

Inclusive school playgrounds

A guide to diagnosis and intervention with
a gender perspective

At Equal Saree, we practice architecture and urbanism from a feminist perspective and with a multidisciplinary focus. The principal objective of our work is to guarantee that all people have the right to the city with the same opportunities.

In 2014 we started an investigative project about inequalities in elementary school playgrounds with the purpose of generating spaces that are based on the principles of equality, inclusion, coexistence, and collaboration.

www.equalsaree.org

We would like to thank our partners who were a part of our team during the creation of this guide.

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Authors

Dafne Saldaña Blasco, Julia Goula Mejón, Helena Cardona Tamayo and Carla Amat Garcia (Equal Saree)

Revision and adaptation of the Special Edition

Dafne Saldaña Blasco, Julia Goula Mejón and Helena Cardona Tamayo

Methodological design and coordination of the investigation

Dafne Saldaña Blasco

Graphic Design

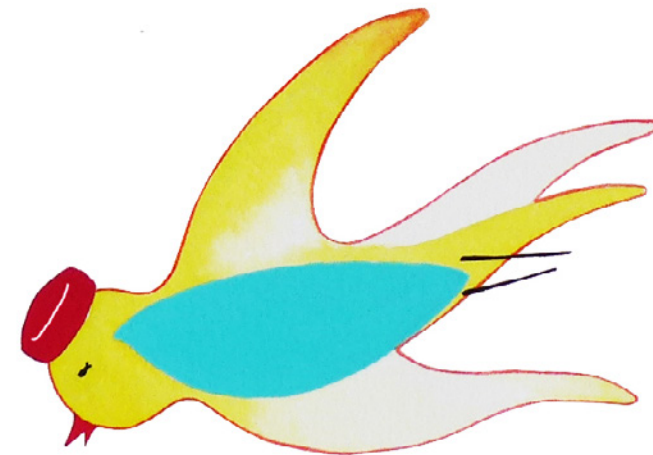
Marc Navarro Vilarrubí

Illustrations

Julia Goula Mejón

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We warmly thank you for trusting us and believing in the project.

Forward

The design of spaces is not neutral. Similar to what happens with any other social construction, the design of spaces is influenced by the values that shape and articulate the society to which we belong. Due to this, spaces reflect the social hierarchy of the genders present in our society. We can also observe this in school playgrounds when applying a “gender lens,” or a co-educational view.

As explained in this guide, “there is a link between the design of spaces, the social construction of gender, and the differentiated spatial education that boys and girls receive.” This means that at their school playgrounds, our girls and our boys will learn a fixed way of positioning themselves within and relating themselves to spaces. If we do not act to change this, what our children learn will be influenced by sexist values that disadvantage girls and promote hegemonic masculinity – through dynamics of gender domination that may be visible to different degrees.

We know that the school playground is one of the first public spaces where our children learn to socialize. With the passage of time, the things that are learned and experienced here will end up being reproduced in the public spaces of adulthood. This is the rationale behind looking at playgrounds to intervene early on.

Considering all of this, I am very pleased to present the following guide that, entitled “Inclusive School Playgrounds”, aims to improve school spaces through analysis and collaborative proposals, as well as through a collective process of reflection, learning, and decision making.

This is about jointly deciding on fundamental aspects that affect childhood, so it is important to have the support and collaboration of the entire educational community – without forgetting to also listen to the voices of students and take into account lived experiences. It is therefore implied that this is a process of reflection and collective learning that, due to its transformative potential, cannot be an external process, nor one conducted by outsiders.

This guide is imbued with the values of collaboration and collective decision-making, and promotes a model that is not closed, but instead is flexible and open. It adapts to each specific case from a place of respect, diversity, and consensus. All of these, as it would be expected, are values traditionally considered feminine and are claimed by feminism as an alternative way of doing things, as opposed to the overbearing and competitive nature of the so-called “toxic masculinity.”

The spatial dimension is still an aspect that is often disregarded when attempting to achieve gender equality in schools. The innovative contribution that this guide makes should therefore be highlighted, and the authors should be commended for this magnificent task.

Let us welcome this guide, designed to be applied in elementary school playgrounds with the aim of creating educational spaces that offer the same opportunities to all girls and boys. This guide will undoubtedly help to complement and enrich all the work that, for a long time, we have been carrying out in Santa Coloma with respect to co-education.

Núria Parlon

Mayor of Santa Coloma de Gramenet

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Note from the authors

There is a link between the design of spaces, the social construction of gender, and the spatial education that children receive. Traditionally, feminine and masculine gender roles are reproduced in a school's play spaces, and there are occurrences of exclusion and undervaluation due to someone's sex, based on sexual stereotypes and the gender hierarchy. The qualities of a space influence how girls and boys use it. In turn, the gender education they receive strengthens segregation in regard to the use of space, and determines their appropriation.

The educational field reproduces patriarchal patterns that shape distinct identities of girls and boys, defining different roles according to gender¹. Among the most influential factors are school spaces and schedules, the relationships that occur at school in all of their diversity and complexity, the inequalities that occur, the school materials, the curriculum taught in classrooms, the expectations of faculty and students, the contents and language of textbooks, games, teacher and family relations, teaching staff meetings, etc. At the spatial level, these determine the location of the school in the larger socio-geographical context, the construction of the building, the management of classrooms, the use and appearance of playgrounds, the lighting, size, and use of common spaces, the vegetation, etc.²

Different studies have shown that, within educational centers, their recreational space is where gender inequalities become more visible and, therefore, are the most appropriate spaces for diagnosis and intervention for gender equality³. So, why focus on these spaces? Classrooms are spaces with more limited uses and more rigid standards. It is on the playground where teachers tend to intervene less and give more freedom to girls and boys. In this way the social and cultural roles are imposed on children more clearly, generating inequalities⁴. Boys usually occupy the central space of the playground and take active roles in play, occupying the space dynamically. Generally, the types of play they choose are invasive. Girls usually stay in corners and peripheral spaces, showing more passive and static attitudes. The type of play generally developed by girls is symbolic play. These guidelines, learned on the playground, condition the way children position themselves in and relate to space, and are reproduced in public space.

One way to avoid this would be through a coeducational school, which is one that educates girls and boys equally instead of differently, rethinking the knowledge and attitudes that are promoted and making sure the gender perspective traverses all content and actions. The coeducational experiences that have taken place thus far

focus on improving aspects of content, such as language and teaching material, as well as teachers' expectations of students. Various works recognize schools as a key place for incorporating ideas and communication on gender, and its convergence with other factors but, in their approaches, they have not taken into consideration the influence of spatial design⁵. Other authors, on the other hand, have studied student strategies of appropriation and control of space, but have not considered gender as a specific element in the creation of inequalities or, although they have perceived that there are differences in the use of different spaces, have not analyzed the causes of inequality⁶. The majority of these studies are based on the perceptions and the criteria of the people who investigate them, and do not take into account the experiences of students or promote the participation of teachers.

Maria Rönnlund (2015) studied the processes of building gender identities on the playground of a Swedish school based on the stories of the boys and girls who participated in the research. According to this study, the different spaces of the playground contribute to the construction of differentiated gender identities, which can be group or individual identities, reaching a conclusion that playgrounds with a greater variety of spaces and elements favor the creations of various expressions of gender identities, compared to playgrounds with a low diversity of spaces.

The association CoeducAcción and some of its members (Marina Subirats, Amparo Tomé, and Anna Carreras) have completed interventions in primary schools and preschools with the aim of ending gender inequalities and gender hierarchies in education. Their work, based on action

“Moving towards equality”

research strategies, focuses on joint collaboration with female and male educators to transform the content of school activities, stereotypes and gender expectations of interactions between teachers and students, and the management of space - especially play spaces. Although their work recognizes that space is a determining factor for the continued sexism in schools, they do not analyze its characteristics in depth or propose qualitative changes to its configuration.

Attempts to quantify the social and psychological aspects of space have led different authors to develop methods for observation, diagnosis, or evaluation of spaces. Gary T. Moore⁷, as well as Paul J. Tranter and Karen Malone⁸, systematized methods of observing children's spaces that related the attitudes and the patterns of boys' and girls' interactions with their location in space and, based on this, they developed systems to assess the quality of these spaces. However, a gender dimension was not taken into account when preparing their proposals. Xavier Bonal (2000) outlined a method to diagnose gender issues in school. Col·lectiu Punt 6⁹ and Equal Saree have developed methods for analyzing the quality of urban spaces and recommendations for improving them from a feminist perspective.

We would like to thank all of the individuals

and groups that, from theory and practice, have paved the way for us. All of the previous examples have inspired us to create this guide.

1 Subirats, Marina (1994). «Conquistar la igualdad: la coeducación hoy». Revista Iberoamericana de educación, 6, 49-78.

2 Tomé, Amparo (2008). Guía de buenas prácticas «Diagnóstico del centro en materia de igualdad entre hombres y mujeres». Vitoria-Gasteiz: Emakunde.

3 Bonal, Xavier (2000). Cambiar la escuela: la coeducación en el patio de juegos. Barcelona: Institut de Ciències de l'Educació, Universitat Autònoma de Barcelona.
Carreras, Anna (2011). La construcció dels gèneres des del bressol: recerca sobre la construcció de les identitats de gènere a la primera infància. Ajuts a la Recerca Francesca Bonnemaison 2011.
Carreras, Anna; Subirats, Marina i Tomé, Amparo (2012). «La construcción de los géneros en la etapa 0-3: primeras exploraciones». A: García, Jorge i Gómez, María Begoña (coord.) Diálogos en la cultura de la paridad: reflexiones sobre feminismo, socialización y poder. Universidad de Santiago de Compostela, 35-56.

4 Rönnlund, Maria (2015). «Schoolyard stories: Processes of gender identity in a "children's place"». Childhood, 22 (1), 85-100.

5 Öhm, Elisabet (2009) «Challenging Sexism? Gender and Ethnicity in the Secondary School», Scandinavian Journal of Educational Research, 53:6, 579-590.
Fuller, Kay (2010). «Talking about gendered headship: how do women and men working in schools conceive and articulate notions of gender?», Journal of Educational Administration and History, 42:4, 363-382.

6 Reh, Sabine; Rabenstein, Kerstin i Fritzsche, Bettina (2011). «Learning spaces without boundaries? Territories, power and how schools regulate learning». Social & Cultural Geography, 12, 83-98.
Dyment, Janet y O'Connell, Timothy S. (2013). «The impact of playground design on play choices and behaviors of pre-school children», Children's Geographies, 11:3, 263-280.

7 Moore, Gary T. (1994). Early Childhood Physical Environment Observation Schedules and Rating

Scales: Preliminary Scales for the Measurement of the Physical Environment of Child Care Centers and Related Environments. Center for Architecture and Urban Planning Research, University of Wisconsin-Milwaukee.

