



# Pestalozzi

## 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 butterfly effect – how can the model help us prevent gender discrimination and gender violence in school and beyond?

## Brief description

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.

The issue that the training unit addresses is prevention of gender discrimination and gender violence at school.

**This training unit is designed in a way that the trainer meets the teachers to do preparatory and feedback phases with them. If that is not possible, teachers may do Sessions 1 and 6 individually.**

## Tips for trainers for Sessions 2-5:

- The unit is designed to be done in groups of four (except Activity 4: Questionnaire for students. 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 will be the same throughout the whole TU. You can also leave the same roles, or change them between participants in each activity.

## Expected outcomes

### Students will develop/acquire:

- Self-knowledge and self-esteem
- A positive gender identity
- A critical attitude toward gender discrimination and sexist behaviours
- A greater capacity to work in cooperative ways 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

## Activities

			Duration	Methods used
For teachers	Session 1	Activity 1: General presentation and introduction with the teachers	60 minutes	Individual work Discussion, questioning
		Activity 2: Self-check	20 minutes	Discussion
		Activity 3: Miniquest and mini task	20 minutes (plus extra time for further reflection)	Individual work
For students		Activity 4: Questionnaire for students	30 minutes	Individual work Discussion in plenary or in groups
		Activity 5: Write three names	50 minutes	Individual work Group work Plenary discussion
		Activity 6: Some easy Maths	20 minutes	Individual work Group or plenary discussions
		Activity 7: The world upside down	30 minutes	Reading in pairs Acting Debriefing in groups or plenary
		Activity 8: Who does what at home?	60 minutes	Individual reflection Cooperative work in groups and during presentation
		Activity 9: Experts' board	60 minutes	Cooperative learning
		Activity 10: A bunch of scattered words	45 minutes	Individual work Group work
		Activity 11: Final revision in 1,2, 4	40 minutes	Individual work Pair work Group work
		Activity 12: Evaluation and impact assessment. How smiley are you?	40 minutes	Individual work Group discussion
For teachers	Session 2	Activity 13: Feedback	60 minutes	Informal interview

## Background and context

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").

This training unit was piloted in Spain by three teachers in their schools in bilingual groups in the 3rd or / and 4th course of compulsory secondary education (ages 14-15 and 15-16). Before and after piloting we had sessions with those teachers to clarify the topic and get feedback. All three teachers and students found activities fruitful and interesting. At the end of the unit, some of students said they want to do "something else". They felt that they couldn't stop there, that they had to take some action.

## Activity 1: Presentation and general introduction to TU

Duration: 60 min

### Expected outcome

- ✓ 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.
- ✓ Develop flexibility and adaptability, openness to cultural otherness, and to other beliefs, world views and practices.

### Methods/ techniques used

- ✓ Individual work
- ✓ Discussion, questioning

### Resources

- ✓ Link to this training unit, at <http://www.coe.int/en/web/pestalozzi/training-resources>
- ✓ <https://rm.coe.int/16806ccc07>
- ✓ Appendix 1 : Model of Competences (one per participant)

### Practical arrangements

- ✓ An informal meeting in an office with a computer is enough.
- ✓ 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.

### Procedure

#### Step 1 (40 min)

- ✓ 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 by 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.

- ✓ Apart from the TU, the trainer also has to introduce 'the butterfly model' in this first session. Invite participants to look at the model (appendix 1).
  
- ✓ 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.

#### Step 2 - Debriefing (20 min)

- ✓ What is your initial reaction?
- ✓ What are your expectations from the unit?
- ✓ Do you think it can work well with your group?

#### Tips for trainers

- ✓ You may ask trainers to analyse the training unit before coming to the meeting.
- ✓ 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.
- ✓ If you have a big group of teachers, you may involve some discussions in small groups before discussions in plenary.

