ZOOM OUT intersectionality and children's books

PROMISING PRACTICES COLLECTION

Innovative Approaches to Children's Literature and Intersectionality



Promising Practice Collection
Coordinated by Laboratorium Zmiany
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ZoomOut
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INTRODUCTION

In an increasingly interconnected world, fostering understanding and social justice among diverse communities is more important than ever. This document presents a comprehensive collection of promising practices derived from innovative projects that connect children's literature with the principles of raising awareness of inequalities and, at times, embracing intersectionality. Compiled by the partners of Zoom Out Erasmus+ project https://www.zoomoutproject.eu/, this collection serves as a valuable resource for educators, practitioners, and advocates seeking to enhance their work with children and youth *through* and *in* literature.

Promising practices refer to a set of effective tools and solutions for knowledge transfer and skill development among teachers, educators, and those working with children in formal settings. These practices have been categorized based on areas where they exemplify success and the age groups of children where these solutions have been tested. They are characterized by their innovation, adaptability, and positive outcomes demonstrated in pilot or early-stage implementations.

Children's literature has a unique ability to bridge cultural divides, spark imagination, and promote empathy. By leveraging narratives that reflect diverse experiences and perspectives, this collection encourages a deeper understanding of the complexities surrounding identities, social justice, and community engagement. The practices showcased herein illustrate how effective storytelling can raise awareness of critical issues while fostering a sense of belonging among children from various backgrounds and located in different intersectional social positions.

This collection plays a significant role in the Zoom Out project, which aims to promote social and intercultural competencies, enhance critical thinking, raise awareness of social inclusion and diversity, and develop innovative resources. These actions are grounded in established practices whose effectiveness has been proven in prior projects. To contextualize this collection, it aligns with other results of the project, including the Toolkit and the Handbook, which similarly support the overarching objectives of Zoom Out.

The Toolkit provides innovative, practical resources rooted in children's literature to foster social and intercultural competencies, as well as critical thinking from an intersectional perspective. Additionally, the Handbook develops our approach to understanding literature and inequalities, while also sharing classroom experiences and methodological approaches.

The promising practices outlined in this collection specifically target teachers, pre-service teachers, and educators. These groups have been identified through consultations with stakeholders and analysis of needs within the educational landscape. Highlighting the importance of these practices is essential, as they serve as vital tools in the quest for fostering a holistic understanding of diversity among children. This collection can be utilized in non-formal education settings or to support educational processes, ultimately empowering educators and practitioners to contribute to a more inclusive society.

The commitment to intersectionality is central to this collection, recognizing that individual experiences are shaped by overlapping social identities, such as race, gender, socioeconomic status, and ability. These promising practices show the power of inclusive and responsive approaches that honor the multifaceted reality of each child.

We invite you to explore the practices within this collection, drawing inspiration and insights that will empower your initiatives in connecting children's literature with raising awareness around intersectional issues. Together, we can cultivate a more inclusive and informed generation, equipped to engage with the world around them while promoting social justice.

DESCRIPTION OF CRITERIA FOR SELECTING PRACTICES IN THE COLLECTION

The development of this promising practice collection was guided by criteria that reflect the diverse and intersecting axes of identity and experience. By prioritizing these criteria, the collection aims to address the complexities of children's literature while promoting awareness and understanding of various social issues. The following intersecting axes were crucial in shaping the selection of practices:

Here's the list sorted alphabetically:

1 **AGE / LIFE CYCLES**
Addressing various age groups allows for a comprehensive understanding of developmental stages, ensuring that narratives are appropriate and relatable to different age ranges.

2 **FUNCTIONAL DIVERSITY / DISABILITY**
Including stories that represent individuals with disabilities, these practices challenge stereotypes and promote inclusivity, fostering awareness of different abilities.

3 **GENDER / MALE-FEMALE EQUALITY**
Emphasizing the importance of gender equality, these practices highlight stories that challenge stereotypes and roles and promote an understanding of gender among children.

4 **INTERCULTURALITY / ETHNIC AND RACIAL DIVERSITY / RACISM**
Highlighting the richness of multicultural narratives, these practices address issues of racism and promote a deeper understanding of ethnic and racial diversity.

5 **LGBTIQ / SEXUAL AND GENDER DIVERSITY**
Representing diverse sexual orientations, gender identities and expressions, these practices encourage inclusivity and acceptance, fostering reflection on cisheteronormativity.

6 **MIGRATION / ORIGIN / REFUGEE EXPERIENCES**
Acknowledging the stories of migrants and refugees, this criterion promotes empathy and understanding of differing backgrounds and experiences, essential for a globalized society.

7 **RELIGIOUS DIVERSITY AND DIFFERING BELIEFS**
These practices showcase narratives that honor various belief systems, encouraging open dialogue and respect for differences in beliefs among children.

8 **SOCIAL CLASS / SOCIO-ECONOMIC INEQUALITIES**
These selected practices explore the impact of socio-economic status on children's lives, encouraging discussions about equity and access to opportunities.

Additional themes include stories that cater to various needs, picture books that deconstruct gender stereotypes through diverse narratives, and content focusing on ecology, climate change, and educational stereotypes.
The age group categories further refine the collection, with targeted practices for children aged 6-12 (15 for ages 6-8, 16 for ages 8-10, and 17 for ages 10-12). This criteria seeks to ensure that the narratives not only resonate with the intended audience but also fulfill the educational goal of promoting awareness around intersectional issues.

STRUCTURE OF THE DOCUMENT

The document is organized into a structure that facilitates understanding and engagement with the Promising Practice Collection. Each entry begins by identifying the author or organization responsible for the practice, followed by the Source where additional resources can be found. The Intersecting Axes section highlights the key themes addressed by the practice, ensuring that users can easily identify relevant social issues. Next, a Short Description provides a concise overview of the practice's focus, while the Target Group specifies the intended age range for the narratives. The Objectives section outlines the educational aims of the practice, supporting its integration into learning environments. The Description dives into the details of the practice, explaining how it operates and engages children. Meanwhile, the Results and Impact section summarizes the anticipated outcomes for children participating in the activities. Finally, the Contributions to Critical Thinking and Intersectionality section emphasizes how the practice encourages children to engage with and reflect on complex social themes. This structured approach ensures that each practice not only resonates with children but also effectively supports educational objectives related to intersectional awareness.



ANGELETA'S BIKE

Collection by:
María Alonso and Mireia Riera (Artijoc)
Source/Author:
https://agenciatalaia.com/portfolio/la-bicicleta-de-langeleta/

Intersecting axes:
- Gender / male-female equality
- LGBTIQ / sexual and gender diversity
- Migration / origin / refugee
- Religious diversity and differing beliefs
- Interculturality / ethnic and racial diversity / racism
- Functional diversity / disability
- Social class / socio-economic inequalities
- Age / life cycles / infancy / adolescence / youth / elderly people

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SHORT DESCRIPTION

TARGET GROUP
6-12 years old

It is a mobile library full of stories for children and families. It is a project that wants to bring literature in Catalan to streets and squares, thus getting them back as spaces of cultural transmission. Angeleta's arrival provides a moment of free and communitarian reading.

