



# Pestalozzi

## Training Resources

<Strengthening education for democracy> <(STED)>

### *THE BUTTERFLY EFFECT* – HOW CAN THE MODEL HELP US PREVENT GENDER DISCRIMINATION AND GENDER VIOLENCE IN SCHOOL AND BEYOND?

by

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*The opinions expressed in this work are the responsibility of the authors and do not necessarily reflect the official policy of the Council of Europe.*

The Pestalozzi Programme  
Council of Europe Training Programme for education professionals



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### Issue that the training unit addresses:

The prevention of gender discrimination and gender violence at school

### Learning outcomes:

#### Students will develop/acquire:

- Self-knowledge and self-esteem
- A positive gender identity
- A critical attitude toward gender discrimination and sexist behaviors
- A greater capacity to work collaboratively towards a common goal

#### Teachers will develop/acquire:

- More awareness of gender discrimination at school
- A critical analysis of the 'hidden curriculum' by which school contributes to gender discrimination, both actively and passively
- More capability to prevent situations of gender violence
- Notions of collaborative teaching and learning

### Competences

- Values:
    - Valuing human dignity and human rights
    - Valuing democracy, justice, fairness, equality and the rule of law
  - Attitudes:
    - Respect
  - Skills:
    - Analytical and critical thinking skills
    - Linguistic, communicative and plurilingual skills
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- Co-operation skills
- Knowledge and critical understanding:
  - Knowledge and critical understanding of the self

### Target group

Type of training	School level / age	Subject area
In-service teachers and secondary students	Secondary 14-15 year olds	Citizenship; prevention of violence

### Brief description and context of the unit:

Gender discrimination and gender violence are a cancer in most societies along and across the globe. It is not easy to fully overcome the traditional division of roles in which men occupied the more public spheres of society and women were more constrained to the private sphere of the home and the family; where men had all the power and all the control.

It is true that we have gone far beyond this traditional division, but reality is very obstinate and we can see lots of instances around of gender discrimination (at home, at work and even at school) and what is even worse, of gender violence, leading to death in the most dramatic cases.

Teenagers are at a very delicate age, and it is our role as teachers to make them aware of all these issues and to guide them along the path of true co-education. And what's even more important, to be aware as teachers that we do not unconsciously reproduce sexist patterns in our classrooms perpetuating the traditional models, hiding the women in our lessons, letting boys take most of the playground with their ball games... (what has been called the 'hidden curriculum', because we also teach "what we don't teach").

**Calendar:**

- January – February
- I can't be more precise now. My intention is to have the unit piloted in two different schools by two different teachers with two different groups of students. As the teaching materials have been originally written in English I would like them to be tried out in the so-called 'bilingual groups'. At the moment, I am making the necessary contacts with some friend teachers to get their help. It will be up to them to decide on the best moment to introduce the TU, but my intention is that this is done at the beginning of the second school term.

**Timeline:** the activity is designed for six teaching hours, two with the teacher/s and four with the students. The structure would be as follows:

SESSION 1	SESSION 2	SESSION 3	SESSION 4	SESSION 5	SESSION 6
TEACHER/S	STUDENTS	STUDENTS	STUDENTS	STUDENTS	TEACHER/S
<ul style="list-style-type: none"> <li>• Introduction, information about objectives of TU, DC, the butterfly model, etc...</li> <li>• Activity n° 1T</li> <li>• Activity n° 2T</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to the topic (activity n° 1S)</li> <li>• Activity n° 2S</li> </ul>	<ul style="list-style-type: none"> <li>• Activity n° 3S</li> <li>• Activity n° 4S</li> </ul>	<ul style="list-style-type: none"> <li>• Activity n° 5S</li> <li>• Some conceptualization (activity n° 6S)</li> </ul>	<ul style="list-style-type: none"> <li>• Revision (activities n° 7S and 8S)</li> <li>• Evaluation (activity n° 9S)</li> </ul>	<ul style="list-style-type: none"> <li>• Closing session for mutual feedback and report, both about the TU for students, the methodology and the activities for the teachers (activity n° 3T)</li> </ul>

<ul style="list-style-type: none"> <li>• Questionnaire</li> <li>• Mini task</li> </ul>	<ul style="list-style-type: none"> <li>• Questionnaire</li> <li>• Write three names</li> </ul>	<ul style="list-style-type: none"> <li>• Some easy Maths</li> <li>• The world upside down</li> </ul>	<ul style="list-style-type: none"> <li>• Who does what at home</li> <li>• Experts board</li> </ul>	<ul style="list-style-type: none"> <li>• A bunch of scattered words</li> <li>• 1, 2, 4</li> <li>• Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback</li> </ul>
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Session 1	General presentation and introduction with the teachers	▶ 30 minutes
	Activity 1 for teachers: Self-check	▶ 20 minutes
	Activity 2 for teachers: Miniquest and mini task	▶ They will do it on their own during the progress of the students' unit
Session 2	Activity 1 for students: Questionnaire	▶ 20-25 minutes
	Activity 2 for students: Write three names	▶ 20-25 minutes
Session 3	Activity 3 for students: Some easy Maths	▶ 20-25 minutes
	Activity 4 for students: The world upside down	▶ 20-25 minutes
Session 4	Activity 5 for students: Who does what at home?	▶ 20-25 minutes
	Activity 6 for students: Experts' board	▶ 25-30 minutes
Session 5	Activity 7 for students: A bunch of scattered words	▶ 15-20 minutes
	Activity 8 for students: 1, 2, 4	▶ 15-20 minutes
	Activity 9 for students: How smiley are you?	▶ 15-20 minutes
Session 6	Activity 3 for teachers: Feedback	▶ 50 minutes

### Tips for trainers:

- The unit is designed to be done in groups of four after activity n° 1 (in this case it is important that it is done individually to guarantee anonymity), although part of each activity will be done individually.
- The teacher must decide which is the best way to group them to ensure everybody's participation and to get their collaboration.
- The teacher will also assign roles to each member of the group: **verifier** (to ensure that the instructions are understood by everybody...) **spokesperson** (to take the group ideas to the whole group), **secretary**, (to write down what needs to be written down), **timekeeper and coordinator** (to ensure everybody's participation and to ensure that they stick to the time given) ... It is also important that the roles and their importance is explained clearly before starting.
- It is important that the furniture is placed in such a way that they can work comfortably in groups of four and that they all can see the front of the classroom.
- The groups and the roles will be the same throughout the whole TU.
- The rest of the tips and the ideas for the debriefing of each activity are included at the end of each one (see appendices).

### Resources

Human resources	Two teachers
	Two groups of students (around 15 years old)
	Other teachers that won't be piloting the TU for impressions, feedback, etc.
	Myself
Material resources	

## (For teachers) Presentation and general introduction to TU

Time: 30 min.

	Notes
<p>► <b>Focus:</b></p> <ul style="list-style-type: none"> <li>The first activity in the first session with the teacher/s has a double objective –to provide them with background information about the butterfly model, the competences for democratic culture, Pestalozzi materials, etc., and to give them tips about how to go through the different activities, for some of which schemes of collaborative teaching and learning have been adopted.</li> </ul>	
<p>► <b>Competences:</b></p> <ul style="list-style-type: none"> <li>Flexibility and adaptability</li> <li>Openness to cultural otherness, and to other beliefs, world views and practices</li> <li>Co-operation skills</li> </ul>	
<p>► <b>Methods /techniques used:</b></p> <ul style="list-style-type: none"> <li>An informal meeting in an office with a computer</li> </ul>	
<p>► <b>Scheduled tasks:</b></p> <ul style="list-style-type: none"> <li>There are no scheduled tasks. The purpose is simply to introduce the unit and the way we are going to work and to clarify doubts.</li> </ul>	
<p>► <b>Resources:</b></p> <ul style="list-style-type: none"> <li><a href="http://www.coe.int/en/web/pestalozzi/training-resources">http://www.coe.int/en/web/pestalozzi/training-resources</a></li> <li><a href="http://www.coe.int/t/dg4/education/Source/competences/competences-for-democratic-culture_en.pdf">http://www.coe.int/t/dg4/education/Source/competences/competences-for-democratic-culture_en.pdf</a></li> </ul>	

<p>▶ <b>Practical arrangements:</b></p> <ul style="list-style-type: none"> <li>• As I said above, an informal meeting in an office with a computer is enough.</li> <li>• The time allocation is an estimate. More time may be necessary to clarify everything because it is of utmost important that the teacher/s who is/are going to work with the students can feel the unit as their own.</li> </ul>	
<p>▶ <b>Instructions/procedure:</b></p> <ul style="list-style-type: none"> <li>• In this activity, the trainer meets the teacher/s who are going to develop the TU and introduces the TU to them. It's important to go over all the students' activities to clarify all the procedures, how the students must be grouped, how the unit evolves throughout the activities (introduction in which students are confronted to their own assumptions and beliefs – introduction and development of certain issues related to gender discrimination – revision and clarification of concepts – conclusions – evaluation of the impact). More detailed information is given for each activity.</li> <li>• Apart from the TU, the trainer also has to introduce 'the butterfly model' in this first session. Teachers need to know the model, the different CDCs, how they are grouped, etc. to better understand the purpose of the unit. I also think, however, that the unit can work well perfectly even with teachers who are not introduced to the concept of the CDCs. I think the concepts of gender discrimination and citizenship, prevention of violence, etc. are universal.</li> </ul>	
<p>▶ <b>Tips/anticipated difficulties:</b></p> <ul style="list-style-type: none"> <li>• Teachers may be uncertain about some of the materials, the practical arrangements during the unit, etc., so it is of utmost importance that all questions are answered and clarified if we want the teachers to get the most out of the unit.</li> </ul>	



- **Debriefing/reflecting:**
- What is your initial reaction?
  - What are your expectations from the unit?
  - Do you think it can work well with your group?