## Activity 2: Self-check

Duration: 20 min

<p>Expected outcome</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).</li> <li>✓ Develop knowledge and critical understanding of the self.</li> </ul>
<p>Methods/ techniques used</p> <ul style="list-style-type: none"> <li>✓ Discussion</li> </ul>
<p>Resources</p> <ul style="list-style-type: none"> <li>✓ Appendix 2: Self-check (one per participant)</li> </ul>
<p>Practical arrangements</p> <p>-</p>
<p>Procedure</p> <p>Step 1 (5 min)</p> <ul style="list-style-type: none"> <li>✓ The trainer gives the teacher/s the questionnaire and a few minutes to think about it. They can answer in writing 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> </ul> <p>Step 2 - Debriefing (15 min)</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> <li>✓ During debriefing, point out that we as teachers sometimes have different expectations about boys and girls, treat them in different ways, have different expectations about their mothers and fathers, use textbooks or create teaching materials with which we reproduce sexist patterns, fail to include women in our curricula.</li> </ul>
<p>Tips for trainers</p> <ul style="list-style-type: none"> <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> <li>✓ Create a friendly and self-reflective atmosphere, avoid judging, stress that this activity is a part of learning process and it’s natural that participants may face some issues.</li> </ul>



### Activity 3: Miniquest and mini task

Duration: 20 min

<p>Expected outcome</p> <ul style="list-style-type: none"> <li>✓ The aim of these tasks is to challenge the assumptions we have that the school is free of gender discrimination.</li> <li>✓ Develop analytical and critical thinking skills.</li> </ul>
<p>Methods/ techniques used</p> <ul style="list-style-type: none"> <li>✓ Individual work</li> </ul>
<p>Resources</p> <ul style="list-style-type: none"> <li>✓ Appendix 3: Miniquest and mini task (one per participant)</li> </ul>
<p>Practical arrangements</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>Procedure</p> <p>Step 1 (5 min)</p> <ul style="list-style-type: none"> <li>✓ The trainer gives the teacher/s the questionnaire (Appendix 3). Teachers are asked to do this activity during next few days.</li> </ul> <p>Step 2 - Debriefing (15 min)</p> <ul style="list-style-type: none"> <li>✓ Teachers are invited to reflect individually after they have completed the questionnaire.</li> <li>✓ Did any of the things you found out surprise you? How?</li> <li>✓ Is this going to introduce any changes in the way you interact in class?</li> </ul>
<p>Tips for trainers</p> <ul style="list-style-type: none"> <li>✓ Teachers may feel resistant and not ready to 'run these errands'. Encourage them and explain that reflection of our own actions is a part of learning/teaching process.</li> <li>✓ This activity 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>

## Activity 4: Questionnaire for students

Duration: 30 min

### Expected outcome

- ✓ 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 on later in the unit.
- ✓ Develop analytical and critical thinking skills, knowledge and critical understanding of the self.

### Methods/ techniques used

- ✓ Individual work
- ✓ Discussion in plenary or in groups

### Resources

- ✓ Appendix 4: Questionnaire for students (one per participant).

### Practical arrangements

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### Procedure

#### Step 1 (10 min)

- ✓ The teacher briefly explains the basic idea and aims of the TU which students are going to work on over the next sessions.
- ✓ Teacher 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.

#### Step 2 - Debriefing (20 min)

- ✓ Did any questions shock you? Which? Why?
- ✓ What type of girl / boy / woman / man do some of the questions depict?
- ✓ Choose the statement you most agree / disagree with. Discuss it.

Tips for trainers

- ✓ It's important that the questionnaire is anonymous so they can speak their mind.
- ✓ It could also be turned into a Google questionnaire so as to guarantee anonymity.
- ✓ The "agree/disagree" choice can be turned into a five-option choice: 1 (totally disagree) / 2 / 3 / 4 / 5 (totally agree).
- ✓ If during debriefing 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.
- ✓ It may happen that this activity will alert the teacher to anonymous cases of possible violent teenage relationships about which some deeper intervention might be needed.

## Activity 5: Write three names

Duration: 50 min

### Expected outcome

- ✓ 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.
- ✓ To develop knowledge and critical understanding of the world.

### Methods/ techniques used

- ✓ Individual work
- ✓ Group work
- ✓ Plenary discussion

### Resources

- ✓ Appendix 5: Write three names (one per participant)

### Practical arrangements

- ✓ Prepare tables for group work.

### Procedure

#### Step 1 (10 min)

- ✓ The teacher creates groups of four. Teacher has to decide which is the best way to group them to ensure everybody's participation and to get their collaboration. The teacher assigns roles to each member of the group: verifier, spokesperson, secretary, timekeeper and coordinator. Explain roles and their importance. (Roles are explained in Brief description of this Training unit).

#### Step 2 (10 min)

- ✓ Teacher hands worksheets to every participant (appendix 5). Teacher gives them time to fill in individually as many names as they can. Ask participants not to google and fill table only by their own memory.