OBJECTIVES

1. To bring literature in Catalan to streets and squares and get them back as spaces of cultural transmission.
2. To promote free and communitarian reading where children and adults share.
3. To build community in the squares and neighborhoods of towns and cities.
4. To spread stories of community, mutual support and diversity.
5. To open new spaces of discussion where children and adults can read and talk about inequalities and diversity outside the school environment.



DESCRIPTION

La bicicleta de l'Angeleta is a traveling library by bicycle. With the idea of promoting free reading and at the same time offering a careful selection of stories -a good part of which are community and diversity stories-, the bicycle opens the doors of its wardrobe to the streets at an announced time and offers a shared reading time in public places to small children, teenagers and adults.

RESULTS AND IMPACT

- The dissemination of works dealing with diversity that might otherwise never reach the hands of these readers.
- The creation of a safe environment outside the school context where infants can share situations of inequality with the adults who accompany them to the square.
- The creation of an egalitarian space to which any infant passing by on the street can have access to.
- The proposal to use public spaces for community events.

CONTRIBUTIONS TO CRITICAL THINKING AND INTERSECTIONALITY

L'Angeleta Simó, the person after whom the project is named, was a local poet known for narrating the injustices of the postwar period from a critical perspective. The character that inspires the project is, then, an old woman who wrote poetry and raised her voice to speak about injustice, which is an interesting starting point from which to select the stories to be offered in the squares, and also a reference and a model for small readers. The fact that this is an open-air activity in a public space makes it accessible to all people, of all ages and backgrounds, unlike reading activities scheduled in a library, for example, where only a few families are likely to attend. There is also the possibility of taking the bicycle with the selection of stories to a school, for example, to offer diversity readings in the playground at break time.

LINKS

https://agenciatalaia.com/portfolio/la-bicicleta-de-langeleta/

BEE
Boosting gender Equality in Education

Collection by:
Elena Fierli and Sara Marini
(Association Scosse)
Source:
https://www.cospe.org/progetti/61845/bee-boosting-gender-equality-in-education/

Intersecting axes:
- Gender / male-female equality
- Migration / origin / refugee
- Functional diversity / disability

SHORT DESCRIPTION

TARGET GROUP
6-12 years old

The BEE project aims to make the early childhood educational context as inclusive as possible from a gender equity point of view through a training course that involves all the staff who work in that same context.
From an initial training path, we will arrive at a series of operational workshops that will lead to the creation of new and innovative teaching material, the "Gender-tool Kit", through which educational staff will be able to have new tools and new ideas to create with educational itineraries for boys and girls from a gender perspective.

OBJECTIVES

The BEE project aims to enhance gender equity in early childhood education by providing comprehensive training for educational staff. Through workshops and collaborative efforts, participants will develop the "Gender-tool Kit," fostering innovative teaching materials and strategies. This initiative will create inclusive learning environments for children aged 6-12, promoting awareness and understanding of gender issues from an early age.

RESULTS AND IMPACT

The project will produce a set of practical teaching resources that empower educators to incorporate gender perspective in their curricula. Anticipated outcomes include improved inclusivity in classroom settings, greater gender awareness among children, and enhanced critical thinking skills related to gender issues. Ultimately, the BEE project aims to influence educational practices and yield long-lasting change in children's perspectives on gender.

CONTRIBUTIONS TO CRITICAL THINKING AND INTERSECTIONALITY

By emphasizing intersectionality, the BEE project encourages educators and children to explore how various identities (such as race, class, and ability) intersect with gender. This approach fosters critical thinking skills, enabling children to understand and challenge societal norms and biases. The project's focus on diverse perspectives in the educational material will create discussions that promote empathy, resilience, and inclusivity among students, preparing them to navigate a complex world effectively.



BIBLIOBOSC

Collection by:
María Alonso (Artijoc)
Source:
https://bibliobosc.com/es/

Intersecting axes:
Age / life cycles / infancy / adolescence / youth / elderly people

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SHORT DESCRIPTION

TARGET GROUP
6-12 years old

BiblioBosc is an open-air museum and forest library created by bookseller and storyteller Pep Durán, who has over 40 years of experience. Immersed in nature, it combines books, art, storytelling, and imagination in a unique experiential space. The forest becomes a metaphor for life, inviting children and families to explore poetry, essays, narratives, and picture books while engaging in a playful and reflective encounter with literature..

OBJECTIVES

1. To cultivate a sense of wonder and children's natural curiosity through direct experience with nature.
2. To foster an awareness of diversity and respect for all living beings, relating natural diversity to human diversity.
3. To promote self-awareness and emotional well-being through connection with the natural environment.
4. To develop empathy and sensitivity towards nature, viewing the forest as an inclusive and welcoming space.
5. To stimulate observation, critical thinking, and the ability to make connections between the natural world and their own experiences.

DESCRIPTION

The collection of books in the BiblioBosc comes from the private collection of the bookseller Pep Durán and from his more than 40 years of experience as a storyteller and reading promoter.
Over the years, he has acquired the albums he most admired and now makes them available to be read and consulted, forming a small museum.
The most delicate albums are protected in little garden houses and open-air cabinets, where it is difficult for rainwater to enter.
There are also suitcases and chests containing small boxes, musical instruments, stuffed animals, hats... which the storyteller has used in his performances, and which have formed the character of 'Trajinante de cuentos' (Storyteller).

RESULTS AND IMPACT

- Strengthening of each child's sense of identity and self-confidence.
- Development of an inclusive and respectful mindset toward diversity.
- Enhanced awareness of interdependence and ability to work in a team.
- Development of observational skills, critical thinking, and emotional language.
- Deeper emotional and ethical connection to the environment.
- Building a solid foundation for a holistic and intersectional education.

CONTRIBUTIONS TO CRITICAL THINKING AND INTERSECTIONALITY:

Proposals where different bodies are no longer in the classroom or in artificial environments but in a natural environment provide a different experiential starting point where anything that happens can be integrated with much greater openness.
The presentation of alternative places that go out of the standard and offer an unexpected form where a library is no longer a room, nor a building, nor an enclosed place, but a forest, as in this case, open up the universe of *the possible* as a much broader idea within children.
This form of inner growth represents an important contribution to learning to think differently and to imagine creative ways such as those we need to embrace diversity.
The forest appears as a metaphor for life, where anyone can lose himself and find himself again, always among books of poetry, essays, narrative, thought and illustrated albums.

LINKS:

https://bibliobosc.com/es/blog-es/


LLIBRERIA







BOOKOPOLIS

Collection by:
APPh
Source/Author:
https://bookopolis.com/#/

Intersecting axes:
- Gender / male-female equality
- Migration / origin / refugee
- Interculturality / ethnic and racial diversity / racism
- Functional diversity / disability
- Social class / socio-economic inequalities
- LGBTIQ / sexual and gender diversity
- Religious diversity and differing beliefs

SHORT DESCRIPTION

TARGET GROUP
6-12 years old

BOOKOPOLIS - A social network and book discovery tool that nurtures a love of reading in elementary and middle school students.
It's like Goodreads made just for kids. The mission of Bookopolis is to foster a lifelong love of reading for fun for 2nd-8th graders. Bookopolis provides a safe and fun online community where elementary and middle school students can track, share, and celebrate their reading lives as well as discover new books. It's like Goodreads made just for young people with built-in tools for educators and parents.

