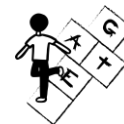




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Toolbox for GATE – Fighting gender stereotypes in school

The following toolbox is one of several results of a transnational project funded by the European Union.

It contains a number of activities that can be implemented in different school subjects and different areas in school.

The activities range from activities that can be carried out in shorter periods to activities that last for longer periods of time. All the activities have clearly formulated objectives, instructions and can be supplemented with didactic resources, which are also included in the toolbox.

The project in which the toolbox inscribes itself, is concerned with ways to fight gender stereotypes in school, and here follows a brief introduction to some of the concepts and understandings regarding gender and stereotypes:

Gender – as opposed to sex – is concerned with what one could call social and cultural understandings of gender.

Where sex refers to biology, chromosomes and hormones, gender refers to cultural and social understandings of appropriate and inappropriate gendered behavior.

This means that our understanding of what is masculine and what is feminine changes over

time and depends on where one lives, which culture one is brought up in.

Therefore, understandings of what is appropriate behavior is neither fixed in eternity nor directly linked to the biological sex.

One of the main tools in fighting inequality is to realize that it exists. If we fail to analyze our pupils' reality, if we do not know about the symbolic world that underpins their ideas, we will not be able to deconstruct inequality to build equality.

That is why it is essential to arrange activities that shed light upon our pupils' symbolic world, their ideas about being gendered, what they have learned at their age about gendered division of labor, what they think about co-responsibility at home and egalitarian parenthood.

The activities included in this toolbox, are devised to provide debate about these issues, not only give us information about our pupils' ideas and inequality, nor simply provide them with information about inequality.

The activities also represent an opportunity for us as teachers to intervene and to provide the platform for enlightenment and change – in the lives of the pupils as well as in our own professional lives.



Activity 1: Advertisements and gender

Keywords: Language and discourse, body language, power structures, empowerment, visual and aesthetic representation, social relations, critical understanding, freedom of expression

Objective: The objective of this activity is to develop the pupils' skills in viewing visual materials and texts with a critical understanding and appreciation – to encourage pupils to identify and challenge gender stereotyping.

Areas of competency: Literacy competence. Personal, social and learning to learn competence. Civic competence.

Instructions:

Step 1: The teacher introduces 3 - 5 advertisements. The teacher can choose from the collection of advertisements in appendix 1 or search for alternative advertisements online or in magazines.

Step 2: The teacher initiates an analysis of the advertisements in class by asking questions such as:

- How are the sexes represented in the different advertisements?
- How has the gender representation changed over time?
- Do you recognize yourself in advertisements?

Step 3: The pupils identify stereotypical elements in the advertisements and create a headline for the advertisements

Step 4: Reconstruction of a chosen advertisement:

- In groups of 2-4 pupils, they choose one of the presented advertisements that they want to reproduce
- With point of departure in the analysis, visual representations (colors, dresses, toys etc.) are replaced with non-gender

biased representations (replacing colors, the gender of the protagonist, the artefacts etc.)

- The pupils give their advertisement another headline than the one created in step 3

Step 4: The pupils make an exhibition for a common area at the school or for another class where they exhibit the 'before' and 'after'

Time frame: 3-4 lessons

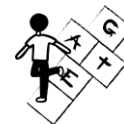
Materials: art tools, access to computer, pictures/resources in appendix 1

Place: classroom

Variation 1: production of a non-gender-biased advertisement:

Serves as a supplement to the activity.

With point of departure in the knowledge the pupils have gained from the activity, they are now to construct their own advertisement. In groups of 2-4 pupils, they choose a product that they want to advertise for. They decide on target group and message that they want to convey. The task now consists of constructing a non-gender-biased advertisement where the pupils consider



representation of the people in the advertisement, their clothing, artefacts, and the text that goes with the visual representation. They can use computer graphics, pictures from magazines and newspapers or free-hand drawing. At the end, they can exhibit at a location at school or make an exhibition for another class.

Time frame: 3-4 lessons

Materials: art tools, access to computer/ipad, newspapers, magazines, poster paper

Place: classroom

Variation 2: Non-gender-biased collage

The pupils will choose 3-4 advertisements from newspapers and magazines and the teacher initiates an analysis of the advertisements using the same questions as in the original activity.

The pupils now 'deconstruct' one of the chosen advertisements and make a new non-gender-biased collage using pictures and clippings from the same newspapers and magazines in which they found the original. The idea is that the pupils will see that the pictures in themselves not necessarily are biased, but the way we use them can be.

Time frame: 2-3 lessons

Materials: newspapers, magazines, poster paper

Place: Classroom

Variation 3: Analysis of audio-visual advertisements

The pupils watch an tv-advertisement from Bulgaria: <https://youtu.be/4AoL4wNNcgk>

(translation provided below) and will discuss the following in groups:

- Why do you think that you were asked to watch that when working with gender?
- Which parts of the advertisement did you find gender-discriminatory?
- Can you describe gender-discriminatory body language present in the advertisement?