#### Step 3 (15 min)

- ✓ Teacher asks participants to work in groups, and answer the question :
  - In which section of the table did you have the most problems filling in the

three names: foreign / Spanish (or whichever nationality), which jobs, past or present... (always from a gender perspective)?

Step 4 (10 min)

- ✓ Groups briefly present their results, mentioning only the most difficult sections of the table (without explaining reasons, arguments, etc).

Step 5 - Debriefing (10 min)

Discuss in plenary :

- ✓ *Why* you think it was harder (presumably) to find women's names?

Step 6

- ✓ As a follow-up, ask students (in their groups, or dividing the different boxes in the whole classroom) to fill in the missing women's names for the next day.

Tips for trainers

- ✓ Since it is the first activity, they may find it difficult to stick to their role, work in their group, etc. if there is a need, explain it once again.
- ✓ Appendix is created for Spain. If you do it in another country, modify the name of the country in appendix.

## Activity 6: Some easy maths

Duration: 20 min

### Expected outcome

- ✓ 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 of the European Union, and make students well aware of it.
- ✓ To develop competences of valuing democracy, justice, fairness, equality and the rule of law.
- ✓ To develop analytical and critical thinking skills, knowledge and critical understanding of the world.

### Methods/ techniques used

- ✓ Individual work
- ✓ Group or plenary discussions

### Resources

- ✓ Appendix 6. Some easy maths (one per group).

### Practical arrangements

- ✓ Participants are asked to work in the same groups of four.

### Procedure

#### Step 1 (10 min)

- ✓ Participants are introduced to part n<sup>o</sup> 1 – little text and following questions, as a way to introduce the topic of gender pay gap.
- ✓ 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 in small groups or plenary.
- ✓ The maths in part n<sup>o</sup> 5 is very easy but the resulting figures are very revealing. This part may be left out if there are time constraints.

#### Step 2 - Debriefing (10 min)

- ✓ Ask questions:
  - Why do you think these things happen?
  - What is your opinion about it?
  - How do you feel as a boy?
  - How do you feel as a girl?
  - What can be done about it?

Step 3

- ✓ 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.

Tips for trainers

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## Activity 7: The world upside down

Duration: 30 min

### Expected outcome

- ✓ 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. And on the other hand, to notice how absurd reality looks in this distorting mirror we have created by exchanging traditional gender roles.
- ✓ To develop competence of valuing human dignity and human rights.

### Methods/ techniques used

- ✓ Reading in pairs
- ✓ Acting
- ✓ Debriefing in groups or plenary

### Resources

- ✓ Appendix 7: The world upside down (one per pair)

### Practical arrangements

- ✓ 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.

### Procedure

#### Step 1 (10 min)

- ✓ Ask participants to read the text aloud in their pairs.

#### Step 2 (10 min)

- ✓ Ask volunteers to act out the dialogue in front of the whole class.

#### Step 3 - Debriefing (10 min)

In groups or in plenary :

- ✓ What was your first reaction when you read the text?
- ✓ What (if anything) did you find shocking? Annoying? Unbearable?
- ✓ What would a world like this look like?
- ✓ Are women's and men's roles in society still different? How? Give examples.



Tips for trainers

- ✓ Ask pairs to avoid too loud reading.
- ✓ Knowing your students you may want to allow them a few minutes to read the text individually and to understand it, only then read it in pairs.

## Activity 8: Who does what at home?

Duration: 60 min

### Expected outcome

- ✓ to raise the students' consciousness about the unequal / unfair (in many cases) distribution of tasks in many households
- ✓ develop competences of valuing democracy, justice, fairness, equality and the rule of law
- ✓ develop co-operation skills

### Methods/ techniques used

- ✓ Individual reflection
- ✓ Cooperative work in groups and during presentations

### Resources

- ✓ Appendix 8: Who does what at home?

### Practical arrangements

- ✓ Participants work in in the same groups of four.

### Procedure

#### Step 1 (15 min)

- ✓ First, give them some time to reflect on their own individual reality and the reality of their family, (part 1 and 2).

#### Step 2 (20 min)

- ✓ Teacher invites for debriefing in small groups. Participants have to share their information and to find a common answer in a group to the questions:
  1. Is there a balanced distribution of tasks?
  2. Who does more?
  3. Are the differences in this distribution related to age? Gender? Anything else?
  4. What is, in your opinion, the reason for these differences?
  5. 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.)?

