

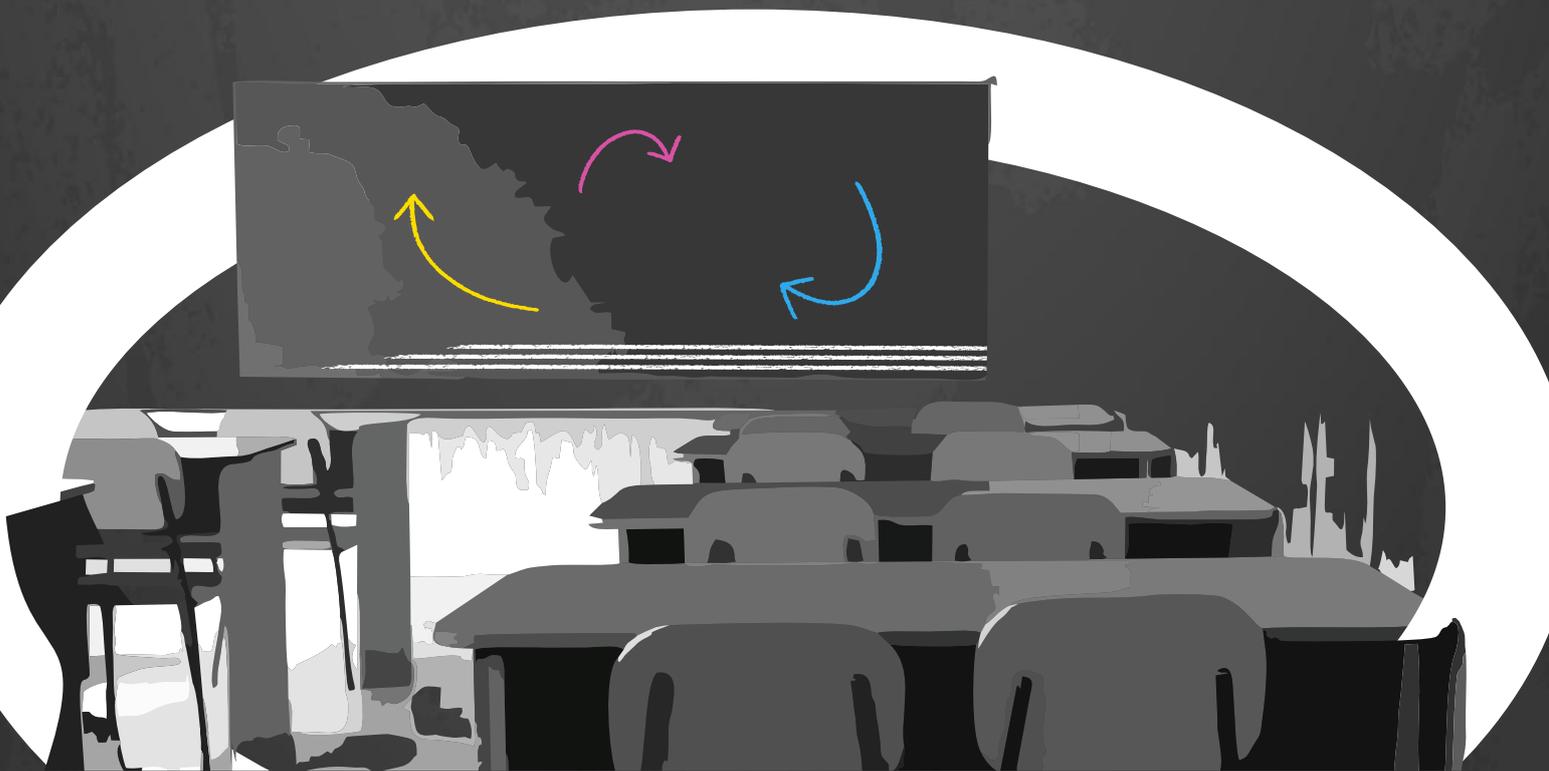


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DIDACTIC UNIT EQUALITY

**KITS AGAINST DISCRIMINATION
OPEN EDUCATIONAL RESOURCES FOR TEACHERS**



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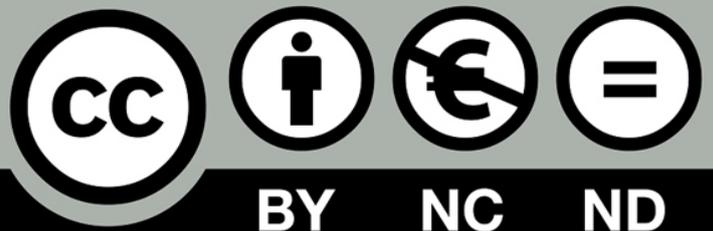
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DIDACTIC OBJECTIVES

Discrimination
Intolerance

Prejudices
Stigmatization

HATE
SPEECH

This Didactic Unit has been created within the framework of the project: "EDUCATIONAL INCLUSION IN DIVERSITY, FACING SCHOOL LEAVING: Innovative methodologies to support ethnic minority students and stop Hate Speech in Europe", co-financed by the Erasmus Plus Programme. One of the main objectives of this project is: "to fight against Hate Speech and educate to end exclusionary and racist behaviors in the classroom through educational and awareness tools for students".

To achieve this objective, we have created this Didactic Unit for Gender Equality, which is part of the kit of Open Educational Resources (OERs) aimed at fighting Hate Speech and in this case, specifically sexism and enbyphobia.

