

BODI PROJECT

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CULTURAL DIVERSITY, BODY,
GENDER, AND HEALTH IN EARLY
CHILDHOOD EDUCATION

READER FOR PARENT INCLUSION



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Erasmus+ Programme
of the European Union

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www.bodi-project.eu



About the BODI Project partners

ELAN INTERCULTUREL (France)

It is an association created by a group of professionals interested in the challenges of intercultural encounters and coexistence. The aim of the association is to contribute to intercultural dialogue for a better experience of cultural diversity. As a laboratory of intercultural methodologies, Élan Interculturel's mission is to promote a holistic view of culture (psychological and socio-anthropological) and propose innovative pedagogies to open up the reflection and the development of skills and competences for intercultural dialogue. As a training organization, Elan uses interactive teaching methods and non-formal pedagogies (applying literature, theatre, improvisation, art) that offer creative, accessible and motivational learning experiences.

CESIE (Italy)

CESIE is a non-profit European NGO established in 2001, based on the experiences of sociologist Danilo Dolci. CESIE advocates for the promotion of a non-violent and equal society, and deems education and training as the main instruments to achieve this goal. The organization works to promote cultural, educational, scientific and economic development at a local and international level using innovative and participatory approaches. The main objective of CESIE is to promote intercultural dialogue, responsible and sustainable development, international cooperation and entrepreneurial spirit.

PEDAGOGICAL INSTITUTE - (Cyprus)

The Pedagogical Institute was founded in 1972 by a decision of the Council of Ministers and started operating in 1973. The mission of the Cyprus Pedagogical Institute (CPI) is to cater for the continuous training of teachers at all levels and to assist them in their efforts for professional and personal development. Its work covers all levels of education operating towards various directions. It offers in-service training to teachers of all levels through several compulsory programmes and optional seminars; it plans and executes education research and evaluation studies; from this, current trends of pedagogy are detached and adapted; it promotes the use of new technologies in education and it is responsible for the writing and publication of teaching books, curriculum design and the production of teaching materials.

KINDERVILLA (Austria)

It is a private independent educational centre for children aged 1-6 years. Kindervilla was established in 1999 and since then has been offering attractive and tailor-made child care. For several years it has successfully implemented a multilingual education concept. Kindervilla has developed a training course "Intercultural Education", which provides a comprehensive training of nursery assistants in intercultural education.

LA XIXA TEATRE (Spain)

La Xixa Teatre Association is a non-profit organisation that aims to research, develop and multiply theatrical and popular education tools as a means of social transformation. We are a multidisciplinary and multicultural group of collaborators trained in the field of social sciences, pedagogy and art. We carry out workshops for various groups, training of trainers and artistic actions at local and international level around four main axes:

- Interculturalism, Racism, Xenophobia, Social Inclusion and Integration;
- Education, School Abandonment, risk prevention among young people;
- Gender, Equality Policies and Sexual Diversity;
- Coexistence, Active Citizenship, Citizen Participation and Local Development.

The mission of the La Xixa Teatre Association is to facilitate the creation of spaces for empowerment through Participatory Methodologies, Process Oriented Psychology and the Theatre of the Oppressed to generate individual and collective transformation processes.



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Introduction



1. Introduction

1.1. The BODI project

The project “BODI – Cultural diversity, body, gender, health in early education”, is a two-year project which started in September 2015 and is co-funded by the Erasmus + Programme through the French Erasmus + National Agency. It aims to contribute to the development of teachers’ competences for an understanding of cultural differences in early childhood education. It also aims at (a) improving involvement of parents with different cultural backgrounds, (b) improving school capacity to address cultural diversity for the better inclusion of children and parents in our intercultural society.

Specifically, the BODI project wishes to:

1. Contribute to the development of education policies and practices on intercultural education, gender education and inclusion of children / parents of minority cultural backgrounds – through our analysis of existing practices and the assessment of the method we develop.
2. Contribute to the development of teachers’ competences through new methods for teacher training and new practical tools ready to adapt. More specifically:
 - Develop understanding of cultural differences having an impact on early childhood education, develop tools to solve possible tensions and conflicts;
 - Develop skills and create tools to address issues of cultural diversity, gender, and health with the children;
 - Offer tools to involve parents (of migrant and non-migrant origin) and engage them in dialogue about sensitive issues such as cultural differences, gender, body, health.
3. Contribute to the development of school capacity to address cultural diversity, to ensure that children of different cultural backgrounds and their parents are not excluded and equip children for participation in an intercultural society tolerant towards gender diversity. Offer tools and strategies to address sensitive issues such as gender.

The partners of the project, Cyprus Pedagogical Institute (Cyprus), Kindervilla (Austria), La Xixa Teatre (Spain) and CESIE (Italy), are coordinated by Elan Interculturel (France) in effort to approach intercultural interactions in early childhood education by applying the methodology of critical incidents, originally developed by social psychologist Margalit Cohen-Emerique to mediate in culture shock situations.

Four intellectual outputs (readers) emerged from the project. The objective of the first reader (Reader of school practices on culture, body, gender, health -IO1) is to contribute to the development of education policies and practices on intercultural education, gender education and inclusion of children in early childhood education and their parents, of different cultural backgrounds, as well as to give an insight into practices dealing with cultural differences, and diversities in gender and health. Furthermore, the reader focused on the involvement of parents (of migrant and non-migrant origin) and their engagement in the dialogue about sensitive issues such as cultural differences, gender, body, and health.



The second reader (Reader of cultural diversity in body, gender, health in schools-IO2) is a comprehensive, practical training tool for teachers working with 3-8 year-old children. Based on the method of case analysis developed by Margalit Cohen-Emerique, the reader aims at helping teachers analyze “critical incidents”, which come up through their work with children or parents from other cultural backgrounds, and facilitate the identification of concrete solutions to the problem. “Critical incidents” are situations where misunderstandings and tensions linked to cultural differences may rise (for instance: different approaches to physical contact, gender roles, eating habits etc). Various incidents have been collected in order to give a detailed and representative overview of the types of situations where cultural differences can cause misunderstandings and/or conflicts between teachers, parents and children.

The purpose of the third and present reader (Reader of parent inclusion-IO3) is to provide well working practices about involving parents through case studies and activities. These practices concern three topics: body in intercultural perspective, gender in intercultural perspective and health in intercultural perspective. The reader includes case studies and activities from pre-primary education in France, Italy, Austria, Spain and Cyprus. The coordinating institution for the present reader is the Cyprus pedagogical Institute. The target users of this reader are teachers working with heterogeneous student groups between 3 and 8 years, animators, counsellors, social assistants and other personnel working with the children in collaboration with the teachers (for example: the ARE teams in France), members of parental associations interested and involved in the subject as well as school life and parents.

1.2. Why involve parents in children’s learning

A young child’s learning and development takes place in a range of contexts: at home with the family, in non-formal settings in the community, and in formal settings in school. In all of these settings parents have an important contribution to make. International policy documents, such as the OECD Starting Strong reports (2006; 2012) and UNICEF Innocenti Report Card 8, describe the involvement of parents in young children’s education as a fundamental right and obligation. Research suggests that parent involvement in education can boost young children’s academic success (e.g., Henderson & Berla, 1994; Izzo, Weissert, Kasproff & Fendrich, 1999; Marcon, 1999; Powell, 1989). Research also suggests that the transition between early childhood and elementary school can be a crucial period in children’s development (Pianta, Rimm-Kauffman & Cox, 1999). Yet less is known about the experience of kindergarten transition from parents’ perspective (for an exception, see Pianta & Kraft-Sayre, 1999) and the ways that children’s early childhood education might promote their parents’ involvement throughout children’s schooling.

Parents have also benefited from being involved in their children’s schooling. Parents have learned how to effectively help their children with schoolwork; become more aware of what teachers do, what their children are learning, and how the school functions; and developed more positive feelings about their children’s teachers and school (Collins, Moles, & Cross, 1982; Desimone, Finn-Stevenson, & Henrich, 2000; Epstein, 1995). Additionally, parents who are involved feel useful and have a better understanding of how they can help their children succeed in school (Davies, 1993; Desimone et al., 2000; Mapp, 2003). A review of early childhood education and intervention literature also suggests that these experiences can affect parents’ current and future beliefs and practices (Barnard, 2004). Compared to non-preschool parents, parents of children who



participated in preschool activities had higher occupational aspirations for their children, more satisfaction with their children's school performance, and greater parent involvement in elementary years at home and in school. Preschool factors positively affecting later home and school involvement include the existence, amount, and number of years of preschool, as well as follow-on activities once children reach school age.

1.3. Definitions and frameworks for understanding parental involvement

There is a difference between parent involvement and parent participation. Parent involvement is decided by school personnel and is usually oriented towards a more individualistic goal of benefiting a parent's child through, for example, volunteer work or attendance at school events. Parents' participation, on the other hand, refers to a more collectivist power-sharing approach to a home-school relationship which seeks to contribute to the well-being of the entire school and student body under clearly defined guidelines so as to allow full parental participation in the decision-making process (Symeou, 2001). Parental involvement refers to the amount of participation a parent has when it comes to schooling and her/his child's life. The benefits of parent involvement are clear: A growing body of research shows that successful parent involvement improves not only student behavior and attendance but positively affects student achievement as well.

Successful parent involvement can be defined as the active, ongoing participation of a parent or primary caregiver in the education of his or her child. Parents can demonstrate involvement at home-by reading with their children, helping with homework, and discussing school events-or at school, by attending functions or volunteering in classrooms. Schools with involved parents engage those parents, communicate with them regularly, and incorporate them into the learning process (Haack, M., 2007).

The forms of parental involvement, as identified by Desforges and Abouchaar (2003) in a review of the English language research literature on parental involvement (relating mostly to primary and secondary schools), included the following:

- good parenting at home, including: the provision of a secure and stable environment; intellectual stimulation; parent-child discussion; good models of constructive social and educational values; high aspirations relating to personal fulfilment and good citizenship;
- contact with schools to share information;
- participation in school events;
- participation in the work of the school;
- participation in school governance.

Schools often don't engage parents because they don't think they can. According to Johnson and Duffett (2003) a lot of it is perception. Teachers believe that families don't want to be involved when, in fact, families don't know how to be involved. From their part, parents are sometimes hesitant to become involved in school life because they don't have extra time or because they don't speak the language fluently. In addition, parents believe that they are not welcome. This may come in part from their own education history. They often have had a less-than-satisfactory experience with their own schooling, and so they don't feel like being involved is guaranteed to be a good experience. Mac Naughton and Hughes (2008) also reported that relationships



between practitioners and parents are often strained and not always meaningful. Professionals struggle in knowing how to best communicate with parents; they are often anxious about it and reluctant to do it. Parents too, are often unsure of their role, both at home and in school, in relation to children's learning

The investigation of these difficulties has led to the unequal knowledge-power relationship between parents and educators (MacNaughton and Hughes, 2008), especially in contexts of poverty and large immigrant populations. In addition, parents and practitioners may have different understanding and expectations of each other's contribution to children's early learning (Share et al. 2011; Smit et al. 2005). The notion of practitioner as 'expert' gives power to the teacher, and thus inhibits partnership relations (Whitmarsh, 2009). Often the voices of parents are not included in the discussions about early childhood education and curricula (Vandenbroeck, 2009), including the forms of parental involvement.

