IMAGES

Increase and Move Awareness about Gender Equity in Schools

HANDBOOK

IMAGES PROJECT: 2023-1-IT02-KA210-SCH-000151730

Co-funded by the European Union

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November 2023
IMAGES PROJECT:
Increase and Move Awareness about Gender Equity in Schools

ACTIVITY A2 RESULTS

HANDBOOK: IMAGES training model

How and why to educate for gender equality in childhood and primary education? Theoretical bases and teaching materials.

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Index

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1. ABOUT THIS DOCUMENT

This document proposes a path to break down stereotypes and prejudices and recognize signs (explicit and implicit) related to the gender gap for children from 3 to 11/12 years. We present the results of a research and application project conducted by researchers and primary teachers from Spain and Italy in the context of IMAGE European project (2023-1-IT02-KA210-SCH-000151730) This Handbook is offering valuable insights for educators to examine their own mental models. Additionally, the document proposes new activities that can be incorporated into the classroom and shared with families to avoid gender stereotypes in education and to improve the quality of gender equity.
In the first part of this document, we provide:

a) a theoretical and practical reflection,
b) intervention suggestions,
c) assessment tools.
that can be applied with students in early childhood and primary education.

In the second part, **educational worksheets are offered that can be applied with students in early childhood and primary education.**

Educating children about gender equity

Discussing gender is essential, and adopting a gender perspective can reveal cultural elements that might impede the equitable development of both boys and girls. A gender-informed approach enables teachers not only to educate but, most importantly, to scrutinize their own thought structures.

Gender is not the sole category influencing inequity. An intersectional perspective on education demonstrates that the overlap of various sources of inequity further magnifies the disparities between boys and girls.

Beyond gender, children are influenced by other intersections that hinder their social integration and access to equal learning opportunities. Consider minorities, children living in poverty, those with functional diversity, neurodiverse children, among other potential intersections.

While IMAGES primarily addresses inequity through the gender lens, it's noteworthy that some activities propose an intersectional view of gender.

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2. OBJECTIVE OF IMAGES TRAINING MODEL

Target of IMAGES training model: Teachers of nursery and primary schools

To create a training path capable of enhancing key competencies in teachers of nursery and primary schools to prevent and counteract gender inequalities.

Specific Objectives:

a) Enhance teachers' ability to approach curriculum content with a gender education perspective.
b) Increase awareness of gender stereotypes and prejudices and the ability to recognize signals that express gender imbalances.
c) Strengthen verbal and especially non-verbal communication skills (focus on image-based communication) to prevent unconscious modes of gender discrimination.
d) Achieve units of assessable learning outcomes, usable in describing and evaluating teachers' profiles.
e) Raise awareness in the population on the issue of gender inequality.

Expected results of IMAGES training model

a) Growth and formal recognition of the examined competencies (hard and soft skills).
b) Regarding the involved students and the general population, an expected increase in awareness and sensitization related to the addressed topic.
c) To provide practical tools for teachers to work in the classroom.
d) Provide ongoing training to teaching staff on the transfer of theory to the classroom, in relation to gender equity.

3.JUSTIFICATION OF THE TRAINING PROPOSAL

Why Images?

The use of images solicits high activation of the person on both the thinking and emotional fronts: this order of stimulation creates the conditions for the initiation of a meaningful learning process.

The image can be a powerful intervention methodology for managing one's prejudices. From this perspective, teachers and students can be offered new ways of understanding, reflecting on them, and undertaking coping paths through the construction of new meanings and discourses.

Being a man or a woman determines profound differences in roles, behaviours, and expectations that different cultures attribute to gender belonging. These differences are often encoded and crystallized through socially accepted rules and values that constitute true hierarchies of "gender," in which women usually occupy the lower ranks. According to research done by the Images team in preparing the project, it has been observed that over 150 countries have at least one discriminatory law against women (Iqbal, 2016).

Language, images, and everyday expressions prevalent in our society accompany us from childhood, influence our lives, and determine choices for the future. Gender stereotypes are often spread and replicated even in the educational field, unconsciously constructing rigid roles that cage girls and boys. Gender norms internalized in the early stages of life can translate into gender stereotypes that impact every woman and man and lead to profound inequities.

At a global level, achieving gender equality and the empowerment of all women and girls represents one of the 17 Sustainable Development Goals that States have committed to achieving by 2030. In communication related to the Gender Equality Strategy 2020-2025, the European Commission emphasized that so far, no Member State has achieved gender equality: progress is slow, and gender gaps persist in the world of work and in terms of salaries, care, and pensions; in managerial positions and in participation in political and institutional life.

The pandemic risks having long-term consequences because it could push another 47 million women and girls worldwide below the poverty line (United Nations Entity for Gender Equality and the Empowerment of Women, 2020). A

survey by the World Economic Forum (2016) indicated that women only have access to 68% of the opportunities available to men.
Education briefly reports indicate a significant gender gap in the digital sector: the percentage of women among total graduates in information technology and engineering is still low. In the EU, 33% of women have experienced physical and/or sexual violence, and 55% of women have been victims of sexual harassment. According to Istanbul Convention "Gender-based violence is the result of unequal power relationships between the sexes" (art.3, 11 May 2011).

Considering what has been outlined, the idea of IMAGES is that to counteract the gender gap, schools play a strategic educational role. Despite the Guidelines (art. 1 com 16 L. 107/2015) contemplating education on gender equality and respect for differences (in line with the 2030 agenda), it is challenging to find specific teacher training that considers the path to follow, the most suitable methodologies, and the signals to consider implementing an equitable and inclusive approach in the school reality.

The design idea of IMAGES, in addition to being in line with the described sociocultural challenges, reflects the educational, didactic, and civic needs and objectives of the participating schools.

Through various educational and awareness activities organized on the addressed topic, these schools are increasingly aware of the need to systematize prevention strategies to spread the culture of gender equality.

Images Training model

In this training program, teachers will be motivated to transform acquired knowledge into practical skills for the following reasons: this program will not be limited to training courses but will also be implemented in the classroom context. The goal of the training is not to insert a "gender education" hour but to work with teachers on how to teach any activity and discipline with a gender perspective.

The project aims to propose basic training to intervene in the classroom and manage gender stereotypes and roles that are harmful to the emotional development and self-esteem of children and adolescents (and teachers themselves).

The approach of our training model is preventive and education-centred towards the happiness and integral development of individuals from a gender perspective; it is not a sexual education program.

Our project has an ecological and prosocial approach that considers all human dimensions so that students learn to have emotional health, developing their full

potential regardless of perceived gender. Gender stereotypes present in society and in the audiovisual material consumed by children have a negative impact on human development because they generate a structure of defined behaviours, expressions, and roles that children and teachers must adapt to without providing a critical space to generate a fair and empathetic culture between men and women. Training will help teachers train their metacognition, knowledge on the subject, identify and improve their communicative style to promote the bio-psychosocial development of their students.

Methodological framework

Considering the local culture, the sensitivity of each educational community, and the existing legal framework in education, IMAGES seeks to implement an equitable and inclusive educational approach using participatory methodologies and tools. **The framework is Participatory Action Research (PAR) and the Applied Prosocial Approach.**

The project provides **quantitative and qualitative measurement tools,** educational activities, and methodological adaptations for working with students with special needs (autism, functional diversities). **As a participatory and ecological model, it incorporates families, students, and school stakeholders into the design.**

Participatory Action Research

This project is a model of educational intervention. In this context, PAR is used as the methodological framework for the intervention. It is also understood that research is a systematic process of understanding and generating knowledge involving local actors: children, teachers, and families.

PAR it is a highly collaborative, reflective, experiential, and participatory frame of intervention in which all individuals are understood as actors who deliberate and contribute to the various phases of design.

Prosocial applied

Prosocial behaviours, which are actions that benefit others and contribute to the well-being of individuals or society, can contribute to creating a favourable climate for overcoming gender stereotypes and improving the quality of gender equity in the school.

Educational programs promoting prosocial behaviours can be designed to challenge and reshape gender stereotypes. By emphasizing the importance of

empathy, cooperation, and kindness for everyone, regardless of gender, such interventions contribute to more equitable attitudes.
The relationship between prosocial behaviours and gender stereotypes is dynamic and influenced by various factors, including societal expectations, peer interactions, role modelling, and cultural contexts. Promoting prosocial behaviours that transcend traditional gender norms can contribute to a more inclusive and compassionate society.

Empathy: Gender stereotypes can influence how individual's express empathy, with societal expectations sometimes shaping how boys and girls are encouraged to display or suppress certain emotions. Applied prosociality can help teachers and students to improve their empathy.

Gendered Expectations for Helping Others: Societal expectations and gender stereotypes may influence the types of prosocial behaviours that are encouraged or expected from individuals based on their gender. For example, girls may be stereotypically associated with nurturing behaviours, while boys may be encouraged to display strength or assertiveness.

Breaking Gender Norms through Prosocial Actions: Prosocial behaviours can challenge traditional gender roles by encouraging individuals to engage in acts of kindness and helpfulness without adhering strictly to stereotypical expectations. For example, a boy helping with caregiving tasks or a girl excelling in leadership roles can challenge gender norms.

Role Modelling and Prosocial Behaviours: Positive role models who exhibit prosocial behaviours can influence children's perceptions of gender roles. If children witness individuals breaking gender stereotypes while engaging in prosocial actions, it can contribute to more inclusive and egalitarian attitudes.

Media Influence: Media representations of prosocial behaviours may reinforce or challenge gender stereotypes. Positive portrayals of individuals from diverse genders engaging in helpful actions can contribute to breaking down traditional gender norms.

The use of Images

The use of images requests a high activation of the person on both the thinking and emotional front: this order of stimulation creates the conditions for the beginning of a significant learning process.

The image can be a powerful intervention methodology to manage one's own prejudices. From this perspective, teachers and students can be offered new ways of understanding them, reflecting on them, and undertaking coping paths

through the construction of new meanings and discourses.

IMAGES project uses photography and art therapy techniques to strengthen teachers' resources and incorporate work with images as a way of communicating with children and representing their thought structures.

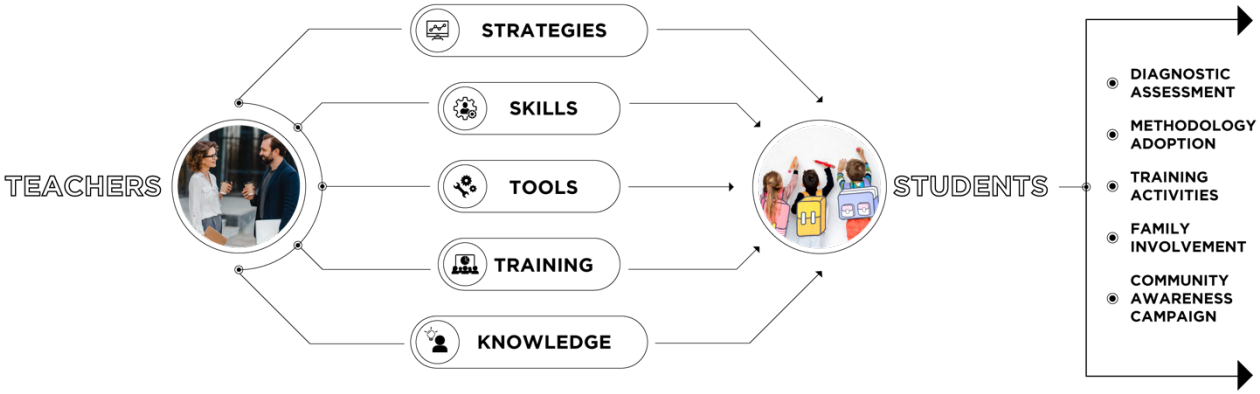
Structure and timing of the training model

Our training model adapts to the social and cultural context of each school. For this reason, an initial training is proposed for teachers, and didactic materials are provided for each teacher to adapt and integrate into their own work plan.

The activities are not rigid but rather suggestions that should respect the cultural sensitivity and context of each educational community.

The IMAGES training model begins with the training of teachers in skills, strategies, tools, and content, before transitioning to classroom implementation. Teachers develop intrapersonal, interpersonal, and social skills, applying activities themselves and then adapting them to the context, creating a training with a 'radiation' effect. Initially, they conduct a global diagnosis of their group on the topic, assess specific needs to identify elements to address in class, choose training materials that best meet the group's needs, and generate adapted activities through participatory work with students. Once the activities are applied and tailored to each group's reality, each teacher involves families to the extent possible. The process concludes with the creation of an advertising campaign that synthesizes the process and its results.

IMAGES Model



Diagnosis:

It is suggested to use one or two weeks for the NEEDS ASSESSMENT, both with teachers and with students. To avoid implementing a program that may generate interference with the culture, identity, needs, and problems of the educational community.

Assessment:

As a prior evaluation (pretest), it is suggested to apply some quantitative instrument suggested in this project or qualitative one (suggested in the evaluation section). However, more than the evaluation, what is important are the people and the criteria of each teacher. If it is estimated that an evaluation cannot be applied because it is not convenient, the criterion is always the well-being of the students.

It would be optimal for teachers to be able to evaluate the effectiveness of the training through assessments and feedback. For this purpose, this manual proposes instruments and qualitative means of evaluation.

Training:

Before applying the worksheets in the classroom, teachers must have participated in a training session to align their methodologies with those of the project.
A pilot course of training sessions will be conducted with a select group of teachers, incorporating feedback for improvements (**Train of Trainers**).
Participatory methodologies will be integrated in this pilot, ensuring active engagement and discussion.