Specific objectives

That is why through this Didactic Unit the following specific objectives are expected to be achieved:

- Identify sexism and its evolution throughout history analyzing the variables that constitute it.
- Identify enbyphobia and the Hate Speech linked to it.
- Understand how prejudices and stereotypes are formed and how they influence discriminatory behaviors.
- Promote that the group identifies and engages as citizens who contribute to a world of equality for all people.

COMPETENCES

The main competences, as established by the COUNCIL RECOMMENDATION of 22 May 2018, regarding the key competences to be developed through this Didactic Unit are:¹

▪ Proficiency in reading and writing

Literacy is the ability to identify, understand, express, create and interpret concepts, feelings, facts, and opinions orally and in written form, through visual, sound, or audio and digital materials in different disciplines and contexts. This involves the ability to communicate and connect effectively with other people, appropriately and creatively.

▪ Digital competence

Digital competence involves the safe, critical, and responsible use of digital technologies for learning, at work, and for participation in society, as well as interaction with them. It includes information and data literacy, communication and collaboration, media literacy, digital content creation (including programming), security (including digital well-being and cybersecurity-related competencies), intellectual property issues, problem solving, and critical thinking.

▪ Interpersonal skills and the ability to acquire new skills

Personal, social, and the learning-to-learn competence is the ability to reflect on oneself, manage time and information effectively, collaborate with others constructively, maintain resilience, and manage one's own learning and career. This includes the ability to cope with uncertainty and complexity, to learn to learn, contribute to one's physical and emotional well-being, maintain physical and mental health, and be able to lead a

¹ RECOMMENDATION OF THE COUNCIL OF THE EUROPEAN UNION of 22 May 2018 on key competences (2018/C 189/01).

healthy, future-oriented life, express empathy, and manage conflict in an integrative and supportive context.

- **Competence in active citizenship**

Citizen competence is the ability to act as responsible citizens and participate fully in social and civic life, based on an understanding of social, economic, legal, and political concepts and structures, as well as sustainability and world events.

- **Entrepreneurial competence, autonomy, and personal initiative**

Entrepreneurial competence refers to the ability to act on opportunities and ideas and transform them into values for others. It is based on creativity, critical thinking and problem solving, on having initiative, perseverance, and the ability to work collaboratively in the planning and management of projects of financial, social, or cultural value.

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METHODOLOGY

In this Didactic Unit, a participatory, active, group, and experiential methodology has been used. It is important that the teacher or teachers who want to participate in the implementation of this Didactic Unit know the materials that we provide in the Gender Equality kit (posters, surveys, videos, activities, etc.), so they can adjust them to the peculiarities of the group.

We are committed to cooperative and collaborative learning that helps to adjust the different rhythms of each student to the group and use the individual knowledge to learn collectively.

We use active methodologies, through the joint resolution of tasks, project work by groups and experimentation, first individual for reflection, and then group for collaborative learning.

The keys to this Didactic Unit are both the theoretical contents and the practical activities through debates, role-playing, etc. That is why we consider the non-formal aspects of education, to achieve an active participation of the students.

Our goal is for this to not be just another Didactic Unit, but that students are able to use this knowledge in everyday life, and to make schools more inclusive and

free of discrimination and bullying, and also sexism, enbyphobia, xenophobia, etc.

Methodological guidelines:

- It will be adapted to the students of the classroom, incorporating those necessary changes depending on the diversity of each classroom, individual, and collective needs.
- It will be implemented through a participatory, inductive, and facilitating methodology.
- Generate a climate of trust to facilitate the expression of feelings, emotions, or desires.
- Develop affection and empathy as a common thread in the activities with the group, both from a horizontal point of view (between students themselves), and vertically (affection of the adult towards the students and from the students towards the adult).
- Not leaving any questions unanswered. The curiosity of each student sparks concerns, ideas, and desires to know what needs to be answered.
- Balance the importance given to each individual and family reality.

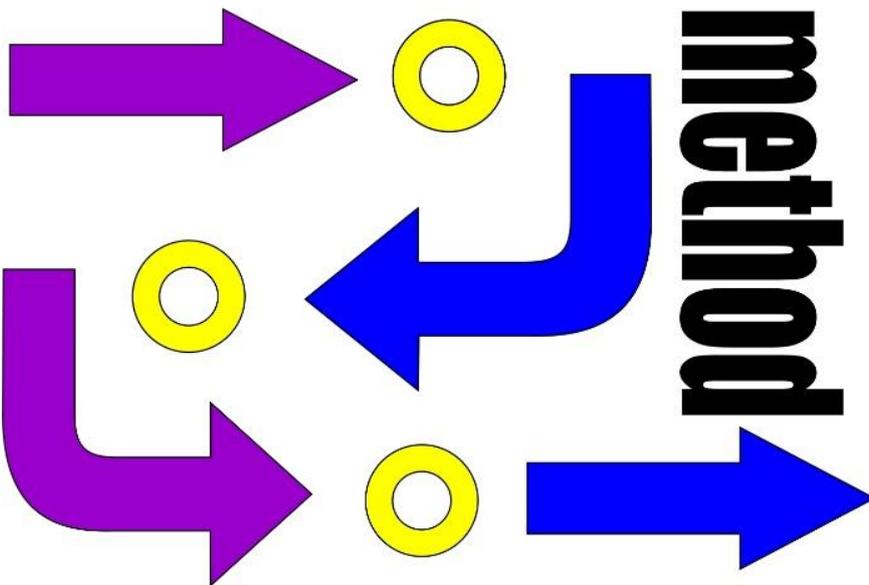
Each student must have their space in the context of the development of the activity.