**Activity 1 (for teachers) Self-check**

20 min.

	Notes
<p>► <b>Focus:</b></p> <ul style="list-style-type: none"> <li>• This activity is aimed at making it explicit how the school system contributes to fix certain social stereotypes of men and women (whether in an active or in a passive way). We as teachers sometimes:                             <ul style="list-style-type: none"> <li>○ have different expectations about boys and girls</li> <li>○ treat them in different ways</li> <li>○ have different expectations about their mothers and fathers</li> <li>○ use textbooks or create teaching materials with which we reproduce sexist patterns</li> <li>○ fail to include women in our curricula...</li> </ul> </li> </ul>	
<p>► <b>Competences:</b></p> <ul style="list-style-type: none"> <li>• Knowledge and critical understanding of the self</li> <li>• Valuing democracy, justice, fairness, equality and the rule of law</li> </ul>	
<p>► <b>Methods /techniques used:</b></p> <ul style="list-style-type: none"> <li>• See activity</li> </ul>	

<p>▶ <b>Scheduled tasks:</b></p> <ul style="list-style-type: none"> <li>• Simply hand the activity out to the teacher and give him/her 5-10 minutes to answer the questions (it is not necessary to answer them in written).</li> <li>• After the teacher has answered and processed all the issues the trainer can discuss them with the teacher, whether in general terms or in relation to the teacher's responses (if the teacher feels like it).</li> </ul>	
<p>▶ <b>Resources:</b></p> <ul style="list-style-type: none"> <li>• <b>Appendix # 1: Activity 1 for teachers: Self-check</b></li> </ul>	
<p>▶ <b>Practical arrangements:</b></p> <ul style="list-style-type: none"> <li>• This is still part of a one-to-one informal meeting.</li> <li>• The “agree/disagree” choice can be turned into a five-option choice: 1 (totally disagree) / 2 / 3 / 4 / 5 (totally agree). I didn't do it like that in my piloting because the questionnaire was meant for the initial sensitisation of teachers towards these issues. But, of course, a different way of questioning would give us more information for statistical analysis, etc.</li> </ul>	
<p>▶ <b>Instructions/procedure:</b></p> <ul style="list-style-type: none"> <li>• As we can read above, the activity is quite straightforward. The trainer simply gives the teacher/s involved in the piloting the questionnaire and a few minutes to think about it. They can answer in written if they want, but it is not necessary. They may feel more comfortable if they just think about their answers. This is meant to get them in the mood for the activities that are going to be carried out with the students.</li> <li>• Some ideas, questions, comments may arise while the teacher/s is/are reflecting on the different items. They may be dealt with as they arise, but it is important not to skip the general debriefing at the end of the activity.</li> </ul>	
<p>▶ <b>Tips/anticipated difficulties:</b></p>	

<ul style="list-style-type: none"> <li>Teachers may be wary of the task as they may feel they are being judged.</li> </ul>	
<p>▶ <b>Debriefing/reflecting:</b></p> <ul style="list-style-type: none"> <li>Did any of the questions surprise you? Which? Why?</li> <li>Did any of your answers surprise you? Which? Why?</li> <li>Do you usually deal with matters such as gender inequality or gender violence in your classroom? How?</li> </ul>	

**Activity 2 (for teachers) Miniquest and mini task**

20 min.

	Notes
<p>▶ <b>Focus:</b></p> <ul style="list-style-type: none"> <li>The obvious aim of these tasks is to challenge the assumptions we have that the school is free of gender discrimination. There are many instances, starting by the names of the schools themselves, where we can see examples of that ‘non-taught curriculum’ in which the school also reinforces those social patterns in which women always occupy the second position.</li> </ul>	
<p>▶ <b>Competences:</b></p> <ul style="list-style-type: none"> <li>Analytical and critical thinking skills</li> <li>Valuing democracy, justice, fairness, equality and the rule of law</li> </ul>	
<p>▶ <b>Methods /techniques used:</b></p> <ul style="list-style-type: none"> <li>See activity</li> </ul>	

<p>▶ <b>Scheduled tasks:</b></p> <ul style="list-style-type: none"> <li>• The trainer gives and explains the task to the teacher, who will have several days to do it, until the four sessions of the TU with students are done. After that time, these issues will be discussed with the trainer in the final session.</li> </ul>	
<p>▶ <b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Appendix # 2: Miniquest and mini task</li> </ul>	
<p>▶ <b>Practical arrangements:</b></p> <ul style="list-style-type: none"> <li>• In the activity there is a link to the list of schools in Navarre, Spain, the place where the piloting teachers work. Obviously, this would need to be changed by other teachers or trainers.</li> </ul>	
<p>▶ <b>Instructions/procedure:</b></p> <ul style="list-style-type: none"> <li>• This activity is a bit odd because it is a discontinuous activity, but I think it makes sense in the general context and design of this unit. In it there are activities for both teachers and students, and the piloting teachers play a double role – they help the trainer check the TU for students, and at the same time they go through a certain process of training themselves (not only in the contents, but also on the methodology used).</li> </ul> <p>So, the teacher/s are given and explained the task in session nº. 1, and in session nº 6 they get together again with the trainer for discussion, feedback, etc.</p>	
<p>▶ <b>Tips/anticipated difficulties:</b></p> <ul style="list-style-type: none"> <li>• Teachers may feel ‘lazy’ and not ready to ‘run these errands’.</li> </ul>	
<p>▶ <b>Debriefing/reflecting:</b></p> <ul style="list-style-type: none"> <li>• Did any of the things you found out surprise you? How?</li> </ul>	

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| <ul style="list-style-type: none"> <li>Is this going to introduce any changes in the way you interact in class?</li> </ul> |  |
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### Activity 1 (for students) Questionnaire

20-25 min.

	Notes
<p>► <b>Focus:</b></p> <ul style="list-style-type: none"> <li>This activity is the departure point for students. Its aim is to allow the teacher to identify their views, their consciousness, etc. about certain types of gender discrimination about which we are going to work later in the unit.</li> <li>Besides it may also allow the teacher to detect anonymous cases of possible violent teenage relationships about which some deeper intervention might be needed.</li> <li>It's important that the questionnaire is anonymous so they can speak their mind.</li> </ul>	
<p>► <b>Competences:</b></p> <ul style="list-style-type: none"> <li>Analytical and critical thinking skills</li> <li>Knowledge and critical understanding of the self</li> </ul>	
<p>► <b>Methods / techniques used:</b></p> <ul style="list-style-type: none"> <li>An anonymous questionnaire with 25 items that teachers will have to analyse later</li> </ul>	
<p>► <b>Scheduled tasks:</b></p> <ul style="list-style-type: none"> <li>Questionnaire</li> <li>Debriefing</li> </ul>	

<p>▶ <b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Appendix # 3: Questionnaire</li> </ul>	
<p>▶ <b>Practical arrangements:</b></p> <ul style="list-style-type: none"> <li>• If could also be turned into a Google questionnaire so as to guarantee anonymity.</li> <li>• As I said about the teacher's questionnaire, the "agree/disagree" choice can be turned into a five-option choice: 1 (totally disagree) / 2 / 3 / 4 / 5 (totally agree).</li> </ul>	
<p>▶ <b>Instructions/procedure:</b></p> <ul style="list-style-type: none"> <li>• The teacher explains the TU on which students are going to work over the next four sessions (of course, depending on how long a teaching period lasts in each country, more or fewer sessions would be necessary). After that s/he gives them the questionnaire and asks them to work individually. It would be best to separate them completely in individual rows to guarantee that they can answer in earnest and that their answers are not influenced by some other students.</li> </ul>	
<p>▶ <b>Tips/anticipated difficulties:</b></p> <ul style="list-style-type: none"> <li>• Students may not be collaborative and may not take the questionnaire seriously.</li> </ul>	
<p>▶ <b>Debriefing/reflecting:</b></p> <ul style="list-style-type: none"> <li>• Did any questions shock you? Which? Why?</li> <li>• What type of girl / boy / woman / man do some of the questions depict?</li> <li>• Choose the statement you most agree / disagree with.</li> <li>• If students are engaged in an interesting debate the teacher can pick up some statements and ask students to move to one end of the room or the other (or stay around the middle) depending on how much they dis/agree with the statement, and then ask some students to explain their choice.</li> </ul>	

Activity 2 (for students) **Write three names**

20-25 min.