Next step is for the groups to search for similar local (Danish, Finnish, French, Spanish) advertisements online, and answer following questions:

- In what ways is the advertisement that you found similar to the one from Bulgaria?
- In which ways does it differ?
- Why do you think that it differs?

Time frame: 1 lesson

Materials: access to computer

Place: classroom

Translation of advertisement:

- Tsvety, coffee! Hello! My name is Bashar Rahal, the director of the Pupil TV. If you are a pupil, remember this year!
- Boss, your coffee!
- This is the year that you can become famous as TV presenter, screenwriter, actor or organizer at the youngest Bulgarian media: the Pupils' TV. If you wish to become famous, go to the national casting in Sofia, Blagoevgrad, Plovdiv, Burgas, Varna, Veliko Tarnovo and Ruse. End of the announcement!
- Boss, your cream!
- You see: Tsvety has already become famous!



Activity 2: Gendered language

Keywords: Language and discourse, communication, critical understanding, identity, power structures

Objective: The purpose of the activity is to increase the awareness of how language can maintain specific notions on gender.

Areas of competency: Literacy competence. Personal, social and learning to learn competence. Civic competence, Cultural awareness and expression competence.

Instructions:

The teacher presents the different phrases in class. For example (must be modified to the specific national contexts and languages):

- Stop acting like a girl
- Man up
- tomboy
- Boys don't cry
- Be a man
- Throw/run/fight like a girl

It can be relevant or necessary to come up with more phrases.

Ask the pupils if they have heard the phrases and know the meaning of the phrases. Are there terms that are condescending? In what way? Are there any prejudices toward the different genders? Toward girls? Toward boys? The pupils choose one word or a phrase they want to examine:

2. The pupils will then try to google the word/the phrase. What comes up? What does the dictionary say about the word? Does the word or the phrase change meaning if you say

it to a boy or to a girl? What do you think about the word or the phrase? Do you think that the word/phrase are used in 10 years? Why/Why not?

3. Discuss in class:

How can words and phrases we use contribute to put people in boxes because of their gender?

Why does someone believe that there are differences in what boys and girls can do?

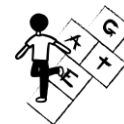
How can we create a language that is not biased?

Time frame: 1-2 lessons (1 lesson=45 min)

Materials: Posters with gendered language and phrases, access to the internet

Place: Classroom.

This activity is based on the activity 'Tudeprinser og pigefnidder' from The Danish Family Planning Association's teaching material



Activity 3: Dilemmas

Keywords: Language and discourse, critical understanding, communication, identity

Objective: To increase pupils' awareness and reflections on dilemmas regarding gender, and how they can act in these situations.

Areas of competency: Literacy competence. Civic competence. Personal, social and learning to learn competence.

Instructions:

1. The teacher choose the dilemmas he or she find relevant for the class. Begin the activity by introducing the work method for the pupils:

It is about taking a stance even though you are in doubt

The objective is not to find agreement but to examine different ways of dealing with the dilemma

You are not allowed to comment on each other's choices

2. The pupils are going to decide how the person in the story can act in the different situations. The teacher mark 4 spots in the classroom that represent each choice and read the different choices for the class. The pupils go to the spot in the class which represent the best choice for them.

3. When everybody in class has found a place the teacher interviews the pupils with questions such as:

- Why do you think this choice of action is the best?
- What do you think is going to happen if you choose this action?

- Could you think of something problematic about this action? Is there something that is not so good with this action?

4. When all groups have made their point the teacher can ask if anyone has changed their mind after listening to the answers.

The activity can continue with other stories/dilemmas

Time frame: 1-2 lessons (1 lesson=45 min)

Materials: Work sheet with dilemmas (see appendix 2 for examples).

Place: Classroom

Examples of dilemmas:

Example 1

In the break some of the boys from class are playing football in the school yard. Yasmin is asking if she can play with them. One of the boys are shouting: 'Football is not for girls' and goes on playing. What is Yasmin going to do?

Option 1: Yasmin shall find some girls to play football with

Option 2: Yasmin shall shout that of course football is for girls and run to the football ground

Option 3: Yasmin must tell a teacher



Option 4: Make up your own answer

Example 2

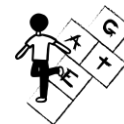
Isabella has posted a picture on Instagram picturing herself in a bikini. Malou from the class has commented the picture with the word 'slut'. Isabella is upset because of the comment. What can Isabella do?

Option 1: Isabella shall talk with Malou next time they see each other in school

Option 2: Isabella shall ignore the comment

Option 3: Isabella shall talk with some of her friends from her class about what she can do

Option 4: Make up your own answer



Activity 4: Attitudes towards gender

Keywords: Language and discourse, communication, identity, privileges, inequality, gendered work division

Objective: To awake a discussion and to enrich a critical view about qualities attributed to different sexes.

Areas of competency: Personal, social and learning to learn competence. Cultural awareness and expression competence.