The French experience in the introduction of "gender" in schools showed how crucial it is to take parents' concerns under consideration, expectations concerning sensitive zones such as body, gender, health. This is particularly true in a multicultural context, where parents may have different approaches related to children's education which result in different taboos, expectations, values, desires on how such subjects can be handled. Innovations motivated by the best interest can face big resistance if not managed well in advance. The parent inclusion reader wishes to give inspiration and concrete tools for involving parents in such matters. To achieve this, the reader has two main components: firstly it presents case studies of well working school-family collaboration. Secondly, it presents a selection of practical exercises on how to lead thematic discussions with the parents on body, gender, health in a multicultural setting.

Methodology



2. Methodology

The methodology is based on identification and description of working parent-inclusion strategies. A set of indicators was determined to choose the working practices and the descriptions were low-barrier texts, oriented toward practical adaptation. A toolkit was also developed and the techniques proposed rely on an intercultural approach through non-directive, non-formal methods. Both of these acknowledge the value of the particular cultural background and life experiences of the parents, focusing on the dialogue and joint negotiation as opposed to the mere observation of differences.

More specifically, the reader includes two components:

a) Case studies of parent involvement

Parental involvement is considered as a key component by schools in multicultural environments, as it seems as the only efficient way to bridge the difference between differing cultural practices and norms related to education. Many of the schools (in particular those who will serve as “pilot partners” in the project) have tried different strategies, yet without much success: only a couple of parents appear in such occasions. The aim of this chapter is to identify successful strategies and give a comprehensive analysis so that other schools can learn from the working models. The first step was the collection of the “working practices”. Six well working practices about involving parents are detailed in the reader through case studies. A set of indicators was used for the description of each practice (Appendix 1). As mentioned previously, the case studies involve three main topics: body in intercultural perspective, gender in intercultural perspective and health in intercultural perspective and were collected from pre-primary education teachers in France, Italy, Austria, Spain and Cyprus. Assessment tools were developed in order to monitor the activities and, based on assessment, the practices were improved in the form they currently appear in this reader.

b) Toolkit for thematic discussions:

The second step was the creation of the toolkit for thematic activities. Reflecting on IO1 (school practice reader) and IO2 (the collected critical incidents) the partners proposed activities for parents and teachers together. The activities concerned with how to introduce sensitive subjects such as gender, body, and health for discussion with parents. Pedagogical templates were provided with concrete instructions to facilitate the adaptation of the techniques. The activities were piloted in each partner country with groups of parents.

The techniques proposed rely on an intercultural approach and non-directive, non-formal methods. Approach and methods acknowledge the value of the particular cultural background and life experiences of parents, focusing on dialogue and joint negotiation as opposed to mere observation of differences.

Firstly, the toolkit activities were distributed amongst partners for a first cross-reading to identify any points needing further elaboration or clarity.



Secondly, the activities were also evaluated during parent-school sessions by 15 parents and teachers. Teachers and parents participating in the multiplier sessions evaluated the sessions (and indirectly the reader) using indicators such as: satisfaction with the workshop, interest, relevance, practical value. The evaluation is included in the description of each activity.

Case Studies



3. Case Studies

In the BODI project the mission was to identify the sensitive zones connected to early childhood education. To do that, interviews with teachers working in pre-primary schools were conducted in Austria, Cyprus, France, Italy and Spain. The case studies were either collected through workshops or through individual interviews, or the combination of the two. Various case studies were collected from each country between December 2016 and February 2017. Five are included in the final version of the reader. Each country could pick two activities that could be tested in pilot sessions with parents. Evaluation forms were given to both facilitators and parents (see Annex 2). Based on the feedback, the practices were revised into their final form. In the description of the activities, there is a debriefing and evaluation, as well as tips for the facilitator.

Case study 1

1. Title of the case study: Gender stereotypes in early childhood media products

2. Source: Final report: <http://docplayer.it/8645689-Scuola-e-genere-percorsi-di-crescita.html>

3. Country: ITALY

4. Author/Institution (website, email address, phone, physical address, etc.)

Initiative promoted by the Municipality of Siena in cooperation with the Municipality of Monteriggioni and UISP Siena (Italian Union Sport for Everyone).

5. Themes covered (Body, Gender, Health in an intercultural perspective)

GENDER and BODY

6. Working Practice Description in detail

The project consisted of six meetings/workshops (in Siena and then replicated in Monteriggioni) covering various aspects of the links between media representations, gender identity and socialization:

1. What if they were your kids? Female and male bodies and gazes in the advertising industry.

This session started with the projection of the short movie "If this is a woman. Female body in advertising" to show the use/abuse of women body to sale purposes. The analysis started with a discussion about advertising for adults and then shifted into a reflection on advertising for children, showing how in both cases the advertising industry proposes some models and roles that are very much linked to the culturally traditional features associated to biological sex. The session ended with a discussion on the strategies of premature "adulthoodisation" and sexualisation of children (especially in clothing advertising), and then participants were invited to ask their children/students if there are and what are the differences between women and men.

2. Tell me your sex and I'll tell you the toy you want. How adults' beliefs affect children's desires.

This workshop started with a brainstorming session where participants could share the answers and/or the activities done with children and then the projection of a toy commercial for children from the 1980's introduced the topic of gender stereotypes in the toy industry in an inter-generational perspective. After that 15 contemporary commercials were analysed focusing on four dimensions (spatial, kinetics, chromatic and auditory) to reflect on aspects such as the sex of the actors, graphic features, scenography and setting, background voice and music, colours, actions performed etc.



3. *Winx and Gormiti, punch-ups and miniskirts. Cartoons for boys, cartoons for girls and unisex.*
In this workshop, using also the material brought by the participants, the considerations and the findings from the previous sessions represented a starting point for a reflection on how practically media representations contribute to a sexual division of actions, work and professions in the job market; the discussion was also enriched by the presentation of national and European data on this topic. As last activity, fragments of the two popular cartoons Winx and Gormiti were analysed focusing on the different powers and body representations of the characters (e.g. during the "magic transformation" female characters are often naked and even erotic in some cases, reinforcing the associations woman=body and men=mind).

4. *TipMice and ladybugs. Female and male representations in early childhood books.*

5. *Pink and blue books? Let's spot the gender stereotypes.*

These two meetings aimed at providing tools and competences for a more aware and critical reading of the books for children as to gender stereotypes, in particular in mass products. Through the analysis of book and web contents participants were asked to identify the major graphic, linguistic and structural signs of sexism that do affect the cause-effect perception of young learners who at that age are discovering the world and looking for answers to their (many) questions.

6. *Parenting roles and the media: reflections.*

The meeting and the project in general ended with a moment of reflection and debate on parenting role and the media starting from the concept of gender identity and the differences/similarities between women and men from a genetic, biological, anthropological and socio-cultural points of view in order to de-structure the mainstream methodologies, contents and relationships/parenting roles systems.

7. Identification of target groups (number and age of children, number of parents, number of teachers, special characteristics of the parents' group – socio-economic status, nationality, religion, was the representation of the parents group equivalent to the representation of the children?).

Parents of children aged 0-6 and various playschool/kindergarten educators and teachers.

8. Objectives/Purpose of the Working Practice

In 2010 the Municipality of Siena designed the project "School and gender: development paths", including three sub-projects for kindergartens/playschools, secondary schools and high schools. Thus, Gender stereotypes in childhood media products is the sub-project for kindergartens/playschools and in particular in Siena it became part of the yearly parenting support initiative "Growing together: educational chances for parents and educators". The aim is to make parents and educators more aware about the influence of media on children's development of their gender identity and socialization, providing them with analytical tools for a critical understanding of media representations and messages related to gender. The project was also inspired by the recommendations of the inter-institutional roundtable about violence against women on the need to intervene with cultural and educational actions to address the phenomenon in a preventive way starting from considerations about gender stereotypes in pre-primary schools and moving towards more sex related topic in higher grades.



9. How does the practice enhance reflection on gender, body and health in an intercultural perspective?

The presented practice is explicitly aimed at creating bridges and enhancing exchanges amongst parents from different socio-cultural background and the variety of the materials used as well as the frequent mention to culture indeed contributed to approach the topic and the discussions from a cultural and an intercultural perspective.

10. How does the practice involve parents from diverse cultural backgrounds?

Considered the high presence of foreign-born population in Tuscany (2% above the national average) and the institutions involved (UISP, public schools etc.), the project involved a large number of parents from various socio-cultural backgrounds (figures not available).

11. Has your practice developed any materials/tools/activities? Please, describe them.

Throughout the project, participants were asked to do, as "homework", some activities with their children/students and each workshop started with a sharing moment of the outcomes of such activities (e.g. a poster realised by students with cut-offs from magazines showing the mainstream idea of masculine and feminine). In addition to that, as independent follow up of the project, in one kindergarten the educators who had previously taken part in the workshops decided to try to work on such topic directly with children, adapting the activities and collecting children's responses and inputs. The main outcomes of the various sessions and the good practice of the kindergarten that did the piloting with the kids are described in the final report of the initiative.

12. Was the practice successful? In what contents? Did it have an evaluation and if yes what were the results?

Although a formal evaluation is not available, this practice offered to parents, educators and other stakeholders in the field of child education the chance to discuss about gender from the perspective of media representations, and this was in itself a successful choice considered that in Italy gender issues and gender education at school are very hot and controversial topics that often meet the opposition of the parents. Moreover, the workshops inspired the organization of activities with children that were tested in a public kindergarten.

13. Length of Implementation

Workshops took place on a weekly basis so that participants could have the time to further reflect on the content of the sessions and do the suggested "homework" with their children/students. Hence, overall the project lasted 1.5 month.

14. What changes did it bring?

The project brought together different actors involved in children education, from parents to teachers and school staff. Moreover, from a methodological perspective, it is worth mentioning that specialists in different fields (media studies, literature, child pedagogy) were also involved in the preparation of the various modules, and non-formal education activities were used during the sessions.

Nonetheless, the major value of the project in terms of social changes is that it is inscribed in a long-term strategy of the Municipality of Siena aimed at increasing socio-cultural awareness and prevention as to violence against women through gender education tailored to different school grades.



Case study 2

1. Title of the case study:

Italian and foreign parents in kindergartens and primary schools

2. Source:

School principal public announcement (pdf): Genitori italiani e stranieri nella scuola dell'infanzia e primaria (Italian and foreign parents in kindergartens and primary schools) .

School website: Istituto Comprensivo di Rivergaro - Gossolengo

3. Country: ITALY

4. Author/Institution (website, email address, phone, physical address, etc.)

Ms. Marica Draghi, School Principal of the Istituto Comprensivo di Rivergaro – Gossolengo (Overall the Institute is composed of three kindergartens, four elementary schools and two secondary schools)

Address (administrative office): Via Roma 19 - Rivergaro (PC), tel: 0523 958671, e-mail: pcic816001@istruzione.it, website: <http://www.icri-go.gov.it/index.php>

5. Themes covered (Body, Gender, Health in an intercultural perspective)

BODY and HEALTH (although indirectly any topic related to education and parenting is likely to be covered).