	Notes
<p>► <b>Focus:</b></p> <ul style="list-style-type: none"> <li>• The main aim of this activity is to make students aware of the fact that men have traditionally occupied the public sphere and that it has been a lot harder for women to take up some of that public space, being restricted to the private sphere of the home and the family, as they were.</li> <li>• Another aim is to use this questionnaire as an incentive to identify female artists, painters, writers, etc. and make them visible.</li> </ul>	
<p>► <b>Competences:</b></p> <ul style="list-style-type: none"> <li>• Valuing democracy, justice, fairness, equality and the rule of law</li> <li>• Autonomous learning skills</li> <li>• Knowledge and critical understanding of the world</li> <li>• Co-operation skills</li> </ul>	
<p>► <b>Methods /techniques used:</b></p> <ul style="list-style-type: none"> <li>• From this activity on the students will be sitting in groups of four most of the time. This is explained more clearly below.</li> </ul>	
<p>► <b>Scheduled tasks:</b></p> <ul style="list-style-type: none"> <li>• Time to fill in the chart in the groups</li> <li>• Debriefing in the small group</li> <li>• Debriefing in the whole group</li> </ul>	

<p>► <b>Resources:</b></p> <ul style="list-style-type: none"> <li>• <b>Appendix # 4: Write three names</b></li> </ul>	
<p>► <b>Practical arrangements:</b></p> <ul style="list-style-type: none"> <li>• As I explained at the beginning, the unit is designed to be done in groups of four (mostly) after activity n° 1, although part of each activity will be done individually. <ul style="list-style-type: none"> <li>○ The teacher has to decide which is the best way to group them to ensure everybody's participation and to get their collaboration.</li> <li>○ It is important that the teacher knows this clearly beforehand (which student will be best at which role, which is the best way to group them so as to ensure their collaboration to achieve a common objective, etc.) so that when they get to this activity the procedure goes smoothly.</li> <li>○ The teacher will also assign roles to each member of the group: verifier (to ensure that the instructions are understood by everybody...) spokesperson (to take the group ideas to the whole group), secretary, (to write down what needs to be written down), timekeeper and coordinator (to ensure everybody's participation and to ensure that they stick to the time given) ... It is also important that the roles and their importance is explained clearly before starting.</li> <li>○ It is important that the furniture is placed in such a way that they can work comfortably in groups of four and that they all can see the front of the classroom.</li> <li>○ The groups and the roles will be the same throughout the whole TU.</li> </ul> </li> <li>• So, all the above issues have to be explained and the practical arrangements in the classroom have to be done before starting this activity.</li> </ul>	
<p>► <b>Instructions/procedure:</b></p> <ul style="list-style-type: none"> <li>• The teacher makes the grouping. If the total number of students is not a multiple of four, then s/he may make some groups of three (and reassign roles accordingly). But I insist, all this has to be decided by the teacher beforehand.</li> </ul>	



<ul style="list-style-type: none"> <li>• Once they are sitting in groups the task is handed. When the instructions are clear, the teacher gives them about one third of the time to fill in individually as many names as they can, and then the remaining time to fill in the chart together.</li> <li>• The last part of the activity is the debriefing, first in the small groups and then in the whole group (through the spokesperson).</li> </ul>	
<p>▶ <b>Tips/anticipated difficulties:</b></p> <ul style="list-style-type: none"> <li>• Since it is the first activity, they may find it difficult to stick to their role, work in their group, etc.</li> </ul>	
<p>▶ <b>Debriefing/reflecting:</b></p> <ul style="list-style-type: none"> <li>• It would be interesting to ask them to analyze in which groups they have had the most problems to fill in the three names: foreign / Spanish (or whichever nationality), which jobs, past or present... (always from a gender perspective).</li> <li>• It would also be interesting to know <i>why</i> they think it was harder (presumably) to find women's names.</li> <li>• And finally, as a follow-up, it would be interesting to challenge them (in their groups, or dividing the different boxes in the whole classroom) to fill in the missing women's names for the next day.</li> </ul>	

### Activity 3 (for students) **Some easy Maths**

20-25 min.

	Notes
<p>▶ <b>Focus:</b></p> <ul style="list-style-type: none"> <li>• The aim of this activity is to raise the issue of one of the most common forms of gender discrimination, the gender pay gap, which runs along and across the whole European Union, and make students well aware of it.</li> </ul>	

<p>▶ <b>Competences:</b></p> <ul style="list-style-type: none"> <li>• Valuing democracy, justice, fairness, equality and the rule of law</li> <li>• Analytical and critical thinking skills</li> <li>• Knowledge and critical understanding of the world</li> <li>• Co-operation skills</li> </ul>	
<p>▶ <b>Methods /techniques used:</b></p> <ul style="list-style-type: none"> <li>• See activity</li> </ul>	
<p>▶ <b>Scheduled tasks:</b></p> <ul style="list-style-type: none"> <li>• Activities</li> <li>• Debriefing in the small group</li> <li>• Debriefing in the whole group</li> </ul>	
<p>▶ <b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Appendix # 5: Some easy Maths</li> </ul>	
<p>▶ <b>Practical arrangements:</b></p> <ul style="list-style-type: none"> <li>• The same groups of four (three if the number of students is no a multiple of four) with the same roles, etc.</li> </ul>	
<p>▶ <b>Instructions/procedure:</b></p> <ul style="list-style-type: none"> <li>• First of all, they are introduced to part n° 1 – little text and following questions, as a way to introduce the topic of gender pay gap.</li> </ul>	

<ul style="list-style-type: none"><li>• After that, and in relation to part 1, they are asked to look at the figures of part 2, and also to parts 3 and 4 and to work out the meaning of this concept together.</li><li>• The maths in part n° 5 is very easy but the resulting figures are very revealing. This part may be left out if there are time constraints.</li></ul>	
<p>► <b>Tips/anticipated difficulties:</b></p> <ul style="list-style-type: none"><li>•</li></ul>	
<p>► <b>Debriefing/reflecting:</b></p> <ul style="list-style-type: none"><li>• Questions like:<ul style="list-style-type: none"><li>○ Why do you think these things happen?</li><li>○ What is your opinion about it?</li><li>○ How do you feel as a boy?</li><li>○ How do you feel as a girl?</li><li>○ What can be done about it?</li></ul></li><li>• As a follow-up it would be interesting to get them to find the figures about the gender pay gap in their town, in their region, or in other parts of the world...</li></ul>	

## Activity 4 (for students) **The world upside down**

20-25 min.