8 Tranter, Paul J. y Malone, Karen (2004). «Geographies of environmental learning: an exploration of children's use of school grounds». Children's Geographies, 2:1, 131-155.

9 Ciocoletto, Adriana y Col·lectiu Punt 6 (2014). Espacios para la vida cotidiana. Auditoria de calidad urbana con perspectiva de género. Barcelona: Comanegra.
Col·lectiu Punt 6 (2014). Dones treballant. Guia de reconeixement urbà amb perspectiva de gènere. Barcelona: Comanegra.

10 Amat et al. (2015) Camina Tamshi. Recomanacions urbanes amb perspectiva de gènere. Barcelona.

Presentation

What is this?

This guide proposes a method for gender equality intervention in recreational spaces, based on the entire educational community's collaborative diagnosis and design, which implies a process of collective reflection and learning. The guide is designed to be applied to elementary school playgrounds, to create educational spaces that offer the same opportunities to everyone. It is not intended to be a closed model, but to offer reference tools which we encourage you to expand on, modify, and adapt to each specific case.

Why was this created?

There is a link between the design of spaces, the social construction of gender, and the differentiated spatial educations that children receive. The way of positioning and relating oneself to space is learned on the playground and then reproduced in public spaces. Therefore, playgrounds are key spaces for gender equality diagnosis and intervention. Although guidelines with recommendations for the design of school spaces exist, these do not include a gender perspective.

On the other hand, we still have few examples where objectives to achieve gender equality in schools took into account the spatial dimension. This guide proposes a methodology for diagnosis

of and intervention in gender equality that focuses on improving spaces based on collaborative analysis and proposal creation.

How was this created?

This guide was created based on the pilot project which took place at the Joan Solans Center for Early Childhood and Primary Education (Centro de Educación Infantil y Primaria, CEIP) in Granollers, Barcelona, during the 2014-2015 academic year. This project was part of an action research coordinated by Dafne Saldaña¹ within the framework of her master's thesis, advised by Anna Ortiz, and with the participation of the teaching staff of the center and the third grade class of the primary school, and with the support of the Granollers City Council.

Who is this for?


The guide can be used by schools, or public administrations responsible for their management, who want to include gender equality as a key objective at their school. It should be taken into account that the method presented is a collective process, and that the participation of trained people or entities will be necessary to cover the different roles that it requires.

How is it used?


The proposed methodology is developed from the completion of a set of activities that are organized in the following sections:

- A. ORGANIZING THE PROJECT
- B. ANALYZING THE PLAYGROUND
- C. GENERATING CRITERIA
- D. PROPOSING IMPROVEMENTS

We recommend that, in order to guarantee a complete process, as many activities as possible from each section are completed. Each activity consists of a technical sheet - with the objective, participants, time commitment, and necessary Supporting material - from a process - in which the steps to be followed are indicated - and, for those activities which require it, a sheet for [Data collection](#) and a corresponding one for [Analysis guidelines](#).

Throughout the guide, after the description of the process for each activity, little birds appear that are facing towards the right side of the page 

which give **useful advice** to carry out the activities.

When an activity requires Supporting material for the [Data collection](#) and/or the subsequent [Analysis guidelines](#), there are little birds looking left  that indicate that this can be downloaded from the **publications section** of www.equalsaree.org. Through this link it is also possible to download the entire guide digitally.

¹ Saldaña, Dafne (2015). El Pati de l'escola en igualtat. Diagnosi i intervenció de gènere als espais d'esbarjo.

“Improving elementary school playgrounds.”

Methodology

This guide puts forth a participatory methodology for the diagnosis of and intervention in gender inequality in recreational spaces, based on a process of reflection and collective learning. The methodology supports the process of transforming playgrounds into educational spaces that offer the same opportunities to all girls and boys. The four sections that compose it are described below and, on the following pages, an outline is included for more clarity.

A. ORGANIZING THE PROJECT is the starting point for the process. In the subsection 1. Launching the project, the Monitoring Committee organizes the project and coordinates the involvement of the educational community. The second subsection 2. Sharing the project then begins and continues throughout the process to bring visibility to the project.

B. ANALYZING THE PLAYGROUND proposes a series of activities to create a participatory diagnosis. On one hand, the activities of subsection 3. Preparing for inquiry serve to raise awareness about gender inequalities that occur in playgrounds. On the other hand, the activities of subsections 4. Observing the playground and 5. Listening to students have the goal of collecting data that,

once analyzed, helps to generate the playground improvement criteria in section C. GENERATING CRITERIA.

C. GENERATING CRITERIA consists of two activities. The subsection 6. Summarizing results helps to classify and summarize the results of subsections 4. Observing the playground and 5. Listening to students which come from the participatory diagnosis based on activities 6.1 Results table and 6.2 Collective map. The subsection 7. Defining strategies offers support when choosing improvement strategies for the playground from the list of recommendations developed specifically for this type of space.

D. PROPOSING IMPROVEMENTS accompanies the process of collaboratively designing playgrounds with the help of the activities from the subsections 8. Creating proposals, and finally, 9. Conveying proposals promotes including a technical document that incorporates graphic documentation and essential technical descriptions to construct playground improvements.



Intervention recommendations for recreational spaces have been prepared by the authors of this guide to improve the quality and organization of playgrounds, in order to reduce the inequalities and hierarchies that they produce.

“Supporting the
process of change”

Organizing the project

1. Launching the project

- 1.1. Participants
- 1.2. Objectives
- 1.3. Study parameters
- 1.4. Supporting material
- 1.5. Schedule

2. Sharing the project

- 2.1 Dissemination of the process
- 2.2 Follow-up meetings
- 2.3 Activities with families

Analyzing the playground

4. Observing the playground

- 4.1. Characteristics of the playground
- 4.2. Areas of the playground and segregation
- 4.3. Route map
- 4.4. Exploration of the environment

3. Preparing for inquiry

- 3.1. Self-reflection questions
- 3.2. Discussion with staff members

5. Listening to students

- 5.1. Questionnaire
- 5.2. Experiential representation
- 5.3. Discussion with students

6. Summerizing results

- 6.1. Results table
- 6.2. Collective map

7. Defining strategies

- 7.1. Drafting strategies

Generating criteria

Proposing improvements

8. Creating proposals

- 8.1. Collaborative design
- 8.2. Collective consensus

9. Conveying proposals

- 9.1. Technical document

A Organizing the project

In this section a series of activities are proposed that help to organize the project and the team. This section provides guidelines to create a process to involve a diverse group of people. It also proposes mechanisms to consolidate and extend the outcomes achieved by the project beyond the elementary school.

1. Launching the project

At this initial stage, define the roles of the people who will participate in the project and organize the schedule of activities. It is important that all people who participate have the same expectations, that the objectives are defined, and that the material that will be needed to develop the project is prepared.

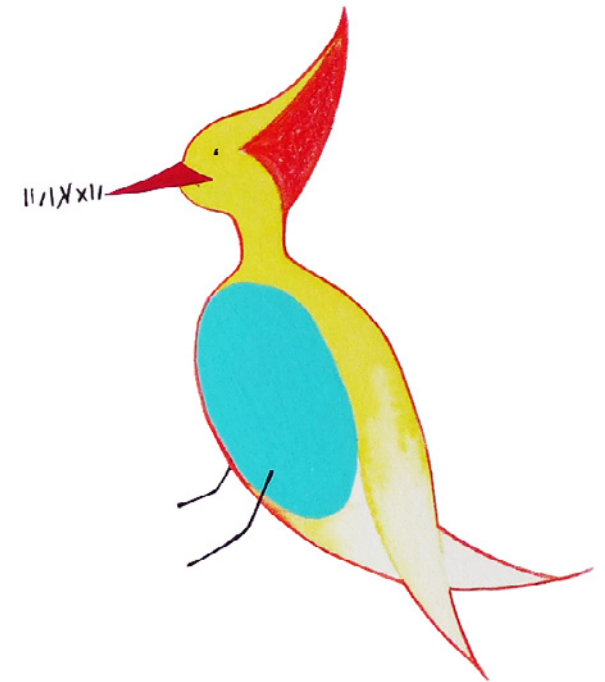
1.1. Participants

1.2. Objectives

1.3. Study parameters

1.4. Supporting material

1.5. Schedule



1.1. Participants

This first step is to form and coordinate the project team. The team will begin a collective process, so it is important that everyone feels comfortable with the role they will perform.

Educational Establishment

This project is focused on the participation of the educational community, since it is a collaborative process of transformation of the use of the playground.

Monitoring Committee MC: The committee coordinates the process and schedules the activities. It maintains contact with the Technical Team in this process, with students, with the rest of the Teaching Staff, and with families. It is recommended that the committee be made up of different people from the educational community (teachers, students, Parent Teacher Associations, coaches, and others).

Participating Teaching Staff T: Teachers partake in the analysis activities and the proposal, forming part of the collective process for raising awareness about the

Technical Team TT

This person or group is responsible for accompanying the collective process and ensuring that the established objectives are met, taking into account gender criteria and providing technical tools for spatial design.

Public Administration PA

If the methodology is applied to a public school, the administration can follow and participate in the process, forming part

Here, the roles that each person will have in the different project stages are established while considering the skills and workload of the team members. These reference models might be useful:

prevention of gender inequalities.

Students S: Students are the protagonists of the process, since it focuses on understanding and acting on their experiences and desires in relation to the inequalities and gender hierarchies present in the use of space. All students of the school can participate, or a selection of students can participate, depending on the size of the meeting space, the total number of students, and the time available to carry out the process.

Families F: Families are part of the collective process for transforming the playground and raising awareness for the prevention of gender inequalities.

This team must have training related to gender studies and the technical knowledge to intervene spatially.

of the tem for follow-up meetings. They know the results and have the ability to act accordingly.

1.2. Objectives

The activities from the methodology have been organized according to the objectives they help achieve. They can be categorized as follows:



Data collection

The object of these activities is to collect information to be able to make a diagnosis in regards to gender equality.



Awareness

These activities aim to promote individual and collective reflection on gender inequalities and provide tools to detect and prevent them.



Actions for change

These are activities that make gender inequalities in spatial use visible, and support progress towards ending them.

1.3. Study parameters

The chosen parameters allow us to analyze and design the spaces from a qualitative point of view, with the aim of creating more inclusive spaces and avoiding gender inequalities.



Diversity

The variety of spaces, and elements that form them. Diversity encourages a more equal distribution and use of playgrounds.



Flexibility

The ability of a space or an element of the space to adapt to different situations and uses. Flexibility enables the development of activities that are less stereotyped and less segregated in regards to gender.