#### Step 3 (15 min)

- ✓ Groups share their answers in plenary in word rotation (first group answers question 1, then second group, then third one, etc. When all groups have finished question 1, move to question 2 and repeat same procedure).

Step 4 - Debriefing (10 min)

- ✓ Teacher invites participants to share their feeling, thoughts and burning issues freely.
- ✓ Do you see any concrete ways how this unequal situation of shared duties can be changed? Give concrete examples.

Tips for trainers

- ✓ It may be beneficial to explain during debriefing that if working women / girls have to do much / most of the housework, this affects their personal life because they have less free time, because they feel discriminated, etc.

## Activity 9: The board of experts

Duration: 60 min

### Expected outcome

- ✓ 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.
- ✓ To develop linguistic, communicative, plurilingual and co-operation skills.

### Methods/ techniques used

- ✓ Cooperative learning.

### Resources

- ✓ Appendix 9: The board of experts (one set per group)

### Practical arrangements

- ✓ Prepare tables for work in groups of three.

### Procedure

#### Step 1 (15 min)

- ✓ Teacher divides participants into groups of three.
- ✓ Teacher hands materials (appendix 9), one set per group.
- ✓ Every participant has to become Expert 1, Expert 2 or Expert 3, and reads only his/her part of the text. Assure 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.

#### Step 2 (15 min)

- ✓ All the students according to their expert's roles, will get together in groups of three – group of Experts 1, group of Experts 2 and group of Experts 3. In new groups they share what they have understood, read, processed, etc. for further clarification.

#### Step 3 (15 min)

- ✓ Students will come to the initial groups (like in step 1) to share what they know about the topic. Every participant has 5 minutes to share. It is OK if they need to look at their papers to do this. The activity is not meant as a memory game.

Step 4 - Debriefing (15 min)

In plenary :

- ✓ What did you already know about all these issues?
- ✓ What did you find most striking / surprising, etc. in what you read?
- ✓ What did you find most striking / surprising, etc. in what you learnt from the other experts?

Tips for trainers

- ✓ 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.
- ✓ Depending on the groups, type of students, etc. more time would be necessary to carry out the activity.
- ✓ 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.

## Activity 10: A bunch of scattered words

Duration: 45 min

<p>Expected outcome</p> <ul style="list-style-type: none"> <li>✓ To clarify concepts</li> <li>✓ To develop competences of valuing human dignity and human rights, democracy, justice, fairness, equality and the rule of law.</li> </ul>
<p>Methods/ techniques used</p> <ul style="list-style-type: none"> <li>✓ Individual work</li> <li>✓ Group work</li> </ul>
<p>Resources</p> <ul style="list-style-type: none"> <li>✓ Appendix 10: A bunch of scattered words (one per participant)</li> <li>✓ Flipcharts, one per group (A3 size)</li> <li>✓ Markers</li> <li>✓ Screen</li> </ul>
<p>Practical arrangements</p> <ul style="list-style-type: none"> <li>✓ Prepare tables for groups of 4 (participants can come back to same groups as in previous activities or form new groups).</li> </ul>
<p>Procedure</p> <p>Step 1 (10 min)</p> <ul style="list-style-type: none"> <li>✓ Participants are given the worksheet and some time to provide individually a definition of 'gender quality' with the words provided.</li> </ul> <p>Step 2 (10 min)</p> <ul style="list-style-type: none"> <li>✓ Participants are asked to share their definitions in the group and to get a common definition from the group. Groups have to write their definitions on flipcharts, and stick on the wall.</li> </ul> <p>Step 3 (5 min)</p> <ul style="list-style-type: none"> <li>✓ Give participants some time to read all definitions individually.</li> </ul> <p>Step 4 (10 min)</p> <ul style="list-style-type: none"> <li>✓ The teacher introduces the UN's definition (preferably showing it on screen). 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>

*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.*

*Gender equality is not only a fundamental human right, but a necessary foundation for a peaceful, prosperous and sustainable world.*

*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.*

Step 5 - Debriefing (10 min)

- ✓ (After the UN's definition has been introduced)
  - What is your opinion about this definition? Is it similar to your definitions?
  - Do you agree with it?
  - Are there any important ideas missing there?

