

# Wequal

Promoting Social Development

In Early Childhood/Primary

Education Program

## ACTIVITY BOOK



**ÖRAV**

 **Garanti BBVA**

## **Authors**

Cansu Özpir, PhD (Teachers Academy Foundation)  
Zehra Kaplan, PhD (Teachers Academy Foundation)

## **Graphic Design**

Pikan Ajans

Special thanks to Garanti BBVA for their support of the "Promoting Social Development in Early Childhood/Primary Education (Wequal)" program and this publication.

Teachers Academy Foundation-2026

**Telephon:** 0 216 507 11 30

**E-Mail:** info@orav.org.tr

**Address:** Çamçeşme Mahallesi Tersane Caddesi No:15 Pendik/İstanbul, Türkiye 34899

**Website:** <https://www.orav.org.tr>

All rights reserved. No part of this publication may be reproduced or distributed without the written permission of the Teachers Academy Foundation. It may only be used for educational purposes, with reference given.

Dear Colleagues,

As the Teachers Academy Foundation (ÖRAV) and Garanti BBVA, we believe that supporting children's social development during early childhood and primary education lays the foundation for the healthy relationships and social life they will build in the future. With this awareness, we emphasise the importance of learning environments in which children feel safe, valued and free at every opportunity; we wholeheartedly trust in the unique influence of teachers in this process.

Our aim with the **Promoting Social Development in Early Childhood/Primary Education program (Wequal)** is to help children recognise social role patterns at an early age, enable them to question these patterns in a safe and natural way, and support them in seeing differences as an enriching part of life. The activity book prepared within this scope is designed to help our teachers create an equitable, inclusive learning environment in their classrooms where every child can express themselves.

The activities incorporate different learning pathways such as games, art, stories, physical movement, exploration, drama and conversation; they also aim to strengthen family involvement, building a natural and warm bridge between home and school.

### **Before you begin...**

Dear Colleague, if you have already completed the Weequal training, this booklet will be a wonderful guide to enriching the variety of activities in your classroom. If you have not yet taken the training, this resource can serve as an inspiring starting point for you. If you wish to explore the programme in depth and bring the Weequal training to your school, you can find detailed information at <https://www.orav.org.tr/yuz-yuze-egitimlerimiz>

We are delighted to implement the Weequal programme in collaboration with Garanti BBVA and to create a lasting impact in this field with the strong support of our teachers. We extend our heartfelt thanks to all stakeholders who contributed to the preparation of this booklet and to all our teachers who will create value by implementing it.

Let us remember: Every child thrives in an environment where they feel safe, valued, and loved. We hope these activities will inspire your classrooms.

With our best regards,

**Teachers Academy Foundation**

## TEACHER GUIDE

This section has been prepared to guide teachers when implementing the activities.

### 1. Language Use

- Use non-judgmental, clear and inclusive language. (For example: anyone who can or likes to do this, can do it; everyone in this class can express their feelings, anyone can play this game.)
- Gently reframe statements such as 'girls do this, boys do that'. (For example: some people may think that, but there are girls who enjoy playing football too.)
- Make children feel that all their feelings and thoughts are accepted. (For example: it's very valuable that you think differently; there's room for everyone's ideas here.)

### 2. Classroom Environment

- Present toys, books, and materials in a way that is accessible to everyone's interests and use (e.g., there are no 'girls' toys' or 'boys' toys').
- Create a space that supports different interests.

### 3. Discussion Moments

When you hear stereotypical statements, you can use three powerful approaches:

1. **Ask a question:** "Why do you think that might be?"
2. **Give a real-life example:** "Look, there are many successful female athletes who play football."
3. **Offer an alternative:** "Actually, everyone can play any game they want."

### 4. Parent Involvement

Involving families in the activity process ensures that the positive language created in the classroom is supported at home. The family activities included in this booklet are designed so that every family can easily participate.

### 5. Observation Suggestions

During activities, you can monitor the following indicators:

- Self-expression
- Empathy
- Listening to others
- Recognising patterns
- Engagement and participation

## ACTIVITIES

### Activity 1: Me, You and Everyone

**Duration:** 50 minutes

**Objective:** : This activity will support children in:

- Identifying their own basic characteristics (interests, favourite things, feelings).
- Distinguishing similarities and differences with their peers.
- Accepting that differences are natural.
- Developing respect and empathy for differences.

This activity consists of three stages.

