

TOWARDS GENDER- SENSITIVE EDUCATION



A HANDBOOK FOR TEACHER TRAINERS



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INTRODUCTION

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This publication introduces the best practices of the gender-sensitive courses which were held within the Erasmus+ project *Towards Gender-Sensitive Education* (TGSE), and is designed to serve as a toolkit for teacher trainers and lecturers who aim to sensitize teachers and pre-service teachers to the topic of gender in education.

Increasing the gender sensitivity of teachers is an important step towards creating an inclusive and fair educational environment, and for achieving the goal of gender equality, which is one of the European Union's founding values. Teachers need methodological and theoretical support to deal with gender issues in schools. According to research studies, gender inequalities are reproduced in education from the earliest stages in multiple ways, including by the official curriculum; the hidden curriculum; teachers' ways of treating girls and boys differently based on their own gender stereotypes and convictions about the "proper" gender order in society; peer gender socialisation among children; and steering children towards gendered educational and career choices. These gendered educational practices reinforce gendered inequalities in society in general, and through gendered patterns of achievement also career choices which may be disadvantageous for women, as well as the internalisation of male dominance and female submission in social relations, personal relations and in employment. Moreover, gender stereotypes negatively affect LGBTIQ*¹ pupils, who are often invisible within the official curriculum and may face homo- and transphobic bullying by their classmates.

Project background and research findings

The TGSE project was designed to enhance the gender sensitivity of current and future teachers with a special focus on lower secondary schools and was implemented by five organizations – Association for the Development of Feminist Education and Teaching Models (Austria), Gender Information Center NORA, Masaryk University (the Czech Republic), and Eötvös Loránd University and the Hungarian Women's Lobby (Hungary). In the first year of the project, research was conducted that helped with comparing the situations in the project countries. The research consisted of desk research, focus groups with teachers, teacher trainees and teacher trainers, and observations in schools. See the Comparative report: <https://gendersensed.eu/wp-content/uploads/2019/08/Comparative-report.pdf>

The desk research mapped how (if at all) gender issues were included in policy documents concerned with education. The research showed that Austria is the most advanced with regard to such documents, both in terms of their number and regarding the level of gender awareness. The relevant documents are based on gender scholarship and follow the European requirements of gender mainstreaming. Some of them are also reflective of issues concerning sexual orientation and gender identity.

Gender equality has also been on the agenda of policy-making in the Czech Republic, although the level of gender awareness and reliance on gender scholarship is rather varied in the related documents. The focus is mainly on promoting equality between men and women, and most of the documents are not reflective of issues concerning sexual orientation and gender identity.

In Hungary very little attention, expertise, and political will have been devoted to promoting gender equality in education. A conservative and traditional approach to gender prevails in educational documents and elsewhere, with essentialized and biologized family values and stereotypical gender roles promoted instead of gender equality. There is no sustained legal, institutional, and policy framework for the promotion and implementation of gender equality in education, therefore there is a lack of reference points and accountability.

1/ Lesbian, gay, bisexual, transgender, intersex, queer/questioning. The * (asterisk) indicates that there are even more forms of sexual/gender identity and orientation that are not male or female and heterosexual.

The focus groups and observations in schools created further, very useful data about gender in education which were key to the development of the gender-sensitizing courses. Based on the research findings, we have kept in mind that it is important to:

- familiarize teachers with the most important notions of gender, gender equality, the gender order, gender performance, diversity, intersectionality, and anti-discrimination, and make them understand why gender is relevant in education;
- explain these concepts through teachers' experiences and consider the former as experts whose teaching knowledge and experiences are an important asset for the courses;
- allow time and space for teachers to bring up their own concerns and issues related to gender in education;
- use a lot of concrete situations as starting points for analysis and as illustrations, and to offer a variety of concrete teaching methods;
- deploy positive examples, not only ones that may be criticized from a gendered perspective;
- make teachers aware that it is their duty to protect students against sexism and gender-based violence in school, and that supporting, encouraging, and strengthening students to act in non-stereotypical ways are important duties for teachers;
- include the topic of sexuality in the course and connect it with gender;
- make visible the connection between daily pedagogical practices and the gender order of society and to present schools as establishments that have gendered power relations and as gendered institutions that participate in the construction and reproduction of the gender order both at the organizational level (structure and organizational processes) and at the level of interactions (individual subjectivities);
- help teachers understand that curricula are typically not 'value-free', 'objective', 'gender-neutral' descriptions of teaching content;
- **not** make teachers feel that they are expected to carry the 'burden' of gender-sensitive education on their individual shoulders, or make them feel criticized for reproducing gender inequality.

The concepts of gender and gender-sensitive education

In our courses we discussed the terms gender and sex from different angles, reflecting on their interconnectedness but also challenging the dichotomy of male-female sex and gender.² Sex is mainly seen as the 'biological' anatomy of a person, whilst 'gender' describes the social and cultural expectations that influence how a person develops. 'Gender' differs depending on culture, geographical location, and historical period, whilst 'sex' is generally seen as neutral and static. This also means that certain characteristics and values are attributed to female and male bodies based on which persons belonging to the two sexes are distinguished. This is not a neutral or equitable distinction, as both historically and in current societies women have been discriminated against for being women at individual, institutional, and societal levels. We thus consider the sex/gender distinction important because it reveals gendered power relations in society, and the fact that gender is a main axis of social differentiation and systematic discrimination. It is also important to consider the intersections of gender and other categories such as class, sexuality, racial or ethnic background, age, and ability, because members of certain social groups suffer multiple discrimination based on belonging to more than one of these categories. Theorizing about 'sex' and 'gender' is ongoing, and it is now well understood that not everybody can be described by one of two mutually exclusive categories (i.e. 'male' or 'female') and that 'sex' is not as static as earlier thought.³ Acknowledging gender diversity and having an awareness of gender inequalities in education is important so that teachers can create a learning environment in which everyone is equal and able to benefit from their learning capacities.

Education is one of the most important sub-systems of society in which social inequalities can simultaneously be alleviated, reproduced, and even exacerbated. For education to fulfil its responsibility

2/ In German-speaking countries sex and gender are translated as "*biologisches Geschlecht*" and "*soziales Geschlecht*"; in Hungary the terms are "*biológiai nem*" and "*társadalmi nem*"; in the Czech Republic "*biologické pohlaví*" and "*sociální pohlaví/rod*".

3/ In Austria the constitutional court decided in 2018 that a third option besides female and male must be included in the civil register and in official documents.

to reduce social inequalities, including gender-based inequalities, schools should teach critical thinking and encourage the questioning of social norms and forms of injustice.

When dealing with the topic of gender in education, in English-language publications we encounter terms such as gender-aware / gender-sensitive / gender-responsive / gender-reflective education, etc. In our project we have decided to use the term gender-sensitive education. We understand this term as education according to which teachers are aware of gender inequalities in society and of the role of schools in gender socialization. It also refers to a type of education within which teachers reflect on their own ways of teaching and communication with pupils and on their patterns of behaviour. It is also a mode of education that involves teachers discussing with students the gendered structure of society and creating an environment in which everyone, regardless of their gender identity, sexual orientation, or gender expression (but also class, race/ethnicity or ability), feels they are a part. Last but not least, it is education in which gender equality is not only part of the educational content but an overarching principle by which teachers are guided in their approach to learners.

We are convinced that reflexivity in the form of a proactive and continuous self-reflection is an essential part of gender-sensitive education. We have all gone through (and are still going through) gender socialization, and it is comprehensible that gender stereotypes are rooted in each of us. It is not within the power of individuals to get rid of them with a magic wand. Nevertheless, one can continually examine their own action by means of critical self-reflection and observe their own stereotypical ideas and try to overcome them. The courses conducted in the TGSE project were designed to guide teachers and pre-service teachers to reflect on their own behaviour and support them in their endeavours to treat learners in a fair and inclusive way.

About the handbook

The handbook consists of three main parts. The first one, called *Drama as a Way of Exploring the World*, provides a brief insight into drama education and introduces several drama techniques that we used in our courses. Drama is a powerful tool for exploring various societal issues and with this section we seek to support trainers' use of drama techniques in their courses as the latter allow participants to learn through emotions and experiences.

The second and largest part, entitled *Themes and Activities*, contains a detailed description of activities that support teachers' gender-sensitivity. It starts with the chapter *Getting Started* which offers activities for introducing the course, and continues with the chapter *Gender (in)Equality in Society* which deals with gender in general and gender socialization. The next chapter, *Gender (in)Equality in School*, provides a number of activities concerning gender-sensitive teaching, including career counselling, school-related gender-based violence, and LGBTIQ* people in school. The *Themes and Activities* part also includes a chapter called *Out-of-Class Activities* and *Wrap-up/Evaluation Activities*. During our courses we heard a lot of personal stories related to gender which can serve as case studies. We have included them in the chapter *Collection of Stories*. The last chapter in *Themes and Activities* contains brief descriptions of videos we consider useful for opening up discussion about various gender issues.

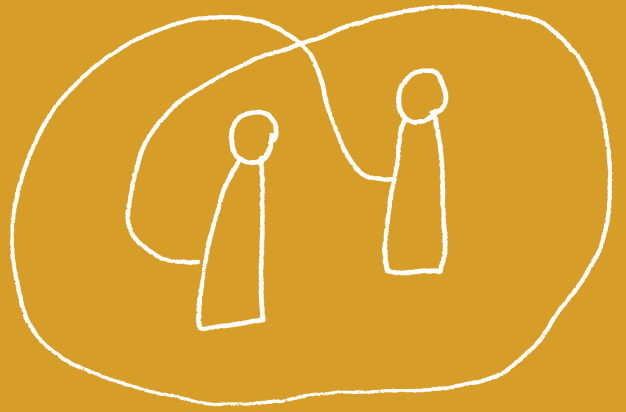
We would like to stress that the courses that can be compiled from this collection of activities are envisioned as being delivered in line with the principles of feminist pedagogy. Feminist pedagogy is a form of transformative pedagogy that focuses on power relations and gender equality.

In the third part of the handbook, we offer scenarios for five potential gender-sensitive education courses. Three are designed for pre-service teachers and two for in-service teachers. All scenarios are based on the above-mentioned description of activities and draw on courses we piloted within the project. The scenarios reflect our experiences with three different countries and ten (different) groups of participants. Nevertheless, we emphasize that they should rather be seen as flexible guidelines. Trainers should aim to define balanced and clear targets for their courses that are based on participants' needs, a dynamic and interesting structure and presentation of tasks, sensitivity to participants' reactions and interests, and the flexibility to adjust tasks if problems with timing arise. Trainers may or may not be able to fit into the course(s) as much as they originally plan, and may have to adjust their plans to the conditions – the number of participants, their particular interests, the talkativeness of a few members, etc.

Sensitizing teachers and pre-service teachers to gender issues in education is an exciting process during which even trainers may learn a lot, keep discovering new sources, and broaden their knowledge. There is no one right way of teaching about gender, and we are sure some of our colleagues may structure their courses differently. However, we hope that our publication will be interesting for those who seek inspiration, direction, and support for promoting gender equity and equality in schools.

DRAMA AS A WAY OF EXPLORING THE WORLD

1



In the handbook we focus on the potential of drama methods and techniques for developing the gender-sensitivity of pre-service and in-service teachers. We present drama methods and techniques as one of the ways of fostering experiential learning that is based on experience and consequent growth in the understanding of human behaviour, ourselves, and the world we live in. We build on the field called *drama in education*.

Like Somers (2008), we perceive drama as a way of seeing the world through stories (within dramatic scenes, role play, etc.) in which we examine social issues in a holistic (physical, intellectual/rational, and emotional) way. According to Clark et al. (1997), the interdependence of reason and emotion means that emotion can awaken knowledge in us. We all bring our experience, knowledge, insights, and emotions from real experiences into the metaphorical experience of drama education. However, in contrast to life, drama education enables us to control these experiences in specific ways.

Stories that allow participants to explore a subject through drama-based methods and techniques at an emotional level can be a powerful pedagogical tool for exposing stereotypical behaviour and opening new paths to dealing with problematic situations in life. It is here that we see the potential of applying drama education methods and techniques to the area of gender-sensitive education.

As trainers on gender-sensitive courses are not necessarily familiar with drama methods, we have included drama education methods and techniques which can be used even without substantial expertise in drama pedagogy.

In our activities you will find descriptions of working with still images, role plays, improvisation, and drama methods such as Image Theatre, Forum Theatre, and sociodrama, which we have found to be inspirational in the context of gender-sensitive education. They lead us to direct reflection about our ways of 'doing gender'.

During the implementation of drama activities in pilot courses, we were guided by the following principles:

- The involvement of participants in drama activities was voluntary. Individuals who did not want to take part directly became outside observers, representing another perspective from which to reflect on the subject matter of the dramatization.
- Before the drama activities we carried out energizing or warm-up activities to initiate learning processes and create a good atmosphere in the group. Though they are not part of our handbook, you can find inspiration for them in, for example, *175 Theatre Games: Warm-up Exercises for Actors* (Hurley, 2009) or *The Big Book of Icebreakers: Quick, Fun Activities for Energizing Meetings and Workshops* (West, 1999).
- We assured participants that they did not need theatre skills and the ability to act to participate in the drama activities.

If this is your first encounter with drama techniques in education, we suspect that, similarly to some of us at the beginning of this project, you may face the fear of the unknown when applying the techniques. The experiences of the participants of our pilot courses may help you to overcome these concerns. Our participants especially appreciated the chance to act out predefined situations identified from common school encounters. We hope that such drama techniques will become a source of inspiration for your work.

Living statue

Using their own bodies, participants (actors) express their ideas about a given topic. Actors can represent either concrete characters (e.g. woman, teacher) or abstract words (e.g. obedience, joy). The group can also cooperate to create a living statue according to the demands of the assignment. This collective creation helps participants to share their thoughts and opinions about subjects.

Still image

Participants represent key moments in the situation being explored through using their own bodies. The attitudes and expressions of characters in the still image express participants' relations with one another and the topic that is being explored. Images can be created either by individuals or the group. An individual, with the help of other players, can express their own concept of the key moment in the situation. Participants may 'sculpt' individual actors into desired positions by touching them or instruct them using words, or actors can imitate others' postures and gestures. A still image in which a group cooperates can be created spontaneously by individuals entering the image, or by prior agreement.

Role play

Role play is one of the basic methods of drama education. By acting out roles, participants employ their body, voice, emotions, and mind, and can 'acquire' various emotions which create their experience. Actors can become submerged in the role play on three levels:

- At the simulation level, actors act as themselves in the simulated situation.
- At the level of alteration, actors mimic the generally known behaviours of so-called type roles such as king, saleswoman, etc. In these roles they explore the general characteristics of the performed phenomenon.
- At the characterization level players submerge themselves into the inner motivation and attitudes of a character. They focus on examining the particulars of a concrete case.

Improvisation

Improvisation is one of the basic methods of drama education that uses unprepared human behaviour as an element of play. One of many forms of improvisation puts actors in defined roles within a deliberately chosen dramatic situation. The situation encourages them to reflect from within their roles about the causes of the situation, to take stands in relation to it, and to attempt to handle the situation. This kind of improvisation aims to impact the personal and social development of participants within the framework of the relevant topic.

Inner Voices

In relation to the topic under examination participants enter a still image or frozen improvised moment. They convey thoughts, feelings, and wishes on behalf of individual characters. Thus they can clarify the complexity of a situation, or, for example, participate in the decisions of a character at a given moment. Participants divided into two groups can represent, for example, the conflicting thoughts, wishes, and feelings of a character at any given time. They can also represent a character's collective conscience (generalized internal moral behaviour), as opposed to character's personal desires.

Teacher in the Role

A teacher/lecturer takes over a character for a certain period of time. The teacher becomes part of a role play as one of the actors and controls the scene from within their role. For example, a teacher in the role of a school principal who asks their teaching staff (participant actors) to comment on ongoing bullying among first-grade pupils. Or a teacher in the role of an abused woman who asks her surroundings (participant actors) for help.

Theatre of the Oppressed

The creator of the Theatre of the Oppressed is a Brazilian director and politician, Augusto Boal. The Theatre of the Oppressed aims to open up dialogue through theatre and to encourage individuals and groups that face various forms of oppression in society to understand their own situation in life, rights, and power to change (see Boal, 2006). The following techniques, Image Theatre and Forum Theatre, are techniques of the Theatre of the Oppressed.

Image Theatre

In Image Theatre, the spoken word recedes into the background and thus offers space for understanding problems at sensory and emotional levels. Instead of words, participants express their personal experiences through still images. A sculptor creates their still image from the bodies of other participants. Emphasis is placed on developing other forms of knowledge – through the body, facial expressions, distances, etc. At this emotional level, participants rediscover and then reflect together on the topic under investigation.

Forum Theatre

Forum Theatre deals with ethical issues related to society and is based on real stories from the target audience. A protagonist (the main 'hero') encounters various conflict-related situations that they try to manage, but their solution leads them to defeat. After the performance (in our case, the scene), spectators are invited by the so-called joker to the discussion. Through critical reflection, they analyse the depicted problem and suggest possible strategies for handling such individual-level situations. Spectators have the opportunity to test these strategies directly on stage by entering the role of the main character and acting. They thus become "spect-actors". Forum Theatre offers a unique space for exploring and confronting different opinions and ideas, and for finding alternative actions for established situations. The aim of Forum Theatre is not to find a 'solution' to a defined situation, but to create a good discussion of the topic and encourage the audience to take action if they find themselves in similar situations in real life.

Sociodrama

Sociodrama uses drama-based techniques to study social problems (prejudices, collective traumas, racial conflicts, etc.). Sociodrama, as well as psychodrama, was developed by the doctor and sociologist J. L. Moreno in 1920s.

Giving Voice

A drama technique used in the context of sociodrama which is designed to help analyse and specify the influence of society in concrete individual life situations. Actors can give inner voices to individual characters in an improvised situation. They can stop a situation and, representing the chosen character, say aloud:

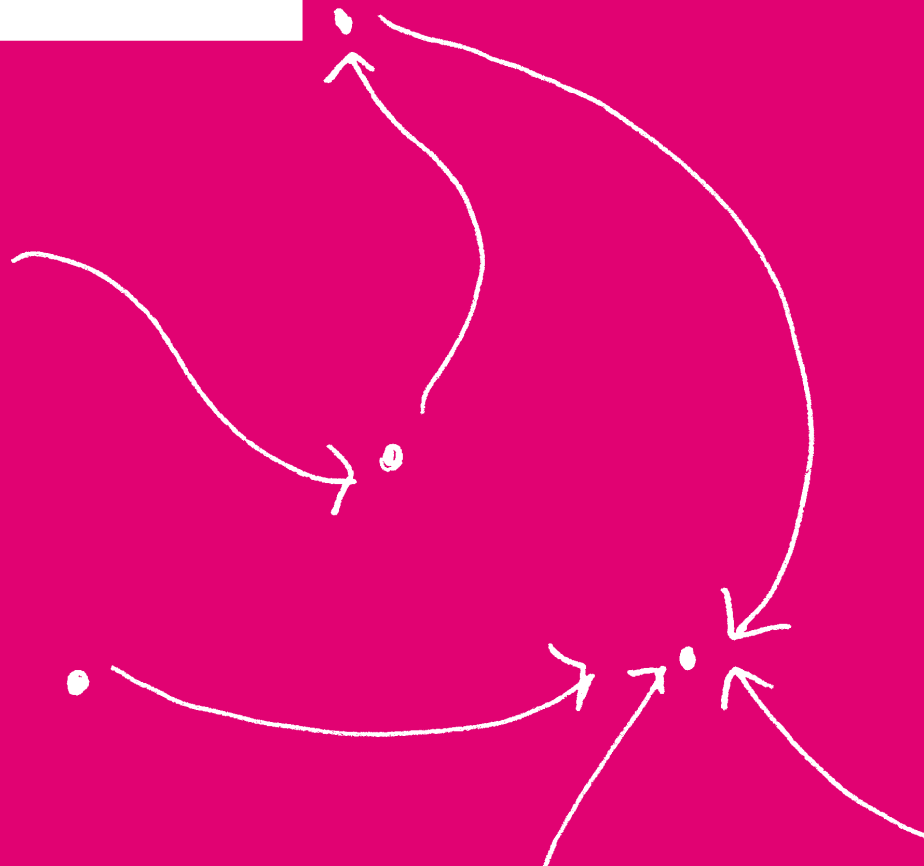
- something that they didn't say in the original scene, but could say aloud if we imagined the scene in a different way;
- something that they wouldn't say aloud, but they might think;
- something that they might not dare think, or a thought that they normally would not be able to arrive at, but that we think nonetheless expresses their motivation(s);
- something that they might not think, but which gives voice to their particular social position: i.e. a thought related to their social position that represents the influence of society.

Reflection

Reflection is an important part of the drama-educational process. During activities the trainer can discuss with participants how they perceived the imaginary situation, how they felt within it, what they were thinking about, and what causes and consequences of the evoked situation they can identify. At the end of the activity, participants think through the knowledge and experience they have acquired. They reflect on the meaning of an activity for themselves, and how the activity overlaps with their own lives.

THEMES AND ACTIVITIES

2



2.1 GETTING STARTED

The ways in which courses, workshops, and seminars start can have a decisive influence on their atmosphere and the attitude to work. The design of the start of such programmes should raise confidence and trust that there will be a good space for learning and for professional and personal development.

First of all, most activities for getting started aim at – besides presenting the program, schedule, and organizational issues – helping participants get to know each other and giving an introduction to the topic. They make participants feel involved in the course, and make them aware that they are also responsible for their own learning success.

Furthermore, any activities that are introduced may aim to map the knowledge, attitudes, and expectations of participants, but should also encourage the expression of doubts and scepticism about the topic.

Some of the methods that are implemented can allow participants to relate their personal experiences to the topic of gender in a playful way, and others to give them the experience that the “world outside the course room” is connected to the topic of the seminar. Some of the activities will enable participants to become aware of their individual progress in terms of dealing with gender issues throughout the course.

Finally, the concept of error-friendliness that is presented is a way to create a safe space, and to help participants realize that making mistakes represents an opportunity to learn and develop. It is meant to familiarize participants with the experience that the reproduction of discriminatory communication has to be challenged and handled, to encourage them to take responsibility for their actions, feel responsible for changes, and to establish new possibilities for action.

Moving in Space

Aim

To allow trainers to get to know participants, and obtain information about their gender knowledge, attitudes, and expectations for the course. To let participants become acquainted.

Expected outcomes

Participants

- start talking to each other;
- get involved in the course, and become aware that they are also responsible for their own learning success.

Trainers

- assess the level of participants' knowledge so as to adjust the forthcoming course sessions.

Working method

Individual work, presentation

Time

30 min

Preparation and material

Questions

Procedure

Say that you will ask questions and invite participants to position themselves – depending on their answers – in different locations in the room.

Questions when working with teachers may include:

- “Which type of school do you work at?” Teachers form groups according to types of school.
- “How long have you been working as a teacher?” Teachers form a timeline. Ask some of them (at least those at both ends of the line) how many years they have been teaching.
- “How would you estimate your knowledge about gender-sensitive education?” (none – a lot). After teachers have positioned themselves in a line, you can ask some of them what they can contribute to the success of the course in relation to their position (a lot of knowledge, less knowledge).
- “What are your expectations about the course?” (concrete – not specific). After teachers have positioned themselves, collect concrete expectations, write them on cards, and put the cards up on a pinboard. Tell participants that the cards will be there throughout the course and that they can add other expectations later. There may also be a pinboard with the title “topics that are still open to me” that can be used throughout the whole training event.
- Finish the exercise by asking participants if they have any questions they want to ask the other participants.
- If you want, you can continue by presenting the course program and explaining which expectations will be met during which part of the course. Also, tell participants if there are expectations you won't fulfil.

Tip

When it comes to forming a line, ask participants to make a semicircle instead of a straight line. It is easier for participants to see each other this way.

Alternative

If the training event is a course for students (not for teachers), replace the first two questions with the following ones – for example:

- “Which subjects are you studying?” – students should come together in groups such as science, sport, humanities...
- “Do you have any teaching experience?” (yes, with classes in school/ yes, with private tutoring / no) – students form groups. Ask some students about their experience.

Aim

To map what students think about gender and about the presence of gender and sexuality in school.

Expected outcomes

Thanks to the activity, participants

- articulate what they expect from the course and review what previous knowledge and experience they have about gender and sexuality in education.

Trainers

- gain information about participants' previous understanding of gender issues in education, and their expectations about the training.

Working method

Individual work followed by work in groups of 4–5. The activity can be used for any number of participants.

Time

30–40 min (depending on the size of the group)

Preparation and material

Copies of the table ([Appendix 1](#), page 149) for each participant and trainer. Prepare an A4-size table so that participants have enough space to note their own and their group members' responses.

Procedure

- Ask participants to think through the questions individually.
- Ask participants to form groups of 4–5 and discuss at their tables.
- Ask all participants to pay attention to what everyone in their group says and to take notes because one person from each group will be asked to summarise the discussion.
- Invite a participant from each group to summarise their discussion.
- Participants keep their tables and facilitators take notes so that they can reflect on and modify the planned syllabus with regard to participants' experience, knowledge, and interest.

Find Someone Who Fits the Description / Bingo

Aim

To help participants and facilitators to get to know each other.

Expected outcomes

Participants

- get acquainted with each other;
- talk about childhood gender socialization in a playful way.

Trainers

- get an impression of participants' personal and professional profiles.

Working method

Group work – The activity can be used for any number of participants.

Time

15–20 min

Preparation and material

Prepare and print out a set of questions ([Appendix 2](#), page 150) either in a table format (two columns, with the questions in the left column and with an empty column on the right), or in a grid/bingo format (with the questions inserted into a grid of four rectangles in three or four rows). The number of questions in both formats can be adjusted (e.g. with fewer participants, the number of questions can be reduced, for example, to 10–15). With more participants it is better to use the bingo format. Print out as many tables or grids as there are participants and facilitators.

Procedure

- Ask participants to stand up and get ready to mingle and talk to other participants.
- Hand out the sheets of paper to participants and facilitators, who should also participate in the game if possible. Everybody who takes part in the game should have a pen.
- Ask them to talk to as many of their fellow participants as possible, and find someone who fits a description in the table or the grid. They should ask each other one question each, then move on to talk to another participant.
- In the table format, the person who fits the given description should put their signature in the blank box next to the description. In the bingo format, participants should find enough other participants to fit all of the descriptions in a given row or column. They can write the people's names in the given boxes.
- The game should take around 10–15 minutes. In the bingo version, it is worth waiting for the first three participants to complete the task (i.e. “bingo” – completing a full row or column).
- Afterwards, findings should be discussed briefly. Suggested questions for reflection are:
 - Were there any descriptions for which it was difficult to find a person that fits?
 - Are you interested in knowing for how many people a specific statement is true? Which one(s)?
 - If you want, you can also ask participants who signed the statements “I know the name of a famous artist” and “I know the name of a famous mathematician” which artist / mathematician they were thinking of, and see if there are male and female people among the responses.
 - (If there are both men and women in the group) Were there any statements which you preferred to ask a man or a woman? If yes: why?
 - At the end, you can ask who signed the statement “I do have precise expectations about this workshop” and invite participants to share their expectations.

Source

There are many; a German one is from Debus, K., & Laumann, V. (n.d.). *Bingo. Dissens* – Institut für Bildung und Forschung e.V.

https://interventionen.dissens.de/fileadmin/Interventionen/Methodenbeschreibung_Bingo_Interventionen_f%C3%BCr_geschlechtliche_und_sexuelle_Vielfalt_final.pdf

True or False

Aim

To help participants get better acquainted and connect personal information to the topic of gender in a playful way.

Working method

Individual work and group work. The activity can be used for any number of participants.

Time

20–30 min (depending on the size of the group)

Preparation and material

None

Procedure

- Ask participants to tell two short stories about themselves. One of the stories should be false, the other one true.
- Inform participants that the stories should have some relevance to the topic of gender.
- As soon as participants have their stories prepared, ask them one by one to share their two stories in their group.
- Invite the group to guess which of the two stories is true.
- Ask participants questions along the following lines:
 - How difficult/easy was it for you to remember personal stories connected somehow to gender?
 - Was there anything that surprised you/annoyed you?
 - How did you guess: did you believe that the “untypical” story was true (false), OR the “typical” one? Why?

Tip

If you work with participants who are not familiar with the topic of gender, give them an example of a short story (e.g. “When I was in school, I was the best in my class in mathematics”, or “My father raised me as a single parent”). Consider telling a true and a false story about yourself, and also whether you want to disclose which story is true and which is false, OR give examples that have nothing to do with you.

It is good to ask participants not to use negative sentences like “I did not like mathematics”, because it may be too confusing to decide what is true or false when a sentence is negatively framed.

Journal – Diary – Notebook

20

Aim

To help participants to continuously deal with topics, to increase the depth of processing and overcome the “inner censor”; to familiarize participants with developing questions.

Expected outcomes

Participants

- become aware of their individual progress with dealing with gender issues;
- evaluate their journals from time to time;
- raise thoughts and questions they find interesting and may seek to pursue individually through further research.

Working method

Individual work (out of class, or in class)

Time

Individual

Preparation and material

None

Procedure

Presenting the task in class (15 min)

- Ask participants to create a journal/notebook and keep it until the end of the course. They can:
 - Make regular entries (e.g. paste in pictures or newspaper clippings).
 - Write down thoughts, questions, reflections about the course (...what struck me in my private/professional/school life in connection with dealing with gender/sexual diversity).
 - Use the journal as a group diary (...whom we met, who did what/prepared what, whose ideas were heard...).
 - Use it to document their personal discussions and learning process with the topic of gender during the course.
- Ask participants to bring their journal/notebook with them at the end of the course. Reassure them that you as a trainer will not read it, but tell them that they will be asked about their experiences with keeping a journal and that, if they want to, they can share these with the group.
- Tell participants about the point of this task. A journal contains notes, ideas, loose thoughts, free writing, plans, summaries, explorations, etc. A journal serves as a “protected place” for the development of thoughts and questions, for expressing doubts, for reflecting on one’s own experiences, or for dealing with texts that should be read. If wanted, show participants this quote by Ken Macrorie: “A journal is like a treasure house, a storage, a collection, a photo album with snapshots, a laboratory for experiments, a closet, a pinboard, a psychoanalytical couch, an audiotape, an unsent letter, a letter to your own, a piece of biography, a travel guide, and a book about your spiritual crisis” (Macrorie 1984, p. 159 as cited in Werder, 1995, p. 17).
- Encourage participants who take notes on a computer and no longer use paper and pencil to make their journal in an “old-fashioned” paper version, and to use creative methods such as collage, the use of colours, etc.; this enables a different, new way of expressing oneself and promotes associative thinking.
- During the course, ask participants from time to time: “How are you getting on with your diary?”
- At the end of the course, invite participants to look for interesting, relevant, or surprising aspects in their journals and share them with the group (optional).

Tip

You as a trainer can bring a selection of different blank notebooks for participants to choose from. Show your own journal to participants and tell them about its meaning in your own professional development.

Alternative

Seminars can contain a short period for time for journal writing of about five minutes.

Sources

Bräuer, G. (1998). *Schreibend lernen. Grundlagen einer theoretischen und praktischen Schreibpädagogik [Learning to write. Basics of theoretical and practical writing education]*. Studien-Verlag.

Macrorie, K. (1984). *Writing to be read* (3rd ed.). Boynton/Cook Publishers.

Werder, L.v. (1995). *Kreatives Schreiben in den Wissenschaften [Creative writing in science]*. Schibri-Verlag.

Sharing at the Beginning

Aim

To get started by addressing the subject and to relate to gender issues that occur between the sessions of the course.

Expected outcomes

Participants

- share thoughts they are concerned about;
- discuss topics they are interested in (and which may not be prepared for the training in advance);
- experience that the “world outside the seminar room” is connected with the topic of the seminar.

Working method

Individual work, discussion

Time

10+ min

Preparation and material

None

Procedure

- This activity should be used at the beginning of each session (except for the first unit).
- Invite participants to share what comes to their mind regarding the topic of gender. Specify that this can involve thoughts, experiences, articles they have read, films they have seen since the last session, upcoming events, etc.
- Give participants some time; if none of the participants starts, be prepared to offer your own example(s).
- Invite participants to react to each other, and to express different opinions.

Be aware

This activity may take only ten minutes but it can also be the start of a vivid discussion. If the latter happens, decide if you want to maintain the discussion, or continue with the planned program, OR ask participants if they want to spend time in further discussion (while being aware that this will leave less time for the planned program).

Tip

Tell participants at the end of each session that the next one will start with sharing.

Comments of participants

One teacher spoke about a very sensitized class in which the pupils reminded the teacher to use gender-fair language but when it came to a test and they had to continue sentences like “My father likes...”, “My mother likes...” many finished the sentence “My mother likes” with “cooking” (even when the mothers did not like this). When they realized what had happened, they were a bit surprised.

One student spoke about an article she had read from the year 1985 which dealt with the topic of rape within marriage, and how shocked she was about the views of the article’s author.

*One student had seen the latest part of the film “Game of Thrones” and said that he was positively surprised that a male character said that he had been on a date, and then the same character continued “**He** was very nice”. But the student was also aware that this was not self-evident because if it were more common, he would not have been aware of it at all.*

Error-friendliness, Safe Space

Aim

To sensitize participants to power structures, social norms, and their reproduction; to familiarize participants with the experience that the reproduction of discriminatory communication is being challenged; to let participants affected by discrimination experience that the reproduction of discriminatory communication is being challenged and handled without having to initiate this; to realize that making mistakes represents a way to learn and develop.

Expected outcomes

Participants

- take responsibility for their action;
- feel responsible for changes;
- establish new possibilities for action.

Working method

Presentation, discussion

Time

15–30 min

Preparation and material

None

Procedure

- Present the concept of error-friendliness to participants (15 min).
- Encourage the group to share their own experiences of being discriminated against as well as of discriminating (experience has shown that the presentation of this concept causes silence among the majority of (privileged) group members).
- Ask for the commitment of all participants to this concept.

Presentation of the concept of error-friendliness

Error-friendliness means that nobody is perfect and that nobody expects others to be perfect.

The concept of error-friendliness (Mecheril, 2004, pp. 129–131) is based on the assumption that problematic actions and statements can occur at any time, and that they must be dealt with. It also means that mistakes can serve as opportunities for learning (Goel, 2016, p. 42). Most people want to “do it right” and avoid making mistakes, or “doing it wrong” – especially in school and educational situations. This fear of doing something wrong hinders people from dealing with and addressing specific problems such as discrimination.

The basis for the concept of error-friendliness is realizing that power relations are reproduced. It is recognised that certain people experience exclusion and violence more often than others because they do not accord with social norms. The long-term goal of error-friendliness is to reduce the reproduction of the unequal distribution of power and its negative effects.

This happens when discriminated and marginalised people are no longer left alone with their experiences of discrimination. Above all, people affected by discrimination need to know that the reproduction of discriminatory communication is being challenged and handled without them having to initiate this.

On the other hand, the aim of promoting error-friendliness in educational settings is to explain the related consequences to those who are not aware of them, to encourage taking responsibility for one's own actions, to recognise when something problematic has happened, to feel responsible for changes, and to establish new possibilities for action (Arztmann et al., 2018, p. 8).