Interrelation

The relationship that is established between two or more elements or spaces (in terms of distances, visibility, intermediate spaces, etc.). If this is adequate enough, it prevents the establishment of hierarchies and/or privileges and prevents certain activities from interfering with others.



Comfort

the characteristics of spaces and elements that influence the well-being of people who use them. Comfort increases the physical and psychological well-being of people, reinforcing the importance of care values.



Representation

Recognition, real and symbolic visibility, and equal participation in the decision-making for all people who form the educational community. If representation is egalitarian, it promotes non-sexist values and behaviors that are reflected in the use of spaces.

1.4. Supporting material

To implement the diagnosis process, we will need two types of Supporting material:

1. Material que incluye esta guía: pautas y tablas para desarrollar las actividades de los diferentes apartados B.ANALYZING THE PLAYGROUND, C.GENERATING CRITERIA, D.PROPOSING IMPROVEMENTS

2.The specific material of each education center: technical plans, photographs of the playground, or whatever else each school would need to carry out its project.




1.5. Schedule

To facilitate the coordination of this process, we follow a schedule that has the different activities, dates chosen according to the availability of everyone involved, and spaces and materials that we will need.

The Monitoring Committee and the Technical Team will meet to schedule the different stages of the process and the activities that will take place in each stage. They prepare a calendar with the name of the activities, the dates chosen, and the

people participating in each activity. The calendar is displayed in a visible place at the school so that everyone can see the program. It should also be kept in mind that activities which involve student participation can become part of the academic program.

To help with organization, the following table can be used:

Subsections	Activities	Objectives	Participants	N° sessions	T sessions	Date
2 Sharing the project	2.1. Dissemination of the Process		MC	according to the school's criteria		...
	2.2. Follow-up meetings	 	MC ET (AP)	3	1h	...
	2.3. Activities with families	 	MC ET F	1	1h 30min	...
3 Preparing for inquiry	3.1. Self-reflection questions		T	1	30min	...
	3.2. Discussion with staff members		MC T ET	1	1h	...
4 Observing the playground	4.1. Characteristics of the playground		MC S	1	1	1h ...
	4.2. Areas of the playground and segregation	 D	MC	5	recess time	...
		 A	MC	1	1h	...
	4.3. Route map	 D	MC	10	recess time	...
		 A	MC	1	1h	...
5 Listening to students	5.1. Questionnaire	 D	S	1	1h	...
		 A	MC T	1	3h	...
	5.2. Experiential representation	 D	S	3	1h 30min	...
		 A	MC T	1	2h	...
	5.3. Discussion with students		S	1	1h 30min	...
6 Summarizing results	6.1. Results table		MC TT	1	1h	...
	6.2. Collective map		MC S T TT	1	2h	...
7 Defining strategies	7.1. Drafting strategies		MC TT	1	2h	...
8 Creating proposals	8.1. Collaborative design		S	4	1h 30min	...
	8.2. Collective consensus		MC S T TT	1	2h	...
9 Conveying proposals	9.1. Technical Document		MC TT	according to the intervention		...

D Data collection A Analysis guidelines

2. Sharing the project

A

Here we bring visibility to the project and enhance its extension to the entire educational community by proposing awareness-raising and outreach activities.

2.1 Dissemination of the process

2.2 Follow-up meetings

2.3 Activities with families



2.1. Dissemination of the process

“Communicating
the project.”

Overview

Objectives



Actions for Change

Ensure that all people with a relationship to the school (families, teachers, students, etc.) can learn about the project, follow the process, and hear about the opportunities to participate in the various activities.

Participants

MC Monitoring Committee

Supporting material

-

Time commitment

According to school criteria

Process

1. Detect the different dissemination channels used by the school to share planned activities and communicate with families. Use the channels that allow you to reach as many people as possible in a fast and easy way.

2. At the beginning of the process, deliver an open presentation to the families, teachers, and students (whether or not they are participating) with the objectives of the project, the activities that will take place, and the different people who will participate in it.

3. Disseminate each of the activities, sharing their development and initial results.

4. Present the final proposals and thank all the participants for their involvement in the process.



We recommend that the school's blog or website be used for dissemination, regularly publishing updates.

The final presentation can be organized as a fun event where all participants can share their experiences and lessons learned.

2.2. Follow-up meetings

“Sharing,
debating, and
evaluating the
process.”

Overview

Objectives



Awareness



Actions for change

Coordinate the process of participatory diagnosis and collaborative design, monitor the development of activities, share and discuss the results, and compare the degree of satisfaction of the different agents involved with their initial expectations.

Participants

CS Monitoring Committee

TT Technical Team

PA Public Administration (if required)

Supporting material

-

Time commitment

3 sessions

1h per sessions

Process

1. We recommend that at least **3 follow-up meetings** be held throughout the process: one at the beginning, one after the analysis phase, and one after the proposals have been made.

2. In the initial meeting, the objectives for completing the participatory diagnosis and collaborative design will be shared, the role of each of the agents involved will be defined, and a schedule for the activities will be established. This meeting is held prior to the start of activities.

3. The midway meeting serves to share the development of the activities that took place and verify that objectives are being met. The Monitoring Committee will explain how the different activities have been developed, what the most relevant results are so far, and the challenges or accomplishments along the way. The Technical Team will address any questions and give advice on how to continue the project. If necessary, appropriate changes are made to keep

the process on track and achieve the desired objectives. After each meeting, the information is shared with the rest of the Teaching Staff and the participating Students. These meetings can be held both during the participatory diagnosis process and during the collaborative design process.

4. Once the participatory diagnosis process is finished, the results are shared and the strengths and challenges are highlighted. The subsection **6.1 Results table** is jointly completed and it is now time to make decisions about what is introduced to the playground using section **C. GENERATING CRITERIA**.

5. At the end of the project, once proposals for improvement have been made, an agreement is reached, using the collaborative design process, on how the agreed upon changes will be put into place and become effective.



Meet in a familiar space, such as one of the school's classrooms, where everyone feels comfortable. Avoid spaces that are too formal or institutional.

2.3. Activities with families

“Involving families as active agents in the prevention of inequalities.”

Overview

Objectives



Awareness



Actions for Change

Incentivize or promote the involvement of families in the process and provide tools to detect sexism in everyday relationships with their daughters and sons. It is suggested that you create a working session that organizes continuous participation from families in the process.

Participants

MC Monitoring Committee

F Families

TT Technical Team

Supporting material

Projector

Time commitment

1 session

1h30min per session

Process

1. Organize a working session of approximately **1h30min**. Explain the objectives of the meeting and of the process that is being developed at the school. Encourage debate by asking for the opinions of the different people involved.

2. Raise awareness of gender inequalities by providing examples of sexism that may take place in the everyday interactions of boys and girls outside of school. Use photographs, images, or schemes as support to exemplify different situations.

3. Agree to, if families are willing to participate, conducting weekly or biweekly activities with their daughters or sons. Some examples of activities are:

- Every family member teaches the child a game from their childhood. In class, each

child explains some of the games to the rest of their classmates and some of these can be put into practice on the playground.

- Go to the library and choose a non-sexist story. Then each child can explain what the story they read is about to the class.

- Make a list with 5 gender inequalities that occur in the family realm and 5 proposals to avoid them.

4. Throughout the project convene meetings with families to share and discuss the most recent results.



Set the work session schedule while keeping in mind that it should facilitate the participation of everyone and, if possible, offer childcare services or a playground. Have a team to project photographs, images, or diagrams.

B Analizing the playground

This section proposes a series of activities to create the participatory diagnosis of the playground. The activities are intended to meet different objectives in relation to data collection and increasing participant awareness. They have been designed keeping in mind the various people involved in the project and, therefore, try to create comfortable environments that encourage equal participation.

3. Preparing for inquiry

We become aware of the different problems that occur on the playground and prepare ourselves for the transformation process. Teachers' perceptions about gender inequalities at recess are analyzed, their abilities for detecting situations of gender hierarchy and/or gender violence are compared, and strategies to prevent them are shared.

3.1. Self-reflection questions

3.2. Discussion with staff members



3.1 Self-reflection questions

“Reflecting on the perceptions of inequalities and identifying strategies to prevent them.”

Overview

Objectives



Awareness

This activity is intended to have us reflect, as teachers, on our perceptions of conflicts and gender inequalities among students, and to identify strategies to solve and prevent them.

Participants

TS Teaching Staff

Supporting material

Increased Awareness: List of Questions
[Q_3.1. Self-reflection questions](#)

Time commitment

1 session

30min per session

Process

1. The activity proposes a list of questions that you can reflect on for approximately **30min**. The questions proposed in [Q_3.1. Self-reflection questions](#) can be used, but you can also create new questions to adapt them to the school's specific context.

2. All teachers will answer the questions individually.

3. Take written notes so that everything is recorded and shared in activity [3.2. Discussion with staff members](#).



We recommend that everyone answer questions honestly. This section is about identifying sexist behaviors that we reproduce unconsciously, in order to be able to change them.

Increasing awareness

IA_3.1. Self-reflection questions



1. Do you notice differences in girls' and boys' play? Do they play together?
2. At recess, do they occupy different places? Why do you think this happens?
3. Do you think playground elements (benches, courts, trees, balls, hopscotch, etc.) influence a differentiated use of space by boys and girls?
4. Do you spend time thinking about the upkeep and beautification of spaces: the playground, hallways, or classrooms? How do you put this into practice? Do you think you spend more or less time than the rest of the teaching staff doing this? Do you think that gender is related to the more or less time teachers spend on this?
5. When you have to monitor the playground, do you participate in play or other student activities? Do other teachers also do so? Do you think teachers participate differently depending on their gender?
6. Do you make an effort to establish good relationships with families? What strategies do you use to involve them? Do fathers and mothers equally get involved in school activities?
7. Have you ever worked on gender equality at the school? And on the playground? How did you do it? Did you follow specific criteria? What results and changes did you observe?
8. What types of conflict occur on the playground more often? Do you think they have to do with gender?
9. Which conflicts do you think are a priority to resolve?
10. What adjectives do you use most often to describe girls? And boys? Are they the same?
11. What are the skills you consider most notable in a male student? And a female student? Are they the same?
12. Do you think that girls and boys naturally behave differently?
13. Do you think girls and boys are naturally better at certain activities?

3.2. Discussion with staff members

“Becoming
aware of gender
inequalities
and their
manifestations on
playgrounds.”

Overview

Objectives

Awareness

The objective of this activity is to increase awareness among teachers about gender inequalities and their manifestations on playgrounds, while sharing the perceptions and prevention strategies of educators.

Participants

MC Monitoring committee
TS Teaching Staff
TT Technical Team

Supporting Material

Increasing Awareness:
Guidelines for [Q_3.2. Discussion with Staff Members](#)

Time Commitment

1 session
1h per session

Process

1. Organize the discussion so it lasts approximately **1h**. The Technical Team could be responsible for moderating the debate. In the section [Q_3.2. Discussion with staff members](#) you will find some general guidelines for discussion, although these should be adapted to the context of the school.