Instructions:

The pupils are sitting on chairs in a circle. The teacher is reading a statement. If the pupils agree, they stand up.

When the pupils are standing up, the teacher asks for reasons why the pupils are standing where they are. When the pupils have listened to the different reasons, the teacher can give the pupils the opportunity to sit if their opinion towards the statement has changed.

After every round everyone sits down again, and the teacher reads a new statement.

Advice: It can be a good idea to start the activity with two neutral statements so the pupils can practice how the activity works.

Time frame: 1 lesson (45 min)

Place: Inside or outside of the classroom

Materials: Sheet with statements (must be modified to the specific countries and contexts)

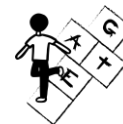
Variation 1: Creating the line

Draw an imaginary or a physical line on the floor or the ground. In one end of the line is 'total agreement' in the other end of the line 'total disagreement'. The teacher reads a statement, and the pupils are now going to find a place on the line according to their

agreement or disagreement with the statement. When the pupils have placed themselves, the teacher may ask why they have chosen to stand where they stand. After a couple of questions, the pupils can move, if they have been convinced of another position when hearing the other pupils' explanations.

Statements – examples (make up more if necessary):

- ☐ Girls tend to be better at concentrating than boys
- ☐ Women are more empathetic than men
- ☐ Gender is something that you are born with
- ☐ Girls don't like to play football
- ☐ Boys are more athletic than girls
- ☐ Boys are better in mathematics than girls
- ☐ Girls are better in mathematics than boys
- ☐ I like to work with classmates that have the same gender as me
- ☐ Gender doesn't matter to me
- ☐ Women do household chores better than men.
- ☐ Men bring home the money and women do the cooking.
- ☐ Men do household chores like women.
- ☐ It is fair that both men and women share the household chores.



Activity 5: Transforming the playground area

Keywords: self-respect, social relations, citizenship, empowerment

Objective: To make the plays during recess more inclusive. Raise an awareness of how gender enables and disables different ways of participating in school games.

Areas of competency: Multilingual competence. Personal, social and learning to learn competence. Civic competence. Cultural awareness and expression competence.

Instructions:

1. Observation of the playground

Define different zones of the schoolyard/playground. The pupils are assigned with one zone, and one of the following tasks:

- Over a week, groups of two pupils place the girls (F) and boys (M) present in the area on the map at different times and in a defined area.
- Over a week, groups of two pupils take 3 photos every day at different times, of a defined area. Analysis of photos using the following grid

Note: if the pupils are not allowed to take photos, they can just note their observations directly in the grid

Name (s) of observer (s)

.....

Class groups in recreation:

Zone observed:

* If in the same photo there are boys and girls playing different things, write them all down on the grid. For example: Day 1 photo 1: games: 3 girls football, 1 girl watching; 1 boy jumping rope, 1 boy soccer.

The same remark goes for the equipment.

In the number column, note only the number of girls and the number of boys that appear in the photo.

		NUMBER		GAMES*		EQUIPMENT*	
		Filles	Garçons	Filles	Garçons	Filles	Garçons
DAY 1 (date and time)	photo 1						
	photo 2						
	photo 3						
DAY 2 (date and time)	photo 1						
	photo 2						
	photo 3						
DAY 3 (date and time)	photo 1						
	photo 2						
	photo 3						
DAY 4 (date and time)	photo 1						
	photo 2						
	photo 3						



2. Analysis and class discussions

The pupils present their observations (maps, photos, notes) in class. Together with the pupils the teacher compiles the points of similarity and difference in group observations.

Questions for discussion in class:

- a. Which area of the playground are you in most of the time? With whom? Why?
- b. Would you like to play more often in other areas? Would you like to play something else? If so, what, where and with whom?
- c. Do you know any games that could appeal to everyone?

3. Variation: What games for my schoolyard?

In group of 3-4 pupils: create a gender-free activity lasting for a whole week and make a list of activities and games allowing to keep mixed sex during recess.

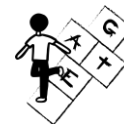
Opposing the different suggestions, find a consensus (a vote) in order to organize the playground area for a week.

Implement this organization and evaluate it at the end of the week.

Time frame: 2x40 min 3x40 min
(Variation)

Place: classroom and playground

Materials: Drawing material, cameras



Activity 6: Activities based on youth literature

Keywords: communication, critical understanding, Language and discourse, power structures, norms.

Objectives: The objective of this activity is to create awareness of gender stereotypes in literature and provide ideas of how to interpret literature in ways that disturb the notion of gender stereotypes and gender bias.

Areas of competency: Literacy competence. Multilingual competence. Cultural awareness and expression competence.

Instructions:

The teacher chooses a book that all students must read. It can be a short novel, a short story or an illustrated book – the only criteria is that different representations of the male and the female be present in the book.