Participants

- understand that the reproduction of relations of domination and violence happens unintentionally;
- know that utterances and actions can injure, even unintentionally;
- acknowledge that action is called for.

The trainer

- keeps their promise of dealing with discrimination during the course – this promotes confidence in the implementation of the concept;
- applies the concept of error-friendliness to themselves as a trainer.

All members of the group

- acknowledge their own fallibility.

Tip

As a trainer, give the group an example of how you unintentionally discriminated against someone in the past and were made aware of this; explain what emotions (defence, shame, etc.) this triggered in you, and what learning processes were made possible as a result.

2.2 GENDER (IN)EQUALITY IN SOCIETY

2.2.1 Gender

Training about gender-sensitive education requires intensive debate about the concepts of gender. One possibility is that you as a trainer give a lecture (preferably supported by multimedia) about the diverse meanings of gender.

In our opinion, a better way to deal with the topic of “gender” is to find out what participants have in mind when they hear the word “gender” (e.g. with the help of Dixit cards), what they think about the relationship between sex and gender, or about the implementation of gender equality in their country.

In addition, which stereotypical gender images can be found on the internet can be demonstrated.

Another possibility is to approach the topic of gender by using facts and data. We have therefore prepared a “Millionaire show” and an activity that includes historical milestones regarding gender, sexuality, family, education, and political participation (both activities will have to be adapted depending on the country in which they are carried out). Another activity involves using cartoons, which are a good way to deal with the complex topic of gender in an amusing way.

Nevertheless, it is important to convey a deeper understanding of the concepts of gender, and text excerpts can make a valuable contribution to this.

We would also like to refer to four (funny, touching, disturbing) videos *The Light* (page 116), *Equal pay* (page 117), *Dzsenderológia* (page 118) and *If Women’s Roles in Ads Were Played by Men* (page 119), which can be a starting point for a discussion about gender, gender roles, in/equality, and discrimination.

When One Says “Gender”

Aim

To introduce the topic of gender.

Expected outcomes

Participants

- relate personal impressions and stories to the topic of gender;
- get a more precise idea of what gender is.

Working method

Individual work, group work. The activity can be used for any number of participants.

Time

30 min

Preparation and material

Dixit cards

Procedure

- Spread out the set of Dixit cards on the floor.
For the Dixit cards, see <https://boardgamegeek.com/boardgame/39856/dixit>
- Ask participants to have a look at the cards and choose one card that symbolises gender to them.
- Wait until all participants have chosen one card.
- Ask participants, one after another, to show their chosen card and to explain their choice.
- Write down all the notions relevant to “gender” as expressed by participants on a flipchart/whiteboard.
- Comment on them.
- Finish the activity by giving some brief input about the meaning(s) of gender.

Opinion Line About Gender

(Note: This exercise should come after some basic discussion about gender.)

Aim

To help participants reflect on the concept of gender, and, especially at the beginning of the course, to create an atmosphere of sharing and of acceptance of different opinions.

Expected outcomes

Participants

- get to know their peers' opinions and thoughts about gender;
- start reflecting on the differences between sex and gender;
- get to know some potential arguments and conceptualizations about gender and sex;
- create arguments through which participants' personal conceptualization of gender is represented (this may be helpful for the course trainers as well: they can then see what any points of departure are).

Working method

Discussion

Time

8–20 min (depending on the depth of the discussion and the quantity of arguments and/or on the time available).

Preparation and material

No specific material is needed.

Procedure

- Introduce the method, describing the opinion line in this or a similar way: "I will make a statement and you can decide to what extent you agree with it. Please express your opinion with your own body by standing on one point of an opinion line. Standing at the right extreme point means you totally agree, and standing at the left extreme point means you totally disagree. You can also stand at any point along the imaginary line between the two extreme points".
- Ask participants to stand up.
- Say the sentence: "Gender is a social construction that is totally different from biological sex".
- Tell participants to stand along the line according to their opinion (again indicating the two extreme points: agree, disagree), and ask them not to talk or comment about their own or each other's choices.
- Ask participants to have a look at the group and the opinions they represent.
- Ask some participants for the reasons for their choice.
- Facilitate a brief discussion with concise arguments, but also let participants react briefly to each other if they feel like it.
- At the end, summarize the different opinions, and add others if needed.
- You can provide brief theoretical contextualizations to the different conceptualizations.

Tip

- First, you can ask participants who want to explain their thoughts/ideas, but then it is better to ask participants who are standing at different points along the line. It might happen that people who are standing at the same or nearby point on the line are there for different reasons, so it is useful to ask persons nearby whether their reason is similar.
- It may be useful to comment (briefly) on the different arguments; for example, "this argument is what some sociologists also say when they question the essential nature of gender", or "there is an interesting discussion among neuroscientists about whether there are significant differences between the female and male brain, and from where these differences come". (It is important that these comments are short, although some topics may be further elaborated later). The comments should be merely explanatory, accepting, and not perceived as evaluating or judging participants' opinions.

- It is important to avoid making declarations. You should show that there are a lot of opinions about this topic that are associated with interesting discussions. Even if at some point during the course you express more explicit and elaborate arguments from one perspective, at this point the conversation should remain open. Your task is just to “list” or understand the different approaches.
- This task might be used together with [Google Images for men and women](#) (page 30), and the video [Reversed Gender Roles: If Women's Roles In Ads Were Played By Men](#) (page 119). These three tasks may constitute an introduction to a talk about gender in general. (First the Google images, second the Opinion Line, and then the video.)
- It may be interesting to repeat the same activity at the close of the course to see how participants' perspectives have changed during the course.

Alternative

If the discussion is longer, you can allow participants to sit down and continue the conversation. This method is typically an introductory task, but it can be used for different purposes and with different topics. Another potential statement is: “*Gender stereotypes are useful*”, about which a similar discussion can be facilitated.

Be aware

Some of the participants might be reluctant to say their opinion. Don't force anybody, but try to create an atmosphere in which a variety of thoughts are welcome. Do not let participants enter into long discussions about the topics. Emphasize that during the course there will be time to go deeper into some questions, but this task is only designed to raise some thoughts about gender.

Debate – Equal Opportunities

Aim

To make participants aware of the discrepancy between gender equality *de iure* and gender equality *de facto*, and to help participants realize what areas for improvement exist in the field of gender equality in their countries.

Expected outcomes

Participants

- become aware of the fact that gender equality *de facto* has not been achieved yet;
- are able to name concrete examples of areas in which their country is lagging behind in terms of gender equality.

Working method

Group work – The activity can be used for any number of participants.

Time

60 min

Preparation and material

None

Procedure

- Divide participants into two groups.
- Explain the methodology of debate to participants. One group will be in favour of the statement/question, and the other group will represent staunch opponents of it. First of all, group members should search for arguments that support their views. Next, both groups should present these arguments in the form of a staged public debate.
- Inform participants about the question for debate. It runs: "Do women and men enjoy equal opportunities in your country?"
- Inform one group that they will agree with the statement. Inform the other group that they will disagree.
- Allot 20 minutes to both groups to identify arguments that support their standpoint.
- Both groups should stand opposite each other in the room. Ask the groups to present their arguments to their opponents. Allow the debate to run for about 10–15 minutes. If you notice that participants are short of arguments, stop the debate earlier.
- Stop the debate at a moment that seems convenient, and ask participants to share their inputs, comments, and reflections as a group.

Tip

This activity can be followed by the [*Millionaire Show*](#) (page 33).

Google Images for Men and Women

Aim

To raise awareness of the different images and representations of men and women in society and related gender stereotypes.

Expected outcomes

Participants

- start reflecting on gender stereotypes and the social nature of gender;
- identify some discriminatory tendencies regarding gender representation.

Working method

Presentation, discussion

Time

10–15 min

Preparation and material

Projector, internet connection

It is recommended that the trainer looks at Google search results before the class begins.

Procedure

- Introduce the task with a short remark about how Google may present typical and stereotypical images connected to certain topics. It may also be interesting to see how Google represents men and women.
- Type into 'Google search images' the word 'men', and on another screen the word 'women' (you might also type in the single forms 'man' and 'woman' and see the differences).
- Look at the images and talk about them. What kind of men and women are typically represented? Are they alone? In groups? What kind of body images are shown? For romantic relationships, how are the men and women represented (are there same-sex relationships, too)? What race/ethnicity are the represented persons? What social class might they represent? What age(s) are they?
- Try to identify some stereotypes, or (if you find them) some non-stereotypical or counter-stereotypical images.
- Facilitate a short discussion about stereotypes and the reasons for such representations.
- Try to highlight (briefly) the issue of male dominance, male gaze, and sexualization.
- What kind of male and female body image is being represented as a role model?
- You can continue the discussion by showing more images – for example, images of boys and girls (see here <https://gws350fall2014.wordpress.com/2014/12/01/gender-socialization/>, or of so-called boys' and girls' toys/books/clothes that will help participants understand how gender socialization begins at an early age and continues during adulthood.

Tips

- You might wish to check the original source of some images so you can contextualize the reasons for them.
- Don't allow the discussion to last too long.
- This task might be used after the [Opinion Line About Gender](#) (page 27), and before the video [Reversed Gender Roles: If Women's Roles In Ads Were Played By Men](#) (page 119). These three tasks can serve as an introduction to a discussion about gender in general.

Alternative

If there are computers or smartphones at your disposal, this task can be done through group work too.

Be aware

Participants themselves may make stereotypical statements. At this point, don't stop them saying stereotypical things, but you can highlight the biased nature of images about men and women.

A Short History of Gender, Sexuality, Family, Education, and Political Participation

Aim

To obtain information about events related to gender, sexuality, family, education, and political participation, and to realize the impact of the structural (legal) framework on one's own biography and family.

To map the knowledge of participants related to gender topics – for trainers.

Expected outcomes

Participants

- understand that social power relations affect the so-called “private spheres of life” such as sexuality or family;
- understand that concepts about family, gender, and sexuality have a history;
- recognize that assumptions about gender have been and are changing, and that they influence education policies;
- are informed about historical and current fights for equality.

Working method

Group work (2–4 people), presentation, discussion

Time

45–75 min

Preparation and material

Relevant (historical) events related to gender, sexuality, family, education, and political participation with the relevant dates (years) on cards – one card per event, one card per year (e.g. see the relevant events, mostly from Austria, that are included in [Appendix 3](#), page 151);

List of these events plus their dates;

A box/bag/hat to put the cards in and draw from;

A large room – a free area on the floor – will be useful.

Procedure

Presentation of exercise (5 min)

- Tell participants that you have collected some information about (historical) events related to gender – some more obviously related to gender, some less so. Ask participants to put these events in chronological order.
- Tell participants that they probably won't know the correct dates of some events, and will therefore need to guess.
- Tell participants that the events refer to the country in which the course takes place, unless otherwise stated.
- Ask participants to form groups of 2–4 people – perhaps with their neighbour(s).

Group work (10 min)

- Walk around with the hat; each group should take 3–5 cards from it.
- Inform participants that they should read about the events first, and then agree as a group when they took place (at least in which decade).

Presentation of group work (20–30 min)

- Ask one group after the other (or one representative per group) to come to the free area on the floor and place their cards/events on an imaginary timeline on the floor.

Solution and discussion (10–30 min)

- Ask participants if they would order any events differently.
- Start to put events in the correct chronological order (use the chronological list of events and dates). Be prepared to briefly provide additional information about the events – for instance, mention the discussions that preceded a change in the law, inform participants about the situation in other (European) countries, etc.
- Allow enough time to deal with reactions and statements from participants.
- Finally, you can ask:
 - What was surprising about the exercise?
 - Which events were you undecided about as a group, and which events did you agree about?
 - Which other events/topics/policy areas may be relevant for the historical contextualization of gender issues?

Tip

- Make sure that participants are informed about each event. Invite them to pose questions or walk from group to group and listen to their discussions.
- Our experience has shown that illustrating the timing of events using a timeline can take a very long time if participants discuss when to schedule the events during this presentation. Make sure that all groups are ready to date the events (at least in terms of decade).
- When putting the cards in the correct chronological order, ask a participant to support you by placing the cards correctly on the floor.

Alternative

Addressing the final question (Which other events/topics/policy areas may be relevant for the historical contextualization of gender issues?) could be a task for homework: ask participants to look up one event for the next training session.

Aim

To become aware of the fact that, despite gender equality *de iure*, gender inequality still exists *de facto*.

Expected outcomes

Participants

- retain some key facts, data, and dates concerning gender and society/education;
- learn about a playful tool to use in class;
- get information about where to find data and dates about gender and society/education.

Working method

Individual work, group work (2–5 people per group), presentation, discussion

Time

45 min

Preparation and material

A sheet of paper with the quiz printed on for each participant – for an example of Austrian facts and dates, see [Appendix 4](#) (page 153);

Sweets (as many different ones as there are groups, and as many similar ones as there are participants in one group);

PowerPoint Presentation in the form of a Millionaire Show to be displayed via computer (projector, internet connection) – an example of a PowerPoint Presentation with Austrian facts and dates can be found here http://efeu.or.at/seiten/download/Erasmus_Millionaireshow_EfEU.pptx

Four cards on each of which is one letter (A – B – C – D) for each group;

A sheet of paper with the solution to the quiz and references to the answers – for an example of Austrian facts and dates, [Appendix 4](#) (page 154).

Procedure

- Prepare a bag with sweets, let the bag circulate, and ask participants to take one sweet per person.
- Hand out a sheet of paper with the quiz on to each participant.
- Ask participants to put a tick next to the answers they think are correct.
- When everybody has finished, ask them to form groups depending on the type of sweet they drew.
- Hand out the four cards with the letters A – B – C – D to each group.
- Ask each group to agree on their answers to all the questions.
- When all groups are ready, switch on a computer and projector, and start the Millionaire Quiz.
Read the first question aloud and ask the groups to hold up the card with the letter that they think represents the correct answer. If you wish, you can count 1 – 2 – 3 and then the cards can be shown.
- Show the correct solution and give some background information about the topic of the question.
- Continue until the end of the quiz.
- Ask the groups who has 1–3 correct answers, 4–6, or more than 7.
- Pass around one sheet of paper with the solutions to the quiz and references to the answers to each participant.
- Start a discussion about gender equality by asking participants if there were any surprises in the answers.
- Finish this activity by asking participants if they think they could/would use this activity in class, and what they would change. Inform them about a variant of the game that could be used with pupils: instead of using cards on which every pupil answers with ticks, the teacher could i) say which corner of the room stands for A, B, C and D, ii) ask a question aloud, and iii) after counting 1 – 2 – 3 direct pupils to go to the corner they think is the correct one. Attention: This may get loud!

Tip

Some participants may be much faster than others when answering the questions (the same applies to some of the groups): in this case, you can circulate and ask further questions (did participants think some questions were easy, or very difficult, etc.).

Alternative

Depending on the available time and the number of participants, they can first do the quiz on their own and then exchange opinions in small groups, or work in small groups from the beginning.

Be aware

Sometimes you may create a question and think that everything is clear, but participants misunderstand completely. Therefore, it makes sense to stroll around and monitor whether any questions are creating confusion. In the beginning, you can also emphasize that participants should contact you if something is not clear.

Cartoons

Aim

To get participants involved in gender issues.

Expected outcomes

Participants

- can relate their personal experiences to the topic of gender;
- experience a smooth and playful introduction to the topic;
- receive preliminary information about the variety of gender issues.

Trainer

- gets a first impression of the thoughts, attitudes, and approaches that participants have regarding the topic of gender.

Working method

Individual work, presentation, group work (2–3 participants per team), discussion.

Time

45 min

Preparation and material

Cartoons that deal with the topic of gender (for examples of two cartoons in English and eight cartoons in German, see pages 39–42 of the source mentioned below, and go to <https://english.emmaclit.com>, Martina Schrader <http://ohisee.org>, Jacky Fleming <https://www.jackyfleming.co.uk/cartoons/nggallery/cartoons/postcards>, Liza Donnelly, <https://lizardonnelly.com>, or search for other cartoons via internet).

Procedure

- Tell participants that you have brought some cartoons that deal with the topic of gender and spread them on the participants' tables or pin them up on the wall.
- Invite participants to stand up, go around and look at the cartoons and choose the one that they find the most appealing (because it makes them laugh, because they do not understand its meaning, because it reminds them of something, etc.). It is not a problem if multiple participants choose the same cartoon.
- When everybody has seen all the cartoons and chosen one, participants explain why they have chosen that specific cartoon.
- After everyone's turn, give participants time to share their thoughts about what they have just heard. You can respond to contributions from participants too.
- Summarise the topics from the discussion and inform participants about topics to be covered in the course.

Tip

If you do this activity at the beginning of a course, you can ask participants to say their names, the subjects they teach (or they study), and then the reason why they chose the cartoon.

Alternatives

If there is not much discussion within the group,

- offer a short input to the topic of "gender", make connections to the statements in the cartoons; or,
- ask participants to form teams of 2–3 and let them discuss which themes/aspects related to gender/gender theory are being addressed in the cartoons/statements, and if there is any relation to school/education (if so, what?). During the presentation of findings, note down important topics on a sheet of flipchart paper.

Be aware

When participants present their reasons for the choice of specific cartoons, cut short any discussions. Explain to participants that they will have time to share and discuss after everyone has had a turn.

Source

Schneider, C., & Tanzberger, R. (2016). *Auf dem Weg zur Chancengleichheit. Didaktische Anregungen zum Unterrichtsprinzip „Erziehung zur Gleichstellung von Frauen und Männern“ und zum Gleichbehandlungsgesetz für Berufsschullehrerinnen und -lehrer [On the way to equal opportunities. Didactical suggestions on the teaching principle “Education for equality between women and men” and on the Equal Treatment Act for vocational school teachers]*. AK Wien. https://aws.arbeiterkammer.at/assets/uploads/Auf_dem_Weg_zur_Chancengleichheit_fertig6.pdf

Meanings of “Gender” – Text Mosaic Activity

Aim

To introduce the concept of “gender” and the multiple meanings of the word to participants.

Expected outcomes

Thanks to the activity, participants should

- get to know the different concepts that “gender” has come to signify as a consequence of its use in academia, civil society, and policy making;
- be able to identify and understand the meaning of the word “gender” as used in different contexts in English-language texts.

Working method

Group work (2 people), presentation, discussion

Time

45 min

Preparation and material

A handout that contains a table with definitions of gender and a collection of text excerpts ([Appendix 5](#), page 156)

Procedure

- Before the training event, facilitators should read the article “The consequences of the differing meanings of gender in policy and activism for politics” (<http://blogs.lse.ac.uk/gender/2018/11/26/the-consequences-of-the-differing-meanings-of-gender-in-policy-and-activism-for-politics>) by Eszter Kováts, a Hungarian political scientist, which discusses the contexts and meanings of gender from recent decades, as used in academia, policy-making, and activism, and how these different meanings have changed. In any given country, these processes may or may not have happened in exactly the same way; however, the article provides a good overview of the processes involved and trends in the use of the term “gender” in most European countries.
- Tell participants that in this activity they will explore and discuss the different meanings of the word “gender” that they may come across in their everyday and professional life. Assure participants that the task is not included to test their knowledge, but to show them the complexities of the word “gender”, thereby helping them to understand potential opposition to its use, or how students might use it.
- On the basis of the article and the definitions in the handout, introduce the different meanings of the concept of “gender” and the different contexts in which they usually appear. Point out that these meanings have evolved over time, and that currently all of them are in use. If there are any further questions, explain further or provide some examples. (5 min)
- Hand out the document that contains the table with the definitions and the text excerpts. Ask participants to read the collection of text excerpts which contain the word “gender” with different meanings. (5–10 min)
- Ask them to work in pairs and match the meanings of “gender” in excerpts A) to G) with the definitions in the table. (10 min)
- In the whole group, reflect on the potential solutions to the exercises, and on which excerpt fits which definition, and why. (10–15 min for the discussion)
- Ask participants which uses of “gender” they have come across before (if any), and if they have used it before in any context.
- Discuss with participants if their students, trainees, or colleagues have already used the concept of “gender” in any way in the educational context, and, if yes, which context(s).

Suggested solutions (matching texts with definitions): sometimes multiple solutions are possible. If participants choose 5, this represents a good opportunity to discuss the text in greater detail.

- 1 C**
- 2 D, G**
- 3 A, D, E, F**
- 4 B, E**
- 5**

2.2.2. Gender Socialization

This section contains various activities to encourage course participants to inquire into gender socialisation. Gender socialisation is said to start at birth, or even earlier, and formal education is one of the major institutional fields for learning how (not) to be a woman or a man. Gender socialisation in school happens through the official and the hidden curriculum, through school culture, and the formal and informal interactions between adults and children and among peers. Gender socialisation affects gender-conform and gender-nonconform people in particular ways. It is very important for teachers to be aware of the process of socialisation and to know how not only what they teach, but also how they communicate and behave with children may contribute to the process of creating gendered ways of being.

Some of the activities included here – as in other parts of this handbook – use drama techniques which rely on dramatizing personal experiences. In our experience, the active recall of memories about personal experiences connected to gender socialisation – or the very recognition that these memories are in fact connected to gender socialisation – can facilitate a deeper understanding of the phenomenon and raise awareness of it in the educational environment.

Some of the activities in this subchapter focus on boys and masculinities. When piloting the courses, we found that most gender-sensitive teaching materials focus on girls and the harmful stereotypes that affect girls. Less emphasis is placed on boys and their perceived or real difficulties in many of today's educational systems, at least in our region. Female teachers often feel powerless in relation to boys in different educational situations, and instead of "vilifying" them it is worth examining their gender socialisation as well. Moreover, in some countries, such as Hungary, girls' empowerment is not the focus of the official curriculum at all; educational content limits girls' choices to a few, rather stereotypical roles. We believe that the need for the empowerment of girls should be emphasized to teachers. We have included many activities in this handbook that engage with girls' perspectives and experiences of gendered inequalities in education.

We recommend four videos in the Videos section which can be used for working with the topic of gender socialisation: [Girl Toys vs. Boy Toys](#) (page 120), [The Best a Man Can Get](#) (page 121), [The Best Men Can Be](#) (page 122), and [American Male](#) (page 123).

The Sentences We Have Heard

40

Aim

To reflect on the process of one's own gender socialization and to analyze differences and similarities in men's and women's gender socialization.

Expected outcomes

Participants

- discover the influence of society on the formation of our personalities, especially as regards the two gender categories of male / female;
- realize that other gender identities may be neglected in our society;
- realize and analyze the pressures that society exerts on us as it recognizes us as men / women;
- realize how and by whom these pressures are reproduced in society;
- can name the qualities and skills that are demanded from women and men in society, and how these affect our personal and professional lives.

Working method

Discussion. Individual work. Group work. The activity is designed for at least four people. During the activity participants will be divided into working groups of 2–6 people.

Time

90 min

Preparation and material

Single colour sticky note packs;

Writing pen for all participants;

Blank flip chart papers on which to stick the sticky notes;

Flip chart markers;

Step-by-step list and questions for discussion written on flip chart paper.

Procedure

Sentence analysis (45 min)

- Hand out pencils and sticky note packs among the groups.
- Invite participants to take at least five sticky notes.
- Ask participants to individually recall the sentences they have often heard from others since childhood because they are men / women. The sentences may have been heard at home from their relatives, at school from teachers, classmates, at work etc. Emphasize that this exercise is about how we are recognized in society, not about the gender identity that we experience.
- Ask participants to write down the sentences on the sticky notes (one sentence per sticky note).
- Participants are welcome to take more sticky notes and share more than five sentences.
- After about five minutes, invite participants to form working groups of a maximum of six people called *Expectations about Women / Expectations about Men* and to use their sticky notes. Each group should receive a marker and blank flip chart paper on which to post their sentences.
- Invite participants to share their sentences in their group in the following way:
 - Share the sentences with others one by one.
 - Think about the feelings that those sentences evoked in you. Which sentences evoked strong emotions in you and why? What surprised you the most? What are you thinking about now? Share your thoughts with your group.
 - Think about connections between the sentences and try to sort them into different categories. Name the categories and select the sentence that represents them best. Which types of sentences are most numerous in your group? How can you explain this?
 - Present the categories to the other groups and share three important insights from the discussion.

Living statue of man and woman (30 min)

- Ask the groups to display their flip chart papers and then to look at the flip charts of the other groups and to read through all the sentences.
- Announce another activity in which participants will model a living statue of a man and a woman according to the sentences.
- Ask for two volunteers who will represent “live dough” (statues of a man and a woman).
- Invite other participants to split into two random groups, depending on which statue they want to work on.
- Give each group the appropriate flip chart paper with sentences. Ask them to create within 15 minutes a living statue of what a Man/Woman is supposed to be like, according to the sentences. Participants can model the statue either by touching and adjusting the volunteer to the desired position, or by demonstrating the position to the volunteer. The group can keep adjusting the statue until they are fully satisfied. The groups are also welcome to use costumes, such as skirts for women, or padded sleeves as a sign of men's muscles, etc.
- Completed statues will be shown side by side. Ask participants to look at the statues and describe how they see them, and how they understand them. Encourage the group with supporting questions. Is the statue vertical or horizontal? How much space does the statue need? Is the body of the statue closed or open? How do we understand these facts?

Reflection questions (15 min)

Ask participants to discuss the following questions in pairs:

- What expectations does society have towards me because it recognizes me as a woman/man?
- What expectations do we identify with, and which ones do we perceive as pressure? Why?
- What qualities (skills, behaviour) are referred to by the sentences we hear because society recognizes us as women/men? How can this be reflected in our personal or professional life?
- Why do we usually think only in binary female/male categories and ignore other gender identities? What are the consequences of this?
- Encourage the group to share some important thoughts with others.

Tip

In advance, prepare a number of sticky notes with sentences referring both to men and women. Some sentences may be repeated in different variations. If one of the groups contains fewer people than the other, provide them with these prepared sentences.

Alternative

Consider the gender division of the groups. First, let participants write down the sentences they have heard because they are recognized as men/women, and stick them on separate flip chart papers named *Expectations about Women / Expectations about Men*. Then ask participants to split and work in groups of 4–6.

By dividing the groups according to gender into the gender categories *Expectations about Women / Expectations about Men*, we may reach a better understanding that the pressure we feel as individuals is not only a personal problem, but a problem related to our society.

Comments from participants

They often told me to be obedient, not to say anything. Even today, it is still hard for me to say my opinion aloud. I am quiet, and I feel guilty. (a student)

I have realized that even I use many of those sentences and that they could be offensive and put pressure on people around me. (a student)

Examples of sentences**Sentences we have heard in relation to being recognized as men**

Boys don't cry.

Don't cry, you are a boy!

Do you seriously act in a theatre group...?!

You look like a girl.

There is a lack of teachers – be a teacher.

You want to be a teacher? You won't have any money!

As a man, you should have a driving licence.

You don't know anything about cars? What kind of a man are you?

This work is for women. How can you work like this?

Are you playing SIMs? Come on, it's for women!

You are a man, so help her!

It is okay for boys to be naughty.

A man should be determined.

You still don't know what to do in your life, and you're 25?

Sentences we have heard in relation to being recognized as women

You should behave like a lady.

Don't be hysterical like other women.

Girls should wear skirts.

You do not wear make-up? (Why don't you wear make-up?)

Straighten up!

You should be the one who is tidy.

You should learn how to cook, otherwise you will not get married.

You should do the ironing, you are a woman.

Go to your room and play with Barbies.

This is just for boys.

Boys will repair it.

You are not capable of doing that.

You don't want any children?!

Examples of the selected categories

Do not cry

Do not be like a girl

Household

Be a lady

Childhood Memories of Being Girls and Boys

Aim

To understand the notion and process of gender socialisation through personal experience.

Expected outcomes

Participants

- think through their childhood experiences of gender socialisation;
- relate their personal experiences to their fellow participants;
- think about different solutions to common situations in which their experiences of transgressing gender norms could be accepted or even rewarded by significant adults.

Working method

Group work. The activity works best with three or four groups of 3–5 people.

Time

60–90 min

Preparation and material

Printed list of questions for each participant OR list of questions on flip chart/board.

List of questions

1. What is your first memory of being aware that you are a girl/boy?
2. Try to recollect one or two situations or events from your childhood or youth when you behaved in a way you were expected to as a girl/boy.
3. Were you rewarded for this behaviour? If yes, by whom and how?
4. How did this make you feel and how did you react?
5. Try to recollect one or two situations or events from your childhood or youth when you *did not* behave in a way you were expected to as a girl/boy.
6. Were you sanctioned for this behaviour? If yes, by whom and how?
7. How did this make you feel and how did you react?

Procedure

- Divide participants into groups of 3–4.
- After groups have settled down together, give a list of questions to each participant. Ask them to read the questions first individually and think about them for a few minutes.
- After individual reflection, ask them to share their experiences and feelings in their small groups.
- Tell each group to select one story in which the participant behaved in accordance with gender role expectations and one where they transgressed such expectations.
- After each group has selected their stories to share, ask them to act them out, first with the original ending, and then with a different ending so that the gender stereotypes are subverted.
- Discuss the experience with the whole group.

Notes for trainers

1. Some participants may not want to share personal childhood experiences. Encourage them to share some stories by telling them that they don't have to be their own stories – they can talk about stories of people they know.
2. It is important to have the groups not only share some stories, but to act them out with two different endings and to share some reflections afterwards. Unless there is a severe time shortage, do not omit this part of the activity.
3. There may be transgender/non-binary/genderqueer and/or intersexual people in the group. It is very important that the activity gives them an opportunity to express themselves and share their experiences about this subject. Encourage them to share their feelings and experiences in their

group, and the group to reflect together about any shared or different experiences of growing up as a boy or girl, and about the social constraints and potential consequences of gender socialisation.

Source

Kövesi, Gy. & Rédai, D. (2014). *MM és gender. Elmélet és gyakorlatok az MM önkéntes óraadók képzéséhez.* [GKLP⁴ and gender. Theory and practical activities for the training of volunteer facilitators of the GKLP school program.] Labrisz Lesbian Association and Szimpozion Association.

Examples of stories shared and reworked by students at a course held by ELTE University

Group 1

Students acted out a story in which a girl at kindergarten had her nails polished, and the teacher told her that only adult women did that. Then the kids were playing in a garden and the girls occupied the pirate ship and the boys complained, and the teacher told the girls to give the ship over to the boys and find some toys for girls instead. In the alternative story, the teacher told the girl that her nails were really nice, but nail polishing was more appropriate for adults, but even without it they have nice hands and nails. Then the girls occupied the pirate ship and the boys came and started a fight which the girls won, so they remained on the ship.

Group 2

In the original story, there was a birthday party for small children and a boy wanted to play with a Barbie doll. The father came in, was upset, and told his son that a Barbie was a girls' toy that he shouldn't play with. In the alternative story, the father was supportive and told his son that he could play with anything he wanted to.

Group 3

In the original story there was a girl having Sunday lunch with her grandparents, and the grandfather asked her what her favourite school subject was. She said it was maths. The grandfather looked scornful, and said, "I hope you are also reading some literature". In the alternative story, the grandfather was supportive and encouraged the girl to study maths.

4/ GKLP stands for "Getting to Know LGBT People", which is a school program run by Labrisz Lesbian Association and Szimpozion Association in Hungary. www.melegsegesmegismeres.hu

Growing up to Be a Man – Brainstorming Jigsaw Puzzle Activity

Aim

To make teachers aware of current expectations towards teenage boys related to manliness/masculinity.

Expected outcomes

Participants

- become aware that teenage boys face many restrictive role expectations related to what society requires from men;
- are able to question the above expectations as exclusively valid, positive, or justified, and to argue for and foster a more diverse range of gender roles for boys in their teaching.

Working method

Individual work and group work. The activity can be used for any number of participants.

Time

15 min

Preparation and material

Print out and cut up a simple blank jigsaw puzzle pattern printed onto an A4 size sheet of paper, e.g. <https://www.dreamstime.com/stock-illustration-jigsaw-puzzle-blank-template-simple-image54840779>.

Cut out as many pieces as there are participants.

Procedure

- Explain that this exercise is about teenage boys and growing up to be a man.
- Give one blank jigsaw piece to each participant, and ask them to write on it one word or a phrase that answers the following question: What characteristic or type of behaviour is expected from adolescent boys in our society as they grow up to be men?
- After a few minutes of reflection, participants should individually write the chosen word(s) onto the puzzle piece.
- When all participants are finished, they should go to a single table where the puzzle pieces can be combined into one complete jigsaw puzzle.
- Read out what is written on each puzzle piece so that participants hear all the characteristics that have been identified.
- Ask participants which characteristics or types of behaviour they have written down, and why.
- Ask participants to discuss if other characteristics or behaviours could be encouraged in boys' education and socialization that would be in their own interest, and in the interest of others as well, including women.
- Let participants discuss what they could do as teachers to encourage boys to try out and accept in each other a wider, more differentiated range of characteristics and behaviours.

Notes for trainers

1. It is important to reflect on how in our patriarchal societies the gender roles associated with men are usually quite restrictive, heteronormative, and focused on self-assertion and the potential for violence against other men and women. Make sure that these aspects are touched upon in the discussion and that, if participants do not bring this up, an education and socialization process for boys that is free from violence would be a better alternative.

2. It may be mentioned that the above-mentioned characteristics associated with men are believed to complement those that are associated with women, which claim is often viewed positively. Ask participants whether there could or should be an overlap between female- and male-associated characteristics, and which of the two models would better support equality between women and men.

Aim

To draw attention to masculinity studies and the pedagogical literature about the differences between raising boys and girls.

Expected outcomes

Participants

- get to know about a few authors and research studies in the field of masculinity studies;
- analyse advertisements based on theories about masculinity and toxic masculinity;
- reflect on their own experiences with teaching boys and girls in an analytical way.

Working method

Lecture supported by video screenings, followed by discussion.

Time

20 min lecture, 3–4 min video screening, 15 min discussion.

Preparation and material

Presentation slides or free lecture, projector with loudspeaker to show advertisements.

Procedure

Give the presentation, show the two ads and initiate discussion.

Presentation

One slide-show ([Appendix 6](#), page 159 – open to other additions, e.g. new or national material, incl. pictures, as the facilitator sees fit):

Videos

Watch together two advertisements and campaigns by Gillette in two different years.

Ad 1. *The Best a Man Can Get* (1989) <https://www.youtube.com/watch?v=OAKVDCqVY6w>

Ad 2. *The Best Men Can Be* (2019) <https://www.youtube.com/watch?v=koPmuEyP3a0>

Discussion

Initiate the discussion by posing the following (or other) questions:

- Have you seen/do you remember these ads?
- What do you think about them?
- What kinds of roles do Ad 1 and Ad 2 show to men and women?
- Why are the two English slogans different? (In other languages they might be different.)
- What would you teach boys about being a real/good/just man?

Memories of School – Image Theatre

Aim

To reflect on the process of one's own gender socialization in school through personal stories, non-verbally.

Expected outcomes

Participants

- become aware of the process of their own gender socialization in school;
- understand the influence of schools as institutions on the formation of our personalities (in terms of gender);
- discuss selected problematic topics;
- strengthen their ability to deal with similar situations in practice.

Working method

Drama activity – Image Theater, individual work, group work. The activity is designed for at least four people.