- Respect individual rhythms and adjust group rhythms.
- Each student will be who states their own diversity. Sometimes the impatience of adults or wanting to set examples makes us point out the diversities in others; this can cause stigmatization, a negative

experience, or shyness. You have to be careful.

- Use inclusive language, not sexist, not racist, not LGBTQphobic, not aporophobic, not disablist, etc. Before carrying out activities, the person who is going to direct them must have worked on the subject themselves, expose themselves to their own internalized behaviors and go through a process of awareness around these issues.

Humiliation
Threats
Harassment



CONTENTS

1. WHAT IS GENDER?

Gender is a sociocultural construction by which people are assigned certain roles, behaviors, and values, dividing them into two categories: female and male. It arises from sexual dimorphism (men and women for their biological characteristics) and explains how what we perceive as feminine and masculine are not natural facts but cultural constructions.

Children can be empowered, educated, or reinforced in some skills and preventing the development of others. This can also be done in girls, by instilling other types of abilities and preventing them from acquiring those that are considered “typical of men”.

Therefore, gender is not something innate, but it is from the age of five when gender identity appears, simplifying this social construction to the assignment of the feminine and the masculine in function exclusively of the binary sex. Our reproductive organs are the only issue to consider, so society teaches that the “normal” thing is for girls to take on a female gender and boys on male.

At this point it should be noted that there are also people whose gender identity does not match either feminine

or masculine, these being non-binary people, who are frequently subjected to strong discrimination for not fulfilling the gender roles that society tries to impose on them.

Gender roles are therefore created through the main agents of socialization, such as family, school, the media, peers, social networks, while playing, in video games and toys... different roles, values, or attitudes are attributed to men and women. The result of this process leads to the hierarchization between men and women in the social organization derived from learning.

From the very moment of birth, society assigns the person a gender and will therefore receive differential treatment according to that assignment, whether male or female. The family, the school, the social environment, and the media will be responsible for transmitting a series of values related to this differentiation.

In short, the construction of a role model assigned to biological sex creates a series of roles and stereotypes that men and women must play to adjust to patterns that society imposes as males and females, and to which individuals of both sexes respond so as not to be marginalized within their social group or not to suffer bullying, since the men or women who do not “behave as such”, meaning, who is not “adequately male or female” are repudiated and strongly

criticized by the whole society, and even by their family group or friends.

Lastly, according to the Strategy for Gender Equality 2020-2025 of the European Union:

"Gender stereotypes are one of the root causes of inequality between men and women, and affect all areas of society. Stereotyped expectations based on fixed norms for women and men, girls and boys, limit their aspirations, their choices, and their freedom, so they must end. Gender stereotypes contribute greatly to the gender payment gap. They are often combined with other stereotypes, such as those based on racial or ethnic origin, religion or belief, disability, age, or sexual orientation, and this can reinforce the negative effects of stereotypes."

has ranged from teaching girls to sewing and praying only, while boys were taught letters and numbers; to the prohibition of women from entering university.



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2. WHAT IS SEXISM?

The term sexism was coined by analogy with racism, to show that sex is for women a factor of discrimination, subordination, and devaluation. It is an attitude by which people have a different behavior towards a person just for being a woman or a man. Such behaviors involve hierarchy and discrimination. Sexism encompasses all areas of life and human relationships, so it is difficult to make an exhaustive list of its forms of expression and points of incidence.

Education has historically also been very sexist, the division of education by sex

In addition, language is a good model where one can discover the current cultural sexism. Epithets, sayings, jokes, and insults often give an inferior or derogatory value to the qualities, habits, or parts of the female body. Another expression of sexism in our society is that "man" is credited with representing the whole of humanity.

This can lead to ways of thought that defend the superiority of men over women; a set of sexist attitudes carried

out to maintain a social order in which women are subjected and discriminated against. This can also include rejection of homosexuality in men with attitude

that are “not masculine enough”, being socially devalued due to approaching femininity.

3. WHAT IS GENDER-BASED VIOLENCE?

According to the European Union’s Strategy for Gender Equality 2020-2025, gender-based violence -meaning violence aimed at women just for being women or that impacts them disproportionately- remains one of the greatest challenges in our society, and is deeply rooted in gender inequality. Gender-based violence, in all its forms, remains often unreported, and is still underestimated, both inside and outside the EU. The EU will do its utmost to prevent and combat gender-based violence, support and protect victims of the relevant crimes, and hold perpetrators accountable for their abusive behavior.

Effective violence prevention is essential. It involves educating children on gender equality from an early age and supporting the development of nonviolent relationships. It also requires a multidisciplinary approach among professionals and competent services, including the criminal justice system, victim support services, offender programmes, and health and social services. Fighting gender-based violence and ideologies that undermine women’s rights could also contribute to the prevention of radicalization leading to violent extremism and terrorism.²

When talking about violence, and in this case gender violence, the first thing we think about is physical violence, but we must bear in mind that there are many ways to exercise violence. According to the World Health Organization, violence is defined as “the intentional use of physical force and/or threats against oneself, another person, a group of people or a community, resulting in very likely health risks, psychological harm, or death.”

The different types of violence listed below can occur both as bullying inside and outside the classroom, as gender violence, but also as other types of violence:

1. **Physical violence:** it is a voluntarily generated action that causes non-accidental damage, using physical or material force (objects) and that has the main purpose of generating a direct impact on the body and both external and internal physical consequences. Examples of physical violence are pushing, kicking, slapping,

² European Union Strategy for Gender Equality 2020-2025

fractures, burns, hair pulling, pinching, biting, hitting, strangulation, stabbing, torture, murder.