Literary activities around the chosen book:

- A comprehension questionnaire where questions regarding representation and action of the different actors in the book are in focus. Also identify protagonists and antagonists and what makes them what they are.
- A worksheet dealing specifically with characteristics of the characters. Different pupils are given different characters to analyze, and the questions could be: a) how does your character look? b) what does your character like to do? c) what do we know about the state of mind of your character?
- A plenary discussion taking point of departure in the worksheets and addressing questions such as: a) can you identify stereotypes in the book? b) can you identify sexist behaviour?

c) can you think of changing the plot or the characteristics in order to disturb the stereotypes and sexist behaviour?

- Make a list with the pupils of gender stereotypes or sexist attitudes that they face on a regular basis: housework, trades, leisure, sports, etc.

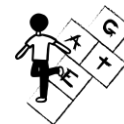
Time frame: if read at home: 2 lessons, if read in class: 6-8 lessons

Place: classroom

Materials: one or several examples of children's and youth literature that represent different understandings of male and female.

Variation 1:

Network reading: several books are at the pupils' disposal – and they can also choose a book of their own liking. After reading, the pupils write a synopsis explaining the plot, the characters and the climax with point of departure in the same worksheets as provided in the main activity explaining what the book is about, what kind of sexist behaviour is described, and how the heroes or characters get away from it.



This is a written assignment, and the pupils will present their synopsis in smaller groups or in a plenary session.

Activity 7: What makes me the person I am?

Keywords: identity, communication, critical understanding, discrimination

Objectives: To be able to identify situations of discrimination and prejudice through attitudes, actions and words, and to be able to exercise one's views by taking into account the views of others through debate at discussion

Areas of competency: Multilingual competence. Personal, social and learning to learn competence. Cultural awareness and expression competence.

Instructions:

The pupils will draw a picture of themselves with details (clothes, gender, interests, hair length etc.) The pupils will see each other's pictures afterwards)

When observing the other pupils' pictures, their task is to look at similarities. What kind of similarities can be found despite of eg. different gender or skin color?

Discussions with the group or in pairs about which similarities that have been found. Also discuss: Why do we often concentrate on differences instead of similarities when it comes to other people?

4. Look at the pictures again. Discussion (what can you know from a person just by looking at them?)

5. Discussion: Why do we conclude about persons only by looking at them? Why can this be a good and bad thing?

6. Discussion: How can different pre-judgements limit and stop us from being who we are? What can this lead to? How can we support each other and let everybody be who they are?

7. Write down the suggestions on a poster paper and put it up in the classroom as a reminder.

Time frame: 1-2 lessons

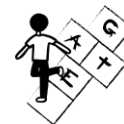
Place: Classroom

Materials: paper, coloring pens, poster paper

Variation 1 – filling the box

In groups of 2-4, the pupils are given a cardboard box. Each group is assigned either 'a boy's box' or 'a girl's box'. They are then asked to fill the box. It can be filled with clippings from newspapers or magazines, with objects found in the classroom or with objects that they are asked to bring with them from home. They should fill the box with objects or images that they *imagine* are 'boys-objects/images' or 'girls-objects/images'.

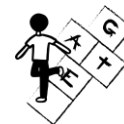
Afterwards the groups given the 'girl-box' are asked to present their box and its content. They are asked to argue why the objects in the box are linked to their understanding of what a girl might like. Then the groups given the 'boy-box' will do the same.



Discussion: the teacher initiates the discussion by asking if the pupils know what a stereotype is and explains in case no one knows. Afterwards, they identify objects from the different boxes that fit stereotypical understandings of gender. Finally, they identify objects that are similar from the

boxes to enhance awareness of similarities in the pupils' understanding of gendered artefacts and images.

From: Ekvalita (2020): Skapa Plats



Activity 8: The Teflon Test

Keywords: Norms, privileges, discrimination, critical understanding

Objectives: The objective of this activity is to create awareness of privilege and normative behavior.

Areas of competency: Personal, social and learning to learn competence. Cultural awareness and expression competence.

Instructions:

The idea behind the name, the teflon test, comes from the fact that there are situations where norm followers just slide through all kind of situations – they are the butter in a hot teflon pan. Those who are not following the norm are instead the butter in a cold pan, stuck without sliding.

Fill in the teflon questionnaire. The pupils can either fill it out individually or interview each other and fill it out in pairs.

Plenary discussion or group discussion:

With point of departure in these questions, the teacher guides the students to reflect upon privilege and patterns in privileged positions.

- Do you see any patterns?
- In which categories do you follow/not follow the norm?
- Why do you think it is important to know when you are/are not following the norm?
- How does it feel to follow the norm?
- How does it feel to not follow the norm?
- What kind of situations have you been through where you encountered friction?
- How can we use these insights about norms and privileges constructively?

- What can you do during school-time to prevent friction for those who are not following the norms?

The Teflon test

Think about, and put a tick in the corresponding box, how often, if ever, you have experienced discomfort, looks, taunts, abuse or uncomfortable questions because of any of the reasons below.