#### **Stage 1: Preparing the 'Everything About Me' Visual (20 min)**

**Materials:** Photocopies of Appendix 1 (one for each student)

**Instruction:**

1. The teacher brings a closed bag into the classroom and asks: "What do you think might be inside this bag?"
2. An item is taken out of the bag and the following questions are asked: "Who might use this item?" "Does everyone use this item for the same purpose?"
3. The teacher concludes: "Just like these items, we also have many similar and different characteristics."
4. The teacher distributes the activity sheets to each student.
5. The following explanation is given: "Today we are going to prepare a very special poster about ourselves. This poster will be yours alone!" With the teacher's guidance, the students complete their own mini posters.
6. Once the posters are complete, upbeat music is played in the classroom.
7. Students walk freely around the classroom holding their posters.
8. When the music stops, they pair up with the friend closest to them and share a piece of information from their poster.
9. This sharing is repeated for 3 rounds.

#### **Stage 2: "Similar and Different" Circles (15 min)**

- The teacher draws a large Venn diagram.
- "Similarities" are written or drawn in the overlapping section of the circle, and "differences" are written or drawn in the outer sections.
- Students are asked to give examples based on the poster and sharing. Similarities and differences in the class are discussed. Example: 'Ali and Ayşe like reading books', 'I like dogs, he likes cats'.
- The teacher writes the given examples in the appropriate areas or shows them with symbols.

#### **Stage 3 – Emotion Sharing Circle (10 mins)**

Students form a circle and voluntarily share their thoughts on the following questions:

"What did you find out about yourself or your friends today?"

"Why do you think our differences are beautiful?"

"What did you discover you have in common with one or more of your friends?"

**Closing Statement (teacher) (5 min)**

The teacher concludes the activity with the statement:

“Today we tried to get to know both ourselves and one another. Everyone's interests, feelings, and dreams may be different. We are all equally valuable. Our differences make us special.”

During the activity, the teacher can observe the following points.


Observation	Expected Behaviour / Indicator
Ability to express oneself	Students fill in at least two different headings on their posters and explain these headings to their friend.
Awareness of similarities and differences	Students express the similarities and differences between themselves and their friends in a Venn diagram.
Listening to one's friend	Students make eye contact and listen while another student is speaking.
Positive self-image	Students use self-expressive sentences such as ‘I'm very good at this’ and ‘When I grow up, I want to be...’




Appendix 1: I Poster

EVERYTHING ABOUT ME!

My favourite food:



My birthday:



Things that make me happy:




When I grow up, I want to be:




My favourite animal:




My family:




My favourite song:



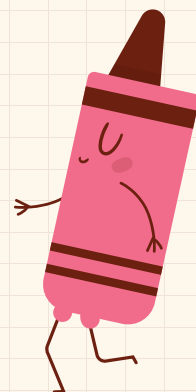

My favourite color:



My favourite film / cartoon:



My favourite book:



## Activity 2: That's Not True!"

**Duration:** 35-40 min.

**Objectives:** This activity will support children in:

- Recognizing commonly used stereotypical expressions in society,
- Questioning generalizations such as "girls can't do" or "boys can't do"
- Understanding that emotions and abilities do not differ based on gender.

**Materials:**

- "Fasa fiso" song,  
[https://www.youtube.com/watch?v=pFX5rfBrIrE&list=RDpFX5rfBrIrE&start\\_radio=1](https://www.youtube.com/watch?v=pFX5rfBrIrE&list=RDpFX5rfBrIrE&start_radio=1)
- Appendix 2 Fasa Fiso cards
- Appendix 3 Curiosity trigger visual

**Instructions:**

1. Children sit in a circle.
2. As a curiosity starter, the teacher shows the picture in Appendix 3 and asks, "What is happening in this picture?" The teacher listens to the children's responses.
3. As a warm-up activity, the "Fasa Fiso" (Nonsense) song is listened to together. To help children catch the song's playful rhythm, it may be played several times. Children are encouraged to join in with the lyrics and keep the rhythm.
4. The class discusses the phrases in the song such as "Girls can't ..." and "Boys can't ..." Questions such as: "Do you think girls can't hammer a nail? Why might people say that?"; "Why do people say boys don't cry? Do they really not cry?"; "What do you think 'fasa fiso' means?" are used to encourage children to rethink common stereotypes.
5. After the group discussion, the activity continues with the Fasa Fiso role-play.
6. A space is cleared in the classroom so that children can stand and act together.
7. Children dance while music is playing. When the music stops, they act out the opposite of the situation shown or read aloud on the card by the teacher. Each time the music stops, one statement is read aloud and the children's role-play is observed.
8. For example, when the statement "Boys don't cry!" is read, only boys pretend to cry; when the statement "Girls don't play football!" is read, only girls pretend to play football. More examples may be added by the teacher. The activity concludes with the teacher emphasizing that girls and boys have equal abilities and emotions.