Methodology Adaptation:

It is important that teachers study the teaching cards and review which ones coincide with their work plan, which ones can be applied, and which ones cannot. There is freedom to apply (or not) the teaching cards that have a VA (Voluntary Activity) seal.
The teaching cards that have the M seal are mandatory, as they are essential for comparison between schools.

It is important to adapt methodologies to work with students with special needs, ensuring inclusivity (e.g., autism, functional diversities). It is recommended to review the worksheets designed specially to work with these groups of students. In this sense it is important to refine methodologies in collaboration with educators experienced in special education.

Family and Stakeholder Involvement:

The model foresees to involve families in the training process. It is also very important to Engage with school stakeholders, such as administrators and community members, to garner support for the program.

Community Awareness Campaign:

The project will develop a campaign to raise awareness about gender inequality in the community. For this, it will use various communication channels, including workshops and information sessions, and will involve children as protagonists to the extent possible and in accordance with the current legal framework on the protection of the image of children.

4. CONTENTS FOR TRAINING WITH TEACHERS

What you find here is relevant information for the teacher to have theoretical elements to be able to present and justify the project. We suggest that the strategies and practical exercises be the same as those for the students. Each teacher should be able to apply the worksheets with their adult team. Only the one who applies the material can know it, understand it, act on it, and experience it.

IMAGES in 100 words.
How to present the project to families and teachers to avoid defensive reactions

This project addresses early childhood and primary education, focusing on gender equality, challenging gender stereotypes and roles. It includes learning, equal rights for boys and girls, and proposes useful materials and a training program for teachers. Utilizing didactic sheets, it emphasizes their great utility for implementation in the classroom and with families. Grounded in a theoretical framework advocating for education from a gender perspective, it highlights its benefits for boys and girls, enabling them to optimize their quality of life, find happiness in self-acceptance, resist conditioning by discriminatory thought structures, and fostering Prosociality and empathy as concrete paths to personal and interpersonal optimization. With a communication-focused approach, the project proposes a participatory advertising campaign involving children from Spain and Italy, promoting a cultural shift towards equality and mutual understanding.

Useful toolkit for the school

A literature analysis has been conducted to find useful tools for evaluating attitudes and teaching skills regarding gender equity and inclusion. Two tools have been found: the Gender Equality Charter and the Inclusive Teaching Practices Scale – Teacher General Version.

The Gender Equality Charter (GEC) is a self-report tool useful for analysing and understanding what schools are doing to prevent gender discrimination and violence episodes. It has been implemented over the course of the European project “Developing whole Gender Equality Charter Marks in order to overcome gender stereotyping in education across Europe” and it has been used in another

European Project "GECM - Expanding the use of the 'Gender Equality Charter Mark for Schools' across Europe" (2017-2019 e 2019-2021).

There are two versions of the tool, one for each grade of school (pre-primary, primary school). The Gender Equality Charter is made of 5 areas: Leadership, Curricula, Physical Environment, Behaviours and Relationships, and Community. Each area consists of a few categories that can be divided into 1, 2 or 3 levels that are school, teacher and staff, and pupils and learning.

Leadership area is divided into 4 categories:

- GEC development → the aim of this category is to evaluate the intentions of the school with regard to gender education
- staff → the aim of this category is to evaluate how much gender equality is considered when selecting and engaging school employees
- continuous professional development/training → the aim of this category is to evaluate how much gender equality is taken into account during staff training
- school policy → the aim of this category is to evaluate how much gender equality is present in the school policies

Curricula area is divided into 4 categories for pre-primary (PP) and into 7 categories for primary (P) school:

- direct teaching (PP, P) → the aim of this category is to evaluate how gender equality is discussed openly and directly in the school.
- extra-curricular activities (PP, P) → the aim of this category is to evaluate how gender equality is present in extra-curricular activities.
- hidden curricula (PP, P) → the aim of this category is to evaluate the value system that guides the school system.
- operating notebooks, textbooks, and teaching resources (PP, P) → the aim of this category is to evaluate how much gender equality is taken into account in the teaching material choice
- integration in teaching subjects (P) → the aim of this category is to evaluate how much gender equality is integrated in teaching subjects.
- choice of subjects and school (P) → the aim of this category is to evaluate how much pupils are encouraged in their school choices regardless of gender.
- Career guidance (P) → the aim of this category is to evaluate how much pupils are encouraged in their career choices regardless of gender.

Physical Environment area is divided into 3 categories:

- space design → the aim of this category is to evaluate whether the physical environment is structured in a way that promotes and represents gender equality

- contents → the aim of this category is to evaluate if staff chooses non-stereotypical images
- usage → the aim of this category is to evaluate if the physical environment is neutrally accessible to all

Behaviors and Relationships area is divided into 3 categories:

- language and communication → the aim of this category is to evaluate if everyone use inclusive language
- peer socialization → the aim of this category is to evaluate the awareness of both teachers and pupils that behaviours need not be related to gender
- gender violence → the aim of this category is to evaluate whether the school is committed against gender-based violence

Community area is divided into 2 categories for pre-primary (PP) and into 3 categories for primary (P) school:

- Family involvement (PP, P) → the aim of this category is to evaluate how much school involve pupils' family
- Community involvement (PP, P) → the aim of this category is to evaluate how much school involve community
- Transition from different grade schools (P) → the aim of this category is to evaluate whether the school's gender equality policy is also shared by schools of different grades chosen by pupils

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5.QUANTITATIVE TOOLS FOR MEASURING AND ANALYSING TEACHING ATTITUDES AND SKILLS TO PROMOTE GENDER EQUITY IN THE CLASSROOM AND IN SCHOOL LIFE.

Instrument for Measuring Inclusive Teaching practice

ITPS-T

The Inclusive Teaching Practices Scale - General Version for Teachers (ITPS-T; Schwab et al., 2020) is a tool that originated in the field of special educational needs, but inclusion is a much more general concept, and this tool can also be adapted to the assessment of gender-sensitive teaching. The ITPS-T consists of 14 items that can be divided into 2 subscales: individualisation and differentiation.

Scale of Inclusive Teaching Practices - General Teachers' Version

During the lesson...	Not true at all	Somewhat not true	Somewhat true	Certainly true
1. I take the academic achievement of my students into account				
2. I take the feelings of my students into account				
3. I take the interests of my students into account				
4. I explain the rules clearly				
5. I use a variety of ways to deal with the learning content (text, videos, pictures, etc.)				
6. I use a variety of assessment methods				
7. I use a variety of grouping strategies				
8. I vary learning activities to promote different learning styles				
9. I create a learning environment that encourage me to explore the topic				
10. I encourage my students to take risks and make mistakes to enhance learning				
11. I use different lessons format (e.g. lecture, free work, station work)				
12. I use different presentation techniques (e.g., white board, flipchart, power point presentation)				
13. I collaborate with colleagues (e.g., another teacher)				
14. I give individual feedback				

Image 1. ITPS-T items - Schwab and Alnahdi, 2020

Evaluation of the instrument

The Inclusive Teaching Practices Scale is a tool to assess whether and how teachers use Inclusive Teaching Practices. Thus, the ITPS-T is composed of 14 items that can be divided into 2 subscales: personalisation (1, 2, 3, 4, 9, 10, 14) and differentiation (5, 6, 7, 8, 11, 12, 13) (Schwab et al, 2022). The items involve a response on a 4-point Likert scale (1 = not true at all, 2 = somewhat not true, 3 = somewhat true and 4 = certainly true).

Evaluation instructions

Step 1: The scores of all items should be added together.

Step 2: The result obtained should be divided by the number of items (14).
Step 3: Analyse the result in relation to the following parameters.
a) If the result is between 1 and 2, it can be interpreted that inclusive practices are not being used.
b) If the result is between 2 and 3, some inclusive practices are being used, although they are not inclusive enough.
c) If the score is between 3 and 4, inclusive practices are being used.

Instrument to identify stereotypes in students

CPGI

The Gender Perceptions of Childhood Questionnaire is a simple and quick tool for teachers to have a starting point about the stereotypes presented by their students. It is also an instrument to measure the extent of change after implementing the practices proposed to redefine these stereotypes.

Gender Perceptions of Childhood Questionnaire

Part 1: Mark with an X who must do the following activities.

	Activities	Women	Men
1.	Making beds		
2.	Laundry		
3.	Laying out clothes and collecting them		
4.	Ironing		
5.	Staying home when someone is sick		
6.	Cleaning the house or flat		
7.	Setting the table		
8.	Thinking about what to cook		
9.	Cooking		
10.	Do the shopping		
11.	Washing the dishes		
12.	Preparing breakfast		
13.	Pay expenses		
14.	Fix what is broken		
15.	Taking out the rubbish		
16.	Taking care of the car		
17.	Remembering birthdays		
18.	Playing with sons and daughters		
19.	Reading stories		
20.	Taking their children to play in the park/playground		

Part 2: Mark with a cross who you think each sentence refers to.

	Sentences	Women	Men
1	They like to put on make-up		
2	They are very helpful and help people		
3	They take care of other people		
4	They like romanticism		
5	They like to play football		
6	They cry for anything		
7	They are often afraid of being alone in the street		
8	They are strong		
9	They worry about their hairstyle and clothes		
10	Talk about cars		
11	They are weak		
12	Many people pay attention to them and respect them		
13	Like to fight		
14	They are easily angered		
15	They show a lot of leadership		
16	They are very intelligent		
17	They are very responsible		
18	They are very skilful		

1. Male and female roles are based on:
   a. Luck
   b. Biology
   c. Astronomy

2. Gender roles
   a. Discriminate
   b. Do not discriminate
   c. Equal

3. Gender roles (male and female) cannot be changed.
   a. True
   b. False

4. Girls must learn to take care of the house and their family.
   a. True
   b. False

5. Children must learn to support their families
    a. True
    b. False

6. In addition to working, women must take care of their homes and families.
    a. True
    b. False

7. Men should work outsider and rest at home
    a. True
    b. False

8. Men are responsible for taking care of their wives, sons, and daughters.
    a. True
    b. False

Evaluation instructions

Part 1
This first part consists of a total of 20 questions or situations that are presented to the children so that they can mark who they consider to be responsible for these tasks related to household, personal and family care.

The interpretation of the results is therefore divided into three blocks:

a. Responses assigned to the same gender between 1 and 6, it is considered that there is no presence of gender stereotypes.
b. Responses assigned to the same gender between 7 and 14, there is a marked tendency for gender stereotypes to be reinforced.
c. Responses assigned to the same gender above 15, there is a high presence of gender stereotypes.

Part 2
The second question addresses personal characteristics and actions that are associated with the male or female gender.

a. In this case, it would be considered clear evidence of gender stereotyping if items 1, 2, 3, 4, 6, 7, 9, 11 and 17 were associated with GIRLS.

Important: It is also considered a definite stereotype if items 1, 2, 3, 4 and 11 have been indicated.

b. Regarding MALE stereotypes, the following items are associated: 5, 8, 10, 12, 13, 14, 15, 16 and 18.

Important: It is also considered a definite stereotype if items: 8, 13, 15 and 18 are marked.

Part 3
In this last part, the correct answers are indicated to identify the level of general knowledge associated with social stereotypes.
For this purpose, a table is presented with the number of questions and the number of correct answers.
The results provide a starting point for classroom work.

Nº	Correct answers to each question	
1	B	Biology
2	A	Discriminate
3	A	True
4	A	True
5	A	True
6	A	True
7	A	True
8	B	False

Suggestions and strategies for involving families in the project.

Involving families in school education for gender equality is essential, but it is not always a straightforward task. Sometimes the culture of origin or the religious values of some families interfere with education from a gender perspective.

Working on an educational project with a gender perspective in schools with families holding traditional views, for example, those who may perceive the concept of gender as an ideology, requires a culturally sensitive and respectful approach from the school.
When the conflict is related to values, as in this case, the school should not only provide cognitive arguments because, for some families, their resistance is emotional or rooted in deep-seated beliefs. These fears need to be taken seriously, and it's important to inquire about their concerns, addressing doubts and fears, understanding the underlying problems and perceived risks.

If the school does not address these questions or criticisms seriously, it fails to promote cultural change and may end up communicating to families that are already convinced. Therefore, it is crucial to listen to families that have criticisms or doubts.

There may be those who fear that their sons and daughters will be manipulated or worry that their children may question their sexual orientation or gender identity through these programs. Some might think that these programs make men weak and that boys might face bullying for being too "feminine" or showing too many emotions, or that girls may not be accepted for being "too masculine."

Establishing open and collaborative dialogue with families, fostering mutual understanding, and debunking ingrained stereotypes are essential. However, to achieve this, a safe space for dialogue and listening must be created first.

Secondly, it is important to extend invitations correctly. It involves inviting families to empower their children with tools that will make them happier and more successful. Gender-equitable education contributes to creating empowered individuals, fairer societies, and healthy relationships, all of which are key elements in promoting happiness and overall well-being.

The invitation is for children to participate in a project that will provide powerful tools for mental health, as IMAGES is primarily a project for each child to recognize themselves as individuals with value, talents, opportunities, and dreams. The school aims to help its students develop their full potential, and for that, gender should not be a limitation but an opportunity. That is what we need to invite them to.

IMAGES should not be presented (because it is not) as a project to "raise awareness" about an equality idea because children are actors and experts in their lives and should be respected in their dignity as voluntary participants in the project. If any student decides not to participate, it is important to respect this decision, if they commit not to interfere with the activities of the rest of the group.

The project is an invitation to raise awareness about the importance of learning to see from other perspectives. It offers spaces for critical reflection and opens these spaces to interested families.

IMAGES is a project that helps children reflect on what they want, what they feel, who they are, and aims to enable them to pursue their goals without cultural limitations imposed by gender roles or stereotypes that deny their personal capacities and abilities.

• Where possible, families who wish to do so will be included in some activities and will have the opportunity to learn about the project materials.

