



Bildung und Kultur

Leonardo da Vinci
Pilotprojekte



Questionnaire to assess gender-specific behaviour and interactions between children in early childhood centres

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This questionnaire has the advantage of giving you the opportunity to reflect your every day work life and write down your personal assumptions regarding the girls and boys of your group.

The questionnaire may give you the opportunity to explore your own gender (typical and atypical) behaviour and to raise your awareness of gender (atypical and atypical) behaviour of the children.

After having filled in the questionnaire you have the opportunity to verify one or several assumptions by using certain observation tools.

Our observation and documentation tools and participative methods to verify personal assumptions regarding girls and boys in early childhood centres you can download from our website www.genderloops.eu

Our tip: Firstly answer the questionnaire by yourself. Then discuss your answers in small groups. Afterwards think about which questions you would like to verify. We offer some tools for this in the following section.

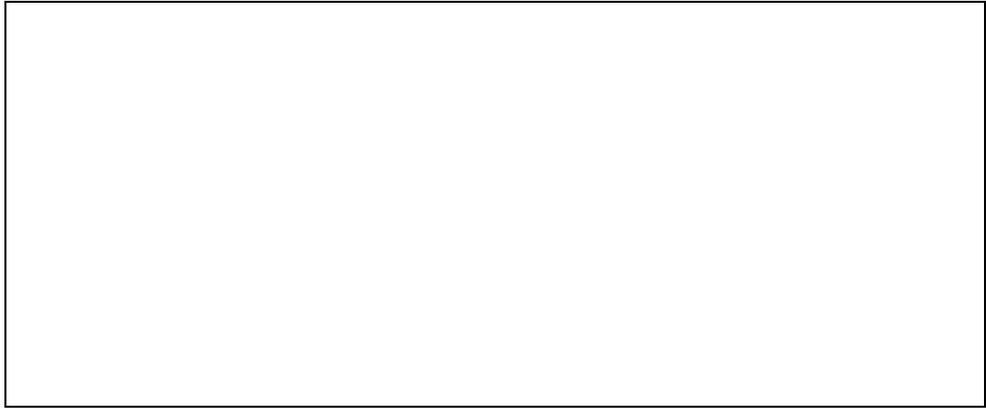
Our Questionnaire to assess gender-specific behaviour and interactions between children in early childhood centres is an additional tool of the Gender Loops Toolbox for gender-conscious and equitable early childhood centres. The Toolbox can be downloaded on www.genderloops.eu

The questions of the questionnaire are partly based on the ideas of: Melitta Walter/Landeshauptstadt München Schul- und Kultusreferat (2000) Qualität für Kinder – Lebenswelten von Mädchen und Buben in Kindertagesstätten. Pädagogisches Rahmenkonzept der geschlechterdifferenzierten Pädagogik zur Weiterentwicklung der Kindergarten- Hort- und Tagesheimpädagogik, Schul- und Kultusreferat München; Frauenbüro Stadt Wien (Hg.) (2003) Geschlechtssensible Pädagogik im Kindergarten – Projektbericht aus dem Kindertagesheim fun&care Brunhildengasse, Wien; Tim Rohrmann/Peter Thoma (1998) Jungen in Kindertagesstätten. Ein Handbuch zur geschlechtsbezogenen Pädagogik, Freiburg i.B.

1. Do girls and boys prefer to stay in different areas of the group room?

No:

Yea, in the following areas:



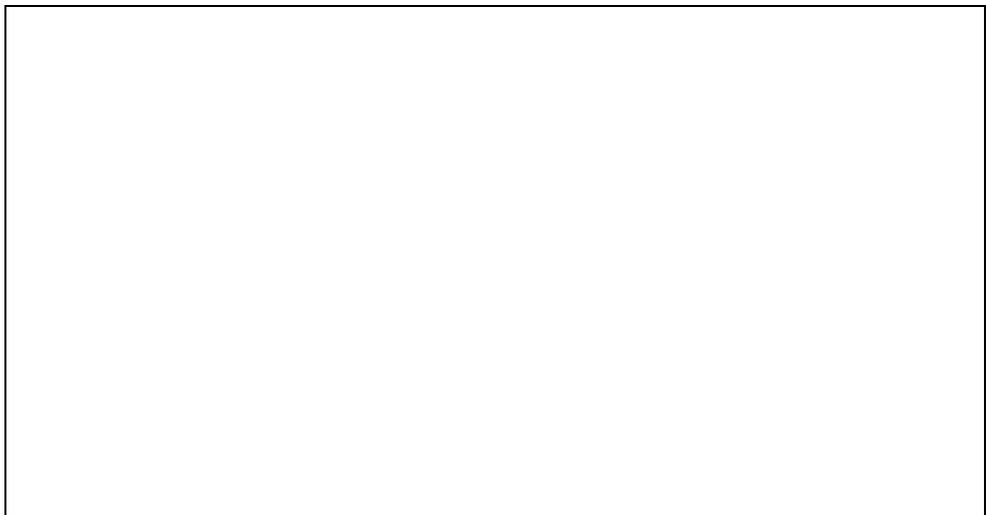
With the exception(s) of:

(Please fill in the names of the girls and boys who, according to your assessment, don't prefer to stay in the distinct areas of the group room)



My personal assumption

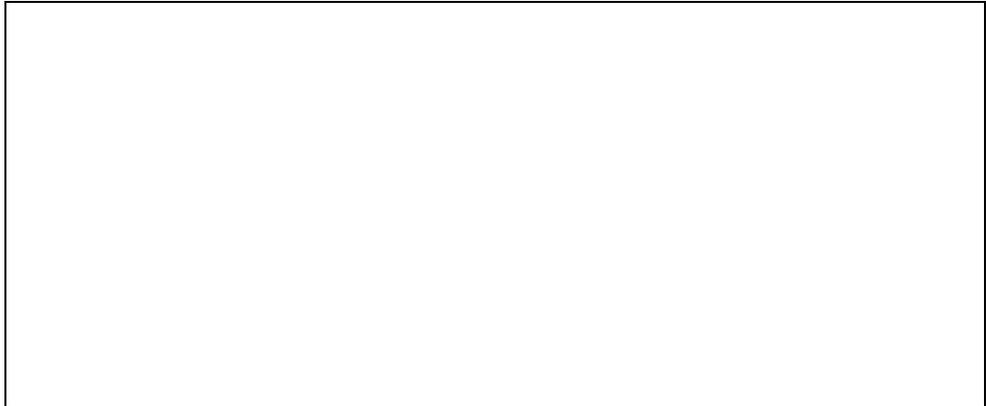
(Please write down the reasons you think that certain girls and boys differ from most children of their gender group and don't prefer to stay in the distinct areas of the group room)



2. Do girls and boys prefer different games and activities?

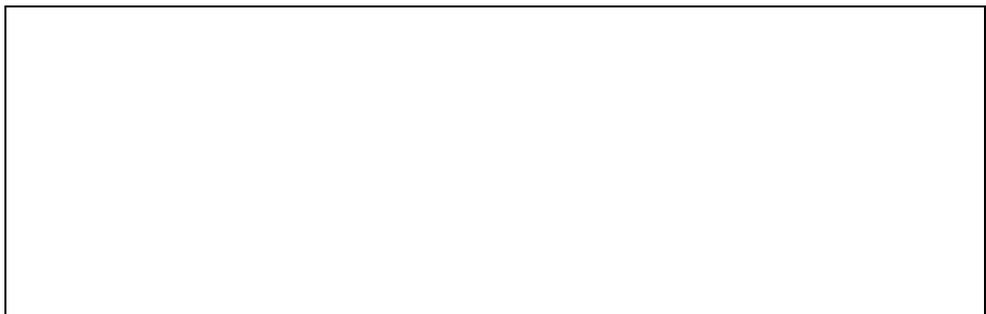
No:

Yes, the following:



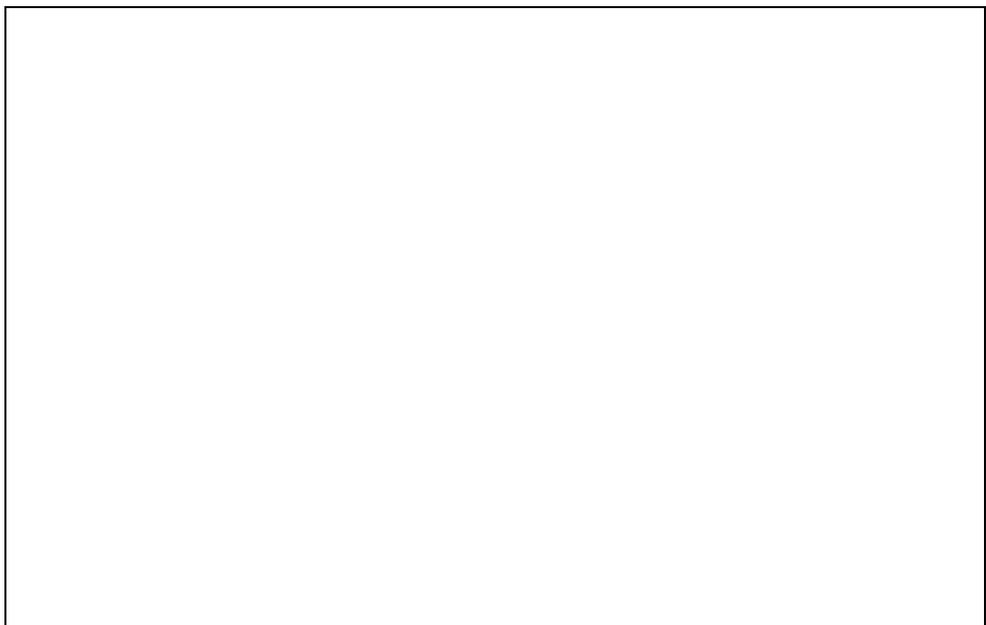
With the exception(s) of:

(Please fill in the names of the girls and boys who, according to your assessment, don't prefer different games and activities)



My personal assumption

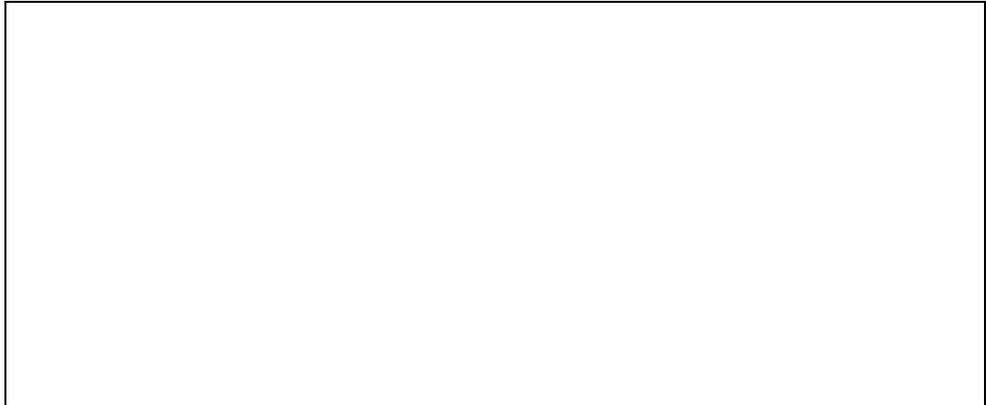
(Please write down the reasons you think that certain girls and boys differ from most children of their gender group and don't prefer different games and activities)



3. Do girls and boys express certain feelings such as anger, sadness or joy in a different way?"

No:

Yes, girls and boys express the following feelings in a different way:



With the exception(s) of:

(Please fill in the names of the girls and boys who, according to your assessment, don't express their feelings in a gender-typical way)



My personal assumption

(Please write down the reasons you think that certain girls and boys differ from most children of their gender group and don't express their feelings in a gender-typical way)



4. Do you think that girls and boys are similarly satisfied with the activities and games you offer the children?

Yes:

No, I think that girls and boys respectively would like me to offer the following activities and games (more often):

With the exception(s) of:

(Please fill in the names of the girls and boys who, according to your assessment, don't have gender-specific wishes)