## Appendix 2. Fasa Fiso Cards



## Appendix 3: Curiosity Trigger Visual



As a teacher, I act as a role model for my students through my equality-oriented attitude and behaviour.

### Activity 3. Emotions have no gender

**Duration:** 30 min.

**Objectives:** This activity will support children in:

- Recognizing that emotions are not determined by being a girl or a boy,
- Understanding that every emotion can be felt by everyone,
- Realizing that emotions are natural and universal for all people.

**Materials:**

- Appendix 4: Curiosity Trigger Visual
- Appendix 5: Emotion Cards

**Instructions:**

1. Children sit in a circle.
2. The teacher shows the curiosity trigger visual in Appendix 5 and asks the following questions: “What might this person be feeling?”, “Do you think this person is a girl or a boy?”
3. The teacher listens to the children’s responses.
4. Emotion cards are placed face down in the center.
5. The teacher invites children to take turns.
6. One child chooses a card (Appendix 4)
7. The child acts out the emotion on the card using only facial expressions and body language, without speaking.
8. The other children are encouraged to guess which emotion is being acted out. It is emphasized that everyone can feel every emotion.
9. The teacher then facilitates a circle discussion using the following questions: “Who do you think can cry?”, “Do you think being a girl or a boy changes the emotions we feel? For example, can everyone feel sadness?”
10. After the discussion, the following message is shared:  
“Emotions have no gender. We can all feel every emotion.”

**Appendix 4: Curiosity Trigger Visual**



Appendix 5: Emotion cards

Happy



Sad



Angry



Afraid



Lonely



Ashamed



Impatient



Joyful



Grateful



Jealous



Affectionate



Anxious



Excited



Surprised



Peaceful



Disappointed



Proud



Trusting




Curious



Brave



An illustration featuring a green, irregularly shaped sign with two blue pushpins at the top left. To the right of the sign, a young boy with dark curly hair, wearing a blue patterned shirt, is smiling and holding a large gold trophy with two stars on it. Below the sign and the boy are two dark blue rectangular shapes, one larger than the other, which appear to be part of the sign's design or a shadow. The background is white with light blue, soft-edged cloud-like shapes at the bottom.

My students know that everyone has feelings, and they want to get along well with others, whether they are similar to them or different from them.

## Activity 4. Equality is everyone's right

**Duration:** 40-45 min.

**Objectives:** This activity will support children in:

- Recognizing that girls and boys have equal rights,
- Developing rights-based thinking skills by distinguishing between fair and unfair situations,
- Building emotional awareness by empathizing with injustices experienced by others.

**Materials:**

- The video: <https://www.youtube.com/watch?v=7n3Sov7Zctk>

**Instructions:**

1. Students sit in a circle in the classroom.
2. The teacher shows a reward-related video to the class.
3. After the video ends, the teacher gives the children a short pause to think about what they watched.
4. The video is then discussed as a whole-group activity.
5. The teacher asks the following questions one by one and listens to the children's responses:

**For Early Childhood Level:**

- What happened in this video?
- Do you think the children did the same task?
- Why do you think some children received fewer gifts?
- Did this seem fair to you? Why or why not?
- How would you feel if you were in this situation?
- Should everyone receive the same reward when they do the same work?
- Can girls and boys do the same tasks?
- What do you think the teacher/person in the video should have done?

**Extended Questions for Primary School Level:** The teacher deepens the discussion with age-appropriate questions:

- Do you think the children's tasks and efforts were equal?
- What do you think about children receiving different rewards only because of their gender?
- How would you feel if you were one of the children who received fewer rewards?
- What should be done in situations like this? How can fairness be ensured?
- Do you think similar situations might happen among adults in society? Where might this occur?
- If someone believed that boys should receive more rewards, what would you say to them?
- Why do you think it is important for everyone to have equal rights?
- What would you do if you witnessed such an unfair situation?
- Follow-up Activity: The teacher gives the following instruction: "If you were to create a fair world, what would it be like?"
- Children are asked to draw a picture representing this world.
- Children who volunteer are encouraged to share and explain their drawings with their classmates.
- The teacher thanks the children for their active participation and displays their work in a visible place in the classroom.