2. **Psychological violence:** any aggression carried out without the intervention of physical contact between people. This phenomenon originates when one or more people verbally attack another or other people, causing some type of psychological or emotional damage in the people attacked. Examples of psychological violence are jokes, comments, threats, isolation, contempt, intimidation and insults in public, inequality in the distribution of common resources, humiliation, manipulation, etc.
3. **Sexual violence:** an act of coercion or threat towards a person with the aim of carrying out a certain sexual conduct, by extension, unwanted sexual comments or advances, or actions to commercialize, are also considered as examples of sexual violence. Examples of this are harassment, rape, penetration with objects, unwanted touching and contact, genital mutilation, preventing the exercise of sexuality freely, forced prostitution, trafficking and sexual slavery, forced abortion, forced pregnancy, not facilitating or prohibiting the use of STD prevention methods and contraceptives, emotional manipulation to force a sexual encounter with false consent and the attempt to perform any of these acts, although in the end they are not carried out; lies, lack of protection, emotional blackmail, undervaluation, emotional absence, disrespect, prohibition, control or harassment.
4. **Environmental violence:** any aggression carried out without the intervention of physical contact between people, but towards objects, with the intention of intimidating, emotionally harming or frightening the person or group object of the aggression. Also the creation of environments that cause lack of security, fear and fear, even using threatening elements in a general or particular way. Examples of environmental violence are slamming doors, throwing objects, breaking things with sentimental value of the person attacked, hitting the table, the wall, leaving a gun in sight, etc.
5. **Social violence:** an act of coercion or threat toward a person or group in order to control, manipulate, or limit their social relationships. Such as isolation, control of groups of friends, social networks, harassment, not allowing the other person to leave independently, emotional manipulation to restrict freedom, prohibition of social contact, threats before possible social contact, emotional punishments to avoid it or the provocation of situations that promote breaking the relational ties of the person.
6. **Vicarious violence:** also called substitution violence. It is one of the cruelest forms of gender-based violence. In this case the victim is not only the woman but first her

children, who can even be killed by the abuser in order to cause unbearable pain to the mother.

7. **Cyberbullying:** way of exercising violence through mobile devices or social networks by carrying out harassment and harassment actions. Examples of cyberbullying are sending unpleasant messages or harassing calls, exercising control over comments or publications, posting videos without consent, sending pictures, conversations, or videos with sexual content, pedophile deception, social humiliation, issuing hoaxes and lies, etc. According to the NGO Save the Children there are different types of cyberbullying:

- **Happy slapping:** recording of a physical, verbal or sexual assault on a minor, which is disseminated and shared over the internet. This can range from sharing it via WhatsApp groups to publishing it on social media or a web page.
- **Sextortion:** extortion through which erotic content is used as a means of threat, making a profit in exchange for not publishing this content. It can also be the goal of it, so it is coerced in search of getting such sexual material.
- **Grooming:** online *grooming* or cyberdeceit is a type of cyberbullying that consists of online sexual deception or abuse by an adult towards a child.
- **Sexting without consent to minors:** it is the exchange of erotic content, which becomes a crime when the sending or publication of that content is done without the consent of the protagonist.

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4. WHAT IS EQUALITY BETWEEN MEN AND WOMEN?

Equality between men and women or equality between sex/gender does not refer to eliminating the differences that exist between them and make them identical people, but to achieve the opposite to inequality, so the opposite to injustice and domination of one sex over the other. Equality between men and women respects and values the differences that exist between them, giving them the same value and ending discrimination against women.

The feminist movement fights for the true equality between men and women in society. To achieve this equality, today many political and social movements inside and outside Europe continue to defend the achievement of some basic points:

- Be treated in the same way before the law.
- Be able to participate with the same opportunities in all areas of society.
- Be guaranteed safety and not fear for your life.
- Not suffering discrimination or harassment based on sex/gender.
- Have autonomy and freedom.
- Build relationships based on respect.
- Share rights and obligations in personal, family, social, and professional life.
- Develop the full affective, intellectual, artistic, or physical potential.

These are some aspects in which society has yet to advance to achieve equality between men and women, but it is essential that students understand that today there are still many inequalities in society that must be overcome.

In the European context we can talk about the fact that the vast majority of countries develop policies to promote gender equality and that, in addition, compared to the rest of the countries in the world, they constitute some of the most advanced societies in rights and equality, but this does not mean that everything has already been achieved, far from it.

In addition, some countries in Europe have ultraconservative governments that use Hate Speech against women, wanting to go back on the rights and freedoms achieved. A good example is the contempt for women saying that they only apply to domestic work or even the prohibition of abortion, a sexual and reproductive right of women that needed many years of struggle to achieve.

5. WHAT IS FEMINISM?

Feminism can be defined as a social and political movement that formally began at the end of the 18th century (although without this name at that time) and which supposes the awareness of women, as a human group or collective, of the oppression, domination, and exploitation of which they have been

and are subjected by the collective of men within the patriarchy, under its different historical phases of production model, which moves them to action for the liberation of their sex with all the transformations of society that it requires.



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To better understand this definition, we will make a brief historical review of what feminism has consisted of from its beginnings to the present, for this we can differentiate it into three waves:

The first wave of feminism is set during the 19th century and until the early 20th century. In the beginning, its main demands were the right to vote of women and their access to education. At this time feminism developed together with other protest movements, especially the abolitionist movement of slavery. This movement

was especially relevant in Europe and the US.