In the Image Theater the spoken word recedes into the background, giving space to our understanding of the problem at sensory and emotional levels. Instead of words, participants express their personal experiences through still images. These still images will be exposed by their creators using the bodies of other participants. Emphasis is placed on developing other forms of cognition – through the body, facial expressions, distances, etc. At this emotional level, participants look back and then reflect (using words) on the explored topic.

Time

65–75 min

Preparation and material

None

Procedure

- Divide participants into groups of 4–6 people.
- Ask participants to share memories of school situations, from childhood to the present day, when they felt gender-related pressure. These should involve conflict situations.
- Tell participants that from now on they cannot talk to each other because the purpose of the activity is to look back at these memories differently, without using words.

Silent still image (10 min)

- One by one, participants express their situations through a still image without speaking, using other members of their group to create their sculpture.
 - They can shape them by touching or showing them their desired position or expression.
 - They can use as many group members as they want.
 - The creator can create their image realistically or abstractly. For example, they can add characters to the image to express feelings, etc.
 - The creator may or may not be part of the image.
- Ask participants
 - to empathise with the sculpture,
 - to remember the picture,
 - to consider the connection between other characters,
 - to imagine the feelings of the character they represent.
- Participants who are part of the sculpture can guess for themselves what the situation reminds them of.

What we think we were (15 min)

- After completing and demonstrating all still images in the group, tell participants that they can start talking, but according to the following rules:
 - Participants should discuss individual images one by one.
 - The creator of the image should always listen silently at first to the statements about their sculpture.
 - Others describe what they were experiencing, to whom they were connected, and share their thoughts about what the sculpture reminded them of.
 - After the thoughts of others have been heard, the creator of the sculpture explains the situation they were demonstrating.
 - The same process is repeated for the other images the group worked with.

The phase of sharing is an extremely valuable and rich moment for each of the still image creators because every one of us has a different perspective and can offer different interpretations of the image and the experiences of the characters in it. Therefore, others may see what was not visible to the creators at first sight.

Story selection (5 min)

- Invite participants to select one of the stories for the group and prepare a short scene from it in the form of Forum Theater.
- Remind participants that the scene must end just before the main character of the story begins to solve the situation.

Forum Theatre (20 min)

- One group acts out the scene for the other group.
- Then, participants of the second group can enter the role of the main character and offer a variety of alternative ways of dealing with the situation. Instructions for Forum Theater can be found on page 78 ([Activity Homophobic Bullying](#)).

Reflection questions (15 min)

- How do schools participate in reproducing gender stereotypes?
- How have educational institutions and the school environment influenced me and my gender socialization?
- What can I do as a teacher to prevent the reproduction of gender stereotypes in the school environment?

Examples of stories shared by students on the course held by Masaryk University

A university teacher is humiliating students during the lesson with inappropriate/discriminative comments.

Classmates are mocking a girl. According to them, her clothes are not girly enough.

Tip

The exploration of the selected situation/topic can be enriched by the following techniques. On the basis of this exploration, we invite participants to stay in the same groups and create a Forum Theater scene. The starting point of each following technique is the original still image chosen by the group. Each group works in parallel, applying a different technique, and they do not see what the other groups are doing. Because part of the group may not be included in the image, we call those individuals who form the image "players". The other members of the group are outside observers.

Slow motion of the characters in the image (5 min)

- Each player has their own character in the still image.
- Ask the players to think for themselves what their character wants to achieve in the image.
- Upon clapping, all the players in the image suddenly begin to move in slow motion to achieve what they want. No talking, no sound. Participants tend to accelerate their movements. It is necessary to warn them that their movement should be really slow. Through movement, the dynamics of the relationships between the characters begin to emerge.
 - Remind the players that they have to react to each other, but in a way that each of them enforces their will.
 - After about two minutes, finish the action by clapping.

- Invite participants to share within their group what was interesting in terms of their character, and from outside observers in the context of the explored topic.

Characters' monologues (5 min)

- Upon clapping, all the characters in the image suddenly start a monologue with themselves. The purpose of this technique is also to specify the intentions of individual characters and to lay the basis for their actions through words.
- After about two minutes, finish the action by clapping. Invite participants to share within their group what was interesting for them in terms of their character, and from outside observers in the context of the explored topic.

Dialogues between characters (10 min)

- Upon clapping, all the actors start dialogues in pairs. They refer to the story, and comment and argue about it in various ways. The aim for each character in the still image is to meet every character and clarify their relationship in the image.
- Around five minutes later, finish the action by clapping.
- Invite participants to share within their group what was interesting for them in terms of their character, and from outside observers in the context of the examined topic.
- Ask participants to use relevant sentences from the dialogues in the following step, to create the Forum Theater scene.

Be aware

Drama education activities work with body and physical touch. Prior to any drama education activity, always inform participants about the fact that their participation is voluntary. If anyone feels uncomfortable they do not have to be directly involved, but may remain an active observer who watches and reflects on the entire creation process.

2.3 GENDER (IN)EQUALITY IN SCHOOL

2.3.1 School in Society, Society in School

School education does not take place in a vacuum but is embedded in society and is therefore explicitly and implicitly influenced and shaped by a number of different social structures, institutions, and actors. With regard to gender socialization, the social embeddedness of education may be traced, among other ways, in the relevant gender-related value systems of educational actors (e.g. whether pupils experience role-sharing in their families according to gender stereotypes), the relation between hidden and explicit curricula and gender socialization and gender stereotypes, and the presence or lack of effort in schools to counteract negative phenomena and processes with a view to promoting gender equality in society (e.g. whether schools address the often negative influence of the media, the internet, and social media on gender-related issues). Activities in this chapter encourage teachers to take stock of the above factors and to reflect on their institutions' and their own beliefs and practices about the issue to strengthen a critical and conscious approach that can positively influence the impact schools have on the realization of gender equality.

Societal Factors Inside and Outside Schools

Aim

Participants reflect on how schools are embedded in society, and what societal factors impact schools, especially from a gendered point of view.

Expected outcomes

Participants

- think about different important societal factors inside and outside schools, such as actors, institutions, the legislative framework, etc. that have an impact on schools and education;
- share and synthesize their experiences with each other about the societal embeddedness of schools and education, with a focus on the gender aspects of these influences.

Working method

Group work and plenary discussion. The activity can be used for any number of participants.

Time

30–40 min (depending on the size of the group)

Preparation and material

Blank flip chart or other large-size paper for participants to draw and take notes;

Sticky paper notes;

Different coloured felt-tip pens and pens.

Procedure

- Demonstrate the task by drawing a schematic school building on flip chart paper (this can be prepared in advance) and by writing down the names of a few people/actors, institutions, and laws that impact school and education, and the interaction between the two spheres – e.g. people, actors in school (e.g. pupils, teachers, social workers, psychologists, etc.), outside school (e.g. parents, police, counsellors, social workers, etc.), and institutions and other factors in society (e.g. Hungarian society, ministries, central education administration, churches, internet, popular culture, including pornography, etc.).
- Ask participants to form groups, to discuss their experience with the following questions and to make a similar drawing on flip chart paper, marking the factors outside and inside the school:
 - Which are the most important societal factors (e.g. actors, institutions, laws, etc.) that have an impact on schools and education?
 - What gendered phenomena, expectations, conflicts, questions and problems may be raised by these different factors and actors in- and outside of schools? (Topics that may emerge may include domestic violence, divorce of parents, hypersexualized pop culture, online harassment, exclusion because of poverty, overburdened teachers, new curricula, sexual relationships between teachers and students, etc.)
 - How are teachers and schools expected to deal with these factors?
- In the plenary, ask each group to summarize their findings, then conduct a comparison and discussion, focusing on gender aspects.

Gender Stereotypes in School – Sociodrama Giving Voice Method

Aim

To reflect on the unspoken realities behind interactions in relation to gender.

To reflect on how social position can influence one's own thoughts and actions and interactions in relation to gender.

Expected outcomes

Participants

- discover the influence of society on the formation of our opinions and actions in relation to gender;
- understand how actions and opinions are related to different social positions;
- reflect on their own and others' social position and how this might influence social interactions;
- realize how education and schooling are embedded in society and in social structures.

Working method

Drama activity, discussion

Time

40 min

Preparation and material

Appropriate space for a drama scene and interventions;

Board and markers if there are some lessons that the trainer wants to highlight by writing them on the board during discussion.

Procedure

- Read the following story: (9–10-year-old pupils in the school playground) *A girl is playing football with boys in the playground, and a teacher is commenting on the scene to a colleague: "Her mother doesn't allow her to go to soccer training because it is not 'a girls' activity', although I have tried to talk with her several times. The boys accept her, but they tell me 'it's a shame for us 'cause she makes us look like noobs.'" Suddenly, the football playing girl becomes a bit aggressive. The teacher admonishes her: "Just do it in a feminine way!"*
- Describe the context: this school is near a "ghetto-like district", and the students are from very poor Roma families.
- Ask some students to represent the main roles in the scene in a still image: the teacher, the girl, the teacher, the boys (and maybe other pupils playing something else).
- Ask participants to give voice to the different individuals by touching their shoulder with one hand, and asking them to form sentences in the first person singular. Explain that they can express:
 - a) something that they didn't say in the original scene, but they could say loudly if we imagined the scene in a different way;
 - b) something that they wouldn't say loudly, but they might think;
 - c) something that they might not dare to think, or might not be able to express, but which we think might convey their motivation;
 - d) something that they might not think, but which gives voice to their particular social position: a thought related to their social position that represents the influence of society.
- Let participants give voice to the individuals in the still scene (even those who are standing can give voice to each other and even to themselves).
- Encourage as many voices as possible, and tell participants that it is not a problem if they give contradictory voices to the same person.
- You can also offer examples of speech acts to the different categories, for example:
 - a) to one of the boys who is playing football: "Teacher! She is aggressive! She is not behaving like a good girl!"

- b) to the teacher: "I am really tired of these backward parents."
- c) to one of the boys: "In the beginning it was strange that this girl was always playing football with us, but now I have got used to it, and I've also accepted that she is better than me. It's kinda cool."
- d) to the teacher: "I really feel very progressive and cool because I am promoting this girl's equal participation in sport." or "I really feel very progressive and cool because I am promoting this girl's equal participation in sports."
- e) to the girl: "I like playing football, and I feel I can achieve something with this game, while in other parts of my life I am not successful."
- f) to the teacher: "As a middle-class liberal intellectual I have to accept this girl's choice, but in reality I have a lot of biases too about 'womanly behaviour'."
- When there are no other sentences from participants, dissolve this scene and ask two participants to create a scene in which the girl's mother and the teacher meet, and the teacher would like to convince the mother to let the girl go to football classes.
- Participants start the scene, and the trainer stops it at a certain point (with a clap of the hands). Then ask participants to give voice to the two persons (they can give voice to each other and to themselves, too).
- They can continue the scene, and you can stop it again.
- After the two scenes, facilitate a group discussion about the social positions of the different individuals in the scene, and how this influences their action and opinions, and about how gender stereotypes might be similar and different (at the same time) in different social contexts.

Tip

- This technique is part of the complex method of sociodrama, but it can be used by those who are not experts at sociodrama but are familiar with some drama techniques. It is good if participants have started to reflect on social issues concerning gender before this task, and have also done some introductory exercises that help them to act and use drama techniques.
- If participants are reluctant to play the roles, they can be statues in the second scene, too. Later, it is good to facilitate their more active involvement.
- Do not intervene in too many sentences: during the discussion you might raise other potential thoughts, but during the scene just give some examples, and let participants speak.

Variations

In the second scene, after some participants have spoken, you can give the option to participants to replace the teacher or the mother. The scene will continue with the new person. It is especially useful to facilitate the replacement of the teacher. Participants might try different ways of communicating/finding solutions, and the other person should act and react based on how they feel in that situation. Do not let replace both persons at the same time. Later, during the discussion, it is important to ask what the other participant felt with regard to the different ways of solving the problem.

Be aware

This exercise should follow some other introductory activities that help participants open up to each other and to act in a short scene. It is also useful if some conversation about social position and its influence on our views and actions precedes this activity.

Comments of participants

"It was good to think in a complex way about things that remain unsaid." (a student)

"There are so many unsaid things in a situation." (a student)

"Through giving voice we could look into everybody's head." (a student)

"We 'talked' about things other than those we were actually talking about." (a student)

2.3.2 Gender-sensitive Teaching

While the school environment, extra-curricular activities, and activities outside regular classes (breaks, lunches, etc.) are very important areas in terms of gender inequality in schools, the main educational activities are held in the classroom. Classes are generally related to school subjects. The learning content of school subjects is important for developing gender sensitivity, but even if the former contains just a few or no elements for this purpose, the teacher has a lot of opportunities to facilitate classroom activities and students' learning process through being sensitive to gender issues, which can also help students develop similar sensitivity. Lesson planning is necessary for professional teaching, and it is also needed for more reflective and conscious gender-sensitive teaching.

Teaching in a gender-sensitive way may happen in different modes and on different levels:

- the (main) content of the class(es) may be explicitly related to gender issues: women in history or literature, the biology of the different sexes, etc.;
- gender-related issues can appear in relation to other topics (reflection on the role of women at certain events, reflection on power issues between men and women in a piece of literature, mentions of the role of women scientists in relation to important scientific findings, etc.);
- the teacher may pay attention to being inclusive and gender sensitive in relation to different aspects of the curriculum: for example, by not reinforcing or avoiding certain stereotypes (e.g. men are rational, women emotional); in verbal maths exercises, women are also included in non-stereotypical ways;
- the teacher may pay attention to textbooks as these can transmit stereotypical images of men and women and convey messages about what is and what is not supposed to be visible to pupils;
- the teacher may pay attention to the language they use when communicating with pupils;
- regarding methods, the teacher may avoid gender stereotypes (e.g. by not always giving boys the role of leaders of group work);
- regarding methods, the teacher may apply the principles of feminist teaching by reflecting on power relations, allowing everyone a voice, etc.

During lesson planning, the teacher may consider the different potential levels and dimensions of gender sensitivity according to the topic and the subject. There will be different opportunities for this in a physical education class that involves running exercises than in a biology class about chromosomes. However, in every class it is possible to implement some elements of gender sensitivity (especially the last three aspects mentioned above), independent of the topic or subject. Sometimes this sensitivity will only be indirect – for example, included in the methods used by the teacher. Nevertheless, it is very useful to deliberately include the dimension of gender sensitivity into teaching at the phase of planning.

Besides the traditional subject areas, gender-sensitive teaching might be implemented in so-called homeroom classes (not present in every country), in sex education classes, and in extra-curricular activities.

In this chapter you will find activities about how to integrate a gender perspective into individual school subjects, then activities for gender-sensitive lesson planning, gender-fair language, analysing gender stereotypes in textbooks, practising reactions from the position of a gender-sensitive teacher, sex education, and the principles of gender-sensitive education, and feminist pedagogy. It also includes an activity that provides participants with additional resources to develop their gender sensitivity.

School Subjects Through a Gender Lens 1

Aim

To familiarize participants with various teaching materials (texts, brochures, films, videos, cartoons, etc.) for gender-sensitive teaching, as well as with key questions for supporting their lesson planning according to gender-sensitive criteria.

Expected outcomes

Participants

- are aware of the hidden curriculum in teaching materials;
- know the different fields of gender-sensitive education;
- consider that paying attention to gender-related dimensions (gender equality) in educational planning is important;
- are able to construct educational (learning) goals as outcomes (competencies) with attention to gender issues in terms of content and methods;
- have concrete ideas/plans for their own gender-sensitive lesson planning;
- are aware of the impact of gender-sensitive vocational training.

Working method

Individual work, presentation

Time

90 min

Preparation and material

Prepare posters with groups of subjects, such as

- Language / Literature
- History, Social Studies and Political Education / Geography and Economics
- Biology and Environmental Protection / Chemistry / Physics / Mathematics
- Music Education / Art Education/ Design: Technical Textile
- Movement and Sports
- Career Guidance / Household Economics and Nutrition

Each poster should contain ideas about gender-related topics in the given subject – for suggested ideas, see [Appendix 7](#) (page 160).

Provide markers.

Using a separate table for each poster is ideal.

In addition, collect gender-sensitive materials (texts, brochures, cartoons, etc.) for the subjects and place them on the tables. For materials available online (films, videos, music and others) provide a laptop and internet access.

Procedure

Presenting the task in class (5 min)

- Briefly introduce the different posters and tables.
- Ask participants to walk from poster to poster and add ideas.
- Ask them to browse the prepared materials.

Reading, commenting and browsing posters and materials (45 min)

Participants read and add to the posters, and browse the prepared materials.

Presentation of findings, ideas, and questions (40 min)

Ask participants to present their comments and ideas about gender-sensitive lesson planning.

Ask participants to present an idea or teaching material (or a film, a video, music) that they particularly like.

Tip

The discussion should also address the reasons why the implementation of ideas could fail.

Alternative

You can also suggest starting a Google document in which you can enter all the ideas, to which everybody can contribute.

School Subjects Through a Gender Lens 2

Aim

Learn to take into account gender issues in the subject matter of individual school subjects.

Expected outcomes

Thanks to the activity, participants will:

- be able to propose and prepare activities to be included in the teaching of subjects with the aim of enhancing gender sensitivity in the subject curricula.

Working method

Group work and discussion. The activity can be used for ten or more participants.

Time

60 min

Preparation and material

Blank sheets of paper (same size as the flip chart), markers.

Procedure

- Find out what subjects participants teach at school.
- On blank sheets of paper write down the names of the subjects that participants teach. Some subjects that are similar can be clustered under one category (e.g. natural sciences).
- Distribute the sheets of paper to individual tables.
- Find volunteers to take on the role of a moderator for each discussion table.
- Invite other participants to join any discussion table. Pay attention to having an even distribution of participants at discussion tables.
- Ask participants to reflect in groups at tables on how to include concrete topics or activities related to gender into the teaching of individual subjects.
- After 15 minutes of discussion, ask participants to move freely to a different discussion table; moderators remain seated at their tables. Again, pay attention to ensuring an even distribution of participants at discussion tables.
- Ask the moderator to sum up the preceding discussion to newcomers, and ask the groups to look for more activities/topics.
- After 15 minutes, encourage participants to change discussion tables once again. Repeat the procedure.
- At the end, ask the moderators of all discussion tables to present their outputs to all participants.

Gender-sensitive Lesson Planning

Aim

To understand the importance of gender-sensitive teaching and its planning;
To reflect on the elements of gender sensitivity in teaching;
To develop skills for educational planning that is gender sensitive.

Expected outcomes

Participants

- become aware of the importance of gender-sensitive teaching and lesson/educational planning;
- will be able to understand the dimensions of gender sensitivity in teaching;
- will be able to plan gender-sensitive educational activities.

Working method

Presentation, group work, individual work, whole-group discussion

Time

70–90 min

Preparation and material

Sheets for planning ([Appendix 8](#), page 164);
Board or flip chart with markers.

Procedure

- Introduce the topic of gender-sensitive educational planning by asking participants how educational activities can be gender-sensitive.
- If they have had as a previous task some kind of analysis (textbook analysis, classroom activity observation, environment observation) (see [Chapter 2.4.](#)), make a reference to the results of this, or you can have a discussion about the results right before this task.
- Take the examples of different educational activities (normal class, out-of-class activity, sex education, homeroom class) and ask participants in small groups to make a list of criteria concerning how that activity can be gender-sensitive.
- List the criteria on the board for each activity (there will probably be a lot of common ones). Try to include different aspects: content, methods (cf. feminist pedagogy on page 72), organization of work (the role of boys and girls, group composition), teachers' behaviour, attention to pupils' different needs, inclusiveness of LGBTIQ* people, etc.
- Explain that it is important to incorporate gender sensitivity into the planning of these activities. Not all the elements can be planned in advance in a detailed way (for example, teachers' behaviour is more related to what is actually happening in class), but the majority of the dimensions can be included in the plan.
- Present the importance and ways of planning educational activities. There are a lot of models of educational planning. Here, we can use a simple model which contains goals, methods, activities, and tools. Present the different sheets, and ask participants if it is clear what they should write under the different titles. (Probably the teachers and at least some of the students of teacher training have already had some experience of educational planning and can help others.)
- Divide participants into groups of 3–5, possibly according to their interests and topics. If they (will) teach very different subjects, those who would like to prepare the subject lesson plan can find a common transversal topic (participants in the same group should at least all work in either the sciences or humanities).
- Participants work in groups and prepare the sheets. Everyone writes down what they have agreed upon in the group.

- After the group work, they learn about each other's work (see Alternatives).
- Facilitate discussion about the lessons of gender-sensitive education lesson planning, and add your thoughts and ideas. Return to the list of criteria on the board, and check as a group if the plans conform to them.

Tip

This activity should be implemented towards the end of the course, or at least in the second part, because participants should already understand some concepts concerning gender-sensitive education.

Alternatives

After group work, participants can simply present their group work to the whole group, but it is better to use a more interactive method; for example:

- "Two stay, two go": two (randomly selected) participants remain in the group while the others (1–3 participants) go to another group and present their plans to each other in this newly formed group. Then the same individuals go to another group and do the same, until everyone has heard a presentation from every group.
- Jigsaw method: everyone in the group should be prepared to talk about their plan to others. After group work, they form new groups in which they represent the former group they were in. Participants present plans to each other in the newly formed groups (2–3 minutes for everyone).

If you have less time, you can present or distribute a list of criteria for gender-sensitive educational activities.

Be aware

If participants are not expert teachers, they might have problems with planning appropriately. They might not be able to formulate adequate educational objectives, for example. If this is the case, you can help them with some suggestions, but the focus should be on the gender-sensitive nature of planning – the aim of this exercise is not to teach participants to plan educational activities. It is more important that the plans they elaborate are gender-sensitive.

This activity was created and used in Austria. In German, there are three grammatical genders (male, female and neutral) and generic masculine is commonly used. However, it is also possible to use the female form for a female person. For example, instead of using the single word 'teacher' which doesn't indicate the teacher's sex, in German one says *Lehrer* for male teachers and *Lehrerin* for female teachers.

We describe the activity underneath (with English sources), but you as a trainer should decide which components are usable in your language.

Aim

To raise participants' awareness of the importance of gender-fair language by means of a creative approach.

Expected outcomes

Participants

- can express themselves in a creative way, which may reduce resistance to the topic;
- become acquainted with research findings about the impact of gender-fair language;
- may later use some of the group work or the video in class.

Working method

Group work, presentation, discussion, video. The activity is designed for 12–18 people. During the activity, participants will be split into working groups of 4–6 people.

Time

120 min

Preparation and material

- A copy of the article "Two Western Journalists Killed In Syria Shelling" for each participant: <https://www.nytimes.com/2012/02/23/world/middleeast/marie-colvin-and-remi-ochlik-journalists-killed-in-syria.html> (in group size);
- A copy of the poem "Questions of a Reading Workman" for each participant: <https://lyricstranslate.com/en/fragen-eines-lesenden-arbeiters-questions-reading-workman.html> ["Fragen eines lesenden Arbeiters];
- Short studies about language and gender (e.g. "Does Gender-Fair Language Pay Off? The Social Perception of Professions from a Cross-Linguistic Perspective": <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4720790>; What's in a pronoun? Why gender-fair language matters: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5774006>) (one copy for each participant);
- Paper with sentences in gender-non-fair language (for each participant);
- Brochures about gender-fair language (for each participant);
- Coloured pencils and pens;
- Blank paper for each participant;
- Compilation of legislation concerning linguistic equality (national, international, with regard to education/school, working environment,...) to be shown via computer (projector, internet connection).

Procedure

Group work (80 min)

- Invite participants to choose one of three group tasks (for the description of group work, see below).
- Hand the prepared material to the groups and ask each group to choose a moderator.
- Tell each group that they have 30 minutes to work together and that they should decide who will present their findings, and how.
- For the presentation of the group work, ask all participants to stand around the group's table to explain what participants did (invite them to show their pictures, read the original poem and the written poem, etc.) and what their findings were. Also, ask how easy/hard/enjoyable it was

to complete the task.

- Go to the next table. Repeat this until every group has presented its task and outcome.
- Give participants time to ask questions about the activities and give their opinion about the tasks.

Input I (30 min)

- Show the video *Inspiring the Future – Redraw the Balance* (page 124) and invite participants to share their thoughts about this video and the importance of gender-fair language.

Input II (10 min)

- To finish this unit, present the main legal documents concerning linguistic equality via PowerPoint presentation: for instance, from the Council of Europe and UNESCO (of international relevance), from the Ministry of Education (of national relevance concerning education/school), and/or any specifications for gender equality in job advertisements concerning the working environment.

Description of group work

- **Group “Journalists”**: Ask participants to draw a picture for the newspaper heading “Two Western Journalists Killed in Syria Shelling” (or – if they prefer not to draw – write short curriculum vitae for the journalists). Afterwards, participants should read the article and discuss if it was surprising for them that the journalists were a female correspondent and a male photographer. If there is still time, ask participants to read an article (e.g. a summary of “Does Gender-Fair Language Pay Off? The Social Perception of Professions from a Cross-Linguistic Perspective”) and prepare their findings for a whole-group discussion.
- **Group “Poem”**: Ask participants to read a poem from Bertolt Brecht called “Questions of a Reading Workman” and to discuss if and how women are represented/visible in the poem. As a second step participants can rewrite the poem in a way that the intention of the author is preserved, but (more) women are mentioned. If there is still time, ask participants to read an article (e.g. “What’s in a pronoun? Why gender-fair language matters”) and prepare their findings for whole-group discussion.
- **Group “Gender-sensitive language”**: Ask participants to look through brochures about gender-fair language and present the findings. Give them the paper with some sentences in a gender-non-fair language and invite them to reformulate them into gender-fair language.

Tip

Sometimes some groups need much more time than others: to prepare for this scenario, prepare more copies of the articles and ask participants to read them while they are waiting for other groups to finish.

Checking Textbooks for Gender Bias

Aim

To raise awareness of the representation of gender in textbooks, to support teachers in selecting their teaching materials from a gender-sensitive point of view, and optionally also pupils in dealing with inequality, gender-specific roles, and discrimination.

Expected outcomes

Participants

- become aware of the “hidden curriculum” and discrimination in textbooks and teaching materials by carrying out textbook analysis themselves;
- get to know good practice regarding gender-fair textbooks;
- recognise what textbooks implicitly and explicitly say about gender, sexuality, and gender relations;
- are able to analyse how gender is defined theoretically and conceptually in textbooks and teaching materials;
- develop ideas about norm-critical and non-discriminatory formulations, and reflect on work with critical text passages and ideas to stimulate pupils and students to deal with topics of anti-discrimination in diverse media, and especially in teaching materials;
- know how to choose adequate teaching materials.

Working method

Group work (2–4 people), presentation, discussion

Time

60–90 min (depending on the number of participants, the number of books that are analysed and the number of guiding questions)

Preparation and material

List of guiding questions for textbook analysis;

A selection of textbooks;

Or: ask participants to bring in one or two textbooks they had in school as pupils, or which they are working with as teachers, or which they plan to use as teachers.

Procedure

Presentation of exercise (5 min)

- Talk about the crucial role of textbooks.
- Go more into detail about the two issues that are worth being analysed: first, pictures and the people presented therein, and second, texts, content, and language.
- Present the textbooks you and/or the participants have brought in and ask them to form groups of 2, 3 or 4 and choose one or two books for their analysis.

Group work (30 to 45 min)

- Instructions for group work: Choose one or two textbooks and analyse it/them using the following criteria.⁵ You can use three different colours for marking content: not fulfilled (red), partly fulfilled (yellow), fulfilled (green). Collect examples of each of these types of content, and assess in the same way some of the following criteria:

5/ This is a slightly revised version of Hladschik's (2015) text; for more criteria, please refer to the original text.

Historical background / society:

- The textbook addresses the historical struggle of different social groups for their rights on an international, and a national basis.
- The textbook describes and explains the historical background to various forms of discrimination.
- The textbook doesn't address certain social groups as "problems" and there is no systematic "problematisation" of certain characteristics / identity-creating traits.
- The textbook doesn't (only) moralize and call for respect, but refers to legal norms (concerning gender and sexual orientation).

Modes of behaviour, ways of living:

- The textbook shows children and adults engaged in diverse, not only stereotyped activities; with diverse, not only stereotyped characteristics, emotions, and modes of behaviour; people are likewise acting actively and passively in their daily lives and their leisure time; they have interesting and diverse hobbies and sports-related interests. Non-stereotypical behaviour is shown in a value-free or positive way.
- The textbook addresses the topic of social realities and shows the broad variety of forms of family (mixed couples, patchwork families, homosexual partnerships, single parents, families with one or more children, extended families etc.).

Work:

- Pupils and students can find diverse role models for their future job opportunities.
- The textbook stimulates the (self-) reflection of students with regard to atypical vocational/ professional development.
- The textbook shows people of all genders equally in leading positions and different hierarchical positions.
- The textbook addresses the different valuation of jobs (in terms of payment and prestige) from a gender perspective. The gendered segregation of the labour market is addressed.
- Gender-related challenges of the labour market are addressed (career opportunities, gender pay gap, compatibility of job and family, part-time jobs etc.).
- Housework is done by people of all genders.

Society:

- The textbook addresses the participation of girls and women in public space and public life (e.g. citizens' groups, political parties, parent representatives in school, class representatives).
- The textbook addresses different forms of violence and discusses alternatives, counterstrategies, and conflict resolution.
- The textbook describes and explains the historical background of gender-related discrimination.

Sexual Orientation:

- The textbook states that all forms of sexual identity should be respected. The textbook doesn't directly discriminate against certain forms of partnerships such as same-sex partnerships.
- The textbook informs the reader about sexual orientation and gender identity in an objective way.
- Sexual behaviour is not stereotyped.
- The textbook overcomes the binary system of gender (male/female) and includes, for example, pictures of people who cannot be "classified" as female or male at first sight.
- The textbook doesn't reduce sexuality to a biological function for reproduction, but also mentions related socio-cultural aspects.
- The textbook offers positive opportunities for identification.

Illustrations:

- The illustrations do not contradict the message of the text.
- The illustrations do not reinforce stereotypes and prejudices (as apparent from clothing, hairstyle, colours, hobbies, jobs, characteristics, emotions, ...).

Presentation of teamwork and discussion (20–30 min)

Ask participants/groups to present examples of each of their attempts at content classification (the coloured highlights), including for some of the criteria under analysis.

Alternative(s)

This activity can also be given as a homework assignment/out-of-class activity (Chapter 2.4 – Textbook Analysis (page 98)).

As a teacher, carry out this exercise with your pupils in class.

For a shorter activity, ask participants to analyze books by answering the following questions:

- How are men, women, and other genders represented in textbooks?
- What ideas about the world of men, women, and other genders do these textbooks convey?
- What can pupils/students read between the lines about the arrangement/structure of society from the perspective of women and men?
- What influence do these textbooks have on pupils/students?

In a second step, ask participants to look for examples of gender-sensitive textbooks and to share their findings.

Source

Hladschik, P. (2015). *Guidelines on how to identify Discrimination in Textbooks, focusing on Gender and sexual Orientation*. https://bim.lbg.ac.at/sites/files/bim/attachments/normallydifferent_-_identify_discrimination3.pdf

Gender-sensitive Teacher Acting in School – Improvisation

Aim

To address gender stereotypes in school by formulating arguments in favour of gender-sensitive education.

Expected outcomes

Through the improvisation of model situations, participants

- strengthen their ability to respond to gender stereotypes and advocate a gender-sensitive approach to teaching;
- practise communication with pupils, colleagues, and parents;
- create a stock of arguments for school situations in which they face gender stereotypes.

Working method

Drama activity – improvisation, pairwork, group work, and whole-group discussion.

Improvisation is one of the basic methods of drama in education that uses unprepared acting as an element of play. Many forms of improvisation deliberately put actors into certain roles and induce dramatic situations. This encourages participants in their roles to reflect on the causes of the situation, to adopt certain attitudes, and to try to handle situations. This kind of improvisation aims to support the personal and social development of the participants.

Time

45 min

Preparation and material

Cards with situations to be improvised for each pair;
Printed instructions for the trainer.

Procedure

- Divide the group into pairs. The pair will improvise the situation. One of them takes the role of a gender-sensitive teacher, while the other one takes the role specified on the card.
- Give one of the pair a card with a role on, and the other one a sentence that will start the improvisation. Let them read the cards just to themselves.
- Improvisation always begins with the trainer reading out the situation, then one of the pair reading out the sentence on the card. Improvisation ends when the trainer claps.
- Before starting the improvisation, explain that the task for the participant in the role of a gender-sensitive teacher is to find and formulate arguments from the position of a gender-sensitive teacher in the scene. The task for the other participant is to find counter-arguments. Both players have to accept and respond to what the other says. Their task is to create a dialogue/scene. It is important that they understand each other's views.
- Read out the situation for the whole group.
- Start the improvisation by clapping.
- For about two minutes, let the pair argue. The dialogue starts with the sentence on the card. End the improvisation by clapping.
- Let the pair discuss the strong arguments on both sides.
- Then the pair shares these strong arguments with the group.
- Now the roles change: the other member of the pair is the gender-sensitive teacher. Repeat the whole procedure with new cards.
- Change the pairs after two improvisations to inspire each other through dealing with different situations and new arguments.

Situations for cards:

Try to respond as a gender-sensitive teacher in the presented situation.

1. The trainer reads out the following: One of you is a gender-sensitive teacher, and the other is Martin, a pupil in year seven of primary school. Martin is not afraid to say out loud what he thinks. You are in the kitchen classroom and the cooking class is now over for everyone. The teacher asks the boys who are about to leave to help clean up the classroom. Martin answers...
Sentence to start the improvisation: Year-7 pupil Martin: *"But this is a girl's job!"*⁶

2. The trainer reads out: One of you is a gender-sensitive primary teacher, and the other is a parent of a pupil. The day after a sex-education lesson, you meet a dissatisfied parent who comes to you with the words...
Sentence to start the improvisation: Parent *"What nonsense are you telling them! That two mothers or two fathers can raise a child! We have traditional beliefs in our family, and I strongly disagree with what you say!"*

3. The trainer reads out: One of you is a gender-sensitive teacher, and the other is your colleague Mathis, who has ten years' experience teaching at primary school. You sit together in the office and often talk during breaks. One lunch break your colleague complains...
Sentence to start the improvisation: Colleague Mathis: *"Last night I reviewed the mid-term tests and had to give two fours (or "D's"). Petra tried hard, but what can you do if girls don't have the brains for maths? Daniel also got a four ("B"), he'd probably had a bad day."*⁷

4. The trainer reads out: One of you is a gender-sensitive teacher, the other is Martina, a fifth year pupil in a primary school. During the physical education lesson for the whole class the teacher suggests playing football. Some girls don't really like the idea and they start talking to each other. Martina makes the following suggestion aloud...
Sentence to start the improvisation: Year-5 pupil Martina: *"Can't we just do a girl's sport? Like gymnastics?"*

Reflection questions

How did you feel during the improvisation?

How did you manage to respond as a gender-sensitive teacher?

Which of your gender-sensitive teacher arguments were difficult for your pair to respond to?

Which of the counter-arguments were difficult for you to respond to as a gender-sensitive teacher, and why?