6. Working Practice Description in detail

Emilia Romagna is the Italian region with the highest number of non-Italian students in the school population and the nine schools composing the Istituto Comprensivo di Rivergaro – Gossolengo have therefore developed an engagement approach that both at the horizontal and at the vertical levels encourages the interactions and promotes the cooperation amongst educators, families, volunteering organizations as well as local bodies and services for foreigners. In this framework, and with this aim, the school has designed many initiatives and events for the creation of intercultural 'educational alliances', such as:

- *"Festa dell'accoglienza"*: the party to welcome (in the deeper sense of the term) all the families at the beginning of the academic year;
- *"Not only languages"*: Italian linguistic courses with the participation of volunteer local parents for literacy teaching and socialization with the newly arrived foreign born parents. The flyers of the course are available in different languages like Chinese, Albanian, Spanish and Arabic, and since 2010 participants are also encouraged to bring traditional dishes for food tasting. In addition to that, during the lessons important information is provided about the initiatives, opportunities and specific services offered to foreigners at the local level;
- Individual meetings between newly arrived families and the school staff (in presence of a cultural mediator) for a more tailored need assessment and monitoring of the students;
- *"Read to be in the world"* and *"Words workshops"* where Italian and foreign parents and grandparents have the chance to share their stories and their country traditions through animated tales, poems or drawing activities (in class with the children).

For the purpose and the topics related to the BODI project three initiatives are particularly worth mentioning:



- “Interculture and sport”: the games and sport tournaments taking place throughout the year are aimed to promote physical activities linking sport and culture. (e.g. a student’s mother from Moroccan origins is the coach of the River Basket team);
- The multi-ethnic party “A bridge of solidarity” with traditional dances and a multicultural buffet. Both Italian and not-Italian parents are personally engaged, together, in the preparation of costumes and traditional recipes;
- “Interculture and parenting”: thematic evenings where parents have the chance to discuss parenting issues referring to different stages of children development through the valorisation of non-Italian parents’ know-how.

7. Identification of target groups (number and age of children, number of parents, number of teachers, special characteristics of the parents’ group – socio-economic status, nationality, religion, was the representation of the parents group equivalent to the representation of the children?).

Parents (and families in general) of children aged 3-11, educators and school staff, cultural mediators. Although precise figures about the attendance are not available, it is important to keep in mind that foreign pupils (mostly second generation immigrant) represent more than 10% of the Institute student population.

8. Objectives/Purpose of the Working Practice

The described initiatives and the school approach in general, are aimed at enhancing the communication and creating synergies amongst different actors by offering training and exchange opportunities where parents are directly involved and mutually help each other from a pedagogical point of view to understand their children’s educational needs and development paths (pag.5).

9. How does the practice enhance reflection on gender, body and health in an intercultural perspective?

The respect and the valorisation of different cultural identities and backgrounds are two core values of the Institute, and all the presented initiatives are based on and trigger discussion and cooperation in the identification of children’s needs and priorities both in terms of school curriculum and socialization.

10. How does the practice involve parents from diverse cultural backgrounds?

The presented practice is explicitly aimed at creating bridges and enhancing exchanges amongst parents from different socio-cultural background.

11. Has your practice developed any materials/tools/activities? Please, describe them.

Some documentation (leaflets, summaries of the meetings, videos and photos) is available in the school website and the YouTube channel.

Minibasket/volley: <https://www.youtube.com/watch?v=MXO2C5jEiZY>

12. Was the practice successful? In what contents? Did it have an evaluation and if yes what were the results?

Besides the specific features and outcomes of the various initiatives (e.g. having a basketball coach wearing hijab or trying different food habits) the innovative approach of co-education promoted by the Institute surely represents a source of inspiration for all the schools and institutions dealing with an increasing socio-cultural diversity. Moreover, as additional value, the Institute is particularly attentive towards newly arrived families that might be characterized by poor Italian language proficiency, lack of knowledge/understanding of the local services and dynamics, and possibly weak support networks, facilitating the interactions with the territory.



13. Length of Implementation.

Although not all the initiatives promoted by the school are directly relevant for the topics of the BODI project, the various activities for the creation of synergies and cooperation amongst parents and with the educators in an intercultural perspective, are carried out throughout the whole academic year and a strong continuity is enhanced and guaranteed across the different grades and school levels.

14. What changes did it bring?

The innovative management and cultural approach of the Istituto Comprensivo di Rivergaro – Gossolengo represents an inspiring long-term strategy based on the creation of intercultural “educational alliances” that allow to go beyond the simple parents participation in school life, moving toward a real co-responsibility as to children’s socio-educational priorities through the respe



Case study 3

1. Title of the case study:

Happy Kids – Bärenstark (=very strong/ Bear strong "Bear Strength")

2. Source:

www.happykids.at
www.baerenstark.at

3. Country: AUSTRIA

4. Author/Institution (website, email address, phone, physical address, etc.)

Margit Medwenitsch
Rohrergasse 15, 1130 Wien
Tel.: 01/5038888
information@happykids.at

5. Themes covered (Body, Gender, Health in an intercultural perspective)

Body, Parenting, Sexual abuse, bullying, physical, psychological and verbal violence and strengthening self-confidence

6. Working Practice Description in detail

The HAPPY KIDS prevention program "Bear Strength" aims to strengthen people as early as the kindergarten age and to provide them with constructive and helpful ways of dealing with violence.

Within the framework of courses, workshops and specialist lectures, the participants will be given first-hand information about the topic of violence and, on the other hand, resource-oriented possibilities for action by suitably trained professionals. These include a concrete "self-defense" and can prevent violent actions already in advance.

The HAPPY KIDS prevention program, "HAPPY KIDS", helps to consciously recognize, experience and perceive one's own strengths, abilities and attainments and a constructive approach to them. Thus, a more conscious approach to oneself and thus a "conscious self-being" becomes possible.

The "bear strength" self-care courses, workshops and lectures are held in the premises of the nursery school, the school or the institution, ensuring a protected and well-known atmosphere for the participants. Depending on the age and group size, the participants are divided into two groups, each being supervised by a trained employee of HAPPY KIDS.

The workshops also include lectures for parents about:

- Child-friendly sexual education
- Sexual child abuse
- Violence in the social field
- Prevention of violence
- Individual concerns and focus



7. Identification of target groups (number and age of children, number of parents, number of teachers, special characteristics of the parents' group – socio-economic status, nationality, religion, was the representation of the parents group equivalent to the representation of the children?).

Happy Kids offers various workshops for different target groups.

Children from 3 to 6 years

Children in school age

Parents

Teachers

The concepts are all developed and implemented according to age. Depending on the age group they are working on, they plan their concept accordingly. E.g. The games, exercises are adapted to the age of the participants.

8. Objectives/Purpose of the Working Practice

The aim of the projects is to provide the participants with "tools" which enable them to develop their own self-confidence, their self-confidence, and thus their self-confidence. By elaborating and training new possibilities for action, the participants learn new, different and increased accesses with e.g. Conflict situations.

The aims of the "Bärenstark"-Project:

Prevent violence before it can arise

In the case of existing violent actions, to make them aware of the affected person. Through this awareness, individual solutions for nonviolent actions can be identified and realized.

9. How does the practice enhance reflection on gender, body and health in an intercultural perspective?

The focus is on the training of social skills. Children and parents learn mainly about body perception, education and self-awareness.

10. How does the practice involve parents from diverse cultural backgrounds?

Many people from different cultures participate in the workshops. They inform themselves in advance about the ethnicity of the participants, in order to be able to address them if necessary.

11. Has your practice developed any materials/tools/activities? Please, describe them.

Educational elements can also be included (for example, outdoor training, forest education).

12. Was the practice successful? In what contents? Did it have an evaluation and if yes what were the results?

After each workshop, the participants complete a feedback form and evaluate the offer accordingly.

13. Length of Implementation.

Topics and methods are determined by the age of the young people, their personal interest and / or are oriented to current conflict situations. The range of offers ranges from one-hour, multi-hour to half-day workshops, depending on the capacity and desire of the educators.

14. What changes did it bring?

n/a

Source: Please add here the links of your research

http://www.happykids.at/?page_id=3956

www.happykids.at

www.baerenstark.at

http://www.gewaltpraevention-noe.at/fileadmin/downloads/PDF_s/fgp_AnbieterInnen-Folder_A4.pdf



Case study 4

1. Title of the case study: Learning communities: welcoming days and Creative Areas.

2. Source: Interview with parents and research with Stakeholders

3. Country: SPAIN

4. Author/Institution (website, email address, phone, physical address, etc.):

Joan Corominas School

<http://coromines.cat/el-dia-dia>

Physical address: Carrer Pascual Madoz 22. Mataró 08301 (Barcelona, Spain)

Telephone: 93 790 88 54

Mail: a8067661@xtec.cat

5. Themes covered (Body, Gender, Health in an intercultural perspective) :

Body, Gender and Health

6. Working Practice Description in detail:

Learning Communities is a model of participatory center open to the community, within the framework of the inclusive school to respond in an egalitarian way to the challenges and needs that arise in the education of the XXI century.

The Department of Education in Catalonia, in its Plan for language and social cohesion, promotes learning communities as a model of inclusive and welcoming center. It is a project of transformation of schools based on dialogic learning and community participation (teachers, families and educational agents of the territory) to achieve a double objective: the educational success of all students and improvement of coexistence in schools.

Welcoming days:

The arrival of a child in the center is a moment that requires special treatment.

Joan Corominas School decided to make a few short sessions, hour and a half, using psychomotor and classroom to create this welcoming space. First, the child, with a family member, share the game with a small group of children of the same age in the psychomotor skills room in a session also accompanied by teachers and psychomotor professional. After the teacher goes to class with children and the psychomotor professional stays with families.

This format allows a first approach of the child and adults to the areas of school to gain confidence and create bonding in an atmosphere of play and exploration. Children can express themselves naturally, with the look of teachers; psychomotor professional and his/her own family.

Afterwards families and psychomotor professional have a meeting to reflect on how adults can accompany children to make the process of adaptation. It is a time for sharing experiences, concerns, questions...

If the child cannot be separated still from his/her family, he/she is allowed to stay in this area for adults.



The following if a child needs longer support it, teacher and family will agreed how to do it.
Creative Areas: The areas are playing environments, intuitive experimentation and discovery areas prepared by the team of teachers.

It is held three afternoons during a week. Each creative area is formed by a small group of children of mixed ages between 3 and 6 years favoring richer work proposals and more individualized attention.

All creative areas are conducive to learning and playing situations that allow developing different skills and abilities of children, based on the use of different and attractive materials designed and manufactured specifically for each area. In each area is ensured that there is a symbolic game related with topics offered in that class.

The Creative Areas related with body, gender, health and sexuality are:

Characters: offers a variety of costumes and accessories to play based on the invention of stories by the children themselves.