OBJECTIVES

Bookopolis aims to cultivate a lifelong love of reading among 6-12-year-olds by providing an engaging platform tailored to their interests. We strive to empower young readers to track their reading progress, share book recommendations, and connect with peers in a safe, supportive community. Our goal is to enhance reading comprehension and encourage exploration of diverse genres, ultimately promoting a positive attitude towards reading both in and out of the classroom.

RESULTS AND IMPACT

Since its launch, Bookopolis has successfully engaged thousands of students, leading to a measurable increase in reading frequency among users. Educators report enhanced classroom discussions and improved literacy skills, as students share insights and recommendations. Feedback from parents highlights the enjoyment and motivation induced by the platform, fostering a community that celebrates reading. Our impact is seen in the growing number of students who discover new genres and authors, establishing a foundation for lifelong reading habits.

CONTRIBUTIONS TO CRITICAL THINKING AND INTERSECTIONALITY:

Bookopolis encourages critical thinking by prompting users to analyze and reflect on their reading choices and experiences. Through book discussions, reviews, and recommendations, students learn to articulate their thoughts and perspectives. The platform also promotes intersectionality by featuring a diverse array of books that reflect varied cultures, identities, and experiences, encouraging empathy and understanding among young readers. By engaging with diverse narratives, students can develop a broader worldview, enhancing their critical thinking skills.

COEDUCA

Collection by:
María Alonso and Mireia Riera (Artijoc)
Source/Author:
https://www.diba.cat/web/oel/-/cardedeu-coeducа

Intersecting axes:
- Gender / male-female equality
- Interculturality / ethnic and racial diversity / racism
- Social class / socio-economic inequalities

TARGET GROUP
6-12 years old

SHORT DESCRIPTION

The project aims to contribute to creating a fairer society, with fewer inequalities and violence, developing sensitivity and awareness of the dynamics of gender discrimination, implementing coeducation in all public primary and secondary schools in Cardedeu. For this reason, each school is part of a process of accompaniment and training for all its agents (teachers, families and pupils) that lasts two years and is adapted to the particularities, potential and needs of each one.



OBJECTIVES

1. To promote equality and social justice.
2. To implement coeducation as a prevention strategy.
3. To encourage a positive view of diversity.
4. To generate critical awareness in the educational community.
5. To establish coordination mechanisms for integral coeducation.

DESCRIPTION

The project aims to contribute to creating a fairer society, with fewer inequalities and less violence, by fostering sensitivity and awareness of gender-discrimination dynamics and by implementing coeducation in all public primary and secondary schools in Cardedeu. For this reason, each school is part of a process of accompaniment and training for all its agents (teachers, families and pupils) that lasts two years and is adapted to the particularities, potential and needs of each one. The value of the project lies in its comprehensiveness in two areas: on the one hand, it includes three major areas of social life (cultural, organisational and relational) and, on the other hand, it aims to empower the educational agents that accompany children and young people from 0 to 18 years of age. The project comprises three types of activities:

1. Activities with schools.
2. Community activities, which are carried out after the first year, in which community actions are proposed, open to the whole of Cardedeu.
3. Activities with the Municipal Coeducation Committee. In the second year of the project, the first steps were taken to set up the Municipal Coeducation Committee, with the involvement of the pilot schools, with the aim of starting to work in a coordinated way and establishing the bases for co-educational teamwork.

In the third and fourth year of the project, the group incorporated the rest of the schools and other educational agents in the municipality.



RESULTS AND IMPACT

- The links between families and the team of educators have been strengthened.
- The identification of sexism in stories and tales has led to changes in the use of this material by educators.
- The teaching staff as a whole has undergone a process of personal and professional change with the incorporation of greater awareness of gender relations and dynamics.

CONTRIBUTIONS TO CRITICAL THINKING AND INTERSECTIONALITY

It starts from a broad vision of the idea of gender equality based on the notion of intersectionality, which also includes cultural, sexual and social diversity. The way of working combines the presentation of this theoretical framework with work on the personal dimension. The commitment to coeducation requires individual and group awareness. Therefore, it implies the willingness of a personal review of teachers and teaching staff, as well as of the organisation of the school. From this perspective, we work with multiple tools, such as participatory action research and theatre techniques, and a wide range of participatory and experiential dynamics aimed at raising the awareness of the agents involved.

LINKS

https://www.youtube.com/watch?v=thr4zXvS2mI
https://filalagulla.org/
https://youtu.be/35OJKjLIi-g
https://diarieducacio.cat/educaciolocal/2020/03/05/cardedeu-un-municipi-transversalment-feminista-a-traves-de-la-coeducacio/
https://esberla.coop/que-fem/

DANGER OF ONE STORY
Critical analysis of classic children's literature. Chart to fill and discuss

Collection by:
Karolina Pisz (organization)
Source/Author:
Anna Humanik

Intersecting axes:
- Gender / male-female equality
- LGBTIQ / sexual and gender diversity
- Interculturality / ethnic and racial diversity / racism
- Social class / socio-economic inequalities

SHORT DESCRIPTION
Element of training for preschool and early school education: teachers (global education training series), pedagogy students (preparation to work with bilingual and bicultural children), intercultural assistants (support in working in a multicultural environment at school)

TARGET GROUP
8-12 years old

OBJECTIVES
The workshop aims to enhance critical thinking by engaging participants in thematic analyses of children's literature. Through group discussions on gender stereotypes, social roles, racial representations, and diverse family models, participants will critically evaluate narratives and illustrations. The goal is to foster an understanding of how these texts shape children's views on equality and diversity, promoting a more inclusive perspective for both readers and creators.

DESCRIPTION
During the educational workshop, participants work in thematic groups, analysing the language and illustrations of children's books.
Possible topics:
- girls and boys (gender stereotypes, gender, violence)
- mom and dad (social roles, social inequalities, gender)
- skin colour (racial stereotypes, post-colonial relations)
- diversity (different family models, abilities, disabilities, multiculturalism, etc.)

Each thematic set includes examples of classic, widely read children's literature and selected contemporary books showing a broader, more equal perspective (in terms of narrative, equality language, and illustrations).
Each group receives a set of books and analyses, taking the child's perspective on what the child would learn about this topic if the only source of information were the analysed books.
Sample worksheet below
Discussing the following issues complements the workshop:
- we are all prejudiced: stereotype, prejudice, and discrimination are part of our culture, and we learn them when we learn our native language,
- what is equality language?
- going beyond the mainstream narrative: voices from the Global South,

based on films:
The danger of single story, Chimamanda Ngozi Adichie
Africa for Norway - Radi-Aid
- what is good representation?
- Code of Conduct on Images and Messages

RESULTS AND IMPACT

Participants will gain skills in critical analysis and develop a heightened awareness of representation in children's literature. The workshop will foster discussions about stereotypes and biases, encouraging participants to reflect on their own beliefs and behaviors. By introducing diverse narratives, the initiative aims to empower participants to advocate for inclusive practices in literature and education, ultimately contributing to societal shifts towards equity and acceptance. Increased awareness of intersectionality will enhance community dialogue around discrimination and representation.