Which counter-arguments were easy for you to respond to as a gender-sensitive teacher, and why?

Quotes from participants

I'm glad that I could try to argue. I would like to continue this activity and try out more situations.
(a student)

6/ Inspired by Jarkovská (2013).

7/ Inspired by Babanová & Miškolci (2007).

In the Sex Education Class – Teacher in the Role

Sex education is a highly contested area of teaching and learning in most countries in Europe and globally. It is debated whether schools or families should provide sex education, and, if schools do it, within what kind of framework, by whom, and from what age. Teachers often find it difficult or embarrassing to talk about sexuality with students. School-based sex education is often delivered within a medical or moral/religious framework, in which young people are not considered to be sexual agents in their own right but either as sexually 'innocent' children or irresponsible or immoral youth 'at risk' of sexually transmitted infections or teen pregnancy. In a medical framework, sex education is often reduced to providing biological-physiological information about the reproductive organs and pregnancy prevention methods, while the relationship and communication aspects of sexuality and the topic of sexual pleasure are neglected. Moral/religious sex education does focus on relationships, but often pressures young people not to explore their sexuality and to feel guilty about sexual desires or activities. Sex education is most often heteronormative and ignores young people's racial/ethnic, class, cultural and religious backgrounds, and thus it does not address a lot of young people's real-life experiences and concerns about sexuality. Sex education also often does not address relationship violence, domestic violence, and school-related gender-based and sexual violence, and thus leaves young people (especially, but not only girls) exposed to it without giving them knowledge or references to the help that is available. These are some of the main issues for young people to handle, and can be thematized through the following drama activity.

Aim

To act out a sex education class and raise issues of sex education for discussion. To discuss and clarify ideas about sex education.

Expected outcomes

Participants

- gain insights about a typical sex education class in a secondary school;
- reflect on and discuss issues related to sex education;
- think about their approaches and methodological ideas about sex education.

Working method

Drama activity, group work. The activity can be used for any number of participants.

Time

45–60 min

Preparation and material

None

Procedure

- Ask participants to sit in a circle and imagine they are students in a secondary school lesson who are having a sex education class. The trainer who is familiar with issues about sex education will play the teacher.
- Give some of the participants roles to play; for example, a sexually experienced macho boy; a sexually experienced girl who is called a 'slut'; an immature boy who is trying to disrupt the class by joking and constantly making comments; a sexually inexperienced girl who is embarrassed by the topic; a girl in a long-term relationship who wants to get married after graduating; a closeted gay boy/lesbian girl; an out gay boy/lesbian girl; a boy or girl who is secretly in love with the teacher; a religious student; etc. What roles you give to participants depends on what issues you want to highlight in the discussion afterwards.

- Take up the role of a subject teacher or form tutor and introduce the theme of today's sex education class. This may be one of the common topics in school-based sex education such as biological and emotional maturation, contraception, STD prevention, romantic and sexual relationships, and so on. The teacher you are portraying is not very comfortable with this task.
- As the sex education class unfolds, you (as the teacher) and the participants will play their assigned or spontaneous roles for about 20–30 minutes. Guide the discussion in a way that the issues you want to discuss come up. After you – the teacher – end the role play, facilitate a discussion in which participants have the chance to reflect on what they have experienced in the role play; what questions, concerns, and issues (and experiences if they are teachers) they have about sex education; how they see the place of sex education in today's schooling.

Alternative

Alternatively, do not give any roles to participants but ask them to act spontaneously, drawing from their secondary school experiences. As this is a drama activity, participants will probably take on roles spontaneously during the play.

Tips

- This activity can be good preparation for the lesson planning activity on page 60.
- If there are two trainers for the course, the other trainer can also play a role, but it may help the follow-up discussion if they take notes instead.

Principles of Gender-sensitive Education

Aim

Participants reflect on the principles of gender-sensitive education provided to them on two handouts.

Expected outcomes

Thanks to a thorough discussion of the principles of gender-sensitive education that have been prepared and listed by two different authors, participants

- are acquainted with what it means in reality to be gender-sensitive in class;
- are able to compare principles of gender sensitivity at school using a Czech source and a foreign one;
- are able to realize which of the principles (if any) they have already been using in class.

Working method

Individual work, teamwork, group work and discussion – The activity can be used for any number of participants as it can be flexibly adjusted to the given number of participants.

Time

60 min

Preparation and material

Handouts with 1) principles of gender-sensitive education adapted from Anna Babanová; 2) principles of gender-sensitive education adapted from P.S.Chandler ([Appendix 9](#), page 168).

Procedure

Group discussion of the principles adapted from Anna Babanová (30 min)

- Divide participants into groups of three or four. Distribute the handout (principles of gender-sensitive education adapted from A. Babanová) to everyone.
- Ask participants to discuss the principles in small groups.
- Ask participants to share the key points of their discussions with other groups.

Individual work with the list of principles prepared by P.S. Chandler (30 min)

- Distribute the handout (principles of gender-sensitive education adapted from P.S. Chandler) to everyone.
- Ask participants to individually answer all the questions on the list.
- When all participants have completed their tasks, ask them several reflection questions.

Examples of questions:

What surprised you most and why?

What principles have you already applied in your teaching practise?

Which of the principles would not work for you, and why?

Source

Babanová, A. (n.d.). *Strategie genderové citlivosti pro vyučující* [Strategies of Gender Sensitivity for Teachers]. Retrieved May 10, 2020, from https://drive.google.com/file/d/0BwmtSPKq_uxZQk43MjVmNXhtMUE/view

Chandler, P.S. (1994). The Gender Equity Quiz. *Learning*, 22(5), 57.

Through applying feminist pedagogy to gender-sensitising teacher training courses, we aim to introduce the major principles of feminist pedagogy to teachers which they can then apply in their own teaching practice (see Webb, Allen & Walker, 2002; Sandell 1991). These principles are the following: (1) Voice; i.e. making sure that all voices in the classroom are equally heard, and no single voice dominates the teaching-learning process; (2) Power and hierarchy; i.e. reflecting on the power relations in the classroom and the school and sharing power and responsibility in a way that everyone, including the teacher, is committed to learning; (3) Knowledge, learning and teaching; i.e. reflecting on what kinds of knowledge are considered legitimate and who produces these knowledge, and acknowledging the value of the personal knowledge of students and involving them in the learning process.

Aim

To present to participants the main principles of feminist pedagogy and initiate thinking about how they could use these principles and feminist methods in their teaching practice.

Expected outcomes

Participants

- gain insight into feminist pedagogy;
- reflect on how to apply feminist pedagogy in their teaching practice;
- discuss their ideas with their fellow participants.

Working method

Presentation and group work. The activity can be used for any number of participants.

Time

30 min

Preparation and material

PowerPoint presentation ([Appendix 10](#), page 170), board/flip chart

Procedure

- Make a short presentation about the main points of feminist pedagogy in line with three main areas:
 1. Voice
 2. Power / Hierarchy
 3. Knowledge, Learning, Teaching
- Ask students to form three groups. Tell them which of the three aspects the group should discuss, and ask them to discuss the two questions on the last slide.
- After the small group discussion, ask one person from each group to summarise their discussion for the whole group. Take notes on the board/flip chart.

Tip

1. It is useful to note points from the group discussion(s) on the board/flip chart because this activity should be followed (not necessarily directly) by an activity about lesson planning, in which participants are instructed to apply feminist pedagogy in their lesson plans.
2. Ideally, this activity is a follow-up to the home assignment of reading texts about feminist pedagogy. It is also a point at which facilitators can see whether the group has an in-depth grasp of what participants understand by gender-inclusive education. If participants mainly come up with ideas about what gendered content they should include in their teaching (i.e. as “added content”), and not so much with ideas about gender as a perspective and gender-equitable communication as a part of teaching, then in the remaining part of the training event the facilitators should pay more attention to helping participants deepen their thinking about gender as not only as “added content” but as a perspective.
3. Some participants may like frontal presentation by the facilitators, while others will not. It is important that the activity is preceded and followed by more interactive activities. It is also important that the presenter should add a lot of practical examples to the theoretical points in the PowerPoint presentation.

List of Resources

Depending on the country, there is more or less support for the implementation of gender-sensitive education (through laws, NGOs, and various materials). This list, drawn up by the trainer, is intended to provide teachers with compact information about where they can find support and resources about the issue.

Aim

To support participants in implementing gender equality in their class or school.

Expected outcomes

Through encountering the list of resources, participants will

- know about support through their Ministry of Education (e.g.: materials on gender-sensitive education, the legal background of gender-sensitive education);
- become aware of NGOs that work in the field of gender-sensitive education;
- know where to find more information and support when dealing with topics as sex-based violence, LGBTIQ* issues, human-rights education, etc.

Working method

Presentation

Time

At least 30 min

Preparation and material

Prepare a list with important links and material e.g. in the categories "Materials on gender-sensitive education from the Ministry of Education", "Materials on gender-sensitive education from other organizations and authors", "LGBTIQ*", "Work with girls", "Work with boys", "Other resources, e.g. sex-based violence" – an example (to be filled in) can be found in the [Appendix 11](#) (page 171);

List of resources for each participant;

List of resources to be shown via computer (projector, internet connection, loudspeakers);

Books or brochures that deal with gender-sensitive education in class or school.

Procedure

- Distribute the pre-prepared list with websites, organizations, literature etc. that provides teachers with useful information about gender-sensitive education in class or school.
- Show some examples from the list.
- Ask participants if there are any questions, or if any topics are missing. If so, you can deliver information about the topic next time or via email.

Tip

On the right side of the list there is a column where participants can add notes.

Send an email with the list after the training – it is easier to click on the links than to type them in.

Alternative

If there is more time, participants can look at some of the resources on their own, choose one they like, and tell others about it.

2.3.3 Career Choice

Choosing a career is an important milestone for pupils of primary schools and also for secondary school students. Many pupils and students are influenced by their teachers in this selection, especially by homeroom teachers, career counsellors, and school psychologists. Despite a wide range of fields of study, we still encounter significant gender segregation in society, with girls heading for so-called feminised fields of study and boys for so-called masculinised ones. Teachers can, unfortunately, also encourage pupils and students to make such traditional choices and to select the “gender-right” profession. Thus they can overlook and neglect the individual abilities and skills of pupils or students, and unconsciously limit the fulfilment of their potential.

Video Screening

Aim

To introduce the topic of career choice and to bring biases and gender stereotypes related to career choice to the foreground.

Expected outcomes

Participants

- are able to recognize biases and gender stereotypes related to career choice;
- are aware of the fact that these biases are deeply rooted and are present in human beings from a very young age;
- are aware of the influences of gender socialization.

Working method

Video screening, discussion. The activity can be used for any number of participants.

Time

30 min

Preparation and material

Videos *Career Counselling* (page 125) and *Inspiring the Future – Redraw the Balance* (page 124).

Procedure

- Play the videos.
- Ask participants to share their impressions of the videos in a group. Use the following questions:
 - Did you find anything surprising or even shocking in the videos?
 - How do you perceive the role of teachers and career counsellors?
 - Did you notice what expressions they use in the second video for different professions?
 - In what way do you usually refer to professions in your country context? Do you use gender-inclusive terms such as fire-fighter, for example?
- Summarize and try to structure the impressions and comments of participants. Write down key findings on a flip chart/notice board.

Career Choice – Role Play

Aim

To make participants aware of biases and gender stereotypes in relation to career choice, to learn to react to biases and gender stereotypes in a sensitive way, to learn to respect individual choices.

Expected outcomes

Participants

- are aware of biases in relation to career choice;
- are able to react to the biases of others, such as parents, in a sensitive way;
- are able to respect the individual choices of pupils and students.

Working method

Drama – role play and improvisation. The activity can be used for any number of participants. At least three participants are required.

Time

60 min

Preparation and material

Handouts with a description of two real-life situations (see below).

Situation 1

A female student Anne has excellent results in mathematics and physics. She would like to study aviation engineering. Her parents arrive at school. Their daughter's choice does not seem appropriate to them. They have ideas about a profession that would be more appropriate for a woman.

Situation 2

A male student, John, has long been interested in working with children and youth. He would like to study pre-school and extra school education at university. One day he would like to teach in a kindergarten. His parents arrive at school. Their son's choice does not seem appropriate to them. They have ideas about a profession that, in their opinion, would be more suitable for a man.

Procedure

- Divide participants into groups of three people.
- Pass the handout with the description of either Situation 1 or Situation 2 to individual groups.
- Ask each group to prepare a role play for their concrete situation. All participants should be involved in the role play as active agents; i.e. no observers.
- Ask participants to take into account that they should gather arguments in support of the student's decision, but should also not overlook the concerns of the parents.
- Allot participants 15 minutes for preparation.
- Ask each group to act out their respective situation.
- Ask participants to share their observations, reflections, and feelings in a group in relation to the following questions.

Reflection questions

- What was it like for you to be engaged in a role play?
- What was the most demanding part for you in the role play (e.g. defending the student's position)?
- Which of the parents' arguments were most difficult for you to deal with? Why?
- Which of the teachers' arguments impressed you most as parents? Why?
- How can we as educators support our pupils/students to enter their dream profession?
- How can we as educators encourage pupils/students in relation to non-traditional choices of profession?
- How do the expectations of others influence the choice of profession?
- Is gender socialisation related to the choice of a profession, and if so, how?

2.3.4 LGBTIQ* People in School

LGBTIQ* people are present in every school, whether they are visible or not. It is very important to include sexual and gender diversity in a gender-sensitizing course for teachers, because situations affecting LGBTIQ* students are not always easy to handle. Homo- and transphobic harassment and bullying, including verbal harassment, physical violence, social exclusion by peers, and sometimes even by teachers is widespread in schools, while the existence of LGBTIQ* people in society is not acknowledged in the school curriculum in many countries. Extracurricular activities and school rituals (e.g. prom balls) often follow heteronormative patterns, and LGBTIQ* students may feel excluded and alone if they have no one to talk to in school about their problems.

Even if the official curriculum makes LGBTIQ* people invisible, teachers can include LGBTIQ* people and topics in their teaching practice, depending on the school subject. In many countries training is available for teachers about LGBTIQ* people and harassment and bullying in schools. Teachers should pay attention to using an inclusive, non-heteronormative language and communication style when addressing students and issues affecting LGBTIQ* students in their school.

In this section we introduce Forum Theatre, a drama technique which can be used to introduce many gender-related issues, including homophobic bullying. Three fictional but typical stories are included in the description of the activity, and in [Chapter 2.6](#). there are some real-life stories connected to LGBTIQ* people and situations in schools which can be used as material for Forum Theatre or other drama activities or discussions. We also recommend two videos in the Videos section which can be used when working with the topic of LGBTIQ* people in school: [Homophobic Bullying](#) (page 127), and [What it's Like to be Intersex](#) (page 126).

Homophobic Bullying – Forum Theatre

Aim

To let participants try out various behavioural strategies for challenging school situations (specifically a situation of homophobic bullying).

Expected outcomes

Participants

- discuss the topic of homophobic bullying;
- realize and specify their own concerns about dealing with cases of homophobic bullying;
- analyze the mechanisms of homophobic bullying;
- strengthen their ability to deal with similar situations in practice.

Working method

Drama activity – Forum Theatre, group work. The activity is designed for at least six people. During the activity, participants are split into working groups of 3–6 people.

Forum Theatre deals with ethical issues in our society and is based on real stories from the target audience. The main character of the story experiences various conflict situations that they try to solve, but their way of acting leads them to defeat. After the performance (in our case, a short scene), the audience is invited by a so-called “joker” to discuss, through critical reflection, the presented problem and to suggest potential ways of improving individual situations. The audience has the opportunity to experience the impact of their suggestions directly on stage, and to take on the role of the main character and act. Forum Theatre offers a unique space for exploring and confronting different opinions and ideas, and discovering alternative action for established situations. The aim of the Forum Theatre is not to solve challenging situations, but to mediate a good discussion of the related topics and encourage the audience to take action if they find themselves in similar situations in their lives.

Time

60 min

Preparation and material

Printed copies of one of the situations below

Procedure

- Divide participants into groups so that there are at least two groups and each group has 3–6 people.
- Each group prepares a short scene according to the printed situation description they receive.
- One group starts and acts out the prepared scene.
- The trainer starts a discussion with the observing participants. For example: *What did you see? How would you call this scene? Where did you feel the most pressure?*
- The trainer encourages other participants to enter the scene to replace the role of the teacher and to offer alternative ways of dealing with the pressure. For example, *Who else has an idea about how we could act differently, in a gender-sensitive way, in the teacher's role to relieve the pressure in this scene?*
- After the viewers/actors act out the individual ideas, the trainer and the group reflect on them. For example: *What has changed in the situation now? What strategy of action did we see? Why do we think it was (in)effective? Who has an idea for a different solution to the situation?*

Reflection questions

What supports the existence of homophobic bullying in our society?

What is missing from our society / What does our society lack, which makes homophobic bullying exist?

What can I personally do to help get rid of homophobic bullying from our society?

Tip

Sometimes it is difficult for the audience/actors to express their opinions in front of the group. Allow participants to discuss individual questions and ideas for alternative solutions in pairs or smaller groups. Then invite some pairs to share what they discussed.

Alternative

Instead of acting out a prepared scene, you can invite participants to share details about homophobic bullying situations they have experienced in their teaching practice in their groups. If they do not yet have teaching practice, ask them to remember situations from their school years, but they should act out the teacher's role. When they choose a story, ask them to act it out for the other group. The situation must have an open end, just before the teacher starts to solve it. You can use the Image Theatre technique (see page 13) to create the Forum Theatre scene. The Forum Theatre technique can be used for exploring teacher behaviour strategies in other situations. See [Chapter 2.6 Collection of Stories](#).

Be aware

Do not change the role of antagonists/aggressors in scenes, because in real life we cannot change the antagonists with a wave of a magic wand. We can only change ourselves and our actions.

Situations

After a physical education class, the teacher walks past the boys' changing rooms and through the open door sees a situation. Year 9 student Tonda is cornering year 7 student Roman. Roman is in shorts and crouching on the floor. Tonda is insulting him by calling him a fag.

A teacher is walking around a group of year 7 students when they overhear a conversation about one of their colleagues. The students are debating if it is true that the teacher is a lesbian. They assess her clothing style as weird, her behaviour as masculine, and call her a dyke. One student asks the teacher: "Is it true that Ms. Smith is a lesbian?"

We are in year 6 of primary school. There is a break, pupils are in the classroom, the teacher Anna is outside. Pupil Ben takes a new yellow pencil case from his school bag, puts it on the class desk. Two classmates Cyril and Dan take it away from him. He attempts to get it back. Cyril and Dan toss it around and mock Ben by saying he is a faggot and has a pencil case for faggots. The teacher Anna enters the classroom at the moment when she hears that someone is yelling "faggot" and sees the conflict between the pupils Ben, Cyril, and Dan.

2.3.5 School-related Gender-based Violence

School-related gender-based violence (SRGBV) is defined as “acts or threats of sexual, physical or psychological violence occurring in and around schools, perpetrated as a result of gender norms and stereotypes, and enforced by unequal power dynamics” (Global Education Monitoring Report Team & United Nations Girls’ Education Initiative, 2015, p. 2). It is a form of gender-based discrimination and a human rights violation, and it affects millions of children and occurs in every country, which, for instance in the countries involved in the present project, is obvious from teachers’ and pupils’ accounts and from media articles. Because of the gendered nature of the phenomenon, it is important to apply a gender lens to the understanding and handling of the issue.

SRGBV is related to pupils’ and students’ school lives and may occur not only on the way to and at school, but also on the internet. The majority of victims are female but based on gender norms and harmful gender stereotypes (e.g. due to homophobia) boys also fall victim to SRGBV. The violence may be committed by other children, but students are also exposed to potential violence committed by teachers or other adults in the school environment. As with other forms of violence committed against children, the effects of the trauma that is suffered are very harmful not only for their physical and emotional health but also for their cognitive and emotional development.

International literature about the issue suggests adopting a gendered and children’s rights’-based analysis and a whole-school approach when tackling the problem of SRGBV.

Within this chapter you will find an opinion-line activity, several drama activities for opening up discussion about various types of gender-related violence, and an activity focused specifically on school-related violence against girls. Apart from this, we recommend the videos [Sexual Harassment](#) (page 128) and [Tea and Consent](#) (page 129).

The prevention and treatment of gender-based violence, including school-related GBV, among children and youth is a topic for which a lot of different actors, from governments to civil society organizations, have created relevant initiatives and resources. We recommend searching for and introducing training courses and materials that are available in the relevant national language(s) so teachers can deepen their knowledge and offer further training about the issue to pupils.

Where Do I Stand? Opinions on School-related Gender-based Violence

Aim

To discuss the different forms of school-related gender-based violence, teen relationship violence, and the harmful effects of porn culture.

To express and share points of view, to raise awareness of healthy relationships.

Expected outcomes

Participants

- think over and express their opinions about different aspects of school-related gender-based violence.

Trainers

- assess participants' views about the above-described issues;
- express the importance of an approach based on prioritising, promoting, and protecting children's rights.

Working method

Individual work, presentation

Time

20 min for the "Opinion Line" exercise and 10 min for the discussion

Preparation and material

- It is advisable to become informed about the ethical guidelines and legal regulations for teachers in matters related to sexual relationships with minors, sexual harassment, and the protection of children against violence.
- List of statements.

Procedure

- Say that you will make several statements about different phenomena that often occur in teenagers' lives. As teachers, the participants may have noticed these phenomena in school or may have even had to deal with them.
- Invite participants to position themselves on an imaginary line in the room depending on how strongly they agree with the statements. One end of the line represents "I strongly agree", and the other end "I strongly disagree".
- Tell them that they can occupy any point along the line and they can change their position at any point. They can also have a brief discussion with others while they are finding their places.
- Statements when working with teachers may include:
 - A teacher has the duty to intervene if a student is being harassed or bullied by another student.
 - It is not a big deal if a teacher makes remarks to students that have sexual content.
For example, a language teacher told 13–14-year-olds the following in order to demonstrate what a compound sentence is: "I got a vibrator for Christmas, but as I did not know how to use it, I passed it on to my grandmother."
 - It is not out of the question for a teacher to have an intimate relationship with their student.
 - Today's youth receive enough appropriate information about sexuality and sexual consent just from the media.
 - Violence in the family or within an intimate relationship of a student is, at the end of the day, a private matter in which teachers need not intervene.

- After each statement, ask those who are at the end points why they have occupied these extreme positions. Ask those at the centre why they are standing there. Remind participants that they can change their position after listening to others' comments, and ask them why they have changed their position if they do so.
- After the exercise, let everybody take their seats, and discuss a few of the following questions with them briefly:
 - How did you feel during the activity?
 - How were the statements – difficult, challenging, boring ...?
 - Were you surprised by the extent of disagreement? Why?
 - Do you think there are "right" and "wrong" answers to the different statements, or is it just a matter of personal opinion?

Tip

- When it comes to forming a line, ask the participants to make a semicircle instead of a straight line because it is easier for participants to see each other this way.
- Support participants to find out more about the duty of teachers to uphold children's right to a life free of violence, and about the best ways to intervene when a student is (at risk of) suffering violence from another minor or adult.

Reactions to Teacher's Sexist Comments – Forum Theatre

Aim

To help participants experience how students might feel about teachers' abuse of power.

To find ways that students can react with agency to teachers' abuse of power and, in particular, to teachers' sexist comments.

To reflect on how participants can help their own students or fellow students to have this agency.

Expected outcomes

Participants

- reflect on how teachers may use their power in an abusive way in the classroom, and how this might affect students;
- understand the importance of student agency;
- identify how students' agency can be exercised;
- identify how teachers can help their students to have this kind of agency.

Working method

Drama activity, discussion

Time

60 min

Preparation and material

Description of the story, distributed;

Appropriate space for a scene and the interventions;

Board and markers if there are some points the trainer wants to highlight by writing them on the board during discussion.

Procedure

- Introduce the topic by asking participants if they have ever experienced an abuse of power by a teacher in the past, particularly in relation to gender.
- Distribute and read the following story:
 - *A history teacher in a secondary school was making tasteless sexist jokes and degrading comments about women in the context of history teaching. For example, he spoke approvingly of women's oppression in the middle ages. The girls gave him disapproving looks. Also, he told a girl that the 1848 revolution was not a feminine topic, and he asked about the demographics of the time instead. The girls complained to their female form tutor, but she didn't stand up for them. She said, "You should endure it somehow, he is a teacher of great prestige."*
- Describe the scene with words such as these:
 - *Some of you will act out the members of the classroom. I will be the teacher who will make sexist comments. You can react as you want. You can try several ways of intervening effectively in this situation.*
- Then apply the method of Forum Theatre (page 78) but in a slightly different way. In this case, a core group should act as the classroom members, while the others watch the scene and can enter at any point and replace any of the participants.
- If needed, try to encourage participants to intervene and find other solutions.
- After the scene, talk about the questions in relation to the scene, and about any "solutions" that were found.
- Continue the conversation about what we can do as teachers to help our students to have similar agency.

Tip

The trainer has to be the teacher. Try to feel like the character, and perhaps do not let participants find a simple (and perhaps ineffective) solution too early.

When you as a trainer enter a role we recommend using a simple costume (e.g. a scarf or a jacket) which will symbolize your transition from the role of a trainer to the role of a person from a story.

For example, when you put on a jacket you become a teacher in the story and when you take it off you become a trainer again. It is good to inform participants about this "transition" in advance.

We recommend facilitating sensitive activities such as this with a co-trainer.

Alternatives

If the participants can tell a similar, relevant story, you can also use this. (You can collect stories beforehand and choose from them for this and other drama activities.)

One way is to use Forum Theatre as described elsewhere in the handbook (page 78): i.e. so that the participants act out the scene in small groups. In this case, they should decide who will act as the teacher (but his role cannot be changed).

Be aware

The position of a trainer in the role of a teacher with sexist comments enables participants to encounter the situation of oppression and investigate different strategies for acting in this situation (search for reactions to oppression). In accordance with the principle of the method "teacher in the role" (see page 12), the trainer can manage the situation better than participants. The trainer can via arguments created in the role of an aggressor (in this situation the teacher with sexist comments) assist players in deepening their critical awareness and perception of the situation.

Similarly to other topics from the field of gender-sensitive education, this depicted theme can also be sensitive and might recall bad memories to some participants. However, it is important for the group to realize that the goal of this activity is not individual therapy, but collective examination, discovery and determination of the mechanisms that shape this situation of oppression which might also be liberating for the participants.

Teacher's Abuse of Power and Sexual Harassment – Group Improvisation

Aim

To raise awareness of teachers' responsibility to colleagues.

To help participants understand why sexual harassment might be hidden in educational settings.

Expected outcomes

Participants

- understand the importance of intervening in cases of sexual harassment;
- reflect on why sexual harassment often remains hidden (particularly in educational institutions and settings);
- get acquainted with some methods of communicating and intervening in relation to dealing with sexual harassment by teachers.

Working method

Drama activity, discussion

Time

60 min

Preparation and material

Description of the story which is the basis of the activity;

Appropriate space for a scene and the interventions;

Board and markers if there are some points the trainer wants to highlight by writing them on the board during the discussion.

Procedure

- Introduce the topic with a conversation about participants' own experiences of teachers' abuse of power, romantic relationships with students, and sexual harassment.
- Distribute and read the following story:

There was a 28-year-old male form tutor in a grammar school who had an intimate relationship with one of his female students for a year. The relationship was open, but meanwhile he was secretly harassing two other girls. One of these two girls told one of her teachers, which is how the case came to light. The case divided the staff. The leadership didn't want to fire him because they were afraid of a scandal and because the parents of the problematic teacher were influential and supporting the school financially. Eventually, he was asked to quit. Not only him, but also the teacher who reported the abuse.
- In pairs or in small groups, ask participants to talk about the potentially different attitudes and approaches taken by the community of teachers in this and in any similar cases.
- Introduce the method of group improvisation with words such as these:
 - We will act out a scene that involves improvising a staff meeting in the school where this story happened. I will be the headmaster, and you will be the teachers.
 - When I clap my hands the scene will start and when I clap again, it will end. During the period between the two claps, please remain in your imagined role as a teacher at this school. Please do not say anything outside of this role. For example, even if you need something that is not related to the role play, try to act it out while remaining in the role. For example, if you need a tissue, say: "Dear colleagues, does anyone have any tissues, I have left mine in the classroom."
 - You can act out any kind of teacher, and you can express any of the opinions that we have outlined before. I encourage you to represent different opinions.

- This is an improvisation (used in participatory theatre). It means that you can choose how much you would like to participate, but I recommend that you take part in the conversation.
- You don't need to know all the details of the case, and you can invent new elements for the story (as long as they do not change the main story fundamentally).
- Let participants ask questions about what will happen. Make sure that they understand how such group improvisation (i.e. participatory theatre practice) works.
- Start the improvisation by clapping your hands. Try to imitate a real situation; for example, by starting with a sentence such as: *"Dear colleagues, thank you so much for being here on this sunny Friday afternoon. I know that every one of us would like to be on their way home already, but we have a very important issue to deal with..."*
- Facilitate discussion in this improvisation situation: summarize participants' views, provoke other views with questions, and perhaps take positions.
- After 10–15 minutes, finish the improvisation by clapping your hands.
- Facilitate discussion about the different opinions, and about what teachers should do in such situations.

Tip

During the improvisation, first try to assume a more neutral position as the principal, helping participants to represent different standpoints, but then, if you think that a certain perspective is lacking, try to provoke that approach with questions, or/and adopt a clearer position (which might not have been represented by the participants, but which you think it is important).

Alternative

If participants can tell a similar relevant story, you can start with this too. (You can collect stories beforehand and choose from them for this and other drama activities.)

Be aware

This depicted theme can be sensitive and might recall bad memories to some participants. However, it is important for the group to realize that the goal of this activity is not individual therapy, but collective examination, discovery and determination of the mechanisms that shape this situation of oppression which might also be liberating for the participants. Let participants remain outside of the drama activity if they feel uncomfortable.

School-related Violence against Girls⁸

Aim

To elicit individuals' professional experience of school-related violence against girls.

To discuss its interpretational background in terms of the children's rights and women's and girls' rights literature.

Expected outcomes

Participants

- share examples of their experiences from their own education or teaching career;
- through guided discussion, analyse different forms of school-related violence against children, especially girls;
- identify potential guidelines and solutions to prevent this form of violence or to resolve the situation in a way that is protecting the victim.

Working method

Group work (groups of 3–6), discussion

Time

60 min (5 min introduction by a trainer, 20 min teamwork, 20 min feedback and 15 min discussion; can be extended if literature is also discussed)

Preparation and material

(Coloured) paper for group forming with questions written on them;

Paper for taking notes for the teams, board for collecting ideas;

Information handed out for guided discussion ([Appendix 12](#), page 172).

Procedure

- Introduce the topic by giving a brief overview of the place of girls' rights within children's and women's rights and the modern-day challenges of school-related violence in the form of cyber bullying, online grooming etc. Violence against girls is often placed in contemporary literature under the title: gender-based violence.
- Form three groups (A, B, C of 3 to 6 people) and distribute the questions below for discussion. Prepare the questions beforehand on different pieces of paper, the same colour by one group.
- The groups work on their own.
- Ask one chosen representative per group to give feedback to the whole group summarising their findings by the help of the board, notes etc. Take notes on the board about their findings.
- Hand out copies of Appendix 12 and lead a guided discussion about the topic, adding basic information, plus suggesting literature for further reading (can be supplemented by national literature).

Questions

Group A

- Have you experienced violence directed against girl pupils/students? If yes, what type and in what form?
- Who was/were the perpetrator(s)? Were they men/boys or women/girls?
- What were the consequences for the girl, the perpetrator(s) and the school?
- Can you offer solutions to the problems mentioned in these stories?
- Does your school have guidelines on violence? If yes, describe it to the others.

^{8/} In some literature, this is incorporated into "gender-based violence".

Group B

- Discuss if violence against girls in schools has any common characteristics.
- Is there a difference between violence against girls and gender-based violence? If yes, how?
- Can you offer solutions to the problems mentioned in these stories?
- Does your school have guidelines on violence? If yes, describe it to the others.

Group C

- Media watch: can you recall an incident of school-related violence against girls that appeared in newspapers or in the news, etc. recently? Describe and discuss.
- Cyber violence against children and young people: can you recall an artistic portrayal of cyber violence (films, theatre, drama pedagogical program, etc.)? How are girls portrayed in them? Describe and discuss.
- Can you offer solutions to the problems mentioned in these stories?
- Does your school have guidelines on cyber violence? If yes, describe it to the others.

Activity About Intimate Partner Violence, Part 1 and 2

Aim

To raise participants' awareness through a drama activity (*Kate's story*) about the possible forms, processes, and the gendered nature of intimate partner violence in adulthood.

To guide participants in relation to how to best intervene as teachers in the case of intimate partner violence between teenagers (*How far would you go?* story).

Expected outcomes

Participants

- understand how an abusive relationship happens in adulthood and between teenagers, that it may take different forms, that it is cyclical (the same stages repeatedly occur), that it intensifies gradually, that the victims of intimate partner violence are overwhelmingly female, and that society has a responsibility for helping the victims;
- realize that as teachers they have an obligation to intervene and assist students who experience violence, and that the affected victims go through a long and complex process in such relationships during which the teacher's intervention may not immediately have the expected effect.

Working method

Drama activity, team and pairwork. The activity can be used with any number of participants.

Time

60 min (Part 1: 30 min, part 2: 30 min)

Preparation and material

Nine scarves or light blankets;

Kate's story and the story of a teenage relationship printed out for each participant ([Appendix 13](#), page 174);

Trainer or participant (see Be aware) who takes the role of Kate;

Trainer who takes the role of a narrator.

Procedure

PART 1

- Distribute the nine scarves/blankets among the participants. (**Note for a trainer:** Scarves represent steps in the process of becoming a victim of intimate partner violence, and, further on, they represent steps in the process of coming out of a violent relationship and finding safety. The participants will be ones who put the scarves on Kate's head and take them off and act as members of society.)
- Ask one of the participants to put the scarf/blanket on "Kate's" head after the narrator reads the first numbered paragraph; similarly, this participant should take off the first scarf/blanket after paragraph number 10.
- Tell the participants that they will hear a story. They should stay silent during the activity, except the person who plays Kate, who can answer the question asked at one point of the activity.
- Read out the first numbered paragraph (with its number) and pause. The prepared participant should put the first scarf/blanket on the woman who plays Kate.
- Read out each paragraph and pause. By looking around encouragingly or by using hand subtle gestures, signal that you expect another participant to put a scarf on her. Participants should then put their scarves on her one by one after each paragraph has been read out. Note that it is possible that one or more participants will show resistance and will not want to put the scarf on her (e.g. out of resistance to authority, instead of obedience), which is a valid issue and should be talked about in the discussion. Yet, all the sentences should be read out, as the whole story can only be understood that way.

- When all scarves have been put on “Kate”, the narrator should ask the questions: “*Kate, why do you have to live this way? Why don't you leave your husband?*”. Then pause for a while. “Kate” may or may not answer.
- After reading out the 10th paragraph, pause. The prepared participant should take the first scarf/blanket off “Kate”. Continue reading out each remaining paragraph and pausing, until participants have removed the scarves one by one.
- Pause after the activity for a little, then follow with the discussion.
- Ask “Kate” how she felt during the activity. Talk with participants about how they felt during the activity and why they think you did the activity.
- Make sure that everybody gets to speak during the discussion. Positive and negative experiences may be mentioned.