Campsite: to create literacy proposals and communication (written postal-service mail service in school ...) as well as an approach to foreign languages that coexist in the school (English, Italian, Arabic ...)

Workroom: provides the ability to experiment with different techniques and visual elements to develop the creativity of every child.

Outside: is where games proposals are, for individual and collective games, being able to play with water and soil, skill games, cooperative games ...

Body: in the psychomotor room. It is a space where spontaneous game appears proposing relationship at different levels.

The families of the students can participate in the various working committees in which the school is organized and in various volunteer tasks, as for instance participating in the Creative Areas, participating in the afternoon with children to learn together and accompanying the process. Families also have a role in management meetings in assembly form, held once a month, where issues addressing to the community are discussed.

7. Identification of target groups (number and age of children, number of parents, number of teachers, special characteristics of the parents' group – socio-economic status, nationality, religion, was the representation of the parents group equivalent to the representation of the children?).

Children from 3 to 6 years old. 150 families participate in the project and 40 teachers. Is a public school in a 200.000 inhabitants close to Barcelona (Spain) in a working class neighborhood, with a 25% of families with minority cultural backgrounds. Participation in from all families, the parents' participation is equivalent to the representation of children.

8. Objectives/Purpose of the Working Practice:

To create a participation Learning Community in the school really open to the community, where all agents are educative agents: families, teachers, peers, other social agents etc.. , to create an inclusive and egalitarian school.

9. How does the practice enhance reflection on gender, body and health in an intercultural perspective?

The fact that parents, and families in an extended sense (any relative can participate) can participate in an educative environment, sharing with teachers and others students the issues relating gender, body and health.



10. How does the practice involve parents from diverse cultural backgrounds?

As a learning community their actions are aimed at achieving success, increase learning through gender, intercultural, intergenerational, interactions and dialogue with others. Based on this idea, the Joan Corominas School relies on dialogical learning that helps coexistence and equality, including the right of everyone to live differently. Offering space and growth in situations where listening and acceptance of the other are present, in order to see and experience different views to learning.

11. Has your practice developed any materials/tools/activities? Please, describe them.

The educational project of the Joan Corominas school has been developed as well as the website, and a blog for families. <http://coroblog.coromines.cat/>

12. Was the practice successful? In what contents? Did it have an evaluation and if yes what were the results?

There has not been an evaluation specific of the Learning Community project, the Welcoming Days or the Creative Areas. An indicator of the success of the project is all teachers that bring their children to that school even if they teach in another center. Even some of them preferred to go to teach to other schools and maintain his/her children in Joan Corominas School.

13. Length of Implementation.

5 years from 2011.

14. What changes did it bring?

The participation rate is high at the school, families involvement is very high in a large sector of the school. Collaboration in direct care activities for students (interactive groups, families invited, excursions, parties, and creative spaces ...) and as part of a volunteer committee.



Case study 5

1. Title of the case study: Eating healthy snacks

2. Source: Elena Tziambazi- preschool teacher

3. Country: CYPRUS

4. Author/Institution (website, email address, phone, physical address, etc.)

Eleneion Public preschool

29 Stassinou Road, 1060, Nicosia, Cyprus

Tel/Fax: +35722447299

5. Themes covered (Body, Gender, Health in an intercultural perspective)

Health- eating healthy at school

6. Working Practice Description in detail

This was a project which took place in 2014. The teacher was facing a problem concerning children not bringing healthy snacks from home to eat during breakfast time at school. The teacher developed a three step plan:

(a) Inform the parents about the importance of a healthy snack through a lecture where she had invited a nutritionist to talk about the subject. The lecture was translated into English, Russian and Arabic. After the lecture the parents were encouraged to discuss the topic and talk about their concerns or ask any relative questions. They were also encouraged to talk about snacks in their cultures and ingredients used. Before the meeting parents were asked to prepare a traditional snack and bring it with them. At the end of the meeting all snacks were presented and everyone was invited to try. Parents were encouraged to interact and talk about what they had prepared and what they had tried. After the meeting the teacher made a note of the important issues raised and the main ideas of the lecture had it translated and sent home for the parents to have as a reference.

(b) Parents were involved in a home project with their children: every child had to present in class a healthy snack dish prepared at home using the family's favourite ingredients (the snack had to include ingredients which are typically used in the parents' culture and be presented in a similar way). Parents were invited to attend this classroom presentation.

(c) They were given a healthy ingredients basket containing different ingredients from different cultures (e.g. dry rusks, olive oil, Cyprus pitta, Lebanese pitta, halloumi cheese, fajitas, corn bread, dried pineapple and coconut slices, soya sauce, coconut milk etc). Each ingredient was tagged with its name and country it is mainly used. Parents were encouraged to try the ingredients with their child, talk about them and prepare a snack using them. At the end of the activity the snacks were presented to the group and everyone could try them.

(d) Parents formed multicultural groups. Each group created recipes (either based on their cultures or new collaborative ideas) for healthy snacks using ingredients from their own or other cultures. A list containing these ideas and the recipes for the parent-children classroom activity snacks was prepared by the teacher, translated into English, Russian and Arabic and distributed to all parents. Any new ideas would be dropped in a special "letter box" placed in the classroom. At the end of each month the teacher would gather all the new ideas, make them into a list, translate it and send it home.



7. Identification of target groups (number and age of children, number of parents, number of teachers, special characteristics of the parents' group – socio-economic status, nationality, religion, was the representation of the parents group equivalent to the representation of the children?).

25 children from different countries and cultures aged between 3-6 years old with their parents, one teacher. The class consisted of children from all socioeconomic backgrounds.

8. Objectives/Purpose of the Working Practice

- For the parents to acknowledge the importance of healthy snacks and become involved in promoting healthy eating for their children.
- For the parents and children to explore new flavors and create snacks with "strange" ingredients
- For the parents to enrich their knowledge and ideas on healthy eating habits.

9. How does the practice enhance reflection on gender, body and health in an intercultural perspective?

Ingredients from around the world were introduced, tried and used to make healthy snacks.

10. How does the practice involve parents from diverse cultural backgrounds?

Parents were involved in all steps of the project either working with their child or discussing as adults amongst them. Information gathered from the parents was translated into the main languages spoken by them (English, Arabic, Russian) and distributed to all of them.

11. Has your practice developed any materials/tools/activities? Please, describe them.

- Posters with photos of the classroom activities
- Lists of healthy snacks
- Notes concerning healthy snacks after the nutritionist's lecture

12. Was the practice successful? In what contents? Did it have an evaluation and if yes what were the results?

After being involved in the project all parents prepared healthy snacks for their children. New ideas were being added to the list throughout the school year. Parents became more careful about the snacks they prepared for their children not only for school but at home as well.

13. Length of Implementation.

Throughout the school year

14. What changes did it bring?

Children started bringing healthy snacks from home.

Source: Please add here the links of your research
Theodorakis. G and Chasandra. M (2006). Developing Health Education Programmes (in Greek).
EADAP. (2004). Mazi. Athens: Typothito (in Greek).

Toolkit For Thematic Discussions



4. Toolkit For Thematic Discussions

Reflecting on the first two readers, the partners proposed activities for parents and teachers together. A list of concrete practical methods and activities is presented here on how to introduce sensitive subjects such as gender, body, and health for discussion with parents. The activities proposed rely on an intercultural approach and non-directive, non-formal methods. Both of these acknowledge the value of the particular cultural background and life experiences of the parents, focusing on the dialogue and joint negotiation as opposed to the mere observation of differences. The practices / toolkit activities were distributed amongst partners for a first cross-reading to identify any points needing further elaboration, clarity.

In collaboration with the partner schools and parent associations, multiplier events were organized as a test of the activities proposed. A summary of the evaluations for the activities are also included at the end of the activities tested by each country.

ACTIVITY 1 – NOT WITH ME AUSTRIA	
Thematic Area	Body, Gender, Sexuality, Mental Health, Parenting, Prevention of sexual violence
Difficulty level	Between easy and advance
Age	Adults
Duration	1h
Group size	15 parents
Type of activity: (drawing, drama, game etc..)	Talking, different games / community games
Overview	For this activity a Toolbox is used. In this box, there are 20 different materials, with which you can play the 70 game variants to promote mental health. The purpose of the games is to raise children's awareness of their emotional feelings. This is best done when children learn as early as possible to talk about both negative and positive emotions.
Objectives	<ul style="list-style-type: none"> • Strengthen the mental health of children • Learning to talk about their feelings and their sensitivities • Get strengthened body- and self-awareness, • an improved feeling perception and • a balanced self-esteem feeling (learn to say "No", ...) • Strengthening the life skills in the areas: <ul style="list-style-type: none"> *Self-awareness and empathy *Dealing with stress and negative emotions *Communication *Critical and creative thinking *Solve problem
Preparation	You have to prepare the box with the different games



ACTIVITY 1 – NOT WITH ME AUSTRIA

Materials

Toolbox with 20 different materials:

There are, for example:

- Carton series that encourage the exchange of fears, secrets or unjustified debt assignments.
- A feeling cube with 6 different facial expressions allows the children to consciously deal with different emotions
- A play cloth promotes positive body awareness
- Feel-like turntable: is the perfect way to make emotions aware of the dice and to talk about it.
- Dolls etc.

Instructions:

Introduction:

- After the parents were greeted, one explains why this activity is done.
- It is said that the promotion of mental health is just as important as the promotion of healthy eating or adequate exercise ...
- Parents should be informed about goals. (Simple and in bullets or numbers)

Main section:

- The materials are shown and described to the parents
- For each material, the game variants and their learning objectives are explained and they learn about the playing rules.
- Afterwards the parents have time to try the games and play with them. 3 groups are made and each group gets 2 to 3 materials, with which they can play.
- Everyone has about 10 minutes to deal with the games. The materials are then exchanged. This is repeated until all the players (parents) have been able to play each game.

Conclusion:

- In the end, all gather together in a circle and the activity and the games are evaluated.

Debriefing and evaluation:

Parents were very interested in these topics. They participate very enthusiastically in the activities. There were very happy with the Tool-Box of mental health, and they also liked the books about Racism. They liked the activities which can be implemented at home. The only thing that could change is the time management. A good suggestion is making two longer sessions instead of four, because it's not easy to find four days with the same parents.

Tips for the facilitator:

- The person who runs the activity with the parents must, be well informed about all the games and have already played these with children.
- In the box there is also a manual, which can help her/him to carry out.



- To play the games only once, is not enough. You have to repeat the activities again and again. Especially the mental health games need repetition. Only in this way the parents or educators can observe the children and intervene.