The second wave of feminism is set in the decades of the 60s and 70s of the 20th century. The main demand can be enunciated with the slogan "the personal is political". By this feminists meant that the inequality experienced by women in the social, cultural and political spheres was linked to the way in which they led their own lives and reproduced in them sexist and oppressive power structures for women, both in the private and public spheres, and from the domestic to the labor and social. For them, changing our lives was a way to change the dominant ideology by not participating in it.

The third wave of feminism developed from 1990 onward. It is characterized by a key concept: intersectionality. The problem of women's oppression joins other factors such as social class, sexual orientation, ethnicity, etc. This causes some women to suffer multiple discrimination and their experiences as oppressed women to be different.

There is currently debate about the existence or non-existence of a fourth wave of feminism, and what its agenda would be. Regardless of whether it is a new wave or not, what is clear is that discrimination against women is still present in today's society, and therefore the struggle of the feminist movement is not over. Some of the main obstacles facing women today are:

- Gender violence, when women are attacked for being women.
- Sexual violence and harassment, which although it can affect anyone, disproportionately affects women and girls.
- Wage and labor inequality.
- The threat of their sexual and reproductive rights, by legislation that does not protect or support them in case of being victims of sexual violence.
- Measures that do not give access to safe contraceptives and that greatly restrict their access to legal and safe abortions or prohibit them outright.

In the context of today's Europe there are still governments trying to roll back these rights and freedoms achieved during the last centuries and the feminist movement has to continue fighting for equality. For example, in Poland, the response to the new abortion restrictions law sparked a great tide of protests that is beginning to be called a revolution known as "women's strike", although it is neither a strike nor only formed by women. The continuous protests throughout the country, and throughout the world, have caused the government to delay the entry into

force of the new law, although it has not completely backed down. A similar case is that of Slovakia, where a proposed law sought to greatly restrict abortion, but in this case, it was achieved that the law was not implemented.



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6. WHAT IS CO-EDUCATION?

According to the "Co-education Guide: Synthesis on Education for Equal Opportunities between Women and Men" (2020) of the Women's Institute under the Ministry of Equality of Spain:

“Although the term co-education is used to refer to the joint education of two or more distinct groups, which may be so because of ethnicity, social class, etc., its usual use refers to the joint education of men and women. Therefore, it is a pedagogical proposal in which training and education are provided under conditions of equality for both sexes and in which no limits are placed on the learning to be received by each of them.”

However, the concept of co-education has been evolving in parallel with the changes in society. During the 70s-80s the debate focused on girls and boys having access to the same education without questioning other aspects such as formal learning of knowledge and the implicit forms or values they transmitted.

After this period, a time of reflection opens on the real effects of equality on children's access to information. It is evident that school is not neutral ground, since inequalities in outcomes between children persist despite equal access to education. It begins to be proposed that both the knowledge imparted and its transmission model are discriminatory and built from male budgets that left aside cultural diversity and other types of values.

Therefore, the concept of co-education is a step beyond mixed education. It promotes equality based on respect for diversity, the valuation and visibility of the feminine and the masculine, promoting freedom of choice. Unlearn and learn to identify our own biases, question and reflect on the social models we have and the values we transmit to promote equality. Educate in equality to achieve people who participate in a full citizenship, in rights and freedoms.

Lastly, it is worth adding some key points that an educational program must comply with to be considered co-education:

- The theoretical framework on which it is based is in the tradition of feminist theory.
- It is based on the idea that the environment is sexist and not neutral. The school is part of this environment and reproduces it. Then not only the students, but also the teachers, are subjects of co-education, as well as the model itself – the school curriculum.
- A renewed educational curriculum is required, including education in values such as: equality, tolerance, dialogue, and peaceful resolution of conflicts, and takes into account other spaces and agents of socialization regarding which action must be taken beyond school.
- Its ultimate objective is aimed at transforming relations between men and women, in a more equitable framework, overcoming the gender hierarchy.

- It invites and empowers the transgression of stereotyped roles by women, but also by men, so that roles intersect and are not objectified by sex.
- Conflict resolution must be addressed peacefully and non-violently.³