• It is important for the school to invite families to learn about the initiative, either through a meeting or through a video presentation of what will be done with their children.

• If a teacher perceives that a particular activity may be complex to implement due to potential cultural resistance, it is suggested not to apply it. It's better to engage in activities that will have the approval and consensus of the families, eliminating unnecessary interferences.

One possible criticism may be that IMAGES is a project to promote feminism. In response to this, it is interesting for teachers not to become defensive but to welcome these families and explain that gender stereotypes negatively affect not only women but also men in various aspects, although these effects are often less visible than those on women.

These data highlight how gender stereotypes not only negatively affect women but also impose significant pressures and limitations on men in various aspects of life.

Collaboration between the school and families in gender equality education is essential to create a lasting and holistic impact on shaping the attitudes and values of children, thereby contributing to building fairer and more egalitarian societies.

6. STATE OF THE ART

What does science say?

According to some authors (Manandhar, et al. 2018, pp. 644), gender refers to the social relations between men and women in terms of roles, behaviours, activities, attributes, and opportunities, and is based on different levels of power. Thus, gender interacts with, but is distinct from, the binary categories of biological sex.

Thus, for more than twenty years, scientific research has included gender identity in primary and pre-school students (Blaise 2005; Hyun and Choi 2004; MacNaughton 1999, 2000; Yelland 2002), focusing the analysis on the importance of the role played by members of the educational system (school, teachers, collaborators, etc.) and families in the construction and normalisation of gender stereotypes, roles, and gender preferences in children (Blaise 2012; Emilson et al. 2016; MacNaughton 2000; Karlsson and Simonsson 2008; Robinson and Jones Díaz 2005; Robinson 2005; Yelland 2002).

Although the understanding of gender identity begins to be constructed from the age of 2 years (Bussey & Bandura 1999), it is not constructed spontaneously, but is influenced by family experiences, parental roles, socialisation norms (Kane, 2006), as well as by the influence of school, performance demands and goals for the future, which reinforce the development of these stereotypes (McHale et al. 2003).
This is one of the reasons why globally this issue has been included in the commitments to be developed by the 2030 Agenda.

In this sense, gender identity and equity are included in up to 3 actions of the 2030 Agenda for sustainable development. Thus in its goal 4 (Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all) target 4.7 aims to ensure that all learners acquire the knowledge and skills necessary to promote sustainable development, including through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and the contribution of culture to sustainable development. This target highlights the importance of promoting gender-equal educational opportunities to enhance future sustainability (United Nations, 2015; 2023).
In relation to goal 5 (achieve gender equality and empower all women and girls), target 5.4 proposes to recognise and value unpaid care and domestic work through public services, infrastructure, and social protection policies, and by

promoting shared responsibility in the household and family, as appropriate in each country (United Nations, 2015; 2023).

Similarly, the Inter-Agency Network for Education in Emergencies (INEE, 2010) argues that the active participation of children and young people is critical to ensure that gender issues are addressed in the education sector, as they can play an influential role in promoting gender equality in schools and in society.

In summary, not only from scientific research but also from different governmental spheres and international programmes, the aim is to generate positive effects on children's development through participatory educational programmes.

These trainings do not seek to achieve forced consensus or conformity, but rather to allow children's own worlds to be explored and respected conceptually, culturally, and socially. One of the benefits of child participation, based on the development of children's sense of self-efficacy, is improved self-esteem and self-confidence, allowing them to take on responsibilities and gain degrees of independence. This helps to develop children's positive attitudes to deal with adversity and abuse of authority, and to protect themselves, and can strengthen their self-expression, skills, and competencies to question and criticise what they disagree with, and to have opinions and aspirations of their own.
Finally, child participation is expected to produce visible impacts on gender equity and social relations between boys and girls, and to consolidate interdependent relationships with adults. Thus, their participation, in its transformative, non-instrumental character, is aimed at empowering children to assume greater control over their lives and their history and to participate as active members in the construction of sustainable social changes in the school and personal sphere, based on peaceful, equitable interactions and recognition of difference.

Let's clarify the concepts

CLARIFICATION OF TERMINOLOGY IN PROJECT IMAGES

According to Goal 5 of Agenda 2030 (Achieve gender equality and self-determination for all women and girls), gender equality is a fundamental human right and a crucial cross-cutting issue for building a healthy society, breaking out of the cycle of poverty, and ensuring quality education for all. Gender equality means that everyone is valued alike, and their needs, goals, and behaviours are considered in the same way.
According to The European Institute for Gender Equality, the concept of gender equity recognizes that women and men have different needs and powers and that these differences should be identified and addressed in a way that redresses gender disparities. This may include parity of treatment, or treatment that is

different but considered equivalent in terms of rights, benefits, obligations, and opportunities.

Being equal means having the same rights: to live, to be respected, to feel free, to express one's thoughts, to seek one's own way of feeling fulfilled. What does equality not mean? It does not mean homogenization; it does not mean the absence of differences. In this regard, the concept of equality in many contexts gives way to the concept of equity, which aims to ensure that everyone has the same opportunities while considering particularities and differences.

While the concept of gender equality and gender equity are often used synonymously in the documents and laws of EU countries, it is important to focus on the fact that, going even beyond the specificity of the topic on the gender gap, the concepts of Equality and Equity focus on two different points: the first focuses on the starting point, i.e., rights and duties; the second focuses on a potential end point by considering the opportunities provided by valuing differences. We can achieve the same goals with the appropriate level of means for each of us, according to our needs and difficulties.
This clarification of terminology turns out to be an excellent prerequisite for dealing with the problem of gender inequality as exhaustively as possible.

Video:
What are Gender Stereotypes? - YouTube

Gender Roles and Stereotypes - YouTube

Basic definitions

GENDER
Gender is the cultural level processing of biological data. This term refers to the system of beliefs, practices, and norms in relation to "female" and "male." It categorizes and organizes the experiences of human beings within a social context, as it is steeped in meanings, expectations, preferences and behaviours considered appropriate or inappropriate based on a person's gender.

GENDER IDENTITY
Gender identity is a person's sense of belonging to a gender (male, female, nonbinary) with which they identify, which may or may not match the sex assigned at birth. This includes one's personal perceptions of one's body and other gender expressions, such as costumes and behaviour. On the grounds of gender identity, people are classified as either transgender (a person whose

gender identity is different from the gender assigned at birth and who wishes to express his or her gender identity in a way that differs from the gender assigned at birth, including by resorting to intervention on his or her body) or cisgender (a person whose gender identity corresponds to the gender assigned at birth).

GENDER ROLES

It is the set of socially constructed expectations that revolve around the concepts of " maleness" and "femaleness." These are what the environment expects of people in relation to their biological sex and are therefore learned and unborn traits that can change over time and space. Expectations revolve mainly around three categories: placement within the social system, interactions and relationships, and the expression of one's characteristics and capabilities.

GENDER EXPRESSION

The way every person expresses and presents themselves to society (mode of dress, voice expression, etc.). Gender expression usually reflects a person's gender identity (inner perception of one's gender), but this is not always the case. It should be emphasized that gender expression is different from and independent of sexual orientation and biological sex.

GENDER STEREOTYPE

Rigid set of socially and communally accepted ideas about what constitutes and is appropriate for a person's gender identity in terms of their behaviours, roles, occupations, characteristics, and physical appearance. When someone doesn't live up to these expectations, they are labelled as "unfeminine" or "unmasculine". Gender stereotypes are certain images related to maleness and femaleness respectively, namely the ingrained societal assumptions by which we simplify feminine and masculine characteristics.

GENDER BIAS

Hard set of socially shared and transmitted beliefs about what a person's behaviours, role, occupations, traits, and physical appearance are and should be in relation to his or her gender identification.

Therefore, are prejudiced behaviours or ideas caused by gender stereotypes-based distorted perceptions of gender. When gender differences are not taken consideration in an inclusive manner, gender bias occurs.

GENDER-BASED VIOLENCE

The term gender-based violence refers to all forms of violence from psychological and physical to sexual violence, from the persecutory acts of so-called stalking to rape and femicide, which involve a great number of people discriminated against based on sex.

GENDER EDUCATION

The set of behaviours, actions, and attentions implemented daily, in a more or less intentional way, by those who have educational responsibility (parents, teachers, etc...) regarding the gender experience, gender roles, and gender relations of youths.

The purpose is to educate the youths about gender differences, mutual respect of peculiarities, and gender relations, so that a degree of wellness can be achieved that makes everyone feel in harmony with their identity whatever their subjectivity.

Gender education helps youth develop genuine civil equality, where men and women cooperate in respectful, cooperative relationships.

Gender stereotypes in relation to language, images, games, advertising and textbooks.

WHAT IS GENDER STEREOTYPE?

To begin with, let us clarify the terms and understand what the word "stereotype" means: "A stereotype is a conventional model, a preconstructed, generalized and simplistic opinion that is not based on the complexity of reality, but is repeated in a mechanical form. These preconceptions created by mental images are produced by anyone and help to make an abstraction, a simplification of a reality that appears too complex to us" (Minoli, 2019).

In a simplistic and traditionalist view, there would be specific gender characteristics (female, and in a different way also male) attributable to everyone of that gender. These are attributions linked to clichés that do not correspond to reality. For example, for men: a sense of responsibility, initiative, courage, strength; and for women, on the other hand: irrationality, self-preservation instinct, fear, weakness... Gender stereotypes prevent one from distinguishing the individual person and his or her characteristics from what one believes should be the characteristics of his or her gender.

GENDER STEREOTYPES AND CHILDREN

Well, wanting to analyse the relationship between children and gender stereotypes we must certainly start with an analysis of the educational as well as the family environment.
For gender stereotypes, the social relationship is decisive; they are built in the family unit and subsequently in the educational setting, which coincides with the first confrontation that the boy and girl have with the society in which they live. The ethical and intercultural baggage of a child and a girl, as of an adult, is produced by the education received, the stimuli internalized by society.

"You are a boy; you must not play with dolls!" How many times have we heard this phrase to pick up a child interested more in a doll than in toy soldiers; generations of boys and girls have been conditioned in their choice of toys.

The danger of gender stereotypes is to rigidly define boys and girls in tastes, proclivities, roles, and activities according to their gender of belonging. This creates a limited worldview, which alters the perception of reality and blocks imagination. Boys and girls are exposed/unconsciously exposed to socio-cultural aspects related to the gender they belong to, and they tend to be passed on by parents and reference figures traditional models of gender, without offering critical tools for experiencing the complexity of society. In the cognitive and emotional evolution of a boy and a girl, in fact, gender stereotypes can have repercussions in adult life, such as in choice in the work environment and at the level of emotional and relational management.

"Almost always in school texts and children's stories in general, the female figure tends to be subordinate to the male figure, who in most cases plays the leading role. Women, and consequently the girls who identify with them, are portrayed as dedicated to domestic work, care and in positions unsuitable for leadership.
The male character, on the other hand, predominates and is found as the protagonist in most of the stories. His characteristics are stereotyped as the female ones. The male figure is presented as strong, courageous, confident, not feeling, or expressing emotions or hinting at his fears. In fairy tales this figure corresponds to that of the knight or prince, who plays a decisive role in the unfolding of the plot and is the one who fights the enemy and saves the female figure. These stereotyped figures do not allow, the child, as well as the little girl, to identify themselves." (Fierli, 2028)

Despite the above, books can also be a weapon against gender stereotypes. It is important to use alternative educational tools appropriate for the transmission of these concepts to boys and girls from 0 to 5 years old. For example, the picture book, which provides multiple educational cues, easy to understand and is most

useful in offering answers to children and girls and enabling them to reason and reflect on the issues raised by the stories.
Intervening through the practice of reading aloud from picture books also on the training of educators and educators/teachers in the educational pathways on gender equality, in a learning by doing mode, is equally crucial. The educational and cultural model that is used daily in classrooms is the first approach, starting precisely with language, which must be inclusive of the feminine. "What is not named does not exist," said linguist Cecilia Robustelli, and that is exactly right. Always naming the feminine as well means acknowledging the existence of girls, supporting in them the awareness that they are just as important as their mates, and helping them to maintain this awareness as they grow up, in terms of self-determination, freedom and respect.

What affects the adherence to gender roles in this age group is the time spent on video games; this finding is not surprising, since in video games males and females are often shown in a very stereotypical way, through men portrayed as heroes, or otherwise strong, and attractive and sexy women. Previous studies have in fact shown the connection between exposure to video games and approval of sexist attitudes even among adolescents. It is therefore easy to imagine how much video games with these characteristics, which again because of the pandemic have been highly populated, can nowadays more persuade the more plastic but also weaker minds of children by conveying distorted reference models about male and female exteriority. A similar argument must be made with reference to the role that the media play in influencing children's opinions and behavior, and even more so for social media and apps, which are now central even in the everyday lives of the youngest children and will play an increasingly important role in confirming or disproving internalized beliefs during the socialization process.
Internationally, statistically representative studies analysing the internalization of stereotypes among toddlers are rare, but they do not allow for reliable comparisons due to the heterogeneity of the measures used to collect data. What is common to this research is that boys and girls internalize more of the stereotypes and roles associated with their own group in order to meet social expectations in gender identity development. For example, a study recently conducted in Spain showed conditioning in this age group about the occupational roles of men and women. In contrast, the results of a study conducted in Germany show how both parents' careers and the division of tasks in the home play a key role in how children imagine their future work and family roles. As premised, the idea that there are roles and activities suitable only for boys or girls is thus acquired right from the earliest years of life, and this is contributed to not only by the family, but also by the social environment, the dichotomous association by gender to pink and blue, the widespread idea that there are gender sports, and similarly narratives, games, video games and ideals.

