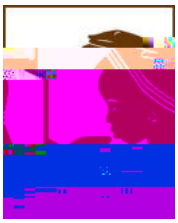
INTERNATIONAL
RESCUE
COMMITTEE

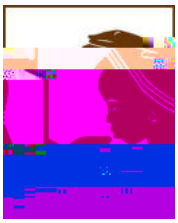
CARITAS



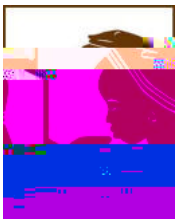
GLOBAL GIRL
MEDIA GREECE

CARE
Community-Based
Primary Prevention
of GBV in Greece and Italy

the European Union



The project “Community-Based Primary Prevention of GBV in Greece and Italy !C"#$% is implemented in Greece and Italy &y the International #escue Committee 'ellas !I#C 'ellas%(Caritas 'ellas(Centro Penc and Glo&al Girl)edia Greece since *e&ruary



Contents

Introduction ,,,

under three sections that lin4 co0nitive(emotional(and social learnin0 and associate self-perceptions on 0ender 2ith sociocultural aspects of its e9pressions7

- <no2in0 ourselves and other children
- $motions and 0ender
- Gender roles in society

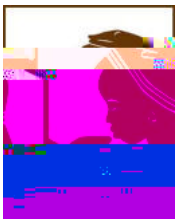
The curriculum aims to aspire educators(C*. facilitators and children's trainers to incorporate a 0ender perspective 2hen implementin0 educational and recreational activitiesI @hile valua&le resources on promotin0 0ender e/uality to children are availa&le(there is a limited num&er of complete 0uides offerin0 a &undle of interlin4ed activities that promote 0ender e/uality for &oth pre-school and primary school children,

*ollo2in0 a 0ender transformative approach(the for children see4s to set the sta0e and help children challen0e 0ender stereotypes(respect diversity(and contri&ute to a 2orld 2here all individuals are treated 2ith di0nity and have e/ual oppo3unities to thrive,

By em&racin0 the principles outlined here&y(2e hope to 2or4 to0ether to challen0e and transform harmful 0ender norms(roles(and relations(and pave the 2ay to2ards a more 0ender-e/ual society,

@ho is this Curriculum for

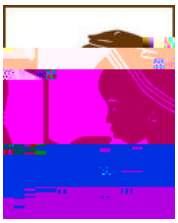
Gender identity development is a multidimensional process that &e0ins in early childhood, By the a0e of three(children are already introduced to main 0ender norms and attitudes, "s they enter primary education(they have ac/uired a sense of ho2 they a



Buildin**0** on these insi**0**hts**(** the Gender **$/** uality Curriculum offers a series of en**0**a**0**in**0(** interactive**(** and strai**0**htfor**2** ard activities desi**0**ned to help educators**(** C***.** facilitators**(** and trainers incorporate **0**ender e**/** uality into their teachin**0** procedures**,** Tar**0**eted activities have **&**een desi**0**ned separately for early childhood children **!**2-**A** years old% and middle childhood children **!B-11** years old% each adapted to the respective co**0**nitive and developmental sta**0**es and a

INTERNATIONAL
RESCUE
COMMITTEE

CARITAS



&ased violence can include se9ual(physical(mental and economic harm inflicted in pu&lic or private spheres, It also includes threats of violence(coercion(and manipulation, This can ta4e many forms such as intimate pa3ner violence(se9ual violence(child marria0e(female 0enital mutilation and so-called lhonour crimes&, The physical(psycholo0ical(and social conse/uences of 0ender-&ased violence are devastatin0 and can have life-lon0 repercussions for survivors, It can even lead to death, ! - 6 ' C#(n,d%,

Gender $/uality in ;earnin0 is o&tained 2hen the same percenta0e of 0irls and &oys(al2ays relative to their a0e 0roup(0ain access to the educational system(achieve educational 0oals and advance throu0h different educational circles, $/uality is the 2hole process of treatin0(educationally(0irls and &oys in the same 2ay and fairly, To ensure this 4ind of fairness(many measures should &e ta4en into consideration includin0 historical and social pro&lems and disadvanta0es that enhance conflict &et2een 0irls and &oys ! - 6$.C5(2++3%,