2. In the discussion everyone will collectively reflect on activity [3.1 Self-reflection questions](#).



We recommend that you have the support of someone technical who is not a part of the educational community to streamline the activity.

Increasing awareness

IA_3.2. Discussion with staff members

We call things in to question to identify the degree of awareness and the ability of teachers to recognize gender inequalities and their impact on the use of space. We can start by asking the question “What do we think when we hear the term ‘gender inequality’?”

As the discussion progresses, focus on the issues that are most interesting to work on or those that create the most conflict. When discussing everyday situations on the playground or examples of inequality in the use of space (for example, boys occupying the center of the playground and girls occupying the periphery) and strategies to solve them, observe whether there are beliefs or attitudes that need to be worked on, such as cultural prejudice, values, and gender stereotypes or naturalization of gender differences. It is also interesting to see relationships that occur between different people during discussion: if anyone is complicit, interrupts, talks over others, etc.

In their discussion, see if the teaching staff reproduces:

Behavior that promotes inequality between men and women

1. Are there differences between the answers of male teachers and female teachers?
2. Has there been any conflict in the staff discussion?
3. Has anyone monopolized the discussion or frequently interrupts others?
4. Do you think this has to do with gender?

Cultural prejudice and/or Eurocentrism

5. Are some cultures considered more or less sexist than others?
6. Are there assumed differences between students who come from families of various cultures or geographical location?

Social values and gender stereotypes

7. Are there inconsistent adjectives used to define girls and boys? (For example: girls are calm and boys are aggressive).
8. Are some qualities valued over others in students?
9. Do these qualities vary depending on the gender of the student?
10. Is there something that takes priority when it comes to resolving conflicts?
11. Is more time devoted to students of a particular gender?
12. Do the issues that are most talked about have to do with conflicts that involve physical violence?
13. Do they have to do with students of a particular gender?

Naturalization of gender differences

14. Are different behaviors naturally associated with boys and girls? (For example: girls are quieter and more organized; boys like to play sports and have less of an ability to draw or be crafty)

4. Observing the playground

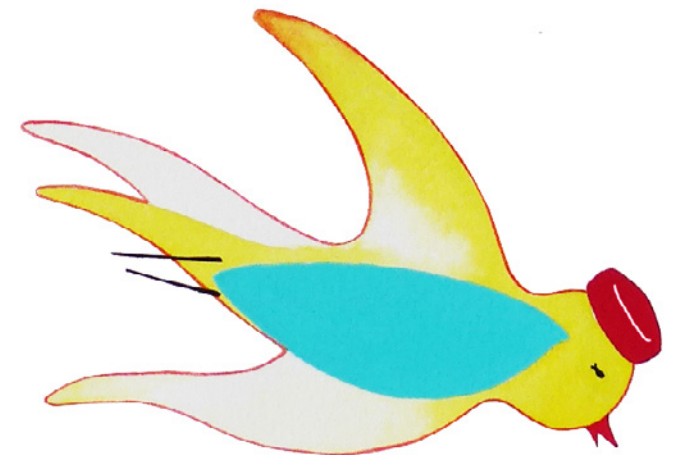
Observe the physical characteristics of the recreational space to reflect on its arrangement, its uses, and its different elements. Collect information about the use of space, activities, behavior patterns according to gender, their relationship with the different elements, and their characteristics. For the results to be relevant, it will be necessary to repeat several times, depending on the size of the playground and the number of participating students.

4.1. Characteristics of the playground

4.2. Areas of the playground and segregation

4.3. Route map

4.4. Exploration of the environment



4.1. Characteristics of the playground

“Getting to know the configuration, distribution, and assigned uses of the playground.”

Overview

Objectives

Data collection

This activity focuses on observing the physical characteristics of the playground. It allows us to familiarize ourselves with the organization of the recreational space and reflect on its layout and assigned uses.

Participants

MC Monitoring Committee
S Students

Supporting material

Data Collection:
List of Questions [D_4.1. Characteristics of the Playground](#)

Time commitment

1 session MS and **1** session A
1h per session

Process

1. The first step is for the Monitoring Committee to make a detailed observation of the playground and its surroundings, and answer the list of questions [D_4.1. Characteristics of the playground](#) about spaces and their elements.

2. We also suggest that Students carry out the same playground observation using the questions [D_4.1. Characteristics of the playground](#), with the purpose of including a new perspective of the recreational space. In this case, different dynamics can be proposed to adapt the activity according to the students' abilities, such as asking questions in the form of conversation or conducting playground explorations in groups according to the 5 study parameters.

3. In both cases the estimated time is **1 hour**.

4. The Monitoring Committee analyzes the observation responses through the parameters of **D diversity**, **F flexibility**, **I interrelation**, **C comfort** and **R representation**.



When should you do this? It can be done anytime, since the presence of students on the playground is not necessary.

List of questions

D_4.1. Characteristics of the playground



B

D Diversity

Are there spaces and/or elements:

- | | |
|--|----------|
| 1. to define different areas? | YES / NO |
| 2. for team play? | YES / NO |
| 3. for resting or waiting? | YES / NO |
| 4. for imaginative, symbolic, or individual play? | YES / NO |
| 5. with different flooring, textures, and colors? | YES / NO |
| 6. adapted to the different ages and physical abilities of the boys and girls at the school? | YES/ NO |

F Flexibility

Are there spaces and/or elements that:

- | | |
|---|----------|
| 7. can be used in versatile ways? | YES / NO |
| 8. allow girls and boys of different ages and/or different physical abilities to simultaneous play? | YES / NO |
| 9. can be moved and/or can occupy different areas of the playground? | YES / NO |
| 10. can be moved and/or modified by boys and girls? | YES / NO |
| 11. can serve as a meeting place for a large group of people (for example, to host celebrations, meetings, etc.)? | YES / NO |

I Interrelation

Proximity

Is the travel time less than:

- | | |
|---|----------|
| 12. 3 minutes from the playground to the farthest classroom? | YES / NO |
| 13. 1 minute from the playground to basic services (trash cans, water fountain, and bathrooms)? | YES / NO |
| 14. 1 minute from the farthest place on the playground to an entrance of the school building? | YES / NO |

Accessibility

Is there an accessible and obstacle-free route:

- | | |
|--|----------|
| 15. from the public realm to the school property? | YES / NO |
| 16. from the playground to the school building? | YES / NO |
| 17. to all classrooms? | YES / NO |
| 18. between the different areas of the playground? | YES / NO |

Visibility

Can a visual connection be established:

- | | |
|--|----------|
| 19. between the different areas of the playground? | YES / NO |
|--|----------|

- | | |
|--|----------|
| 20. between the playground and the public realm? | YES / NO |
|--|----------|

- | | |
|---|----------|
| 21. between the playground and the interior of the school building? | YES / NO |
|---|----------|

C Confort

Climate adaptation

Do these exist:

- | | |
|--|----------|
| 22. covered outdoor spaces to provide shelter from the sun or rain? | YES / NO |
| 23. plants that provide shade in summer and allow the sun to come through in winter? | YES / NO |

Safety

Do these exist:

- | | |
|--|----------|
| 24. sufficient lighting for all times of day? | YES / NO |
| 25. protection from areas where children are playing with balls? | YES / NO |
| 26. ways to avoid spaces or elements that create a feeling of insecurity (corners, blank walls, dark areas)? | YES / NO |
| 27. proper maintenance and cleaning? | YES / NO |

Flexible activities

Do these exist:

- | | |
|--|----------|
| 28. quiet areas where you can talk, read, or do calm activities? | YES / NO |
| 29. waiting areas for families, which facilitate social interaction? | YES / NO |

R Representation

Are these equal:

- | | |
|--|----------|
| 30. the distribution of elements throughout the playground? | YES / NO |
| 31. the importance of different areas and spaces of the playground? | YES / NO |
| 32. the presence of male and female teachers on the playground? | YES / NO |
| 33. the representation of different genders in the murals and/or other elements? | YES / NO |
| 34. the participation of boys and girls in the maintenance and beautification of spaces? | YES / NO |
| 35. the participation of male and female teachers in the maintenance and beautification of spaces? | YES / NO |



If you have answered NO to the majority of questions in a section, you should strengthen this parameter on the playground.

4.2. Areas of the playground and segregation

“Uncovering if there is segregation and gender domination in our spaces.”

Overview

Objectives



Data collection

The objective of this activity is to collect information on the masculinization or feminization of the different areas of the playground and the activities that take place in each of them. This will reveal if there are spaces of male or female control, and if so, if it is related to the type of activities which take place there or to the positioning of these areas in relation to the entirety of the playground.

Participants

MC Monitoring Committee

Supporting material

Data collection:
Sheet [D_4.2. Areas of the Playground and Segregation Analysis Guidelines](#):
Sheet [A_4.2. Areas of the Playground and Segregation](#)

Time commitment

Data collection

5 sessions - recess time

Analysis Guidelines

1 session - **1h** per session

Process

1. In order to do this activity, the different areas of the playground should be previously defined, depending on their characteristics and the type of activities we have observed due to the work of the Monitoring Committee and/or the preliminary observations that were previously conducted. You can define as many areas as necessary.

2. Before starting the activity, fill in the data in the section [Before observation...](#) from [Sheet D_4.2. Areas of the playground and segregation](#).

3. This activity is done during **recess time** and consists of one observation period at the beginning of recess (“beginning of observation”) and another at the end (“end of observation”). We use the table in the section. During observation... We

recommend that you wait a few minutes after students get on the playground to perform the initial observation. For the two observations, collect the number of people and types of activities for each area, and if boys or girls have control in any of these. Repeat the activity several times on different days.

4. Transfer the observational data to the table in section [After observation...](#) With this information, answer the questions on [Sheet A_4.2. Areas of the playground and segregation](#) to draw conclusions about **D** diversity, **F** flexibility, **I** interrelation, **C** confort and **R** representation.



Before making observations to collect data, we recommended that you make some preliminary observations to familiarize yourself with the format of the information collection table.

Data collection

Sheet D_4.2. Areas of the playground and segregation



Before observation...

Observer	Person observed	Date and time
Role:	Gender:	Date:
Name:	Grade:	Time start- finish: -

Layout of the playground areas

During observation...

For each observation, complete the table according to the number of areas of the playground by circling the most appropriate option.

Observation number:									
Name of the area:	% Students out of total			Dominant children			Type of play		
Beginning of observation	< 10%	10-30%	>30%	Girls	Boys	Mixed	Gross motor skill development	Fine motor skills development	Symbolic
End of observation	< 10%	10-30%	>30%	Girls	Boys	Mixed	Gross motor skill development	Fine motor skills development	Symbolic

Repeat as many times as needed to cover each area of the playground.