It must be said, however, that it is undeniable that small steps forward have been made, on sports for example: it no longer seems like science fiction that a little girl can play soccer and a little boy can be passionate about dance. There is, however, a very large group of adults who are still stunned by child X playing with his sister's dolls or little girl Y rolling around in the dirt, having a great time! Boys and girls have every right to be who they want to be, to play with what they like, to choose the sport, the field of study, the clothing that makes them feel good and comfortable in the world. And everything around them should not direct them toward a stereotypical way of understanding their gender-bound growth, starting as early as preschool age in inculcating a predefined male/female model that disregards not only personal inclinations, but also all that lies beyond and is made up of nuances.

7.EUROPEAN AND WORLD EXAMPLES

Events and changes in recent years have brought to the forefront the need for companies to share their brand purpose with consumers, who now more than ever expect brands to talk about important social issues.
In fact, according to one study, 68 percent of consumers expect brands to be clear about their values, with Millennials and Generation Z having the highest expectations of all age groups.

Still too often, in advertisements, we see portrayals of perfect women and men, predominantly young, white, and in excellent health. Families with mom, dad, and two beautiful blond babies sitting around the table eating breakfast. Over time, however, society has changed, evolved, and sought new rights and new forms of integration. As a result, companies have also had to adapt to the demands of an increasingly discerning public, to the stances of the brands they choose to buy from.

Inclusive marketing has become the answer to this change, making the representation of diversity the tool with which to approach every person and every group, even those marginalized because of gender and gender identity, disability, age, ethnicity, sexual and affective orientation, socioeconomic status, religion, or belief.

Here are 3 examples of inclusive marketing to support gender equality.

IKEA alongside the LGBTQIAP+ community

On May 17, 2022, on the occasion of the International Day Against Homolesbobitransphobia, IKEA launched the "Home Pride Home" campaign. It is a genuine appeal that aims to emphasize how important it is that everyone, regardless of their sexual orientation, can feel at home anywhere and that is, as the dedicated page on the company website states, "safe, supported and welcome."

How many times, coming home after a tiring day, the first thing one thought of was "home sweet home"? How many times have people from the LGBTQIAP+ community been able to do the same, knowing that even at home, at work, among friends, they cannot let go completely and count on unconditional support? The invitation is to be part of positive change and get involved to actively support the LGBTQIAP+ community and its rights.

The brand created a hashtag, an animated GIF, and a filter for use in Instagram stories, which have symbolic value but also become a nudge for anyone who wants to share such an important message.
The action had not been limited to online. In fact, on the page dedicated to the campaign, all the necessary instructions and a printable pattern had been posted to cross-stitch the "Home Pride Home" symbol on pillows, fabrics, and wall details to make one's home queerer.

Considering its achievements in terms of Diversity & Inclusion in its workplaces, IKEA together with Stonewall, a British association dealing with LGBTQIAP+ issues, has compiled a list of useful tips for those who want to show their support more concretely for those experiencing non-binary sexuality.

These are tips such as being careful about what language one uses when interacting or referring to the LGBTQAIP+ community, taking care that it does not also come across as unintentionally offensive, and striving to use terms that are as inclusive as possible, including possibly openly asking what pronouns the individual person identifies with, for example.

Stonewall itself was donated the proceeds of the entire "Home Pride Home" operation.

A campaign that we could call "multitasking," because it provides a range of activities designed to build customer loyalty and actively engage the customer. It addresses an issue and raises awareness in different ways, online and offline, actively engaging in turn to do so.

Barbie - The Dream Gap Project

Games for "boys" and games for "girls"-how many times as children did, we hear about this distinction?
Perhaps accompanied by two beautiful shades of colour, strictly blue and pink, to reiterate the concept. In recent times, fortunately, something is beginning to change, and the revolution has started with the most unthinkable of female childhood status symbols: the Barbie doll.

From research conducted by the "Cognitive Development Lab" in New York, it has been shown that girls aged 5 to 10 are less likely to take leadership positions during activities and games. Starting at age 5, in fact, girls begin to doubt their own potential and lose confidence in their competence.
But it has also been shown that when exposed to positive role models, everything changes.

Hence the idea of a campaign aimed at spurring little Barbie enthusiasts to give their best and cultivate their dreams and talents.
We have seen her pursue a professional career (Barbie a doctor), dress up as Mexican activist and painter Frida Kahlo, be a bee farmer, firefighter, astronaut, president of the United States: Barbie can become whatever she wants because the possibilities are endless, but she has to know she can do it.
So must all the little women out there. And that is why Barbie is spearheading the #CloseTheDreamGap communication campaign, which is exactly the gap that separates little girls from their potential.

The brand has created other projects related to the campaign such as a Barbie Style shopping platform, which sells faithful reproductions of accessories and garments for their dolls to the public: all produced and created by female entrepreneurs. Through a partnership with Inspiring Girls International, the brand also offers activities and workshops, by way of direct contact with positive role models, to support girls around the world.

https://www.youtube.com/watch?v=FZ8Sgkq74XA

A campaign, as mentioned, aimed at spurring young women to give their best and cultivate their dreams and talents, which is why in the initiative's video they are the ones doing the talking.
To make all the young promises of the future empathize.
A brilliant strategy of the brand that in this way works on the psychology of little girls, setting a good example and opening their minds.

Adidas celebrates women in London Riverside

The sports brand Adidas in England celebrated womanhood using eight statues installed in London Riverside. These depictions are a reproduction of famous women who can easily embody a source of inspiration for future generations.

A recent study by ArtUK looked at the statues in the London area, cataloguing them and trying to understand their representativeness. The final result of the study showed that 21 percent of the statues represent male figures, 8 percent animals and only 4 percent female figures.

To celebrate women and promote the new sports bra collection, Adidas decided to create (with a 3D mold) 8 statues depicting 8 women who represent excellence in areas such as sports, dance, and culture, temporarily placing them in London's South Bank, a few steps from the iconic Tower Bridge.

The personalities involved in the project are Arsenal and Dutch national team soccer player Vivianne Miedema, former England soccer player and Angel City Technical Director Eniola Aluko, Goals4Girls founder Francesca Brown, dancer

and model Ellie Goldstein, rugby player Emily Scarratt, youth worker and LGBTQ+ movement activist Tanya Compas, basketball player, poet and activist Asma Elbadawi, and finally dancer and choreographer Sherrie Silver.
Each is a benchmark in their respective fields of work because of their stories (presented on social media for those who do not know them) and their diverse

backgrounds, which can inspire many young women to strive, believe in their abilities and achieve their goals.

The purpose of these works is to increase the representation of female figures in the English capital, but also to inspire generations of young women to believe in their goals by showing them benchmarks that represent excellence in their fields.

It is a simple campaign with a remarkable visual and meaningful impact, which leverages a classic inspirational model: the women involved in the project are role models, people who have reached the peak of their careers, thus becoming a source of inspiration and role models for young women to emulate.

8.WHAT IS BEING DONE IN CATALONIA?

Co-education and gender perspective. What is being done in Catalonia?

Co-education is the educational action that promotes real equality of opportunity and values the experience, skills and social and cultural contribution of women and men equally, with equal rights, without sexist, homophobic, biphobic, transphobic stereotypes or androcentric or discriminatory attitudes based on sex, sexual orientation, gender identity or gender expression.
This is a strategic line of the Department of Education that aims to embrace different areas of work:

From the curriculum

This area aims to guarantee the incorporation of co-education and the gender perspective in the didactic units, projects and activities carried out in the classrooms. To guarantee this, in the recent Decree 175/2022, of 27 September, on the organization of basic education courses, the existence of the transversal vector of the gender perspective is established. Thus, a curriculum designed with a gender perspective aims to:

1. Making people's comprehensive education effective.
2. Break with gender stereotypes and the assignment of roles based on sex and gender.
3. Overcoming inequalities and discrimination and eradicating violence.

To put it into practice, teachers can consult the page on the new curriculum; and they have at their disposal a series of tools derived from Coeduca't, with resources and training.

The Six Vectors (#2 Gender Perspective)
Co-educate tools: Ask yourself! A look at the curriculum with a gender perspective.

From the organization of the centre

This area aims to ensure that all the organization, documentation, and design of spaces in educational centres respond to a co-educational perspective.
One of the fundamental elements to guarantee this is the Coexistence Project: a document that must reflect the actions that the educational centre develops to train all students and the rest of the school community for coexistence and the positive management of conflicts ; among these actions is included an axis that corresponds to co-education. And to put it into practice, the Department of Education makes available to the centres an application and diagnostic tools, as well as different resources and training, also derived from Coeduca't.
In addition, to guarantee its application, all educational centers must have a co-education, welfare, and coexistence coordination figure (COCOBE coordinator). The Department is working to deploy it effectively.

Violence-free schools' plan

This area aims to make visible the hidden violence in educational centres, identify them and take action to protect children and adolescents.
In the context of the application of the Violence-Free Schools Plan, for its proper functioning, the Student Support Unit in Situations of Violence (USAV) is created and incorporates references from territorial services, educational services, as well as in educational centres, in order to carry out a coordinated and networked work.

Sexual and reproductive rights plan in the educational field.

This area is part of the National Strategy for Sexual and Reproductive Rights of the Generalitat de Catalunya, and aims to guarantee these rights for all people, starting with the educational field.

9. WHAT IS BEING DONE IN ITALY?

Italy is the fourteenth country (63,5) in European Union and the sixty-third country (0,721) in the world in terms of gender equality (EIGE, 2020; World Economic Forum, 2021). Italy lacks awareness of gender discrimination in all fields of daily life (Guerrini, 2022). Language, advertising, domestic and professional roles still influence the way of being of toddlers (Guerrini, 2022). Children are subjected to gendered socialization from an early age (Ghigi, 2019). This is a series of activities that influence the development of behavioural patterns, initially inside the family and subsequently in formal schooling, beginning in kindergarten, by offering games, colours, and materials to play with (Ghigi, 2019). Early childhood toys, ads, and illustrated books frequently portray males as the leaders of public, social, and professional lives, with women primarily focused on raising children and taking care of the house (Guerrini, 2022).
Toddlers and children start to build their identity during school age: for this reason, it's important making teachers aware of conscious and unconscious gender discrimination (Guerrini, 2022). In fact, according to Mapelli, Tarizzo, & De Marchi (2001), there appears to be a simultaneous operation of two curricula in the school: the implied or concealed one and the explicit and visible one. The implicit one is extremely challenging to recognize and comprehend, whereas the explicit one is evident to everyone and is represented by the educational content-programs. According to some study, the same texts and curricula in schools are ingrained in a pretend to be neutral but in reality "strongly masculine culture that either ignores the female gender or relegates it to marginal and subordinate roles and professions" (Guerrini, 2022, p.116).

But what is really being done in Italy to fight this phenomenon?
The Italian Association of CCRE participated in the drafting of the European Charter for "Equality of Women and Men in Local Life". The goal of this paper is to promote gender equality by providing institutions with the tools they need to best do so. It is made of three parts:

1. The six principles underlying the document,
2. the implementation of the charter and its commitments;
3. the topics of democratic accountability, political role, general framework for equality, role of employer, provision of goods and services, role of service provider, planning and sustainable development, oversight role, twinning and international cooperation that are covered through 30 articles.

Regarding Italian law, the Department of Equal Opportunity and MIUR issued the Circular Guidance Document on Gender Diversity in 2011, asking schools to

implement initiatives on gender education, equal chances, and stereotype debunking (Szpunar, Sposetti, & Marini, 2019).
Next, in 2013, Law No. 119 "on security and combating sexual and gender-based violence" established a prevention strategy that invests in cultural change, particularly in schools, promoting "adequate training of staff" and "awareness, information, and training of students" (Szpunar, Sposetti, & Marini, 2019). In the same year was implemented the National Strategy for Preventing and Combating Discrimination Based on Sexual Orientation and Gender Identity (2013-15), coordinated by the UNAR-National Office for Racial Antidiscrimination (Szpunar, Sposetti, & Marini, 2019).
Then, in 2015, Law 107/2015 went into effect, reaffirming schools' central role in society and their mission, among other things, to promote education "for gender equality, prevention of gender-based violence, and all forms of discrimination, in order to inform and raise awareness among students, teachers, and parents" (LAW July 13, 2015, No. 107).
Furthermore, MIUR published National Guidelines in 2016, recommending that teaching practices verify the appropriateness of language used in textbooks across disciplines and give particular attention to the indications regarding the use of grammatical gender in language education books. The promotion of knowledge and attitudes pertaining to the full development of the personalities of male and female students—who will tomorrow enter the workforce with diverse but equally valuable skills—will help to foster the freedom of being a man or a woman along the educational and training process (art. 1 comma 16 L. 107/2015). The idea is that gender equality education should become ingrained in teachers' brains, a method of approaching lessons and working that consistently considers the gender dimension, rather than being an extra discipline or kind of education introduced to the curriculum (Guerrini, 2022).
Also, Miur and the National Council of Equality reached an agreement in 2018 that calls for the promotion of equal opportunities and anti-gender stereotype programs in schools. It recommends the creation of a Joint Committee at MIUR to encourage actions on these matters.

In addition to what institutions do, there are numerous projects on the topic of promoting gender equality.

1. Education for Equality – Going Beyond Gender Stereotypes (E4E): the project's objective is to foster a culture that challenges gender stereotypes by creating resources and strategies that involve the educational system (2016-2018).
2. BEE – boosting gender equality in education: the project's goal is to combat gender stereotypes by increasing the ability of education professionals, utilizing gender-sensitive tools to innovate instructional techniques, and intensifying the efforts of the educational community to create an inclusive society devoid of gender stereotypes (2020-2022).