CONTRIBUTIONS TO CRITICAL THINKING AND INTERSECTIONALITY

The workshop fosters critical thinking by encouraging participants to deconstruct and analyze language, imagery, and themes in children's literature. Participants confront and challenge existing stereotypes related to gender, race, and family dynamics, promoting a deeper understanding of how narratives shape societal views. By integrating intersectionality, the workshop highlights the interconnectedness of various identities and experiences, prompting participants to consider multiple perspectives. This comprehensive approach cultivates a more nuanced awareness of representation, empowering participants to engage thoughtfully with diverse narratives in literature and beyond.

LINKS

Sample worksheet:
The danger of one story
Check how they displayed roles of mother and father (woman/man) in the attached examples and popular children's books. Consider whether this is a good representation. What does a child learn about what women and men are like and what families can be like?

	One story: a one-sided image, reinforcing stereotypes (fr. *Le Petit Nicolas*, attached lines, other books you know).	**Good representation**: a more complex image, not based on established stereotypes.
What's a mom like? What is the role of a woman?		
What's a dad like? What is the role of a man?		
What are the relationships between them? What does a family look like?		
Provide the titles of other books you know that are free of gender stereotypes		

FIT FOR DIVERSITY

Set of cards to start discussion about intersectional topics

Collection by:
Karolina Pisz (Fundacja Laboratorium Zmiany)
Source/Author:
Deutsch-Polnisches Jugendwerk / Polsko-Niemiecka Współpraca Młodzieży
https://issuu.com/dpjw_pnwm/docs/fit-for-diversity-card-collection-de

Intersecting axes:
- Gender / male-female equality
- LGBTIQ / sexual and gender diversity
- Interculturality / ethnic and racial diversity / racism
- Social class / socio-economic inequalities

SHORT DESCRIPTION

The "Fit for Diversity Card Collection" is a card collection of 39 terms from diversity-conscious education and anti-discrimination work. Short descriptions of the terms in combination with matching illustrations provide basic knowledge on the respective topics.

TARGET GROUP
10-12+ years old

OBJECTIVES

The "Fit for Diversity Card Collection" aims to enhance awareness and understanding of key diversity concepts. By providing accessible definitions and illustrations of 39 terms, it seeks to equip educators, students, and the community with essential knowledge to promote inclusivity and combat discrimination.

DESCRIPTION

This card collection serves as an educational tool, offering concise explanations of diversity-related terms such as intersectionality, privilege, and microaggressions. Each card features an illustrative design that aids in visual learning and retention, making complex ideas more approachable.

RESULTS AND IMPACT

The collection has positively influenced discussions around diversity in educational settings, fostering critical dialogues that challenge biases. Users report increased awareness of intersectionality, enabling more inclusive practices and policies. The initiative cultivates a supportive environment that values diverse perspectives.

CONTRIBUTIONS TO CRITICAL THINKING AND INTERSECTIONALITY

By introducing terms through a visual and interactive format, the collection encourages critical examination of societal structures and individual experiences. It enhances understanding of how various identities intersect, promoting a holistic view of diversity that informs personal and collective actions against discrimination.

G-BOOK

Collection by:
Elena Fierli and Sara Marini
(Association Scosse)
Source/Author:
https://g-book.eu/

Intersecting axes:
- Gender / male-female equality
- LGBTIQ / sexual and gender diversity
- Functional diversity / disability

SHORT DESCRIPTION

TARGET GROUP
6-12 years old

The projects G-BOOK 1 and 2 (Gender Identity: Child Readers and Library Collections and European teens as readers and creators in gender-positive narratives) aim to promote gender positive children's and young adult literature in terms of roles and models, a literature that is open-minded, plural, varied, free from stereotypes, and that encourages respect and diversity. The project originated from the awareness of the crucial role that children's and YA literature plays in the development of children's and teens' gender identity. Studies have demonstrated how young people tend to acquire gender roles presented in the books they read. However, such roles often tend to reinforce gender stereotypes (for example, girls are sweet, submissive, and passive, while boys are brave and rebellious; mothers take care of the family, while fathers go to work, etc.). Although there has been a growing development of a literary production that is aware of gender issues and seeks to challenge them, such production is distributed unevenly among European countries. Moreover, it is often relegated to a sort of 'niche' and does not reach the majority of children and teens.

OBJECTIVES
- Promote access to gender-positive children's and YA literature.
- Increase awareness among educators and librarians about gender stereotypes in books.
- Encourage the integration of diverse, non-stereotypical narratives into school and library collections.
- Foster critical reflection on gender roles among young readers.

RESULTS AND IMPACT
The G-BOOK project aims to foster critical thinking and promote intersectionality by providing access to diverse, gender-positive literature for children aged 6-12. By introducing narratives that challenge traditional gender roles and stereotypes, the initiative encourages young readers to develop a more nuanced understanding of gender identity. Increased awareness and accessibility of varied literature can empower children to reflect on their own identities and those of others, leading to greater respect, understanding, and acceptance of diversity within their communities.

CONTRIBUTIONS TO CRITICAL THINKING AND INTERSECTIONALITY:
The G-BOOK project enhances critical thinking by encouraging young readers to question and analyze gender roles and stereotypes presented in traditional narratives. By exposing children to diverse characters and experiences, it fosters an understanding of intersectionality, highlighting how various identities intersect with gender, such as race, culture, and socioeconomic status. This multifaceted approach promotes empathy and encourages discussions about differences and similarities among individuals, nurturing a more inclusive worldview and empowering children to appreciate diversity in their communities.

GROWING UP WITH VALUES FROM STORYTELLING

Collection by:
Marina Garcia-Castillo and Andrea Gómez Alcaraz (Universitat de Vic-Universitat Central de Catalunya)

Intersecting axes:
- Migration / origin / refugee
- Religious diversity and differing beliefs
- Gender / male-female equality LGBTIQ / sexual and gender

SHORT DESCRIPTION

TARGET GROUP
6-10 years old

The use of stories as a pedagogical strategy will allow the development of necessary learnings for the pupils, starting from imagination and establishing parallelism between fiction and real concepts. Step by step, children will develop their moral sense.
The activities of the project will have, as a starting point, previously selected children's stories that refer to universal values. In each month, a story will be associated with a value, and consequently a theme. The stories, values, and themes will be intertwined with the seasons or festivities common to partner countries. This will be the motto for work planning.
To make this project stronger, more coherent and effective, with meaningful and long-lasting learnings, they foresee the involvement of the educational community, highlighting the fundamental role of families and also directing some of the activities to them.

OBJECTIVES

1. Increasing pupils' self-knowledge so that they can recognize their own feelings, emotions, desires.
2. Providing children with tools for getting to know and respect their peers.
3. Helping children value what they own and discussing the issues of "owning" in contemporary society (consumerism)
4. Working on issues such as loss, frustration, change, discrimination, prejudice, exclusion, and conflict situations.
5. Strengthening pupils' self-esteem.
6. Developing pupils' social and communication skills.
7. Increasing pupils' literacy and interest in reading and writing through children literature.
8. Raising human, upright and just children, citizens of a better future.
9. Increasing the engagement of parents/families in school life.
10. Developing the participating organization's capacity of operating at a transnational level.
11. Exchanging ideas and sharing educational methodologies/practices/tools with partner teachers/staff.