Feelings Ball



Feeling dice:



“Who can do what” chart:

Wer darf was?	Mama und Papa	der Arzt	die Freunde	Oma und Opa	Tante und Onkel	der Friseur	die Geschwister
Hand schütteln							
umarmen							
groß sein							
klappen							
baden							
hochheben							
frisieren							



Pictures for positive and negative secrets:

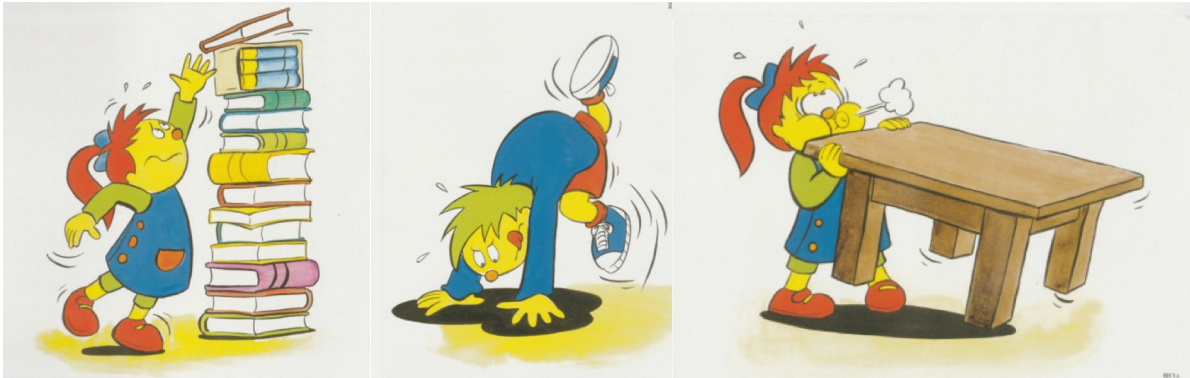


Puppets:

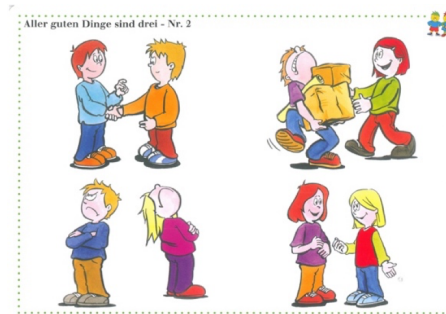
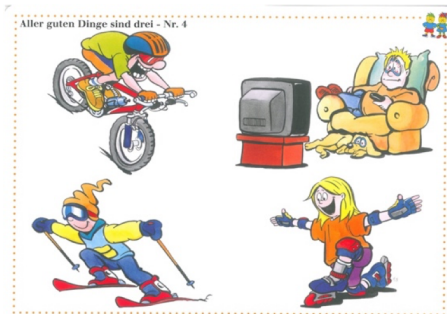
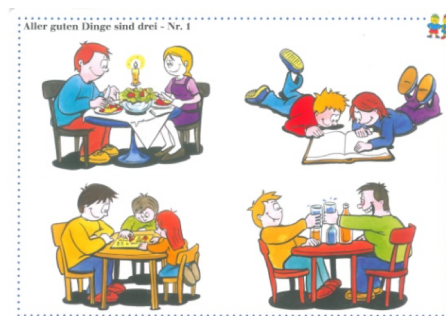
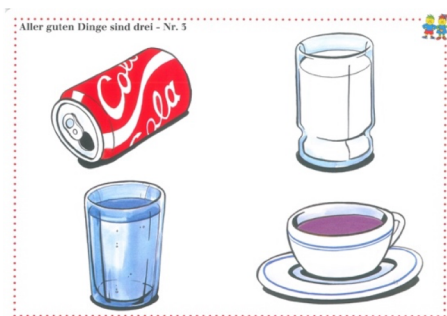




To ask for help – Pictures :



Health/Unhealthy – Pictures:



Feeling- Mask:





Emotions-turntable:



Crown:





ACTIVITY 2- BEING A MAN- BEING A WOMAN (GENDER STEREOTYPES) CYPRUS	
Thematic Area	Gender
Difficulty level	Medium
Age	Adults and children
Duration	2.30 to 3 hours
Group size	20-40 parents
Type of activity: (drawing, drama, game etc..)	Group discussion, workshop
Overview	Participative Workshop to explore gender stereotypes. Raise awareness of gender stereotypes.
Objectives	<ul style="list-style-type: none"> • Inform parents about issues of gender stereotypes • Giving parents the chance to express their ideas, concerns, beliefs • Raise awareness of gender stereotypes
Preparation	
Materials	Paperboard Colour Markers Camera, paper, child-parent activity tools

Instructions:

A two part workshop is organised (parents and teachers attend)

- Part A participative workshop (only adults): parents and teachers discuss issues of gender stereotypes. Participants are encouraged to talk about their ideas, fears, concerns about the topic. Special notice is given to parents coming from a different culture as to ensure that their concerns are heard and their questions addressed (how do they address such issues in their cultures?). At the end of the workshop parents and teachers design the activities which will be held in school with teachers, parents and children (PART B).
- Part B (adults and children): parents and children participating in activities which traditionally are exercised by the opposite sex and were designed by the parents and teachers during the workshop in part A (e.g cooking/dancing/storytelling activities with children and their fathers, school gardening/simple school maintenance activities, a football match with children and their mothers). The activities are planned according to the different stereotypes as they were discussed during the parent- teacher meeting.

Debriefing: Take pictures of the activities- show them on a large screen at the end of activity- have parents reflect on it and express thoughts, ideas, concerns

Evaluation:

During the workshops participants wanted to share their experiences and often the discussions took longer than planned or needed to be re-focused. Interactions amongst participants and with the facilitators were lively, interesting and fruitful. Timing of the workshops (3 hours each) was sufficient and gave the facilitators enough time to unfold the activities and wrap them up. Participants were



very interested on learning on ways to communicate with their children (especially when communication involved a “secret” kept by the child) as well as taking active measures in preventing the creation of gender stereotypes for their children. Participants appreciated the workshops and stated that they would like to take part in similar projects.

Tips for the facilitator:

- Collect some stereotype remarks made by children at school and present them (anonymously) during the parents’ meeting in order to initialize discussion
- Facilitators need to be well organized, have a broad and deep knowledge of the topic they are about to introduce and have good social skills in order to make all participants feel welcomed and valued.





ACTIVITY 3 - WASHING HANDS, EATING AND PRESENTING FOOD CYPRUS	
Thematic Area	Health
Difficulty level	Medium
Age	Adults and children
Duration	2.30 to 3 hours
Group size	20-40 parents
Type of activity: (drawing, drama, game etc..)	Discussion, workshop
Overview	Participative Workshop to explore the importance of hand washing and different ways different cultures eat food.
Objectives	<ul style="list-style-type: none"> • Create a common understanding about the importance of washing hands • parents working together in order to create different dishes from different cultures • explore different ways to serve and eat food
Preparation	
Materials	Different food ingredients Different dishes for serving food (plates, pitas, leaves etc) Different tools for eating food

Instructions:

A two part workshop is organised (parents and teachers attend)

Part A: Parents and teachers come together and discuss the issue of washing hands. The aim is for the creation of common ground about why and when children should wash their hands (especially when they are in school). A discussion is held in order for questions to be raised and addressed and issues of concern to be faced.

Part B: Parents work together and create different dishes from their cultures (parents coming from the same culture may form a group and work together if they wish to in order to present dishes from their culture). Before the dishes are presented to children, children, parents and teachers have a discussion about different ways food may be presented and eaten. All participants are encouraged to talk about their experiences (e.g from travelling to other countries, visiting ethnic restaurants in Cyprus, watching documentaries, their own cultural experiences and memories). Parents and children eat together using the different ways of different cultures (using a fork and knife, using only a spoon, using chopsticks, using bread as a spoon, using their hands).

Debriefing: Parents and teachers have a closing conversation where they reflect on what they have learned, what has changed for them and how they evaluate the experience



Evaluation:

During the workshops participants wanted to share their experiences and often the discussions took longer than planned or needed to be re-focused. Interactions amongst participants and with the facilitators were lively, interesting and fruitful. Timing of the workshops (3 hours each) was sufficient and gave the facilitators enough time to unfold the activities and wrap them up. Participants were very interested on learning on ways to communicate with their children and appreciated the workshops and stated that they would like to take part in similar projects.

Tips for the facilitator:

- Ask parents about any special ingredients they would like to have (or bring with) in order to prepare their snacks
- Make sure ingredients from all cultures of children of the class are included in the activity
- Facilitators need to be well organized, have a broad and deep knowledge of the topic they are about to introduce and have good social skills in order to make all participants feel welcomed and valued.



ACTIVITY 4 - SENSITIVE ZONE EXPLORATION WORKSHOP FOR PARENTS FRANCE	
Thematic Area	Body, Gender, Health
Difficulty level	Medium
Age	Adults
Duration	2.30 to 3 hours
Group size	10-20 parents
Type of activity: (drawing, drama, game etc..)	Participative & reflective Workshop
Overview	Participative Workshop to explore which are the sensitive zones that the parents share regarding education and the scholarship of their children. Raise awareness of cultural differences and acknowledge the ones that make part of their own cultural reference frame.
Objectives	<ul style="list-style-type: none"> • Strengthening the relationship with and between parents • Listing possible sensitive zones for the parents in order to cross the out with the IO2 outcome. Are these sensitive zones the same? Do the parents find the same misunderstanding areas as teachers and kinder staff? What about the diversity into the group of parent, can we learn something from it? • Raise awareness of cultural differences between families • Celebrate diversity!
Preparation	Read the Introduction text to the methodology.
Materials	Paperboard Colour Markers Printed Pictures for Decentration

Instructions:

1. Organise a small Critical Incident workshop with parents; you can start the session by thinking what "Culture" is together. (30 mins)

Option 1: You can ask them to think what is cultural in the way we are standing in the room, or which cultural elements they can find in the room (examples: the way we are dressed, the way we are sited, the fact that the trainer is standing or in front of the group, the building etc...)

Option 2: Make 2 or 3 smaller groups and give them a paperboard sheet to brainstorm by writing, drawing or symbolizing what the "culture" is. (5 to 10 minutes) Then present the outcome to the big group.

Debrief: Everything is cultural, the only think that the culture cannot change/interfere is in the genetics part. We all are product of the culture, we inherit culture but at the same time we pass on culture. The culture is dynamic and contextual. The culture has visible (symbols, art, food, code dress, family organisation) and invisible sings (system of beliefs, concept, tradition, rituals, gender roles), use the metaphor of the iceberg.



2. Decentration Activity (2 hours)

Prepare the room with 5-6 pictures on the wall (A5 or A4 format), (please remember to choose images that could reflect educational issues and diversity in general).

Ask the participants to take a walk in the room, to see all the pictures and to choose the one that arouses the strongest emotion (positive or negative).

The participants will work in small groups (groups are determined by the picture chosen) and they will answer the following question all together in a paperboard sheet:

- Objective description of the picture (what is the main element in the picture that make you choose it)?
- Make a list of all of the emotion aroused by the picture (here they don't have to negotiate between them, a same picture can arouse different feelings for the participants)
- Try to find which values can be hidden under these feelings

Debrief: With the entire group together present the results of the analysis of the pictures. While the parents present their picture, the facilitator makes a two column list. On the left column a list of feelings and in a right column a list of corresponding values. When the small group presentation is over the floor is open to the other parents to add more feelings and values if needed. Proceed the same way for the remaining pictures.