	Notes
<p>▶ <b>Focus:</b></p> <ul style="list-style-type: none"> <li>• The aim of this activity is double. On the one hand, to go deeper into the issue of gender discrimination at work that was dealt with in the previous activity.</li> <li>• And on the other hand, to notice how absurd reality looks in this distorting mirror we have created by exchanging traditional gender roles.</li> </ul>	
<p>▶ <b>Competences:</b></p> <ul style="list-style-type: none"> <li>• Valuing human dignity and human rights</li> <li>• Valuing democracy, justice, fairness, equality and the rule of law</li> <li>• Co-operation skills</li> </ul>	
<p>▶ <b>Methods /techniques used:</b></p> <ul style="list-style-type: none"> <li>• See activity</li> </ul>	
<p>▶ <b>Scheduled tasks:</b></p> <ul style="list-style-type: none"> <li>• Reading in pairs</li> <li>• Debriefing in the small group</li> <li>• Debriefing in the whole group</li> </ul>	
<p>▶ <b>Resources:</b></p>	

<ul style="list-style-type: none"> <li>• Appendix # 6: The world upside down</li> </ul>	
<p>▶ <b>Practical arrangements:</b></p> <ul style="list-style-type: none"> <li>• This activity is meant to be done in pairs. Students will presumably still be sitting in their groups of four. In that case, they will have to be divided into two pairs. If the grouping includes some groups of three and some groups of four, then they will have to be completely regrouped for this particular activity. As much as possible, girls will read the role of the personnel manager and boys will play the role of Mr John Annsdaughter.</li> <li>• It would be nice to end up by getting two students to act out the dialogue in front of the whole class.</li> </ul>	
<p>▶ <b>Instructions/procedure:</b></p> <ul style="list-style-type: none"> <li>• The activity, on the other hand, is quite simple and quite straightforward. They just have to read the text aloud in their pairs.</li> <li>• It's better to allow them a few minutes to read the text on their own and to understand it.</li> </ul>	
<p>▶ <b>Tips/anticipated difficulties:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	
<p>▶ <b>Debriefing/reflecting:</b></p> <ul style="list-style-type: none"> <li>• What was your first reaction when you read the text?</li> <li>• What (if anything) did your find shocking? Annoying? Unbearable?</li> <li>• What would a world like this look like?</li> <li>• Are women's and men's roles in society still different? How?</li> </ul>	

Activity 5 (for students) **Who does what at home?**

20-25 min.

	Notes
<p>► <b>Focus:</b></p> <ul style="list-style-type: none"> <li>The main purpose of this activity is to raise the students' consciousness about the unequal / unfair (in many cases) distribution of tasks in many households where working women / girls have to do much / most of the housework, and how this affects their personal life because they have less free time, because they feel discriminated, etc.</li> </ul>	
<p>► <b>Competences:</b></p> <ul style="list-style-type: none"> <li>Valuing human dignity and human rights</li> <li>Valuing democracy, justice, fairness, equality and the rule of law</li> <li>Co-operation skills</li> </ul>	
<p>► <b>Methods /techniques used:</b></p> <ul style="list-style-type: none"> <li>See activity</li> </ul>	
<p>► <b>Scheduled tasks:</b></p> <ul style="list-style-type: none"> <li>Individual reflection and filling of the charts</li> <li>Debriefing in the small group</li> <li>Debriefing in the whole group</li> </ul>	
<p>► <b>Resources:</b></p> <ul style="list-style-type: none"> <li>Appendix # 7: Who does what at home?</li> </ul>	

<p>▶ <b>Practical arrangements:</b></p> <ul style="list-style-type: none"><li>• The same groups of four.</li><li>• The activity is quite simple. First, give them some time to reflect on their own individual reality and the reality of their family, (part 1 and 2).</li><li>• Then, allow some more times for debriefing in the small group.</li><li>• And finally, get the spokespeople to share their findings in the big group.</li></ul>	
<p>▶ <b>Instructions/procedure:</b></p> <ul style="list-style-type: none"><li>• See activity</li></ul>	
<p>▶ <b>Tips/anticipated difficulties:</b></p> <ul style="list-style-type: none"><li>•</li></ul>	
<p>▶ <b>Debriefing/reflecting:</b></p> <ul style="list-style-type: none"><li>• Is there a balanced distribution of tasks?</li><li>• Who does more?</li><li>• Are the differences in this distribution related to age? Gender? Anything else?</li><li>• What is, in your opinion, the reason for these differences?</li><li>• Consider the time we spend doing this kind of tasks in our lives. What consequences does an unbalanced distribution have (for our free time, for the relationships within the family, etc.)?</li></ul>	

Activity 6 (for students) **The board of experts**

25-30 min.

	Notes
<p>▶ <b>Focus:</b></p> <ul style="list-style-type: none"> <li>As we are getting to the end, this activity aims to introduce some relevant concepts for the topic of gender discrimination and gender violence. Some of them have already appeared in the unit, some will be new.</li> </ul>	
<p>▶ <b>Competences:</b></p> <ul style="list-style-type: none"> <li>Valuing human dignity and human rights</li> <li>Valuing democracy, justice, fairness, equality and the rule of law</li> <li>Linguistic, communicative and plurilingual skills</li> <li>Co-operation skills</li> </ul>	
<p>▶ <b>Methods / techniques used:</b></p> <ul style="list-style-type: none"> <li>This is a typical structure of cooperative learning where students have different parts of the information, which they must share.</li> </ul>	
<p>▶ <b>Scheduled tasks:</b></p> <ul style="list-style-type: none"> <li>The activity as it is described below</li> <li>Debriefing in small groups</li> <li>Debriefing in the big group</li> </ul>	
<p>▶ <b>Resources:</b></p> <ul style="list-style-type: none"> <li>Appendix # 8: The board of experts</li> </ul>	



<p>► <b>Practical arrangements:</b></p> <ul style="list-style-type: none"> <li>• For this activity, there may be two options in terms of grouping arrangements (see the procedure below). The teacher should decide which one suits her/him best.</li> </ul>	
<p>► <b>Instructions/procedure:</b></p> <ul style="list-style-type: none"> <li>• Since there are only three expert roles in the activity, the teacher can take one of the two following options: <ul style="list-style-type: none"> <li>◦ First option: the students will be divided in <b>groups of three</b> and each member of the group will be given one of the three experts' roles. The advantage of this is that they all have one different role. The disadvantage is that the grouping that has been used along the unit is altered.</li> <li>◦ Second option: the students will stay in their <b>groups of four</b> and two students will be given the same role (not necessarily the same role has to be repeated in all the groups). The advantage of this is that weaker students can feel more at ease. The disadvantage is that the distribution of the task is not balanced (or is that not necessarily a disadvantage?).</li> </ul> </li> <li>• Students will have the necessary time to read the information, underline the important ideas and process them. The teacher's help may be necessary here because some concepts and some vocabulary may be challenging.</li> <li>• Then, all the students in expert role 1, for example, will get together in groups of three and will share what they have understood, read, processed, etc. for further clarification.</li> <li>• Finally, students will come to the original groups of three/four (with the other experts) to share what they know about the topic. It is OK if they need to look at their papers to do this. The activity is not meant as a memory game.</li> </ul>	
<p>► <b>Tips / anticipated difficulties:</b></p> <ul style="list-style-type: none"> <li>• The language and the communicative skills demands can be challenging in this activity. They should be allowed to take notes or anything they find helpful.</li> </ul>	

<ul style="list-style-type: none"> <li>• Depending on the groups, type of students, etc. more time would be necessary to carry out the activity.</li> <li>• The piloting has shown that this is possibly the most challenging activity. The teacher should introduce any necessary changes if s/he thinks the students don't have the necessary maturity, language level, etc. The activity may be simplified, it may be allocated more time., etc.</li> </ul>	
<p>► <b>Debriefing/reflecting:</b></p> <ul style="list-style-type: none"> <li>• What did you already know about all these issues?</li> <li>• What did you find most striking / surprising, etc. in what you read?</li> <li>• What did you find most striking / surprising, etc. in what you learnt from the other experts?</li> </ul>	

### Activity 7 (for students) **A bunch of scattered words**

15-20 min.

	Notes
<p>► <b>Focus:</b></p> <ul style="list-style-type: none"> <li>• As we are coming to the end of the unit, the aim of this activity is to clarify concepts, now in positive. The definition is taken from the UN website: <a href="http://www.un.org/sustainabledevelopment/gender-equality/">http://www.un.org/sustainabledevelopment/gender-equality/</a>, where we can read that gender equality is the 5<sup>th</sup> UN's sustainable development goal:</li> </ul> <p><i>Goal 5: Achieve gender equality and empower all women and girls</i></p> <p><i>While the world has achieved progress towards gender equality and women's empowerment under the Millennium Development Goals (including equal access to primary education between girls and boys), women and girls continue to suffer discrimination and violence in every part of the world.</i></p> <p><i>Gender equality is not only a fundamental human right, but a necessary foundation for a peaceful, prosperous and sustainable world.</i></p>	

<p><i>Providing women and girls with equal access to education, health care, decent work, and representation in political and economic decision-making processes will fuel sustainable economies and benefit societies and humanity at large.</i></p>	
<p>▶ <b>Competences:</b></p> <ul style="list-style-type: none"> <li>• Valuing human dignity and human rights</li> <li>• Valuing democracy, justice, fairness, equality and the rule of law</li> <li>• Knowledge and critical understanding of language and communication</li> <li>• Co-operation skills</li> </ul>	
<p>▶ <b>Methods /techniques used:</b></p> <ul style="list-style-type: none"> <li>• See activity</li> </ul>	
<p>▶ <b>Scheduled tasks:</b></p> <ul style="list-style-type: none"> <li>• Individual reflection and definition</li> <li>• Collaborative task</li> <li>• Debriefing in the small group</li> <li>• Debriefing in the whole group</li> </ul>	
<p>▶ <b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Appendix # 9: A bunch of scattered words</li> </ul>	
<p>▶ <b>Practical arrangements:</b></p> <ul style="list-style-type: none"> <li>• The same groups of 4</li> </ul>	