## Activity 5. Our Class Agreement

**Duration:** 30-35 min.

**Objectives:** This activity will support children in:

- Recognizing the rules needed for everyone to feel safe and valued in the classroom,
- Connecting the concepts of rights, responsibilities, and equality to everyday classroom life,
- Expressing their own opinions and participating in shared decision-making,
- Experiencing what it means to be part of an inclusive, equitable, and positive classroom agreement.

### **Yönerge:**

1. Children sit in a circle.
2. A short brainstorming session is held using the following questions:  
“What is an agreement?” “Why do people make agreements?”
3. The teacher connects the discussion to the classroom by asking: “What kind of agreement would help everyone in this class feel safe and have equal rights?”
4. The children’s responses are written by the teacher on a large sheet of paper.
5. Simple drawings or symbols are added next to each item to support children’s understanding.
6. Each item is read aloud to the class, and a class vote is held to agree on a shared classroom agreement.
7. The final version of the agreement is read aloud once more by the teacher.
8. To show that they accept the agreement, all students “sign” it by: leaving a fingerprint using finger paint, or adding their name, a symbol, or a sticker.
9. The completed classroom agreement is displayed in a permanent place where everyone can see it.
10. The teacher concludes the activity with the following message:  
“This agreement belongs to all of us. We will continue to follow it together and remind each other.”

### **What Should a Classroom Agreement Be Like?**

A classroom agreement should;

- Be created together with children.

Instead of presenting ready-made rules, giving children the opportunity to share their own ideas strengthens their sense of participation and ownership.

- Use positive language.

Rather than using “don’t” or “stop” language, the agreement should include positive statements such as “We do,” “We take care,” and “We share.”

- Be short, clear, and easy for everyone to understand.

Early Childhood: 4–6 items

Primary School: 6–8 items

- Be inclusive and equitable.

The emphasis on “everyone” should be strong.

- Be supported with visuals.

Drawings, symbols, and emoji-style visuals help support understanding, especially for young children.

- Include every child’s signature.

Finger paint, stickers, symbols, or names can be used- the key is helping each child feel, “I am part of this.”

- Be displayed in a visible place in the classroom at all times.

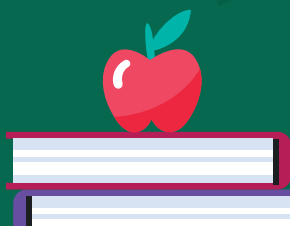
This helps remind children of daily expectations and keeps the agreement alive.

## Our Class Agreement

1. Everyone has a right to speak.  
(Ear icon – listening symbol)
2. We share toys and materials.  
(A Picture of two children sharing a toy)
3. Our games are open to everyone.  
(A Picture of children holding hands)
4. We use kind words.  
(Smiling speech bubble)
5. We respect and celebrate our differences  
(Different facial expressions or colorful hearts)
6. We take care of our classroom together.  
(Broom/storage box visual)

## Our Class Agreement

1. We value everyone's ideas.
2. We listen to each other when speaking.
3. Games and activities are open to everyone.
4. We use our words carefully and respectfully.
5. We share belongings, tasks, and responsibilities fairly.
6. We learn from mistakes and do not judge each other.
7. We respect differences and do not exclude anyone.
8. We take good care of our classroom and classroom belongings.





## Activity 6. Feet Casting Votes

**Duration:** 40-45 min.

**Objectives:** This activity will support children in:

- Recognizing common stereotypes related to girls and boys,
- Questioning gender-based generalizations through the question “Who can do this?”,
- Understanding that interests, professions, and skills are not determined by gender, developing critical thinking skills by expressing their own ideas through movement.