Tips for the discussion

It is important for participants to see that there is a process in abusive relationships, and they get gradually worse with time. The victim may ask for help at any point of the process (from a helpline, an authority, a lawyer, the police, etc.). It is hard to leave an abusive relationship, and most victims try to leave several times before they succeed. The most dangerous time is when the victim tries to leave the abuser, so ensuring the safety of the victim is the highest priority.

Victims need: adequate, professional assistance, avoidance of victim-blaming; helpers need to take an ethical stance towards condemning the violence committed by the abusive partner.

Be aware

It is necessary to have a person who plays Kate and a trainer who plays the narrator. Playing the role of Kate might be slightly traumatizing so we advise leading the activity in a pair and that Kate's role is played by the other trainer.

PART 2

- Tell participants that now you will distribute to them a story called *How far would you go?* A story of a relationship that is turning abusive, but here a teenage boy starts to be abusive towards his teenage girlfriend. It is told from the perspective of a narrator telling the girl about what is happening to her.
- Ask them to read the story and then find a partner for discussion.
- Ask them to discuss the following questions:
 - What are some steps that the victim could take, or the help she could get, in order to stop the abuse?
 - As a teacher, if you hear that your student has been abused, do you have the duty to intervene? If yes, how would you intervene, and what would you expect to happen?
 - If the abusive partner is also a member of the school community, what would you do?

Tips for the discussion

Tell them that the story, a girl abused by her boyfriend, reflects the typical pattern of abuse in heterosexual relationships, although the opposite may also happen. In gay and lesbian relationships it also may happen that one partner is abusive towards the other. Furthermore, teenagers may have relationships with adults, and may suffer abuse from them.

As the “Heartbeat” manual states, violence in teenagers’ relationships “frequently has a visible impact on schools, irrespective of the issues being openly discussed. Concentration difficulties, reduction in performance, truancy and increased aggressiveness, drug and alcohol addiction, mental illness and injury – can all arise as consequences of abusive and violent experiences.” (Köberlein et al., 2008, p. 8.) Teachers and other responsible staff members in schools have an important role in protecting young people from violence and teaching them about equal and respectful relationships.

Source and further information

Köberlein, L., Tóth, G., Saringen, P., Hahn, S., Krohe-Amann, A., Gaiser, H., Stanic, T., Rösslhumer, M., & Messner, S. (2010). *Heartbeat Relationships without violence* (L. Köberlein (Ed.)). DER PARITÄTISCHE. http://nane.hu/wp-content/uploads/2016/03/Manual_heartbeat_relationships_without_violence.pdf

2.4 OUT-OF-CLASS ACTIVITIES

The topic of gender in education is rather broad and it is not possible to cover everything relevant during a few sessions. We therefore recommend including activities that course participants can do on their own between individual sessions and discuss during the following session. In this chapter you will find several activities based on observations – observations of interactions between teachers and learners, observations of the school environment, and observations of attributions (i.e. how pupils explain their school achievements and failures). These activities are beneficial as they combine the information provided in the course with practical experience from school life. Furthermore, in this chapter you will find activities devoted to analyzing the content of textbooks and analyzing media outcomes linked to sexual harassment and violence in the school environment. We recommend, especially for university students, the reading of scientific articles and texts from journals, and a subsequent discussion of their content.

Observation: Attributions

Aim

To familiarize participants with the psychological phenomenon of students attributing educational success to internal or external factors, and the ways in which gender may influence this process.

Expected outcomes

Participants

- recognise different types of success-related attributions and the impact of gender on them;
- obtain a tool with which they can find out what their pupils attribute their educational success to;
- become familiar with what they can do to support pupils to create a realistic personal concept of performance by giving specific feedback.

Working method

Presentation, individual work, out-of-class activity, discussion

Time

15 min presentation at the beginning; time for individual work depends on how often the questionnaire is used; 5–10 min for the presentation of each participant; 10 min for a short lecture.

Preparation and material

A sheet of paper with two different questionnaires for each participant ([Appendix 14](#), page 176).
Slide show with important information about attributions (optional).

Procedure

Presentation before the out-of-class activity (15 min)

- Give a presentation about what attributions are, what different kinds of success attributions are common in an educational context, and how such attributions can be related to gender (See Input 1 in the Appendix 14).
- Hand out the paper with the questionnaires.
- Ask participants if they would be able to use the questionnaire in a class / in some classes.
- Tell participants that they can decide which questionnaire they want to use and that they can change the questionnaire so that it fits their pupils' circumstances.
- Suggest that participants share the outcome with their pupils.
- Tell participants that they will have 5–10 min to present the outcome in the training course and set a date/dates for the presentations.

Presentation after the out-of-class activity (5–10 min for each participant)

- If the questionnaires have revealed some differences between the sexes, ask participants what they think they can do to support their pupils to create more favourable attribution patterns.
- Give a short lecture about reattributions. (See Input 2 in the Appendix 14).

Be aware

If the course is for teacher-training students, not for teachers, you should find out in advance whether students have access to a class or if you need to find teachers who can host these students in their class (in this case, you may also need to obtain agreement from the head of the school and the pupils' parents).

Tip

During a parents' evening you can give a short talk about the power of attributions and what parents can do to support their children to find the internal motivation to achieve educational success rather than attribute any potential failures to external conditions.

Observation: Interaction

Aim

To raise participants' awareness of teachers' responsibility within the teaching process and especially when interacting with pupils.

Expected outcomes

Participants

- receive a tool with which they can observe their teaching process;
- become aware of how their behaviour can contribute to reducing gender stereotypes.

Working method

Video, individual work, out-of-class activity, presentation, discussion

Time

20 min presentation of the video and explanation of the out-of-class activity; time for individual work depends on how often the questionnaire is used; 5–10 min for the presentation of each participant, 15 min discussion.

Preparation and material

Paper with observation questions for each participant;

Video to be shown via computer (projector, internet connection, loudspeaker).

Procedure

Presentation before the out-of-class activity (min. 20 min)

- Show the video *Double standards* (page 131)
- Discuss the video; reflection questions can include:
 - What did you see in the video? What is the message of the video?
 - Why do you think the teacher acted as he did?
 - What could the teacher have done so as not to discourage the girl?
 - Have you experienced or heard of similar situations?
- Hand out the papers with the observation questions (see [Appendix 15](#), page 179).
- Ask participants if they have the opportunity to use the surveillance sheet in class(es).
- Tell participants that the surveillance sheets are a recommendation; they should decide which observation sheet and which questions on the sheet they want to use for observing (it is good to concentrate on only some of the questions, otherwise the observation sheet is not manageable). The participants can make observations on their own, or in groups of 2–3.
- Tell participants that they will have 5–10 min to present their findings later in the course and set a date/dates for the presentations.

Presentation after the out-of-class activity (5–10 min for each participant, 15 min discussion)

- If the surveillance sheet showed some differences between the sexes, ask participants what they think they can do to reduce gender stereotypes.
- Collect the ideas on flip chart paper and add your own ideas.

Tip

If the class observation is done in one of the classes of a course participant, suggest that the teacher shares the outcome with the pupils of the class.

Be aware

If the course is for students, not for teachers, you have to find (in advance) teachers who can host students in their class (in this case they may also need the agreement of the head of the school).

Alternative

In Chapter 2.6 Collection of Stories That Can Be Used for Drama Activities, there are some stories that deal with interaction. Instead of observing classes and discussing the results, you can use drama techniques to deal with this topic.

Comments of participants

"One teacher used a video called "Brain Games" in which one could see 14 people (experts, a moderator,...): 12 men and only 2 women." (student)

"We observed that a teacher disciplined male pupils more quickly than female pupils." (students)

"We observed that in some classes boys took up much more room than girls." (students)

"After the presentations, we had a discussion. One of the points of discussion was: Who is responsible for the learning atmosphere in class? Is it the teacher? Or the pupils? Or the 'school'? The students found differences between the two schools they observed. The atmosphere in one of the schools was better, and they thought that there might be a connection because this school values social learning more. The girls in this school also seemed to be more comfortable." (This school has a long tradition of gender-sensitive education.)

"'Humour' was also a topic: where is the line when something is no longer funny? What kind of humour is OK/good during classes? And how is this connected with the teacher-pupil relationship?" (students' course)

Observation: School Environment

95

Aim

To raise participants' awareness of the responsibility schools have to develop an environment with as little discrimination and stereotyping as possible.

Expected outcomes

Participants

- know about the importance of the school environment for making gender equality visible;
- receive a tool that will help reveal if/how the school environment supports gender equality;
- get ideas about how to make a school environment a place of gender equality.

Working method

Video, discussion, individual work, out-of-class activity, presentation

Time

20 min presentation of the video and explanation of the out-of-class activity;

Time for individual work depends on which questionnaire is used;

5–10 min for the presentation of each participant/group of participants;

20 min discussion.

Preparation and material

Paper with two different questionnaires for each participant ([Appendix 16](#), page 182).

Video to be shown via computer (projector, internet connection, loudspeaker).

Procedure

Preparation of the out-of-class activity (min. 20 min)

- Show the video *Parallel Scene: This Way or That Way* (page 130)
- Discuss the message of the video; reflection questions can include:
 - What did you see in the video? What is the message of the video?
 - Which of the areas in which discrimination can take place does the video address?
 - What changes towards a supportive environment does the pupil imagine?
- Hand out the paper with the questionnaires.
- Ask participants who will do the observation by themselves, and who will use the questionnaire for pupils (if the second applies, tell participants that they can change the questionnaire so that it suits their pupils).
- Tell participants that they will have 5–10 min to present their findings later in the course and set a date/dates for the presentations.

Presentation after the out-of-class activity (5–10 min for each participant, 20 min discussion)

- Participants present the findings of their observations.
- Pay attention to whether participants share examples of both a gender-/diversity-unfair and a gender-/diversity-fair environment. Make participants aware if they have fulfilled only part of the task.
- Collect examples of a gender-fair environment on flip chart paper.
- Let participants discuss their ideas about how to make school a place that is welcoming for everybody and which has as little discrimination and stereotyping as possible.

Be aware

If the course is for students, not for teachers, you will need to find out in advance whether students have access to a school or if you need to find a school that will give students access.

Tip

If the teachers use the “questionnaire for pupils” it is important that they speak with their pupils about the results and what would have to change to make class/school a place with as little discrimination and stereotyping as possible.

Alternative

If there is no time for out-of-class-activity:

- Distribute the handout "School Environment" with the following questions to all participants. Teachers can reflect on the school they work in, and students can think about the school where they were pupils.
 1. *Recall what a school break is like. What do female and male pupils do during breaks at school? Do they use the school and classroom space in the same way during the breaks?*
 2. *Do boys and girls generally use school premises in the same way, or differently? Think about places such as the gym, hallways, the school garden, the library etc. Are they used by all pupils (female and male), or are there places that certain groups of pupils prefer?*
 3. *Are there places in school that some groups of people can never use, or can use only sometimes? Why?*
 4. *What does the decoration in school look like? Do representations include women and men, people of different ages, ethnicities, and ability? In what context are people represented? How do you think that female and male pupils perceive the school decoration?*
- Invite them to answer questions individually.
- Then divide participants into groups of 3 or 4 and ask them to reflect on their answers as a group.
- In the end, ask representatives of each group to sum up the key points of the discussions to other groups.
- Write down key points on a flip chart/whiteboard.
- If participants find differences in the representation of girls/boys/women/men, ask them what the consequences of these differences may be.
- Let participants discuss their ideas about how to make school a place with as little discrimination and stereotyping as possible. Be aware that in the handout only boys and girls, male and female pupils are mentioned. Ask participants what school environment is needed to make trans and inter pupils feel welcome.

Source

The "School environment" handout inspired by: Albrecht, C., Wäscher-Göggerle, V., & Lindermayr, M. (Eds.). (2013). *Mach es gleich!-Mappe [do it now- portfolio]*. Verein Amazone.

Comments of participants

"In our school, we have quotes about feminism on the walls of the school and it was important for us to also have pictures of female scientists." (a teacher)

"In the physics room, there are pictures of the Nobel laureates, and I always say that there is only one person that has ever won the prize twice: Marie Curie for chemistry and for physics". (a teacher)

"I am ambivalent that in my school there are pictures of black people in the halls but these are mostly athletes, not scientists or politicians." (a teacher)

Sexual Harassment and Violence in Schools and Children's Institutions – Media Analysis

Aim

To raise awareness of the prevalence of sexual harassment and violence in schools committed by teachers, which is a form of school-related gender-based violence.

Expected outcomes

Participants

- gain knowledge about outstanding, widely publicised cases of sexual harassment and violence against primary and secondary school students committed by teachers and other staff, and about the societal, media and legal responses to them;
- become able to identify such harassment and violence in their own schools and take steps to stop it or to prevent it.

Working methods

Individual work and teamwork (2–5 people), discussion

Time

45 min out of class, 30 min in class

Preparation and material

Flip chart paper for summarizing the outcome of the media research and analysis.

Procedure

- Tell participants about the fact that although it is a crime to commit sexual harassment and violence against minors, and in most countries it is illegal for teachers to have sexual relationships with a minor, these phenomena are relatively widespread in our societies. Although their latency is high, some of the most serious and repeated cases are reported on by the media.
- Ask participants to do internet research into media coverage of such cases from the last five years. They can either concentrate on the media coverage of a few prominent cases or try to find as many separate cases as possible. The task is also to analyse the media coverage according to these (suggested) questions:
 - What was/were the story/stories covered by the media?
 - What were the consequences of what happened – to the victim, the perpetrator, and the school?
 - How did the media cover the story, e.g. is the seriousness of the crime reflected in the reporting, is there any victim-blaming or trivializing of the story in the coverage?
 - Were there any far-reaching consequences of the story/stories at a societal level?
- At the next training event, ask participants to work in small groups of 2 to 5 and compare and note down their findings about the media research according to the above questions. (15 min)
- Afterwards, let one person from the group present the findings in a whole group session.
- Have a short discussion about the cases based on these suggested questions:
 - Was the victim sufficiently protected in the presented case, and were sufficient steps taken against the perpetrator?
 - What should the consequences of such cases be in terms of the individual and the societal level?
 - What could you do in your school to prevent and/or react to such cases?

Textbook Analysis

Aim

To raise participants' awareness of the importance of textbooks in transmitting gender stereotypes or gender-sensitive content;

To help participants develop a reflective and critical approach to textbooks and be able to analyze how gender is represented in them.

Expected outcomes

Participants

- have a critical and reflective understanding of textbook content in relation to gender;
- are able to analyze how gender is represented in textbooks;
- become acquainted with methods of textbook analysis.

Working method

Presentation, individual work, discussion

Time

40–60 min in class, 2–3 hours individual work at home, another 30–40 min in class

Preparation and material

Articles on textbook analysis of gender representations (see sources below);

List of criteria for a gendered textbook analysis (see sources below).

Procedure

- The participants might have read an article (as homework) for the class. Encourage them to share their thoughts about the article in a short introductory discussion. You might also talk about the importance of textbooks especially in relation to gender.
- Distribute a paper about the categories for textbook analysis (see sources below).
 - Distribute a few page long excerpt from a chosen textbook, and ask participants to analyze the given piece by using the categories in groups.
 - The groups then present their own categories. Try to arrive at a more or less similar list with participants for the homework.
 - Explain their homework: choose a book, have a look at it from the perspective of the categories, choose one or two focal points and then analyse it (its texts and images). Make clear that this is not a research task, it is only a brief and essential analysis.
 - Participants do their homework using the list of categories they have received (selecting some of them).
 - Ask participants to prepare a schematic account of their analysis for the next class.
- In the classroom, let them present their results in groups, and facilitate a brief discussion about the textbooks, their role, and the gender representations in them. Ask participants (for group work or whole-class activity) how they could use these textbooks to help pupils avoid being influenced by their gender biases.

Tip

If possible, choose different texts as excerpts from the same textbook: one/some with strong stereotype(s), and one/some with more equal gender representation.

Recommend that participants analyse one of the mainstream textbooks about their own subject.

Two individuals can analyse the same textbook at home, and they can share their analysis during class.

Alternative

The participants might work on the article(s) in groups and prepare categories for their own analysis based on the paper(s).

If you have limited time for preparation, you might omit the group work in the preparation period and simply present the categories, also providing some examples from textbooks.

You can also use the categories described in the activity: *Checking Textbooks for Gender Bias* (page 64) or you can introduce the homework with a variation of that activity.

Sources

Dominiquez, L. M. (2003). *Gender textbooks evaluation* [A Paper Submitted to CELS as Course Requirement for the Degree of Master of Arts]. <https://www.birmingham.ac.uk/documents/college-artslaw/cels/essays/sociolinguistics/dominquez5.pdf>

Ministry of Education and Training, & UNESCO Ha Noi Office. (2010). *Guidelines for textbook review and analysis from a gender perspective* (UNESCO International Bureau of Education (Ed.)). UNESCO. <https://docs.iiep.unesco.org/peic/2748.pdf>

Bhattachaiyakorn, S., & Boonthong, Y. (2017). *An analysis of gender representation in an EFL textbook*. The 5th National Conference on Humanities and Social Sciences, the Context and Direction for Thailand, Ubon Ratchathani, Thailand. https://www.academia.edu/35761698/AN_ANALYSIS_OF_GENDER_REPRESENTATION_N_AN_EFL_TEXTBOOK_2017_

Aim

To deepen participants' knowledge about gender issues through reading an article on critical gender theories.

Expected outcomes

Participants

- come into contact with relevant critical gender theories;
- sharpen their ability to analyse pedagogical situations;
- recognise that theory can be helpful for understanding pedagogical situations;
- become aware of their own point of view with regard to gender theories.

Working method

Individual work (out of class), group work (3 to 5 people), discussion, presentation, debate

Time

Presenting and explaining the task in class: 15 min

Reading and writing as an out-of-class activity: appr. 3 hours (participants)

Reading of papers of participants and preparation of statements to be discussed: appr. 3 hours (trainer)

Presenting and explaining the task discussion in class: 15 min

Group discussion: 30 min

Presentation of main findings of group discussion: 10 min. per group

Preparation and material

Copies or electronic version of a chosen article;

Guiding questions for participants;

For the next session:

Four statements for further discussion derived from participants' written reports (handout or PowerPoint presentation).

Procedure

Presenting the task in class (15 min)

- Introduce the out-of-class activity by giving a short overview of the content of the article, the aim of the activity/reading, and what you expect participants to do with it.
- Introduce guiding questions and ask participants to prepare for the discussion in the next session by answering the questions in written form (specify the number of characters – for example, 3000 characters including spaces – and the deadline and means of submission).

Individual work of participants

Work with participants' papers

- Read the papers of participants.
- Look for themes that emerge in them.
- Formulate approx. four statements with regard to participants' papers for further discussion in class / groups.

Discussion in class (95 min)

- Present the themes that emerged from participants' papers related to the article.
- Ask participants to form groups based on the theme they want to discuss.
- Each group should discuss the chosen statement/question for about 30 min.
- Ask participants to present the main findings of the group discussions.
- Summarize and/or supplement if necessary.

Tip

In preparing statements based on participants' papers, try to find different positions and/or levels to deal with – for instance, one statement to help discuss in-depth theoretical concepts, one statement

in which one's own critique, doubt, and resistance can be expressed and thematized, one statement to help with speaking about personal experiences, and one statement relating to professional challenges as a teacher.

Participants should be free to choose the statement they want to discuss, so if one or two of the suggested statement(s) are not selected, this is OK (likewise when two groups discuss the same topic). Groups should not have more than five participants.

Alternative

Invite participants to propose their own concern or question to be discussed with others.

Suggested English texts and questions for discussion

Thorne, B. (1993). *Chapter 4: Gender Separation: Why and How*. In *Gender Play. Girls and Boys in School* (pp. 49–61). Rutgers University Press.

This book draws on school ethnography and provides an account of observations about how children 'do' gender; namely, how they construct and perform their gendered selves in a primary school environment. The chapter selected for reading discusses how and why girls and boys separate themselves and are separated in school. The text can provide the background and a starting point for discussion about gender socialisation, especially peer socialisation ([Chapter 2.2.2](#)).

Questions for discussion:

1. What are the institutional causes of girls and boys separating more in school than in other environments?
2. What practices are there in school which reduce gender separation?
3. What motivates children individually to separate? What theories are available to explain this phenomenon?
4. Do you think teachers should intervene in boys' and girls' separation?

Solar, C. (1995). An Inclusive Pedagogy in Mathematics Education. *Educational Studies in Mathematics*, 28(3), 311–333.

This article discusses the main ideas behind feminist pedagogy and develops a framework for inclusive pedagogical practices in mathematics teaching. The text can provide the background and starting point for a discussion about feminist pedagogy (page 72).

Questions for discussion:

1. What is feminist pedagogy? What are its main points?
2. How does gender discrimination materialize in maths education?
3. How can maths teaching be made gender-inclusive?
4. If you were a maths teacher, what would you pay attention to, and what steps would you take to make your classes gender-inclusive?

Garrahy, D. A. (2001). Three Third-Grade Teachers' Gender-Related Beliefs and Behaviour. *The Elementary School Journal*, 102(1), 81–94.

This article explores the pedagogical beliefs and teaching practices of three third-grade teachers in order to find out how their practices reinforced or challenged the gender differentiation of pupils in schools. The text can provide the background and starting point for a discussion about gender socialisation and gendered classroom practices.

Questions for discussion:

1. What kinds of gender-based school inequalities were revealed by research studies undertaken in the 1980–1990s?
2. In what ways did the three teachers treat boys and girls differently? Did this involve conscious differentiation?
3. How did Susan's teaching methods and communication differ from those of the other two teachers? How did this affect pupils?
4. How does the author explain the differences between the three teachers' pedagogical convictions and their teaching practice?

Renold, E. (2006). "They won't let us play... unless you're going out with one of them." Girls, boys, and Butler's 'heterosexual matrix' in the primary years. *British Journal of Sociology of Education*, 27(4), 489-509. <https://doi.org/10.1080/01425690600803111>

This ethnography-based article explores how relations between children in primary schools are influenced by the active discursive construction of heteronormative gender and sexual identities. The text can provide the background and starting point for a discussion about gender socialisation, femininities and masculinities, childhood sexuality, and sexual bullying. It is recommended reading for participants who have some background in discourse analysis and performativity theory, otherwise its theoretical content may be difficult to understand.

Questions for discussion:

1. What is a 'heterosexual matrix'?
2. How does heterosexuality appear in the school relations of children aged 10–12?
3. How do Renold's examples contradict the idea that children are just practising/preparing for future adult heterosexuality?
4. How can some children evade the heteronormative pressure imposed on them by their peers based on the idea that girls and boys can only be romantically related to each other?

2.5 WRAP-UP / EVALUATION ACTIVITIES

When conducting courses and training, it is important to conclude the course properly. A trainer should seek out feedback from course participants. Feedback always contains important information for the trainer, including about the knowledge participants have acquired, the atmosphere in the group, organisational issues, opportunities for improvement, etc. Based on the feedback that is provided, the trainer can make adjustments to the next rounds of the same training, or make immediate changes in the course to take into account the needs of participants.

Below we list examples of evaluation techniques and wrap-up activities that are practised in the courses conducted by partner organizations.

Short Feedback Activities

Aim

For participants to give brief feedback about the module or workshop with regard to different aspects such as: knowledge level, emotional level, working atmosphere in the group, opportunities to participate and other elements.

Expected outcomes

Participants

- think through the whole training event and what they have learnt;
- share their thoughts and experiences with other participants and the trainers;
- give feedback to the trainers about the course.

Trainers

- receive information about pre-formulated questions in order to evaluate the workshop and possibly plan the next session.

Working method

Individual work, group work

Time

10–30 min, depending on the procedure and number of participants

Preparation and material

None; or flip chart and flip chart markers; and/or adhesive dots

Procedure – Alternatives

- **1 word:** participants say one word about today's lesson in turn.
- **1 statement:** participants comment on an insight or finding from today's lesson in turn. Statements and opinions are not commented on.
- **1 to 10:** Prepare four questions and draw a line that runs from 1 to 10 on flip chart paper, participants walk around and vote by marking a point between 1 and 10:
 - I can participate in the seminar: not at all (1) – very well (10)
 - I found the unit about... (e.g. language): uninteresting (1) – very interesting (10)
 - I found (e.g. the Gender and sexual diversity/sexual orientation unit): not relevant for my professional life (1) – very relevant for my professional life (10)
 - I felt: insufficiently challenged / overloaded

Tip: provide blank cards on which to write down wishes/comments for the next modules (methodology/themes/questions)

Target: Prepare the evaluation by drawing a target on a flip chart. The target should be divided by vertical, horizontal, and diagonal lines like a cake. The cake pieces are labelled with statements for evaluation. All participants can stick on adhesive dots according to their own evaluation – i.e. put them in the appropriate place (one dot for each “piece of cake”). The closer one inserts the dot to the centre of the target, the better the evaluation.

Examples of statements:

- How was the session “role playing”?
- I am looking forward to new tasks.
- I'm taking home something very practical from today's module.
- Opportunities to participate were... (e.g. sufficient)

Tip: In addition, you can ask a question such as “Is there anything else you would like to get off your chest?”

5-Finger-Feedback: Draw an outline of a hand on a sheet of paper and distribute it as a handout to every participant. Ask participants to write a statement in each finger (make the questions visible, either on the handout, flip chart or via PowerPoint):

- Thumb: What was great?
- Index finger: A concrete idea that I want to implement.
- Middle finger: What wasn't so great?
- Ring finger: Who would I like to talk to – and what about?
- Little finger: What remains uncertain for me?

Tell participants that their feedback sheet will not be made public, but ask them to choose one finger and present this finger with its statement to the group.

Alternative: Participants draw the outline of their hand by themselves.

Aim

To start a writing process; to write down every spontaneous thought and feeling on paper in an associative and uncensored way.

Expected outcomes

Participants

- overcome their “inner censor”;
- generate ideas about the subject, knowledge, thoughts, and feelings;
- activate previous or informal knowledge.

Working method

Individual work

Time

15 min

Preparation and material

A sheet of paper and a pencil for each participant;

List of rules for automatic writing;

Stopwatch.

Procedure

Presenting the task in class (5 min)

The purpose is to write down spontaneously by hand, within a set time frame (10 minutes), everything that comes to the writer's mind about a concrete keyword/subject. The pen remains in the hand and the flow of writing is not to be interrupted. The formal correctness of the written text does not matter.

Introduce the concept of automatic writing by presenting the rules in a handout or PowerPoint presentation:

- Choose a notion or topic as your starting point.
- Set a stopwatch for 10 minutes.
- Just start writing whatever is on your mind.
- The writing hand should always remain in motion.
- Don't read what you have written. Just keep writing.
- Don't erase or delete anything!
- Don't worry about spelling, punctuation & grammar.
- Lose control, just follow your thoughts. Excursus and nonsense are acceptable.
- If you don't know what to do, write “I can't think of anything” until another thought crosses your mind.
- When time is up, finish writing the thought you have just started and then stop! Look forward to the next time.

Present a topic or starting point for automatic writing – for instance:

- What would I tell a friend about today's first module?
- When I go back to my school and university days, what situations and moments do I remember in which gender played a role?
- When I think back to the beginning of the seminar and review the training events so far...

Inform participants that the resulting text will not be passed to the trainer.

Individual writing (10 min)

- Start the stopwatch, stop it after 10 minutes.
- Ask participants to write.
- After 10 minutes ask participants to complete the sentence, stop writing, put the pen down, and look forward to next time!

Tip

The resulting text should not be read aloud or edited, nor should it be passed to the trainer.

Experience has shown that it is often necessary to practise this method several times in order to become familiar with it.

Alternative

Automatic writing can be used to prepare a discussion or feedback session. For that purpose participants are asked to select one aspect/topic/theme from their text and present it to the group.

Sources

Goldberg, N. (2016). *Writing down the bones: freeing the writer within* (Anniversary edition). Shambhala.

Elbow, P. (1998). *Writing with power: techniques for mastering the writing process*. Oxford University Press.

Sharing in a Circle

Aim

To give oral feedback to the trainers and participants about the course and share thoughts about the training as a wrap-up activity at the end of the course.

Expected outcomes

Participants

- think through the whole training event and what they have learnt;
- share their thoughts and experiences with other participants and the trainers;
- give feedback to the trainers about the course.

Working method

Individual work and group work. The activity can be used for any number of participants.

Time

30–40 min (depending on the size of the group)

Preparation and material

Blank paper for participants to take notes;

Questions written on the board/flip chart.

Procedure

- Write the questions on the board/flip chart.
- Give a piece of paper to each participant who needs one to take notes.
- Ask participants to note answers to the five questions in five minutes.
- Ask participants to share their points with the whole group.
- Trainers should also give feedback to the group based on the five questions.

Questions:

1. What kind of feelings are you leaving the course with?
2. What's your strongest impression?
3. What are you taking with you, what have you learnt?
4. What won't you take with you?
5. What is your feedback to the trainers?

Written Feedback About the Course

Aim

To give written feedback to the trainers about the course.

Expected outcomes

Participants

- think through the whole training event and what they have learnt;
- give feedback to the trainers about the course.

Working method

Individual work. The activity can be used for any number of participants.

Time

30–40 min

Preparation and material

The questionnaire ([Appendix 17](#), page 184) can be distributed to participants at the end of the training event in a printed form, or the questions can be entered into a Google questionnaire form. The latter option makes it easier for the trainers to compare and evaluate the responses and is also more user friendly for participants.

Procedure

- Distribute the printed questionnaire to participants at the end of the course, or send them the questionnaire link via email immediately after the course is over.
- Give a deadline to participants by which they have to fill in the questionnaire.

Note: This activity was designed as an assignment for students for the teacher-trainee version of the training. This questionnaire could be given to teachers at the end of the course. Questions can be changed a bit for teachers.

2.6 COLLECTION OF STORIES THAT CAN BE USED FOR DRAMA ACTIVITIES

In this section we offer a collection of stories which can be used for activities with various drama techniques. Most of the stories are based on real-life experiences of some of the participants of the pilot courses, and correspond with many of the themes we work on in this course. Sharing stories and working with them can be an empowering or even healing experience for participants as they act out the roles in a safe environment with support from trainers and fellow participants. However, some of the stories may involve traumatic experiences for those who shared them, therefore trainers should be careful about their dramatization. As they are real-life stories, acting them out in a safe space can support and empower teachers to act in gender-sensitive and responsive ways in real-life teaching situations. Below each story we indicate which topic and which drama activities they can be used with. Descriptions of respective drama activities can be found on pages: 53 sociodrama – giving voice, 67 improvisation in pairs, 78 Forum Theatre, group improvisation 85.

Outing

A teenage boy changed secondary schools. However, there was a girl who knew he was gay, and by the time he started going to the new school she had spread the information and everyone knew about it. There was an inclusive climate in the school, so he didn't suffer abuse, but the form tutor didn't do anything such as talk to him or the girl or the class.

Topics: LGBTIQ* people in the school, inclusive school environment, homophobia, outing, teacher's responsibility

Suggested drama activity: sociodrama – giving voice

Homophobic Bullying

Situation 1

In a rural grammar school there was a boy who had a high voice and feminine behaviour. There was strong male dominance in the class, and he was bullied by the other boys. For example, they took away his schoolbag, called him a fag, and mocked him for his clothes. In year 10 he became a private student and deleted his presence from all social media sites. The form tutor didn't intervene at all and the girls protected him, but only until it turned out that he was in fact gay.

Situation 2

After a physical education class, the teacher walks past the boys' changing rooms and through the open door sees a situation. Year 9 student Tonda is cornering year 7 student Roman. Roman is in shorts and crouching on the floor. Tonda is insulting him by calling him a fag.

Situation 3

A teacher is walking around a group of year 7 students when they overhear a conversation about one of their colleagues. The students are debating if it is true that the teacher is a lesbian. They assess her clothing style as weird, her behaviour as masculine, and call her a dyke. One student asks the teacher: "Is it true that Ms. Smith is a lesbian?"

Situation 4

We are in year 6 of primary school. There is a break, pupils are in the classroom, the teacher Anna is outside. Pupil Ben takes a new yellow pencil case from his school bag, puts it on the class desk. Two classmates Cyril and Dan take it away from him. He attempts to get it back. Cyril and Dan toss it around and mock Ben by saying he is a faggot and has a pencil case for faggots. The teacher Anna enters the classroom at the moment when she hears that someone is yelling "faggot" and sees the conflict between the pupils Ben, Cyril, and Dan.

Topics: gender stereotypes, homophobia, homophobic bullying, social isolation, teacher's responsibility, masculinities

Suggested drama activities: Forum Theatre focused on teacher's acting, sociodrama – giving voice

Homo-negativity

During a break, a teacher overhears a group of 14-year-old students talking about postings on Conchita Wurst's Facebook page, and a student saying he likes a post saying "You gay pig, you should be killed". Another student defends Conchita Wurst, and gets the answer "You must be gay yourself, then."

Topics: homo-negativity, homophobia, homophobic bullying

Suggested drama activities: improvisation in small groups, Forum Theatre focused on teacher's acting

Biased Grading

A male maths teacher was partial in grading tests. Girls received the same grade as boys for lower scores. The explanation was that "boys have maths in their blood" (i.e. boys are naturally better at maths, so girls should get better grades for the same performance). Moreover, only girls whom the teacher found pretty or attractive were graded better, while the rest of them were graded in the same way as boys. Girls who were good at maths found this unfair, and so did the boys. This grading practice thus generated conflict among girls, and also among girls and boys, with non-privileged girls calling the privileged girls sluts.

Topics: gender stereotypes, gender bias, girls' disadvantage at STEM subjects, gender-based class conflicts, slut-shaming, teacher's authority

Suggested drama activities: sociodrama – giving voice, Forum Theatre focused on what the class could do

Teacher-student Sexual Relations

There was a 28-year-old male form tutor in a grammar school who had an intimate relationship with one of his female students for a year. The relationship was open, but meanwhile he was secretly harassing two other girls. One of these two girls told one of her teachers, which is how the case came to light. The case divided the staff. The leadership didn't want to fire him because they were afraid of a scandal and because the parents of the problematic teacher were influential and supporting the school financially. Eventually, he was asked to quit. Not only him, but also the teacher who reported the abuse.

Topics: sexual harassment, power abuse by teachers, sexual relations between teachers and students

Suggested drama activities: sociodrama – giving voice, Forum Theatre: acting out a staff meeting

Sexual Harassment and Cyber-bullying

In one school a boy in year 9 was sexually harassing girls in year 7 by sending sexual messages to their phones. The girls were ashamed and kept it a secret but one girl told a friend of hers, and the friend told a teacher, which is how the case came to light. There was an institutional response: the case was taken to the School Court (a disciplinary body consisting of representatives of teachers, students, and parents). The boy was reprimanded and stopped the abusive behaviour. Public opinion in the school was strongly against the boy. However, the same harassed girls were bullied by other girls who called them sluts, etc. This bullying by girls was not taken seriously by teachers – they were just told not to behave like that, and there was no institutional response like in the case of the boy.