<p>▶ <b>Instructions/procedure:</b></p> <ul style="list-style-type: none"> <li>• First, students are given the worksheet and some time to provide as good a definition as possible of 'gender quality' with the words provided.</li> <li>• After that, they are asked to share their possible definitions and ideas in the group and to get a common definition from the group.</li> <li>• Then, all the definitions are shared in the big group through the spokespeople.</li> <li>• Finally, the teacher introduces the UN's definition.</li> </ul>	
<p>▶ <b>Tips/anticipated difficulties:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	
<p>▶ <b>Debriefing/reflecting:</b></p> <ul style="list-style-type: none"> <li>• (Before the activity) <ul style="list-style-type: none"> <li>○ What is 'gender equality' in your opinion?</li> </ul> </li> <li>• (After the UN's definition has been introduced) <ul style="list-style-type: none"> <li>○ What is your opinion about this definition?</li> <li>○ Do you agree with it?</li> <li>○ Are there any important ideas missing there?</li> </ul> </li> </ul>	

**Activity 8 (for students) Final revision in 1, 2, 4**

15-20 min.

	Notes
<p>▶ <b>Focus:</b></p> <ul style="list-style-type: none"> <li>• The main aim of this activity is to revise collectively the different ideas dealt with in the unit and to provide any final clarifications, explanations, etc. needed.</li> <li>• The second aim is to analyze the structures in which they have been working and their views about that.</li> </ul>	
<p>▶ <b>Competences:</b></p> <ul style="list-style-type: none"> <li>• Autonomous learning skills</li> <li>• Analytical and critical thinking skills</li> <li>• Linguistic, communicative and plurilingual skills</li> <li>• Responsibility</li> <li>• Self-efficacy</li> </ul>	
<p>▶ <b>Methods / techniques used:</b></p> <ul style="list-style-type: none"> <li>• See activity</li> </ul>	
<p>▶ <b>Scheduled tasks:</b></p> <ul style="list-style-type: none"> <li>• See activity</li> </ul>	
<p>▶ <b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Appendix # 10: Final revision in 1, 2, 4</li> </ul>	

<p>▶ <b>Practical arrangements:</b></p> <ul style="list-style-type: none"> <li>• Sitting in groups of four</li> </ul>	
<p>▶ <b>Instructions/procedure:</b></p> <ul style="list-style-type: none"> <li>• This activity with which we are starting the revision of the unit is meant to be done in three steps.</li> <li>• First, they are given some time to for an individual reflection about WHAT they have been doing and HOW they have been doing it (concepts, activities, grouping, roles, anything...). The teacher should prompt all these ideas to trigger the students' reflection.</li> <li>• Then, they are asked to exchange what they have written in PAIRS.</li> <li>• Finally, in the last step, they put together in the group of four what they have been discussing in pairs.</li> <li>• If the total number is not a multiple of four, they should be divided in such a way that they can work first in pairs, and then in some groups of three and some groups of four, as in the previous activities.</li> </ul>	
<p>▶ <b>Tips/anticipated difficulties:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	
<p>▶ <b>Debriefing/reflecting:</b></p> <ul style="list-style-type: none"> <li>• What is the first idea that came to your mind in the individual reflection?</li> <li>• What activity did you enjoy most / least?</li> <li>• What is the main conclusion that you want to take with you?</li> <li>• Has this changed any attitudes in you?</li> <li>• Did you enjoy working in your group? Why?</li> <li>• What did you enjoy most / least about working in your group?</li> <li>• What did you enjoy most / least about your role?</li> </ul>	

Activity 9 (for students) **How smiley are you?**

15-20 min.

	Notes
<p>▶ <b>Focus:</b></p> <ul style="list-style-type: none"> <li>• The aim of this final activity with the students and this evaluation rubric is to get students to analyze where “on the map” they stand. I have chosen a simple 4x4 rubric (four criteria and four performance levels) in which I have combined several of the things I have tried to work with along the unit –attitudes and knowledge, gender discrimination and collaborative work.</li> </ul>	
<p>▶ <b>Competences:</b></p> <ul style="list-style-type: none"> <li>• Autonomous learning skills</li> <li>• Analytical and critical thinking skills</li> <li>• Responsibility</li> <li>• Self-efficacy</li> </ul>	
<p>▶ <b>Methods /techniques used:</b></p> <ul style="list-style-type: none"> <li>• Evaluation rubric</li> </ul>	
<p>▶ <b>Scheduled tasks:</b></p> <ul style="list-style-type: none"> <li>• Individual self-evaluation</li> <li>• Sharing of results in the group</li> <li>• Teacher’s interaction with students as they are doing the task</li> <li>• Final debriefing in the whole group (see ideas for debriefing below)</li> </ul>	
<p>▶ <b>Resources:</b></p>	

<ul style="list-style-type: none"> <li>• Appendix # 11: How smiley are you?</li> </ul>	
<p>▶ <b>Practical arrangements:</b></p> <ul style="list-style-type: none"> <li>• Groups of four</li> </ul>	
<p>▶ <b>Instructions/procedure:</b></p> <ul style="list-style-type: none"> <li>• It's very important that the teacher explains clearly the purpose of the evaluation activity, both the criteria and the levels of performance.</li> <li>• And it's also very important that the teacher moves around while they are doing the activity to challenge their choices.</li> </ul>	
<p>▶ <b>Tips/anticipated difficulties:</b></p> <ul style="list-style-type: none"> <li>• Students may have problems to understand evaluation rubrics and how they work.</li> <li>• Students may find the concept of self-evaluation difficult to understand.</li> </ul>	
<p>▶ <b>Debriefing/reflecting:</b></p> <ul style="list-style-type: none"> <li>• It would be nice to challenge some of the choices they make, getting them to explain those choices.</li> <li>• And it would be even nicer to challenge them to think what they could / should do to move one level up for each criterion.</li> </ul>	



Activity 3 (for teachers) **Feedback**

50 min.

	<b>Notes</b>
<p>▶ <b>Focus:</b></p> <ul style="list-style-type: none"> <li>• And the aim of this final activity is to provide a context for mutual feedback between the teacher and the trainer regarding both the activities done by the teacher and the development of the TU for students in class (and then, in this second case, regarding the contents and the procedures used).</li> </ul>	
<p>▶ <b>Competences:</b></p> <ul style="list-style-type: none"> <li>• Valuing democracy, justice, fairness, equality and the rule of law</li> <li>• Analytical and critical thinking skills</li> <li>• Flexibility and adaptability</li> <li>• Co-operation skills</li> </ul>	
<p>▶ <b>Methods /techniques used:</b></p> <ul style="list-style-type: none"> <li>• An informal interview conducted by the trainer regarding the issues in the activity or others that may arise.</li> </ul>	
<p>▶ <b>Scheduled tasks:</b></p> <ul style="list-style-type: none"> <li>• See activity</li> </ul>	
<p>▶ <b>Resources:</b></p> <ul style="list-style-type: none"> <li>• <b>Appendix # 12: Feedback</b></li> </ul>	

<p>▶ <b>Practical arrangements:</b></p> <ul style="list-style-type: none"> <li>• As in the other activities exclusively for the teacher/s, this can be done informally in an office.</li> </ul>	
<p>▶ <b>Instructions/procedure:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	
<p>▶ <b>Tips/anticipated difficulties:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	
<p>▶ <b>Debriefing/reflecting:</b></p> <ul style="list-style-type: none"> <li>• The questions in the task are the debriefing itself</li> </ul>	

## Evaluation and impact assessment

	min.
<p>▶ <b>Expected outcomes:</b></p> <ul style="list-style-type: none"> <li>• From students: <ul style="list-style-type: none"> <li>○ Self-knowledge and self-esteem</li> <li>○ A positive gender identity</li> <li>○ A critical attitude toward gender discrimination and sexist behaviors</li> <li>○ A greater capacity to work collaboratively towards a common goal</li> </ul> </li> <li>• From teachers: <ul style="list-style-type: none"> <li>○ More awareness of gender discrimination at school</li> </ul> </li> </ul>	<p>Notes</p>