	Often	Sometimes	Rarely	Never
Gender	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sexual orientation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Age	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Religion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gender identity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ethnicity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social group/background	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Body shape	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Time frame: 2 lessons

Materials: The teflon questionnaire

Place: Classroom

From: Ekvalita (2020): Skapa Plats

*Note: make sure that the students understand that it is an exercise to understand **privileged positions** rather than **privileged persons**.*



Activity 9: Touching map

Keywords: Body language, integrity, self-respect, social relations, communication

Objective: To think about how different touches can feel different depending on the person who touches you and when the touch takes place.

Areas of Competency: Personal, social and learning to learn competence. Cultural awareness and expression competence.

Instructions:

The pupils will draw themselves (back and front) on a paper

Tell the group that there are 3 different kinds of touching (unknown touch, friendly touch, and intimate touch). Give different examples of touching that often are okay: Shaking hands, hug from a friend.

The pupils use 1 color for unknown touches and 1 color for friendly touches and paint areas that are okay to touch for unknown persons and friends. They can also think about the intimate touches, but they don't have to draw them on a paper

At the same time the pupils draw their pictures you as a teacher will draw a similar picture on the board

might use yourself). Do not use another pupil.

3. Talk about how we all are different and can feel different about similar touches. How can you say no if you don't want to be touched?

Time frame: 1 lesson

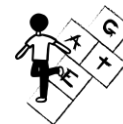
Materials: Paper, art colors, Board

(+ support from an extra adult or teaching assistant if possible)

Place: Classroom

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1. Discuss together with the group about the areas that are okay to touch as an unknown person and as a friend. Do you have similarities and differences? Also discuss what the touches look like/feel like and not only where and who.
2. If you have another adult with you in the room, you can show what the different touches can look like (otherwise you



Activity 10: To say no – discussion

Keywords: Body language, communication, self-respect, freedom of expression, integrity

Objectives: To reflect about the usage of the word "NO" and how a "NO" can look like from a body language perspective. Also how silence can mean "NO".

Areas of competency: Personal, social and learning to learn competence.

Instructions

Let the pupils know that listening to people is sometimes hard. It is expected from us to be polite and not hurt people. That is why we in many situations often do not say no directly but instead try to show it in another way.

Divide the class into smaller groups of 3-4.
Ask the groups to discuss following questions.

How does another person show that they want to or does not want to:

- Dance, when someone shows interest
- Hug, when someone wants to hug you
- Give their phone number to somebody
- Go on a date

When is it hard to say no?

When is it hard to say yes?

What are you afraid of during these situations? Why?

Do you sometimes pretend that you did not perceive a 'no' even if you knew you did get a no?

Why could that be?

What are the consequences of pretending?

Time frame: 1 lesson

Materials: Different topics within the field

Place: Classroom

From: Ekvalita (2020): Skapa Plats



Activity 11: Norm creative, Traffic Signs

Keywords: Norms, freedom of expression, power structures, visual and aesthetic representation

Objectives: To create awareness of male and female dominance in different situations and to help students practicing norm creativity.

Areas of competencies: Personal, social, and learning to learn competence. Cultural awareness and expression competence.

Instructions:

If you work with traffic signs you can include a norm perspective by reflecting on what they look like.

Go through traffic rules and signs as normal

1. Ask the students to explain the word 'inclusion' in their own words.
2. Explain to them how you understand the term 'inclusion' (you can use an accommodated version of the dictionary definition included in this activity)
3. Show pictures of traffic signs – you can find different traffic signs online or you can ask the students to find 3-5 traffic signs themselves
4. Ask following questions to the pupils:
 - Who are on these pictures? (if they – for instance say 'boy' or 'girl', you can ask how they know)
 - What message do the picture give about the gender?
 - Is there someone that is missing from the pictures? (People with disabilities, elder, children etc.)

5. Discuss with the pupils how it feels to not be included in in the pictures
6. Ask the pupils to draw own traffic signs with including pictures of people and animals
7. End the session with a discussion about their drawings (what came to their mind etc.)

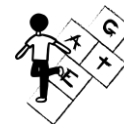
Time frame: 1 lesson

Place: Classroom

Materials: Pictures of traffic signs where people and animals are pictured

Note: the dictionary definition of inclusion: *the practice or policy of providing equal access to opportunities and resources for people who might otherwise be excluded or marginalized, such as those who have physical or mental disabilities and members of other minority groups.*

From: Ekvalita (2020): Skapa Plats



Activity 12: Analysis of workplace gender segregation

Keywords: critical understanding, power structures, gendered work division, gender segregation, inequality

Objectives: In this activity pupils will learn to understand that gender is a way to organize knowledge. The pupils will get to practice how to do gender analysis on professions, and linked to that, salaries. And together with this they will be given the opportunity to analyze the link between gender segregation in the work force connected to salary levels.

Areas of competency: Literacy competence. Mathematical competence and competence in science, technology and engineering. Civic competence.

Instructions:

The teacher starts by showing pictures of women and men in different professions and encourage pupils to discuss who is suitable for a certain profession. Then the teacher can let the pupils sit in pairs and give a list of professions for the pupils to discuss.