After the observation...

Using the tables completed during observation, fill out a final table for each area by circling the most common option. When finished, there will be as many tables as areas of the playground.

Name of the area:	% Students out of total			Dominant children			Type of play		
Beginning of observation	< 10%	10-30%	>30%	Girls	Boys	Mixed	Gross motor skill development	Fine motor skills development	Symbolic

End of observation	< 10%	10-30%	>30%	Girls	Boys	Mixed	Gross motor skill development	Fine motor skills development	Symbolic

Analysis guidelines

A_4.2. Areas of the playground and segregation



From the data collected, answer the following questions comparing the results from different areas of the playground. The answers will provide guidance on the parameters which need strengthening.

D Diversity

1. ¿Existen diferencias entre los sectores por lo que respecta a pavimentos, texturas y colores?

YES / NO

F Flexibility

In the area with the greatest amount of people:

2. Are several activities taking place simultaneously?

YES / NO

3. Are there groups of boys, girls, and mixed groups?

YES / NO

4. Does the area have playground equipment or other elements for play?

YES / NO

In the area with the least amount of people:

5. Are several activities taking place simultaneously?

YES / NO

6. Are there groups of boys, girls, and mixed groups?

YES / NO

7. Does the area have playground equipment or other elements for play?

YES / NO

I Interrelation

8. Do the boundaries between areas allow for visibility between areas?

YES / NO

9. Do you think that the boundaries between areas benefit the activities that are developed in the areas?

YES / NO

10. Are the measurements of the different areas similar?

YES / NO

11. Are they suitable for the activity taking place in them?

YES / NO

C Confort

In the area with the greatest amount of people:

12. Are its characteristics suitable for the activity that takes place in it?

YES / NO

In the area with the least amount of people:

13. Are its characteristics suitable for the activity that takes place in it?

YES / NO

R Representation

14. Are female and male presences in different areas balanced?

YES / NO

15. Are there as many female controlled areas as male controlled?

YES / NO

16. Are the types of play that are developed in the largest and smallest areas similar?

YES / NO

17. Are there a similar number of girls and boys in both areas?

YES / NO

18. Are the types of play that are developed in the central and peripheral areas similar?

YES / NO

19. Are there a similar number of girls and boys in both areas?

YES / NO



If you have answered NO to the majority of questions in a section, you should strengthen this parameter in the area of the playground.

4.3. Route map

“Identify the spatial areas that are occupied in regard to gender.”

Overview

Objectives



Data collection

The purpose of these observations is to draw the paths that girls and boys travel at recess in order to analyze them in relation to gender and spatial characteristics. The final objective is to create a document with all of the routes in order to identify the areas that students occupy in relation to gender and to recognize the impact of different spatial elements in the delineation of the areas.

Participants

MC Monitoring Committee

Supporting material

Data collection:
[Sheet D_4.3. Route Map](#)
Playground plan
Analysis guidelines :
[Sheet A_4.3. Route Map](#)

Time commitment

Data collection

10 sessions - recess time

Analysis guidelines

1 session - **1h** per session

Process

1. Before beginning, everyone chooses the student they are going to observe and completes the data in the section [Before observation...](#) on [Sheet D_4.3. Route map](#). Do not write down the identity of the child being observed. Follow the same amount of boys and girls.

2. Dedicate **recess time** to observation. Use the sheet from the section [During observation...](#) Draw, on the plan of the playground, the route that the girl or boy takes. Draw the paths of travel with lines.

Repeat the activity several times on different days.

3. To analyze how the playground is occupied, follow instructions in the section [After observation...](#) and answer the questions on [A_4.3. Route map](#) to draw conclusions on **D** diversity, **F** flexibility, **I** interrelation, **C** confort and **R** representation.



Before making observations to collect data, we recommended that you make some preliminary observations to familiarize yourself with the format of the information collection table.

To facilitate data analysis, we recommend using a different sheet for each observation.

For analysis, use appropriate computer programs or trace paper to layer the different resulting plans.

Data collection

Sheet D_4.3. Route map



Before observation...

Observer	Person observed	Date and time
Role:	Gender:	Date:
Name:	Grade:	Time start- finish: -

During observation...

Trace the route on the plan or diagram of the playground. Use one sheet for each girl or boy observed.

Layout of the playground areas

Overlay the paths of all boys and girls separately. The combined routes will result in areas with different intensities.

Analysis guidelines

A_4.3. Route map



Look at the results from overlaying the girls' routes and boys' routes. Compare them and answer the following questions:

D Diversity

1. Do boys occupy only central spaces or only peripheral spaces on the playground? YES / NO
2. Do girls occupy only central spaces or only peripheral spaces on the playground? YES / NO
3. According to which areas are occupied (the center or periphery), do you think there are inequalities in the way boys and girls occupy space on the playground? YES / NO

F Flexibility

4. Is there a relationship between the area that is occupied and the location of the playground equipment or other elements for play? YES / NO
5. Is there any instances where the area that is occupied is directly related to a specific element? YES / NO

I Interrelation

6. Are there barriers or obstacles that limit girls' or boys' areas of occupation? YES / NO
7. Are the girls' and boys' area of occupation influenced by the encroachment of any activity (for example, ball play)? YES / NO

C Comfort

8. Are any of the occupied areas considered special on the playground (more suitable for play, better conditions of exposure to the sun or shade, close to the entrance or the building, etc.)? YES / NO
9. Do you think this has to do with power relations, such as gender, age, or others? YES / NO

R Representation

10. Is there an area of occupation greater than another? YES / NO
11. Are any of the areas in a more central position on the playground? YES / NO
12. Do you think it has to do with the gender hierarchy? YES / NO



If you have answered YES to the majority of questions in a section, you should strengthen this parameter in the area of the playground.

4.4. Exploration of the environment

“Considering
the school
environment.”

Overview

Objectives



Awareness

The objective of this activity is to understand and recognize the environment around the school. During a tour of the area, we will analyze the relationship of the school with the surrounding public space as well as how this space influences access to the school and the social interaction of the educational community.

Participants

MC Monitoring Committee

S Students

TS Teaching Staff

F Families

TT Technical Team

Supporting material

Map of the neighborhood or plans of the school's surroundings

Time commitment

1 session

2h per session

Process

1. Pay special attention to the spaces where close encounters occur (plazas, sidewalks, street corners, etc.) and to the main routes to get to school (streets, crosswalks, safe routes to school, etc.) used by the people who make up the educational community. Choose the points close to the school that are frequently used and considered problematic. Draw a route that passes through all the detected points.

2. The Monitoring Committee gathers everyone on the playground who is going to participate in the activity. Altogether, walk the previously chose route. Make stops along the route, looking at the elements and

urban design while asking yourselves which of these characteristics helps or hinders daily activities in relation to school: the route to school, access to school, services and amenities close by, and the nearest plaza or park.

3. Getting to know the school environment helps to strengthen the bond with the community, increases the feeling of belonging, and can provide ideas on how to use other spaces in the neighborhood.



If families are involved in the activity, you should find hours that enable their participation.

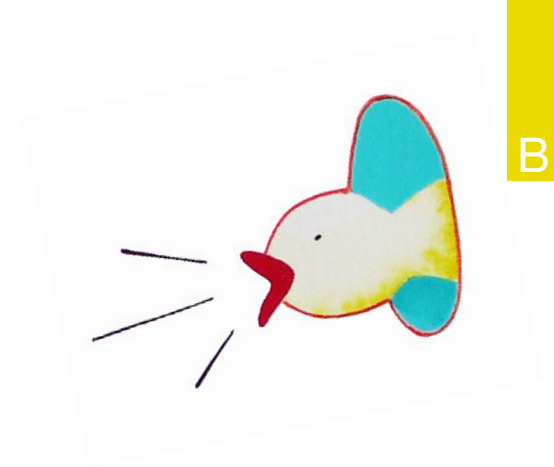
5. Listening to students

In this section we get to know students' opinions about their playground, their daily experiences, and conflicts that occur in the space. Additionally, we can raise awareness amongst students about gender inequalities on playgrounds. Based on these experiences and due to the diverse range of needs, the collective strategies from sections C. GENERATING CRITERIA and D. PROPOSING IMPROVEMENTS should be considered.

5.1 Questionnaire

5.2 Experiential representation

5.3 Discussion with students



5.1. Questionnaire

“Understanding
the activities of
students during
recess.”

Overview

Objectives

Data collection

The objective of the questionnaire is to become familiar with the students' experiences on the playground, with an emphasis on their activities and use of elements. The written technique of the questionnaire facilitates a greater amount of participation and thus a larger amount of responses on the chosen topics.

Participants

S Students

Supporting material

Data Collection: List of Questions

[D_5.1. Questionnaire](#)

Data Analysis:

[Sheet A_5.1. Questionnaire](#)

Time commitment

Data collection

1 session - **1h** per session

Analysis guidelines **1** session - **3h** per session.

Process

1. Print one sheet of [D_5.1. Questionnaire](#) for each student. The questionnaire is designed to last approximately **1 hour**. Distribute the questionnaire to students, read the questions aloud, and confirm that everyone understands them.

2. During the activity make sure a member of the Teaching Staff is present to answer any questions.

3. When completed, the Teaching Staff and Monitoring Committee will transfer the questionnaire data into the analysis table and follow guidelines for data analysis on sheet [A_5.1. Questionnaire](#). **D** diversity, **F** flexibility, **I** interrelation, **C** confort and **R** representation.



If you would like to do so, this activity can be integrated into the school's program.

1. What do you do when you go out to the playground?
2. Who do you play with?
3. What are your favorite games?
4. What games do you play with your friends who are girls?
5. And with your friends who are boys?
6. What part of the playground do you play on?
7. What area of the playground do you like the most? Why?
8. What area of the playground do you like the least? Why?

Complete the table with the information collected from the questionnaire.

Question 1	Gross motor skill development	Fine motor skill development	Symbolic play or conversation	Not specified	
Girls	
Boys	

Question 2	With 1 person	Up to 5 people	More than 5 people	Groups of the same sex	Mixed groups
Girls
Boys

Question 3	Solo play	Collective play	Gross motor skill development	Fine motor skill development	Symbolic play or conversation
Girls
Boys

Question 4	Solo play	Collective play	Gross motor skill development	Fine motor skill development	Symbolic play or conversation
Girls
Boys

Question 5	Solo play	Collective play	Gross motor skill development	Fine motor skill development	Symbolic play or conversation
Girls
Boys

Question 6	Center	Periphery	All		
Girls		
Boys		

Question 7	Center	Periphery	All	Related to the spatial qualities	Unrelated to the spatial qualities
Girls
Boys

Question 8	Center	Periphery	All	Related to the spatial qualities	Unrelated to the spatial qualities
Girls
Boys

Using the information collected in the table answer the following questions, which will provide guidance on the parameters that need strengthening.