**Materials:**

- 3 pieces of sticky note paper (Draw a picture of a girl on one piece of paper, a boy on the second piece, and both a girl and a boy on the third piece)

**Instructions:**

1. The teacher places sticky notes in three different areas of the classroom that are easily accessible to children.
2. The teacher explains to the students: “In a moment, I will read some statements. For each one, you will walk to the note that you think answers the question, ‘Who can do this?’”
3. To make sure the instructions are clear, the teacher does a short practice round so children become familiar with the locations of the sticky notes.
4. The teacher then reads the following statements aloud:
  - Dancing
  - Cooking
  - Playing with cars
  - Cleaning
  - Being a doctor
  - Being a nurse
  - Liking the color blue
  - Liking the color red
  - Doing sports
  - Being a chef
5. After all statements are completed, the teacher gathers the children back into a circle.
6. A group discussion is held using the following questions:  
“Where do these ideas come from?”, “Where might we have learned ideas like ‘Only girls like the color red!’?” “Do you think these things really belong only to girls or only to boys?”
7. After listening to the children’s ideas, the teacher concludes the activity with the following message:  
“From young ages we hear certain ideas about what girls and boys can or cannot do. These ideas can come from our families, television, games, and the people around us. Both girls and boys can do many things. Everyone gets to choose what they like, and what people like can be different for everyone.”

## Activity 7. "That's Not Okay - Let's Change It!"

**Duration:** 40-45 min.

**Objectives:** This activity will support children in:

- Recognizing discriminatory situations through examples from everyday life,
- Understanding the emotional impact of discrimination on individuals,
- Transforming discriminatory expressions into equitable and inclusive language,
- Proposing peaceful solutions based on rights, empathy, and justice

### **Materials:**

- Appendix 6. Scenario cards.

### **Instructions:**

1. • The children sit in a circle.
2. A short conversation is started with the following question:  
"What comes to your mind when you hear the word discrimination?"
3. After listening to the children's responses, the teacher provides an age-appropriate explanation. The teacher gives a definition of discrimination: "Discrimination means treating someone differently or badly just because of their appearance, gender, language, or another characteristic."
4. To make the concept of discrimination more concrete, the teacher shares short examples:  
Example: Ali does not want to play with Elif because he thinks the game is not suitable for her since she is a girl. → This is discrimination.  
Example: Ali is playing football and Elif also wants to play, but Ali does not give her the ball and says, "Girls can't play football."
5. The teacher then reads the scenario cards one by one.
6. After each scenario, the following questions are asked:  
"Do you think there is something unfair in this situation?"  
"How do you think Elif/Ali might be feeling?"  
"What can we do to change this situation?"  
"Is there another solution that considers everyone's needs?"
7. If desired, the children are invited to draw the emotion felt by one of the characters in the scenario.
8. After the discussion, the teacher rephrases the scenario using inclusive and equitable language and invites the children to suggest alternative sentences:  
Example scenario: Ali is playing football and Elif also wants to play, but Ali does not give her the ball and says, "Girls can't play football."  
What could be done: Ali can share the ball with Elif, because playing games is everyone's right.  
Ali can change his statement to: "Everyone can play football!"
9. • The teacher concludes the activity with the following message:  
"If a behavior or a word excludes someone, we can change it. There are always fairer, more inclusive, and better ways for everyone."

## Appendix 6: Scenario cards

### Scenario 1:

Ayşe and Zeynep are role-playing, and Mert wants to join in, but Zeynep says, 'Boys can't join in role play.'

### Scenario 2:

A new child, Ahmed, has just joined the class. His classmates do not want to play with him and say, 'You cannot play with us because you come from a different country.' Ahmed feels sad and is left alone.

### Scenario 3:

The children want to start role-playing, but Mert stops Elif by saying, 'Girls can't play the hero role.'

### Scenario 4:

Ali, Akif and Sinan are playing tag. Zeynep and Ayşe want to join in the game. However, they are not allowed to play because they are told, 'This is a boys' game; you can't run fast enough.'

### Scenario 5:

Efe says that when he looks at the letters, they always blur together, and this affects his reading speed. The teacher wants to do group work in class and asks the children to form their own groups. Efe goes up to a group and asks, 'Can I work with you?' However, one of the children in the group refuses to accept Efe, saying, 'But you always mix up the letters, you can't work with us. We want to work faster.'



I create a learning environment in which all my students feel comfortable and secure.

## Activity 8. We Are Writing Stories Together (Family-Child Collaborative Activity)

**Duration:** 30 min in class + parent involvement at home

**Objectives:** This activity will support children in:

- Co-creating an equality-themed story together with their families,
- Recognizing biases and developing alternative, more inclusive solutions,
- Combining language skills with inclusive and critical thinking.

**Materials:**

- 'Complete the Story' page (unfinished script), coloured pencils.