Topic: sexual harassment, cyber bullying, gender bias, school policies against sexual harassment and bullying, slut shaming

Suggested drama activity: sociodrama – giving voice

Sexual Comments by the School Dentist

The school dentist made a sexual comment hinting at oral sex to a female student in year 10: the student was wearing make-up, and the dentist said, "Someone who can make her eyes up so beautifully can surely open her mouth wide." The sentence was uttered with a lascivious grin, so the students who overheard it knew it wasn't just an "innocent" joke.

Topic: sexual harassment

Suggested drama activities: Forum Theatre focused on students acting, sociodrama – giving voice

Sexism in the History Class

A history teacher in a secondary school was making tasteless sexist jokes and degrading comments about women in the context of history teaching. For example, he spoke approvingly of women's oppression in the middle ages. The girls gave him disapproving looks. Also, he told a girl that the 1848 revolution was not a feminine topic, and he asked about the demographics of the time instead. The girls complained to their female form tutor, but she didn't stand up for them. She said, "You should endure it somehow, he is a teacher of great prestige."

Topics: gender bias, gender stereotypes, sexism, teacher's responsibility

Suggested drama activities: Forum Theatre focused on students' acting, sociodrama – giving voice

Interactions

Mathematics lesson, year 8: The teacher writes the equation $5x - 7 = 3x + 15$ on the board and asks those students who have an idea how to solve the equation to raise their hands. Anna exclaims: "Put the x on one side". The teacher nods and says: "Exactly". The teacher then asks what this means in this specific case. Marco raises his hand but fails to answer as a group of girls yell out possible answers.

Topics: gender stereotypes, teacher-student and peer interaction, gender-based class conflicts, teacher's responsibility

Suggested drama activities: improvisation in small groups focused on teacher's acting, Forum Theatre focused on teacher's acting

Girls' Sport

In the physical education lesson for the whole class (year 5 in a primary school) the teacher suggests playing football. Some girls don't really like the idea and they start talking to each other. Martina comments aloud: "Can't we just do a girls' sport? Like gymnastics?"

Topics: gender stereotypes, cultural assumptions

Suggested drama activity: improvisation in pairs

Interactions – Attributions – Task Sharing

Physics lesson, year 6: The students are to do a small experiment in groups of three and are going to write a protocol about the results. Selda, Dominik, and Zora are working together. The teacher observes the group and realizes that Dominik has immediately started the experiment. When Selda wants to get involved, Dominik says: "You'd better write the protocol. You have such a beautiful handwriting." Zora nods.

Topics: gender stereotypes, girls' disadvantage in STEM subjects, male dominance

Suggested drama activities: improvisation in small groups focused on teacher's acting, Forum Theatre focused on teacher's acting

Bodyism (= prejudice based on the appearance of someone's body)

Physical education class: A teacher is passing the girls' dressing room when they overhear one of their 12-year-old pupils say: "R. is so fat, we won't let her play in our team. And next time she gets dressed up near us, we'll scream: 'Bah, she stinks!' Who's joining me?"

Topics: gender stereotypes, discrimination, lookism, bodyism, prejudices, social exclusion

Suggested drama activities: improvisation in small groups focused on teacher's acting, Forum Theater focused on teacher's acting

Sexist Remarks

Year 9, maths class: A teacher brings three new female students to a class with 19 male pupils and 6 female pupils. The teacher introduces the students to the class and asks them to take a seat at the back. Several male students exclaim several times: "Professor, you really have good taste!" The teacher does not react.

At the end of the class when leaving the room, the teacher asks the students: "Did you hear the sexist remarks of your classmates?"

Topics: sexism, gender discrimination

Suggested drama activities: Forum Theatre focused on teacher's acting, sociodrama – giving voice

Working with Parents

Muslim parents come with their 12-year old daughter Manal to Manal's home-room teacher and inform her that Manal is not going to participate in the upcoming school trip because she won't get halal food and they are worried Manal would have to stay overnight in a room with no teacher control. Manal's teacher knows that Manal wants to attend the trip and therefore she tries to negotiate with the parents.

Alternative: The teacher is convinced that this is discrimination against women and therefore she tries to negotiate with the parents.

Topics: gender and religion, gendered traditions, cultural assumptions and biases, teacher-parent relationships

Suggested drama activities: improvisation in small groups, sociodrama – giving voice

Dissatisfied Parent

The day after a sex education lesson, you meet a dissatisfied parent who comes to you with the words: *"What nonsense do you keep telling them? That two mothers or two fathers can raise a child! With such words you are harming the traditional beliefs in our family, and I strongly disagree with them!"*

Topics: gendered traditions, teacher-parent relationships, sex education, homo-negativity

Suggested drama activity: improvisation in pairs

Career Choice

Situation 1

A female student Anne has excellent results in mathematics and physics. She would like to study aviation engineering. Her parents arrive at school. Their daughter's choice does not seem appropriate to them. They have ideas about a profession that would be more appropriate for a woman.

Situation 2

A male student, John, has long been interested in working with children and youth. He would like to study pre-school and extra school education at university. One day he would like to teach in a kindergarten. His parents arrive at school. Their son's choice does not seem appropriate to them. They have ideas about a profession that, in their opinion, would be more suitable for a man.

Topics: gender stereotypes, cultural assumptions, career counselling, feminine and masculine professions

Suggested drama activity: improvisation in small groups

A Girl Playing Football

A girl is playing football with boys in the playground, and a teacher is commenting on the scene to a colleague: "Her mother doesn't allow her to go to soccer training because it is not 'a girls' activity', although I have tried to talk with her several times. The boys accept her, but they tell me 'it's a shame for us 'cause she makes us look like noobs.'" Suddenly, the football playing girl becomes a bit aggressive. The teacher admonishes her: "Just do it in a feminine way!"

Topics: gender stereotypes, girls' disadvantage in masculine sports

Suggested drama activity: sociodrama – giving voice

Double Standards in Disciplining

An eight-year-old girl regularly shows signs of absent-mindedness in class. She is sometimes naughty and disrupts classes. Her form tutor reprimands her for it and asks her parents to come in for a consultation and recommends that they take their daughter to specialised pedagogical counselling services. In the same form there are several boys who behave very similarly to the girl. They lose their focus in classes and often do not pay attention to the teacher's explanations. All the same, the teacher takes the behaviour of the boys as something given, and does not try to intervene with their parents.

Topics: gender stereotypes, gender bias

Suggested drama activities: improvisation in small groups focused on teacher's acting, sociodrama – giving voice

Cheerleading

There was a group of cheerleaders at a primary school located in a village. The cheerleaders were, unsurprisingly, only girls. One day a thirteen-year-old boy approached the female trainer of the cheerleaders in the school gym. He told her he would like to become part of the group. The trainer looked at the boy with suspicion. She hesitated for a while, but then invited the boy to the next training event. Years later the boy turned into an adult man who was in charge of a successful group of cheerleaders at his former primary school.

Topics: gender stereotypes, gender bias in sports, masculinities

Suggested drama activity: sociodrama – giving voice

2.7 VIDEOS

Videos are a powerful tool for opening up discussions about various topics. In this chapter we present a short description of several videos which we find useful. They are structured according to the topics of the chapters to which they are related.

The Light



Length

3' 52"

Filmmaker, producer, artist

HollySiz

Type

Music video

Language

English

Target group

Teacher trainers, teachers, students, pupils of age 6-19

Content

The song/video conveys a story (without words) about how difficult it is for a child simply to do what it wants (e.g. wear a dress). It shows how differently parents can react to child's wishes, how much they put themselves under pressure, or support their child.

It can be a starting point for discussion about teachers' reactions and responsibility.

Source

HollySiz. (2014). The Light (Clip officiel) [YouTube Video]. In YouTube. <https://www.youtube.com/watch?v=Cf79KXBCIDg>

Further resource

Lyrics at www.songtexte.com/songtext/hollysiz/the-light-1b5f3524.html

Finansforbundet on Equal pay What Do These Kids Understand That Your Boss Doesn't

117



Length

2' 36"

Filmmaker, producer, artist

Finansforbundet

Type

Awareness-raising video

Language

Norwegian, with English subtitles

Target group

Teacher trainers, teachers, students, pupils of age 6-19

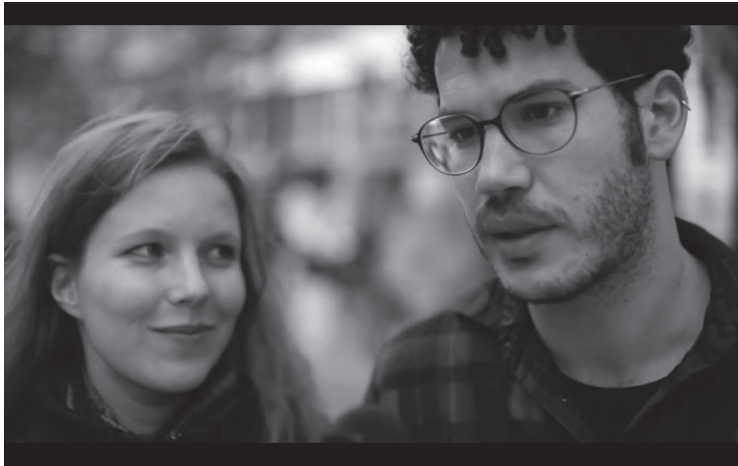
Content

The video addresses the problem with the gender pay gap. Pairs of boys and girls (couples) are asked to do a simple task, and when they finish they get a reward. However, the girls always get less than the boys and they are told this is because the girl is a girl. The children feel that this is unfair and explain why they think so. The video can be a starting point for a discussion about gender inequalities and raising the question why adults accept these inequalities when children are able to recognize injustice and discrimination.

Source

Finansforbundet. (2019). Finansforbundet on Equal pay What do these kids understand that your boss doesnt [YouTube Video]. In *YouTube*.

<https://www.youtube.com/watch?v=7n3Sov7Zctk>

**Length**

1' 06"

Type

Short, comic educational video

Language

Hungarian, with English subtitles

Filmmaker, producer, artist

Rozália Szeleczki, director and winner of the Hungarian Women's Lobby social media video competition (Egyenlő-e a nő? Are women equal?, a special edition of its annual Hypatia gender-sensitive media prize) about inequality between women and men (2015).

Target group

Teacher trainers, teachers, students, pupils of age 14-19

Content

The humorous video shows a street opinion survey in which the reporter asks a young, urban, intellectual couple (a man and a woman) what they know about equality between women and men. Although the answers show great awareness of the topic (fewer women in political representation, gender pay gap, forms of domestic violence, gender studies as a discipline, etc.), the man does not let the woman speak, cuts into her speech, and generally “mansplains” the answers. He shows the opposite behaviour to his progressive views. In the end we have the feeling that he is a very oppressive person in private life and that the young woman is probably a victim. This is also an illustration of the feminist saying: “The personal is political.”

Suggested questions for discussion

- How would you describe your immediate reaction to the short film?
- What do you think about the video's potential message: what does it convey explicitly and implicitly?
- What comes to your mind when you hear the expression “gender”? What does it mean and how is it translated into your language? How is gender relevant to how the woman and the man behave in the video?
- How do you think this video could be related to education and life in school? Would you use it with students – and if yes, how?

Source

Szeleczki, R. (2015). Dzsenderológia [YouTube Video]. In *YouTube*.
<https://www.youtube.com/watch?v=12RD2RY81h8>

Reversed Gender Roles: If Women's Roles In Ads Were Played By Men

**Length**

1'38"

Filmmaker, producer, artist

BuzzFeedVideo

Type

Awareness-raising video

Language

English original with English subtitles

Target group

Teacher trainers, teachers, students, pupils of age 13-19

Content

The video presents some ads but reverses the roles of men and women. Men seem ridiculous in typical women's roles. The video poses the question why it is not ridiculous to see women in these roles. The video could be a good starting point for a discussion of gender roles and stereotypes, and the hierarchical nature of these roles: women are sexualized, the weaker ones, the "seducers", etc.

This video could be used after the tasks [Google Images for Men and Women](#) (page 30) and [Opinion Line About Gender](#) (page 27). These tasks may serve as an introduction to the topic of gender.

Source

As/Is. (2014). If Women's Roles In Ads Were Played By Men [YouTube Video]. In *YouTube*. https://www.youtube.com/watch?v=2SrpARP_M0o

Girl toys vs. boy toys: The experiment – BBC Stories

**Length**

3' 25"

Filmmaker, producer, artist

BBC

Type

Awareness-raising video

Language

English with English subtitles

Target group

Teacher trainers, teachers, students, pupils of age 6-19

Content

The video captures an experiment: adult volunteers are asked to play with toddlers and they unconsciously offer so-called "boys' toys" to a toddler they consider to be a boy and "girls' toys" to a toddler they consider to be a girl. Eventually, they find out that "the boy" is actually a girl, and vice versa.

The video can be a starting point for discussion about gender socialization, the role of parent expectations, and the division of toys into "for boys" and "for girls".

Source

BBC. (2017). Girl toys vs boy toys: The experiment – BBC Stories [YouTube Video].

In YouTube. <https://www.youtube.com/watch?v=nWu44AqF0iI&t=1s>

**Length**

1' 04"

Filmmaker, producer, artist

Made for Gillette, music by John Parr

Type

Advertisement for razor manufacturing company Gillette

Language

English original

Target group

Teacher trainers, teachers, students, pupils of age 6-19

Content

The advertisement was made in 1989 and introduced the brand's slogan "The Best a Man Can Get". It shows a number of shaving or already clean-shaven men who fit the mainstream male beauty standards in different roles: as professionals, athletes, fathers, or as women's intimate partners. Their combination with the song suggests that by using the brand's razors, men can get the best that they deserve. The video can introduce a discussion about how men's roles, behaviours, and socialization have changed since the advertisement was released. Its views on masculinity can be compared to those in the ad "The Best Men Can Be" from 2019, 30 years later, by the same company.

Source

malemodelretro. (2010). Gillette, The best a man can get. In *YouTube*.
<https://www.youtube.com/watch?v=OAKVDCqVY6w>

**Length**

1' 48"

Filmmaker, producer, artist

Kim Gehrig

Type

Corporate social responsibility advertisement for razor manufacturing company Gillette

Language

English original with English subtitles

Target group

Teacher trainers, teachers, students, pupils of age 6-19

Content

The short film alters an old brand slogan that has been used since 1989, "The Best a Man Can Get", by first posing this statement as a question. It depicts, with some irony, growing negative tendencies in men's behaviour in society such as bullying, sexism, mansplaining, sexual misconduct, and toxic masculinity. The ad explains that "we believe in the best in men: To say the right thing, to act the right way", since "the boys watching today will be the men of tomorrow". At the end, the slogan affirms the message that men should strive to change to be "The Best Men Can Be". The video can serve as a good starting point for a discussion of the reasons for such negative behaviours in men, childhood gender socialization, and whose responsibility it is to change this trend. Its views on masculinity can be compared to those in the ad "The Best a Man Can Get" from 1989 by the same company.

Source

Gillette. (2019). We Believe: The Best Men Can Be | Gillette (Short Film). In YouTube. <https://www.youtube.com/watch?v=koPmuEyP3a0>



Length

6' 13"

Filmmaker, producer, artist

Written, directed, produced and edited by Michael Rohrbaugh

Type

Awareness-raising video

Language

English original with English subtitles

Target group

Teacher trainers, teachers, students, pupils of age 14-19

Content

American Male, a short film from MTV's Look Different Creator Competition, presents the everyday life of a young man from the US. It shows the different ways he tries to be masculine. His narrative that accompanies the images shows how he has educated himself to be masculine.

At the end of the short film, his homophobic aggression culminates.

The short film can be used as a basis for a discussion about hegemonic and toxic masculinity; the links between gender norms and homophobia, the strength of gender socialization, etc.

Source

MTV. (2016). "American Male" Short Film | Look Different | MTV [YouTube Video].

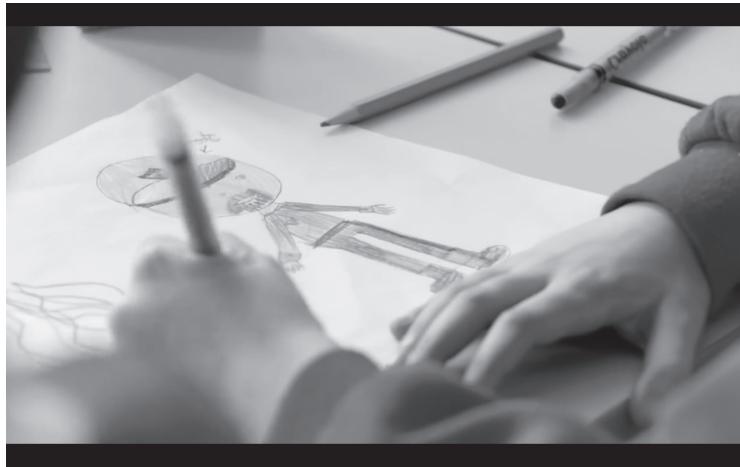
In YouTube. <https://www.youtube.com/watch?v=zJ-Pyhk7GQA>

Further resources

<https://xyonline.net/content/toxic-masculinity-primer-and-commentary>

https://en.wikipedia.org/wiki/Toxic_masculinity

Inspiring The Future – Redraw The Balance



Length

2' 08"

Filmmaker, producer, artist

MullenLowe London

Type

Awareness-raising video

Language

English original with English subtitles

Target group

Teacher trainers, teachers, students, pupils of age 6-19

Content

The film captures, how early on in their education, children already define career opportunities as male and female. When asked to draw a fire-fighter, surgeon and a fighter pilot, 61 pictures were drawn of men and only 5 were female. It can be a starting point for a discussion about gender stereotypes in career choices and the role of language – especially in languages which distinguish feminine and masculine grammatical gender and which use generic masculine forms.

Source

MullenLowe Group. (2016). Inspiring The Future – Redraw The Balance [YouTube Video]. In YouTube. <https://www.youtube.com/watch?v=qv8VZVP5csA&t=9s>

Career Counselling



Length

1' 28"

Filmmaker, artist

Kateřina Hausenblasová, Tereza Peroutková

Producer

Gender Information Center NORA within the project Towards Gender Sensitive Education

Type

Awareness-raising video

Language

English original, Czech, German, Hungarian versions

Target group

Teacher trainers, teachers, students, pupils of age 14-19

Content

The film depicts a situation in which a career counsellor is not able to respect the individual choices of students. Their preferences for a profession are not in line with traditional ideas about feminine/masculine professions.

The video can trigger a discussion about the role of a career counsellor at schools, and their impact on pupils'/students' career choices. It can also incite reflection about the importance of decisions based on individual preferences.

Source

Genderové informační centrum Nora. (2019c). Career counselling [YouTube Video].

In YouTube. <https://www.youtube.com/watch?v=VtkRIOlFVqM>

Further resources

Czech version <https://www.youtube.com/watch?v=0ao3n4im1Mg>

German version <https://www.youtube.com/watch?v=-aPCneLLDqU>

Hungarian version <https://www.youtube.com/watch?v=KrthjdS8LsM>

What It's Like To Be Intersex



Length

3' 25"

Filmmaker, producer, artist

Intersex Youth Advocacy Group

Type

Awareness-raising video

Language

English original with English and Italian subtitles

Target group

Teacher trainers, teachers, students, pupils of age 13-19

Content

Four young intersex activists – Sean Saifa Wall, Pidgeon Pagonis, Emily Quinn, and Alice Alvarez – talk about being intersex. They explain that the term “intersex” makes the diversity of intersex persons visible at the level of bodies and identities, clarify the difference between transgender and intersex, problematize medical interventions performed on their bodies and explain the medically imposed orders of silence concerning them, and the vicious circle of shame and stigma. Their message – not only to intersex people – is: you and your body, you are wonderful!

Source

As/Is. (2015). What It's Like To Be Intersex [YouTube Video]. In *YouTube*.
<https://www.youtube.com/watch?v=CAUDKEI4QKI>

**Length**

1' 05"

Filmmaker, artist

Kateřina Hausenblasová, Tereza Peroutková

Producer

Gender Information Center NORA within the project Towards Gender Sensitive Education

Type

Awareness-raising video

Language

English original, Czech, German, Hungarian versions

Target group

Teacher trainers, teachers, students, pupils of age 14-19

Content

The film depicts acts of homophobic bullying in school and their emotional effects on the victim.

The video can trigger discussion about the role of teachers and peers in preventing and stopping homophobic bullying, about caring for the victims of such violence, and also about masculinity.

Source

Genderové informační centrum Nora. (2020d). Homophobic bullying [YouTube Video].

In *YouTube*. <https://www.youtube.com/watch?v=XIe01q21v94>

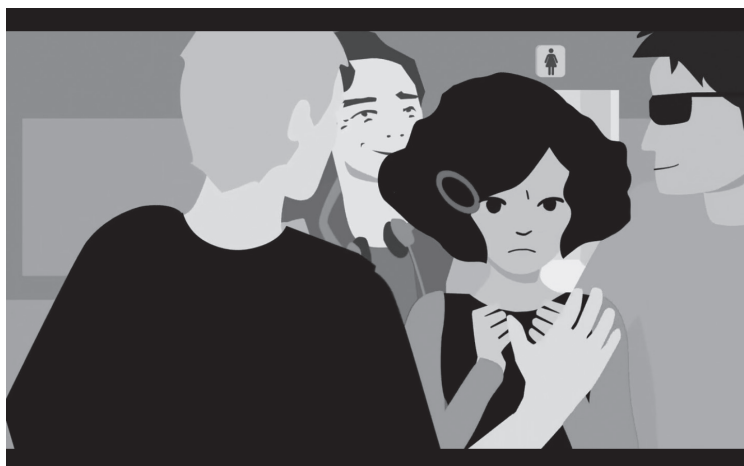
Further resources

Czech version <https://www.youtube.com/watch?v=9ni51l7AR4k>

German version <https://www.youtube.com/watch?v=qD0050g-K9Q>

Hungarian version <https://www.youtube.com/watch?v=Zq5qGyyALuc>

Sexual Harassment

**Length**

1' 11"

Filmmaker, artist

Kateřina Hausenblasov, Tereza Peroutkov

Producer

Gender Information Center NORA within the project Towards Gender Sensitive Education

Type

Awareness-raising video

Language

English original, Czech, German, Hungarian versions

Target group

Teacher trainers, teachers, students, pupils of age 14-19

Content

A female student is harassed at school by her male schoolmates. The film depicts two different reactions of teachers to such behaviour, and also shows the consequences of these two different attitudes to sexual harassment.

The video can open up discussion about how teachers can intervene in situations of sexual harassment at school.

Source

Genderov informan centrum Nora. (2020f). Sexual harassment [YouTube Video].

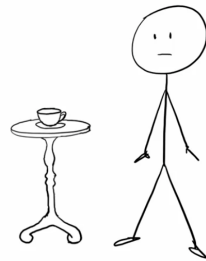
In YouTube. <https://www.youtube.com/watch?v=-wzv7rtle58>

Further resources

Czech version <https://www.youtube.com/watch?v=zD01hrcDNlY>

German version <https://www.youtube.com/watch?v=k1E0I-IDB-8>

Hungarian version <https://www.youtube.com/watch?v=SgG91aOX3yc>

**Length**

2' 49"

Filmmaker, producer, artist

RockStarDinosaurPiratePrincess and Blue Seat Studios

Type

Awareness-raising video

Language

English original with English subtitles

Czech dubbing

Target group

Teacher trainers, teachers, students, pupils of age 13-19

Content

The video explains the meaning of consent and gives a humorous parallel: "If you're still struggling with consent, just imagine instead of initiating sex you're making them a cup of tea."

The video can be a starting point for a discussion about sex education or sexual violence. It also works as a form of relief to end a discussion about sexual violence.

Source

Thames Valley Police. (2015). Tea and Consent. In *YouTube*.

<https://www.youtube.com/watch?v=pZwvrXVavnQ>

Parallel Scene: This Way or That Way

**Length**

1' 15"

Filmmaker, artist

Kateřina Hausenblasová, Tereza Peroutková

Producer

Gender Information Center NORA within the project Towards Gender Sensitive Education

Type

Awareness-raising video

Language

English original, Czech, German, Hungarian versions

Target group

Teacher trainers, teachers, students, pupils of age 12-19

Content

The video shows a girl walking through a school building and noticing discrimination and gender stereotypes. The girl then changes – through the power of her thoughts and through her doing – the school environment. What she wants is a supportive environment for all pupils.

The video can be a starting point for a discussion about how to make school a place with as little discrimination and stereotyping as possible.

Source

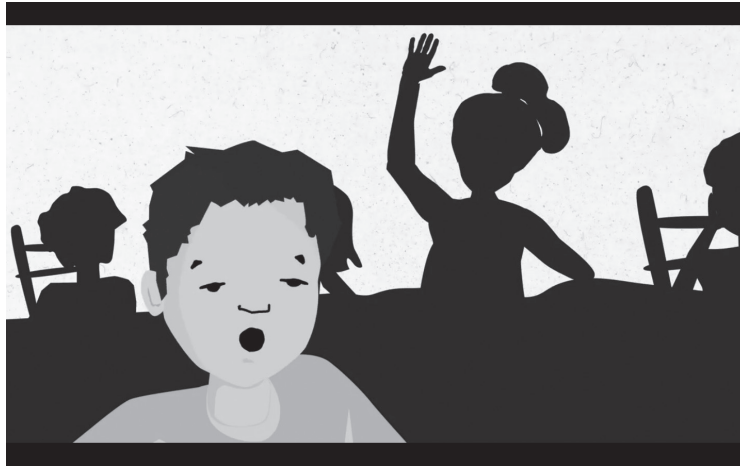
Genderové informační centrum Nora. (2020e). Parallel Scene: This Way or That Way [YouTube Video]. In YouTube. <https://www.youtube.com/watch?v=NGLnyMT3niw&t=2s>

Further resources

Czech version <https://www.youtube.com/watch?v=fqICwEbkVZ4&t=4s>

German version <https://www.youtube.com/watch?v=8Lb7oSCRzaI&t=1s>

Hungarian version <https://www.youtube.com/watch?v=RN1BBrnhF7I&t=3s>



Length

1' 42"

Filmmaker, artist

Kateřina Hausenblasová, Tereza Peroutková

Producer

Gender Information Center NORA within the project Towards Gender Sensitive Education

Type

Awareness-raising video

Language

English original, Czech, German, Hungarian versions

Target group

Teacher trainers, teachers, students, pupils of age 14-19

Content

The film shows a situation in which a teacher reacts differently to a female and a male pupils' participation in lesson, and thus triggers the female student to withdraw from the lesson.

It can be a starting point for a discussion about the impact a teachers' action can have on pupils.

Source

Genderové informační centrum Nora. (2019e). Double standard [YouTube Video].

In *YouTube*. <https://www.youtube.com/watch?v=8akZHA0xaX4>

Further resources

Czech version <https://www.youtube.com/watch?v=JHeyFR51a1w>

German version <https://www.youtube.com/watch?v=ZRrC3QXH6s>

Hungarian version <https://www.youtube.com/watch?v=e4tXTWpxgzk>

COURSE SCENARIOS

3



Within the project, each participating organization conducted two gender-sensitive education courses focusing either on practising teachers or teacher trainees. Although we shared activities throughout the project, it can be said that each of the participating organizations had its own way of preparing and running courses.

We present to you an ideal course scenario for each organization consisting of activities outlined in this handbook. The individual scenarios for our ideal courses differ in terms of the activities that have been included, and in the organisation of meetings with practising teachers/teacher trainees. In our courses we used warm-up activities to initiate learning processes and create a good atmosphere in the groups. These are not part of our handbook, but you can find inspiration, for example, in some of the resources previously mentioned: namely, *175 Theatre Games: Warm-up Exercises for Actors* (Hurley, 2009) or *The Big Book of Icebreakers: Quick, Fun Activities for Energizing Meetings and Workshops* (West, 1999).

All courses are designed for a total of 30 hours of study. They differ in terms of the proportion of hours assigned to direct work with participants and the self-study of participants. All courses also include recommended breaks, but we leave these to the sensitivity of trainers in relation to individual groups and their needs.

The time schedules defined for our courses were created according to the needs of participants, and to what is common in individual partner countries. At universities we have successfully applied the following time schedules with teacher trainees: a three-day course (Eötvös Loránd University), a four-hour meeting once every two weeks (Masaryk University), and a three-hour meeting every week (Association for the Development of Feminist Education and Teaching Models (EfEU)). With the target group of practising teachers the following time schedules proved to be successful: a two-day course (Gender Information Centre NORA), and a three-day course (Hungarian Women's Lobby).

Course for Teacher Students – Masaryk University (MU)

134

30 hours (total duration). 24 hours – 6 sessions of 4 hours each (plus 30 min break)
+ 6 hours of out-of-class activities

Session 1

Duration	Title of Chapter	Activities
115 min	– Getting Started Gender	Introduction of Course, Lecturers and Participants (15 min) Error-friendliness, Safe Space (20 min) True and False (20 min) Mapping (30 min) When One Says “Gender” (30 min)
30 min	Break	
125 min	– Gender Socialization Out-of-class Activities Wrap-up / Evaluation Activities	Brief Theoretical Input About the Meaning of Gender and Feminism (10 min) The Sentences We Have Heard (80 min) Instructions for Reading (15 min) Sharing in a Circle (20 min)

Out-of-class Activities: Reading (120 min)

Session 2

Duration	Title of Chapter	Activities
105 min	Getting Started Gender Socialization	Sharing at the Beginning (15 min) Childhood Memories of Being Girls and Boys (60–90 min)
30 min	Break	
135 min	Out-of-class Activities Gender Socialization Out-of-class Activities Wrap-up / Evaluation Activities	Reading: Group Discussion (30 min) Memories of School (70 min) Instructions for Reading (15 min) Sharing in a Circle (20 min)

Out-of-class Activities: Reading (120 min)

Duration	Title of Chapter	Activities
105 min	Getting Started School-related Gender-based Violence Video LGBTIQ* People in School	Sharing at the Beginning (15 min) Where Do I Stand? Opinions About School-related Gender-based Violence (10 min) Homophobic Bullying, Group Discussion (10 min) What It's Like To Be Intersex, Group Discussion (10 min) Homophobic Bullying – Forum Theatre (60 min)
30 min	Break	
135 min	Out-of-class Activities Video School-related Gender-based Violence Video Out-of-class Activities Wrap-up / Evaluation Activities	Reading: Group Discussion (30 min) Sexual Harassment, Group Discussion (10 min) Teacher's Abuse of Power and Sexual Harassment – Group Improvisation (60 min) Double Standards, Group Discussion (5 min) Instruction for Observation: School Environment (10 min) Sharing in a Circle (20 min)

Out-of-class Activities: Observation: School Environment (60 min)

Session 4

Duration	Title of Chapter	Activities
115 min	Getting Started School in Society, Society in School Out-of-class Activities Gender-sensitive Teaching	Sharing at the Beginning (15 min) Societal Factors Inside and Outside School (40 min) Observation: School Environment Participants' Presentation (30 min) Feminist Pedagogy (30 min)
30 min	Break	
125 min	School in Society, Society in School Career Choice Gender-sensitive Teaching Video Out-of-class Activities Wrap-up / Evaluation Activities	Gender Stereotypes in School – Sociodrama Giving Voice (40 min) Video Screening (20 min) List of Resources (30 min) Parallel Scene, Group Discussion (10 min) Instruction for Observation: Interaction (10 min) Sharing in a Circle (15 min)

Out-of-class Activities: Observation: Interaction (60 min)

Duration	Title of Chapter	Activities
80 min	Getting Started Out-of-class Activities Gender-sensitive Teaching	Sharing at the Beginning (15 min) Observation: Interaction Participants' Presentation (30 min) Gender-sensitive Teacher's Acting in School (35 min)
15 min	Break	
60 min	Gender-sensitive Teaching	Principles of Gender-sensitive Education (60 min)
15 min	Break	
100 min	Gender-sensitive Teaching Wrap-up / Evaluation Activities	Checking Textbooks for Gender Bias (80 min) Sharing in a Circle (20 min)

Session 6

Duration	Title of Chapter	Activities
110 min	Getting Started Gender-sensitive Teaching	Sharing at the Beginning (20 min) School Subjects Through a Gender Lens 1 (90 min)
30 min	Break	
130 min	Gender-sensitive Teaching Wrap-up / Evaluation Activities	Gender-sensitive Lesson Planning (70 min) Written Feedback About the Course (40 min) Sharing in a Circle (20 min)

Course for Teacher Students – Association for the Development of Feminist Education and Teaching Models (EfEU)

30 hours (total duration). 21 hours – 7 sessions of 3 hours each (plus 15 min break)
+ 9 hours out-of-class activities

Session 1

Duration	Title of Chapter	Activities
105 min	– Getting Started Gender	Introduction of Course, Lecturers and Participants (15 min) Moving in Space (30 min) Journal – Diary – Notebook (5 min) Error-friendliness, Safe Space (10 min) Cartoons (45 min)
15 min	Break	
75 min	Gender Wrap-up / Evaluation Activities	A Short History of Gender, Sexuality, Family, Education, and Political Participation (60 min) Automatic Writing: “What I would tell a good friend about the first session of the course today...” (15 min)

Session 2

Duration	Title of Chapter	Activities
105 min	Getting Started Gender Socialization	Sharing at the Beginning (15 min) The Sentences We Have Heard OR Childhood Memories of Being Girls and Boys (90 min)
15 min	Break	
75 min	Out-of-class Activities Gender Wrap-up / Evaluation Activities	Instruction for: Reading (15 min) Millionaire Show (45 min) Automatic Writing: “When I go back to my school and university days, what situations and moments do I remember in which gender played a role?” (15 min)

Out-of-class Activities: Reading (120 min)

Duration	Title of Chapter	Activities
85 min	Getting Started Out-of-class Activities	Sharing at the Beginning (15 min) Reading: Group Discussion (70 min)
15 min	Break	
95 min	Gender Socialization Wrap-up / Evaluation Activities	Memories of School (80 min) Short Feedback Activity (15 min)

Session 4

Duration	Title of Chapter	Activities
115 min	Getting Started Gender-sensitive Teaching	Sharing at the Beginning (10 min) Language (105 min)
15 min	Break	
65 min	Gender-sensitive Teaching Video Out-of-class Activities Video Out-of-class Activities Wrap-up / Evaluation Activities	Instruction for Checking Textbooks for Gender Bias (10 min) Double Standard (5 min) Instruction for Observation: Interaction (10 min) Instruction for Observation: Attributions (15 min) Parallel Scene, Group Discussion (10 min) Instruction for Observation: School Environment (10 min) Short Feedback Activity (5 min)

Out-of-class Activities:

Observation: Interaction (120 min)

Observation: Attributions (180 min)

Observation: School Environment (120 min)

Session 5

Duration	Title of Chapter	Activities
60 min	Getting Started Gender-sensitive Teaching	Sharing at the Beginning (15 min) Checking Textbooks for Gender Bias Participants' Presentation (45 min)
15 min	Break	
120 min	Video LGBTIQ* People in School Wrap-up / Evaluation Activities	Homophobic Bullying, Group Discussion (15 min) Homophobic Bullying – Forum Theatre (90 min) Short Feedback Activity (15 min)