D Diversity

Look at the composition and size of the groups of people:

1. Are they mixed groups? YES / NO
 2. Is the number of boys and girls in mixed groups similar? YES / NO
- Look at the activities they are doing:
3. Are both boys and girls participating in more than 3 types of play? YES / NO

F Flexibility

Look at the activities that each child is doing:

4. Are there different types of play (motor skills of different intensities, symbolic or conversation, etc.)? YES / NO
5. Do both boys and girls develop different types of play? YES / NO

I Interrelation

6. Are the most popular places evenly distributed throughout the playground? YES / NO

C Confort

7. Do the spaces that boys and girls like have similar characteristics? YES / NO
8. And the spaces that they dislike? YES / NO
9. Do they specifically mention pleasant places? YES / NO

R Representation

10. Do both girls and boys name/mention play traditionally considered "feminine" or "masculine" equally? YES / NO
11. Would boys and girls play the same games with male friends and female friends? YES / NO
12. Do boys and girls occupy central and peripheral spaces equally? YES / NO
13. Do the spaces they occupy coincide with the ones they like best? YES / NO



If you have answered NO to the majority of questions in a section, you must strengthen this parameter in the area of the playground.

5.2. Experiential representation

“Understanding
girls’ and boys’
spatial awareness
of the playground.”

Overview

Objectives

Data collection

The objective of this activity is for students to depict their spatial awareness of the playground and the activities that occur on it. The technique for this will differ depending on the age and abilities of students. Additionally, this graphic depiction allows us to understand what stands out to boys and girls.

Participants

S Students

Supporting material

The material will vary depending on the technique chosen by the Teaching Staff.

Data Analysis: List of Questions

[D_5.2. Experiential Representation](#)

Time commitment

Data collection

3 sessions - **1h30min** per session

Analysis guidelines

1 session - **2h** per session

Process

1. This activity is about students creating a graphic representation that illustrates how they view their playground. Depending on the age of the students, different methods can be used: measuring and drawing a plan of the playground, drawing a picture, or making a collage, etc.

2. It is also about representing the different activities that occur, where they occur, and who performs them. It is an individual work, that expresses the experiences of each student.

3. At the end of the activity, students share what they have created while explaining their choices. At the same time, you can collect the experiences of each student and create a large collective map.

4. The Teaching Staff and Monitoring Committee then analyze the materials, explained by the students, with help from the list of questions [D_5.2. Experiential Representation](#) and draw conclusions about diversity, flexibility, interrelation, comfort, and representation. **D** diversity, **F** flexibility, **I** interrelation, **C** confort and **R** representation.



This activity can be integrated into the school's program. So that materials are visible, it is better to bring them out in a common space of the school.

Data collection

D_5.2. Experiential representation

We suggest that students draw what their playground looks like, what activities occur there, and who performs them. Instead of expecting an accurate depiction, look for the representation of experiential elements that demonstrate the students' experiences. You can use different techniques and materials depending on the age of students.

Analysis guidelines

A_5.2. Experiential representation

Descargable
disponible



B

To analyze students' representations, answer the following questions. The answers will provide guidance on the parameters which need strengthening.

D Diversity

1. Are diverse activities represented? Are more than 3 activities being represented? YES / NO
2. Are they a variety of activities (gross and fine motor skill development activities, symbolic play, etc.)? YES / NO
3. Do more than 3 different elements of the playground appear? YES / NO
4. Do all the elements have a similar role? YES / NO
5. Do spaces for gathering and/or resting appear? YES / NO
6. Do different types of flooring, textures, and colors appear? YES / NO

F Flexibility

7. Are different activities and types of uses represented simultaneously? YES / NO

I Interrelation

8. Are the elements used to delineate spaces (fences, buildings, walls, etc.) permeable and allow for visibility? YES / NO
9. Do the elements used to get to one space from another (stairs, ramps, doors, etc.) allow for the passage of all people regardless of their abilities? YES / NO

C Comfort

10. Are elements related to the weather represented: sun, shade, rain, etc.? YES / NO
11. Are elements related to basic needs represented: water, toilets, etc.? YES / NO
12. Do elements appear that allow for sitting and/or resting? YES / NO
13. Do elements of shade or plant life appear? YES / NO

R Representation

14. Do people of different genders perform similar activities? YES / NO
15. And do they occupy the same spaces? YES / NO



If you have answered NO to the majority of questions in a section, you should strengthen this parameter in the area of the playground.

5.3. Discussion with students

“Working on
conflicts and
finding solutions
together.”

Overview

Objectives



Awareness

Become aware of existing conflicts and collectively seek solutions to prevent and/or resolve them.

Participants

S Students

Supporting material

Increasing Awareness: [Q_5.3 Discussion with students](#)

Time commitment

1 session

1h30min per session

Process

1. The teacher lists the main differences between boys and girls and the possible situations of inequality or gender conflicts that have been detected in activities [5.1. Questionnaire](#) and [5.2. Experiential representation](#). They can also consult the supporting material [Q_5.3 Discussion with students](#) with guidelines to generate a discussion with students.

2. This list serves as a discussion starting point with students.

3. Students identify the inequalities or

conflicts that are the most common or highest priority. They also identify the positive aspects of the playground, such as pleasant spaces or most used elements.

4. Together choose the 5 themes that best represent students' experiences on the playground (preferences, conflicts, wishes, etc.). Take into account that these prioritized issues will be transferred to and applied in sections [C. GENERATING CRITERIA](#) and [D. PROPOSING IMPROVEMENTS](#).



During discussion, all students should be encouraged to participate and contribute their experiences and opinions.

Increasing awareness

IA_5.3. Discussion with students

B

Below are some ideas for discussion topics that can be brought up with students.

The qualities of space

Ask questions about the current state of the playground, the things that they like and those that they would change, such as the types of flooring, the plant life, the play elements, the areas with sun or shade, the location of bathrooms or water fountains, etc.

You can also ask which areas of the playground they like the most and which ones the least, and the reasons why. You can provide concrete examples for better understanding.

You can also raise questions about the playground's relationship with its surroundings: the quality of close streets and buildings, noise, traffic, and the walkability to the closest park or plaza, public transit stop, or home.

Inequalities and conflicts

Bring up issues that enable the identification of situations of privilege and oppression, hierarchies between different people or groups of people, and the reasons for these inequalities.

You can discuss the different types of play or activities that take place and the forms of decision-making during play (are decisions

made together or does the same person always decide? Is everyone satisfied with the way decisions are made?).

It is also interesting to find out what part of the playground each person or group of people occupies, and if there are imbalances.

You can add questions about the distances and time it takes to get to the bathrooms, taking into account whether or not they are gender specific.

Make note of the conflicts which have been brought up, the gender inequalities observed in each case, and the solutions proposed by students.

Discuss the possible solutions with everyone and collectively choose the solution(s) that seem most appropriate for each case.

Classify them according to whether they physically change the recreational space; add, remove, or modify elements of play; have to do with the playground equipment; or are related to the supervision and rules during recess.

C Generating criteria

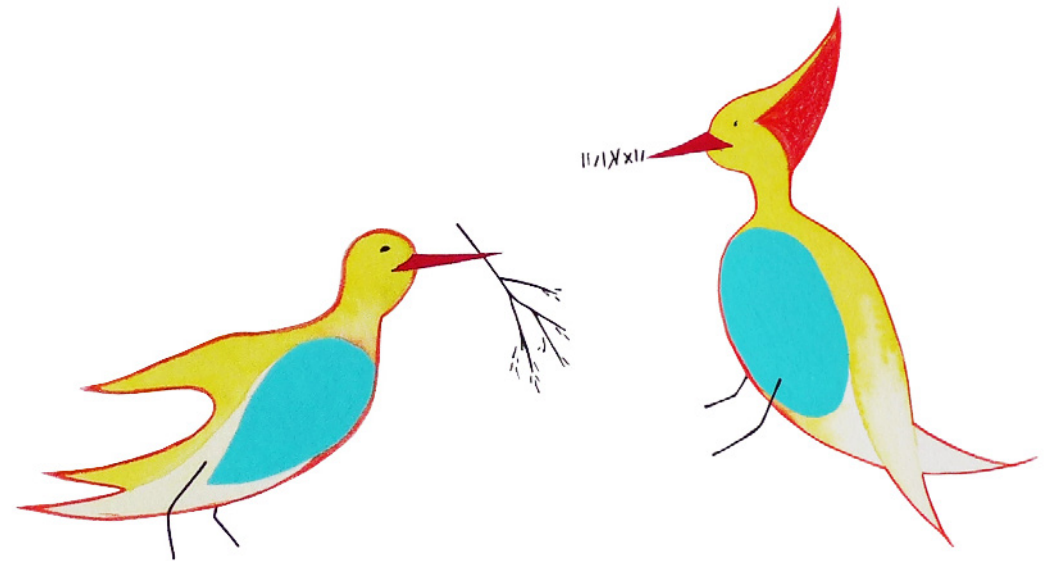
This section assists in the understanding and classification of the results of the participatory diagnosis **B. ANALYZING THE PLAYGROUND** in order to begin the collaborative design of the playground. First, identify the aspects that need improvement on the playground. Then choose the strategies that best fit the needs of the playground and community. These strategies will be used to focus interventions and develop specific improvement proposals.

6. Summarizing the results

Compare the results obtained through data collection activities with those from students' experiences collected throughout the process. These results will be summarized by creating a large plan of the playground.

6.1 Results table

6.2 Collective map



6.1. Table of results

“Detecting which
parameters to
strengthen.”

Overview

Objectives



Awareness

Recognize the playground qualities that need to be strengthened and also the aspects that are a priority to work on.

Participants

MC Monitoring Committee
TT Technical Team

Supporting material

Summary table of the results

Time commitment

1 session

1h per session

Process



1. To decide which criteria to consider for the playground, begin by completing the Summary Results Table. For each completed activity, labeled with the goal of Data Collection, note the most deficient parameter(s) in the table.

2. A collective interpretation of the results table helps to see what parameters need to be strengthened but also those that need to be worked on as a priority.

3. Once it's clear which qualities need to be strengthened or prioritized, turn to section **7. DEFINING STRATEGIES** and choose the most appropriate strategies for this specific case.

Summary results table

4 Observing the playground	Parameters				
4.1. Characteristics of the playground	D	F	I	C	R
4.2. Areas of the playground and segregation	D	F	I	C	R
4.3. Route map	D	F	I	C	R
5 Escuchamos al Students	Parameters				
5.1. Questionnaire	D	F	I	C	R
5.2. Experiential representation	D	F	I	C	R

D Diversity **F** Flexibility **I** Interrelation **C** Confort **R** Representation

6.2. Collective map

“Sharing
experiences on the
playground.”