Tips for trainers

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**Activity 11: Final revision in 1, 2, 4**

Duration: 40 min

## Expected outcome

- ✓ To revise collectively the different ideas dealt with in the unit and to provide any final clarifications, explanations, etc. needed.
- ✓ To analyse the structures in which they have been working and their views about that.
- ✓ To develop self-efficacy, autonomous learning skills, analytical and critical thinking, linguistic, communicative and plurilingual skills.

## Methods/ techniques used

- ✓ Individual work
- ✓ Pair work
- ✓ Group work

## Resources

- ✓ Appendix 11: Final revision in 1, 2, 4 (one per participant)

## Practical arrangements

- ✓ Prepare tables for work of groups of four.

## Procedure

## Step 1 (10 min)

- ✓ Participants are given some time 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.

## Step 2 (10 min)

- ✓ Then, they are asked to exchange what they have written in PAIRS.

## Step 3 (10 min)

- ✓ They put together in the group of four what they have been discussing in pairs.

## Step 4 - Debriefing (10 min)

- ✓ What is the first idea that came to your mind in the individual reflection?
- ✓ What activity did you enjoy most / least?



Tips for trainers

- ✓ 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.

## Activity 12: Evaluation and impact assessment. How smiley are you?

Duration: 40 min

<p>Expected outcome</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 analyse their development and to see where “on the map” they stand.</li> <li>✓ To develop autonomous learning skills, responsibility, self-efficacy</li> </ul>
<p>Methods/ techniques used</p> <ul style="list-style-type: none"> <li>✓ Individual work</li> <li>✓ Group discussion</li> </ul>
<p>Resources</p> <ul style="list-style-type: none"> <li>✓ Appendix 12: How smiley are you? (one per participant)</li> </ul>
<p>Practical arrangements</p> <p>-</p>
<p>Procedure</p> <p>Step 1 (10 min)</p> <ul style="list-style-type: none"> <li>✓ Teacher hands each table their smileys (appendix 12). Participants are asked to mark “their place” for every criterion.</li> </ul> <p>Step 2 (10 min)</p> <ul style="list-style-type: none"> <li>✓ Teacher asks participants to explain their choices briefly, but by giving concrete arguments. Assure the possibility for every student to present one point.</li> </ul> <p>Step 3 (10 min)</p> <ul style="list-style-type: none"> <li>✓ Teacher asks participants to think and write down what they could / should do to move one level up for each criterion.</li> </ul> <p>Step 4 (10 min)</p> <ul style="list-style-type: none"> <li>✓ Teacher asks participants to present their plans. Assure a possibility for every student to present one point.</li> </ul>
<p>Tips for trainers</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> </ul>

## Activity 13: Feedback

Duration: 60 min

<p>Expected outcome</p> <ul style="list-style-type: none"> <li>✓ 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>Methods/ techniques used</p> <ul style="list-style-type: none"> <li>✓ informal interview</li> </ul>
<p>Resources</p> <ul style="list-style-type: none"> <li>✓ Appendix 13: Feedback (one per participant)</li> </ul>
<p>Practical arrangements</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>Procedure</p> <p>Step 1 (60 min)</p> <ul style="list-style-type: none"> <li>✓ Trainer hands feedback sheets to every participant and gives them some time to complete them.</li> <li>✓ Trainer and teachers discuss feedback results.</li> </ul>
<p>Tips for trainers</p> <p>-</p>

