You could try to point out the benefits of being equally comfortable around girls and boys, and of being adventurous and trying out new things.

**Examples from other nurseries:** A similar situation occurred when a dad questioned his son being 'allowed' to push a toy buggy around. The staff member asked the dad how he had taken his son to nursery that day, knowing the answer would be "in a buggy". She then told him, "he's just trying to be like you".

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<sup>1</sup> <https://www.apa.org/pubs/journals/releases/dev-dev0000548.pdf>

## Challenging Parental Behaviour or Attitudes

### **B**

**At the end of the day after nursery a parent tells off her son for something and he begins to cry. As they head towards the door you hear her say, “Don’t cry like a wee lassie!”**

**What’s wrong with this?** This kind of statement is harmful in a number of ways. It undermines and devalues girls – both for the boys it is directed at and for the girls that may overhear. It perpetuates stereotypes and the idea that gender is binary, by dividing behaviours into those expected of girls and those expected of boys. And it tells boys and girls that showing emotion isn’t acceptable for boys, which we know contributes to boys having poorer emotional literacy, and the problems this can cause for mental health.

**What could you do?** This is a difficult situation, not least because they are leaving the nursery (possibly already stressed out) and you don’t want to be seen to be calling them back in to correct their behaviour. You might not be able to address it until the next time they are in, when, depending on your relationship with the parent you may be able to remind them that this is a Gender Friendly Nursery and that boys and girls are allowed, and even encouraged, to show their emotions. You could try the following:

- Give an anecdote about a man you know who tried to keep in his emotions because he was told to as a child.
- Talk about how good it feels to have a good old cry – and then mention that it’s important for boys and men too.
- Talk about doing something ‘like a girl’ in a good way rather than in the derogatory way mean by the statement.

If you have already done the groundwork by telling everyone connected with the nursery about being Gender Friendly then it will be a lot easier to have these conversations.

If you are able to catch them before they leave, perhaps you could start by giving the parent some information you had ‘forgotten’ to pass on before, then ask the boy why he is crying and only then address the statement.

**What would be a really *unhelpful* thing to do?** You could let them walk away and never mention it again. This might have the effect of telling the parent, the child and anyone else who has overheard that statements like this are tolerated in this nursery – so even if you can’t catch the parent before they leave, it might be worth reminding anyone who’s listening that it’s ok to cry, whatever your gender.

**Examples from other nurseries:** we don’t have any for this one yet. If you have a great example of how you have dealt with this, please get in touch!

## Challenging Children's Behaviour or Attitudes

**C - You are preparing some materials for an activity while the children enjoy some free play time. You overhear a couple of the boys telling one of the girls she can't play at...as it's "not for girls, only boys". The girl walks away looking glum.**

**What's wrong with this?** This situation will probably be one of many in this girl's life where she is told that her gender limits what she can do. It is really important that every opportunity is taken to challenge this, so that not only she but all children are not limited in this way.

**What could you do?** This would be an ideal opportunity to have a chat with the children about why they think this is 'for boys' and 'not for girls'. Ask them why this is and explore their responses. Explore their perceptions of other roles and give examples of non-gender-stereotypes through books, talking about visitors that have come to the nursery, parents jobs etc. If they tell you that pirates can only be boys you (or a female member of staff) could join in the role play yourself and demonstrate. Involve them in a conversation with the girl about what parts they are playing and what she would like her role to be. Read them a book about pirates that includes girl pirates.

Longer-term you could be thinking about how imaginative play resources are laid out in the nursery and whether themes can be mixed up to encourage everyone to feel this is 'their' area too.

**What would be a really *unhelpful* thing to do?** Assigning the girl a typically 'female' role in the game eg. cook, nurse, captured princess! Short-term these will achieve the goal of involving the girl but will continue to perpetuate stereotypes.

**Examples from other nurseries:** A more subtle version of this is where a group of boys may be involved in an activity (eg. crowded round the sandpit) and a girl appears to be interested but is holding back from joining in. Here the simple act of moving in and physically making space for the girl, and encouraging her to join you, can give her the confidence to feel she is entitled to join in the activity. This would be the same for any child that is on the outside of an activity and needs help to join in.