Overview

Objectives



Awareness

The objective of the Collective Map is to gather the experiences of all students from the school on a large plan of the playground, and spatially locate the different experiences and possible conflicts and inequalities.

Participants

MC Monitoring Committee

TT Technical Team

S Students

TT Teaching Staff

Supporting material

Large format playground plan.

Time commitment

1 session

2h per session

Process

1. For this activity, each group will review the material produced in activity [5.3 Discussion with students](#). Recall that each group had to prioritize the 5 most noteworthy experiences on the playground, which could include both positive aspects and aspects in need of improvement.

2. Representatives of the Students and Teaching Staff, the Monitoring Committee, and the Technical Team - who will be supporting the activity - will meet.

3. On the large format playground plan, each group of students or representatives of each group locate their 5 prioritized experiences.

4. Amongst all the participants, a consensus is reached on which issues should be considered when generating proposals for the playground. These chosen topics must represent all participants.

5. It is important to record everything from the meeting, so that there is a record of the priority issues but also the non-priority issues, since you may want to address them later.



You should keep in mind that it is likely not possible to address everything in a single intervention, and due to this it is important to prioritize the intervention proposals.

7. Defining strategies

Once the participatory diagnostic activities from B. ANALYZING THE PLAYGROUND have been completed and their results have been summarized, begin to generate the intervention criteria. Develop the most appropriate strategies to improve the playground based on the intervention criteria proposed in this section.

7.1. Drafting Strategies



7.1. Drafting strategies

“Establishing
intervention
criteria.”

Overview

Objectives



Actions for change

Define the general strategies that allow you to reach the improvement objectives from activities [6.1 Results table](#) and [6.2 Collective map](#) with the purpose of improving the qualities and organization of playgrounds, and reducing the inequalities and hierarchies that they produce.

Participants

CS Monitoring Committee
ET Technical Team

Supporting material

Summary Results Table
List of prioritized issues from the Collective map
[List of recommendations](#)

Time commitment

1 session
2h per session

Process

1. The Monitoring Committee and Technical Team meet. Based on the results of the activities in the previous section, they establish objectives to be met through playground interventions.

2. Consult the [list of recommendations](#) and choose the most appropriate ones for each objective. All possible recommendations have the benefit of being able to be applied to any playground due to their general nature. They are organized in 3 categories according to their scope of intervention:

Space: recommendations related to the layout of the playground.

Elements: recommendations that refer to fixed or movable objects that can be introduced on the playground.

Supervision: recommendations that offer tools to utilize recess as a coeducational space.

3. Write down the strategies for each category. To achieve results that are more successful and complete, we recommend using interventions from all three categories. The list from this guide can act as a starting point, but it is advisable to adapt strategies to the specific case. The strategies are organized according to what objectives they reach, and if they are interventions that involve changes to space, elements, or supervision.

4. Distribute the strategies among the different groups of students involved in the process to work through them more thoroughly during section [D. PROPOSING IMPROVEMENTS](#). To optimize resources, we recommend that each group work on a different strategy, keeping in mind their age and other characteristics.



The criteria related to space may involve more expensive interventions and may result in a partial closure of the playground. The criteria for incorporating new elements on the playground also comes with a cost but does not have to interfere with use of the playground. Finally, the criteria that is related to supervision does not have to include a budget but requires significant involvement of the Teaching Staff.

List of recommendations

Space

This subsection includes the criteria related to spatial configuration. These explain how to responsibly and equitably distribute space, recommend designs and finishes for different parts of the playground, and determine how the physical relationship between the school and the surrounding

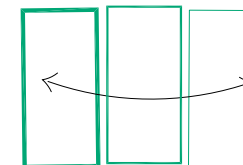
environment should be. All these criteria are intended to create spaces without hierarchies and androcentrism.

To facilitate application, the different criteria have been classified according to the 5 study parameters.

- D Diversity**
- F Flexibility**
- I Interrelació**

- C Confort**
- R Representation**

Equitable distribution and efficient organization



D Equitably lay out the playground in different areas to allow the development of different types of activities: team activities, motor skill development activities of different intensities, symbolic play and other types of mellow activities.

C R Locate the areas for team play or high intensity motor skill development in areas considered peripheral in order not to interrupt the route to other areas of the playground, to the inside of the building, or to the street.

C R If the playground is small, a single area will be designated for high intensity motor skill development activities, since they need a lot of concentrated space. If the playground has enough space, more than one area can be used for this type of activity.

D F The space for medium intensity motor skill development activities does not need to be a big area and can be distributed around different areas of the playground.

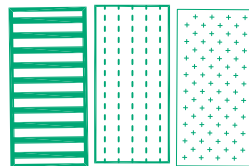
I C Take into consideration the intensity levels of the different playground areas. We recommend creating a gradual change of intensity levels between the activities of the different areas, especially making sure not to place activities with opposite levels next to each other.

I C Work on the boundaries of high intensity areas to protect and prevent interference in adjacent spaces.

F I We recommend avoiding using fixed and continuous dividers to separate areas, which would be considered barriers. Instead, it is advisable to use tree-lined areas, slopes that can be used as seating, etc.

F I C Avoid the presence of corners or leftover spaces.

Appropriateness of characteristics to the type of activity

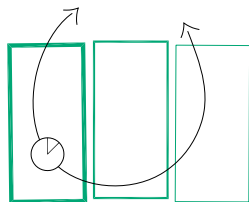


D I C Promote the design of rich spaces. These should have varied elements. These generate diverse geometries, such as small embankments with different levels, including varied textures and colors, integrating areas for gathering and shaded areas, etc.

F C R The space destined for play or motor skill development activities of high or medium intensity should not have obstacles and the pavement should preferably be hard and even. It is advisable not to associate these spaces with a specific game, such as a sports court.

D C Symbolic play and low intensity motor skill development activities require, preferably, soft and textured pavements (gravel, sand, grass, etc.).

F R Avoid spaces that are symbolically associated with masculine or feminine roles, eliminating lines or geometries associated with a specific game or sport.



Accessibility and basic needs

I C Avoid the presence of physical elements or activities that could impede the path to elements that serve basic needs (water fountains, bathrooms, trash cans, etc.).

I C R We recommend that common points of use (water fountains and bathrooms) can be reached from anywhere on the playground in a maximum travel time of 2 minutes. The same area should have both bathrooms and fountains.

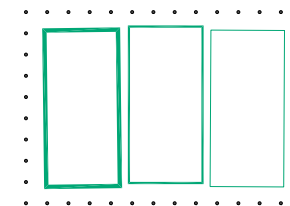
C Take into account the exposure to sun and shade throughout the year to layout the

different areas of the playground according to the activities that occur in each of them.

F I C Access to the school building from the playground should be of sufficient size and should be free of obstacles to enable a comfortable entry and exit for everyone.

F Have a storage space on the playground, or somewhere that is easily accessible from it, to store material and elements that are infrequently used.

Relationship to the environment



D C Provide an entrance to the school with an area of benches and enough shade to allow girls and boys to play and wait for their caretakers.

I Facilitate the integration of the school into the neighborhood by adding permeable fencing, so that there is visibility between the playground and street.

I It is advisable to place a space with public interactions (a plaza, park, or pedestrian area) and/or a public amenity (library, sports center, music school, etc.) adjacent to or easily accessible from the school.

List of recommendations

Elements

This second subsection refers to the variety of elements that can be introduced in a recreational space, and aims to achieve a greater diversity of play that is not stereotyped according to gender. It is important to enhance the multi-functionality and temporality of the elements to improve study parameters and thus allow the development of a greater diversity of play

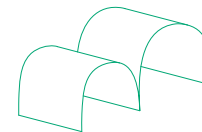
- D** Diversity
- F** Flexibility
- I** Interrelation

and activities. Consequently, elements must have the capacity to possess different functions, and be ready to either leave the play space or remain in it.

To facilitate application, the different criteria have been classified according to the 5 study parameters.

- C** Confort
- R** Representation

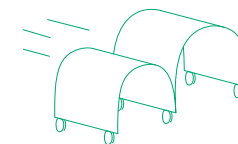
Permanent play elements



D F R Prevent the fixed elements that are permanently on the playground from being identified with a specific use. To do so, the elements must have different geometries, heights, and sizes. As an example, instead of having traditional benches for seating, stepped elements can be designed to add other uses.

D R Incorporate elements into the playground that enhance symbolic play and low intensity motor skill development activities, such as seating areas and elements that improve balance or fine motor skills.

Temporary play elements



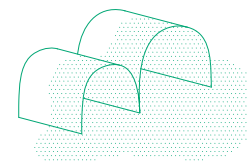
D R Introduce multifunctional and neutral elements into the recreational space, such as hoops, ropes, wheels, or chalk, to allow for the creation of new play dynamics. Prioritize natural elements with different shapes, smells, and colors.

enough to allow everyone to play and have a greater diversity of games.

D F R Introduce the different elements in a beautiful and orderly way. This will help students to take better care of them. The amount of elements provided must be

F R If items of specific use are temporarily introduced, such as movable goal posts, volleyball nets, or an outdoor library, remember that they can be easily moved, and that they can be placed and moved according to needs or desires.

Plant life and shade



D C R Have varied, native, aromatic, or medicinal vegetation, to beautify the recreational space and enrich students' experiences. The study of these plants and their uses can be incorporated into the educational program.

D C Introduce shade elements, deciduous trees, vegetable planters, and/or awnings to create shady areas and comfortable climates where protection from the sun is necessary. With these elements, more welcoming outdoor spaces are also created.

List of recommendations

Supervision

This subsection uncovers tools to ensure recess is an educational space where values of equality, respect, and solidarity are learned. We understand the playground as a space that can contain a large variety of simultaneous and continuous activities. All these recommendations do not imply that the physical space must be changed. They allow for the transmission of inclusive values and encourage non-sexist behaviors, including cooperation and care, on the

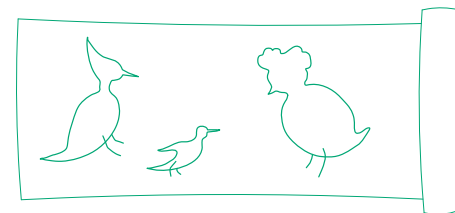
- D Diversity**
- F Flexibility**
- I Interrelation**

playground through play. Participation is a key element for the process of improving the playground, as it is essential for collective awareness.

To facilitate application, the different criteria have been classified according to the 5 study parameters.

- C Confort**
- R Representation**

Actions to create diversity



D R Expand student knowledge about diverse types of play on the playground. It is proposed that families or the PTA explain the ways they played as children and that students do an exercise where they invent new games.