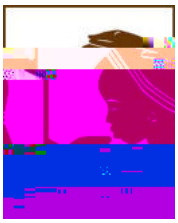
Gender e/uality re/uires e/ual access of 2omen(men(0irls(&oys and 0ender minorities to 0oods(resources(oppo3unities(and re2ards, It implies that everyone(re0ardless of their 0ender(shares an e/ual level of respect and the same status in society, ! - 6*P"(2++?%,

Gender e/uity is the act of treatin0 everyone fairly(2omen(men(0irls(&oys(and people 2ith diverse M non&inary 0ender identities, .trate0ies and procedures must &e accessi&le to ensure fairness, $/uality results from e/uity, ! - 6*P"(2++?%, Gender e/uality is 0ivin0 all 0enders e/ual treatment 2hen it comes to ri0hts(responsi&ilities and oppo3unities, Gender e/uity(mean2hile(is a&out fairness, It ensures that everyone has e/ual oppo3unities 2hile ta4in0 into consideration privile0es(&iases and other parameters that can limit ho2 people access oppo3unities,

Gender has &een identified as a social construction 2hich includes the characteristics(roles(and &ehaviours that ce3ain societal forms e9pect from men and 2omen(&oys(and 0irls, These components(&ehaviors and roles are learned and ac/uired early in life(throu0h multiple social mechanisms since childhood and e9pand to the 2hole adult life !#olleri(2+13%,

Gender norms are e9pectations and rules re0ardin0 ho2 men and 2omen should &ehave in society(e9press themselves and interact 2ith others accordin0 to their 0ender ! - nited @ay 6C"(2+23%,

Gender .tereotype is a 2idely held &elief or 0enerali:ation a&out the &ehaviors(characteristics and roles peJormed &y 2omen and men, *or e9ample(female stereotypical roles include &ein0 emotional(carin0 and in need of protection(2hile male stereotypical roles include &ein0 rational(career driven

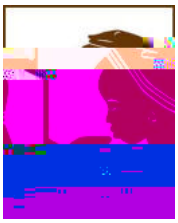


2, **$**motions and **0**ender

3, Gender roles in the family and socie

INTERNATIONAL
RESCUE
COMMITTEE

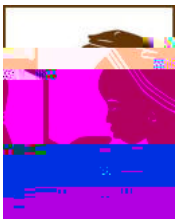
CARITAS



GLOBAL GIRL
MEDIA GREECE

CARE
Community-Based
Primary Prevention
of GBV in Greece and Italy

the European Union



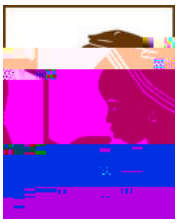
5nce the child has had the oppo**3**unity to e**9**press themselves and the immediate emotional intensity has diminished**(** they should **&**e **0**ently encoura**0**ed to rejoin the **0**roup**(** ensurin**0** they feel ready to continue **2**ith the activity**, "**dditionally**(** should conflicts or communication issues arise **2**ithin the **0**roup**(** the follo**2**in**0** are some recommended strate**0**ies and activities desi**0**ned to enhance **0**roup communication**,**

Before startin07 *acilitation Tips

. et **2**ith the children the rules and e**9**pectations for respectful **&**ehaviour and lan**0**ua**0**e**, C**iscuss

INTERNATIONAL
RESCUE
COMMITTEE

CARITAS



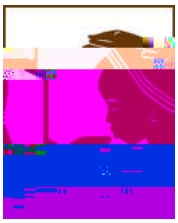
.ection 17 Gettin0 to <no2 5urselves and 5ther Children

"ctivities for 2-A years old

Goal7 ice-&rea4in0 0ame to 0et to 4no2 each other and feel comforta&le

) aterials7 colourful &uildin0 &loc4s

#ecommen



/ ' 0 1 &

Goal7 to appreciate diversity **2**hile com**&**atin**0 0**ender stereotypes**,** Throu**0**h music**(** **2**e can **&**uild healthy human relationships**,**