## Challenging Staff Behaviour or Attitudes

**D - You notice that one of your new colleagues regularly greets the girls coming to the nursery by complimenting them on their dress or hairstyle. They do not do the same to the boys.**

**What's wrong with this?** Many of the things we do which promote gender stereotypes can often seem harmless, and are very often unconsciously done. For example greeting a female child by complimenting her on her pretty dress or lovely bunches seems like a nice and harmless thing to do. However this is one of the more subtle ways in which as a society we tell girls that they should look nice, and act pleased when they do. Conversely we are telling boys that their appearance is less important but that they please us by being brave, strong or clever. We have looked at how these stereotypes can lead to much bigger problems. Children receive these messages in many areas of their lives and it is the role of a Gender Friendly Nursery to offer children an alternative view.

It can be hard to accept when someone does not share your views, but we are all people after all and it can be challenging to change practices even when we are in total agreement, never mind if we are not.

**What could you do?** One way to address this might be by example. You could make a point of complimenting both girls and boys on their work, attitudes and behaviour. You could also look for opportunities to talk to your colleague about the themes discussed today, and perhaps ask them if they have ever noticed the way they greet the children. You could also show them some of the links and resources suggested in the pack, and tell them that the nursery is Gender Friendly and that many of the staff have changed the way they do things after becoming more aware of the issue.

If you have a system in place whereby all new staff get some form of gender friendly 'awareness' session when they start and have the opportunity to look through the materials, watch some of the media clips and ask questions, then this scenarios will become less likely.

**What would be a really *unhelpful* thing to do?** Insisting they start complimenting the boys on their appearance! If you compliment a girl on her appearance then make a point of doing this for boys too – however this could get tricky and it would be better to move beyond thinking about children's appearance as a general rule.

**Examples from other nurseries:** The GFN team at one nursery have embarked upon a peer observation project where they and their colleagues have 'collected' the unhelpful words and phrases they have caught themselves using, and then thought through some alternatives. Staff are now enthusiastically supporting each other to keep doing this.

## Challenging Staff Behaviour or Attitudes

**E - There is a new, male member of staff in the nursery. The children love him because he is great at 'rough and tumble' and is good at getting outside with them and doing adventurous activities, even in bad weather. However, he tends to avoid the home corner as he says it "isn't really my thing". He is the only male member of staff in the nursery and has only been in post for a few weeks so you don't want to upset him or make him feel uncomfortable.**

**What's wrong with this?** Having a male staff member in the nursery is a great opportunity to broaden conceptions about gender roles, however it's also easy to fall back into stereotypes. Men In Childcare have identified instances where male staff are given stereotypically 'masculine' tasks such as fixing the computer, playing ball games or leading adventurous activities. In some cases, male staff members may still see this as being their role – perhaps because they have been assigned this role in previous posts.

**What could you do?** As with the previous case study, if all new staff are made aware of the nursery's gender friendly aspirations when they start, and given the opportunity to familiarise themselves with some of the materials, then this will be less likely to happen.

If it does, there are a number of points to make to this staff member:

- Staff are required to carry out any of the tasks within their job description
- Home corner might not be your female colleagues' 'thing' either – being a woman doesn't mean you enjoy domestic chores or want to pretend to do them at your work!
- Likewise, all female staff should be involved in outdoor activities and in modelling active behaviours, and may enjoy this as much as he does (make sure no-one is getting 'off the hook' with these activities by allowing him to do them all, which could be seen to justify his reluctance to get involved in the home corner).
- It's really important for all children to see men involved in domestic chores as well as other childcare activities such as reading stories, playing with dolls, changing nappies and giving cuddles. You are a role model for them and you can help boys to be more comfortable with these areas of life, and help girls to not expect to have to carry the burden of household chores by themselves.

**What would be a really *unhelpful* thing to do?** Nursery managers have sometimes been heard talking enthusiastically about having men in the nursery because they bring more energy to the role and can get more involved in rough-and-tumble activities than women can. It is really important that managers and colleagues alike, make families aware that people of all genders can carry out all of the roles involved in child care and education.