1. Which of these professions are 'typical' for women and men? Why is it like this? This is discussed in the class. After this the pupils will have the same list of professions and discuss the salary level.
2. Which professions earns the most? Why?
 - List the professions according to their salary
 - Is there a gender pattern in your list?
 - Is there a gender pattern in your list?

Then the teacher shows the 'correct' list from national statistics and after this the class would discuss together what needs to be done, etc. They can also discuss if they think about their future profession according to

salary level, and what does this mean to your country as a nation.

This can be done as a subject lesson, for instance in mathematics or social science.

Time frame: 1-2 lessons

Place: Classroom

Material:

Pictures of different people in different professions.

List of median salaries of different professions (can be accessed from the national bureau of statistics)

Variation 1:

The teacher chooses one male/female dominated profession (for example nurse, engineer, teacher, it-consultant). It is easiest if there is a clear domination. The pupils will then be working in pairs or in groups with percentage-counting.

The exercises can be carried out as follows (using engineer as an example):

1. How much is the average salary of a male engineer per month/year? How



- much is the average salary of a female engineer?
2. How much is the female engineer's salary in percentage compared to male engineer's salary?
 3. If the female engineer would earn three times as much, what would the male engineer earn?
 4. How much is then the 'female currency for engineers?
 5. Is this reasonable? What should be done and by whom?

accessed from the national bureau of statistics). Material for calculations

Place: Classroom

Inspired by: Ekvalita (2020): Skapa Plats

Time frame: 1 - 2 lessons.

Materials: Salary table for the different professions organized by gender (can be



Activity 13: Gender sensitive communication

Keywords: Communication, critical understanding, language and discourse

Objectives: To introduce the concept of gender stereotyping; to enrich pupils' knowledge about gender-sensitive communication and develop critical thinking.

Areas of competency: Personal, social and learning to learn competence. Literacy competency.

Description/Instructions:

The teacher takes point of departure in the example of the crossword puzzle and makes a grid of her own. It can be smaller or bigger than the one in the example.

The teacher then presents the students with 10-15 words that are related to gender, stereotyping and norms. It could words like: macho, girlish, wussy, inequality etc. The teacher can also conduct a brainstorm and create the list from words that the pupils come up with.

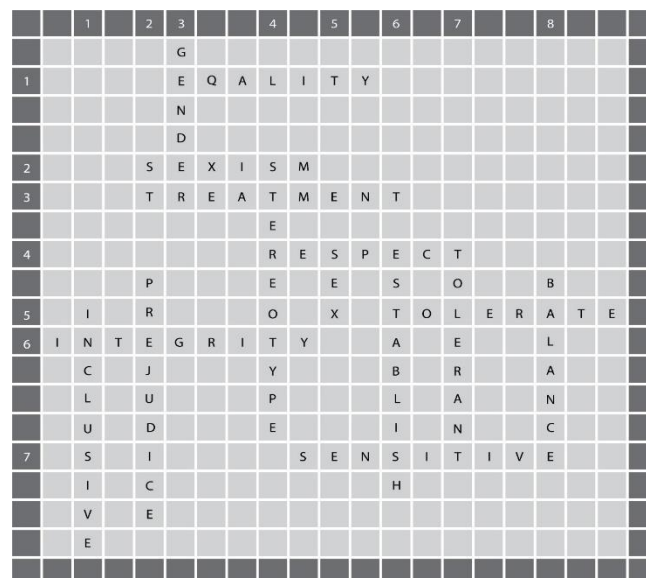
The pupils are then handed one grid each and asked to fill it out so that all the words are connected in some way (there will be a lot of blank spaces).

Discussion: the teacher initiates a plenary discussion, where the pupils are asked to reflect on the words used in the crossword puzzle. Finally, the pupils are asked to construct 3 sentences where at least one of the words from the crossword puzzle are included. They are asked to share one sentence with the rest of the class and asked to explain what they understand by the sentence that they have chosen to share.

Time frame: 1 lesson

Place: classroom

Materials: crossword grid, list of words, paper/blackboard





Activity 14: Negative thoughts to the wastepaper bin

Keywords: Empowerment, identity, integrity, self-respect, norms.

Objectives: The objective of this activity is to get pupils used to turning negative thoughts into positive ones in order to build self-respect and to create awareness of how positive thinking can make a change.

Areas of competency: Civic competence. Literacy competence.

Instructions:

Hand out a sheet of paper to each pupil so that they can write down any negative messages that people around them (parents, teachers, friends, friends, themselves...) have said to them. Once they have made the list, they turn each message into a positive one.

Finally, they cut off the negative side of the messages and throw it in the wastepaper bin and stick the side with the positive messages in their exercise book.

Recommendation: Pupils may find it difficult to turn negative thoughts into positive ones, so the teacher ought to help them.

At the end of the activity, ask the group to share how they felt when they threw the negative thoughts in the bin and to choose 1-2 positive thoughts they want to share with the rest of their classmates. Depending on how much time is available, you can ask them why they have chosen these positive thoughts and in which situations they think it can help them to think in this way.