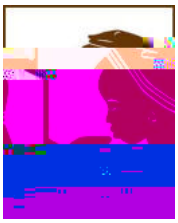
) aterials7 a device to play music**, ;** ar**0**e open space re**/**uired**,**

#ecommended num&er of pa3icipants !children%7 **1+**-12

6um**&**er of facilitators**F . u00**ested speci

INTERNATIONAL
RESCUE
COMMITTEE

CARITAS



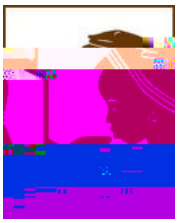
GLOBAL GIRL
MEDIA GREECE

2 .

Goal7

CARE
Community-Based
Primary Prevention
of GBV in Greece and Italy

the European Union



Before you start: place red tape to set a finish line, Prepare a card with a set of questions (see also suggested questions),

Description: divide children into two teams and line them up, Each pair of children has to start the race when it's their turn, The first child that finishes will have to answer a closed-ended question, If the child gives the correct answer, it steps aside, The child that comes second goes to the back in the line of its team, The winning team is the one that has all the players aside,

Suggested questions: "Can a girl be a pilot?" "Was the uranium discovered by a man or a woman?" "Were there any women Prime-Ministers in Europe?" "Can a boy be the lead in a ballet performance?" "Can a dad take leave from work when a baby is born?" "Can a boy become a nanny?" "Is there a professional men's- women's mixed football team?" "Was it a man or a woman that opened the first fashion house?"

Reflection: discuss the correct answers, offering further insights into each topic, Conclude by emphasizing the core lesson: dismantling professional and career stereotypes enables a free exploration of individual talents and interests, irrespective of gender,

"

Goal: promote collaboration and gender-free creativity

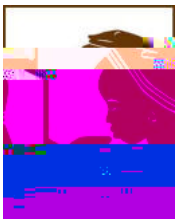
Materials: clay that dries on its own, plastic tools, water, protective cover surface

Recommended number of participants (children): 2-10

Recommended number/specialities of facilitators: one educator and one facilitator,

Average Duration: 30 minutes

Description: divide children into pairs, Provide each pair with clay and plastic tools, Explain that their



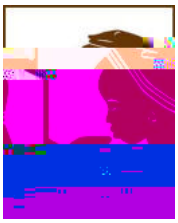
Before you sta3 7 Civide the classroom into four different corners**, $**ach corner should have a la**&**el made of the follo**2**in**0** statements7 1% **"0**ree**(** 2% I don**L**t **4**no**2(** 3% **L**m thin**4**in**0** a**&**out it**(>% C**isa**0**ree**,)** oreover**(** the educator and the facilitators should have already prepared the **/** uestions they are **0**oin**0** to as**4,**

Cescription7 children should move to one of the four corners of the classroom**(** after hearin**0** the **/** uestions that the educator and the facilitators **2**ill as**4, .** u**00**ested **/** uestions7 1% **C**olls are only for **0**irls

Cescription7

INTERNATIONAL
RESCUE
COMMITTEE

CARITAS



GLOBAL GIRL
MEDIA GREECE

C 7

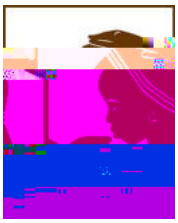
CARE
Community-Based
Primary Prevention
of GBV in Greece and Italy

the European Union

>

INTERNATIONAL
RESCUE
COMMITTEE

CARITAS



GLOBAL GIRL
MEDIA GREECE

C 7

CARE
Community-Based
Primary Prevention
of GBV in Greece and Italy

the European Union

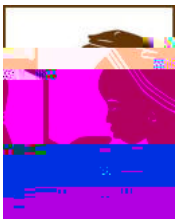
>

C 7

>

INTERNATIONAL
RESCUE
COMMITTEE

CARITAS



GLOBAL GIRL
MEDIA GREECE

C 7

CARE
Community-Based
Primary Prevention
of GBV in Greece and Italy

the European Union

>