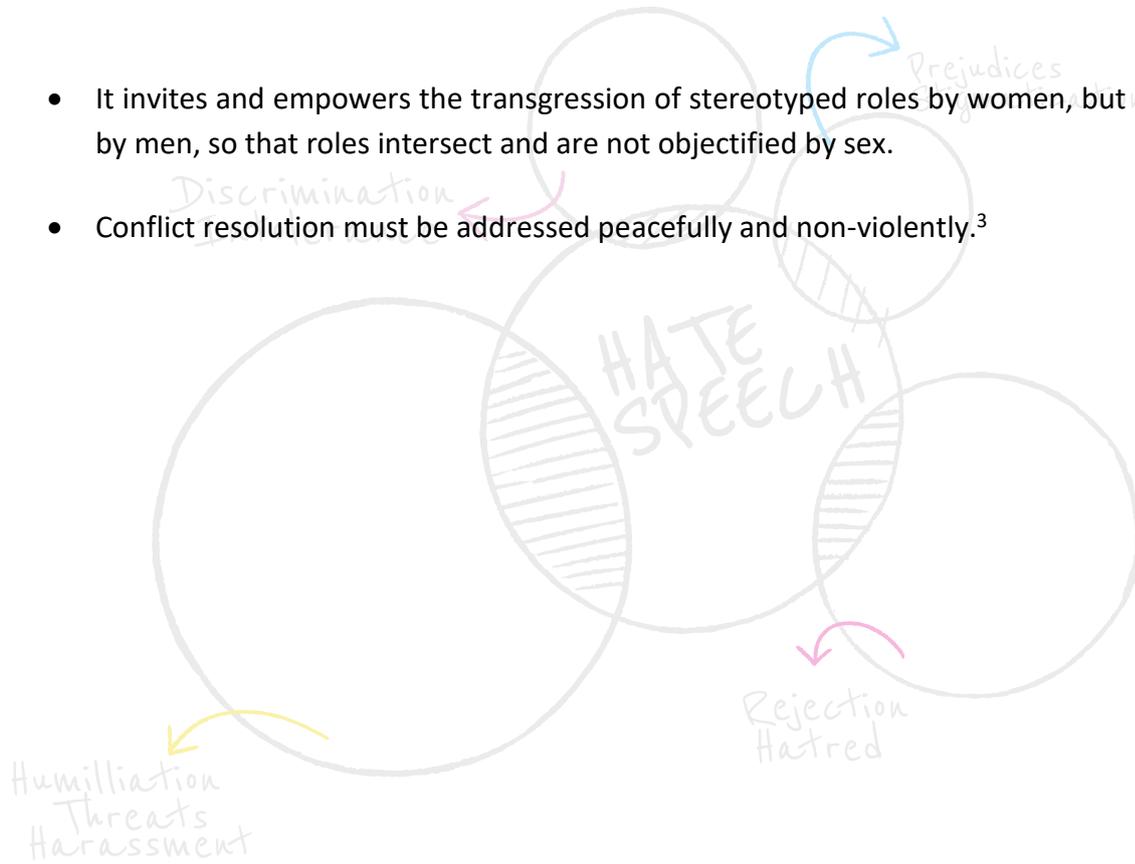


Photo by Brooke Cagle in Unsplash

³ "Co-education Guide: Synthesis on Education for Equal Opportunities between Women and Men" (2020) Women's Institute, Ministry of Equality, Government of Spain.

ACTIVITIES

Discrimination
Intolerance

Prejudices
Stigmatization

HATE
SPEECH

ACTIVITY 1: GENDER ROLES

Material: Classic stories, pen and paper.

Time: 1:45h approximately.

Groupings: Small group, large group.

Educational level: Secondary Education.

Harassment

Activity description

This activity tries to identify the gender roles that are described in traditional tales. To do this we organize five groups, and each one is assigned a traditional tale (for example, Snow White, Cinderella, Little Red Riding Hood...).

The participants will have to look, on the one hand, at the characteristics of the female characters, and on the other, at how the male characters are. It will also be necessary to analyze the roles and roles of men and women in the story.

Some keys and aspects that are usually present in traditional tales and that we will have to analyze are:

- Roles played by men and women: women are usually princesses, wives of kings, maids, witches, stepmothers... while men are usually knights, kings, wizards...
- Objects they use: women usually use jewelry, dresses, shoes, threads, needles... while men use shields, swords, horses...
- Qualities or values: Women are associated with submission, fear, passivity, beauty or ugliness, while men represent bravery, intelligence or aggressiveness.
- Women are usually relegated to the domestic and care sphere, and men to the outside world and the productive sphere.

Once they have finished the reading, we will carry out a participatory debate on the gender roles that are described in the stories, the following questions can be used as a guide for the debate:

- What do the men and women of the story do? Are there differences?
- How do you think they feel?
- Can we change the roles and tasks of the characters?
- Had you noticed the presence of gender roles and stereotypes in traditional tales before?
- Why do you think we don't realize their presence in our society?
- Do you think there are gender stereotypes in the books and movies made today?

Once the debate is over, it will be proposed to the students that each group rewrite their story but from a vision of equality between men and women.

Photo by [Markus Winkler](#) in [Unsplash](#)



ACTIVITY 2: CLARIFYING CONCEPTS

Material: internet connection, pen and paper.

Time: 1h approximately.

Groupings: Small group, large group.

Educational level: Secondary Education.

Activity description

This activity aims for students to know and strengthen some key concepts related to gender equality. To do this, they will first be divided into groups of 3-5 people and the concepts will be distributed among the groups, to look for the definition and information related to the following concepts:

- Gender roles
 - Gender equality
 - Sexist language
 - Patriarchy
 - Coeducation
 - Feminism
 - Gender-based violence
 - Sisterhood
 - Glass roof

Each group must write or collect in digital format the definition or definitions that seem most accurate or the information that has caught their attention and they consider relevant to each of these concepts.

Lastly, a representative of each group will read aloud the definitions and a brief discussion on the topic will take place.

ACTIVITY 3: THE INVISIBILITY OF WOMEN

Material: internet connection, paper, pen and newspapers.

Time: 1h approximately.

Groupings: Small group, large group.

Educational level: Secondary Education.

Activity description

In this activity it will be about the students becoming aware of the invisibility of women both historically and today, for this the students will be asked to investigate, through the internet, who Fernán Caballero was.

Once they have found and read the information, a participatory debate will begin on the visibility and invisibility of women in history.

One can begin with the following question: Why would a woman want to adopt a man's pseudonym to sign her works?

Next we will ask you to think of two men and two women who have made history in different fields: history, science, literature, politics, and sport. In this way they will discover for themselves the difficulties they have in naming women.

Lastly, they will be given several newspapers that they will examine in groups:

They will start by looking for how many news stories, of those that appear in the press, are starring men and how many are women.