<ul style="list-style-type: none"> <li>○ A critical analysis of the ‘hidden curriculum’ by which school contributes to gender discrimination, both actively and passively</li> <li>○ More capability to prevent situations of gender violence</li> <li>○ Notions of collaborative teaching and learning</li> </ul>	
<p>▶ <b>Methods /techniques used:</b></p> <ul style="list-style-type: none"> <li>• With students, the evaluation rubric in appendix n° 11</li> <li>• With teachers, the informal interview explained in appendix n° 12</li> <li>• See the details of those two activities</li> </ul>	
<p>▶ <b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Appendix # 11 for the evaluation of students</li> <li>• Appendix # 12 for the evaluation of teachers</li> </ul>	
<p>▶ <b>Outputs:</b></p> <ul style="list-style-type: none"> <li>• Final report in written, possibly with photos</li> </ul>	
<p>▶ <b>Instructions/procedure:</b></p> <ul style="list-style-type: none"> <li>• See the activities</li> </ul>	
<p>▶ <b>Tips/anticipated difficulties:</b></p> <ul style="list-style-type: none"> <li>• See the activities</li> </ul>	

► Debriefing/reflecting:

- See the activities

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## References:

Some of the contents have been written with information taken from:

1. [https://en.wikipedia.org/wiki/Main\\_Page](https://en.wikipedia.org/wiki/Main_Page)
2. <http://www.unfpa.org/>
3. <http://ec.europa.eu/justice/>

Apart from the activities “The world upside down” and “Who does what at home?” all the other activities are my own synthesis of the reading of many resources. Among the most clarifying:

1. Hernando Gómez, Ángel, “La prevención de la violencia de género en adolescentes” en *Apuntes de Psicología*, 2007, vol. 25, nº 3, pp: 325-340.
2. Tarazona, David, “Discriminación por género en la escuela” en <http://www.monografias.com/trabajos28/genero-en-escuela/genero-en-escuela.shtml>.
3. Long, Russ, “Gender inequality” in <http://dmc122011.delmar.edu/socsci/rlong/problems/chap-09.htm>.
4. Díaz Aguado, M<sup>a</sup> José, “Prevenir la violencia de género desde la escuela” en *Revista de Estudios de Juventud*, 2009, nº 86.

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- Appendix # 1: Activity 1 for teachers: Self-check
- Appendix # 2: Activity 2 for teachers: Miniquest and mini-task
- Appendix # 3: Activity 1 for students: Questionnaire
- Appendix # 4: Activity 2 for students: Write three names
- Appendix # 5: Activity 3 for students: Some easy Maths
- Appendix # 6: Activity 4 for students: The world upside down
- Appendix # 7: Activity 5 for students: Who does what at home?
- Appendix # 8: Activity 6 for students: The board of experts
- Appendix # 9: Activity 7 for students: A bunch of scattered words
- Appendix # 10: Activity 8 for students: Final revision in 1, 2, 4
- Appendix # 11: Activity 9 for students: How smiley are you?
- Appendix # 12: Activity 3 for teachers: Feedback
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## APPENDIX Nº 1

### ACTIVITY Nº 1 FOR TEACHERS: SELF-CHECK

You do not have to answer the questions in written if you don't want but you are kindly invited to think whether you mostly AGREE or DISAGREE with the following statements.

Nº	Statement	I AGREE	I DIS-AGREE
1	In my school, there is no gender discrimination.		
2	In the playground, it is normal for boys to take up more space because they play football.		
3	In my class I treat boys and girls in the same way.		
4	When a student is troublesome I usually say: "Tell your mother to come because I need to talk to her".		
5	I tend to pay more attention to boys because they are noisier.		
6	I use inclusive language at school.		
7	There isn't such a thing as "studies for girls" and "studies for boys".		
8	Male and female teachers have got the same opportunities for promotion and professional development.		
9	Leading positions at school are occupied by male and female teachers equally.		
10	In the subject I teach female and male roles are treated equally.		
11	I can clearly spot situations of gender discrimination or violence among my teenage students.		
12	It's OK to say 'men' when you refer to 'men' and 'women' in general. Everybody understands that.		
13	The school cannot do much about gender discrimination. That is something students must learn at home.		
14	In staff meetings, it is normal to refer to boys with good marks as 'very intelligent' and to girls with good marks as 'very hard-working'.		
15	The teaching materials I use do not show stereotyped male and female roles.		

## APPENDIX Nº 2

### ACTIVITY Nº 2 FOR TEACHERS: MINIQUEST AND MINI TASK

After the first session with the teacher/s there will be four sessions with students.

Once the objectives, methodology, etc. have been explained, I would like to give you a mini-task to do before session nº 6 and to invite you to write your reflections below:

1. In the following website, you can find a list of all schools in Navarre –state, private, primary, secondary, etc.: <https://www.educacion.navarra.es/web/dpto/centros-educativos>. Look at the names and see how many of those schools are named after a male / female historical figure, and what kind of profiles those figures have.
2. Walk around the playgrounds during one of the breaks and analyze how much space boys and girls take up, the kind of activities they do, what parts of the playground they take, how they interact...
3. Take a look at your course books and also the course books of other subjects your students use (social science, literature, science...). Do you think women are properly represented in them?
4. During this week, be especially attentive to the time you spend interacting with your female and male students (for whatever reason). Is it balanced?



## APPENDIX N° 3:

### ACTIVITY N ° 1 FOR STUDENTS: QUESTIONNAIRE

We will start with a questionnaire. It is anonymous. You just have to circle your age and gender.

Age: 14 / 15 / 16

Gender: Female / Male

Below you will find a series of statements. Tick *I AGREE* or *I DISAGREE* depending on which is closer to your opinion.

Nº	Statement	I AGREE	I DIS-AGREE
1	In the playground, it's normal for boys to take up more space because they play football.		
2	Cooking and ironing and women's duties.		
3	Women are better at looking after children, sick people and elderly people.		
4	Saying that boys and girls are equal means that they have to do the same things.		
5	Boys who are a little aggressive are more attractive and popular.		
6	It's sometimes my father and sometimes my mother who comes to school to talk to the teachers.		
7	If you are jealous of your girlfriend / boyfriend it is because you love her / him.		
8	In my class teachers treat boys and girls in the same way.		
9	I don't have to tell my girlfriend / boyfriend who has phoned me or sent me WhatsApps.		
10	It's OK to say 'men' when you refer to 'men' and 'women' in general. Everybody understands that.		
11	Some boys are aggressive because they don't know how to express their feelings and emotions. We should learn that at school.		
12	It's normal for women to earn less money than men because their jobs are less important.		
13	We haven't had so many female writers, painters or musicians in history because men are more creative than women.		

14	If a girl has got a boyfriend it's normal that she only goes out with him.		
15	I don't like the way some boys look at girls in the playground. It's uncomfortable.		
16	Both girls and boys should help at home with the housework.		
17	It's normal that girls have to be back home earlier because it's more dangerous for them.		
18	There are no "studies for girls" and "studies for boys".		
19	When I am sick it is usually my mother that takes me to the doctor.		
20	Saying that girls and boys are equal means that even though they are different they have to have equal opportunities in life.		
21	Women can be as good carpenters or bus drivers as men.		
22	Sweet, affectionate girls are more attractive.		
23	At home, I have the same duties as my brother / sister.		
24	Boys get more attention from teachers because they are noisier.		
25	It's OK for your girlfriend / boyfriend to tell you what clothes to wear or not to wear.		

## APPENDIX Nº 4:

### ACTIVITY Nº 2 FOR STUDENTS: WRITE THREE NAMES

Write between one and three names in each box. The names may belong to any historical period. Each correct name scores 1 point.

Spanish female writers	Spanish male writers	Foreign female writers	Foreign male writers
Spanish female scientists	Spanish male scientists	Foreign female scientists	Foreign male scientists
Spanish female painters	Spanish male painters	Foreign female painters	Foreign male painters
Spanish sportswomen	Spanish sportsmen	Foreign sportswomen	Foreign sportsmen
Spanish female politicians	Spanish male politicians	Foreign female politicians	Foreign male politicians

**TOTAL SCORE: \_\_\_\_\_/60**

## APPENDIX Nº 5

### ACTIVITY Nº 3 FOR STUDENTS: SOME EASY MATHS

1. Read the following text and discuss the questions that follow in your group<sup>1</sup>.



Jack and Jim go to the same school. They are in the same class. They are both 15. John wears glasses but Jim doesn't. Yesterday they did a maths exam. Today the teacher has brought the exams back and given them their mark.

The exams are identical. They have got the same right answers and the same mistakes. However, Jim has got an 8 and Jack has got a 6.25.