Another option is to get each pupil to write on a wall the positive sentences that they think are most relevant and significant.

Lesson planning: 1 lesson

Place: Classroom

Materials: Paper, scissors, pens.

EXAMPLE:

Negative messages	Positive message
<ul style="list-style-type: none"> You're very untidy 	<ul style="list-style-type: none"> I am a creative soul and the untidiness in my room is proof hereof
<ul style="list-style-type: none"> Your brother/sister gets better marks than you 	<ul style="list-style-type: none"> I am very good at building things from scrap material and know how to make use of my hands
<ul style="list-style-type: none"> You're not good at exams, you get too nervous 	<ul style="list-style-type: none"> Sometimes I am calm, and I do very at sport competition, so maybe it is because school exams are what is making me nervous
<ul style="list-style-type: none"> I'm stupid, I've messed up again 	<ul style="list-style-type: none"> I learn from my mistakes
<ul style="list-style-type: none"> This is too difficult for me 	<ul style="list-style-type: none"> I'll do it little by little, if I say it's too difficult, I'll never do it.



Activity 15: Who does what

Keywords: Privileges, inequality, gendered work division

Objectives: To create awareness of how the organization of chores and duties in the household might be gendered and to help the pupils reflect on injustice, inequality, and the ability to change what is unjust and unequally divided.

Areas of competency: Personal, social and learning to learn competence. Civic competence. Literacy competence.

Instructions:

The pupils are put into groups of 2-4 pupils. Each group are asked to write down a list of everything that is essential for our daily lives: cleaning, cooking, gardening, taking care of children, earning money, playing, going to the doctor, domestic repairs etc. In the next phase they are asked to see if they can specify the tasks in detail (which rooms are cleaned, what meals are cooked, what games are played, what gets fixed around the house etc.).

The teacher presents the table below and fills it out with input from the groups. Each pupil is given the table and individually check each box (in some cases there can be more than one checkmark if for instance both mother and son do the grocery shopping).

HOUSEHOLD CHORES				
Names of family members				
Washing the dishes				
Cleaning the kitchen				
Doing the laundry				

Afterwards, the pupils compare their tables and discuss who does what in their household. What is similar and what is different.

There will be examples of co-responsible families and other examples where it is the women in the household who do most of the chores, and some cases where it is the men as well.

Discussion: what can be done to ensure equality in the households? What can ensure that domestic and leisure time is shared and equal?

The teacher writes down the pupils' ideas and each pupil make one commitment that they will try for a week.

Time frame: 2 lessons

Place: Classroom

Materials: Paper, pens



Activity 16: The two weeks challenge

Keywords: Gendered work division, privileges, inequality, power structures, empowerment, norms

Objectives: To challenge pupils to do a household chore, to gather evidence of it and to present the result to the group.

Areas of Competences: Personal, social and learning to learn competence. Civic competence. Literacy competence. Digital competence.

Instructions:

The idea is to challenge pupils to do a household chore at some point over the following fortnight, whenever they feel like it: cooking something simple for their family, cleaning the house, ironing, fixing a plug, etc.

For the different age groups, we can use the Montessori table of household chores

Each activity should be accompanied by photographs to show what they have done (they should find someone to take the photos). Once they have completed the activity at home, these photos will be used for a slide show which, in turn, will be the script for each child to explain to the class what they did, when they did it, how they did it, who helped them and what they felt when they did the activity.

Afterwards they can discuss if certain chores are more for girls and other chores more for boys and then compare their reflections with which chores the pupils have carried out

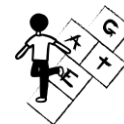
Materials: Computers, camera for documentation