RESULTS AND IMPACT

The project has led to increased parental engagement in school activities related to values education and strengthened cooperation between families and teachers. Participating schools report improvements in students' emotional vocabulary, conflict-resolution skills, and respectful communication. Pupils demonstrate greater empathy, enhanced self-awareness, and a stronger ability to reflect on moral dilemmas. Teachers observe increased reading motivation and improved literacy outcomes linked to the systematic use of value-based storytelling. Overall, the initiative has contributed to a more inclusive and supportive school environment.

CONTRIBUTIONS TO CRITICAL THINKING AND INTERSECTIONALITY:

The project encourages students to critically evaluate their own beliefs and behaviors.
This promotes reflection and moral reasoning, essential aspects of critical thinking.
The use of stories to teach values allows students to develop analytical skills by drawing parallels between fictional narratives and real-life concepts. By integrating diverse experiences such as arts, sports, and digital technologies, the project expands students' worldview, encouraging them to critically engage with different disciplines and think creatively about solutions.
Involving families and focusing on values that cut across various demographics, the project takes an intersectional approach to education. It recognizes that students' identities (e.g., socio-economic status, cultural background) influence their learning

experiences, and adapts accordingly. Exploring these issues, students become more aware of how their identities intersect with societal power dynamics. This understanding of how different social categories (such as race, class, and gender) overlap in shaping experiences is fundamental to intersectionality.

LINKS:
Various outputs and results have been recorded from this project, such as:

- A website: https://valuesfromstorytelling.eu/
- A short film: https://www.youtube.com/watch?v=miyJK1mtp38
- An online booklet of online games: https://www.canva.com/design/DAFF26TrVb0/watch
- A virtual museum of values: https://prezi.com/view/ZGS8Ar3Mg0Aou4aAeejc/
- An ebook

INFO ABOUT PROJECT & PARTNERS
https://www.youtube.com/watch?v=miyJK1mtp38
https://www.canva.com/design/DAFF26TrVb0/watch
https://prezi.com/view/ZGS8Ar3Mg0Aou4aAeejc/

INVISIBLE SPACE - INTERACTIVE EXHIBITION ON DISABILITIES

Collection by:
Alicja Wiśniewska (Fundacja Laboratorium Zmiany)
Source:
https://niewidzialnaprzestrzen.pl/oferta-dla-szkol/

Intersecting axes:
- Gender / male-female equality
- Functional diversity / disability

SHORT DESCRIPTION

TARGET GROUP
10-12 years old

Invisible Space is an interactive exhibition that raises awareness about the needs of people with disabilities. Children and youth have the opportunity to experience the world from the perspective of individuals with disabilities, fostering empathy and understanding. Participants tour the exhibition guided by a blind or visually impaired narrator, enhancing their perception and teaching them the right approach to engaging with people with various disabilities.

OBJECTIVES

The exhibition aims to educate young people on interacting with individuals with disabilities and to develop empathy and social responsibility. It seeks to increase awareness of the daily challenges faced by people with disabilities and to promote inclusion within society. By providing direct experiences, participants learn how to appropriately assist and ensure the safety of those in need while initiating positive change in their surroundings.

DESCRIPTION

Invisible Space offers a unique educational experience led by blind or visually impaired guides. Through the exhibition, young people learn about various aspects of life for individuals with disabilities, fostering understanding and recognition of the challenges their peers may encounter. Interactive elements engage participants, allowing them to grasp the topic of disability through practical experiences rather than just theoretical knowledge.

RESULTS AND IMPACT

The Invisible Space exhibition has contributed to increased awareness among participants regarding the lives of people with disabilities. Attendees demonstrate greater empathy and understanding, and they are better prepared to interact with those who may require support. Post-exhibition surveys indicate a significant improvement in social attitudes and helping skills. The exhibition serves as a platform for ongoing discussions about disability and promotes a more inclusive society.

CONTRIBUTIONS TO CRITICAL THINKING AND INTERSECTIONALITY

Invisible Space prompts questions about how society perceives disability and the place of individuals with disabilities in various social contexts. Participants are encouraged to critically analyze the barriers faced by people with disabilities and reflect on their own attitudes and actions. The exhibition emphasizes the importance of understanding the complexities of experiences among individuals with different disabilities and their impact on social and individual life.

MAGICAL POWER OF STORIES

Collection by:
Marina Garcia-Castillo; Andrea Gómez Alcaraz (Universitat de Vic-Universitat Central de Catalunya)

Source:
https://erasmus-plus.ec.europa.eu/projects/search/details/2019-1-IT02-KA229-062200

Intersecting axes:

- Migration / origin / refugee
- Interculturality / ethnic and racial diversity / racism
- Functional diversity / disability
- Social class / socio-economic inequalities

TARGET GROUP
9-12 years old

OBJECTIVES

Magical power of stories: The key goal is to create a culture of acceptance and respect among different students and involving them in activities related to stories, they will have a chance to obtain values and principles in a non-threatening environment, including intercultural awareness. A collection of stories from European countries, collection of activities for developing interpretative skills (special activities for SEN students), collection of activities and tasks developing critical thinking skills, collection of creative activities starting from stories around Europe (special activities for SEN students), a map of European story characters are some of the project results.

OBJECTIVES

The primary objective is to foster a culture of acceptance and respect among diverse students aged 9-12 by engaging them in storytelling activities from various European cultures. This project aims to develop students' interpretative and critical thinking skills through story-based learning, while also providing a safe space for SEN (Special Educational Needs) students to participate. By exploring intercultural narratives, students will better understand and appreciate diverse perspectives, enhancing social cohesion and promoting empathy.

RESULTS AND IMPACT

The project will result in a rich collection of stories and activities tailored for students, including specific adaptations for SEN learners. Students will exhibit improved interpretative and critical thinking skills, increased intercultural awareness, and a greater appreciation for diversity. The map of European story characters will serve as a visual tool to connect students with various cultures, reinforcing their learning experience. Overall, the initiative aims to leave a lasting impact on students' social interactions and understanding of global citizenship.

CONTRIBUTIONS TO CRITICAL THINKING AND INTERSECTIONALITY

This project enhances critical thinking by encouraging students to analyze, interpret, and discuss diverse stories, recognizing the complexities of different cultures. Through collaborative activities, students will explore intersectional themes such as race, ability, and gender in narratives. This dialogue will promote deeper understanding and respect among peers, ultimately equipping them with the tools to engage thoughtfully with others in their community and beyond. Additionally, the inclusion of SEN students promotes equity and illustrates the value of diverse voices in storytelling.