You probably want to know why. Well, it's not written anywhere, but everybody knows that in this school children who wear glasses get lower marks than children who don't for the same exam.

- Describe the situation using at least three adjectives.
  - Do you think this might ever happen?
  - Can you think of any other situations like this?
  - What would you do if you were in this school and you had glasses?
  - What would you do if you were in this school and you didn't have glasses?
2. Below you can see the countries of the European Union. Try to work out the meaning of "Gender Pay Gap" and the figures to the right of each country<sup>2</sup>.

Country	Gender Pay Gap	Country	Gender Pay Gap
Belgium	10	Lithuania	12.6
Bulgaria	14.7	Luxembourg	8.6
Czech Republic	22	Hungary	20.1
Denmark	14.9	Malta	6.1
Germany	22.4	Netherlands	16.9
Estonia	30	Austria	23.4
Ireland	14.4	Poland	6.4
Greece	15	Portugal	15.7
Spain	17.8	Romania	9.7
France	14.8	Slovenia	2.5
Croatia	18	Slovakia	21.5
Italy	6.7	Finland	19.4
Cyprus	16.2	Sweden	15.9
Latvia	13.8	United Kingdom	19.1

<sup>1</sup> The picture that illustrates the text has been taken from the internet. It is tagged for non-commercial reuse: [https://c1.staticflickr.com/4/3191/3115637212\\_1296f6a971.jpg](https://c1.staticflickr.com/4/3191/3115637212_1296f6a971.jpg).

<sup>2</sup> [http://ec.europa.eu/justice/gender-equality/gender-pay-gap/situation-europe/index\\_en.htm](http://ec.europa.eu/justice/gender-equality/gender-pay-gap/situation-europe/index_en.htm). The data in this website are from 2012.

3. Now read the text<sup>3</sup> and you will understand.

**Key figures on equality between women and men at work in relation to the gender pay gap**

There are many different factors to consider in the labour market, but according to the new Eurostat estimates, it appears that there are considerable differences between the Member States in this regard, with pay differences in favour of men ranging from less than 10% in Slovenia, Malta, Poland, Italy, Luxembourg and Romania to more than 20% in Hungary, Slovakia, the Czech Republic, Germany and Austria, and reaching 30% in Estonia.

4. According to the text then, Gender Pay Gap means that:
- a. Men are paid more money than women for doing the same work.
  - b. Women are paid more money than men for doing the same work.
  - c. Women and men are paid the same for doing the same work.
5. The GPG is expressed as a percentage (%). On average women earn X % less than their male partners. If we consider that the average man earns 1000 € in each country, can you quickly work out what the salary of the average woman is?

Country	Men / Women	Country	Men / Women
Belgium	1000 € /	Lithuania	1000 € /
Bulgaria	1000 € /	Luxembourg	1000 € /
Czech Republic	1000 € /	Hungary	1000 € /
Denmark	1000 € /	Malta	1000 € /
Germany	1000 € /	Netherlands	1000 € /
Estonia	1000 € /	Austria	1000 € /
Ireland	1000 € /	Poland	1000 € /
Greece	1000 € /	Portugal	1000 € /
Spain	1000 € / 822 €	Romania	1000 € / 903 €
France	1000 € /	Slovenia	1000 € /
Croatia	1000 € /	Slovakia	1000 € /
Italy	1000 € /	Finland	1000 € /
Cyprus	1000 € /	Sweden	1000 € /
Latvia	1000 € /	United Kingdom	1000 € /

Surprised? Maybe you **now** understand the idea of getting different marks for the same exam.

<sup>3</sup> [http://ec.europa.eu/justice/gender-equality/gender-pay-gap/situation-europe/index\\_en.htm](http://ec.europa.eu/justice/gender-equality/gender-pay-gap/situation-europe/index_en.htm)

## APPENDIX Nº 6

### ACTIVITY Nº 4 FOR STUDENTS: THE WORLD UPSIDE DOWN

Read the following text<sup>4</sup> in pairs:

- I've come for the advertisement, Madam.
- Well, says the personnel manager. Sit down. What's your name?
- John.
- Single or married?
- Married.
- Give me your full name.
- Mr John Annsdaughter.
- I must warn you, Mr Annsdaughter, that our manager doesn't like to employ married men. In Mrs Stanley's department, for which we work, there are several people on paternity leave. It's understandable that young couples want to have children, but the amount of working hours lost by pregnant fathers on sick leave or young fathers on paternity leave is very bad for our business.
- I understand, Madam, but we already have two children and we are not going to have more. Besides -he blushes- I'm taking the pill.
- Well, in that case we can go on. What qualifications have you got?
- I only went through compulsory education. I wanted to go on studying but we were five children in my family, so only the girls could go to university.
- Have you worked recently?
- Only temporarily and part-time, so I could take care of the children.
- What does your wife do?
- She is the forewoman in a construction company. But she's doing a degree in engineering because in the future she will inherit the company, which was created by her mother.
- Alright, what about you? What kind of work would you like to do?
- Well...
- Obviously, with your wife's job and her future perspectives, I suppose you want to do some menial job that will give a little money for your personal expenses. We can offer you 450 Euros to start and a 75 Euro complement for regularity. Regularity is very important because men often come late or don't come to work because children are ill and silly things like that. How old are your children?
- The girl is six and the boy is four. They both go to school.
- And if they get sick, what do you do?
- Their grandfather can take care of them. He lives nearby and helps us.

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<sup>4</sup> When I first introduced this activity, I said that I didn't know the origin of this text. I had translated it from a set of classroom materials for tutors at my former school. Now I can acknowledge the source. The original text by France de Lagarde appeared in *Le Monde* on September 28<sup>th</sup>-29<sup>th</sup>, 1975. This is my translation into English from the Spanish version.

- OK, thank you, Mr Annsdaughter. We'll answer you in a few days.

Mr Annsdaughter left the office full of hope. The personnel manager looked at him with pity as he opened the door. His legs were short and he was bald. She remembered the manager didn't like bald men. She had said she wanted a tall, blond man..., and preferably single.

## APPENDIX Nº 7

### ACTIVITY Nº 5 FOR STUDENTS: WHO DOES WHAT?<sup>5</sup>

1. Who does what at home? Individually fill in the following chart and tick the person / people who does / do each task at home.

	Me	My father	My mother	My brother	My brother	My sister	My sister	—	—
Cooking									
Shopping									
Washing									
Hanging the clothes on the line									
Washing up									
Ironing									
Making the beds									
Dusting									
Setting the table									
Sweeping the floors									
Vacuum cleaning									
Washing the bathroom									
Gardening									
Taking the garbage out									
Repairing things									
Painting									
Paying the bills									
Taking care of the car									
Looking after children									
Helping children with homework									
Taking children to the doctor									
Working out of home									
Going to school meetings									

<sup>5</sup> These two activities are adapted and translated from Gobierno de Navarra, *Guía de salud y desarrollo personal para trabajar con adolescentes*, 1995 and from Escámez et al., *La prevención escolar contra la violencia de género (II)*, BRIEF Ediciones, 2005.



2. Now write your data in this new chart so you can compare in your group.

Me	
My father	
My mother	
_____	
_____	
_____	

## APPENDIX Nº 8

### ACTIVITY Nº 6 FOR STUDENTS: THE BOARD OF EXPERTS

#### EXPERT Nº 1<sup>6</sup>

You belong to a group of experts of the **United Nations** on the topic of gender equality. Today you are going to meet other experts to exchange your knowledge about it.

**Gender discrimination** is a phenomenon that can be found in different degrees **all over the world**. It is based on the belief that one **gender** is **superior** to the other, usually the belief that men are superior to women.

There are many reasons to explain this, but the most important reason probably has to do with the **different roles** traditionally men and women have played in **society** in a way that has been advantageous for men.

Men have **dominated** the **public** world for centuries, which has given them access to **power and prestige**. Women, on the other hand, have been traditionally restricted to their **reproductive** role and the **domestic** world.

**This is what YOU know about GENDER INEQUALITY AND GENDER DISCRIMINATION:**

#### GENDER VIOLENCE

**GENDER VIOLENCE**, which the United Nations describes as a human rights violation is, of course, the most extreme form of gender discrimination.

