



Self-observation grids of gender stereotypes biases

Observation grid

Detailed description of a situation

Institution :

Children's age group :

Date and time :

- Structured activity
- Meal
- Free play
- Caring - nap
- Outdoor activity
- Welcoming
- Meeting

T0

T1



T2

T3

T4

T5

T6



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T7

T8

T9



Codification grid's user guide

After observing the situation, fill in the codification grid. This way of working allows you to visualize results while highlighting the actions' duration. As for the observation grid, fill in the codification grid minute by minute, starting at T0.

Number of children: note, in the appropriate column, the number of boys and girls involved.

Number of educators: indicate, in the appropriate column, the number and gender of the educators involved.

Children's actions: transcribe children's actions (gestures, expressions, use of the material). Who does what? Who says what?

Educators' actions: transcribe educators' actions (gestures, expressions used with children and parents).

Children's denomination: note the names or nicknames that the educator is using to talk to a child (boy or girl).

Interactions educators – children: code the type of interaction according to the following codes, specifying if the adult (M or F) is interacting with a girl (g) or a boy (b):

- The educator is helping the child HEL
- The educator is talking directly to the child (direct solicitation) DSOL
- The educator is talking to the group (group solicitation) GSOL
- The educator answers to the child ANS
- The educator is guiding the child GUID
- The educator is calling a child to order ORD
- The educator is intervening in the child's action INT
- The educator is encouraging the child ENC
- The educator is congratulating the child CONG
- The educator is complimenting the child COMP

Example: "The male educator helps a girl" = H HEL g



Interactions children – educators: code the type of interaction according to the following codes, specifying the educator's and child's gender:

- The child spontaneously speaks SPK
- The child answers the educator ANS
- The child asks the adult for help ASK

Example: "Jane says to Cloe, the educator, 'I don't want to'" = f ANS F

Interactions educators – parents: code the type of interaction according to the following codes, specifying the educators and parents' gender:

- The educator passes on informations to parents INFO
- The educator exchanges with parents about their child XCH
- The educator discusses with parents (beyond work-related things) DIS

Example: "The female educator tells Fanny's parents that she took a long nap" F XCH P

Interactions children – children: code the type of interaction according to the following codes, specifying children's gender:

- The child intrudes in another child's space or game INT
- The child occupies the physical and sound space OCC
- The child "physically assaults" another child (pushes, hits, pulls hair, bites, etc.) PAS
- The child "verbally assaults" another child VAS
- The child gives a command to another child COM
- The child complaints about the attitude of another child CMPL
- Children are playing together PLYT
- The child plays alone PLYA
- Children are talking together TALK
- Children are agreeing together AGR

Example: "Mark goes to the dolls' area, where Lisa and Leah are playing, and throws the clothes on the floor" = b INT 2g

Remarks : note everything you haven't been able to write in the grid and your impressions.



How to use that codification?

ONce you've coded all the behaviors (one table per situation observed), draw tables based on the model below and highlight gender trends (g for girls, b for boys and i for boys and girls). When the behavior touches one or more children of the same gender, it is an intra-gender action, noted g for one or many girls and b for one or many boys. You can then compare the differences between boys and girls.

How to count behaviors?

Here are a few tables that will help you count diverse actions. First of all, take your codification grid to fill in the count tables. Check the right box according to the person and the action involved and add up the check marks.

Interactions between children and educators

In this category of interactions, one or many children talk to the educator. One or many children, of a same or different gender, can interact with the educator. When a girl and a boy speak to the female educator, check the "SPK - i/F" because both children aren't of the same gender. However, if only one girl or many girls speak to the female educator, check the "SPK - g/F".

Children - educators interactions						
	g/F	g/M	b/F	b/M	i/F	i/M
ASK						
SPK						
ANS						



Interactions between educators and children

In this table, educators perform an action towards one or many children of a same or different gender. For example, if a male educator congratulates two boys and a girl, put a check mark in the box intersecting CONG and H/i. If a female educator answers to two girls, check the “ANS - F/g” box.

Educators - children interactions						
	F/g	F/b	F/i	M/g	M/b	M/i
HEL						
DSOL						
GSOL						
ANS						
GUID						
ORD						
INT						
ENC						
CONG						
COMP						



Interactions between educators and parents

In this case, the educator interacts with a mother, a father or with parents. If a male educator discusses with a mother, check the “DIS - M/F” and if a female educator discusses with both parents, check the “EXC - F/P” box.

Educators - parents interactions						
	F/F	F/H	F/P	H/F	H/H	H/P
INFO						
XCH						
DIS						

Interactions between children

For these interactions, two tables are needed. One is for when children interact together and the other is for interactions where one child acts and the other(s) undergo the action. When a girl and two boys agree, check the “AGR - inter” box. However, when a child (boy or girl) plays alone, particular situation as there is only one person involved, the “PLYA - inter” will never be checked.

Children - children interactions			
	intra/g	intra/b	inter
AGR			
PLYT			
TLK			
PLYA			