Then, they will read them and classify them according to what type of news are those that refer to men and which to women (they will attend to the section and the content of the news).

Lastly, they will analyze newspapers of different ideology to look for differences between them.

ACTIVITY 4: GENDER-BASED VIOLENCE

Material: Paper, pen and blackboard.

Time: 40 minutes approximately.

Groupings: Small group, large group.

Educational level: Secondary Education.

Activity description

In this activity it will be about the students knowing the different types of gender violence that exist, for this in the first place they will be divided into pairs and will have to link what is the correct definition for each type of gender violence:

- PHYSICAL VIOLENCE
- PSYCHOLOGICAL VIOLENCE
- SEXUAL VIOLENCE
- ECONOMIC VIOLENCE
 - Impose a limitation, in whole or in part, on women's access to economic and financial assets.
 - It is any non-accidental act that causes or may cause physical damage or disease in the woman or risk that she may suffer it.
 - Impose on the woman any act of a sexual nature against her will using force or intimidation.
 - It is any non-accidental act that causes devaluation or suffering to women.

Once the concepts have been linked to their definition, the definitions will be read aloud and they will look for examples of each of the types of gender violence, a volunteer will write them on the board if they are correct.

ACTIVITY 5: WOMEN LEADERS

Material: not needed.

Time: 30 minutes approximately.

Groupings: Small group, large group.

Educational level: Secondary Education.

Activity description

This activity aims to make students aware of the inequality that exists in the representation of women in political and legislative decision-making positions. To this end, we begin the activity by reflecting in assembly on the following data from UN Women (2019) on leadership and political participation and the presence of women in parliaments:⁴

- Only 24.3% of national parliamentarians are women.
- Only three countries have 50% or more women in Parliament: Rwanda (61.3%), Cuba (53.2%) and Bolivia (53.1%).
 - In 27 States, women represent less than 10 per cent of the total parliament.
 - Only 20.7 per cent of ministerial positions are held by women. The five most common portfolios they occupy are: social affairs; family, childhood, youth, elderly and disability; environment, natural resources and energy; work and vocational training; and trade and industry.
 - Only 11 women are heads of State and 12 are Heads of Government.

This will be followed by a participatory debate on what they think of this data, whether they believe it is important for women to have a greater presence in decision-making positions worldwide and why.

Next, we will continue to guide the debate based on the following questions:

- How can we achieve equality?
- What will that equality look like?
- What do you think are the main causes of this inequality?
- What impact would equality of women and men have on positions of power in the world?
- And in our day to day, do boys and girls participate equally?
- Are the decisions of boys and girls equally influential?

⁴ Facts and figures: leadership and political participation. UN Women (June 2019). <https://www.unwomen.org/es/what-we-do/leadership-and-political-participation/facts-and-figures>

ACTIVITY 6: JEALOUSY

Material: Not necessary.

Time: 30 minutes approximately.

Groupings: Small group, large group.

Educational level: Secondary Education.

Activity description

This activity aims for students to identify behaviors that should not occur in a healthy relationship, and understand that jealousy is **not** related to the intensity of the love felt. In addition to understanding that jealousy is one of the main causes of gender violence and violence between young couples. To do this, start by reading the text below:

Fede and Maria have been a couple for 7 months, they are well together and they are very happy. Last weekend they went to a nightclub, and upon entering, Ana saw an old boyfriend of hers at the bar, with whom she had a good relationship and whom she had not seen for a long time. She happily walked over to greet him and know how he was doing after all this time, and they greeted each other with two kisses on the cheeks. Fede didn't come over and watched the scene from afar. When Maria came back, Fede very angrily said: "Don't talk to me again, you are a whore."

After reading the text, start a guided group debate based on the following questions:

- What do you think each of them felt?
- Why do you think Fede acted like that?
- Why do you think Maria acted like that?
- Do they have the right to act as they have acted? why?
- What alternatives would you give to each of them so they can solve this conflict?
- What would the story be like with the roles changed: if Fede was Maria and Maria was Fede?

ACTIVITY 7: MAY 16: DAY OF ROMA RESISTANCE

Prejudices
Stigmatization

Discrimination
Intolerance

Material: internet connection, pen and paper.

Time: 40 minutes approximately.

Groupings: Small group, large group.

Educational level: Secondary Education.

Activity description

To start the activity, read the text of *Asociación de Gitanas Feministas por la Diversidad* below:

Humiliation
Hatred

Rejection
Hatred

"This day we remember the resistance of thousands of roma women in the Nazi death camps. The date is increasingly known -May 16, 1944- what this day represents is less so: the resistance of the roma prisoners in Auschwitz II Bikernau, in the camp for roma persons "Zigeunelager", who confronted the SS to avoid their extermination and who, despite being unarmed, malnourished, and weak, stood up to the Nazis with courage and dignity.

This is why on May 16 we commemorate our courage and determination to stand up and not allow ourselves to be trampled underfoot. The same courage that so many roma women have shown before and after that May 16. Roma who have risen up against injustice, against the attempt at extermination, and for a dignified life for the roma people, for the oppressed, and for all humanity. This is the day when we remind the world of the struggle of our people for their existence, their dignity, their freedom, and their honor. And we do so by resisting the current siege. Resistencia is the name of a roma woman, 600 years of building a more livable world for all."