Duration	Title of Chapter	Activities
80 min	Getting Started Out-of-class Activities Gender-sensitive Teaching	Sharing at the Beginning (10 min) Observation: Interaction Participants' Presentation (20 min) Observation: Attributions Participants' Presentation (20 min) Feminist Pedagogy (30 min)
15 min	Break	
100 min	Gender-sensitive Teaching Wrap-up / Evaluation Activities	School Subjects Through a Gender Lens 1 (90 min) Automatic Writing: "When I think back to the beginning of the seminar and review the events so far..." (10 min)

Session 7

Duration	Title of Chapter	Activities
120 min	Getting Started Out-of-class Activities School-related Gender-based Violence	Sharing at the Beginning (10 min) Observation: School Environment, Participants' Presentation (30 min) Teacher's Abuse of Power and Sexual Harassment – Group Improvisation (80 min)
15 min	Break	
60 min	Gender-sensitive Teaching Wrap-up / Evaluation Activities	List of Resources (30 min) 5-Finger-Feedback (30 min)

Course for Teacher Students – Eötvös Loránd University (ELTE)

140

30 hours (total duration). 21 hours – 3 days of 7 hours each (plus 100 min break)
+ 9 hours of out-of-class activities

Before the Course

E-mail instructions for Out-of-class Activity: Reading (240 min)

DAY 1

Morning Session

Duration	Title of Chapter	Activities
90 min	– Getting Started	Introduction of Course, Lecturers and Participants – Warm-up Activity (30 min) Mapping (60 min)
20 min	Break	
80 min	Gender Videos	Opinion Line About Gender (15 min) Google Images for Men and Women (30 min) Reversed Gender Roles: If Women's Roles In Ads Were Played By Men, Group Discussion (15 min) American Male, Group Discussion (20 min)
10 min	Break	
40 min	Collection of Stories –	Choosing from Stories on Gender and Discussion (30 min) Summary of Some Theoretical Considerations about Gender and Feminism (10 min)

Lunch Break – 50 min

Afternoon Session

Duration	Title of Chapter	Activities
90 min	Out-of-class Activities –	Reading: Group Discussion (60 min) Relevant Practical Questions about Gender for Trainers (30 min)
20 min	Break	
120 min	Gender Socialization – – Wrap-up / Evaluation Activities	Childhood Memories of Being Girls and Boys (70 min) Discussion about Gender Socialization (30 min) Bringing in Stories in Relation to Gender for the Next Day (5 min) Sharing in a Circle (25 min)

Morning Session

Duration	Title of Chapter	Activities
110 min	– Getting Started Gender Socialization	Warm-up Activity (10 min) Sharing at the Beginning (30 min) Memories of School Based on Participants' Stories Chosen by Trainers (70 min)
20 min	Break	
100 min	– School in Society, Society in School	Sharing Participants Stories in Relation to Gender (60 min) Gender Stereotypes in School – Sociodrama Giving Voice Method based on Participants' Stories Chosen by Trainers (40 min)

Lunch Break – 60 min

Afternoon Session

Duration	Title of Chapter	Activities
100 min	– LGBTIQ* People in School Videos	Warm-up Activity (10 min) Homophobic Bullying – Forum Theatre based on Participants' Stories Chosen by Trainers (70 min) Homophobic Bullying, Group Discussion (20 min)
20 min	Break	
110 min	School-related Gender-based Violence Videos Out-of-class Activities Wrap-up / Evaluation Activities	Teacher's Abuse of Power and Sexual Harassment – Group Improvisation Based on Participants' Stories Chosen by Trainers (60 min) Sexual Harassment, Group Discussion (20 min) Instruction for Reading (10 min) Sharing in a Circle (20 min)

Week Break

Out-of-class Activities: Reading (300 min)

Morning Session

Duration	Title of Chapter	Activities
100 min	– Getting Started Out-of-class Activities	Warm-up Activity (10 min) Sharing at the Beginning (20 min) Reading: Group Discussion (70 min)
20 min	Break	
120 min	Gender-sensitive Teaching –	In the Sex Education Class (80 min) Group Discussion: Sex Education in School (40 min)

Lunch Break – 60 min

Afternoon Session

Duration	Title of Chapter	Activities
110 min	– Videos Gender-sensitive Teaching	Warm-up Activity (10 min) Double Standards, Group Discussion (15 min) Parallel Scene, Group Discussion (15 min) Gender-sensitive Lesson Planning (70 min)
20 min	Break	
90 min	– Wrap-up / Evaluation Activities	Question and Answer Session: students can raise practical questions from the perspective of their future as teachers (60 min) Written Feedback About the Course (30 min)

Course for Teachers – Gender Information Centre NORA

143

30 hours (total duration). 16 hours – 2 days of 8 hours of training (plus 60 min break) each
+ 14 hours of out-of-class activities

DAY 1

Morning Session

Duration	Title of Chapter	Activities
105 min	– – Getting Started	Introduction of Course, Lecturers and Participants – Warm-up Activity (30 min) Main Aims of the Training (15 min) Error-friendliness, Safe Space (20 min) Mapping (30–40 min)
15 min	Break	
135 min	Gender	When One Says “Gender” (30 min) Debate – Equal Opportunities (60 min) Millionaire Show (45 min)

Lunch Break – 30 min

Afternoon Session

Duration	Title of Chapter	Activities
100 min	Getting Started Gender Socialization	Moving in Space (10 min) True or False (20–30 min) Childhood Memories of Being Girls and Boys (60–90 min)
15 min	Break	
140 min	School in Society, Society in School School-related Gender-based violence Video Getting Started Gender-sensitive Teaching Video Out-of-class Activities Wrap-up / Evaluation Activities	Societal Factors Inside and Outside Schools (30 min) Teacher's Abuse of Power and Sexual Harassment – Group Improvisation (45 min) Sexual Harassment, Group Discussion (10 min) Instruction for Journal – Diary – Notebook (10 min) Instruction for Checking Textbooks for Gender Bias (10 min) Parallel Scene, Group Discussion (10 min) Instruction for Observation: School Environment (10 min) Short Feedback Activities (15 min)

Out-of-class Activities:

Journal – Diary – Notebook (240 min)

Checking Textbooks for Gender Bias (300 min)

Observation: School Environment (300 min)

Morning Session

Duration	Title of Chapter	Activities
120 min	– Getting Started Out-of-class Activities Gender-sensitive Teaching	Warm-up Activity (10 min) Sharing at the Beginning (20 min) Journal – Diary – Notebook (10 min) Observation: School Environment Participants' Presentation (35 min) Checking Textbooks for Gender Bias Participants' Presentation (45 min)
15 min	Break	
120 min	– Career Choice	Warm-up Activity (15 min) Career Choice – Role Play (80 min) Video Screening (25 min)

Lunch Break – 30 min

Afternoon Session

Duration	Title of Chapter	Activities
120 min	– Gender-sensitive Teaching	Warm-up Activity (10 min) School Subjects Through a Gender Lens 1 (90 min) Gender-sensitive Teacher's Acting in School (20 min)
15 min	Break	
120 min	Gender-sensitive Teaching Wrap-up / Evaluation Activities	Principles of Gender-sensitive Education (60 min) List of Resources (30 min) Automatic Writing (15 min) Written Feedback About the Course (15 min)

Course for Teachers – Hungarian Women's Lobby (HWL)

145

30 hours (total duration). 21 hours – 3 days of 7 hours each (plus 90 min break)
+ 9 hours of out-of-class activities

DAY 1

Morning Session

Duration	Title of Chapter	Activities
75 min	Getting Started	Introduction of Course, Lecturers and Participants (15 min) Error-friendliness, Safe Space (15 min) Find Someone Who Fits the Description / Bingo (15 min) Mapping (30 min)
15 min	Break	
135 min	Video Gender	Genderology, Group Discussion (15 min) A Short History of Gender, Sexuality, Family, Education, and Political Participation (45 min) Meanings of "Gender" – Text Mosaic Activity (45 min) Cartoons (30 min)

Lunch Break – 60 min

Afternoon Session

Duration	Title of Chapter	Activities
90 min	– School in Society, Society in School	Warm-up Activity (10 min) Societal Factors Inside and Outside Schools (40 min) Gender Stereotypes in School – Sociodrama Giving Voice Method (40 min)
15 min	Break	
120 min	Gender-sensitive Teaching Out-of-class Activities Video Out-of-class Activities Wrap-up / Evaluation Activities	Checking Textbooks for Gender Bias (60 min) Instruction for Textbook Analysis (15 min) Parallel Scene, Group Discussion (10 min) Instruction for Observation: School Environment (10 min) Instruction Journal – Diary – Notebook (10 min) Short Feedback Activities (15 min)

Out-of-class Activities:

Textbook Analysis (120 min)

Observation: School Environment (120 min)

Journal-Diary-Notebook (60 min)

Morning Session

Duration	Title of Chapter	Activities
140 min	Gender Getting Started Out-of-class Activities Gender-sensitive Teaching	Millionaire Show (30 min) Journal-Diary-Notebook Participants' Presentation (10 min) Observation: School Environment Participants' Presentation (20 min) Textbook Analysis Participants' Presentation (20 min) Principles of Gender-sensitive Education (60 min)
15 min	Break	
100 min	Gender-sensitive Teaching Career Choice	Feminist Pedagogy (25 min) School Subjects Through a Gender Lens 1 (60 min) Video screening (15 min)

Lunch Break – 60 min

Afternoon Session

Duration	Title of Chapter	Activities
55 min	– Gender-sensitive Teaching	Warm-up Activity (10 min) Gender-sensitive Lesson Planning (45 min)
15 min	Break	
125 min	School-related Gender-based Violence Out-of-class Activities Wrap-up / Evaluation Activities	Where Do I Stand? Opinions About School-related Gender-based Violence (15 min) School-related Violence Against Girls (60 min) Activity About Intimate Partner Violence, Part 1 (30 min) Instruction Concerning Sexual Harassment and Violence in Schools and Children's Institutions – Media Analysis (5 min) Instruction for Observation: Attributions (5 min) Sharing in a Circle (10 min)

Out-of-class Activities:

Sexual Harassment and Violence in Schools and Children's Institutions – Media Analysis (60 min)

Observation: Attributions (180 min)

Morning Session

Duration	Title of Chapter	Activities
130 min	– Getting Started Out-of-class Activities School-related Gender-based Violence	Warm-up Activity (10 min) Sharing at the Beginning (20 min) Sexual Harassment and Violence in Schools and Children's Institutions – Media Analysis, Participants' Presentation (20 min) Observation: Attributions, Participants' Presentation (20 min) Teacher's Abuse of Power and Sexual Harassment – Group Improvisation (60 min)
15 min	Break	
100 min	Gender Socialization Video	Growing up to Be a Man – Brainstorming Jigsaw Puzzle Activity (20 min) Masculinity Studies (40 min) Sexual Harassment, Group Discussion (20 min) Homophobic Bullying, Group Discussion (20 min)

Lunch Break – 60 min

Afternoon Session

Duration	Title of Chapter	Activities
80 min	– LGBTIQ* People in School	Warm-up Activity (10 min) Homophobic Bullying – Forum Theatre (70 min)
15 min	Break	
110 min	– Gender-sensitive Teaching Wrap-up / Evaluation Activities	Warm-up Activity (10 min) Gender-sensitive Teacher's Acting in School (50 min) List of Further Resources (10 min) Automatic Writing (15 min) Written Feedback About the Course (25 min)

APPENDICES



4

My expectations about the course	I already know it/have studied it	I have experienced it	I would like to learn about...	My concerns

Questions for the activity can include:

In school I liked maths.
 As a child I had a Barbie.
 I am not very familiar with the topic of gender.
 I can say simple sentences in at least three languages.
 One of my parents was a teacher.
 I do have precise expectations about this workshop.
 As a child I played with Lego.
 I am used to the acronym LGBTIQ*.
 When I was a pupil, equality between women and men was a topic during school.
 I know the name of a famous artist.
 In school I liked history.
 I have been in situations when somebody used "gay" as a swearword.
 As a child I liked playing outside.
 I know the name of a famous mathematician.
 I like to cook.
 I am tired.
 I do not have precise expectations about this workshop.
 As a child I had pink clothes.
 As a child I liked reading books about science.
 As a child I wanted to become a teacher.
 I know a children's book that deals with the topic of love between men.
 I have never been on a diet in my life.

Examples (unless otherwise stated, the events relate to Austria)

- 1867** Nadeschda Prokofjewna Suslowa (1843–1918) becomes the first woman in the German-speaking world to receive a doctorate from the Medical Faculty of the University of Zurich.
- 1872** In Austria girls are allowed to take their school leaving exam (“Matura”) for the first time as external students at a boys’ grammar school, but this does not entitle them to study at university.
- 1892** The Association for Extended Women’s Education (*Verein für erweiterte Frauenbildung*) founds the first girls’ grammar school on the territory of today’s Austria in Vienna. In the same year there are 77 grammar schools for boys in Austria.
- 1897** Admission of women to the Faculty of Philosophy of the University of Vienna
- 1897** First doctorate for a woman at the University of Vienna: Doctor Gabriele Possanner von Ehrenthal
- 1900** Admission of women to the Medical Faculty of the University of Vienna
- 1907** Men are granted universal suffrage in Austria.
- 1911** The first Women’s Day was celebrated in Denmark, Germany, Austria-Hungary and Switzerland.
- 1918** Women are granted universal suffrage in Austria.
- 1945** Admission of women to the Faculty of Catholic Theology at the University of Vienna
- 1948** For the first time there is a female mayor in Austria.
- 1949** Celibacy for female teachers is abolished in Austria.
- 1960** Sirimavo Bandaranaike (1916–2000) becomes the first Prime Minister of Ceylon (today, Sri Lanka) – and the first female head of government in the world.
- 1969** In New York, LGBTI people protest against a police raid. There are six days of street fighting in Christopher Street.
- 1971** Deletion of the total ban on homosexuality from the Austrian Penal Code.
- 1975** Abolition of gender segregation in public schools in Austria, introduction of coeducation
- 1975** The “*Fristenlösung*” adopted by parliament as part of the criminal law reform is implemented (abortion of a pregnancy is exempt from punishment if it is carried out by a doctor after prior consultation by the third month of pregnancy).
- 1975** First part of the reform of family law: from now on the wife is equal to the husband before the law.
- 1976** In Austria, wives may take up a professional activity without asking the husband for permission.
- 1979** Joint textile and handicraft education for girls and boys in elementary school
- 1989** Unmarried mothers are made legally equal to married ones.
- 1989** Marital rape becomes a punishable offence in Austria.

- 1989** Denmark is the first country in the world to allow registered civil partnerships for same-sex couples.
- 1990** Introduction of parental leave in Austria. Parents can choose which one of them goes on parental leave, or share it.
- 1990** Deletion of the disease diagnosis “homosexuality” from the ICD 10 (International Classification of Diseases) of the WHO
- 1997** The first woman is accepted into the Vienna Philharmonic Orchestra.
- 2001** The Netherlands is the first country in the world to allow same-sex couples to marry.
- 2009** Deletion of the “obligation to operate” (genital-matching operations for the confirmation of “approximation of the external appearance”) as a prerequisite for changing the marital status of trans*persons
- 2010** The Registered Partnership Act (*Eingetragene Partnerschaft-Gesetz*) enters into force: it enables same-sex couples in Austria to enter into a civil partnership.
- 2016** Adoption for same-sex couples
- 2018** The Austrian Constitutional Court confirms the right to a third sex.
- 2019** The gender entry “diverse” for intersexual people in the civil register becomes possible.
- ????** On average, women in Austria earn just as much as men.

Source

Frauenpolitik in Österreich seit 1970. (n.d.). Frauen machen Geschichte. Retrieved May 10, 2020, from <https://frauenmachengeschichte.at/frauenpolitik-in-oesterreich-seit-1970/>

Wichtige Meilensteine und Maßnahmen zur Geschlechtergleichstellung im österreichischen Bildungswesen. (2019, July 12). Bundesministerium für Bildung, Wissenschaft und Forschung. <https://www.bmbwf.gv.at/Themen/schule/gd/meilensteine.html>

Kniefacz, K. (2019, May 22). *Frauen an der Universität Wien.* Universität Wien. <https://geschichte.univie.ac.at/de/themen/frauen-der-universitat-wien>

Women's Suffrage. (n.d.). IPU. Retrieved May 10, 2020, from <http://archive.ipu.org/wmn-e/suffrage.htm>

Wiener Antidiskriminierungsstelle für gleichgeschlechtliche und transgender Lebensweisen (WAS_t). (n.d.). Stadt Wien. Retrieved May 10, 2020, from <https://www.wien.gv.at/kontakte/wast/index.html>

Willkommen! (n.d.). IVIM / OII Deutschland; Internationale Vereinigung Intergeschlechtlicher Menschen – OII Germany e. V. Retrieved May 10, 2020, from <https://oiigermany.org/>

- 1) How many of the 183 members of the National Council of Austria are currently (October 2019) women?
 - a) 12
 - b) 37
 - c) 72
 - d) 92
- 2) What was the percentage of men among university students in Austria (winter semester 2018/19)?
 - a) 25.3 %
 - b) 46.5%
 - c) 52.5%
 - d) 67%
- 3) In October 2019, Austria had 2,096 municipalities. How many of them were led by a female mayor?
 - a) 41
 - b) 175
 - c) 841
 - d) 1,141
- 4) What was the difference in gross salary between female and male apprentices in 2017?
 - a) 1,228 € less for men
 - b) 1,948 € less for women
 - c) 2,281 € less for men
 - d) 5,783 € less for women
- 5) In which type of school was the proportion of men among teachers the highest (compared to the proportion of women in this type of school) (2017/18)?
 - a) vocational school for apprentice
 - b) vocational school
 - c) academic secondary school
 - d) compulsory school
- 6) Which three apprenticeships belong to the top 10 for both girls and boys?
 - a) retail trade, cook, metal technology
 - b) office clerk, confectioner, carpenter
 - c) mechatronics engineer, hairdresser, administrative assistant
 - d) restaurant specialist, bricklayer, hotel and restaurant assistant
- 7) In which country did girls perform significantly better than boys in the PISA mathematics tests in 2015?
 - a) Finland
 - b) Austria
 - c) Canada
 - d) Sweden
- 8) In which country were the performance differences between girls and boys in reading the greatest in the PISA tests in 2015?
 - a) Finland
 - b) Austria
 - c) Canada
 - d) Sweden
- 9) In Vienna, 4,269 streets were named after personalities (in 2015). What percentage of them were named after women?
 - a) 0.5 %
 - b) 8.3 %
 - c) 18 %
 - d) 50 %

1) How many of the 183 members of the National Council of Austria are currently (October 2019) women?

- a) 12
- b) 37
- c) 72
- d) 92

Correct answer: c) 72

Source: *Frauenanteil im Nationalrat*. (n.d.). Republik Österreich Parlament. Retrieved May 10, 2020, from <https://www.parlament.gv.at/SERV/STAT/PERSSTAT/FRAUENANTEIL/frauenanteil.NR.shtml>

2) What was the percentage of men among university students in Austria (winter semester 2018/19)?

- a) 25.3 %
- b) 46.5 %
- c) 52.5 %
- d) 67 %

Correct answer: b) 46.5 % (124,936 men and 143,650 women. Since the winter term 1999/2000 the number of female students has exceeded the number of male students.)

Source: *Ordentliche Studierende an öffentlichen Universitäten 1955–2018*. (2019, December 4). STATISTIK AUSTRIA. https://www.statistik.at/web_de/statistiken/menschen_und_gesellschaft/bildung/hochschulen/studierende_belegte_studien/021631.html

3) In October 2019, Austria had 2,096 municipalities. How many of them were led by a female mayor?

- a) 41
- b) 175
- c) 841
- d) 1,141

Correct answer: b) 175 (appr. 8.3 %)

In 1948 Austria had its first female mayor.

Source: *Unsere Bürgermeister/innen*. (n.d.). Österreichischer Gemeindebund. Retrieved May 10, 2020, from <https://gemeindegund.at/unsere-buergermeister-innen>

Also see <http://genderatlas.at/articles/buergermeisterinnen.html>

4) What was the difference in gross salary between female and male apprentices in 2017?

- a) 1,228 € less for men
- b) 1,948 € less for women
- c) 2,281 € less for men
- d) 5,783 € less for women

Correct answer: b) 1,948 € less for women

Source: *Brutto- und Nettojahreseinkommen der Lehrlinge 2018*. (2019). STATISTIK AUSTRIA. www.statistik.at/wcm/idc/idcplg?IdcService=GET_PDF

[FILE&RevisionSelectionMethod=LatestReleased&dDocName=019350](http://www.statistik.at/wcm/idc/idcplg?IdcService=GET_PDF&RevisionSelectionMethod=LatestReleased&dDocName=019350)

5) In which type of school was the proportion of men among teachers the highest (compared to the proportion of women in this type of school) (2017/18)?

- a) vocational school for apprentice
- b) vocational school
- c) academic secondary school
- d) compulsory school

Correct answer: a) vocational school for apprentice

Source: *Lehrerinnen und Lehrer exkl. Karenzierte im Schuljahr 2017/18 nach Schultypen*. (2018, November 29). STATISTIK AUSTRIA. http://www.statistik.at/web_de/statistiken/menschen_und_gesellschaft/bildung/schulen/lehrpersonen/119682.html

6) Which three apprenticeships belong to the top 10 for both girls and boys?

- a) retail trade, cook, metal technology
- b) office clerk, confectioner, carpenter
- c) mechatronics engineer, hairdresser, administrative assistant
- d) restaurant specialist, bricklayer, hotel and restaurant assistant

Correct answer: a) retail trade, cook, metal technology

Source: *Die 10 häufigsten Lehrberufe bei Burschen 2019.* (2020). http://wko.at/statistik/wgraf/2020_05_Lehrlinge_Burschen_2019.pdf

Die 10 häufigsten Lehrberufe bei Mädchen 2019. (2020). http://wko.at/statistik/wgraf/2020_04_Lehrlinge_M%C3%A4dchen_2019.pdf

7) In which country did girls perform significantly better than boys in the PISA mathematics tests in 2015?

- a) Finland
- b) Austria
- c) Canada
- d) Sweden

Correct answer: a) Finland

Source: Suchaň, B., & Breit, S. (Eds.). (2016). *PISA 2015 Grundkompetenzen am Ende der Pflichtschulzeit im internationalen Vergleich.* Leykam. http://www.bifie.at/wp-content/uploads/2017/04/PISA15_Erstbericht_Gesamt_final_web.pdf

8) In which country were the performance differences between girls and boys in reading the greatest in the PISA tests in 2015?

- a) Finland
- b) Austria
- c) Canada
- d) Sweden

Correct answer: a) Finland

Source: Suchaň, B., & Breit, S. (Eds.). (2016). *PISA 2015 Grundkompetenzen am Ende der Pflichtschulzeit im internationalen Vergleich.* Leykam. http://www.bifie.at/wp-content/uploads/2017/04/PISA15_Erstbericht_Gesamt_final_web.pdf

9) In Vienna, 4,269 streets were named after personalities (in 2015). What percentage of them were named after women?

- a) 0.5 %
- b) 8.3 %
- c) 18 %
- d) 50 %

Correct answer: b) 356 of 4,269 streets (= 8.3 %) are named after women

Source: *Straßennamen – Wer ist im öffentlichen Raum sichtbar?* (n.d.). GenderAtlas für die Schule. Retrieved May 10, 2020, from <http://genderatlas.at/schule/articles/strassennamen.html>

Changing definitions of the word “gender” (and its equivalents in different languages, if they exist)⁹

GENDER =

1. <i>gender</i> , a substitute for <i>biological sex</i> in the Anglo-American world, in order to avoid associations with sexual intercourse (as in “gender pay gap”– the difference in the pay received by women and men)	
2. <i>woman, girl</i> (mainly in policy making, as in “gender analysis” where it rather measures how a policy affects women, than refers to relations between men and women)	
3. an analytical category used to describe the social quality of distinctions based on sex, <i>the power structures</i> in a given society <i>between men and women</i> , and the roles, possibilities and constraints in society attributed to being born male or female	
4. <i>gender identity</i> : a person’s felt sense of identity, meaning identification (or its lack) with being born male or female (mainly in trans and genderqueer studies)	
5. I cannot decide where to put the text	

9/ Based on Kováts, E. (2017, November 26). *The consequences of the differing meanings of gender in policy and activism for politics*. Engenderings. <https://blogs.lse.ac.uk/gender/2018/11/26/the-consequences-of-the-differing-meanings-of-gender-in-policy-and-activism-for-politics/>

- A) Council of Europe Convention on preventing and combating violence against women and domestic violence, (2011).

<https://www.coe.int/fr/web/conventions/full-list/-/conventions/rms/090000168008482e>

“Article 3. Definitions

c “gender” shall mean the socially constructed roles, behaviours, activities and attributes that a given society considers appropriate for women and men;

d “gender-based violence against women” shall mean violence that is directed against a woman because she is a woman or that affects women disproportionately

- B) Yogyakarta Principles, by the International Commission of Jurists, the International Service for Human Rights and human rights experts, 2007,

http://yogyakartaprinciples.org/wp-content/uploads/2016/08/principles_en.pdf, p. 6.

“Gender identity is understood to refer to each person’s deeply felt internal and individual experience of gender, which may or may not correspond with the sex assigned at birth, including the personal sense of the body (which may involve, if freely chosen, modification of bodily appearance or function by medical, surgical or other means) and other expressions of gender, including dress, speech and mannerisms.”

- C) “Rome prosecutors link Vatican cleric to 29-year mystery of missing girl”, in: The Guardian

<https://www.theguardian.com/world/2018/oct/31/remains-found-in-vatican-property-spark-hopes-of-solving-35-year-mystery>

“The family of a teenager who went missing in Italy in 1983 has called on the Vatican to provide more details on the discovery of human remains in one of its properties in Rome.

Fragments of human bones were found during restoration work on the property next to the diplomatic office of the Holy See in Rome in what could be a breakthrough for police investigating one of Italy’s darkest mysteries. (...)

Italian media have speculated that the discovery could shed light on the fate of one or possibly two teenagers who went missing in the 1980s. (...)

Workers are reported to have found an almost complete skeleton in one area and bone fragments in another.

A police investigation was under way to establish the age and gender of the remains and date of death. Media reports said the remains were discovered on Monday.”

- D) European Institute for Gender Equality (EIGE), Overview,

https://europa.eu/european-union/about-eu/agencies/eige_en

“The European Institute for Gender Equality (EIGE) is an EU agency working to make gender equality a reality in the EU and beyond. For this, it provides research, data and good practices by:

- Producing studies and collects statistics about gender equality in the EU.
- Monitoring how the EU meets its international commitment for gender equality, referred to as the Beijing Platform for Action, and produces an annual progress report on this.
- Working to stop violence against women and coordinates the European White Ribbon Campaign to engage men in the cause.
- Sharing its knowledge and online resources and supports the EU institutions, EU Member States and stakeholders from many different fields in their efforts to address gender inequalities in Europe and beyond.”

- E) Michael Kimmel: The Social Construction of Gender Relations,
in: The Gendered Society, 2011, p.113.

“(…) When we say that gender identity is socially constructed, what we do mean is that our identities are a fluid assemblage of the meanings and the behaviours that we construct from the values, images, and prescriptions we find in the world around us. Our gendered identities are both voluntary – we choose to become who we are – and coerced – we are pressured, forced, sanctioned, and

often physically beaten into submission to some rules. We neither make up the rules as we go along, nor do we fit casually and without struggle into pre-assigned rules.

For some of us, becoming adult women and men in our society is a smooth and almost effortless drifting into behaviours and attitudes that feel as familiar to us as our skin. And for others of us, becoming masculine or feminine is an interminable torture, a nightmare in which we must brutally suppress some parts of ourselves to please others - or, simply, to survive. For most of us, though, the experience falls somewhere in between: There are parts we love and wouldn't part with and other parts where we feel we have been forced to exaggerate one part at the expense of others. It's the task of the sociological perspective to specify the ways in which our own experiences, our interactions with others, and the institutions combine to shape our sense of who we are. Biology provides the raw materials, whereas society and history provide the context, the instruction manual, that we follow to construct our identities."

- F) Rebecca Reilly-Cooper, *Sex and Gender: A Beginner's Guide*, 2015. <https://sexandgenderintro.com/trans-issues-and-gender-identity/>

"25. This notion of "gender identity as essence" has troubling implications. The unclarity about what kind of a property it is, and its inherently entirely subjective nature, means that the doctrine of gender identity becomes unfalsifiable. Positing the existence of a gender identity is thus equivalent to positing the existence of **a soul or some other non-material entity** whose existence cannot be tested or proved. If we wish to avoid this implication, the only option is to make a claim for the objective reality of gender identity and to try to search for its material basis. And then we come perilously close to positing the existence of **gendered brains**, and suggesting that people can be born with a brain belonging to one sex but with the primary and secondary sex characteristics of the other sex. I am not qualified to pronounce on the validity of these claims, having no scientific training and very little knowledge of neuroscience. But feminists have long been suspicious of any attempt to argue for the naturalness of gendered traits and dispositions, as these arguments are so frequently invoked to justify women's social and political subordination. Furthermore, this account of what gender identity is not only necessitates the existence of a "female brain" or a "male brain"; it also requires some plausible explanation as to how the sex of the brain and the sexual reproductive organs of the body might come to be mismatched. (I acknowledge my own scientific limitations here, but like any good feminist, I recommend those who are inclined to believe in the existence of ladybrains to read Cordelia Fine's *Delusions of Gender*).

26. If we take an individual's self-declared gender identity as the sole necessary and sufficient condition for membership in a gender class, the result is that **the meaning of the word "woman" is reduced to a subjective mental state, to a feeling in a person's head**. The only answer to the question "what is a woman?" becomes "a person who feels like a woman". But this is an entirely circular definition that tells us nothing about what a woman is. The purpose of language is to convey shared social meanings. If a word means something different to every person who uses it, and they cannot explain to others what they mean when they use that word, then it means nothing. If the word woman is defined as "someone who thinks they are a woman", then the word woman becomes meaningless, and can no longer be the name of anything. The political implication of that is that **women as a class disappear**."

- G) Gender Budgeting, (Council of Europe)
<https://rm.coe.int/1680596143> p.10.

"Public budgets are not merely economic tools, but summarise policies in monetary terms and express political priorities. Budgets, therefore, are not gender-neutral. They affect women and men in different ways, reflecting the uneven distribution of power within society as economic disparities, different living conditions and ascribed social roles. Gender budgeting seeks to make the gender impact of budgets visible and to transform them into an instrument increasing gender equality. Gender budgeting basically involves all levels of government, national, regional and local. Gender budgeting thus involves all stages of the budgetary process and implies gender-sensitive analysis, assessment and restructuring of budgets. Instead of gender budget(ing) the terms gender-responsive, gender-aware or gender-sensitive budget and women's budget may be used as synonyms. Gender budgeting does not mean a separate budget for women. It is not limited to budgetary allocations targeting equal opportunity policies or promoting women, but encompasses the entire budget, revenues as well as expenditures."

Slide 1. Masculinity studies, men's liberation

- What is a “real man” like? Introducing the concepts of “hegemonic” masculinity and “toxic” masculinity.
- Michael S. Kimmel (2008, 2018); Men and masculinities journal (NY, 1990s)
- Men's studies – birth of a discipline
- R. W. Connell (Australia): Masculinities (1995, 2000)
- It supports feminism, shows solidarity with women survivors of violence (as in the White Ribbon movement)

Slide 2. The Men's Rights movement

- Started in the 1970s, Warren Farrel (1990, 2001, 2018)
- Divorced fathers' rights, child custody (later: domestic violence, Indian dowry)
- PAS: Parental Alienation Syndrome: does it exist?
- Forced visitation
- Backlash against feminism, anti-feminist
- National examples (if any)

Slide 3. Women supporters of anti-feminism (quotes, texts)**Slide 4. Male supporters of feminism**

- Fathers on parental leave
 - Father's Day (in some countries it is not celebrated, as in Hungary, where Mother's Day is a huge celebration in kindergartens and at home)
 - The “Swedish” involved Dads – a national “brand”
- <http://www.johanbavman.se/swedish-dads/>

Slide 5. How to raise boys?

- Steve Biddulph (2010a, 2010b) (Australian parent educator)
- Boys “in danger” – educational achievements, self-aggression, bullying, danger-seeking
- Three phases according to Biddulph: levels of testosterone in boys change: 0–6 years, 6–13 years, above 14
- Extra need for moving around, fine motoric skills weaker
- Role of fathers, older men, “mentors”, role of changing – initiation ceremonies into malehood
- Emotions, how to turn to women in a non-aggressive way
- Questions: should boys start crèches/kindergarten/school later than girls? Should they be involved in a lot of sports? Is co-education good or bad?
- Negative impact of porn

POSTER “Language / Literature”

- Use and teach gender-fair language.
- Have a look at the material you use: do you use texts from authors of different genders, and ethnic and social backgrounds?
- When choosing texts / literature for young people: are there non-stereotypical characters in the texts / books?
- Ask your pupils what they are reading. Would it be difficult for a girl/boy to admit that they are reading a specific book? Start a discussion about so-called literature for girls/boys.
- Virginia Woolf (1882–1941) wrote an essay called *A Room of One's Own*. Ask the pupils to write a short essay about what they think the text is about, or just what they think when they hear the title. Afterwards tell about the author and the content of the essay.
- Read the poem *Questions of a Reading Workman* – <https://lyricstranslate.com/en/fragen-eines-lesenden-arbeiters-questions-reading-workman.html> (by Bertolt Brecht). Ask your pupils to write a poem “Questions of a Reading Female worker”. [also possible for the subject “History”]
- Watch the music video *The Light* from HollySiz (www.youtube.com/watch?v=Cf79KXBCIDg; in English). Discuss with pupils what the song is about; if they know how it involves behaving in a way others don't like; how they would act if the kid were their relative.

POSTER “History, Social Studies and Political Education / Geography and Economics”

- Teach the history of the first and second women's movement – about the background, the aims, important representatives, different groups within the movement, successes and failures,...
- Read the poem *Questions of a Reading Workman* – <https://lyricstranslate.com/en/fragen-eines-lesenden-arbeiters-questions-reading-workman.html> (by Bertolt Brecht). Ask your pupils to write a poem *Questions of a Reading Female Worker*. [also possible for the subject “Language”]
- With which norms, laws, and framework conditions were and are women and men, girls and boys and intersex people confronted in the individual historical epochs and in different locations? To what extent have marriage, family, and inheritance law, access to (higher) education and to certain professions and political rights changed over the centuries?
- If your school book offers little information about women, add in their history, their performances.
- Do men appear only as “doers” and women as “victims”? Is a critical examination of traditional images of masculinity (men as hunters, conquerors, explorers, rulers, warriors,...) possible for boys? Are men who have gone beyond prescribed roles introduced? Are the effects of patriarchal structures on the lives of boys/men addressed?
- Is the division of the labour market into so-called women's and men's occupations, the division of work into (paid) gainful employment and (unpaid) care work, and the different participation of women and men in these occupations discussed in the context of “work”?
- Evolution – What do images of evolution in school books look like: a line from monkey to man, or a line from monkey to woman? Here the discussion could include addressing whether at the end of evolution there is a *white* person.

