



# WIDE EDUCATIONAL COMMUNITY TRAINING MODEL

HOW TO APPROACH INEQUALITIES  
THROUGH CHILDREN'S LITERATURE  
FROM AN INTERSECTIONAL  
PERSPECTIVE

## Zoom Out Project

The [Zoom Out project](#) proposes approaching children's literature from an intersectional perspective, with the aim of fostering students' critical thinking about inequalities.

The project's approach is based on an intersectional perspective, that is, it seeks to analyze how different axes of inequality (gender, origin, social class, functional diversity...) intertwine and impact our experiences.

In contrast to the idea of censoring and rewriting the classics, the project advocates working on inequalities through literature as a starting point for maintaining a meaningful conversation with students. Moreover, at the heart of the methodology is the co-creation of educational materials through dialogue between schools, social organizations, educational cooperatives, and universities.

Within the framework of Zoom Out, this **Wide educational community training model** has been developed. This training is designed for members of the wider educational community, including families, librarians, youth workers, cultural mediators, after-school educators, and professionals working in non-formal educational and community settings.

# Needs Assessment

Children's literature plays an important role in shaping children's perceptions of themselves, others, and the world around them. However, adults who engage with children through books and storytelling may not always feel prepared to address issues related to diversity, inequalities, stereotypes, or social inclusion in meaningful and age-appropriate ways. The needs identified for this target group include:

- Understanding how children's literature can both reproduce and challenge social inequalities and stereotypes.
- Developing confidence in facilitating conversations with children about identity, diversity, fairness, and inclusion.
- Acquiring practical strategies to encourage empathy, critical thinking, and respectful dialogue through storytelling and shared reading.
- Learning how to use the Zoom Out resources in family, community, cultural, and non-formal educational contexts.
- Strengthening the capacity to create inclusive, safe, and participatory spaces for children and young people.

# Learning Objectives

By the end of the training, participants will be able to:

- Understand the relevance of intersectionality and social inclusion in children's literature.
- Identify stereotypes, biases, and underrepresented perspectives in literary texts and visual representations.
- Facilitate inclusive and age-appropriate conversations with children about diversity, inequalities, and social issues.
- Use the Zoom Out Handbook, Toolbox, animations, and complementary materials in educational and community-based activities.
- Promote empathy, dialogue, participation, and critical reflection through literature and storytelling.
- Adapt project resources to different audiences, age groups, and community contexts.

# Curriculum Development & Instructional Methods

Whenever possible, participants should receive access to selected project materials 10–15 days before the training, including links to the Handbook, Toolbox, animations, or other relevant resources.

Participants may also be invited to complete a short preparatory activity or questionnaire encouraging them to reflect on:

- books or stories that influenced them as children,
- representations of diversity in children's literature,
- experiences related to inclusion, exclusion, or stereotypes in educational or community settings.

Training spaces should promote participation, openness, and dialogue. Whenever feasible, visual materials from the project, such as posters or illustrations, can be displayed to create an engaging and reflective learning environment.



# Curriculum Development & Instructional Methods

The methodology of the training should prioritise:

- participatory learning,
- collaborative discussion,
- storytelling and shared reading,
- reflection based on personal experiences,
- practical exploration of project resources,
- dialogue across different educational and community perspectives.

The training should remain flexible and adaptable to the needs and backgrounds of participants. Greater emphasis should be placed on interaction, reflection, and practical engagement than on theoretical instruction alone.



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| <p><b>15'</b></p> | <p><u>Welcome and introductions.</u> To introduce the topic of children's literature and personal experiences with reading, participants are invited to briefly present themselves and share:</p> <ul style="list-style-type: none"> <li>• a children's book or literary character they remember,</li> <li>• a story that influenced them,</li> <li>• or a character they particularly liked, disliked, or questioned.</li> </ul> <p>This introductory activity helps create a participatory atmosphere and encourages reflection on the emotional and social impact of literature.</p> <p>Animation 1 "What Is a Book For?" may be used as an opening stimulus to initiate discussion about the social role of children's literature.</p> |
| <p><b>10'</b></p> | <p><u>Introduction to the Zoom Out project.</u> Brief presentation of:</p> <ul style="list-style-type: none"> <li>• the Zoom Out project,</li> <li>• its objectives,</li> <li>• and its approach to intersectionality, inclusion, and children's literature.</li> </ul> <p>Animation 3 "Children's literature &amp; inequalities" may be used to provide an accessible overview of the project and its main ideas.</p>                                                                                                                                                                                                                                                                                                                     |

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|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 20' | <p><u>Children's Literature, Diversity and Intersectionality.</u> This session introduces participants to the relationship between children's literature and social inequalities through accessible and practice-oriented discussion.</p> <p>Topics may include:</p> <ul style="list-style-type: none"> <li>• how stories shape children's perceptions of themselves and others,</li> <li>• stereotypes and representation in books and illustrations,</li> <li>• visible and invisible inequalities,</li> <li>• empathy and critical thinking through storytelling,</li> <li>• diversity in children's experiences and identities.</li> </ul> <p>Animation 2 "You can do it... or not" may be used to introduce intersectionality in an accessible and engaging way.</p> <p>Facilitators should prioritise examples, discussion, and reflection over theoretical explanations.</p> |
| 10' | <p><u>Presentation of the Project Resources.</u> Presentation of the educational and awareness-raising materials developed within the project:</p> <ul style="list-style-type: none"> <li>• <i>From the page to the social context. A guide to approaching inequalities through an intersectional lens, using children's literature</i></li> <li>• <i>Zoom Out Toolbox. Educational resources to approach inequalities through children's literature</i></li> <li>• <i>Promising Practices Collection on children's literature and inequality</i></li> <li>• Animations of the project and the digital annex with complementary educational activities.</li> <li>• Posters from the Awareness Raising Campaign.</li> </ul> <p>Special attention should be given to the adaptability of the resources across different educational, cultural, and community contexts.</p>            |

- 60'** Participatory Exploration of the Resources. This part of the training should focus on active participation and practical engagement with the project materials. Different implementation options may be considered depending on participants' profiles and available time.