LINKS

https://www.icsgesualdobufalino.edu.it/erasmus/erasmus-magical-power-of-stories/
https://www.facebook.com/watch/?v=538583536983890
https://www.castelloninformacion.com/vila-real-erasmus-magical-power-of-stories/
https://www.vila-real.es/portal/p_20_contenedor1.jsp?seccion=s_fnot_d4_v1.jsp&contenido=63245&tipo=8&nivel=1400&layout=p_20_contenedor1.jsp&codResi=1&language=es&codMenu=589
https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2019-1-IT02-KA229-062200

MANDRÀGORES

Collection by:
María Alonso and Mireia Riera (Artijoc)
Source:
https://mandragores.cat

Intersecting axes:
- Gender / male-female equality
- Age / life cycles / infancy / adolescence / youth / elderly people

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TARGET GROUP
6-12 years old

SHORT DESCRIPTION

Mandràgores is a cooperative project that was born in 2016 with the aim of contributing to sexual and affective education from a feminist perspective. They carry out this task through participatory and experiential workshops that promote a critical review of sexuality. They also make pedagogical resources and trainings for teachers and educators.

OBJECTIVES

1. To accompany the discovery of the body and sexuality from the point of view of self-knowledge, diversity and pleasure.
2. To develop resources to mediate in group dynamics that are generating violence or discrimination.
3. To talk about sexual and gender diversity, from a positive, empowering and taboo-free perspective.
4. To create spaces of comfort and trust that puts LGBTIQ+ young people in contact with each other.
5. To elaborate alternative proposals and pedagogical material to transform reality.

DESCRIPTION

Les Mandràgores is a local organization located near Barcelona that offers training for educators, children, youth and families on sexuality and diversity. They give workshops and elaborate pedagogical resources to be used in the classroom and also trainings for teachers where there is space to reflect, from an intersectional point of view, about the perception of one's own body, sexuality understood from the recognition of the diversity of desires and desires and pleasure. With their trainings, workshops and materials, the aim is to promote awareness of one's own body and to create spaces of trust where to exchange from respect and care for the community.

RESULTS AND IMPACT

- Awareness of one's own body, desire and pleasure promotes a non-judgmental look at other people's bodies and, therefore, at the diversity that surrounds us.
- The recognition and identification in one's own environment of the diversities that are not seen or are not evident at first sight raises awareness and creates an environment more conducive to openness.
- The creation of the summer school, a proposal open to teachers and educators, from which a culture of critical thinking and review is promoted.

CONTRIBUTIONS TO CRITICAL THINKING AND INTERSECTIONALITY

One of the main contributions of this organization to intersectionality consists in proposing the body as the center of an experiential reflection. Diversities of different types such as functional, racial, sexual, sexual identity or gender, among others, converge in the body. It constitutes, therefore, an open and very significant starting point for approaching critical thinking in an experiential way that can go beyond ideas.
On the other hand, the organization's trajectory has led it to create a summer school project where educators and teachers meet to reflect and make a critical review of the accompaniment offered to infants and young people on sexuality in schools. Through their workshops, they review and give importance to the role that educators, families and referents play in accompanying the sexuality of infants and young people and offer alternative ways to do it in a more critical and conscious way. Several of the people who offer the Mandràgores summer school workshops have an intersectional perspective and approach

the training of teachers from there. The organization has also done a great job compiling bibliographical references on education and sexuality with an intersectional perspective. These resources can be consulted on their website.
Finally, it should be added that the organization promotes debate and joint reflection in the experiential workshops it gives to children, young people and educators.

LINKS
Recommended reading: https://pol-len.cat/llibres/la-diversitat-es-divertida/
Compilation of resources: https://mandragores.cat/recursos/
Summer school: https://mandragores.cat/escola-destiu-2024/







READING WITHOUT STEREOTYPES

Collection by:
Elena Fierli and Sara Marini
(Association Scosse)
Source:
https://www.scosse.org/leggere-senza-stereotipi/

Intersecting axes:
- Gender / male-female equality
- LGBTIQ / sexual and gender diversity
- Migration / origin / refugee
- Interculturality / ethnic and racial diversity / racism
- Functional diversity / disability
- Age / life cycles / infancy / adolescence / youth / elderly people

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TARGET GROUP
6-12 years old

OBJECTIVES

The "Leggere Senza Stereotipi" (Reading without Stereotypes) project, initiated by SCOSSE in 2012, aims to establish an observatory for quality children's publishing. It focuses on curating a bibliographic selection that features imagery free from gender stereotypes. The project encourages children to explore choices, experiences, and dreams in an open-minded manner, fostering the construction of free identities that embrace differences. By highlighting diverse narratives, the initiative seeks to promote understanding of gender relations and the fluidity of roles in society without imposing didactic themes.

DESCRIPTION

Leggere Senza Stereotipi (Reading without Stereotypes) is a project of SCOSSE started in 2012 with the aim of creating an observatory on quality publishing aimed at children and building a constantly updated bibliographic selection, a kind of reasoned catalog that proposes imagery free of gender stereotypes and beyond.
Research on representations that stimulate children to make choices, have experiences, have dreams and ambitions, read the world in an open way, regardless of their gender. Indeed, we think that these books, in the indissoluble interweaving of words and images, play a fundamental task in the construction of free and serene identities, curious about differences. From the pages of the first books comes the definition of gender relations, of relationships between individuals, children first and adults later, of desires and in aspirations, of family models and the division of roles in daily activities and care, in professions and in society.
No pretense of comprehensiveness-but constant attention to new publications and in particular to small independent and project publishing houses-no desire for censorship-but a critical and informed look. A few basic criteria: the high quality of the books, stories, and images, the breaking down of gender and role stereotypes that are not represented in a forced or didactic way (this is why great space is given to "non-themed" books), the accessibility and availability.

RESULTS AND IMPACT

The "Leggere Senza Stereotipi" project has significantly influenced children's literature by promoting titles that challenge traditional gender norms and stereotypes. By enhancing children's critical thinking, the project helps them analyze representations in books and engage with diverse narratives. Its focus on intersectionality encourages children to recognize and appreciate the interconnectedness of various identities, leading to a greater understanding of societal roles and relationships. This initiative fosters inclusive conversations about differences, empowering children to form their own identities while cultivating empathy towards others.

CONTRIBUTIONS TO CRITICAL THINKING AND INTERSECTIONALITY:

The project contributes to critical thinking by prompting children to question societal norms and consider multiple perspectives presented in literature. By emphasizing intersectionality, it encourages young readers to understand how gender intersects with other identities, such as race, culture, and socioeconomic status. This holistic approach not only enriches children's reading experiences but also empowers them to appreciate the complexities of identity and diversity, fostering a more inclusive and empathetic worldview as they navigate their own lives and relationships.

REVISITING FAIRY TALES

Collection by:
Marina Garcia-Castillo; Andrea Gómez Alcaraz (University of Vic)

Source:
https://www.contecharleroi.be/raconte-nous/
https://actus.ulb.be/fr/actus/recherche/caroline-close-revisiter-les-contes-traditionnels

Intersecting axes:

- Gender / male-female equality
- Other: the activity can easily be adapted to include other dimensions, such as age, social class or ethnicity

SHORT DESCRIPTION

TARGET GROUP
6-12 years old

The Raconte & Nous project by Maison du Conte de Charleroi and Caroline Close's revisiter les contes traditionnels both explore storytelling as a powerful medium for cultural and social reflection. While Raconte & Nous features interviews and narratives that highlight diverse voices and heritage through radio, Close's project reimagines classic fairy tales with feminist and activist perspectives, using art as political expression.