3. Final Debrief

Explain what Sensitive Zones are and present to the group the results of IO2. Present the list of Sensitive Zones that the partnership found and analysed from the Critical Incidents workshop. Which sensitive zones do the parents find more interesting to work with the children? Why?

Evaluation:

Ask the participant if they liked the activity, did they learn something new? Did it help to arouse some sensitive zones to talk and introduce the benefit of diversity?

Which would be the two priority Sensitive Zones to work with the kids?

Tips for the facilitator:

Included on the description text.



ACTIVITY 5 - AC CULTURA “WORLD” FRANCE	
Thematic Area	(options: Body, Gender, Health)
Difficulty level	(options: easy, advance)
Age	Adults and children
Duration	50 minutes – 1 hour
Group size	Number of parents (min. max). 12- 20/30
Type of activity: (drawing, drama, game etc..)	Play role (illustrating a theory)
Overview	Illustrating the 4 different strategies of acculturation using cultural objects. Dividing people into groups which each represents a strategy, and by creating “migrations” within several groups, show the effect of each strategy.
Objectives	Richness of keeping its culture
Preparation	Read “acculturation” background text.
Materials	Cards (little pieces of paper with objects linked to specific cultures)

Instructions:

1. Ask everyone what do they know about acculturation, what does it sound like to them?
2. Ask people to gather and form 4 groups (each group illustrate one of the 4 strategies of acculturation: separation, marginalisation, assimilation, integration)
3. Give each person 6 cards (representing 3 objects from “French culture” + 3 objects from foreign culture).
4. Each round, one person from each group migrates to another, and has to manage his/her cards regarding the strategy of the group he/she just entered.
5. Continue doing round until everyone has migrated at least once

Debriefing and evaluation:

1. After all the rounds, lets them imagine a day in each group/ country (using the cards that are present after the rounds)
2. Ask people what they would have left if it was a real life situation (letting you go of something that belongs to one culture or another when discovering a new culture)
3. Explain and discuss why people would act like this, the reasons of choosing one strategy or another.

Tips for the facilitator:

- You can ask to people to choose a name of a country for each group linked to one strategy (from Berry’ model), if they consider that this country promotes one strategy more than another. (Example : France is promoted assimilation more than integration)
- Do a first round with one person in each group just to show how it works.

How to illustrate each strategy from Berry's Model into this activity ?

At each round, one person from each group goes and reunites the group next to him/her. When entering this group, she has to act regarding the strategy that has been decided for this group.

That strategy will ask actions concerning keeping or leaving one of the cards from the hands of the person migrating. But also, physical space and organization of the people among the group will illustrate the strategy.

Thus, the four possible configuration/ action that a person should make, respecting the strategy of the group she/he is entering into:

- Marginalization: the person has to leave aside one card representing a "foreign culture" (If the activity is taking place in France, that means all cards not representing an object from the French culture). But also, she has to stay separated from the individuals of this new group, thus leaving some space between him/her and the rest.
- Separation: The person can keep his/her cards that are not representing French culture, but she/he still has to stay physically separated from the group.
- Assimilation: The person can stay/ integrate the group, with no physical separation. But, he/she has to leave one card aside.
- Integration: The person can keep all his/her cards and physically integrate the group.





ACTIVITY 6 - GENDER STEREOTYPES IN MEDIA PRODUCTS AND THE TOY INDUSTRY ITALY

Title	Gender stereotypes in media products and the toy industry
Thematic Area	GENDER (also BODY)
Difficulty level	easy
Age	Adults
Duration	Tot: 2h (activity 1: 60min, activity 2: 60 min)
Group size	Not specified. It would be ideal having as participants parents with a different cultural background.
Type of activity: (drawing, drama, game etc..)	Role play and brainstorming for creative and critical thinking
Overview	<p>Role play and brainstorming for creative and critical thinking</p> <p>Covering various aspects of the links between media representations, gender identity and socialization, the described session is composed of two activities, one about media products/advertising and the other about the toy industry, that in an intercultural and intergenerational perspective allow parents to develop a critical thinking about the ways sexism affect the cause-effect perception of young learners who at that age are discovering the world and looking for answers to their (many) questions.</p> <p>The session is interactive, as online material is explored by the facilitator and the participants.</p>
Objectives	<ul style="list-style-type: none"> • Greater awareness about the gender stereotypes and models proposed in media products for both adult and children • Developed critical thinking in an intercultural and intergenerational perspective • Increased ability to recognize the sign • Enhance ability to deal with the premature “adulthoodisation” and sexualisation of children and to talk about such topics with the children themselves.
Preparation	<p>ACTIVITY 1:</p> <ul style="list-style-type: none"> • A DiY Microphone and papers with the roles to be put under participants’ chairs before they arrive. <p>ACTIVITY 2:</p> <ul style="list-style-type: none"> • The material to be projected need to be selected and in case of videos, possibly downloaded. • A hand-out and/or a reference list for further reading. <p>OR</p> <ul style="list-style-type: none"> • Magazines and newspapers



ACTIVITY 6 - GENDER STEREOTYPES IN MEDIA PRODUCTS AND THE TOY INDUSTRY ITALY

Materials	<p>ACTIVITY 1:</p> <ul style="list-style-type: none">• A4 papers showing the roles during the talk show.• Something to use as a microphone for the talk show. <p>OR</p> <ul style="list-style-type: none">• Magazines, paper, scissors, glue <p>ACTIVITY 2:</p> <ul style="list-style-type: none">• Post it• Sheets of paper with the four dimensions for the analysis of the commercials.• A projector
------------------	--

Instructions:

ACTIVITY 1: Talk show. Bodies and gender in advertising.

1. The session starts with the facilitator showing the participants the two definitions of “sex” and “gender” on which the activities are based.
2. Participants are divided in 4 groups according to the role that they found under their chair. The roles are parents, children, publicists, and psychologists.
3. The groups have 30 min to discuss three advertising images from different countries portraying women, bodies and children, and then they write down some considerations for the inter-groups debate.
4. The room is arranged like a TV setting for a talk show and one or more participants from each group is selected by the group as representative (the other participants will be the audience that can anyway intervene during the debate).
5. The facilitator/talk show host selects one image (it would be good to choose the most controversial one based on the dynamics and the issues emerged during the group brainstorming) and the talk show starts (20 min).

NOTE: In case the participants are not fluent in a common language (thus role playing the talk show is difficult) the following activity can be implemented alternatively.

1. Start with a short definition of gender and sex : sex (biological) refers to something we are born with, while gender (social) refers to something we are taught. Disseminate the handout of statements (Worksheet 1) and ask participants to have a quick read through the statements on their own, (for 3-4 minutes) identifying whether each statement refers to gender or sex. Discuss each statement separately in plenary. Ask the participants why they classified each statement under ‘gender’ or ‘sex’. Look for differences: did any participants classify a ‘gender’ statement under ‘sex’ or the other way around? Explore the reasons why . Make any corrections necessary and explain the reasons why

Discussion Questions:

Did any statements surprise you?/ What can we learn from the differences between sex and gender? Based on these statements, does one of the two genders seem to have more power/ a stronger position in our society/ your culture?)



2. Split the group into small groups. Half of the groups will work with the pictures of women and the other half will work with pictures of men. Give each group magazines. Ask the groups to discuss among themselves the messages that young people receive from these pictures about how men and women are supposed to be like. Cut pictures from the magazines and create a collage. Write an adjective under each picture. Ask the participants to explore how they came about to use the specific adjectives about the behavior of men and women. Since they do not know these women and men in the pictures, how could they assume how their behavior would be like?

Draw a box around the qualities mentioned, one for men and one for women. Explain that this is a **gender box** and that it encircles how we expect people to act, depending on the society's idea of what is considered masculine or feminine behavior. Explain that the box encircles what we call a **gender role** for women and men **Discussion**

Use the following questions to guide the discussion:

- How are girls/boys supposed to look like? What makes a girl/boy attractive / popular? Is it the same in your culture?
- What qualities are girls/boys supposed to have? How are they supposed to behave? Is this the case in your culture?
- How are these standards about men's and women's behaviors and external appearances created and by whom? Is this the case in your culture?
- Where do we learn these gender roles? When do we begin learning them? Who teaches us these roles? Do we see these attitudes in our parents? What did you see in your parents?
- Comparing and contrasting the pictures of women and men, what differences do you observe? Are men and women expected to behave differently? In what way? Is this the case in your culture?
- Considering the box that encircles all the qualities you have mentioned, how easy is it to stay 'in the boxes'? Is this the case in your culture?
- What if a boy or girl acts out in a way that is outside the gender box? What happens to them? How are they treated by their families, peers and the community? Do you know any girl or woman who looks or behaves differently and lies outside the gender box?
- What was the community's or society's reaction to people who look or behave differently than what is 'expected of them'? Alternatively, what happens to people who conform and seem to fit in? What keeps us in the box?

ACTIVITY 2: Time machine. What do you play with?

1. The facilitator asks parents to remember and mention some toys they used to play with when they were children and the images/advertising/commercials are looked up in the Internet and briefly commented (15 min).
2. The activity continues with the projection of two toy commercials for children (one for boys one for girls) from the 1980's and each participant writes on two post it a word and a feeling to define it. (15 min).
3. Post it are collected and placed on a flipchart. The short debriefing is used to introduce the next part of the activity (e.g. do you think that now things are different?)
4. Participants are divided in groups of 4 and are asked to analyse two contemporary commercials for toys/clothes (to be projected) focusing on four dimensions: spatial, kinetics, chromatic and auditory to reflect on aspects such as the sex of the actors, graphic features, scenography and setting,



background voice and music, colours, actions performed etc. (15 min). In each group, each participant could focus on one aspect.

5. Debriefing using a flipchart. Possibly prepare a presentation where various graphic, linguistic and structural “spies” are suggested as hints to critically analyse any media content (see list below in the debriefing section) (15 min).

Debriefing and evaluation:

ACTIVITY 1

During the debriefing about advertising for adults and for children the facilitator could point out how in both cases the advertising industry proposes some models and roles that are very much linked to the culturally traditional features associated to biological sex.

ACTIVITY 2

List of graphic, linguistic and structural spies:

- Dominant colors and links with the sex of both the characters and the target group of the product;
- Clothing and links with the sex of the characters;
- Setting (e.g. scenography, inside/outside, historical period);
- Sex of the main character and his/her helpers (also frequency of their appearance);
- Profession of the main character and link with the sex;
- Relationships with other characters (attitude, behaviours, language used)
- Actions performed and links with the sex of the character;
- Personal features of the characters (adventurous, sporty, sweetness, kindness etc.) and links with the sex;
- Pay attention to the fact that animals are not gender neutral.

Tips for the facilitator:

ACTIVITY 1

- As “homework” participants could be asked to critically look at the books their kids use at school and share their considerations in a forum (e.g. mailing list or facebook group)
- Besides the papers to be put under the chairs, papers, sticks or anything else can be used for the drawing lots of the roles.
- The length of this activity varies according to the number of images that the groups have to analyse.
- According to the needs other roles could be used (e.g. anthropologist, teacher, feminist activist, representatives of religious communities etc..)