**Instruction In class:**

- The teacher reads a short story that is intentionally left unfinished:  
"Zeynep and Mert loved playing basketball together in the playground after school. The weather was sunny, birds were chirping, and the park was full of cheerful sounds. Excited to play their favorite game, they ran toward the basketball court.  
There were three children standing on the court. They were laughing and taking turns shooting the ball into the hoop. When Zeynep and Mert came closer, one of the children stepped forward and stretched out his arms to block their way.  
'You can't come here!' he said.  
Mert asked in surprise, 'Why not?'  
As if he were stating a very important rule, the child replied, 'Only boys can play here! Girls can't play basketball.'  
Zeynep's face suddenly fell. Mert didn't know what to do; the two friends just wanted to play together..."
- The students are then asked:  
"How do you think the story should continue?"
- The children share and create small ideas together in the classroom.

**Parent Involvement Part:**

- The children take the story home.
- Families are asked to do the following:  
"Please continue and complete the story together with your child by writing or drawing. Do you think the characters can find a fair and equality-based solution?"
- The following week, the stories are read in class and a small 'equality stories corner' is created.

## Activity 9. An Alien in Our Classroom!

**Duration:** 15–20 min.

**Objectives:** This activity will support children in:

- Recognizing common gender stereotypes related to girls and boys,
- Developing the understanding that “Everyone can do everything,”
- Expressing their feelings and interests freely and confidently.

### **Materials:**

- A simple “alien” visual (puppet, toy, or picture)
- Object cards (cat, ball, flower, car, etc.)
- Appendix 7. “People Cards”: Images of women and men in different professions (e.g., female football player, male nurse, female scientist, male dancer)

### **Instruction:**

#### *Warm-up: Let’s Meet the Alien*

The teacher brings an alien puppet into the classroom and says:

“This alien has just come to Earth for the first time. It doesn’t know anything! Let’s teach it.”

The teacher shows a few object cards and asks:

“*What is this?*” – children answer, and the alien reacts with surprise.

The alien puppet asks in a curious tone:

“*What is a girl?*” - “*What is a boy?*”

Children’s responses are noted on the board: For early childhood: using simple symbols (e.g., smiley face, ball, heart, book) or drawings. For primary level: using words

#### *Breaking Stereotypes with People Cards*

- The alien puppet shows the People Cards (Appendix 7) to the children (e.g., female firefighter, male cook, female astronaut, male teacher).
- The alien asks:
  - “Is this person a girl or a boy?”
  - “Who can do this job?”
  - “Can only girls dance?”
  - “Are only boys strong?”
- Children’s answers are listened to and discussed together.

#### *Reinforcing the Message*

- The teacher steps out of the alien role and says in a simple and clear way:
  - “Everyone can do everything.
  - Girls can run, and boys can cry.
  - We are all unique!”

The headings “girl” and “boy” on the board are erased and replaced with a large word: “PEOPLE”

#### *Creative Activity*

- Children are invited to do a short drawing activity:
  - “What do I like?”
- Each child draws something they enjoy: a ball, dancing, pink, blue, science, etc.

#### *Note*

This activity provides a gentle opportunity to transform expressions such as “this is for girls” or “this is for boys” into more inclusive and supportive language.

## Appendix 7. People Cards



A weightlifter competing on the world stage, defying those who say 'women aren't strong'.

*Real-life Role Model:  
Female Weightlifter -  
"Şaziye Erdoğan"*



She demonstrated that women can also be successful in combat sports.

*Real-life Role Model:  
Female Taekwondo Athlete -  
"Irem Yaman"*



A pilot who knows how to fly very well. She shows that being in the sky is not about being a woman or a man, but about dreams and hard work.

*Real-life Role Model:  
Female Pilot -  
"Yıldız Eruçman"*



If you think only men can be good chefs, we'd like to introduce you to Chef Refika. She demonstrates that women can also be strong, creative and in leadership positions in professional kitchens.

*Real-life Role Model:  
Female Chef -  
"Refika Birgül Şef"*



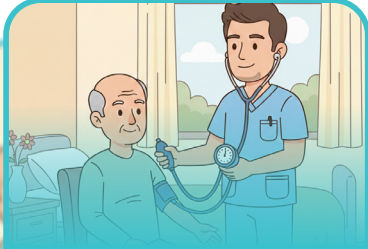
It empowers children interested in ballet and modern dance.

*Real-life Role Model:  
Male Dancer -  
"Ziya Azazi"*



STEM proves that technology and software are for everyone.