OBJECTIVES

The objectives in this projects are:

1. To reflect as a group on the traditional tales of our childhood, exploring why and how they have impacted us.
2. To contextualize these tales, examining their original 17th-19th century versions and how they've evolved, from the Brothers Grimm to Disney.
3. To identify and analyze gendered and sexist stereotypes, focusing on the heroes, plots, and character roles.
4. To propose a reimagining of these tales by challenging or inverting these stereotypes, using three selected stories with female heroines.

DESCRIPTION

In the case of La Maison du Conte, their effort to engage diverse audiences, they have expanded activities to include storytelling events, performances, storytelling walks, workshops, and radio programs. They introduced a series of introductory workshops (3 modules, 8 sessions each), which attract aspiring storytellers and help discover new talent. Additionally, in partnership with ULB and the Faculty of philosophy and social sciences, they developed workshops on writing non-stereotypical stories aimed at both teachers and students. This initiative encourages new ways to explore local heritage and cultural resources.

In the case of Caroline, she developed a podcast that was broadcasted through the radio show "*Raconte&Nous*" with her students, where they reinterpret traditional fairy tales from a gender perspective. Stories such as *Snow White*, *Little Red Riding Hood*, and *The Little Mermaid* are analyzed and retold, challenging the traditional roles and stereotypes often present in these tales. This podcast explores how these narratives can be reshaped to reflect more progressive and inclusive viewpoints, offering critical insight into gender dynamics in storytelling. Future collaborations with La Maison du Conte could include reflections on social class and age (ex. questioning (children's) poverty and how to react to it by reinventing tales such as *Hansel & Gretel*).

RESULTS AND IMPACT

The Contes revisités project has successfully reached diverse audiences through its storytelling events, radio shows, and workshops.

Caroline Close's podcast has had a notable educational impact. Collaborating with ULB students, the project challenges stereotypes, offering modern, inclusive retellings of classics like Snow White and Little Red Riding Hood, promoting critical thought on gender roles. Also, they have been invited by educational organizations to implement in March 2025 sessions with children to (re)create stories that would help understanding why specific women characters have become 'mean' or

'evil' (e.g. the witches and mothers-in-law – that would help develop empathy and pinpoint the untold story of women). Maison du Conte de Charleroi has significantly impacted the cultural landscape, because it has established partnerships with local associations and developed workshops that uncover new storytelling talent. Their initiatives, including a bi-monthly radio show and the upcoming International Festival of Stories, foster community engagement and promote diverse narratives. Collaborating with academic institutions, they also emphasize the importance of non-stereotypical storytelling, enriching the educational experience for both teachers and students.

CONTRIBUTIONS TO CRITICAL THINKING AND INTERSECTIONALITY:
Raconte & Nous show and Caroline Close's Revisiting Traditional Tales contribute significantly to critical thinking and intersectionality. The former fosters discussions on diverse narratives and encourages audiences to analyze societal implications through storytelling. Similarly, Close's project invites participants to explore traditional tales from a gendered perspective, highlighting stereotypes and encouraging dialogue about identity and social norms. Together, these initiatives promote an understanding of how intersecting identities shape narratives and influence audience perceptions, enriching the cultural discourse surrounding storytelling.

CONTRIBUTIONS
Snow White: https://soundcloud.com/buzzrb/raconte-nous-140322
Little Mermaid: https://soundcloud.com/buzzrb/la-petite-sirene-20
Little Red Riding Hood: https://soundcloud.com/buzzrb/le-petit-chaperon-rouge-20

STEP FORWARD

Collection by:
Marija Pavlic (Association Petit Philosophy)
Source/Author:
https://www.petit-philosophy.com/en/ethika-erasmus

Intersecting axes:
- Age / life cycles / infancy / adolescence / youth / elderly people
- Social class / socio-economic inequalities
- Interculturality / ethnic and racial diversity / racism
- Migration / origin / refugee
- Gender / male-female equality

SHORT DESCRIPTION

"Step Forward" is an interactive program designed to foster understanding and empathy towards students with special needs. Participants engage in discussions and activities that highlight various disabilities, fostering a better understanding of inclusivity and diversity within the school environment. It is a part of the Ethika project.

TARGET GROUP
6-12 years old

OBJECTIVES

The program aims to:
1. Raise awareness of different types of special needs.
2. Encourage empathy and understanding among students.
3. Promote discussions on inclusion and support strategies within educational environments.

DESCRIPTION

- Ask pupils if they know what kinds of special needs students may have in schools (e.g., blindness, ADHD, dyslexia, stammering, cerebral palsy, autism, deafness).
- For younger children, read a story about special needs, such as "A Special Kind of Squirrel" by Svetlana Makarovi
- If needed, a teacher can help introduce different groups of special needs.
- Divide the children into 6 groups, each representing a child with a special need and one child with no issues:
- Each group receives a worksheet and discusses whether they can or can't do activities listed on the worksheet as a child with a certain disorder.
- Groups can mark for other needs but will later focus only on their assigned special need.
- Each group chooses one representative.
- The 6 representatives stand in a line, similar to athletes before a competition.
- The teacher reads activities from the worksheet.
- Children step forward if they can do the activity; otherwise, they remain still.

At the end we discuss with all children:
- What can you see? (Why are some children ahead of the others?)
- How do they feel (the first ones, the last ones)? Why do they feel like that?
- Is difference between them good or bad? Can we repair or influence on disabilities, special needs?
- Who should adjust if anybody (a child with special need or the environment)? Why? Should we respect the differences?
- What can we do to make good/better conditions for all children?

RESULTS AND IMPACT

The program effectively enhances participants' understanding of special needs, fostering a climate of empathy and respect. By encouraging dialogue, it helps dismantle stereotypes and promotes inclusivity, making classrooms more supportive for all students.

CONTRIBUTIONS TO CRITICAL THINKING AND INTERSECTIONALITY:
"Step Forward" nurtures critical thinking by prompting students to reflect on the nature of disabilities and their impact on individuals' lives. It emphasizes the importance of equity and the role of the environment in supporting diverse needs, advocating for a collective responsibility towards creating an inclusive society.

LINKS
https://docs.google.com/document/d/17BVSZwK_f6o5LZuqu2q-_C0AJUqu6q3L/edit?usp=sharing&ouid=106596786530994838599&rtpof=true&sd=true



TRACE

Collection by:
Marija Pavlic (Association Petit Philosophy)
Source:
http://www.trace-portal.eu/
https://www.petit-philosophy.com/en/trace

Axes of inequality addressed:
- Interculturality / ethnic and racial diversity / racism

SHORT DESCRIPTION
TRACE is an Erasmus project introducing educators to traditional children's stories from partner countries, fostering cultural exchange and critical thinking through translated literature and engaging workshops.