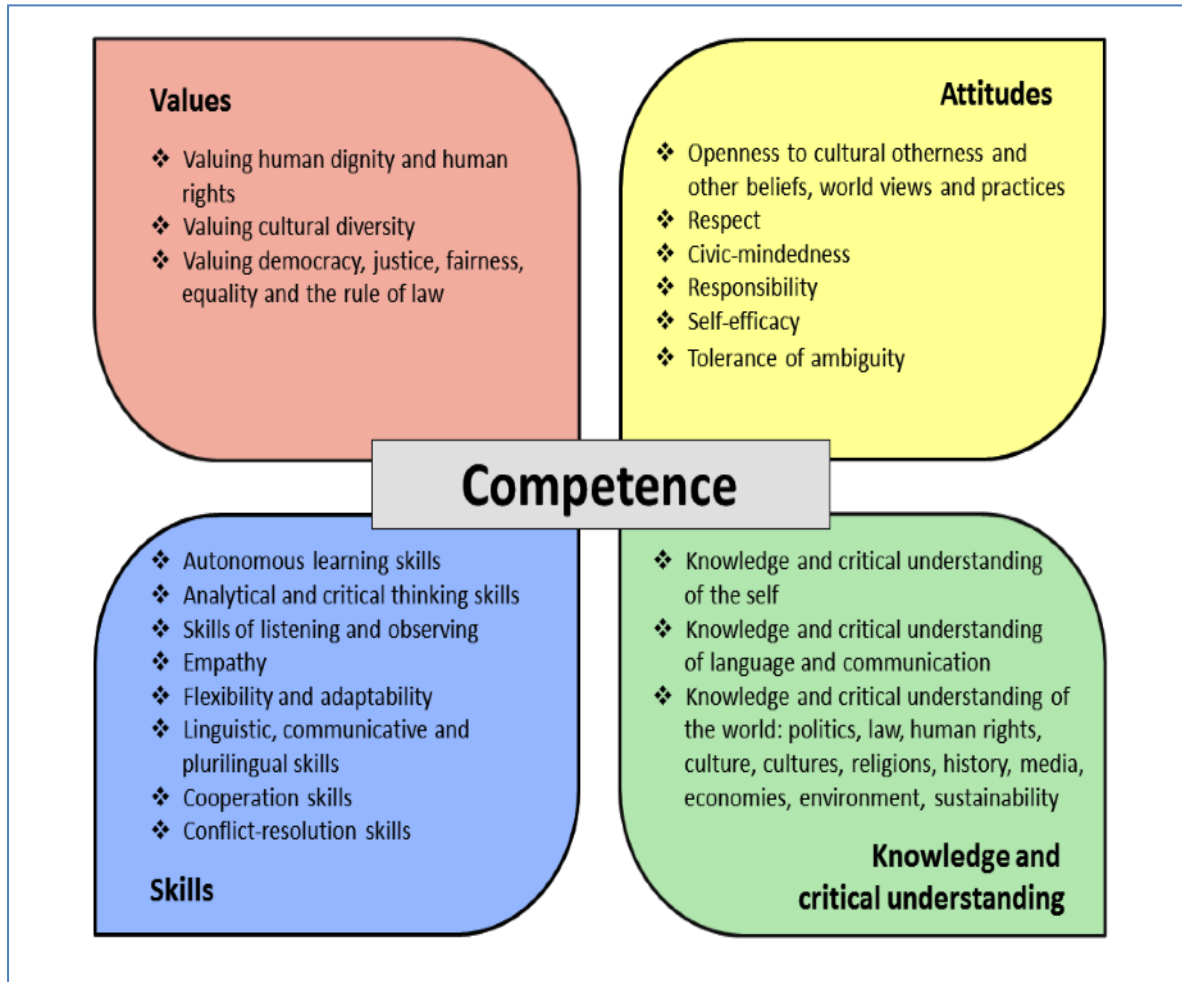
## References

Some of the content 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/>
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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>.
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## Appendices

### Appendix 1. Model of Competences



## Appendix 2. Self-check

You do not have to answer the questions in writing 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 3. 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 analyse 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 4. Questionnaire for students

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 5. 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 6. 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. Jack 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

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

<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.

<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)

### 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.

## Appendix 7. The world upside down

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

- I've come about 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.
- 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.

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<sup>4</sup> 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.

## Appendix 8. Who does what at home

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									

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

Me	
My father	
My mother	
_____	
_____	
_____	

## Appendix 9. The board of experts

### EXPERT Nº 1<sup>5</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 at risk of domestic violence, sexual abuse, pregnancy complications and, above all, restricts their access to education and employment.

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

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<sup>5</sup> This text has been written with information from <https://en.wikipedia.org/wiki/Sexism>.



## EXPERT Nº 2<sup>6</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>6</sup> This text has been written with information from <https://en.wikipedia.org/wiki/Sexism>.

### EXPERT Nº 3<sup>7</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>7</sup> This text has been written with information from <https://en.wikipedia.org/wiki/Sexism> and several other readings.

## Appendix 10. The 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.

A collection of scattered words on a light gray background. The words are: **prosperous**, **but**, **NOT**, **IS**, **fundamental**, **only**, **human**, **foundation**, **peaceful**, **gender**, **WORLD**, **for**, **equality**, **RIGHT**, **a**, **ανδ**, **necessary**, **sustainable**, **A**, and **a**.

Now write your definition here:

## Appendix 11. 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 12. 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 13. 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?