

Executive Summary

The methodology material “Nursery schools where there is place for both Peppy-princes and Pirate-princesses” will serve as an “assistant” to teachers before they read the books “On the day when Kārlis was Karlīna” and “On the day when Rūta was Rihards” together with children”. The book and the methodology material are “inseparable”.

The objective of the book is to encourage discussions among children - about what girls do and what boys should do; whether it is OK for girls to play football?; whether boys who would like to try out the “family game” with a pram and pampering a baby should be ashamed of it?; Do all the girls like exclusively pink dresses and all the boys prefer to wear dark clothes?; Are the boys always stronger and faster, and do all the girls like dolls and princesses?

The methodological material and books serve as the source of inspiration for teachers and others working with preschool children where they can learn how to refuse obsolete concepts about the abilities of boys and girls, their skills, the “decent” gender compliant behaviour and to let them be as they are without restricting their possibilities just because they are either boys or girls.

At the same time the methodology material and the book can serve for the teachers’ self-reflexion. Don’t we unconsciously treat boys and girls differently? Are the girls offered to play with technical items or to go and play football, or is it *apriori* assumed that they are not interested in this? Are boys encouraged to try

out also “girls’ plays”; do we provide equal assistance to boys and girls? (dressing, taking away one’s dishes, participation in cooking, etc.).

The final goal is to merge the traditional strict borders of the social roles of genders to open up a wider perspective for children for learning about themselves and the world by opening their true talents and encouraging more comprehensive development.