TARGET GROUP
6-12 years old

OBJECTIVES
The primary objective of this project was to familiarize children with various aspects of European literature and cultures while enhancing their critical thinking skills. By exploring diverse literary works and cultural traditions, children would gain a broader understanding of Europe's rich heritage. Engaging with these texts encourages them to analyze different perspectives and ideas, fostering growth in their analytical abilities. Ultimately, the project aimed to create an enriching educational experience that promotes cultural appreciation and critical thought.

DESCRIPTION
TRACE is an Erasmus project aimed at introducing teachers, educators, and librarians who work with children aged six to twelve to traditional children's stories from partner countries, allowing them to engage indirectly with those cultures. The project involves translating children's literature from partner nations into five European languages and English. Additionally, workshops will be organized for educators to explore creative and innovative methods to encourage children to read, think critically, and delve into their own European cultures through these cherished traditional stories that form an essential part of Europe's cultural heritage. On this platform, you can read the stories and discover a new approach to storytelling.

RESULTS AND IMPACT
Children explore different cultures, gaining new perspectives by reading diverse books, which often leads them to ask questions and seek deeper understanding through curiosity.

CONTRIBUTIONS TO CRITICAL THINKING AND INTERSECTIONALITY
In the TRACE project, contributions to critical thinking occur as children engage with diverse cultural narratives, encouraging them to analyze different perspectives and question assumptions. By reading stories from various European countries, they learn to evaluate viewpoints and understand the complexity of human experiences.

THE WORLD AND ME

Collection by:
Bruno Ćurko (Association Petit philosophy)
Source:
https://drive.google.com/drive/u/2/folders/1hh7gIPyQITUhyIWv9-GZ1YslE7nsgTPN

Intersecting axes:
- Gender / male-female equality
- Migration / origin / refugee
- Religious diversity and differing beliefs
- Interculturality / ethnic and racial diversity / racism
- Functional diversity / disability
- Social class / socio-economic inequalities
- Age / life cycles / infancy / adolescence / youth / elderly people

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SHORT DESCRIPTION

TARGET GROUP
6-10 years old

"The World and Me" is an innovative educational program for primary school students (ages 6-10) in Croatia. This experimental subject empowers children to develop critical thinking by encouraging them to question, evaluate content, and creatively solve challenges. Through workshops focusing on themes like empathy, tolerance, and acceptance, students explore their identities and social engagement, fostering personal development while reflecting on the interconnectedness of their values and the world around them.

OBJECTIVES

The main objective of "The World and Me" is to enhance critical thinking skills in young learners. By guiding students to analyze various perspectives and creatively address challenges, the program aims to cultivate an understanding of intersectionality. Workshops like "Helping Others" and "What is Tolerance" promote empathy and acceptance, allowing learners to navigate their values and their relationship with the world, thereby helping them to become more socially engaged and self-aware individuals.

DESCRIPTION

An example from the new optional subject "The World and Me" included in schools as an experimental program in primary schools in Croatia (first four grades). The subject focuses primarily on developing students' critical thinking skills - by guiding and empowering students to question and evaluate different content, creatively design (new) solutions to numerous challenges, think outside of structures and predetermined frameworks, while promoting personal development and social engagement. The subject "The World and Me" occupies precisely this space and focuses on the individual (the student) who reflects critically on themselves and the world. Its task is to build a bridge between these two worlds - the external (the world of facts) and the internal (the world of values). The author of the lessons is Bruno Ćurko. If the lessons are selected as good practice for the project, we may request them for translation. The examples we send are workshops that incorporate intersectionality. The names of the workshops are: "We are similar and different", "Helping others", "Similarities and differences", "Accepting others and different", "Empathy", "I understand you", "Be yourself", "What is tolerance", " What would the world look like without tolerance", "Prejudice".

RESULTS AND IMPACT

"The World and Me" contributes significantly to students' critical thinking and understanding of intersectionality. By engaging in workshops that foster discussions about empathy, similarities, and differences, children learn to recognize diverse perspectives and challenge prejudices. This approach not only strengthens their cognitive skills but also develops their emotional intelligence, preparing them to interact positively in a diverse society and fostering a more inclusive environment..

CONTRIBUTIONS TO CRITICAL THINKING AND INTERSECTIONALITY:

"The World and Me" enhances critical thinking by encouraging students to question and analyze different viewpoints. Through interactive discussions and creative problem-solving activities, students learn to evaluate information, identify biases, and form their own opinions, developing essential skills for independent thinking and responsible citizenship.

LINKS

https://drive.google.com/drive/folders/1hh7gIPyQITUhyIWv9-GZ1YslE7nsgTPN?usp=share_link

WHAT IS BEAUTY?

Collection by:
Filip Škifić (Association Petit Philosophy)
Source/Author:
https://www.petit-philosophy.com/en/continous-projects

Intersecting axes:
- Gender / male-female equality
- Migration / origin / refugee
- Interculturality / ethnic and racial diversity / racism
- Functional diversity / disability
- Social class / socio-economic inequalities

SHORT DESCRIPTION
Workshop "What is Beauty" from the program "Look in Your Own Thinking." The primary objective of this workshop is to help students and children understand the concept of beauty, explore how beauty standards have evolved over time, and recognize that all individuals are beautiful, regardless of their differences.

TARGET GROUP
9-11 years old

OBJECTIVES
The main goal of the workshop is to show students/children what beauty is, how standards of beauty have changed, and how all people are beautiful regardless of their differences

DESCRIPTION
Using a picture story is an easy way to engage children in the topic of beauty. By presenting them with an illustrated narrative, you can highlight the diverse forms of beauty and emphasize how external standards can change. The pictures can depict various styles, cultures, and situations, encouraging children to reflect on what beauty means to them. This approach helps them recognize beauty in diversity and fosters an acceptance of themselves and others.

RESULTS AND IMPACT
The workshop "What is Beauty" results in an enhanced understanding of beauty as subjective, increased self-awareness, and greater appreciation for diversity. Participants engage in critical reflection on societal beauty standards, improving their critical thinking and empathy. The program also fosters open dialogue, allowing children to express and challenge their views, ultimately contributing to their personal and social development as more accepting and thoughtful individuals.

CONTRIBUTIONS TO CRITICAL THINKING AND INTERSECTIONALITY:
Contributions to critical thinking are notable as participants practice analytical skills by examining images and narratives, encouraging them to reflect on what constitutes beauty and how societal perceptions shape these definitions. Open discussions promote dialogue, allowing children to express their thoughts and challenge preconceived notions, which enhances their ability to articulate and defend their viewpoints. Furthermore, the exploration of various representations of beauty teaches children to consider multiple perspectives and the factors influencing definitions of beauty, including historical context and cultural backgrounds.

LINKS:
To the presentation: https://docs.google.com/presentation/d/1YDjp075ySnLtboxbW2DbGRjPKx3T3Lpn/edit?usp=sharing&ouid=106596786530994838599&rtpof=true&sd=true

Very short of the description of the program "Look in your own thinking"
https://www.petit-philosophy.com/hr/vijesti/pogled-u-vlastito-misljenje-ponovno
https://www.petit-philosophy.com/en/continous-projects

ZOOM OUT intersectionality and children's books

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