**Examples from other nurseries:** Staff have reported having to deal with suspicion from parents and carers around men carrying out nappy changing. The response they give is that our child protection policy and procedures are there to ensure children are safe in the nursery, and this applies equally to male and female carers. There should be no question about a man's ability or suitability to carry out any aspect of this work.

## Challenging Staff Behaviour or Attitudes

**F - The member of staff responsible for ordering the children's Christmas presents has bought gift bags in blue and pink, and filled them with 'The Brave Boys' Story Book' and 'The Sparkly Girl's Story Book'.**

**What's wrong with this?** Giving gendered gifts like this perpetuates stereotypes. Restricting colours to pink and blue limits children's choices and reinforces perceptions of what is expected of them because of their gender. Gendered story books have come under criticism for promoting stereotypes so it would be good to avoid these – there are plenty of alternatives out there!

**What could you do?** Your colleague may not have attended the training or be aware of the Gender Friendly Nursery – or may have forgotten and need a gentle reminder. Keeping the GFN on the staff agenda and making all new staff aware should avoid this.

Points to make could include:

- The gift bag colours – why keep dividing the world into blue and pink? What about all the other colours?
- The story books – why divide them into girls' and boys' stories? Why would boys not want to hear stories about girls and vice versa? Boys also need to hear about brave/strong/clever women, and girls also need to hear about gentle, caring men.
- What about any children who might not be identifying as the gender they were assigned at birth? Which bag and book do they get?

**What would be a really *unhelpful* thing to do?** Just swapping things around so girls get blue and boys get pink will probably lead to confusion and a negative reaction from some families. It's better to get away from using those two colours if possible to reflect the fact that every child is different and that there are many different colours in the world.

**What other nurseries have done:**

Staff from a few nurseries have reported realising that they were giving out gendered presents in the form of themed pencil cases, birthday cards, money banks, or using pink/blue gift bags. One nursery made a simple change: at the start of the year, instead of buying a certain number of 'boys' and 'girls' cards, instead thinking about the children's interests and buying farm/zoo/space/circus cards. They also realised that when they previously gave the boys truck-shaped money banks and the girls cupcake-shaped ones, the boys were actually getting bigger money banks – perhaps a hint about a future gender pay gap?

## Challenging the behaviour or attitudes of nursery partners or visitors

### **G - Your local (male) councillor visits the nursery and refers to the female staff as 'the girls'. What's wrong with this?**

#### **What's wrong with this?**

There are a number of issues here. Referring to trained professionals in a formal situation as 'girls/ladies', or even 'boys/men/lads' devalues the work they do and their training and professionalism and reduces them to a gender. It would be the same if said by a boss in a formal or professional situation, but might not matter in an informal, peer group situation such as planning a night out with friends, where everyone in the group feels equal in the relationship and is comfortable with the word. You may also hear this from parents and carers.

Additionally, it encourages an assumption that this is women's work – and if children overhear it, it can reinforce the stereotypes and undo some of the good work going on in the nursery.

Finally, using 'girl' to refer to a grown woman can be seen as infantilising, just as calling a man a 'boy' would be (unless, as mentioned, within a peer group). The key here is the power imbalance: an elected member or a boss is not your workplace peer, and would not expect you to call them a 'boy' or a 'girl' in that setting, so why would it be acceptable for them to do so?

#### **What could you do?**

In some of the examples outlined above there is already a power imbalance, and staff may not feel empowered to challenge this person. It may be necessary for the head teacher or manager to deal with this by explaining what is appropriate. In others, if a parent has done this, the nearest staff member may feel they can say something – perhaps in a light-hearted way such as, "I haven't been called a girl since my 16<sup>th</sup> birthday!"

Forward planning: as with other case studies, it helps to have thought this through before it happens and have put policies and procedures in place. Your Gender Friendly policy could include a section on how staff should be referred to, and all new families could be told clearly what is expected. This will be reinforced by staff referring to each other appropriately whenever anyone else is present.

**What would be a really *unhelpful* thing to do?** Take the attitude that 'it's just a word!' Remember the Allport scale which showed us how seemingly harmless words and phrases form part of a sliding scale. If we tolerate these then we pave the way for outright discrimination, prejudice and criminal acts.