ACTIVITY 2

- As “homework” parents could be asked to talk with their children about their favourite cartoon and then watch it together paying attention to the four indicators and the list of spies identified during the activity.
- During the session it is useful to have someone who can take notes in order to then realize a hand-out to send as follow-up to all the participants.
- At the end of the session prepare a reference list for further reading. Examples:
 - o Video: “If this is a woman. Female body in advertising” (<https://generattive.wordpress.com/video/>)
 - o Documentary “Women’s body” (<http://www.ilcorpodelledonne.net/documentario/>)



Please indicate whether each statement refers to sex (biological) or gender (social)

Theme	Gender	Sex
1. Women give birth to babies but men don't		
2. Girls are not as good as boys in math.		
3. Women breastfeed babies and men can only bottle feed babies		
4. Girls are modest, cute and timid, while boys are hard and tough		
5. Sports are more important for boys than girls.		
6. Girls need to find a good husband; boys need to find a good job.		
7. Women can get pregnant but men can not		
8. Women do not drive trains		
9. Boys' voice breaks at puberty but girls' voice doesn't		
10. In India, it is customary for women to get paid 40-60% less than men for the same type of work		

Statements adapted from 'Doorways I': Student Training Manual on School related gender based violence prevention and response and GEAR against IPV' Student's Manual



ACTIVITY 7- CHILDREN AND SEXUALITY: A CONTROVERSIAL MATCH ITALY	
Thematic Area	SEXUALITY
Difficulty level	Medium (some parents might be sensitive or not eager to talk about such topic)
Age	Adults
Duration	1 h 15 min (20 min activity 1 + 55 min activity 2)
Group size	Ideally 18 parents. Nonetheless participants are divided in small groups of 3-4 people.
Type of activity: (drawing, drama, game etc..)	One game and one role play scenario to be analysed
Overview	Sexuality often represents a controversial topic, which in relation to children is likely to become even a taboo. Masturbation in young children happens and when parents first see this kind of exploration, in most of the cases, they wonder: "is this normal?" "What might other people think?", "is there anything behind?".
Overview	In the light of such considerations, it is important for parents to understand how to properly approach the topic, possibly catching the opportunity to talk about sexuality with a more sex-positive attitude and from the perspective of sexual violence prevention. The presented session is composed of two activities that would enhance parents' critical thinking and practical parenting skills.
Objectives	<ul style="list-style-type: none"> • Enhanced critical thinking about children sexuality and greater awareness about childhood masturbation in particular; • increased ability of parents to address the topic of children masturbation directly with children and in relation to other people (e.g. other parents, teachers); • Greater ability to talk with children about sexuality and sexual violence.
Preparation	A tape strip to be placed forming a line on the floor
Materials	<p>ACTIVITY 1: 6 questions/statements to be shown using papers or a projector (e.g. slides).</p> <p>ACTIVITY 2: 3 scenarios to be printed (number according to the formed groups)</p>

Instructions:

ACTIVITY 1: Parents barometer

1. The session starts with the participants standing up in a row, right on a tape strip.
2. Some sentences are read aloud by the facilitator.



3. Participants take some steps forward if they don't agree with the sentence (more steps = greater disagreement) and some steps behind if they agree (more steps behind = greater agreement)
4. A short debriefing and discussion follow each sentence.

ACTIVITY 2: What would I do?

1. Participants are divided in 6 groups of 3-4 people.
2. Each group is assigned a scenario dealing with the issue of children masturbation and prevention of sexual violence (ideally 6 groups and 3 scenarios to be given).
3. The groups have 15 min to discuss the scenario (also clarify it adding more details) and formulate a strategy or give some indications (to creatively express graphically in a flipchart) about a possible behaviour in the given context.
4. Participants exchange their scenarios and work for 15 min on the strategy for the second scenario (optional).
5. Participants brainstorm the different scenarios using the realized flipcharts (20 min)

Debriefing and evaluation:

ACTIVITY 1:

- The length of this activity can vary according to the number of sentences/questions to be discussed.
- During the follow up check parents' reaction about the forward/disagreement- behind/ agreement instructions.
- After each question/statement have a slide for the debriefing and possibly have someone who takes notes of the issues that come out from the discussion.

ACTIVITY 2:

- Participants brainstorm the different scenarios using the realized flipcharts.

Tips for the facilitator:

ACTIVITY 1:

- Prepare several questions/statements in order to have more options and be able to adapt the activity to various audiences.

ACTIVITY 2:

- Depending on the time available participants could work just on one scenario.
- Examples of possible scenarios:

1. You are the parent of a 4 year old kid and when having as a guest for lunch a classmate, you notice that the two kids show some behaviours that worry you (e.g. touching each other pants). What do you think? What would you do?



2. You are contacted by your kid's kindergarten teacher about some drawings that have caught her attention. You had previously noticed that your daughter often portraits herself naked and you do not know what to think. What would you do?
3. You are a kindergarten teacher and you notice some unusual behaviours (please define them) in one of your students. S/He has also become aggressive with other children. What do you think? What would you do?

* To conclude the session, prepare a hand-out and/or a reference list (articles, websites etc.) for further reading. Suggestions (in eng):

- http://www.summitmedicalgroup.com/library/pediatric_health/pa-hhgbeh_masturbation/
- <http://www.askdrsears.com/topics/parenting/child-rearing-and-development/sexuality/masturbation-six-ways-manage-it>
- <http://adc.bmj.com/content/89/3/225.full>
- http://www.huffingtonpost.ca/2015/05/04/child-masturbation_n_7064848.html
- <http://www.advocatesforyouth.org/parents/2027-tips-kids-mast>
- <http://www.med.umich.edu/yourchild/topics/masturb.htm>



ACTIVITY 8 - PARENTS AND TEACHERS AT PLAY SPAINITALY

Thematic Area	Body (health, sexuality), Gender and Interculturality
Difficulty level	Advanced
Age	Adults
Duration	2 h
Group size	Minimum 5 and maximum 25 parents
Type of activity: (drawing, drama, game etc..)	Role playing
Overview	Identify through a role playing the interactions families and teachers in the issues around body, gender sexuality
Objectives	<ul style="list-style-type: none"> • Identify the expectations between families and teachers with the themes related with health, sexuality, gender and interculturality, • Identify the factors that are affecting families participation in the school around the themes proposed • Share strategies to put in place to reduce discriminations at the school around body issues
Preparation	Be able to gather families and teachers to an opportunity to share their opinions
Materials	Blackboard

Instructions:

- Write in the Blackboard the four themes Gender, Health, Sexuality and Interculturality and two columns “What the school does?” and another one “What the school does not do?”. Start a debate between families and teachers in each subtopic which actions or part corresponds to the school and with one to the families.
- Ask the teachers and parents to be in couples to do a role playing:
 - First round: one is a child and the other one is a parent. The child does not want to go to school and needs to obtain the permission from the parent not to go to school. The reason why he or she does not want to go to school is a secret, not revealed. The parent can not accept, his/her child not going to school and argues with the child. After the signal of the facilitator, the child will reveal the secret why he/she does not want to go to school.
 - Round two: The one that was the child now is a teacher and the other one is a parent from the school. The parent has a child that does not want to go to school for a secret reason that will not reveal. She or he goes to the teacher to ask him/her to do something about it. After the signal of the facilitator the parent will reveal the secret.
- Come together to reveal how they felt:
 - What kind of emotions or feeling came in every role?
 - Have they learned something from the role playing?



- What kind of secrets appeared? Sometimes are also secrets in real life? How this factors are related with body issues (gender, interculturality, health or sexuality)?

Debriefing and evaluation:

- Identify the learnings done from the participants and facilitator.
- Identify strategies to do to act of the factors that cause discrimination.

Tips for the facilitator:

- Share a document for parents and teachers with strategies to make diversity visible and appreciated.



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ANNEX 1

Indicators For Description



ANNEX 1 - Indicators for description

1. Title of the case study:
2. Source:
3. Country:
4. Author/Institution (website, email address, phone, physical address, etc.)
5. Themes covered (Body, Gender, Health in an intercultural perspective)
6. Working Practice Description in detail
7. Identification of target groups (number and age of children, number of parents, number of teachers, special characteristics of the parents' group – socio-economic status, nationality, religion, was the representation of the parents group equivalent to the representation of the children?).
8. Objectives/Purpose of the Working Practice
9. How does the practice enhance reflection on gender, body and health in an intercultural perspective?
10. How does the practice involve parents from diverse cultural backgrounds?
11. Has your practice developed any materials/tools/activities? Please, describe them.
12. Was the practice successful? In what contents? Did it have an evaluation and if yes what were the results?
13. Length of Implementation.
14. What changes did it bring?

Source: Please add here the links of your research

ANNEX 2

Tools For Evaluation



ANNEX 2: Tools for evaluation

EVALUATION QUESTIONNAIRE FOR E6-E10 MULTIPLIER EVENTS Pilot with parents

Date(s) of the four sessions:

Place:

Organiser:

QUESTIONNAIRE FOR PARTICIPANTS

Summary of the possible marks:				
5 well done	4 could be better	3 so-so	2 satisfied	1 not satisfied

1. Project	Mark
1.1 The BODI topics are relevant and appropriate for parents training	
1.2 The BODI topics are relevant and appropriate in early childhood education	
1.3 Presentation of the BODI project (objectives, learning outcomes, working methods)	
1.4 Development of a greater understanding of the project objectives thanks to the piloting	

2. Organisation	Mark
2.1 The level of the piloting on meeting your expectations and needs	
2.2 Evidence of clear planning by the project staff	
2.3 The venue was appropriate	
2.4 Duration and timing of the four sessions	

3. Content and structure	Mark
3.1 Previous knowledge about the topics of the piloting	
3.2 The contents were easy to understand and to follow	
3.3 Relevant mixture of activities	
3.4 Enjoyment of the proposed non-formal activities	



4. Quality, delivery and participation	Mark
4.1 Facilitators have the appropriate subject knowledge	
4.2 Facilitators have the appropriate training skills	
4.3 Efforts to develop a pleasant atmosphere and encourage interactions amongst the participants	
4.4 All participants contributed to create a collaborative working environment/dynamics	
4.5 I actively participated in the sessions	
4.6 I felt respected and valorised by the group	
4.7 Overall satisfaction with the piloting	

5. Sessions/activities that pax liked the most (and reasons)

6. Sessions/activities that pax liked the least (and reasons)

7. Main knowledge/skills gained by the pax and possible future use

8. Main challenges reported by the pax while doing the activities

9. Elements that could be improved and how

10. Would pax suggest this training to other parents? (and reasons)

11. Opinions about the possibility to implement activities on the topics of the sessions with kids



12. Main opinions and feelings about the workshop

13. Additional comments on any other aspect of the pilot

THANK YOU FOR YOUR COOPERATION



EVALUATION QUESTIONNAIRE FOR E6-E10 MULTIPLIER EVENTS Pilot with parents

Date(s) of the four sessions:

Place:

Organiser:

Please, by February 28th 2017, provide a summary of the answers per each aspect of the questionnaire

QUESTIONNAIRE FOR PARTICIPANTS

1. Main difficulties faced in organizing the workshops
2. Main difficulties faced while implementing the workshops
3. Aspects that worked well
4. Aspects that need further improvement
5. Willingness to organize similar workshops in the future
6. General enjoyment of the experience
7. Comments about time and timing during the implementation
8. Encouragement of a pleasant atmosphere and interactions amongst the participants



9. Participants' engagement during the sessions

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10. Main opinions and feelings about the workshop

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11. Suggestions for the pilot with kids

--

12. Additional comments on any other aspect of the pilot

--

THANK YOU FOR YOUR COOPERATION



EVALUATION QUESTIONNAIRE FOR E6-E10 MULTIPLIER EVENTS

Pilot with parents

Date(s) of the four sessions:

Place:

Organiser:

QUESTIONNAIRE FOR PARTICIPANTS

Summary of the possible marks:				
5 well done	4 could be better	3 so-so	2 satisfied	1 not satisfied

1. Project	Mark
1.1 The BODI topics are relevant and appropriate for parents training	
1.2 The BODI topics are relevant and appropriate in early childhood education	
1.3 Presentation of the BODI project (objectives, learning outcomes, working methods)	
1.4 Development of a greater understanding of the project objectives thanks to the piloting	

2. Organisation	Mark
2.1 The level of the piloting on meeting your expectations and needs	
2.2 Evidence of clear planning by the project staff	
2.3 The venue was appropriate	
2.4 Duration and timing of the four sessions	

3. Content and structure	Mark
3.1 Previous knowledge about the topics of the piloting	
3.2 The contents were easy to understand and to follow	
3.3 Relevant mixture of activities	
3.4 Enjoyment of the proposed non-formal activities	

4. Quality, delivery and participation	Mark
4.1 Facilitators have the appropriate subject knowledge	



4. Quality, delivery and participation	Mark
4.2 Facilitators have the appropriate training skills	
4.3 Efforts to develop a pleasant atmosphere and encourage interactions amongst the participants	
4.4 All participants contributed to create a collaborative working environment/dynamics	
4.5 I actively participated in the sessions	
4.6 I felt respected and valorised by the group	
4.7 Overall satisfaction with the piloting	

5. Sessions/activities that pax liked the most (and reasons)

6. Sessions/activities that pax liked the least (and reasons)

7. Main knowledge/skills gained by the pax and possible future use

8. Main challenges reported by the pax while doing the activities

9. Elements that could be improved and how

10. Would pax suggest this training to other parents? (and reasons)

11. Opinions about the possibility to implement activities on the topics of the sessions with kids



12. Main opinions and feelings about the workshop

13. Additional comments on any other aspect of the pilot

THANK YOU FOR YOUR COOPERATION



ANNEX 3

Additional Good Practices



ANNEX 3: Additional good practices (case studies)

<p>Title: "Theatre instead of violence" Anna and the wolf</p>	<p>Topic: Body, Violence, Parenting</p>
<p>Institution, Country:</p> <p>„Die Traumfänger“ (=The dream catcher) Christoph Rabl Untere Breiten 8 3130 Herzogenburg Mobil: 0676/ 680 588 7 Tel. / Fax: 02782/ 8 35 13 christoph.rabl@aon.at</p> <p>Austria</p>	
<p>Target group(s):</p> <p>Children from 6 to 12 years Parents Teachers</p>	
<p>Objectives:</p> <p>Social competences and empathy skills are to be strengthened, self-assertive action promoted. The play shows how one's own boundaries are deliberately protected and the resources are expanded and strengthened. Imagination, and creativity are stimulated by theatrical productions and are used as a means of encouraging the understanding and changing of problem-solved areas of life.</p>	
<p>Working Practice - Short Description:</p> <p>The musical theatre "Anna and the Wolf" examines how bullying and other forms of violence affect children and what can be done about it. In the narrative form of the fairy tale, the play takes up motifs of the Grimm fairy tale figures and links them in a dramaturgical arc. It is told how the girl Anna gradually gains social competency and finds herself out of the suction of her despair and develops new life perspectives. In the encounter with the Frog King, the Cinderella, the 7th Little Kid and the Rumpelstiltskin Anna meets her own problems. The girl succeeds in the fairy tale forest, especially through the helping relationship with "her" wolf, steps from the dead ends of her fears.</p> <p>The children are invited to accompany Anna on her way through the fairy forest and win with her in the end. In the tradition of the pedagogical model of the "Dream catcher" group, positive images are shown which, with a lot of music, fun and empathy, encourage children and strengthen their vital competences. The musical gives impulses for a broader discussion about the topic of bullying and violence in the school class and and in the family.</p>	



Title: "Theatre instead of violence" Anna and the wolf	Topic: Body, Violence, Parenting
<p>Source/Web link: http://www.gewaltpraevention-noe.at/fileadmin/downloads/PDF_s/fgp_AnbieterInnen-Folder_A4.pdf http://www.phdl.at/fileadmin/Dateiupload_Institute/Beratungszentrum/1_Workshop_TheaterstattGewaltRabl.pdf</p>	

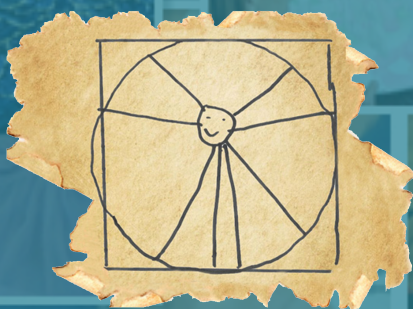
Title: Backpack program	Topic: (e.g. BODY) BODY, MOTION, FOOD.
<p>Institution, Country: Elementary School Dandelion) Germany, origin: Netherlands</p>	
<p>Target group(s): Seven to ten children in the age of 4-6 years and their parents. The parents have a migrant background and usually a lower education level and their language knowledge of the official language is not high developed</p>	
<p>Objectives: The program enforces equally the parenting skills, the self-awareness of the parents and the cooperation between the parents' home as well as the primary school</p> <ul style="list-style-type: none"> • Parental education, Language education -multilingualism • Amelioration of the interaction between parents and children • Cooperation between parents and the school staff • to make the elementary school more open minded for interculturality • to enforce the family resources, the self-esteem of the immigrant families and their children as well as the skills of parenting and socialization of the parents 	
<p>Working Practice - Short Description: It is a language development program. Groups of 7-10 persons, with a parent group as leader (migration backpack or formation). 2h meeting /week, in official language or mother tongue (depending on parents' level) they learn the value of literature, picture books, songs, the importance of playing and painting as well as the connection between language and action for their child's development in the everyday activity. Elaboration of weekly programs and homeworks in it reflects also sociocultural topics of the experiences of the migrant families, school, everyday life, leisure, holiday, parties and religion</p>	
<p>Source/Web link: http://www.kommunale-integrationszentren-nrw.de/rucksack-1 http://www.lvr.de/media/wwwlvrde/jugend/service/dokumentationen/dokumente_95/kinder_und_familie/20110505/20110505_4_Semerci_Rucksack.pdf E-mail : kita.pustebblume@muelheim-ruhr.de</p>	



<p>Title: LGBTQ KIDS CLUB + LGBTQ Families Dinner Night</p>	<p>Topic: (e.g. BODY) GENDER</p>
<p>Institution, Country: Grattam Elementary School UNITED STATES – San Francisco</p>	
<p>Target group(s): Gender non-conforming students Students have parents/guardians or other family members/friends who identify as LGBTQ Teacher of the Grattam Elementary School Over 190 parents, students, district staff, school board members and CBO partners participated in the LGBTQ Families Dinner Night</p>	
<p>Objectives: Create a visible space for 3rd-5th graders with LGBTQ family members Support the visibility of the LGBTQ community Underline and empower the openness of the students they have with each other and to share their personal stories about why they have joined the club.</p>	
<p>Working Practice - Short Description: One semester the students of the LGBTQ Kids Club have dealt the question “How do you respond when you hear “that’s so gay?”. They wrote a skit which they have performed in the schools classrooms and at the LGBTQ Families Dinner. During the preparation of the skit, the students were invited to show how they would react in real situations when they hear such insults. The next project of the club is to make a video of the families of the Grattan students. Parents which identify as a LGBTQ or as an Ally are invited to send a video to the club in which they show how awesome their family is. Parents/family members have to answer in the video the following aspects: Who is your family, tell a special family memory/tradition and the students would also have the possibility to interview the families. The video as the product should show who they are as community and that all families are special.</p>	
<p>Source/Web link: http://grattanes-sfusd-ca.schoolloop.com http://www.healthiersf.org/LGBTQ/InTheClassroom/voices-KidsClub-Laurie.html Laurie Vargas; School Social Worker; vargasL2@sfusd.edu</p>	



Title: Sguardi incrociati (Crossing gazes): education to peace and happiness	Topic: BODY
Institution, Country: ITALY Kindergarten "Pacinotti", Via Pacinotti, 14/16 Ferrara - tel.0532 61.277	
Target group(s): Children aged 3-6 years and their parents (40 participants)	
Objectives: Sguardi incrociati (Crossing gazes) is a project for children and their parents for the promotion of peace and happiness through the perception of body and physical expression, art, colors, storytelling and the environment. A main aspect of the initiative is the aim to make parents more aware of how the world is discovered and perceived by kids through various sensorial activities. In this context, the joint debriefing teachers-children-parents following the activities also allowed these latter to play the role of schoolmates of their kids. In terms of school strategy the strong parent engagement is meant as a powerful tool for exchange and for the creation of durable and solid connections between educators and clients of the school system, as indeed they are both crucial actors for children education and personal development. In addition to that, happiness and peace are two concepts which are greatly valued by the school staff both for the educational and the socialization positive impact. The various perspectives are then read in an intercultural perspective where diversity represents a hint for debate and encourages synergies based on a real mutual understanding beyond any stereotype.	
Working Practice - Short Description: The methodology used is the "multitude of languages" (globalità dei linguaggi) developed by Stefania Guerra Lisi, that promotes a mix of formal and non-formal activities for the engagement of parents in order to reduce their (often) perceived distance between them and the school environment. The project was organized in four thematic workshops that children and parents attended together and where parents were invited to approach various topics and do the activities with the eyes and the attitude of a child (e.g. playing with playdough imagining it was the first time they were touching it): <ol style="list-style-type: none">1. Let's play together!2. Let's play with colors!3. Me and the others.4. Between the earth and the sky. Besides the positive feedback received from the parents involved, the strong engagement of one Japanese mother has also allowed the kindergarten to establish a partnership with the University Soka in Tokyo (where she had studied), which, inspired by the same principles of happiness and peace, since then offers to its exchange students in Italy the possibility to visit and participate in the kindergarten workshops. Source/Web link: http://servizi.comune.fe.it/attach/istruzione/docs/sguardi%20incrociati.doc	



BODI PROJECT

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CULTURAL DIVERSITY, BODY,
GENDER, AND HEALTH IN EARLY
CHILDHOOD EDUCATION