3. Educational toolkit aimed at countering gender stereotypes in elementary school: the primary purpose of this toolkit is to teach boys and girls that there are no trades reserved for a specific gender, using the transportation industry as an example of a possible career opportunity open to anyone (2021).
4. Gender au pairs at school (GAPS): the project intends to generate structural change within schools on the problem of equal opportunity using a tool, the Gender Equality Charter (GPC), which provides a framework for adopting a comprehensive approach to gender equality in schools across Europe (2021).
5. Mind the Gap: the project intends to address gender stereotypes in education, thereby diminishing the influence of gender roles on young people's choices in education, work, and life in general (2023, Seventh Edition).

These likely represent a small portion of the Italian projects now underway. Despite increased awareness of the problem and the various projects implemented in schools, our country continues to have significant asymmetries with respect to the experiences and opportunities of women and men in many different areas of social life.

What happens in our schools?

Needs met daily at school. List of the main difficulties on differences in gender roles between boys and girls, found in the context of each school that will apply IMAGES.

To survey the features, requirements, and resources of the Italian school where IMAGES will be implemented, Paradigma Association created a questionnaire to get an image as accurate as possible. The questionnaire was administered anonymously to the school teachers and 44 responses were obtained.

Pre-primary

The uniform is the first thing that springs to mind when thinking of a preschooler, but is it the same for all of them? Children do not all wear aprons of the same colour, according to a preliminary finding. Right after that, we consider play and socialization, which are found to be marked by a distinction between males and females, though not a very clear one (2.6). This could be the cause of gender bullying episodes, in fact the availability of an anti-bullying policy about gender bullying was also explored, yielding varied results; 42.9% claim there is no policy, while 57.1% say that there is it: this could be explained by a lack of clarity and non-disclosure of these regulations. Furthermore, 42.9% of respondents said they have witnessed instances of gender discrimination among youngsters. Regard to teachers' choices, although they report using gender-conscious vocabulary (85.7%) and examining the suggested material for gender differences

(85.7%), actually 28.6% of them say they always refer to the class using the neuter masculine, 42.9% say they do so frequently, and 28.6% say they do so occasionally.

Several important obstacles regarding the implementation of gender equality practices are clear from the previously described statistics. At this stage, it was judged suitable to evaluate the needs of teachers. To varying degrees, they all express the necessity for protocols to combat gender discrimination. Furthermore, there is an expressed need for a professional figure who can provide support on the issue, for discussion spaces where the issue of gender inequality can be discussed, and to improve one's knowledge both on the issue to recognize and counter various forms of gender discrimination and violence and on inclusive language. 71.4% of respondents firmly feel that schools should decrease gender stereotypes as an educational agency, 14.3% believe it is not strictly required, and the remaining 14.3% believe it is not a priority.

Finally, the resources that the school possesses were investigated. In particular, the data show that the school does not possess exclusive physical spaces to conduct workshops on the topic of gender discrimination (85.7%), despite this, teachers declare for themselves and colleagues a willingness to increase their knowledge and skills on the topic and a willingness to get involved in changing their attitudes (71.4%).

Primary School

According to a preliminary analysis of the data, kids are frequently assigned mixed desks by teachers, yet during play and socialization periods, they mostly group by gender (85.6%; 67.5%). Teachers said they give attention to the selection of material to be offered, even if they rarely employ gender-sensitive terminology and frequently use the neuter masculine. One noteworthy result is that 32.4% of respondents think women should oversee watching their children while they work in the afternoons. Again, the issue of gender bullying was investigated and 43.2% of teachers report having witnessed instances of gender discrimination, while 29.7% report that the school lacks methods to combat gender bullying: this result could be explained by a lack of clarity and non-sharing of such rules.

A needs analysis was also conducted: the presence of guidelines to combat gender discrimination is significant to 62.2% of respondents, however only 56% view the presence of a professional person to help them to be useful. Around 70% say it is critical to create spaces to discuss gender inequality so that

teachers can be trained to recognize types of gender discrimination and violence and to learn how to use inclusive language.

Finally, as with primary school, the school's resources were investigated. 62.2% of teachers believe that the school has the necessary physical spaces to hold workshops on the topic of gender discrimination, and 89.2% of teachers express willingness for themselves and others to increase their skills and knowledge on the topic, as well as possibly analyse and modify their own behaviours and attitudes.

Examples,
Group of girls excluding a boy who wants to play with dolls.
Group of children excluding a little girl who wants to play soccer.
Children who use sexist language.
Children who base their insults on gender.
Creating closed groups based on gender.
Teasing a male child because he is characterised by feminine traits (e.g., haircut, clothing, attitude).
Teasing a female child because she is characterised by masculine traits (e.g., haircut, clothing, attitude).

Based on the findings, it can be inferred that there still are gaps in relation to gender education, but despite this most of the teachers recognize the need and are prepared for change.

Schools, as an educational agency, should promote gender education as its own policy and this policy should concern all teachers at all levels, grades, and teaching.

10. TEACHING SHEETS FOR WORKING WITH STUDENTS

Mandatory activity: Evaluation

The teacher must evaluate using the tools that best suit their group.
This phase allows you to make a more precise diagnosis and evaluation of your group.
If the teacher has a map of mental representations of her/his group, then he/she will know which sheets and materials will be most useful.

Activities about prosociality and mental representations through images

MANDATORY ACTIVITY (At least one activity on prosociality)
Title of the activity: Prosociality
Main aims: 1. Children experience an amplification of resources, becoming aware of their possibilities and deriving direct satisfaction from the practical application of their ideas. This also represents a projection of self-worth. 2. By improving prosocial skills, it's possible to moderate dependent tendencies and prevent violence and antagonistic behaviours, reducing circles of negativity. 3. Improvement of the group climate, as these exercises foster positive reciprocity, solidarity, empathy, and good communication. 4. Students will gain positive control over negative emotions.
Oriented to: Pre-primary and primary school students. From 3 to 11/12 years old.
Temporisation:

Approximately 60 minutes.

Material needed:

Cardboards

Markers

Painter's tape or masking tape

Selected videos

Projector

Activity development:

Activities for Preschool (3-5 years):

Prosocial Actions (Prosocial Metacognition)
Duration: 50 min.
Suggested frequency: Once a month.
Procedure: Create a list of the four main prosocial actions (helping, sharing, consoling, listening well). Provide real-life examples for each. Then, stage a theatrical representation for each action (training). Capture photos during the representation and display them on the wall as a reminder of prosocial actions.

Frequent Feedback (Cognitive and Emotional Empathy)
Duration: 10 min.
Suggested frequency: As needed.
Procedure: Paraphrase what the interlocutor said. Sometimes, seek confirmation from the interlocutor. Recognize the emotions or feelings the interlocutor might have (cognitive and emotional empathy).
Videos and Stories (Prosocial Models on TV)
Duration: 50 min.
Suggested frequency: Twice a month.
Procedure: Select videos or short stories (e.g., from YouTube) showcasing different prosocial and antisocial emotions or actions. The class watches these, learning to recognize and point out prosocial behaviours.

Activities for Primary Education (6-10 years):

Study and Work on Prosocial Adjectives (Positive Evaluation of Others)
Duration: 30 min.
Suggested frequency: Twice a month.
Procedure: Create a list of praising adjectives among classmates to describe others. Learn and memorize them for use in describing others. Role-plays simulating situations can be performed.

Prosocial Models on TV (Focused Prosocial Actions and Discussion)
Duration: 50 min.
Suggested frequency: Once a month.
Procedure: Select, with student input, movies, or TV series they enjoy. Learn to recognize and point out prosocial behaviours performed by characters. Dedicate class sessions to discussing them among students, trying to understand their importance and feasibility in daily life.

Performing Prosocial Actions 1
Duration: 50 min.
Suggested frequency: Once, at the beginning of the project.
Procedure: Respond to a card's question saying, "What and how would I like others to help me?"
Performing Prosocial Actions 2
Duration: 30 min.
Suggested frequency: Once a month.
Procedure: Respond to a card's question saying, "What things can help others, and how can I help them?" In responding to these questions, students should consider the five categories of prosocial actions:
Helping and caring
Giving and sharing
Active listening
Reconciling and contributing to harmony
Consoling and comforting others

Methodology:
Ensure that prosocial activities are voluntary.
The space should be circular and horizontal between students and teachers.
Teachers can choose activities that help create an appropriate group

climate. It's recommended to do one of these activities before the activity "MY SMART WORLD."
Expected outcomes: The incorporation of prosocial skills into the IMAGES project provides powerful resources to equip children with positive behaviours. This path of inner growth initially focuses on self-defence in favour of others, increasing children's capacities for initiative, creativity, and assertiveness (skills that can later be generalized to other areas beyond interpersonal and group relationships).
References: PATH EUROPEAN PROJECT https://m41609.wixsite.com/path (english) PROYECTO EUROPEO PATH https://pathbarcelona.wordpress.com/ (Castellano)

RECOMMENDED ACTIVITY

Classroom resources
Title of the activity: Planet IMAGES View the presentation of the activity (Video with English subtitles)
Main aims: 1. Explore children's views on gender construction without any suggestion or prior conditioning. 2. Promote a space free for expression and creativity. 3. Facilitate dialogue around the conducted dynamics. Images have become a universal language that opens opportunities for dialogue and reflection on realities that often go unnoticed, especially in today's oversaturated visual language. This proposal uses images as a gateway to share and reflect with primary school children on how they

perceive gender construction: whether it is innate or imposed by society through constant bombardment in all areas. It aims to explore at what age a child begins to behave according to societal expectations based on their gender.

Oriented to:
Primary school students aged 6 to 11 years.

Temporisation:
60 minutes or more, at the teacher's discretion and availability

Material needed:
1. Images or drawings representing each participant's preferences. Clothing - occupations and professions - colours - interior decoration.
2. Glue, colours, markers, watercolours, drawing paper, etc.
3. Half sphere or complete sphere made of polystyrene to recreate the planet or a similar object.

Available space where this collage can be displayed throughout the duration of the IMAGES project.
Note: The choice of drawings or images is at the discretion of the students, based on their comfort. Images can be brought in printed form from the internet, magazines, newspapers, brochures, etc.

Activity development:
The students are presented with the following story:
We have two protagonists, a man, and a woman (who can be given names), who are Planet Explorers. Their mission is to travel through space, and when they find a habitable planet, they return to Earth to make a presentation about the new planet, including:
1. What type of clothing will be necessary on this new planet.
2. What occupations and professions are essential.
3. What colours and decorations are recommended for the new buildings and schools that will be created.

To ensure that everyone on Earth understands this presentation (because they speak different languages), the explorers use images and drawings.

The main characteristics of this new planet they discovered, called IMAGES, are:
1. The temperature is always 30 degrees.
2. It is a planet without mountains but has a large lake around which the new city will be created.
3. It doesn't rain too much, and there is a lot of sun.

Children are invited to become these explorers and create a presentation for those who will live on this new planet called IMAGES. Using all the materials the children bring or draw, a collage is created representing the planet IMAGES. To achieve a more visually striking result, the planet can be represented and decorated with a polystyrene sphere.

Methodology:

This activity is conducted the same way for all age groups. The interesting aspect is to observe whether, as children grow, they develop a stereotyped view of gender. This can be observed in the clothing they choose for the new planet, the colours, the decoration of spaces, etc., as well as in the narrative associated with their choices.

Each classroom will have its IMAGES planet with identical climatic conditions and the same recommendations regarding clothing, occupations, colours, etc.

It is recommended that this activity be the first in the series, and at the end of the project, children can be asked:

Would you change anything about what you proposed for the IMAGES planet?

Why?

Expected outcomes:

Visually, the expectation is to achieve an interesting mural that illustrates how each child's perspective on gender construction is evolving.

Throughout the creative process, it is a good opportunity to ask students questions about the images they contribute and the accompanying narrative. This way, the starting point of the project can be determined, and at its conclusion, it will be interesting to pose certain questions based on the completed work.

Visual example of a potential outcomes:

RECOMMENDED ACTIVITY

Title of the activity: My smart world

Presentation of the activity for teachers (English subtitles)

Main aims:

1. Train prosocial communication skills in interpersonal situations through play, in a safe and violence-free space.
2. Train students' metacognition of emotions and thoughts for the identification and management of prejudices.
3. Expand the cognitive repertoire of prosocial behaviours for conflict resolution from a positive perspective.

Oriented to:

Pre-primary and primary school students. From 3 to 11/12 years old.

Temporisation:

Duration: 1 session (recommended for students of preschool, 3-5 years old)

All tasks are completed in a single session. However, each teacher should adapt the activity to the characteristics of each group.

Script creation, character development, and conflict definition can be done in a circle with a single character in a collaborative and playful dialogue, or with two characters: a boy and a girl.

Set construction may be directed using pre-designed spaces, such as a dollhouse, or existing small toy cities in the classroom.

Recording is done with children acting as assistant camera persons.

Note: No group viewing; the recorded material is sent home for families to watch and discuss with their children.

SEE VIDEO EXAMPLE

Optimal Duration: 4 sessions (recommended for students from preschool to 2nd grade, 3-7 years old)

Script creation, character development, and conflict definition session.
Set construction session.
Participatory recording session (children as camerapersons).
Material viewing session (after editing).

Average Duration: 2 sessions (recommended for students of 1st & 2nd grade, 6-7 years old)

Script creation, character development, and conflict definition, along with participatory set construction in one session.
Participatory recording session (children as camerapersons).
Note: No group viewing; the recorded material is sent home for families to watch and discuss with their children.

Material needed:
3-5 years:

Dolls of all kinds, preferably dolls representing both boys and girls.
Miniature houses, streets, and pre-made settings to avoid building from scratch and save time.
Clothing for toys, if applicable.
Various accessories.
Construction materials such as coloured cardboard, scissors, markers, and glue.