Then divided the students into small groups, and each should choose one of the examples of roma women and look for information on their lives, their history, their struggle, etc.:

- **Bronisława Wajs, "Papusza"**, who wrote about the horrors of the holocaust.
- **Alfreda Noncia Markowska "Babcia Noncia"**, who fought against the Nazis.
- **Elena Gorolová**, who fought against the forced sterilization of roma women.
- **Elisabeth Guttenberger**, survivor of the Samudaripen.
- **Katarina Taikon**, who fought for civil rights.
- **Rosa Cortés**, who rose up against her captors in the Great Raid.
- **Carmen Jiménez**, who fought against the extractivism of the electric companies.
- **Antonia Fernández Molina**, who fights against the institutional romaphobia that killed her son and so many others.

Once they have found information on the chosen roma women, they will share it with the rest of the classroom.

And lastly, create a participatory debate based on the following questions:

- Did you know any of these women? Why?
- Have you found it easy to find information about her?
- Do you know any other famous roma women?
- Do you think there was any difference between being a roma woman or a roma man in the Nazi era?
- Do you think that roma women nowadays suffers the same discrimination as white women?

Humiliation
Threats
Harassment

Rejection
Hatred

Prejudices
Stigmatization

Discrimination
Intolerance



Bronisława Wajs, *Papusza*" (Wikipedia)

ACTIVITY 8: LISTENING TO REGGAETON

Material: internet connection, projector, speakers, music player.

Time: 35 minutes approximately.

Groupings: Large group.

Educational level: Secondary Education.

Activity description

This activity will be carried out using the students' motivation for the music they like. Start by asking the students to choose their two reggaeton songs they like the most. Once they have chosen the songs, project their music videos and listen to the lyrics and look for them in text, to later analyze from a gender perspective the content of said images and lyrics.

After a group reflection, ask the students to name other musical genres or songs that may have sexist content. End the activity with a debate on this topic, for which the following questions can serve as a guide:

- Do you think that only reggaeton is a sexist music genre?
- Do you think that music and singing a song can normalize violence against women?
- Do you think music incites violence?
- Can song lyrics help reproduce gender roles?
- Is there also feminist music? Can you give examples for it?
- Should people pay more attention to the lyrics of the songs they listen to?

ACTIVITY 9: BEAUTY MODELS

Material: Paper, pen, projector, internet connection.

Time: 35 minutes approximately.

Groupings: Large group, small groups.

Educational level: Secondary Education.

Activity description

This activity intends to analyze the male and female beauty models in our society, and the stereotypes hidden behind each model. Start by reading the following text:

“Advertising shows perfect bodies, pristine perfection, with an obsession with beautifying bodies and objects, avoiding shadow that hides or dirties the image. They show an ideal world, of desires, of attraction, which contrasts with reality, with real people -possible vs real- even nullifying it. They show an utopian vision of the world and of the viewers themselves. It’s no wonder that especially women are increasingly undergoing cosmetic operations.”

If possible, project ads with male and female models for the sale of products. Then divide the students into smaller discussion groups, trying to mix them. The groups will first begin an internal discussion by answering the following questions and writing their conclusions:

1. What is a real woman? And a real man?
2. What is your ideal of a man/woman? How does advertising portrait them? How would you like them to be?
3. What is your ideal of beauty?
4. Define five traits of your ideal man/woman.
5. List beauty traits that are highlighted in magazines, television, photos... which ones do you identify with? Which ones do you find misleading?

When groups have finished discussing internally and answering the questions, they should appoint a spokesperson to share their conclusions with the rest of the groups in the classroom.

Lastly, you can reflect on how the ideals of beauty have evolved over time. Maybe consult the book “History of beauty” by Umberto Eco.

ACTIVITY 10: MY NEW FAMILY

Prejudices
Stigmatization

Material: Paper, pen.

Time: 45 minutes approximately.

Groupings: Large group, small groups.

Educational level: Secondary Education.

Activity description

To start the activity, divide the students into small groups of 4 or 5. Each group has to imagine that they are a family living together and assign themselves roles: son, daughter, father, mother, grandfather, grandmother, roommates, students, etc. These homes do not have to be traditional families, they can be a group of friends living together, single-parent families, several generations living together... The more diversity, the more interesting this activity will be.

Each group should imagine a family situation in which they share and distribute family responsibilities, care, and household chores and write them down. Later each group has to explain to the rest how they will organize themselves “at home”, the roles and tasks each one will be assigned, etc.

After each group has explained that, start a debate with the rest of their peers on whether the distribution is fair and equitable, if there is sexism in the distribution, and if gender roles are reaffirmed or it is an equal distribution.

Photo by [Kenny Eliason](#) in [Unsplash](#)



EVALUATION

While this Didactic Unit for Gender Equality is carried out, a continuous evaluation will be made using direct and systematic observation both in the interventions of students in the debates and sharing, as well as in the processes of searching and elaborating materials. At the end of the Didactic Unit, the individual and collective work of the students will be evaluated following the set criteria.

Each activity will be evaluated after finishing, assessing what worked and what didn't, the space, the time, the motivation, the groups... Use this as a measure of readjustment and adaptation of the development process of the Didactic Unit.

Also carry out the evaluation of the Didactic Unit by the students themselves using the questions below, in groups and individually:

1. What did you find interesting in the Didactic Unit?
2. What did you like the most? And what less?
3. What have you learned from this Unit?
4. Do you think the topics studied here are important?
5. Do you think we should add or remove something?

Responses can be anonymous or not. Once the answers are collected, you can repeat the same questions to be worked on in groups, so they can share their impressions.

Lastly and optionally, we propose conducting a final work by the students, to develop one of the topics worked or proposed by the student themselves (model by discovery).

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