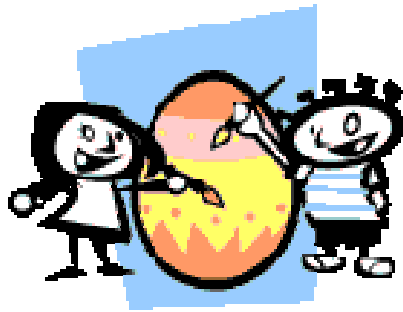


What do we expect from **boys** and **girls** according to their gender. How do we meet **girls** and **boys** in our barnehage

Prosjektet ” Likestilling i barnehagene”

Drevsjø barnehage, springtime, 2010



Achievements wanted in our project

- That boys and girls in our barnehage will experience that they have equal possibilities to join in all activities, in play-settings and in learning. This without being stopped by traditional expectations to their gender.(typical roletaking connected to being male or female)
- The workers in the barnehage have to reflect on this subject and make sure that they meet every girl and boy as a unique person with different interests and competenses,- not as a typical boy or girl.



Drevsjø barnehage

- Two groups, 33 children og 6,2 workers + leeder
- Mautua – 1-3 years old
10 children, - 5 boys og 5 girls
- Sandhaugen- 3-6 years old,
23 children, - 6 girls og 17 boys.
The oldest children = 10 boys and 0 girls











Methods

- Observasjon as a method. 2 pedagoges observed an activity with the children at the same time. The chosen situations where observed in about 30 – 45 min each time.
- The personal in each group made forms to use in the observations.
- All workers was asked to write down stories from everyday life. Situations they noticed when they put their "gender loops"- glasses on.
Small stories that could tell us what we do or say to children in the heat of the high-speed day in a barnehage.



We want to study our own communication while working with the children.

Sandhaugen : 3-5 years old

Do we meet boys and girls differently when we are gathered to eat lunch.

- How many positive contacts given to girls and boys?
- How many corrections given to boys and girls?
- How often do we adress the children by their name?
- Observation of 10 children (50/50 girls and boys)

Observations during the meals was registered 3 times.



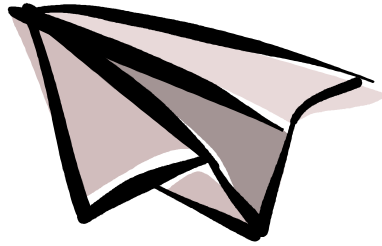
What did we find while eating lunch (3-6years)

- Positive communication: about the same to girls and boys
- Corrections of behavior: boys got more corrections than girls
- Hjelp when they aksed for it: about the same for boys and girls
- Hjelp without asking for it: the boys got more help without asking for it than the girls.
(the 3 yongest children was girls)
- Use of the childrens name:

Both girls and boys heard their name mentioned just the same amount of times. But this varied a lot by where the children where seated next to an adult.

Why?

- Why do we give more help to the boys?
- Do we teach them to need more help than girls?
- Why do we give more corrections to boys?
- Do we believe they need it more than girls?
- Does our negative expectations influence the boys' own expectations and beliefs in themselves?



Observation

Maurtua: 1-3 years old

Do we treat boys and girls different when we make arrangements for playing and how we offer toys to the children?

- Observation: What activities and toys do the children choose to play with in "free- time" innside the barnehage
- Observation: What do adults do (or say) to "help" the children to choose what to play with.
- 7 children of about 2 years of age.
4 boys and 3 girls
We made 10 observations of boys and 10 of girls



What did we find
1-3 years?

- **Motorvihicles:**
girls 13 min (2 reg) - boys 65 min (7 reg)
- **Play with roles in family (and on the farm):**
girls 31 min (9 reg) - boys 51 min (5 reg)
- **Art, drawing / games / jigsawpussle:**
girls 63 min (9 reg) – boys 46 min (4 reg)
- **Physically activities :**
girls 22 min (4 reg) – boys 34 min (7 reg)
- **Observe others – waite:**
girls 70 min (9 reg) – boys 10 min (2 reg)



What did we find? (1 -3-years)

- **Games and construction/ building:**
boys 4 min (1 reg) – girls 4 min (1reg)
- **Music / dance:**
boys 36 min (5 reg) – girls 6 min (1reg)
- **Read books (with/ without adult):**
boys 26 min (3 reg) – girls 15 min (4 reg)
- **Conversation / close contact with adult:**
boys 30 min (1 reg) – girls 30 min (5 reg)



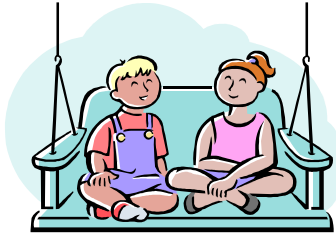


Results – tendencies, Maurtua

- Boys spent more time playing with motorvehicles and also more time dancing /listening to music.
- Girls spent much time waiting / observing. "what to do"
- The girls spent more time playing with making food etc (family activities). And they changed activities more often than boys
- We saw that the children often gathered close to an adult. Therefore it is important in what kind of activities the adults are seated. Reflections about this are important.

Why?

- Why does girls wander about waiting for something to do?
- Do we put girls more "on wait" than boys?
- Do we need to make some changes in how we arrange furniture and toys?



Stories from everyday-life in our barnehage

- The stories and "ahah`s" tells us a lot about our thoughts and traditional believes of what we expect and think are the most normal fore male and female.
- These stories gives us many examples that needs to be discussed and give the workers reflections and new learning. We need to be aware of our own attitude and communication about gender. We also need to know something about what the children themselves think about what it means to be a girl or a boy – or what to expect from a woman or a man.



”ahah`s” !

”mmm...very nice vegetable soup! mmm..” Birk enjoys a second filling with the soup which the children made together with an adult.

Adult:

” yes,- I am sure you can make a soup like this at home together with your mom....

(hmm..- from another adult).... - or together with your dad..!”