Among the many types of gender violence that we can find around the world we will point out four:

- **Honour killings**, in which women are killed by a male member of their family, take place in some parts of the world for example when women refuse to marry the man her family has arranged for her, because of extra marital relations or because of homosexuality.
- **Female infanticide** of girls when they are born or **selective abortion** of girls, mostly in countries of Southeast Asia, is based on the preference of boys over girls because parents believe that men will be more productive economically than women.
- **Genital mutilation** is a practice that can cause severe health complications and even death. It is found mostly in parts of Africa, Asia and the Middle East. This practice is based on traditional values that see women as property of men and is meant to control women's sexuality.
- **Child marriage**, common in Southeast Asia, the Middle East and Sub-Saharan Africa, is related to the protection of female virginity and to the need of some parents to reduce their economic problems, and puts young girls in

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<sup>6</sup> This text has been written with information from <https://en.wikipedia.org/wiki/Sexism>.

risk of domestic violence, sexual abuse, pregnancy complications and, above all, restricts their access to education and employment.

However, modern Western societies are not free of this drama. Only in **Spain** and only in 2015 at least 57 women were assassinated by their partners.

## EXPERT Nº 2<sup>7</sup>

You belong to a group of experts of the **United Nations** on the topic of gender (in)equality. Today you are going to meet other experts to exchange your knowledge about it.

Gender discrimination is a phenomenon that can be found in different degrees **all over the world**. It is based on the belief that one **gender** is **superior** to the other, usually the belief that men are superior to women.

There are many reasons to explain this, but the most important reason probably has to do with the **different roles** traditionally men and women have played in **society** in a way that has been advantageous for men.

Men have **dominated** the **public** world for centuries, which has given them access to **power and prestige**. Women, on the other hand, have been traditionally restricted to their **reproductive** role and the **domestic** world.

The most extreme situations of gender discrimination lead to sexual harassment, genital mutilation, rape, other forms of **sexual violence** and even **murder**.

**This is what YOU know about GENDER INEQUALITY AND DISCRIMINATION:**

### OCCUPATIONAL DISCRIMINATION

**OCCUPATIONAL DISCRIMINATION** refers to any of the forms of discrimination that we can find in the workplace. Some of the most common are for instance the following:

- **Wage discrimination**, which happens when women are paid less than men for the same work. Almost all the countries in the **Organisation for Economic Co-operation and Development** (OECD), which includes countries like the countries in the European Union, the US, Japan or Australia, have laws against this discrimination. However, in these countries women still earn 20% less than men on average.
- **Gap in hiring** also exists when men are preferred over women, for example when they apply for high position jobs, or when they apply at a fertile age.
- **The glass ceiling effect** is a metaphor commonly used to talk about discrimination at the workplace and it shows the fact that it is very difficult for women to access the **top positions** in the companies where they work. The metaphor means that they can see what is above but they cannot get through the glass. In the United States, for example, it is estimated that only 3% of the top executives are women.

In 2015 In Spain the gender pay gap was estimated at 24%, and in the jobs that require the lowest qualifications 80% of the workers are women. This is difficult to understand if we consider that in 2013-2014 57% of all university graduates were women.

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<sup>7</sup> This text has been written with information from <https://en.wikipedia.org/wiki/Sexism>.

## EXPERT Nº 3<sup>8</sup>

You belong to a group of experts of the **United Nations** on the topic of gender equality. Today you are going to meet other experts to exchange your knowledge about it.

Gender discrimination is a phenomenon that can be found in different degrees **all over the world**. It is based on the belief that one **gender** is **superior** to the other, usually the belief that men are superior to women.

There are many reasons to explain this, but the most important reason probably has to do with the **different roles** traditionally men and women have played in **society** in a way that has been advantageous for men.

Men have **dominated** the **public** world for centuries, which has given them access to **power and prestige**. Women, on the other hand, have been traditionally restricted to their **reproductive** role and the **domestic** world.

### This is what YOU know about GENDER INEQUALITY AND DISCRIMINATION:

#### MISREPRESENTATION OF WOMEN IN ADVERTISING AND THE MEDIA

There is also gender discrimination in the way in which women are often underrepresented or misrepresented in advertisements and the media, which is something that affects our perception of reality. There are many examples of this, but we will name just a few of them.

- Women are often represented as **sexual objects** when a beautiful, young woman is shown without clothes, with very few clothes or in sexually suggestive positions to advertise a product (like a car or a bottle of wine) that is not related at all to the physical aspect of that woman.
- This **misrepresentation** of women is the reason for the negative body image some girls and women have of themselves, and may also lead to **eating disorders** like anorexia or bulimia.
- Women are also **misrepresented** in films, for example, when the image we get of them is an image of somebody young, beautiful and, especially, passive and emotionally dependent, while in contrast, men are shown as active, powerful and adventurous.
- Women are also **misrepresented** when they are mostly pictured in traditionally female occupations, like housewives, teachers or waitresses, and rarely in more dominant positions.
- Women are also **underrepresented** in those same films, when the number of female characters is much smaller than the number of male characters and when the leading roles of women are very few.

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<sup>8</sup> This text has been written with information from <https://en.wikipedia.org/wiki/Sexism> and several other readings.

## APPENDIX Nº 9:

### ACTIVITY Nº 7 FOR STUDENTS: A BUNCH OF SCATTERED WORDS

Below you can see a bunch of scattered words. Try to use as many as you can to provide a good definition of “gender equality”. You do not have to use all the words and you may add some if you need.

prosperous

necessary

RIGHT

peaceful

equality

A

a

sustainable

gender

and

but

a

WORLD

for

NOT

fundamental

only

human

IS

foundation

Now write your definition here:

Blank area for writing the definition.

**APPENDIX Nº 10:**

**ACTIVITY Nº 8 FOR STUDENTS: FINAL REVISION IN “1, 2, 4”**

We are coming to the end of the unit, so we are going to brainstorm about what we have done and said for the last three days.

First, individually, write down the ideas that come to your mind about the different activities we have done; your opinion, new ideas, interesting concepts, etc.

Then, in pairs, exchange what you have written. Add the new ideas you get from your partner to your list.





And finally, in your group, share what you and your partner have written down. Add any new ideas you get now to the previous list.

The spokesperson will share the main ideas with the rest of the class.

<b>1</b>	<b>INDIVIDUALLY</b>
<b>2</b>	<b>IN PAIRS</b>
<b>4</b>	<b>IN THE GROUP</b>

## APPENDIX Nº 11:

### ACTIVITY Nº 9 FOR STUDENTS: HOW SMILEY ARE YOU?

				
RECOGNIZING GENDER DISCRIMINATION AND VIOLENCE	I can clearly recognize situations of gender discrimination and gender violence around me –home, friends, school...	I think I could more or less recognize most situations of gender discrimination and violence around me.	I am not sure I can recognize situations of gender discrimination and gender violence around me.	I don't think I can recognize situations of gender discrimination and gender violence around me.
ACTING AGAINST SITUATIONS OF DISCRIMINATION AND VIOLENCE	I am quite ready to make a stand against situations of gender discrimination and violence around when I see them.	I think I could try to do something about situations of gender discrimination and gender violence, but not always.	I am not sure I could do much about gender discrimination and gender violence.	I don't care much about gender discrimination and gender violence anyway.
COLLABORATIVE WORK	I can work well in a group and interact with the other members. I can share my ideas and my knowledge with the rest of the group. I can follow the role given and I can contribute successfully to the final task.	I think that sometimes I can work well in a group, depending on the task and the members of the group. It's OK to have a role assigned, but it depends on the role. Most of the times I contribute to the final task, but some other times I let the others do the work.	In general, I prefer working alone to working in a group. A little group work is OK but for most tasks and activities I think I do better on my own.	I don't think I can work in a group. I prefer to work on my own at my own pace. I don't like to have a role or to waste my time in group work.
SHARING IDEAS AND ARGUMENTS WITH MY GROUP MATES	When I am working in a group I can clearly organize my thoughts and my ideas and I can clearly express them in front of my group mates.	Most of the time I can organize my ideas and express them clearly, but sometimes I have problems to be understood.	It's usually difficult for me to express my thoughts in a group.	I don't like working in groups because I have great difficulties to say what I want to say and to express myself clearly.



## APPENDIX Nº 12

### ACTIVITY Nº 3 FOR TEACHERS: FEEDBACK

Now that we have come to the end of the TU it is time to provide the final feedback about it, so it can be improved and used with other students.

1. Think about the following items – and any other you may want to add, and gather your thoughts below:

a. About the issues raised and dealt with:

b. About the methodology used:

c. About the length of the unit and the time allocated:

d. About the improvements that could be introduced:

e. About the impact the unit may have where it is carried out:

f. About the applicability of the unit in your classroom / school / teaching context, etc.

g. About the activities for the teacher:

h. About any other things you want to add:

2. What did you like most about the whole thing?

3. What did you like least?

**And last but not least, thank you very much for your help, your work and your thoughts!!!**