Ages 2-3 <ul style="list-style-type: none"> <input type="checkbox"/> Put toys in toy box <input type="checkbox"/> Stack books on shelf <input type="checkbox"/> Place dirty clothes in laundry hamper <input type="checkbox"/> Throw trash away <input type="checkbox"/> Carry firewood <input type="checkbox"/> Fold washcloths <input type="checkbox"/> Set the table <input type="checkbox"/> Fetch diapers & wipes <input type="checkbox"/> Dust baseboards 	Ages 6-7 <ul style="list-style-type: none"> <input type="checkbox"/> Gather trash <input type="checkbox"/> Fold towels <input type="checkbox"/> Dust mop floors <input type="checkbox"/> Empty dishwasher <input type="checkbox"/> Match clean socks <input type="checkbox"/> Weed garden <input type="checkbox"/> Rake leaves <input type="checkbox"/> Peel potatoes or carrots <input type="checkbox"/> Make salad <input type="checkbox"/> Replace toilet paper roll 	Ages 10-11 <ul style="list-style-type: none"> <input type="checkbox"/> Clean bathrooms <input type="checkbox"/> Vacuum rugs <input type="checkbox"/> Clean countertops <input type="checkbox"/> Deep clean kitchen <input type="checkbox"/> Prepare simple meal <input type="checkbox"/> Mow lawn <input type="checkbox"/> Bring in mail <input type="checkbox"/> Do simple mending (items, buttons, etc.) <input type="checkbox"/> Sweep out garage
Ages 4-5 <ul style="list-style-type: none"> <input type="checkbox"/> Feed pets <input type="checkbox"/> Wipe up spills <input type="checkbox"/> Put away toys <input type="checkbox"/> Make the bed <input type="checkbox"/> Straighten bedroom <input type="checkbox"/> Water houseplants <input type="checkbox"/> Sort clean silverware <input type="checkbox"/> Prepare simple snacks <input type="checkbox"/> Use hand-held vacuum <input type="checkbox"/> Clear kitchen table <input type="checkbox"/> Dry and put away dishes <input type="checkbox"/> Disinfect doorknobs 	Ages 8-9 <ul style="list-style-type: none"> <input type="checkbox"/> Load dishwasher <input type="checkbox"/> Change light bulbs <input type="checkbox"/> Wash laundry <input type="checkbox"/> Hang/fold clean clothes <input type="checkbox"/> Dust furniture <input type="checkbox"/> Spray off patio <input type="checkbox"/> Put groceries away <input type="checkbox"/> Scramble eggs <input type="checkbox"/> Bake cookies <input type="checkbox"/> Walk dogs <input type="checkbox"/> Sweep porches <input type="checkbox"/> Wipe off table 	Ages 12 and up <ul style="list-style-type: none"> <input type="checkbox"/> Mop floors <input type="checkbox"/> Change overhead lights <input type="checkbox"/> Wash/ vacuum car <input type="checkbox"/> Trim hedges <input type="checkbox"/> Paint walls <input type="checkbox"/> Shop for groceries w/ list <input type="checkbox"/> Cook complete dinner <input type="checkbox"/> Bake bread or cake <input type="checkbox"/> Do simple home repairs <input type="checkbox"/> Wash windows <input type="checkbox"/> Iron clothes <input type="checkbox"/> Watch younger siblings

Time frame: 1-2 lessons – one for preparing and another for presentation

Place: Classroom



APPENDIX 1 – Resources for activity 1







Julien a trouvé un poste à la hauteur de ses ambitions.

C'est la passion pour les nouvelles technologies, et ce projet, pour lui, c'est de trouver un poste où il pourra mettre à profit ses connaissances en informatique, et surtout, où il pourra contribuer à la réussite de chacun des élèves. C'est pour ça qu'il a décidé de devenir enseignant.

Laura a trouvé le poste de ses rêves.

C'est l'envie qu'elle a toujours eue, de l'enseignement, pour elle, c'est de faire vivre et partager sa passion, transmettre des savoirs et des valeurs, se consacrer à la réussite de chacun de ses élèves. C'est pour ça qu'elle a décidé de devenir enseignante.

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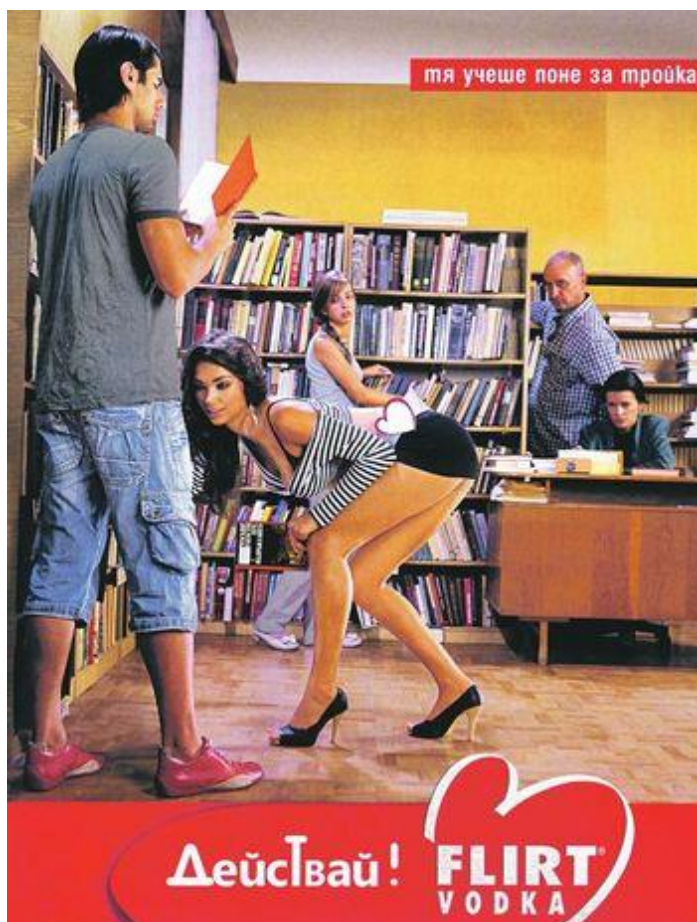
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