**Examples from other nurseries:** One nursery head teacher is very clear that her staff are not 'ladies' or 'girls'. If she hears parents referring to the staff this way, she is comfortable about correcting them with 'child development officers' or 'your child's special person' (for key work

## Difficult Behaviours when Training

When delivering training to any group you have to be prepared to deal with all sorts of behaviour. It is important to be prepared to respond professionally and patiently to the behaviour at hand without prejudice or assumptions about the people displaying the behaviour. On this page, you will find some brief tips as to how you might deal with some of these challenges.

### 1. Late Coming

**Do:**

- ✓ Start on time to set a standard and reward those who are on time.
- ✓ Thank the ones on time to reward positive behaviour.
- ✓ Briefly recap for the latecomers to ensure they can catch up.

**Don't:**

- x Get angry, this will destroy the atmosphere.
- x Additionally embarrass the latecomer; they will feel embarrassed when you've already started.
- x Give too much attention to latecomers; you'll additionally interrupt the flow of the course.

### 2. Side Conversations

**Do:**

- ✓ If needed stop talking and look at whisperers; only 1 person can talk at the same time for a training to be effective!
- ✓ Make eye contact; they will quickly realise what is going on.
- ✓ Move closer to the whisperers. This will make them feel they are intruding on your story. The further the distance, the more they will feel it is possible to have 2 conversations at the same time.
- ✓ Ask for ideas on the subject discussed to bring back their attention; it will also slightly embarrass them when they were not listening.

**Don't:**

- x Get angry. This is a sign of weakness and bad for the atmosphere.
- x Overly embarrass the whisperers. This way you make it personal and they will develop a negative attitude towards you and will not accept the information you present.

### 3. Rambling

Rambling means 'continuing a discussion about a subject where it exceeds the relevance for the course'. Reasons to do this can vary from the need for attention, habit, or a need to show ones knowledge.

**Do:**

- ✓ Summarize to let the person know you have listened to them (otherwise they'll continue rambling).
- ✓ Refocus the attention to the new subject.
- ✓ Involve the group if it is necessary to confront this person with his or her behaviour. A group has a tremendous self-regulating capacity!
- ✓ Show patience; then the group will grow impatient and will guide the behaviour.

**Don't:**

- X Confront directly: the rambling person will interpret this as a rejection of his person.
- X Use negative non-verbals to show your dissatisfaction. This will decrease your perceived integrity with the group

## 4. Talkativeness

Talkativeness can result from habit or the need to be heard. It can be disturbing for the progress and interaction between all members of the group, but it can also be useful since there is always someone to start off a discussion.

**Do:**

- ✓ Acknowledge the comments made. If someone feels ignored or not heard, they will only talk louder and more!
- ✓ Summarise to show understanding and to take over the attention from this person.
- ✓ Reflect the topic to the group: 'What do you think?'
- ✓ Give this person some additional attention during breaks. This way they will feel you are on their side and you will be better able to direct their behaviour during the course.

**Don't:**

- X Cut off such a person directly; you'll create a personal conflict and the individual will be likely to completely withdraw for the full length of the course.
- X Use negative non-verbals since this will destroy your integrity with the group.

## 5. Lack of Participation

Lack of participation usually results either from shyness, or boredom. Of course the two need a slightly different approach.

**Do:**

- ✓ Ask questions; simple ones to the shy person, and more difficult ones to the bored person to stimulate him or her.
- ✓ Refer to this person by name and repeat their comments: 'As John just explained to us...' This will snatch their attention and keep them involved.
- ✓ Bolster confidence by paying extra attention to and value on their inputs. This will stimulate them to contribute more.

- ✓ Make eye contact to keep their attention and show you are motivated to train them as individuals instead of just regarding them as part of the group.

**Don't:**

- X Confront with behaviour, a shy person will become shyer and a bored person will feel personally attacked by you.
- X Force them into the spotlight. This applies especially for a shy person; don't ask them to start with the role plays. A bored person though might be stimulated by showing his or her skills.

## 6. Arguing

Participants might argue directly with points you make: *"That does not work in real life.."* or *"That's not true..."* Motivations for this behaviour might be that there's a personal interest you are attacking, showing off to the group, or just general dissatisfaction with the course or situation. Whatever the motivation behind the behaviour, the strategies remain the same.