*Real-life Role Model:  
Female Computer Engineer -  
"Prof. Dr. Berrin Yanikoğlu"*




One of thousands of male healthcare workers who have broken the stereotype that nursing is a woman's profession.

*Real-life Role Model:  
Male Nurse –  
"Murat Bektaş"*



A designer who breaks the stereotype that 'men are not interested in clothing'.


*Role Models From Everyday Life –  
Male Tailor –  
"Kerem"*



Breaking the stereotype that 'men don't understand children'.

*Role Models From Everyday Life –  
Male Preschool Teacher –  
"Mert"*

This activity was inspired by EqualiTeach. (n.d.). Outside the box: Promoting gender equality & tackling sexual harassment in schools. <https://equaliteach.co.uk/downloads/EqualiTeach-Outside-The-Box.pdf>



As a teacher,  
I reflect my equality-  
oriented perspective  
through the language  
I use.

## Activity 10. FAMILY ACTIVITY: 'A Day in Our House – Who Does What?'

**Duration:** 20–25 min.

**Objectives:** This activity will support children in:

- Visualising daily activities together with a parent or caregiver,
- Recognising that roles at home are shaped by tasks, time, and needs rather than by being “female” or “male,”
- Normalising different family arrangements by comparing their own experiences with those of their peers at school,
- Gently introducing the idea of equality in social roles.

**Materials:**

- Appendix 8: Observation Form for Children

### Implementation of the Activity

#### 1. *Teacher's Message to Families (guidelines to be sent to school)*

- This activity is not an assessment; it is an exercise in seeing the flow of the day through the eyes of children. The aim is to collectively recognise that everyone in the household takes on different tasks at different times.

#### 2. *Home Implementation – 'Three Hours a Day' Drawing*

- The child and parent draw three time periods on the paper together:

*Morning (e.g. 8:00 a.m.)*

*Question: "What is everyone doing at 8 o'clock?"*

*The child draws their own family.*

*Example drawings (without directing or correcting the family):*

- Mother preparing breakfast
- Father getting dressed
- The child getting ready

*There is no judgement here—only observation.*

*Midday (e.g. 12:00 p.m.)*

The child may be at school, while parents may be at work, at home, or doing different activities.

The child draws what they know or have heard from their family.

*Evening (e.g. 6:00 p.m.)*

An evening routine at home is drawn.

For example:

A father may be preparing dinner

A mother may be coming home from work

The child may be playing.

These routines may vary from family to family.

#### 3. *Guiding Questions to Ask the Child at Home (Gentle and Non-Directive)*

Parents/caregivers may ask:

- “Who does what around the house?”
- “Are these tasks only for mothers or fathers, or can everyone do them?”
- “Who do you think can prepare breakfast?”

### School Stage – Teacher’s 10-Minute Reflection Circle

- Children bring their “three time periods” drawings to the classroom.
- The teacher leads a circle discussion using the following questions:

#### Observation Questions

- “Who does what in your home in the morning?”
- “Did you notice anything similar or different in your friends’ homes?”
- “Do all homes have to work in the same way?”

Some children may have working mothers; in some homes, fathers may cook. This variety helps children see and normalise different family structures.

#### Equality Awareness Questions

- “Do you need to be a girl or a boy to do these tasks?”
  - “Can everyone help at home?”
  - “Can fathers cook? Can mothers go to work?”
- (Children will most likely respond, “Of course!”)

#### Teacher’s Closing Message




“Every family has a different way of organising daily life. What we learned today is that tasks do not belong to girls or boys. At home, everyone can contribute in their own way.”

This message highlights equality without blaming families or directing children.

### Appendix 8. Observation Form for Children



## A Day in Our House: Who is Doing What?

	What is Mom doing?	What is Dad doing?	What am I (Child) doing?
 <b>Morning</b> (Starting the day) 🕒 08.00 AM			
 <b>Noon</b> (Middle of the day) 🕒 12.00 PM			
 <b>Evening</b> (Returning home) 🕒 18.00 PM			

Student’s Name and Surname: \_\_\_\_\_

In my classroom,  
I organise educational materials  
in an equitable manner so that  
every child has access to every  
material.











Lined writing area with 28 horizontal lines.

Lined writing area with 25 horizontal blue lines.







---

[www.orav.org.tr](http://www.orav.org.tr) | [www.orav.org.tr/ekampus](http://www.orav.org.tr/ekampus)

[f](#) [@](#) [v](#) [in](#) /ogretmenakademisivakfi

[X](#) /orav2008