6-8 years:

Dolls of all kinds, preferably dolls representing both boys and girls. Lego or Playmobil figures and their accessories are also suitable.

Materials for creating houses, streets, and character settings.
Clothing for toys, if applicable.
Various accessories.
Construction materials such as coloured cardboard, scissors, markers, and glue.

8-10 years:

Dolls of all kinds, preferably dolls representing both boys and girls. Lego or Playmobil figures and their accessories are suitable. Barbies and Kens from home can also be used.
Materials for creating houses, streets, and character settings.
Clothing for toys, if applicable.
Various accessories.
Construction materials such as coloured cardboard, scissors, markers, and glue.

11-12 years:

Dolls of all kinds, preferably dolls representing both boys and girls. Lego or Playmobil figures and their accessories are suitable. Older toys like Barbies, Kens, Polly Pocket, etc., from home can also be used.
Materials for creating houses, streets, and character settings.
Clothing for toys, if applicable.
Various accessories.
Construction materials such as coloured cardboard, scissors, markers, and glue.

For All Age Groups:

Video or photographic camera capable of recording long-duration videos.
A tripod for the camera may be useful.
Access to video editing software.

Activity development:

How the activity is presented:

We are going to make a movie. You will be film directors and actors. Who wants to act? Who wants to record? Who wants to build the scenery?
Once we finish the movie, we will watch it at school and send it to each home for your parents to see. Do you like the idea? Who wants to participate?

They can bring toys from home or use those from school. It's important to have many toys available to avoid unnecessary conflicts. Bringing toys from home is useful to see what they play with and encourage sharing during the movie.

Do you see these toys we have here? You have to choose any doll. Let's imagine a prosocial world, a world where people help each other, listen, comfort, and are supportive.
Do you think such a world is beautiful?
Do you believe a world where people help each other is intelligent?

Well, let's make a movie imagining an intelligent world where problems are solved in a prosocial way. And then, we will watch the movie.

Each one will find a doll to live in this intelligent world, and you will give them cool clothes. In this world - pay attention - everything can be invented anew, so you can dress them however you want.

Music is played while the children find their dolls and dress them.

There you go. Each of you gives a name to your character. And introduce your characters by saying their names.

Each child presents their toy and explains why it is dressed that way. Questions can be asked to build a more complex character: *What does it do for a living or where does it work? Who does it live with? What does it eat? What games does it play? With whom does it play?*

For older students, who may be more reluctant to play, they should be treated as co-investigators (which they effectively are).

What does the character you've created do for a living? Can you imagine it living with someone? Tell me about what it thinks about life, is it happy?

Problem Definition
What do you want the movie to be about? What will the story be about?

Ideas are collected, and a general plot is constructed. It's good for everyone to have the opportunity to give ideas.

Scenery

And where does everything happen? In a city? A house?
Ideas are collected, and the setting for the recording is decided. Teams are divided, and roles are assigned. Some build the street, others the houses, etc. For younger children, this stage can be abbreviated or skipped if it's too long. They can build the scenery in teams.

Recording

Very well! We already have our scenery!
Shall we take a photo with our scenery?
It looks great.

Ideas are collected, and the setting for the recording is decided. Teams are divided, and roles are assigned. Some build the street, others the houses, etc. For younger children, this stage can be abbreviated or skipped if it's too long. They can build the scenery in teams.

Who wants to record? Well, we have 5 directors, and you will take turns recording. Who wants to sound? Well, you will make car noises, you will make bird noises, etc. You, the noises of people talking, etc.
Who starts talking in the movie? Who wants to be the first to enter?
Well, Ana enters first with her character, and Pedro comes and asks her what's wrong, and you will give him advice.

They are allowed to interact, and the teacher points with her finger for new characters to enter, and they talk freely. If there are many children, the group can be divided into two, each with a teacher. If the plot is very simple, the teacher can pause and give instructions.

Cut! Stop. Now Paula enters, who wants to play ball with the children and is sad because they won't let her, she is very, very sad. Go Paula, enter.

The girl enters acting her assigned role, and the teacher can always introduce new characters. And if the scripts validate discrimination, violence, or stereotypes, the teacher can make them reflect:

Hold on! Do you think Paula is happy with this solution? What could the characters do to help her more? Do you think Paula feels treated like a person equal to the others?

The movie is finished once a resolution has been negotiated.
It concludes with applause and the "THE END" music.

You did great! Now the teachers will edit the movie, and we will watch it when it's finished.

Methodology:

This exercise is based on generating new narratives that incorporate elements of prosocial psychology into the cognitive and emotional repertoire of children.
The idea is inspired by ethnofiction, which integrates the observation of reality with fiction. In this case, instead of using human actors, toys are used since they involve underage individuals. Through role-playing with "dolls," important topics for the group are addressed in a safe manner. Recording the game on video is crucial for joint viewing, enjoyment, and discussion of the outcome. The idea of recording helps better control timing, "cut" scenes, repeat them, direct actors, and encourage them to try new things. It also helps train the use of new words and prosocial behavior repertoires.

With older students, experiments can be conducted, such as creating a YouTube or TikTok channel. In this case, only the children's hands and the moving toys are recorded. See example video.

SEE AN EXAMPLE OF THIS LEARNING ACTIVITY AND ITS APPLICATION METHOD

This activity is useful for working on fictional topics through characters created by the children. It can help make explicit, through their narratives, the mental representations they have regarding different subjects. The goal is not to correct but to give them the opportunity to visualize what they think and why they think that way (metacognition), as well as to create new possibilities to look at the world from a different perspective. For example, boys playing with dolls assuming the role of girls, and girls assuming the role of boys.

The teacher's judgment is crucial to ensure there are no manipulative or invasive games. All stories must emerge from the group.

Important: Each teacher must adapt this activity to the educational level of their group. With older children, it can be explained as a laboratory of a European project where they will be co-investigators. This activity is an experiment that will be seen in other countries, and these examples can help give ideas to children worldwide. Making them feel part of a project, prevent children from feeling that they are being infantilized. While they return to play, it is for experimentation. If they feel taken seriously, they may feel embarrassed at first, but many become enthusiastic. Those who do not want to act can provide support behind the cameras.

Through toys representing people or figures, children practice role-playing to experience different ways of solving problems that they define through a dialogue process. The role of the teacher is to facilitate this process, guarding the identity, self-esteem, and self-concept of each child.

Example: If a doll resolves a problem with aggression, the teacher can ask the actor: How can we help this character solve this problem differently? Do you think he is happy to solve it this way? What idea can we give to our character X to act more prosocially?

IMPORTANT:
It is important to have conducted prosociality sessions before, and for the teacher to explain the difference between altruistic and prosocial actions.

By providing this conceptual groundwork, the children are better equipped to incorporate prosocial elements into their narratives during the creative process. This understanding serves as a guiding framework for their role-playing scenarios and contributes to the development of positive social skills. The distinction helps them explore ways characters in their stories can collaborate, help each other, and contribute to the collective good in a manner that aligns with the principles of prosocial behavior.

The teacher's role in elucidating these concepts establishes a solid foundation for the subsequent imaginative and collaborative aspects of the activity, ensuring that the narratives created are not only entertaining but also socially constructive.

The child can provide ideas, and others can help. The teacher will value the ideas, and they are immediately applied by acting. The fact that they are recording a "movie" makes them take the planning and execution of each scene seriously.

The acting is interspersed with group analysis, dialogue creation, and tips to help them solve the problem "with the toys." Occasionally, the toys are interviewed reality-style to see how they feel about what's happening. See example video.

Ideally, two teachers should conduct the activity. The process and the result can be recorded on video, or only the result.

Teachers must be able to make decisions about the most appropriate duration based on the age and characteristics of the group. Some groups may enjoy creating the scenery and discussing, for example, how to build a city.

It is a highly suitable activity for working on prejudices, non-discriminatory language, emotions, and, above all, for training empathy, listening, negotiation, positive conflict resolution, participation in

decision-making, learning from mistakes, positive reinforcement, and the affirmation of the dignity of all individuals and the appreciation of diverse thinking. It is important for each teacher to create a safe space for children to talk about things that concern them and for the topic of the movie to spontaneously emerge from these discussions.
Expected outcomes: An edited video to work in the classroom or at home. Enhancement of the cognitive repertoire of prosocial behaviours. Raising awareness of prosociality in problem-solving.
References: "Avendaño and Walter (2014) 'Audiovisual Interventions - Notes on the methodology of prosocial documentaries within the Spring project.' In Escotorin, Arana, and Brundelius (eds.) The SPRING Project: Social innovation and its contribution to the issue of equity in Latin America. Valparaíso: European AALFA SPRING Project (pp. 118-123) Spanish Version: Link to Spanish Version English Version: Link to English Version" Versión en castellano: https://cursoslipa.files.wordpress.com/2020/08/el-proyecto-spring-2-1.pdf English version https://cursoslipa.files.wordpress.com/2020/08/libro-3-ingles-ok-1.pdf

Activities about emotions

RECOMMENDED ACTIVITY

Classroom resources
Title of the activity: How do we feel?
Main aims: 1. To Acquire a better knowledge of one's own emotions and identify the emotions of others. 2. To develop the ability to control our emotions. 3. To adopt a positive attitude towards life.
Oriented to: Pre-primary and primary school students. From 3 to 11/12 years old.
Temporisation:

60 minutes.

Material needed:

Warm up: Sleeping mats.

3-5 years: WORKSHEET Facial expressions

6-8 years: WORKSHEET The dice of the emotions

8-10 years: visual images

11-12 years: A mirror

Final: Sleeping mats, projector, music equipment, computer.

Activity development:

WARM UP ACTIVITY

The breathing . Execute a breathing exercise for 5 to 10 minutes just before starting activity (it helps to overcome stress and improve well-being) and to release tension and stretch the muscles. The posture must be the most comfortable possible. Close your eyes, relax your lips and jaw and focus on breathing without thinking about other things.

Possible activities

1. We can pretend we are a balloon to learn to inhale through the nose and exhale through the mouth.
2. We can sit or lie horizontally, close our eyes, and listen to music. Meanwhile, we visualise relaxing scenery and actions.
3. Yoga postures: Cards

ACTIVITY 3 to 5 years

To draw basic emotions . To be able to regulate emotions, you must first recognize them. So, we start by drawing faces with different expressions or we look for images of people who express them in newspapers or magazines, or we make puppets (cut out the faces and make a puppet with a stick), make a mural... We will start from the following: joy, sadness, fear, anger, surprise, and shame.

ACTIVITY 6 to 8 years

The dice of the emotions. Let's build a die where a face is drawn with an emotion and the name written on it.

Let's play to explain situations we've experienced with the emotion that comes out. Let's think about whether it is a pleasant or unpleasant emotion and why. Then we can propose to the children that they transform pleasant emotions into unpleasant ones and vice versa. If it is an unpleasant emotion,

what can we do to change it to a pleasant one?

ACTIVITY 8-10 years

Let's speak about it. And you? How do you feel? . We express how we would feel if we were in certain situations. Bring up imaginary and/or visual (photographs) and/or real experiences you've had recently: the teacher congratulated me because I did very well in an activity that was difficult for me, a child took my ball, I can't go on a trip because I am ill...

MAIN ACTIVITY 11-12 years

Let's verbalise our positive qualities!

Have you ever asked yourself what your most positive qualities are? What are you good at? What do you like about yourself? What is the quality you value most in your family members? For example, you can sit in a circle, use a mirror, and pass it around, or stand in front of a mirror and take turns saying their positive qualities. The activity is useful for improving self-esteem and developing feelings of security in oneself.

CLOSING ACTIVITY

Different ways to finish the session:

Listening to music that represents one of the emotions worked on.

Joy: HAKUNA MATATA

Sadness: MELODIA PIANO - ERIC CLAPTON tears in heaven

Calm: JOHN LENNON Imagine - SCORPIONS Wind of change - HALLELUJAH

Projecting a short film where an emotion is reflected NATI BERGADA'S BLOG

Methodology:

Distribution of space. Warm up: Lying on the floor with sleeping mats.
Main activity: in a circle.
Closing activity: Listening to music: lying on the floor with sleeping maps.
To watch short films: sitting on the floor.

Expected outcomes:

Acquire a better knowledge of one's own emotions.
Identify the emotions of others.
Control one's own emotions.

Adopt a positive attitude towards life.
References: CURRÍCULUM Generalitat de Catalunya. (2022). Coeducació, perspectiva de gènere. XTEC Dice of the emotions Let's play as equals Resources for working with emotions

Activities about gender (role, expresion, stereotypes)

RECOMMENDED ACTIVITY

Classroom resources
Title of the activity: If I do it ... so can you.
Main aims: 1. Make children aware that there are no home activities for boys and girls. 2. Transfer this practice at home.
Oriented to: Pre-primary school students. From 3 to 5 years old.
Temporisation: 50 minutes.
Material needed: Cards representing housework for each teaching group
Activity development: 1. Children are divided into heterogeneous groups of 4, with a balanced number of girls and boys in each group. 2. Cards with housework are handed out to the children.