**Do:**

- ✓ Acknowledge the statement by summarising it: 'If I understand you correctly, you do not think this will work, because...' If the argument is brief like 'That won't work' ask questions 'why do you think so?'
- ✓ Redirect to the group. The other option is a 'yes/no' game, or leaving it in the middle. By redirecting it to the group, you will find their opinion, and if the argument was invalid the group will tell the individual so.
- ✓ If you made a mistake, admit it! Acceptance of your person by the group is of major importance to the learning experience. If you cannot admit your weaknesses, how can you expect them to open up?

**Don't:**

- X Get upset. This will create a personal conflict.
- X Fight back. Everybody is entitled to their opinion and you cannot enforce anything on others in a training course. If you fight back, you will feed the 'cognitive dissonance'.
- X Ignoring a direct attack displays fear, or just a lack of interest in this person's opinion, costing you credibility points with the group.

## 7. Outbursts

Outbursts are sudden unexpected emotional reactions of a participant. You will find that in 99% of the cases they have nothing to do with you, or even the course, but are built up frustrations from the job, or everyday life. These frustrations can however be easily triggered in a training course.

**Do:**

- ✓ Acknowledge the outburst. The atmosphere is suddenly changed and this situation needs to be acknowledged to change it for the better.
- ✓ Reflect by asking questions. 'I can see you are upset, can you tell me what is bothering you?'

- ✓ Listen actively by asking questions. This way, if the outburst is unrelated to you, the person will quickly back down. If it is, you make a positive step forward to resolve it.
- ✓ Offer an opportunity to discuss further, either at a break or another suitable time.

***Don't:***

- X Ignore it; the atmosphere is damaged too much to just continue.
- X Counter the argument or reaction. This person is obviously upset and by countering it, you will only feed it more.
- X Take sides. When the outburst is connected to the actions of another participant. Stay neutral and work towards resolving the issue. If there is a winner, it means there also is a loser...and losers are poor participators in a training course!

## **Conclusions on Behaviour**

As you will have observed, there is much overlap in the do's and don'ts of managing the different kinds of unwanted behaviour. We can therefore summarize the ideal trainer behaviour in 3 general 'Do's' and 3 general 'Don'ts'.

***Always:***

1. Listen to participants to show you are there for them and you are willing (and able) to tackle any problem.
2. Be patient and friendly. They need to trust and like you to learn! If they do not like you as a person, you will have an impossible job training them!
3. Redirect behaviour to the group. The group is much stronger than you and when the group confronts an individual with his behaviour. By being patient, friendly and willing to deal with problems, you will have the group doing the 'fighting' for you!

***Never:***

1. Get upset or angry. This is a sign of weakness that will reduce your credibility.
2. Make it personal. You don't accept anything from a person with whom you are in conflict. Therefore when you create a personal conflict with a participant, you can rest assured his learning outcomes will be dramatically low.
3. Ignore problems. Your credibility falls or stands with 'practicing what you preach'.

## **Difficult Issues When Training – Suggested Responses**

### **Participants who question or overtly disagree with something you have said:**

- Well it wouldn't be me you would be disagreeing with, it would be the research evidence.
- A small number of people in the field do contest this point, however the vast majority are agreed that the evidence points to...
- Of course, you're entitled to your opinion, but the evidence suggests that this is not the case.
- ...what does everyone else think?

### **Participants who feed back/state misguided or incorrect information:**

- Some people think that, however, the reality is...
- I can understand where you're coming from, but what actually happens in practice is...
- Of course that would seem to be sensible/make sense, but the truth is...
- I totally understand what you mean but...
- I know exactly what you mean, and I would have thought that also until I looked into this in more detail...
- ...what the research shows is...
- ...what has been found to be more effective is...
- ...what is actually known about that is...
- ...if you think of it like this...

### **Participants who feed in information as fact that you are not aware of (and may/may not be dubious about!):**

- I haven't seen that particular report/study, but what I am aware of is...
- Without seeing the research behind that I couldn't say how robust/accurate that is, however what I do know is...
- My understanding of the evidence base is...
- I would need to check that out, I am not sure if that is the case, as I have heard some things that would disagree with that.
- My instinct would be that it is unlikely/likely to be true, however I would have to check.
- I'm not sure if that is the case, it is not what I understand from the training I have received.