**Option A – Guided Reflection and Exchange**

If participants have reviewed materials in advance, they may:

- share one idea, activity, or reflection that they found meaningful,
- discuss how the resources could be used in their own contexts,
- exchange experiences related to children's literature, diversity, and inclusion.

The emphasis should remain on dialogue, exchange of perspectives, and practical applicability.

**Option B – Collaborative Exploration During the Session**

If participants have not received the materials beforehand, time can be allocated for small-group exploration of selected Handbook sections, Toolbox activities, animations, or visual materials.

Participants can then discuss:

- which resources they found most engaging,
- possible challenges in implementation,
- and ways to adapt activities to different children, families, or community environments.
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**Option C – Experiencing the Activities in Practice**

Participants may directly engage in one or more Toolbox activities through role-play, storytelling, collaborative discussion, or creative exercises.

This hands-on approach allows participants to:

- experience the methodology from a child-centred perspective,
- reflect on emotions and group dynamics,
- and explore how inclusive conversations can be facilitated in practice.



# Facilitation principles

Throughout the training, facilitators should aim to create:

- a respectful and inclusive atmosphere,
- opportunities for participation and dialogue,
- space for multiple perspectives and experiences,
- non-judgemental discussion,
- and emotionally safe learning environments.

The role of the facilitator is not to provide definitive answers, but to:

- encourage reflection,
- support dialogue,
- guide critical thinking,
- and promote empathetic and inclusive communication.



# Common challenges and Possible Responses



| Challenge                                               | Possible Response                                                     |
|---------------------------------------------------------|-----------------------------------------------------------------------|
| Fear of addressing sensitive topics incorrectly         | Encourage open dialogue, reflective questioning, and shared learning  |
| Uncertainty about discussing inequalities with children | Use stories and concrete examples as starting points                  |
| Diverse backgrounds and perspectives among participants | Foster respectful listening and multiple viewpoints                   |
| Limited time or non-formal learning settings            | Select shorter activities that can be adapted flexibly                |
| Emotional reactions or discomfort                       | Create supportive spaces and allow time for reflection and discussion |

# Resources

- *From the page to the social context. A guide to approaching inequalities through an intersectional lens, using children's literature* <https://www.zoomoutproject.eu/handbook/>
- *Toolbox. Educational resources to approach inequalities through children's literature* <https://www.zoomoutproject.eu/toolbox/>
- Animation "What is a book for?" [https://youtu.be/Jx\\_somgWNt4?si=D5SFMEnsT5qRdHM2](https://youtu.be/Jx_somgWNt4?si=D5SFMEnsT5qRdHM2)
- Animation "You can do it... or not" <https://youtu.be/pfUHPy5BsFI?si=xm1Mtf6v0gq2lGeT>
- Animation "Children's literature & inequalities" <https://youtu.be/vt631FbDt60?si=OpcY3flfKyACaFhx>
- Illustrated book (available in [Catalan](#), [Euskera](#), Polish & [Spanish](#)).
- Activities to complement animations and illustrated book <https://www.zoomoutproject.eu/animation/>
- *Promising Practices Collection on children's literature and inequality* <https://www.zoomoutproject.eu/promising-practices/>
- Posters to raise awareness on inequalities in school <https://www.zoomoutproject.eu/campaign/>
- Song "Let the Books Be Earthquakes" <https://www.youtube.com/watch?v=5vBtmXUc4f8&list=PL7V3pxljKJfFV22mouioSnzWTrBMjA1b&index=4>



# Assessment & Evaluation

It is important to measure the effectiveness of the training in achieving the learning objectives and making any necessary adjustments for improvement.

Please find below a proposal to be adapted to each context:

Rate each statement from 1 to 5

1 = Strongly disagree | 2 = Disagree | 3 = Neutral | 4 = Agree | 5 = Strongly agree

- **Clarity of content:** The materials and explanations were clear and easy to understand.
- **Practical relevance:** The training content is useful and applicable to my teaching practice.
- **Interest:** I am interested in incorporating intersectionality in my teaching practice.
- **Participation opportunities:** I had enough chances to engage and share experiences.
- **Learning:** My understanding of the concept of intersectionality has increased.
- **Organization:** The structure and management of the training were effective.
- **Timing:** The duration of the sessions was appropriate.
- **Expectations:** The training met my needs and expectations.
- **Overall satisfaction:** I am satisfied with the training overall.

## Open questions:

- What did you like most about this training?
- What did you like least about this training?
- Which topics or areas would you like to explore further in relation to today's training content?
- Do you have any additional comments or suggestions on how we can improve the training?



# zoom out

intersectionality  
and children's books



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