3. The children are told, "each of you picks an activity that you do at home and assigns an activity to the child who is sitting across from you." 4. After the assignments are completed, the children gather and discuss the game.
Methodology: One table is used for each group. The children must be placed facing each other. Suggested questions for conducting the final dialogue: ● What activity have you chosen for yourself? Why? ● Which activity did you assign to your friend? Why? ● Do you help with housework at home? How? The teacher's role, at this point, is to make children understand that everyone must help with housework and that there are no male or female activities.
Expected outcomes: 1. For children, they will observe different patterns of behaviour based on gender in the division of household chores between girls and boys. 2. For teachers, increased focus on not associating stereotypical actions with the usually associated gender.
References: https://learning-corner.learning.europa.eu/learning-materials/educational-toolkit-help-fight-gender-stereotypes-primary-school_it https://www.youtube.com/watch?v=i14ZD1iHaFY

RECOMMENDED ACTIVITY

Classroom resources
Title of the activity: Gender in play
Main aims:

1. To make known the importance of gender equality in the game.
2. To value the action of the game as a tool for the construction of gender in early childhood.
3. To observe play and toys in a contextualised classroom situation.
4. To analyse the games to contrast the hypotheses against the stereotypes through observation.

Oriented to:

Pre-primary and primary school students. From 3 to 11/12 years old.

Temporisation:

60 minutes.

Material needed:

1. Children from 3 to 5: Toys for children aged 3 to 5: dolls, kitchen, doll prams, cars, motorbikes, garages, ...
2. Children from 6 to 8: Toy catalogues, sheets of paper, scissors, glue, and markers.
3. Children from 9 to 10: Sheets of paper and pencil
4. Children from 11 to 12: 4 TV commercials about toys and a screen to watch them.

Activity development:

Activity year 3 to 5: **1,2,3 ...let's change!**

The activity begins with all the students in a circle where the activity is explained:

1. When we say, "to play", everyone can go and play wherever they want in the two spaces you see. When we say "stop" we will have to stop and return to the circle.
2. In one space of the classroom, several toys that have traditionally been considered "for girls" are placed, and in another space, toys that have traditionally been considered more "for boys" are placed.
3. Children can choose the space they want. After a while we will say "stop" and they will have to sit in the circle again.
4. Then the children can play again, but they will have to go to the space where they have not been before.
5. After a while, we will say "stop" again. The students will return to the circle and a conversation will begin:

   Did you have a good time?

   Where did you play first? Why?

   And secondly? Do you usually play there? Why?

Activity year 6 to 8: **The toys I like.**

1. The activity consists of looking at toy catalogues and choosing the 3 they like best. They must cut and paste them on a sheet.
2. When all the children have chosen it, each one shows which are their favourite toys.
3. Then we can start a conversation:
   - Talk about the reasons for your choice.
   - Ask if they also like other toys.
   - For what reasons yes or no.

Activity year 9 to 10: **A different playground**

1. The activity consists of making a group of girls and a group of boys. Each group thinks of three activities to do during playground time.
2. During an hour, in the playground's school, the children will play fifteen minutes in the activities proposed by the girls and then will play in the activities proposed by the boys.
3. When they come back to the classroom, a conversation will take place about how it went, which activities they liked the most, if they had ever done that activity, ...

Activity year 11 to 12: **Let's watch TV commercials together!**

The activity consists of looking at four pre-selected TV commercials about toys (they must be TV commercials where you can clearly see who they are aimed at and where you can identify the gender stereotypes the advertisers make) and analyse them through a conversation:

- Who appears in the TV commercial?
- Who is speaking?
- Who do you think they are aimed at? Why?
- Would you buy a toy that apparently isn't meant for you?

Methodology:

1. Teacher's proposal and closing circle and reflection.
2. It is possible to work in small and big groups.
3. All together: In a circle when we will make reflections and small assemblies.
4. For children, it is necessary to have a space where two play environments can be created.

Expected outcomes:

The activities are aimed at reflecting on the gender stereotypes that exist socially in toys ("toys for boys and toys for girls"). Post-activity discussions

and reflections should help children see that toys and games are meant to be played, regardless of the person playing and the gender of the people.
References: Generalitat de Catalunya. (2022). Coeducació, perspectiva de gènere. XTEC 10 activities to work on the gender perspective in the classroom We play as equals.

RECOMMENDED ACTIVITY

Classroom resources
Title of the activity: Lights, camera, cooper(ation)!
Main aims: Increase children's awareness that cooperation in the household does not depend on gender.
Oriented to: Primary school students. From 6 to 11/12 years old.
Temporisation: 60 minutes.
Material needed: Ciack tool. Cooking apron. Kitchen spoon. Coffee machine. Swiffer. Work suitcase.
Activity development: 1. The children split into groups of 4. 2. Each group is assigned a scene (breakfast, lunch, dinner, homework, housework, and shopping) to play. 3. Each child chooses the role to play. 4. The children are given 10 minutes to organise the scene. 5. At this point the scenes are performed (3 minutes for each one). 6. At the end of all the scenes, the children gather and talk about the game.
Methodology: After following the steps described above, it is recommended to ask the following questions for conducting the final dialogue: - Did you enjoy being an actor? - Based on all the scenes, which family member did the most work? Which were they? - In your opinion, could these activities be performed by any member of the family? Why? - What do you like to do at home? - Do you collaborate in housework? How?

The teacher's role, at this point, is to make children understand that everyone must help with housework and that there are no male or female activities.
Expected outcomes: 1. For children, they will observe different patterns of behaviour based on gender in the division of household chores between girls and boys. 2. For teachers, increased focus on not associating stereotypical actions with the usually associated gender.
References:

RECOMMENDED ACTIVITY

Classroom resources
Title of the activity: Role-playing games
Main aims: Generating spaces of equality through play
Oriented to: Primary school students. From 6 to 8 years old.
Temporisation: 60 minutes, the sessions that the teachers deem appropriate.
Material needed: Costumes and various games.
Activity development: 1. Provide a role-play corner with gender-neutral costumes and toys. Everyone can choose what to dress up as and which toys to interact with. 2. During the game observe the interactions and choices. 3. When the game is over, reflect on why the choices were made to reinforce each person's opinions based on their freedom and identity.
Methodology: 1. Provide enough space for them to dress up and play in corners together or separately. 2. Respect plays time and reflection time.

Expected outcomes: It is expected that children can experience various aspects and play with different images; at the same time, they can reflect on their emotions and how others see them.
References:

RECOMMENDED ACTIVITY

Classroom resources
Title of the activity: Which sport do we practise?
Main aims: 1. To Identify the relationship between sexual (biological) differences and social and cultural attributions (gender) in the world of sport. 2. To create control and self-control mechanisms within gender socialisation such as homophobic insults, mockery, discrimination, and isolation. 3. To reflect on conflicts in the world of sport and put into practice forms of regulation through active listening, assertiveness, empathy...
Oriented to: Pre-primary and primary school students. From 3 to 11/12 years old.
Temporisation: 60 minutes.
Material needed: • Balls (basketball, football, tennis...). • Music equipment (funky dance, classic dance...). • Nets (tennis, padel, volleyball...). It will depend on the sports that come out. **Material for the previous activity (Bar Chart/Graphic):** • Cardboards of different colours. • Pencil, rubber, crayons, and markers.
Presentation of the activity and application (step by step) **Previous activity 6th grade:**

Classroom resources

The sixth-grade students will go through all the class groups to ask what sport they practice. Based on the data collected, they will make a bar chart that they will hang in the school hall, so all the students can see the results obtained. This graphic will show which sports are practiced according to gender.

It is suggested that each class group make a visit to see the bar chart and analyse it.
Main activity (whole school):
We prepare the school playground with the stations of the different sports that the students practice. The students will do all the sports except the ones they practice outside of school hours (extracurricular sports).

Finally, a reflection will be made on which sports are more or less practiced according to gender.

- How many boys or girls have played football? and dance?
- Did you like the sports you played?

Activity development:

Activity year 3 to 5:

In the classroom, the children will be divided into groups according to the sports they practice and those they don't. Once distributed, they will go out into the playground with the PE teacher and a support teacher and will be distributed according to the order they have established in the classroom.

Activity year 6 to 8:

In the classroom, the children will be divided into groups according to the sports they practise and those they don't. Once distributed, they will go out into the playground with the PE teacher and a support teacher and will be distributed according to the order they have established in the classroom.

Activity year 9 to 10:

In the classroom, the children will be divided into groups according to the sports they practise and those they don't. Once distributed, they will go out into the playground with the PE teacher and a support teacher and will be distributed according to the order they have established in the classroom.

Activity year 11 to 12:

Previous activity:

Classroom resources
The sixth-grade students will go through all the class groups to ask what sport they practise. Based on the data collected, they will make a bar chart that they will hang in the school hall, so all the students can see the results obtained. This graphic will show which sports are played according to gender. It is suggested that each class group make a visit to see the bar chart and analyse it. Main activity: In the classroom, the children will be divided into groups according to the sports they practise and those they don't. Once distributed, they will go out into the playground with the PE teacher and a support teacher and will be distributed according to the order they have established in the classroom.
Methodology: We start from the students' answers. Big group work. After work evaluate: Continuous, global, and formative assessment. **Distribution of space** In a circle when we want to reflect and small group assemblies. At tables in groups of 4
Expected outcomes: Reflect on the gender stereotypes that are currently experienced in the world of sport.
References: Let's play as equals: https://www.horalliure.com/juguem-en-igualtat/ Generalitat de Catalunya. (2022). Coeducació, perspectiva de gènere. XTEC

RECOMMENDED ACTIVITY

Classroom resources
Title of the activity: What jobs do we know?
Main aims: 1. To know the different jobs of our environment. 2. To visualise the gender stereotypes in the workplace.
Oriented to: Pre-primary and primary school students. From 3 to 11/12 years old.
Temporisation: 60 minutes.

Material needed:

1. Preschoolers: costumes
2. Primary students: sheets of paper, pencil, rubber, and projector.

Activity development:

Activity year 3 to 5: **WE DRESS UP**

We arrive in the classroom and present a box with job costumes (career costumes). We show them to the children and let them try on whatever they want. Then we name the jobs they know, and we can relate it to a work tool of the profession to expand the vocabulary.

Activity 6 to 8 years: **DRAW A PERSON WHO WORKS AS...**

We give a sheet of paper organised into four squares and ask the children to draw which people they imagine doing that job. EXAMPLE:
Job 1: Draw a person putting out the fire.
Job 2: Draw a person driving a truck.
Job 3: Draw a person cutting hair.
Job 4: Draw a person who takes care of people who are ill.
Then we share which gender they have drawn (female or male) and we reflect on whether they think there are jobs where one gender predominates more than another.

Activity 9 to 10 years: **WHAT DID OUR GRANDPARENTS WORK?**

We ask the students to ask their parents, grandparents' what jobs they had. It can be extended to more family members. Then we share it with the rest of the class group and compile it into a chart. We can make several reflections: have our jobs changed now compared to those of before? Did both father and mother have a job? or one of them doesn't. Why did they think it happened?

Activity 11 to 12 years: **WHAT DID OUR GREAT-GRANDPARENTS WORK?**

We ask the students to ask their relatives (especially grandparents and great-grandparents) what jobs they had. They will have two lists, one for the women in the family and the other for the men in the family. And we will ask them two questions: What did they do? What had they studied? Then we will share it with the rest of the class group, and we will collect it in a graph. We can make several reflections: have the trades of the past changed with those of today? Did both father and mother have a job? Or one of them not? Why did they think it happened? Could everyone study?

Methodology: 1. Teacher's proposal and big group activity. 2. We start from the previous experiences and experiences of the students. Individual work, in small and big groups. 3. Evaluation during continuous, global, and formative assessment. **Distribution of space.** In a circle when we want to reflect and small assemblies. A class distributed in tables of 4.
Expected outcomes: Reflection by the students on the gender stereotypes that still exist in some professions (jobs).
References: Generalitat de Catalunya. (2022). Coeducació, perspectiva de gènere. XTEC Jobs **Audiovisual:** Video: ¿Y tú qué quieres ser de mayor? Video: La mujer y el hombre son igual de importantes. Mon el dragón y la Educación para la Igualdad

RECOMMENDED ACTIVITY

Classroom resources
Title of the activity: Occupational Exploration Days
Main aims: Encourage the choice of trades and professions without gender taboos.
Oriented to: Primary school students. From 9 to 10 years old.
Temporisation: 60 minutes, two sessions.
Material needed: 1. Worksheets and pencils 2. Professionals representing various fields of work.
Activity development: 1. Present the class with images of the professions or trades they will be attending to explain their experiences.

2. Ask them to make a chart organising the professions according to the gender they think should carry them out (individual work). 3. Make a list of 3 to 5 questions they would like to ask the professionals (individual and/or group work). 4. Invite professionals from different fields, regardless of their gender, to talk about their jobs and experiences. 5. In the form of interviews, allow them to ask the questions. 6. Ask them to write down their answers. 7. In a second class, discuss the impressions of the presentations and the answers obtained. 8. Re-present the list of professions or trades and ask them to complete it again. 9. Finally, bring back the table from the first session and ask them to compare it with the new one and justify their changes.
Methodology: Invite different people who can present their professions. Prepare with the group a list of questions they can ask the professionals. After the presentation, open a space for discussion to analyse the answers and present the conclusions.
Expected outcomes: To know from experience the different professions they can develop.
References:

RECOMMENDED ACTIVITY

Classroom resources
Title of the activity: What are you wearing?
Main aims: Make children aware that everyone dresses how they prefer
Oriented to: Pre-primary and primary school students. From 3 to 10/12 years old.
Temporisation: 60 minutes.
Material needed: Coloured crinkle paper; Stapler; Scissors;

Glue;
Glitter;
Carnival confetti;
Coloured paper;
Adhesive tape;
Neckties and skirts;
Timer

Activity development:

1. The children are divided into heterogeneous groups of 4.
2. Two designers and two models are chosen for each group.
3. The activity is presented: "Now we are going to play a game. Whoever is the stylist has to create a dress for the model, but it is obligatory to use a skirt and a tie. You have all the materials available to decorate your model's dress as you wish, also listening to the opinion of the models. The important thing is to have fun."
4. At this point, the children have 15 minutes to dress the model.
5. The children parade.
6. After the fashion show the teacher tells the children that they have 3 minutes to exchange clothes and roles (Models-Stylists; Stylists-Models).
7. At the end of the 3 minutes there is a new parade.
8. At this point all the children gather and talk about the game.