**Participants who do not want to implement change e.g “This won’t work in practice!”**

- Can you tell me more about your concern?
- What do you think would happen in practice?
- Ask the group – is there anything that could be done to help this to work? Does anyone else have experience of making this type of thing work?
- This is best practice and if we don’t do this, our practice is less likely to be effective. So we must aim to do it as best we can.
- All staff may not be able to implement this fully, but we must aim for best practice with as many as possible.
- There are always barriers to making new things work – some things will be within your power to change and some will not, but if you know that this is best practice, perhaps you can use it as ammunition to go to your manager/senior and highlight the constraints.

**General questioning to buy time/help you understand the motive of the speaker!**

- Can you give us an idea of what is behind your comments/where you’re coming from?
- What makes you think that?
- Can you tell us a little more about where that information comes from?
- Can you give us an indication of the evidence for that?

**Re-directing/Re-focusing:**

- Of course we could discuss a lot of issues relating to this topic, however we are here to focus on...
- Perhaps you and I could catch up about that afterwards/at the break as time is tight and I wouldn’t want to keep anyone back.
- I’m conscious that we’re hogging the discussion, do people want to spend some time on this issue and take a shorter lunch/skip another topic or should we press on?

**Being self-challenging:**

Remember you should be just as critical about what you say. Always consider:

- Am I stating fact or opinion? Have I made this clear?
- If fact, how do I know this? Is it well-supported by the evidence/in line with what I have been told at training?
- “My personal opinion is...but there is little/no evidence as yet to support this.”
- “My feeling on this is...but I haven’t seen any research on it as of yet.”

## Helping Agencies

The issues discussed on the training affect so many people that it is likely there will be people on your training course who have some experience of some of them, and who may not yet have dealt with them or sought help. It is therefore important that before beginning, you make participants aware that these issues will come up. Let them know that you have information on organisations out there that can support them, and provide the following pages to anyone who may need them.

Issue	Contact details/website	Notes
Mental health	Breathing Space 0800 838587 Samaritans 116 123	Free, confidential helpline open when other sources of support may not be.
	Lifelink 0141 552 4434 <a href="http://www.lifelink.org.uk">www.lifelink.org.uk</a>	Fully funded one to one support and group work stress services for adults and young people in communities and schools across Glasgow city.
Domestic abuse	Scottish Domestic Abuse Helpline 0800 027 1234 <b>Glasgow Women's Aid</b> 0141 553 2022 <a href="http://www.glasgowwomensaid.org.uk/">http://www.glasgowwomensaid.org.uk/</a>	Scottish or Glasgow Women's Aid can put you in touch with your local women's aid or domestic abuse project. All offer advocacy, support, advice and information on domestic abuse as well as refuges for women and families fleeing domestic abuse. The national helpline can offer advice on all forms of gender based violence and offers support to men
Rape, sexual assault and sexual abuse	Rape Crisis Scotland 0808 801 0302 (Helpline number) <a href="http://www.rapecrisisscotland.org.uk/">http://www.rapecrisisscotland.org.uk/</a> <b>SAY Women</b> 0141 552 5803 <a href="http://www.say-women.co.uk/">http://www.say-women.co.uk/</a>	Offers safe, supported accommodation and related services for young women, aged 16-25 years, who are survivors of childhood sexual abuse, rape or sexual assault and who are homeless or threatened with homelessness
LGBT issues	<b>LGBT Scotland</b> 0141 552 7425 <a href="https://www.lgbtyouth.org.uk/">https://www.lgbtyouth.org.uk/</a> <a href="https://lgbtdomesticabuse.org.uk/">https://lgbtdomesticabuse.org.uk/</a> Stonewall Scotland <a href="https://www.stonewallscotland.org.uk/">https://www.stonewallscotland.org.uk/</a>	Information and support for young people identifying as LGBT. Manages LGBT Domestic Abuse Scotland.  Information and support on for anyone identifying as LGBT
If you are looking for advice on an issue not covered on this page, please contact the GFN team and we will try to signpost you to the relevant support.		