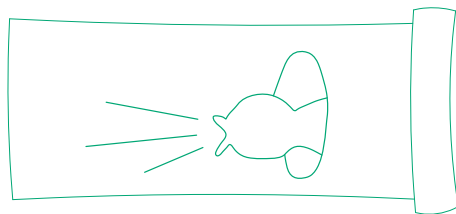
D R Propose new games or new sports that are considered neutral or are not yet played amongst students (volleyball, baseball, hockey, etc.). They could be incorporated into the physical education curriculum as physical activity or as a research project.

D F R Using the playground space also for academic purposes encourages everyone to use all the space, increasing the feeling of belonging, breaking down hierarchies, and avoiding the identification of spaces with certain groups or people.

D F I Open the playground during non-school hours as a space for other activities for the neighborhood. In this way, the school is encouraged to be a meeting point for families outside of school hours and increases the available services in the neighborhood.

F I Use public spaces near the school during recess or for other school activities.

Actions to break stereotypes



D R Strengthen girls' abilities to play games considered masculine, organizing mixed competitions, and sharing well-known women athletes.

D R Assign a high value to activities considered feminine, such as symbolic play, low intensity or "care giving" motor skill development activities, organizing mixed competitions for bubble blowing, hopscotch, or jump rope, or introducing a garden that the entire student body of the school shares the responsibility for.

R Provide administration tools with a gender perspective to teachers. Organize training sessions that combine theoretical and practical exercises on gender roles and gender stereotypes, as well as conflict detection, resolution, and prevention. To enable teacher participation, we recommend adapting these sessions to school schedules.

D R Organize informative talks for families about sexism in games and toys. Share the current rhetoric around this and inform the families about the diversity of games and toys.

Actions to improve coexistence



D R Decide on games collectively and equitably through participatory dynamics. The dynamics must be diverse and encourage the participation of all students. It is important that everyone understands the rules of the chosen games.

C R Decide on specific rules to prevent more intense activities from intruding upon areas of quieter play. These will be decided with the students through different participatory dynamics.

R Organize activities that the entire school participates in to encourage the interaction of boys and girls of different ages, and develop the older children's capabilities to take care of and pay attention to others. We propose that older students organize games for younger children.

D Proposing improvements

This section includes activities to create a collaborative playground design. We recommend planning sustainable solutions by reusing what already exists at school and in the neighborhood, and involving the educational community in the process of implementing improvements through physical change or supervision adjustments. Additionally, it should be noted that the implementation of proposals for improvement also has to be a collective process, and that it will be beneficial to have the participation of families in addition to that of the teaching staff and students.

8. Creating proposals

It is now time to complete the last steps before implementing interventions. Design concrete improvement proposals and come to a collective agreement with the entire educational community on them.

8.1. Collaborative design

8.2. Collective consensus



8.1. Collaborative design

“Designing
proposals.”

Overview

Objectives



Actions for change

With this activity, concrete proposals are designed to achieve the established improvement objectives.

Participants

S Students

Supporting material

Any material that is needed to complete the chosen representation technique.

Time commitment

4 sessions

1h30min per session

Process

1. Know which strategy or group of strategies have been assigned to the group, according to activity 7.1. [Drafting Strategies](#).

2. It is important that students become aware of the different proposals and the dimensions of the space as it relates to a person's body. You can go out to the playground and experiment with different elements (cardboard boxes, fruit boxes, cardboard rolls) to understand the dimensions that different activities require, such as talking, drawing, dancing, etc., that someone might want to do on the playground.

3. Find examples of schools with similar problems and study what solutions were implemented in each case. Using these examples, brainstorm what ideas could work for your playground.

4. Design the proposal based on the most appropriate technique (plan, collage, drawing, model, writing, video, etc.). Depending on the type of proposal, the necessary content will vary. This will depend on whether the proposed interventions have

to do with:

Space: The content must contain a proposal for playground distribution defined at the material level (organization of the different areas, distribution of elements, materials, textures, colors, etc.).

Temporary elements: It is necessary to define the types of elements that are incorporated into the playground, how many elements are introduced, and what will happen to them when they are done being used (transported from school, put in storage, etc.).

Fixed elements: A prototype must be designed, which could be done through modifying an existing element or designing a new one. A location on the playground must also be assigned for this new item.

Supervision: The contents must include a document (written, illustrated, or recorded) that has the new supervision proposal and explains: the agreed upon norms for the new use of the playground, the new activities, or the proposed educational contents.

8.2. Collective consensus

“Making decisions
together.”

Overview

Objectives



Actions for change

The objective is to agree on the proposals for improvement prepared by each group, and to schedule the interventions.

Participants

MC Monitoring Committee

S Students

TS Teaching Staff

TT Technical Team

Supporting material

Projector

Time commitment

1 session

2h per session

Process

1. Find a large space in the school where many people can meet.
2. Each group of people thoroughly explains their proposal to everyone else.
3. Create a space for debate where people can make suggestions for the different proposals, with the goal of improving them or facilitating their implementation.

4. Organize the schedule for interventions according to the school's resources and the requirements of each proposal (materials, time, people who will intervene, economic resources, etc.)

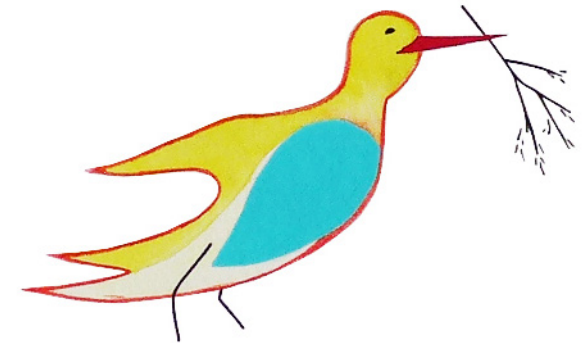


We recommend having the support of families to implement interventions. For example, collaborating during construction, providing resources, etc.

9. Conveying proposals

Prepare a technical document that incorporates graphic documentation and technical descriptions essential to the construction of playground improvements.

9.1. Technical Document



9.1. Technical document

“Taking the last
step before
implementation.”

Overview

Objectives



Actions for change

The objective of this activity is to document the process and make a technical proposal to implement improvements.

Participants

MC Monitoring Committee

TT Technical Team

Supporting material

-

Dedicación orientativa

Depending on the complexity of the intervention.

Process

1. The Monitoring Committee prepares a document that includes the process, with a detailed description of all activities and results obtained. This document can include images and graphics.

2. To implement the proposals for improvement, it may be necessary to prepare a specific document. The

characteristics of this document will depend on the type of intervention that is going to take place. The participation of an external professional team may be required for the drafting of this document, especially if there is a need for construction work on the playground.

Glossary

Action research: a scientific methodology that starts with dialogue and, through it, the participants involved investigate their concrete reality, defining the problems and taking action on joint proposals and pursuing their resolution or, at least, a greater awareness of its origins and possible solutions. The three fundamental axes on which most participatory action research (PAR) is based are research, action, and training.

Androcentrism: a world view and cultural outlook centered on the male point of view, so that male reality is at the center of the construction of discourse within the cultural imagination, and forms the basis of the social ideology. It is a social practice in which the people who conform to it assume functional and standardized roles, where the models of life and masculine attitudes are affirmed as universal and superior to women, who are considered supplementary.

Cultural prejudice: beliefs or assessments established without a true basis that condition judgmental points of view of a group of people, their customs, and their knowledge. For example, cultural prejudice from a Western perspective upon non-Western societies.

Eurocentrism: all attitudes that judge and question any phenomenon from a European perspective, especially historical events, customs, and values of other peoples. It implies a belief that European civilization (and by extension Western culture) is superior to others by associating others with barbarian or primitive civilizations.

Gender domination: explicit or implicit actions that result in the imposition of something on someone. In this case, one or more male persons adopt an attitude of supremacy towards one or more female persons. These actions are used to remind and reaffirm a person of their place in society's hierarchy.

Gender hierarchy: hierarchy is any formal arrangement through value or category. Gender hierarchy is produced through historical and social mechanisms that relegate women to a secondary, subordinate position in human interactions. In patriarchal society, women and men have different statuses in relation to property ownership, employment opportunities, and political participation.

Gender identity: a person's self-identification as male, female, or neither of the two, which may differ from their biological sex. Gender identity is not fixed at birth, but is established very early through socialization with contributing psychological and social factors.

Gender role: a set of norms, predeterminations, and cultural representations that society dictates about behavior that is considered appropriate for a given gender.

Gender stereotypes: are unjustified assessments, based on beliefs in a cultural framework that simplifies reality and determines people's overall behavior according to their sex.

Gender: A collection of symbolic, shared

factors and characteristics that define people according to their identity traits within society. In many cases, gender is conditioned by social patterns that pre-establish how a person has to behave and relate due to their physical and sexual characteristics.

Hegemonic masculinity: a set of roles and privileges that are promoted in men as a result of pre-established cultural patterns, that explain how and why men maintain a dominant social role over women and other gender identities.

Motor skill development activities: games that aid in the development of fine motor skills and evolve with a child's age. At first they are clearly related to the discovery of the body itself and its possibilities. They later become play to improve motor skills. Towards the age of eight, motor skill play is generally collective, such as games with balls, balancing games, running, fighting, and acrobatics, in which a competitive aspect becomes integrated into play.

Naturalization of gender differences: a set of beliefs that associate the behavior of men and women entirely with their biological sexes. This practice uses biological differences to justify social inequalities.

Participatory dynamics: instruments for acquiring knowledge based on practice, knowledge of people, lived experiences and feelings, as well as the problems and difficulties of our environment. Participatory dynamics are used to develop collective processes of debate and reflection. They allow for the sharing and collection of individual knowledge and for the group to be

more involved in the process.

Preliminary observations: observations that are not used to infer results. Preliminary observations are not used to collect data, but are instead a first step to familiarize yourself with the representative sample, the environment to be observed, and/or the data collection system.

Sexism: discrimination based on the sex of a person. Generally, this discrimination affects women and / or people with gender identities other than male.

Symbolic play: play through which a girl or boy imitates actions from an adult's daily life. It is symbolic play that produces pleasure and satisfaction, while facilitating the development of language, socialization, and communication. Participants assume a role, set rules for play, reach agreements, and share with others, all which gain complexity with age.



This guide puts forth a **METHODOLOGY** for the participatory diagnosis of and intervention in gender inequality in recreational spaces based on a process of reflection and collective learning.

It has been designed to be applied to elementary school playgrounds, where girls and boys learn to position themselves in and interact with space. These patterns are later reproduced in public spaces, clarifying the link between the design of spaces, the social construction of gender, and the differentiated spatial education that boys and girls receive.

This guide would like to accompany you in the process of transforming playgrounds to create educational spaces that offer the same opportunities to all people.