Methodology:

Space distribution: all tables along the walls
Suggested questions for conducting the final dialogue:

- Did you enjoy the game?
- What did you enjoy?
- Would you rather be a model or a stylist? Why?
- Did you like the dress you wore?
- Would you have changed something? Why?
- Would you wear it to go to the park or for a walk?

The teacher's role, at this point, is to make children understand that everyone is free to dress how they want even if they are used to seeing skirts worn by women and ties worn by men.

Expected outcomes:

1. For children, reduction of behaviours aimed at bullying those who wear clothes divergent from their gender.
2. For children, increased freedom to wear what they want.

3. For teachers, increasing tolerance regarding different gender expressions.
References:

RECOMMENDED ACTIVITY

Classroom resources
Title of the activity: Do I reflect the stereotype?
Main aims: Developing in students an awareness of seeing themselves and themselves differently from the stereotypes they ascribe to their own gender.
Oriented to: Primary school students. From 6 to 11/12 years old.
Temporisation: 60 minutes.
Material needed: List of statements.
Activity development: - Read the statements. - If students agree with a statement, they stand up; if they disagree, they remain seated. - Explain that you will count the children standing, so they must remain standing until you tell them to sit down. - Concluding discussion.
Methodology: Suggested questions for conducting the final dialogue: - Which statements met with the most agreement or disagreement in the group? - Was it easy to answer? - How do you feel about these statements?

Explain that stereotypes are commonly accepted majority ideas about how boys and girls should act or be. Then, ask the class to identify the gender stereotypes on the list. To do this, reread the list of statements and let them identify/not identify gender stereotypes. Explain that we often see ourselves differently from the gender stereotypes that are attributed to us and use examples from the agree/disagree list. Ask the class to list other gender stereotypes.
Expected outcomes: Identify everyday stereotypes. Understand these stereotypes to discuss them and find ways to avoid them.
References: Exercise from: EDUCATIONAL TOOLKIT TO COMBAT GENDER STEREOTY IN THE PRIMARY SCHOOL, Learning Corner, UE Gender stereotypes and education - YouTube

RECOMMENDED ACTIVITY

Classroom resources
Title of the activity: Researching history
Main aims: Designing research projects on historical female figures who have challenged gender roles.
Oriented to: Primary school students. From 9 to 11/12 years old.
Temporisation: 60 minutes, six sessions.
Material needed: Computers, books, search resources, etc.
Activity development: 1. Form groups of 3 students.

2. Propose to develop a research project on historical female figures who have challenged gender roles, such as scientists, political leaders, or artists. 3. Each group should present the results of their project. 4. Each student should write an essay or summary reflecting on the figure who has most caught their attention.
Methodology: 1. Define groups of 3 or 4 students. 2. Propose the activity, presenting different ways to access the information. 3. Assign each group a character to research. 4. Prepare an oral presentation. 5. Evaluate through the elaboration of an essay on the topic.
Expected outcomes: To learn about famous female characters, their lives, their relationships, and the difficulties they have had to face in order to advance in their professions.
References: -

RECOMMENDED ACTIVITY

Classroom resources
Title of the activity: Debate on stereotypes
Main aims: Discuss stereotypes that can be observed in different media.
Oriented to: Primary school students. From 10 to 11/12 years old.
Temporisation: 60 minutes, three sessions.
Material needed: Graphic marketing, and online media where gender stereotypes can be observed.
Activity development: 1. Select a series of advertisements that allow for discussion of gender stereotypes.

2. Divide the class into working groups and assign them one of these advertisements. 3. Each group should modify the assigned advertisement to avoid these stereotypes. 4. Presentation of the advertisements and selection of the most representative ones.
Methodology: - Divide the class into working groups. - Organise a classroom debate where students can identify and discuss these stereotypes in advertising, media, and popular culture.
Expected outcomes: Identify everyday stereotypes. Understand these stereotypes to discuss them and find ways to avoid them.
References: -

RECOMMENDED ACTIVITY

Classroom resources
Title of the activity: Exploring the history of gender equality
Main aims: Carry out a project on key moments in the struggle for gender equality.
Oriented to: Primary school students. From 9 to 11/12 years old.
Temporisation: 60 minutes, six sessions.
Material needed: Computers, documentaries, books, etc. Cardboards.
Activity development: 1. Organise the class into working groups. 2. It is recommended that each group be assigned a historical period. 3. Each group should carry out a project in which they will research key historical moments in the struggle for gender equality. 4. Describe the background that led up to each situation and what goals were achieved. 5. With the results of each group set up a timeline.

6. Discuss whether the findings included in the timeline have been maintained over time, how they have been modified, evaluate positive and negative aspects. 7. Draw up a list of conclusions.
Methodology: - Organise the class into working groups. - Assigned to each group a historical period. - Development a timeline. - Prepare a group discussion.
Expected outcomes: To achieve a theoretical and practical approach to gender equity throughout the life cycle.
References:

RECOMMENDED ACTIVITY

Classroom resources
Title of the activity: Stories for everyone.
Main aims: Designing stories to promote gender equality
Oriented to: Primary school students. From 9 to 11/12 years old.
Temporisation: 60 minutes, five sessions.
Material needed: Sheets, cardboard, pencils, pens, etc.
Activity development: 1. Work with the class on gender equality. 2. Divide the class into groups. 3. Each group will be asked to create a story for their classmates in the first and second year. 4. Some of the conditions of the story should be the following: to include people of different genders, actions that take care to maintain equal opportunities for all people and to leave a clear message for their readers. 5. Once the stories are finished, a joint session will be held with the first- and second-year students to present the stories to them.

Methodology: - Divide the class into groups. - Each group will be asked to create a story for their classmates in the first and second year. - Joint session will be held with the first- and second-year students to present the stories to them.
Expected outcomes: Sharing an activity between students from different years, while working on interpersonal relationships based on gender equity.
References: -

RECOMMENDED ACTIVITY

Classroom resources
Title of the activity: Stories for all.
Main aims: Challenging gender stereotypes
Oriented to: Primary school students. From 6 to 8 years old.
Temporisation: 60 minutes, as many sessions as the teacher deems necessary.
Material needed: 3 videos to be applied in one or three sessions, depending on the class group's mastery of the topic.
Activity development: 1. View stories that challenge gender stereotypes and promote equality. 2. Ask the children to discuss the characters and actions in the story. 3. Construct together a conclusion.
Methodology: Preview the videos to be able to write questions, highlight phrases that can be retrieved in class.
Expected outcomes:

From audiovisual stimuli to present gender stereotypes, and to encourage attention to the content of videos, advertising, etc.
References: https://www.youtube.com/watch?v=gvV5nJJrt0E&ab_channel=RaquelD%C3%ADezCuentos https://www.youtube.com/watch?v=MPjjxELtLig&ab_channel=ProfesoraDenisseRamos https://www.youtube.com/watch?v=q0MOCrpid8A&ab_channel=CuentosParaTodos

The advertising campaign

MANDATORY ACTIVITY

Classroom resources
Title of the activity: THE CAMPAIGN
Main aims: Generate a participatory advertising campaign with children that synthesizes the main results of the project. 1. Stimulate children's creativity by discussing gender equality. 2. To propose an activity that freely encourages expressive creativity through children's drawing. 3. Generate material that encourages reflective thinking about the topic. 4. Teach children to ask themselves questions that challenge their assumptions about gender roles.
Oriented to: Primary school students. From 9 to 11/12 years old. But this activity can be adapted to each educational level, each teacher must review how to adapt it to their group and how it really applies.

Activity development:
The idea we would like to implement is designed to address the important topic of gender equality education in an innovative and engaging way.
Our strategy involves direct involvement of children, who will be invited to express their unique and special vision through stimulating drawings.
Therefore, the spirit of the activity is to leave students free to express themselves through drawing.
Since each of us might experience different, even unconventional situations, and after participating in the project, drawings that explore various perspectives on family and love will be carefully selected to reflect, make people think and raise awareness of gender equality.
The cute masterpieces, will then be disseminated both online and offline, through publication on various channels, including social media, websites and posters that will allow us to reach a wide and diverse audience, giving everyone a way to share unique stories and encourage meaningful conversations on the topic, thanks also to the use of a claim that signifies how proper gender pedagogy is totally positive to start a process of breaking down stereotypes.
Through this initiative, we aim to stimulate deep reflection on gender equality as applied to youth.
In this way, the campaign not only provides a creative opportunity for children, but also fits into a broader context of social awareness for example in the family environment.
We hope that, not only will it capture the attention of the public but inspire meaningful conversations and contribute to the promotion of a more inclusive society that respects diversity.

Temporisation:
60 minutes, two sessions.

Material needed:
Sheets, pencils, pens, photos, magazines, colors, paints, glue, etc.

Activity development:

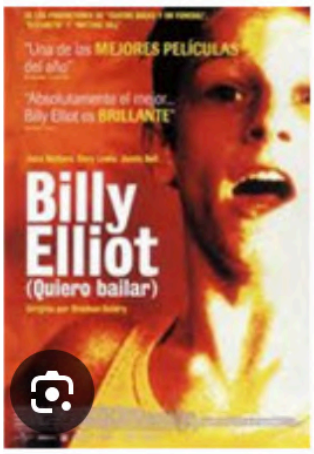
1.Explain the activity:

TEACHER:
Do you remember the activity about what a smart world would be like? Or when we did the IMAGES Planet activity? Well, today we are going to create an advertising campaign to give people on the street ideas about how to

build the IMAGES Planet. Does anyone know what an advertising campaign is?
Have you ever noticed the giant billboards on the streets, for example? Well, we are going to design many of these posters and send them all over the world. What do you think of the idea? Who is up for it?

Here's what we're going to do. We're going to divide ourselves into groups of 5. Each group has to come up with a movie title for the IMAGES Planet. And draw the movie poster.

NOTE: The same exercise can be done with book titles, for example. And the teacher can bring examples of movie posters or book covers for the older students.



This activity is a great way to get students creative and thinking about the future. It is also a fun and engaging way to learn about the IMAGES Planet and its goals.

Here are some additional tips for making this activity successful:

Give students plenty of time to come up with their ideas.

Encourage students to be creative and think outside the box.

Provide students with examples of movie posters or book covers to help them get started.

Have students present their posters or covers to the class.

By following these tips, you can help students create posters and covers that are both creative and informative.

3. Ask the children to discuss the topic

Each group must invent a movie about what the IMAGES Planet should be like.

Make a movie about whatever you want, about animals, people, cars, or spaceships. The important thing is that it makes you really want to see the movie because it will tell us things about this intelligent world.

4. Ask children to represent with a drawing their idea about the topic

The teacher gives each group an A5 sheet so that each group can start testing their poster, drawing, dotting, attaching materials, textures, objects. The smallest ones must do a more guided activity, and very adapted. The relevance of the activity for small children must be reviewed.

5. Choose the most representative drawings for publication

The children and their families are told that all the posters will be published on the project's website and that some will be selected for the international campaign. It is important to emphasize that there is no need to be sad, because it is not a competition, simply some are easier to explain to adults. In any case, it is recommended that each family receive a dossier of the work done by each child in the project, or at least the most significant work. It would be good for the school to print several or all posters and hold an exhibition at the school and invite families.

Methodology:

Having approached the theme through the activities proposed by the teachers, children will be free to interpret the theme according to their own vision.

It is recommended to use a participatory approach in the dialogue and decision-making of the construction of the posters. During the preparation of the material, it is necessary for students to be able to construct and deconstruct narratives and concepts. Therefore, it is highly recommended to have done the activity of the IMAGES Planet or the SMART WORLD beforehand.

This approach is important because it allows students to be actively involved in the learning process. It also helps them to develop critical thinking skills and to be more creative.

The activity of the IMAGES Planet or the SMART WORLD is a great way to prepare students for this approach. These activities help students to think about the future and to imagine a world that is more equitable and sustainable. They also help students to develop the skills they need to construct and deconstruct narratives and concepts.

Here are some specific tips for using a participatory approach in the construction of posters:

- Start by giving students a clear understanding of the goals of the activity.
- Encourage students to share their ideas and opinions.
- Be prepared to listen to students' ideas, even if they are different from your own.
- Provide students with opportunities to collaborate with each other.
- Celebrate students' creativity and innovation.
- By following these tips, you can help create a learning environment that is both engaging and productive.

Expected outcomes:
Bring out their unique and special vision through inspiring designs.

The tangible outcome of this activity is the creation of original and visual posters that convey messages around the themes of the project.

These posters can be created with a variety of materials, such as paper, cardboard, paint, pencils, markers, etc. Students can use their imagination and creativity to create posters that are appealing and eye-catching.

Some examples of messages that students could convey in their posters include:

The importance of equity and sustainability

The need for a shift towards a smarter future

The importance of cooperation and collaboration between man and women

The posters can be used for a variety of purposes, such as:

Exhibition at school or in the community

Online publication

Inclusion in an awareness campaign

This activity is an opportunity for students to express their ideas about the future and share their messages with the world.

Here are some additional details about the tangible outcome of this activity:

- The posters should be original and creative. They should not be simply copies of existing posters or images.
- The posters should be visually appealing. They should use colour, texture, and other elements to create a visually interesting and engaging piece of art.
- The posters should convey messages around the themes of the project. The messages should be clear and concise, and they should be relevant to the goals of the project.
- By following these guidelines, students can create posters that are both effective and memorable.

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