### Working with mums, dads and carers

Below are some suggestions for 1-hour sessions you could run for mums, dads and carers. All use the materials provided at the beginning of this trainer manual, and the GFN training slides, which you will need to re-organise slightly.

<b>Session 1 – the basics (can be split into 2 x 30 min sessions)</b>	
<b>ACTIVITY</b>	<b>ALLOCATED TIME</b>
Gender and the Media presentation (you may have to select some slides in order to meet the time allocation)	30 mins
What's the harm? (Tony Porter clip; Guardian article)	15 mins
What we are doing in the nursery	15 mins
What parents and carers can do	
<b>TOTAL</b>	<b>60 mins</b>

<b>Session 2 – if you have time/interest for another one</b>	
<b>ACTIVITY</b>	<b>ALLOCATED TIME</b>
What children think about gender roles (you tube clip; Lombard research)	25 mins
Gender Box activity	30 mins
Inspiration (Inspiring the Future clip & discussion)	10 mins
<b>TOTAL</b>	<b>65 mins</b>

<b>Session 3 – for parents/carers that really get interested; or a session devoted to men's role in this.</b>	
<b>ACTIVITY</b>	<b>ALLOCATED TIME</b>
What's the harm (Harms list, Allport scale)	20 mins
The role of men (dads/male carers, grandads, male staff, visitors) and including men – and discussion on how we can promote men's role in this nursery, and boys' emotional literacy. If time allows you could also look at ways for men to get involved in Gender Based Violence work – White Ribbon/ He for She campaigns	30 mins
Optional: a bit of extra inspiration (Obama clip)	5 mins
<b>TOTAL</b>	<b>55 mins</b>

**Alternatively you could show No More Boys and Girls (available on BBC i-Player) and follow up with a discussion.**

## Sample parent/carers info leaflet

Below is an example of a leaflet that can be produced easily to inform families of your work on gender equality. You may also wish to use your newsletter or social media pages to spread the word.

**This is not about trying to make boys and girls the same!**

We want every child to grow up to be healthy, successful, confident and happy. This means every child having the freedom to follow their interests and try out new things, and not just follow the messages they get from the media and society. In this way we can make sure children have a wider range of opportunities as they grow and develop.

We have committed to making the nursery a safe space where this can happen, and we would be delighted if you would join us.

The Gender Friendly Nursery is run by NHS Greater Glasgow and Clyde. For more information please speak to your keyworker or headteacher.





Acorn Nursery

Acorn Nursery,  
21 Oak Street,  
Forest Town,  
G99 999  
Phone: 12345678  
E-mail: someone@example.com



Acorn Nursery is a...

Gender <sup>Line</sup>friendly  
Nursery





What does this mean for you and your child?

## About the Gender Friendly Nursery



The Gender Friendly Nursery is a scheme in

Glasgow that supports Early Years Establishments to reduce gender stereotyping and the harms it causes, and to promote gender equality.

As a nursery we recognize that every child is unique. We want every child to have the freedom to be that unique person, without being limited by the expectations society places upon them.



Society often tells girls that we ad-

pire them for looking nice and being tidy and helpful, and rewards boys for being inquisitive, brave and



'tough'. While these are all great qualities, if we keep telling girls one thing and boys another, we limit their aspirations. We limit boys' ability to express their emotions in a healthy way, and we influence children's attitudes towards learning, hobbies, careers and relationships when they are older. We want to change this.

### What can parents and carers do?

On our journey to becoming a Gender Friendly Nursery we have learned a lot about the way we speak to children and each other, the resources we use and how we approach situations. We have

learned many reasons why this is so important to our children's wellbeing. You may have lots of questions about this, so please ask any member of staff to find out more.

Things for you to think about:

- What activities do you encourage your child to try? Is your daughter encouraged to climb, take charge, get mucky? Is your son encouraged to talk about how he's feeling, perhaps through playing with toys?
- Traditional fairytales are great but do you also tell stories where girls rescue boys, or where boys care about others?
- Why is the world divided into blue and pink? Ask your child which colours they like and why, and think before you buy. Ask friends and relatives to do the same.