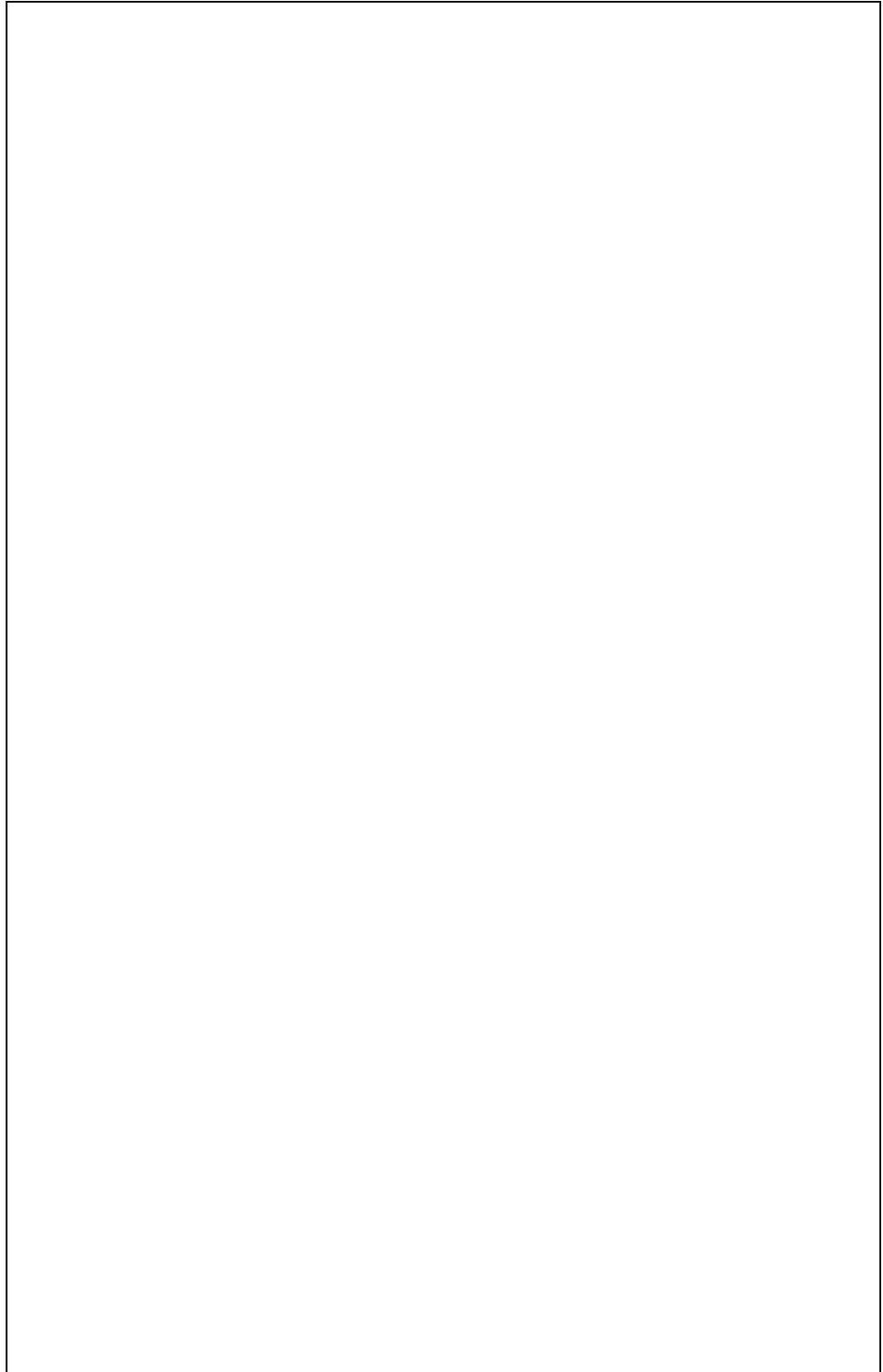
My personal assumption

(Please write down the reasons you think that certain girls and boys differ from most children of their gender group and don't have gender-specific wishes)

5. Do children ban other children from games with explicit reference to their gender?"

No:

Yes, I remember for example the following situations:

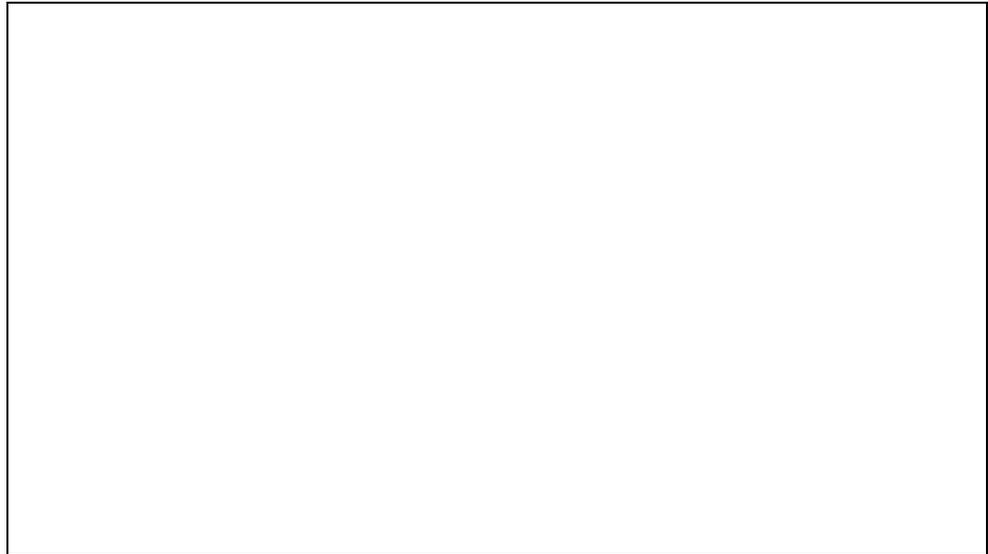
A large, empty rectangular box with a thin black border, intended for the respondent to write down specific situations where children ban others from games based on gender.

6. Is the issue of being a girl or a boy an (educational) topic for children?

(Do children, for example, express their ideas about what girls and boys are able to do or aren't able to do? Do children have questions about the "right" way to be a girl or a boy?)

No:

Yes, I remember the following gender topics, -ideas and –questions of certain girls and boys



7. Would you like to verify one or several of your assumptions regarding the girls and the boys of your group? If so, which one(s)?

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8. Describe any other personal assumptions or questions you have about girls and boys in education and you want to verify