POSTER “Biology and Environmental Protection / Chemistry / Physics / Mathematics”

- Make sure that your pupils know about diverse people (concerning gender, ethnic and social background) working in the field of biology, chemistry, physics, and mathematics. The website www.mathscareers.org.uk/article/five-famous-female-mathematicians (in English) presents five famous female mathematicians.
- Invite diverse people (concerning gender, ethnic and social background) working in the field of biology, chemistry, physics, and mathematics to your class / school and let them speak about their work. Or, if this is not possible, show some videos.
- Watch the movie *Hidden Figures* (a biographical drama about Afro-American female mathematicians who worked in the 1960s at NASA; Trailer in English: www.youtube.com/watch?v=RK8xHq6dfAo) and speak about discrimination.
- Show the film *My Intersex Story* (<https://youtu.be/XXELOQ5GNSwY> – in English with subtitles in different languages) when the topic of gender is dealt with in biology lessons.

- Combine English with chemistry and let the students read the article *Celebrate the women behind the periodic table* (download: <https://www.nature.com/articles/d41586-019-00287-7>) or listen to the podcast (download: www.nature.com/magazine-assets/d41586-019-00287-7/d41586-019-00287-7_16429660.mpga).
- Find out what your pupils attribute their successes or failures to, e.g. by using a questionnaire (see questionnaire "Attribution").

POSTER "Movement and Sports"

- Use the subject to talk about menstruation.
- Do exercises that encourage cooperation as well as exercises that encourage competition.
- Observe with your pupils how they use public space in school and if the space is divided fairly. If not: discuss with the pupils what can be done to change this.
- Watch the movie *Billy Elliot* with your pupils (Trailer in English: <https://www.youtube.com/watch?v=lm7n8HGOQMs>). Talk about gender-roles and sports.
- Show the trailer of the Film "*Zanzibar Soccer Queens*" (Trailer in English: www.youtube.com/watch?v=tYAPanwYKRM) or the film *Bend It Like Beckham* (Trailer in English: https://www.youtube.com/watch?v=Z7Pt_GMDdGo) to help with addressing gender and football.
- Watch the video *Run like a girl* (www.youtube.com/watch?v=XjQBJWYDTs) and discuss with your pupils why they think some of the people in the film acted badly when "running / fighting like a girl" or what they think would have been the results when asked to "run like a boy".
- Watch the video *This Girl Can – what about you?* (www.youtube.com/watch?v=jsP0W7-tEOc) with your female pupils. What do they think about the aims of this video?
- If you have posters of sportspersons in school, pay attention to having pictures of all genders.
- There may be other questions if the subject is taught in mixed groups!

POSTER "Music Education / Art Education / Design: Technical. Textile"

- Make sure that your pupils know about diverse artists (concerning gender, ethnic and social background).
- On the website of the Guerilla Girls (www.guerrillagirls.com/naked-through-the-ages) you will find posters from 1989, 2005, and 2012 counting the number of women artists vs. the number of female nudes on exhibition at the Metropolitan Museum in NY. Visit an art museum with your pupils and do the same.
- If your school book does not offer a range of female artists, have a look at https://en.wikipedia.org/wiki/List_of_20th-century_women_artists and tell your pupils about some of them (or let the pupils choose a female artist and let them tell about her). The same for musicians: https://en.wikipedia.org/wiki/Category:Female_musicians
- Watch the music video "*The Light*" from HollySiz (www.youtube.com/watch?v=Cf79KXBCIDg; in English). Discuss with pupils what the song is about, if they know it involves behaving in a way others don't like, how they would act if the kid were their relative.
- Show the video "*Dove Evolution*" www.youtube.com/watch?v=iYhCn0jf46U and discuss ideals of beauty and how pictures are manipulated nowadays. An English article about ideals of male beauty can be found here: <https://lammily.com/magazine/male-body-ideals-through-time>.
- Design a "fit for life"-passport in the following way. The passport "is intended to encourage children to practice self-assessment of concrete, comprehensible achievements and to help shape the learning process on their own responsibility. ... Individual arrangements must be made with the child when working with the passport. While for one child there is an increased need for the practice of considerate abilities, the other may have an excess of consideration and should be encouraged to exercise possibilities for assertiveness" (Kaiser & Wigger, 2000). Whether a learning objective has been achieved can be confirmed by the teacher, but also by the class, in the appropriate field of the passport.

FIT-FOR-LIFE-PASSPORT				
From:				
Class:		School:		Signature:
Together in class	To care for me and others		To know about nature and technology	I can do that, too
Get information on class issues	Sew on a button	Know how to bake a cake	Sawing, nailing, using screws	
Do an exercise with a partner in a considerate way	Making the bed	Clean and dry dishes	Saw and carve a magic stick	
Sing a song or give a speech in front of others	Iron a shirt	Clean the table after a meal	Safe handling of three different tools	
Lead a discussion	Fold napkins artfully	Clean shoes	Assemble a shelf according to instructions	
Take care of others	Decorate a dining table nicely	Clean the sink in class	Mend a bicycle inner tube	
Make yourself heard in class	Prepare a little meal	Take care of another (younger) child in my school	Sow, plant, cultivate and harvest in the garden	
Independently prepare a visit, make appointments	Go shopping for preparing a meal			

- Ask your pupils to draw a fire-fighter, a surgeon and a fighter pilot and to give them names. Afterwards find out which persons the kids have drawn. You can also watch the video *Inspiring The Future – Redraw The Balance* (www.youtube.com/watch?v=qv8VZVP5csA; in English) and discuss with your pupils the importance of role models and gender-fair language.
- Use the template of a memory-game from the website www.wien.gv.at/menschen/frauen/stichwort/bildung/educationbox/pdf/educationbox2015-memospiel.pdf and let your pupils play the game. Afterwards ask your pupils if they know all jobs / activities (if not, let other pupils explain them), if they know people working in these jobs / doing these activities and why there are jobs / activities done mostly by men or by women.
- Present a worksheet with a list of activities (Toolbox Einkommensschere, 2007, p. 28):
 - The father leaves for his company at 7 o'clock in the morning and returns home at 7 o'clock in the evening.
 - Grandma is sick. The mother drives to her in the afternoon to go for a walk with her and to buy food.
 - You work in the hospital as a nurse.
 - You help a colleague at home install a new bathroom.
 - You babysit your neighbour's baby every Thursday night.
 - You change the tires at your father's car.
 - You vacuum the carpet in the living room.
 - You change your little sister's nappies.
 - You take your little brother to the playground in the afternoon.
 - Your father is sick, you stay at home, make tea and make him something to eat.
 - Your mother sits at home in the living room and writes a newspaper article for the church magazine.
 - Your mother goes shopping at the grocery store.
 - Your father is cooking spaghetti with tomato sauce today.
 - Your grandfather is cleaning the windows of your conservatory.

Say to your pupils: “Read the examples! These situations may seem familiar to you. But is this work or not? Yes or no? And why?” Let your pupils decide in groups if this is work or not. Afterwards, discuss the results and speak about paid work and unpaid work, how this is linked to gender, and what the consequences of the division of labour might be (Amazone, 2007, p. 28).
- Make sure that you expect the same competences of all your pupils (e.g. do not ask for strong boys when you need somebody to move tables or for girls when something caring has to be done, or for boys when technical skills are necessary).
- Invite people to your class / school who work in a field that is less typical of their assigned gender (e.g. a female carpenter, a male nurse, a female pilot, a man staying at home and caring for his child). Let them speak about their work and experiences and with your pupils prepare questions they are interested in.
- Read short stories about people who work in a field that is less typical of their assigned gender.

Tip

Provide another table with materials, brochures, folders, videos, etc. with topics relevant for all subjects, such as bullying, racism, LGBTIQ* etc.

Sources

Toolbox Einkommensschere. (2007). Mädchenzentrum Amazone. https://www.amazone.or.at/images/fr_jobplan/M_Toolbox.pdf

Kaiser, A., & Wigger, M. (2000). *Beispiele für die Arbeit in einer jungen- und mädchengerechten Grundschule [Examples of work in a primary school suitable for boys and girls]*. Niedersächsisches Landesinstitut für Fort- und Weiterbildung im Schulwesen und Medienpädagogik

Extracurricular Programme Plan

Task: Design a leisure activity (it can be a class excursion, a community building day, some kind of joint activity, visiting an institution, etc.; the size of the group can be a class, a group, a year, a school, etc.), which is not particularly about gender equality, but in which a gender perspective is still present in the course of planning, for which you are trying to apply the features of “feminist pedagogy”.

Aims (Create concrete, feasible/not too general, pedagogical/developmental aims, in which the issue of gender appears, the more concretely, the better):

Methods (Create methods appropriate for achieving the aims; they shouldn't be concrete activities yet):

Activities, the details of the leisure program (provide a time schedule of concrete activities; you can continue on the next page):

Please prepare a thematic plan for a series of 4–5 homeroom classes in which you focus on the issue of gender equality. The thematic plan is not so much a lesson plan but rather a plan of topics and methods. Make sure that you apply the principles of feminist pedagogy (e.g. methods) in the design.

Overarching goals (concrete educational goals which you would like the students to achieve during these classes):

Main theme:

Notes					
Equipment					
Methods					
Topics					
Timing					

Please prepare a thematic plan for a series of 4–5 classes in which you focus on the topic of sexuality (these can be homeroom classes, subject classes, or mixed ones). The thematic plan is not so much a lesson plan but rather a plan of topics and methods. Make sure that you apply the principles of feminist pedagogy (e.g. methods) in the design.

Overarching goals (concrete educational goals which you would like the students to achieve during these classes):

Notes					
Equipment					
Methods					
Topics					
Timing					

Please prepare a detailed lesson plan which relates to the current topic of the subject you teach. Apply the perspective of gender equality and the principles of feminist pedagogy (topics, processing, methods). The lesson shouldn't be only about gender but should give space to discussing the gender aspects of the given topic.

Main educational goals (which you would like the students to achieve during this lesson), and learning competences (knowledge, skills, attitudes):

Notes					
Equipment					
Methods					
Topics					
Timing					

Gender-fair classroom

Find out if your classroom is fair to both boys and girls by taking this gender equity quiz.

- ✓ Do I encourage cooperative learning in cross-gender groups by mixing up the seating arrangement among girls and boys and by avoiding dividing students into single-gender activity groups?¹⁰
- ✓ Do I position myself in different areas in the classroom to encourage children to play and work in non-traditional ways?
- ✓ Do I balance my questions between girls and boys during class discussions by enforcing rules of speaking in turn, and do I call students by name to ensure equal response time?
- ✓ Do I give equal help and in-depth guidance to girls as well as boys?
- ✓ Do my expectations for academic achievements for girls and boys remain equal?
- ✓ Do I invite visitors with non-traditional occupations into the classroom?
- ✓ Do I discipline girls and boys in the same manner and frequency?
- ✓ Do I initiate or discuss gender concerns with students when gender-equity-related situations occur in school?
- ✓ Do I encourage physical activity in non-traditional gender roles? For instance, do I encourage girls to play football, or boys to do hand-clapping games?
- ✓ Do I word my tests in a gender-neutral fashion?
- ✓ Do I balance or rotate my assignment of leadership roles and supportive positions to both boys and girls?
- ✓ Do I balance other assigned classroom jobs (lifting or moving chairs and desks, clean-up, running errands) between both genders?
- ✓ Do I use books, computer programmes and other curriculum materials that are free of stereotyped gender-role behaviour?
- ✓ Do I expose stereotyped gender-role behaviour when I encounter it in curriculum materials?
- ✓ Do I allow adequate time for problem-solving activities?

Source: Chandler, P.S. (1994). The gender equity quiz. *Learning*, 22(5), 57.

10/ Be aware: Often (more quiet) girls are seated next to (louder) boys to make the lessons easier to manage for the teacher. This is not gender-sensitive pedagogy but an instrumentalisation of girls to relieve the teacher. This way boys learn not to be responsible for their own behaviour. Therefore, use this strategy of “mixed” seating arrangements carefully and in consultation with the pupils, and change the seating arrangements every few weeks.

- ✓ I appreciate diversity.
- ✓ I do not believe the statement that “an exception confirms the rule”.
- ✓ I avoid using stereotypical statements:
 - Boys do / are / can / cannot ...
 - Girls do / are / can / cannot ...
- ✓ I expand the boundaries of a “normal” girlhood and boyhood.
- ✓ I realize that stereotypical statements about girls and boys uttered out loud can trigger a so-called self-fulfilling prophecy.
- ✓ I respect the situation that someone feels satisfied with a traditional understanding of gender roles.
- ✓ I do not use the generic masculine when I address all the children in my classroom or when I am referring to persons of a female sex.
- ✓ I respect and I teach pupils to respect minority views.
- ✓ I define rules for working and coexisting together with children. These rules are posted in a visible place.
- ✓ I define anti-harassment strategies together with pupils. I insist on adhering to these rules and I do not tolerate any form of sexist behaviour.
- ✓ I talk to children about gender.
- ✓ I do not divide the class into girls and boys when playing.
- ✓ I strengthen partnerships between teachers and children.
- ✓ I allow children to experience their independence.
- ✓ I strive for a gender-balanced curriculum.
- ✓ I monitor the activity of girls and boys in the class.
- ✓ I monitor the frequency of addressing girls and boys.
- ✓ I offer the possibility to “be heard” to “quiet” children.
- ✓ I pay attention to double standards when evaluating the similar performance of girls and boys.

Source:

Babanová, A. (n.d.). *Strategie genderové citlivosti pro vyučující [Strategies of Gender Sensitivity for Teachers]*. Retrieved May 10, 2020, from https://drive.google.com/file/d/0BwmtSPKq_uXZQk43MjVmNXhtMUE/view

The presentation:**Slide 1:**

The three main aspects of feminist pedagogy:

1. Voice
2. Power / Hierarchy
3. Knowledge, Learning, Teaching

Slide 2:

Voice

- Who talks in the classroom? Why?
- Who doesn't talk in the classroom? Why?
- Whose voice does/doesn't the teacher hear?
- What voice does the teacher use with whom?
- How can it be ensured that everybody speaks and all voices are heard by teachers and peers?

Slide 3:

Power / Hierarchy

- Being aware of and reflecting on power relations between teacher and students
- Being aware of and reflecting on power relations among students (who talks?)
- How can a learning environment in which everyone is committed to and responsible for learning be created in an environment with unequal power relations?
- Adult-adult hierarchy at universities vs. child-adult hierarchy in schools – in what kind of institutions can hierarchical relations be changed? How and to what extent?
- Power-sharing responsibility for the sake of joint learning

Slide 4:

Knowledge, Learning, Teaching

- What kind of knowledge counts as legitimate/valuable? Who creates knowledge?
- Importance of personal knowledge and experiences, including these in the curriculum – how can we use personal knowledge and experience for teaching and learning?
- Whose personal knowledge and experiences matter? (voice, power/hierarchy)
- Should the teacher bring their personal knowledge and experiences into the classroom? – vulnerability, authenticity (reflecting on power relations)
- How can we create a student community in which sharing personal knowledge and experiences is safe and valuable?
- Facilitating transformative learning (e.g. confronting stereotypes, expanding perspectives, recognition of the multiplicity of perspectives, motivation for change)
- Making invisible groups and knowledge visible (e.g. women in history)

Slide 5:

- How can these points and questions be introduced in school education?
- How can we apply the principles and methods of feminist pedagogy in our teaching practice?

Resources on Gender-Sensitive Education – Links and Materials

Materials on gender-sensitive education from the Ministry of Education:	Space for notes for participants
About important milestones and measures for gender equality in the education system:	
About teaching principles:	
About the language:	
About school books, teaching materials:	
Others	

Materials on gender-sensitive education from other organizations and authors:	

LGBTIQ*	

Work with girls	

Work with boys	

Other resources, e.g. sex-based violence	

Information for guided discussion

There are different forms of school-related violence against girls – some of these include:

- bullying: physical violence from boys directed at girls
- bullying: physical violence from girls directed at girls
- bullying: verbal violence from boys directed at girls
- bullying: verbal violence from girls directed at girls
- corporal punishment by teachers (although illegal in many countries, it still happens)
- teenage partnership violence by (ex-)partners
- homophobic bullying
- cyber violence, online harassment:
 - “revenge porn” = image-based sexual violence (sexual photo sent, or video posted publicly as a form of revenge – even if originally consensual)
 - “creepshots” (e.g. “upskirt” or in the toilet and posted publicly)
 - “online grooming” = child sexual exploitation (when someone, adult or teenager, contacts girls online often using fake profiles – “catfishing” – to initiate an intimate emotional relationship with the intention of commercializing the sexual images and eventually the girl as well. Also known as the “lover boy” phenomenon)
- sexual harassment and abuse of girls by male teachers, trainers, school personnel, engaging in an intimate relationship with a student
- trafficking of human beings for the purpose of sexual exploitation (child prostitution): “lover boys”, pimps waiting for girls in front of schools or children’s homes or girls’ corrective institutes to prostitute them¹¹

This can happen:

- on school grounds
- on route to and from school
- around school grounds
- cyberspace (maybe viewed or accessed at school)

The potentially negative consequences show that prevention of school-related violence against girls should be a priority:

1. Individual long-term, far-reaching negative outcomes in the areas of:
 - Physical health and health-risk behaviour (e.g. injuries, STIs, unwanted pregnancy, eating disorders);
 - Mental health (e.g. depression, PTSD, dissociation, self-harm, suicide ideation and attempted suicide);
 - Violence (reproduction of violence and violence committed against others) (e.g. conflict with the law, intimate partner violence, intergenerational reproduction of violence);
 - Educational (e.g. lack of concentration, inability to study, dropping out of school).
2. Negative financial consequences: long-term high costs related to health issues, costs for the criminal justice system
3. Negative consequences for family, community, and society.

School-related violence against girls (also known as gender-based violence) is reinforced by

- porn culture, rape culture (easily accessible online)
- domestic violence at home
- oversexualized and/or violent popular culture phenomena (lyrics and clips from rap / hip hop songs, etc.)
- oversexualized fashion and beauty trends for girls (make-up, certain styles of clothes for countries without school uniforms)
- prejudice and intolerance against homosexual and bisexual people, homophobia

^{11/} The focus of the activity is girls however boys and intersex children can also experience these types of violence.

Suggested treatment:

e.g. UN “whole-school approach”: cooperation among students, teachers, school support staff, heads and principals, local community, government education authorities. This has eight “minimum standard” elements:

1. Effective school leadership and community engagement to create safe, gender-sensitive learning environments;
2. Establishing and implementing a code of conduct;
3. Capacity building of teachers and educational staff;
4. Empowering children in relation to child rights, participation, and gender equality;
5. Improving reporting, monitoring, and accountability;
6. Addressing incidents;
7. Strengthening physical learning environments;
8. Engaging parents.

Sources

A whole school approach to prevent school-related gender-based violence: Minimum Standards and Monitoring Framework. (n.d.). United Nations Girls' Education Initiative. <https://drive.google.com/file/d/1VJuzys3L1ZLI0udemaiW1ZWUQIaWegQx/view>

Global Guidance on Addressing School-related Gender-based Violence. (2016). UNESCO, UN Women. <https://www.unwomen.org/-/media/headquarters/attachments/sections/library/publications/2016/global-guidance-on-addressing-school-related-gender-based-violence-en.pdf?la=en&vs=4311>

#HerNetHerRights Mapping the state of online violence against women. (2017). European Women's Lobby. https://www.womenlobby.org/IMG/pdf/hernetherights_report_2017_for_web.pdf

#HerNetHerRights Resource Pack on ending online violence against women and girls in Europe. (2017b). European Women's Lobby. https://www.womenlobby.org/IMG/pdf/hernetherights_resource_pack_2017_web_version.pdf

Suggested literature for further discussion:

Convention on the Rights of the Child, (1990). <https://www.unicef.org/sites/default/files/2019-04/UN-Convention-Rights-Child-text.pdf>

Council of Europe Convention on the Protection of Children against Sexual Exploitation and Sexual Abuse, (2007). <https://rm.coe.int/protection-of-children-against-sexual-exploitation-and-sexual-abuse/1680794e97>

Beijing Declaration and Platform for Action, (1995). https://www.un.org/en/events/pastevents/pdfs/Beijing_Declaration_and_Platform_for_Action.pdf

Convention on the elimination of all forms of discrimination against women in brief for adolescents. (2011). UNICEF. https://www.unicef.org/gender/files/CEDAW_In_Brief_For_Adolescent-Web_Version.pdf

Protecting children from sexual violence - A comprehensive approach. (2011). Council of Europe. https://www.coe.int/t/dq3/children/lin5/WhatWeKnow/Publication_en.asp

PART 1**Kate's story**

1. Kate is 28 years old. She married Sam when she was 20 years old. She has two children who are three and seven years old.
2. When Kate was a child, she often saw her father beat up her mother. Sometimes more than once a week. As Kate remembers, her mother sometimes had to go to a doctor because of her injuries.
3. Kate married Sam when she was 20 years old. Sam mentioned several times early on that he would handle their finances because Kate did not understand how to do this. He only gave her enough money for food, and Kate always had to report to him what she had spent the money on. Kate thought that this was OK as Sam was earning more, and she really was not good at financial things.
4. In the first year of their marriage, Kate became pregnant. That was when Sam started telling her that she did not know how to keep the house in order, and that she was really lucky to have him, as nobody else would have wanted her.
5. After the birth of their first child, Sam started to beat Kate. He used to say that Kate loved the child more than she loved him.
6. Kate visited her mother to tell her that Sam was beating her. Her mother said that this was part of marriage and that she had to learn to accept the beatings. "A woman needs her husband", she said.
7. Kate's older son told her that he was afraid of his father, who shouted at him a lot and slapped him sometimes as well. They talked about the fact that Kate was also afraid of him, but that a child needs a father.
8. Kate told one of her colleagues that her husband was beating her and that she needed help. Her colleague passed this on to other co-workers, who also passed it on, and so on. By the same evening, everybody at the workplace was gossiping about Kate.
9. As Kate was often absent from work without any explanation, they fired her. Now she does not have any money and feels as if there is no chance for her situation to change.

Questions: Kate, why do you have to live this way? Why don't you leave your husband? (A short pause, "Kate" can reply but she does not have to.)

10. In a women's magazine, Kate read about a woman who had come out of an abusive relationship. Next to the article, there were also details of a helpline.
11. Kate decided not to put up with being beaten any more. She called the helpline and had a long conversation with the helpline worker, who told her, among other things, that she had the right to safety and that the problem was not with her, but, unfortunately, intimate partner violence was really widespread.
12. One evening, for the first time, Kate had an honest conversation with her older son about how worried she was about the violent behaviour of their father and that she wanted to change this.
13. After several weeks of thinking about it, Kate phoned her sister and asked her to let her move over to hers with her sons. Her sister had given up on Kate years before, and was happy this time that she was starting to take matters into her own hands/deal with the problems.
14. One afternoon, Kate packed up and moved to her sister's place together with her sons. Together they thought over what they could do if Sam showed up at her sister's place and tried to force Kate and their sons to return to him.
15. Kate started to look for work. She asked around among her acquaintances, bought some advertising magazines, and refreshed her knowledge of how to use computers.
16. Not long ago, Kate visited a lawyer and asked how she could get custody rights over the children. They also talked about how she could start the divorce process.
17. Kate found a suitable job.
18. After receiving her first salary, she paid for rented accommodation and moved out of her sister's place.

Source:

Kati's story. (n.d.). In *Gender Matters - A manual on addressing gender-based violence with young people* (pp. 114–120). Council of Europe. http://www.eycb.coe.int/gendermatters/pdf/GMCH4_7.pdf

How far would you go?**A teenager relationship story for girls:**

1. You are at your girlfriend's party and you see a boy that you like. He looks at you often and smiles at you. You smile back.
 2. Two weeks later you coincidentally meet him on the bus. You talk to each other and you immediately like him. You find out that he is new in your girlfriend's class and has already been out with her group of friends a few times.
 3. He says that he would really like to see you again and asks for your mobile number.
 4. The next day you get an SMS and he asks you if you would like to go into town with him and the others from the group on Saturday evening.
 5. The evening is great and you have a lot of fun together. He is charming, looks good, and you have the feeling that the other girls envy you because he is so interested in you.
 6. You start seeing each other more often, get to know each other more, and you realise that you have fallen in love with him, and he with you. You see each other almost every day. After school he usually waits for you and accompanies you home.
 7. He calls you very often and is interested in what you are doing at the moment and with whom you are going out.
 8. You notice that he doesn't like it when you do something in the evening without him – for example, if you want to go out with your girlfriends. Then he's always in a bad mood and makes stupid comments about your friends.
 9. This is why you often argue with each other. One day you would like to, for example, go to the outdoor swimming pool with your girlfriends. He gets angry and tells you that he doesn't want you to go. After this argument he apologises to you and explains that it's because of the other boys there who would see you "half-naked".
 10. After that, things are really nice with him for a while. He is tender, showers you with compliments, and you notice how much he loves you. But then you get into another argument because you would like to go out with your girlfriends one evening: He thinks that you are cheating on him with another boy, and that's why you don't want him to come along.
 11. Afterwards he asks you exactly what you did and who was there with you. You tell him, but he doesn't believe you.
 12. He talks badly about your girlfriends and says that he doesn't want you to hang around with them. They have a bad influence on you. He especially and obviously doesn't like your girlfriend Sonja. He calls her a "slut". You tell him that he should stop insulting your girlfriends. But you keep a little distance between you and Sonja anyway, just so he doesn't get angry.
 13. Over the next few days he behaves as if nothing has happened, is really sweet to you, and even gives you presents. For a while you really get along well with each other. He fulfils your every wish and you feel really good.
 14. He gets jealous very easily – for example, if he sees you talking to other boys after school when he picks you up. He insults you now more often with hurtful words and once he yelled so loud and towered over you that you were even scared of him.
 15. But in the afternoon he apologises again. He says he lost control and that you are so very important to him that he cannot stand the thought of someone else liking you too.
 16. He says that you belong to him and that's why you shouldn't go out without him anymore; he simply can't bear it. He says that otherwise he will break up with you.
 17. After the school festival, to which you went without him, he was waiting for you on your front doorstep and reproaches you for it. He yells at you, becomes more and more angry and hits you in the face.
 18. The next day you get an SMS in which he apologises and swears that it will never happen again.
- (Köberlein et al., 2008, p. 29–30)

Source

Köberlein, L., Tóth, G., Saringen, P., Hahn, S., Krohe-Amann, A., Gaiser, H., Stanic, T., Rösslhumer, M., & Messner, S. (2010). *Heartbeat Relationships without violence* (L. Köberlein (Ed.)). DER PARITÄTISCHE. http://nane.hu/wp-content/uploads/2016/03/Manual_heartbeat_relationships_without_violence.pdf

QUESTIONNAIRE ABOUT ATTRIBUTIONS/ASSUMPTIONS:

If you would like to find out about the assumptions of your pupils (in connection with success/failure and gender) you can ask them to fill in the following questionnaire before they give you their homework or test.

Do you think that you have written a good homework/test/paper?

What grade ____ / how many points ____ do you think you have achieved?

When returning, you could – depending on their success or failure – ask (decide if the pupils should write their name on the paper OR if they should only indicate their sex):

Your homework/test/paper was (very) good. In your opinion, it was that because...

- ☐ the tasks were easy
- ☐ you studied a lot in advance
- ☐ you consider yourself skilled in the subject
- ☐ you think that you were lucky
- ☐ Other: _____

Unfortunately, your homework/test/paper was not so good. In your opinion, it was that because...

- ☐ the tasks were difficult
- ☐ you did not study enough in advance
- ☐ you consider yourself not skilled in the subject
- ☐ you think that you were unlucky
- ☐ Other: _____

OR ask:

- ☐ Your homework/test/paper was (very) good – who/what was responsible for the success: you, or something/somebody else? Write a few lines as an answer:

- ☐ Unfortunately, your homework/test/paper was not so good – who/what was responsible for the failure: you or something/somebody else? Write a few lines as an answer:

Attributions are subjective explanations of the causes of the results of action.

- “The reason that I got a good score in the test was pure luck. I had studied exactly those questions that were asked.” (external – variable)
- “I’m just too stupid for maths.” (internal – stable)
- “I got a bad grade because the teacher does not like me.” (external – rather stable)
- “This time it worked, I studied a lot for the test.” (internal – variable)

Success and failure can be explained differently. Assumptions like the ones mentioned above are also called attributions, and can come from “outside” (e.g. when the teacher gives feedback) or from “inside” (how pupils themselves explain their successes or failures) and can be seen as either stable or variable.

Research (mostly in the field of STEM) shows the following:

Girls tend to attribute:

- success to variable factors: to effort (internal), or to luck (external)
- failure to stable factors: to a lack of ability

which may be seen as an obstructive pattern (e.g. if you believe that a lack of ability is the cause of a lack of success, it is very hard to change this).

Boys tend to attribute:

- success to internal factors: their own ability
- failure to external factors (bad luck, difficult tasks) or to internal, variable factors (insufficient effort)

which is seen as a conducive pattern (e.g. if you believe that insufficient effort is the cause of a lack of success, you can change this).

In addition, unfavourable attributions are also made by teachers:

- They expect girls to be motivated and disciplined – therefore poor performance is attributed to a lack of talent.
- They blame boys more often for their behaviour, and poor performance is often attributed to inadequate motivation or effort.
- The “Golem Effect”: The performance of pupils declines when teachers expect performance to be poor (the reverse effect is called the “Pygmalion Effect”: Pupils respond with an increase in performance when teachers expect positive performance).

The environment is also important:

- Is a subject perceived as a “masculine” subject?
- What gender images do teachers associate with the subject?
- What gender images do parents associate with the subject?
- Do pupils consider the subject to be compatible with their own gender role/gender identity?

Albert Ziegler (2002, pp. 91, 93) writes the following about “reattributions” that are designed to support pupils to create more favourable attributions:

- “If the contribution of the pupil was successful, the teacher can
 - stress the student's effort (e.g. “you prepared very well”);
 - directly highlight their ability or talent (e.g. “the topic seems to suit you”);
 - give information about consistency (e.g. “you did that very well again”);
 - give information about the level of difficulty of the task, and thus emphasize success, which is similar to talent attribution (for example, “most pupils had difficulties with this”).
- If the contribution of the pupil was not successful, the teacher can
 - refer to a lack of effort (for example, “you need to look at that again”);
 - point to the high degree of difficulty of the task and thus minimize the importance of failure (for example, “most pupils had difficulties with this”);
 - note the low frequency of failure (“that was just a slip-up”). [...]
- If the pupil
 - greatly underestimates their performance, the teacher should give feedback that above all strengthens the self-esteem of the pupil;
 - greatly overestimates their performance, the teacher should give feedback that above all strengthens the motivation of the pupil;
 - has a realistic assessment of their performance, the teacher should give balanced feedback that strengthens the motivation and the self-esteem of the pupil.”

Source

Ziegler, A. (2002). Auf der Suche nach den Quellen der Geschlechtsunterschiede im MNT-Bereich [Searching for the sources of gender differences in the field of STEM]
 In H. Wagner (Ed.), *Hoch begabte Mädchen und Frauen [Highly gifted girls and women]*
 (pp. 85–97). K.H. Bock.

Surveillance sheet “Suggestions for Observations of Lessons”**1. How do pupils actively participate in class?**

- 1.1. What division of labour is observable between pupils in group work/presentations? (How do they relate to stereotypical male and female role attribution?)
- 1.2. What kind of group behaviour is observable here? (Which pupils plan and design more often, which of them write minutes, which pupils present or give talks frequently, which are silent and reserved?)

2. How does the teacher interact with the pupils?

- 2.1. Which groups of pupils does the teacher often address? Which ones do they address very rarely?
- 2.2. How does the teacher pay attention to gender- as well as a diversity-sensitive language? Does the teacher avoid linguistic reduction, trivialization, and devaluation?
- 2.3. Which pupils (groups) are praised for their activities?
- 2.4. Which groups of pupils are disciplined? How are pupils invited to participate in class?
- 2.5. What discussions between teacher and class and/or between students are observable? Which positions in the discussions prevail, which ones are heard less often, which are lost? (Which students hold back during discussions, which ones have more speaking time?)

3. Can all pupils follow the teaching process?

- 3.1. Are there “rules” of cooperation and interaction that encourage the participation of all pupils?
- 3.2. How does the teacher, when forming groups, ensure that pupils practice alternating roles and skills?

4. Does the teacher, when using pictures and texts, pay attention to the following points:

- 4.1. Which role models and messages do they convey?
- 4.2. Who is addressed here? Who is missing?

Sources

Questions 1-3 (slightly modified and translated into English) taken from: Arzmann, D., Amon, H., Korenjak, P., Oschina, C., & Wenzl, I. (2017). *Gender_Diversität Handreichung 2017: Diagnoseinstrumente zur gender- und diversitätskompetenten Unterrichtsreflexion* [Gender_Diversity handout: Diagnostic instruments for gender- and diversity competent teaching reflection]. IMST Gender_Diversitäten Netzwerk. https://www.imst.ac.at/app/webroot/files/GD_Handreichung_web_final.pdf

Questions 2.2 und 4 (slightly modified and translated into English) taken from: Arzmann, D., Amon, H., Korenjak, P., Müllner, B., & Oschina, C. (2018). *Gender_Diversität Handreichung 2018: Gender- und Diversitätskompetentes Handeln im Unterricht* [Gender_Diversity handout 2018: Gender- and diversity-competent acting in the classroom]. IMST Gender_Diversitäten Netzwerk. https://www.imst.ac.at/app/webroot/files/GD-Handreichungen/GD_HandreichungII_web.pdf

Who takes up how much space?

Who is loud when?

Who takes the lead in small groups?

Who cleans the blackboard?

Who solves technical problems in the classroom?

What are jokes made about?

How does acceptance become visible in the group?

What are the characteristics of outsiders in the classroom?

What do girls and boys do to be recognized as such?

What language do girls and boys use, and what ascriptions are there (e.g. who giggles, gossips, shrieks, sits with crossed legs, varnishes their nails, talks loudly, actively draws attention to themselves, throws things around, jerks around, pushes, shows physical dominance etc.)?

What tendencies can you see in the staging of femininity and masculinity in class?

Thinking of the current composition of groups in your class, which visible characteristics are there, and which styles are dominant in the class?

Which peer groups are there in the class and what effects do they have on the class environment?

Which characteristics connect these peer groups, and which separate them?

How are pupils who cannot be defined as having dominant behaviour treated by other pupils? Which behaviours do they show in comparison to “others”?

Source

Arztmann, D., Amon, H., Korenjak, P., Oschina, C., & Wenzl, I. (2017). *Gender_Diversität Handreichung 2017: Diagnoseinstrumente zur gender- und diversitätskompetenten Unterrichtsreflexion [Gender_Diversity handout: Diagnostic instruments for gender- and diversity competent teaching reflection]*. IMST Gender_Diversitäten Netzwerk. https://www.imst.ac.at/app/webroot/files/GD_Handreichung_web_final.pdf

	Girls	Boys
Who puts their hand up to speak?		
Who makes a contribution on their own initiative (without direct invitation)?		
Who do I call upon when students put their hands up?		
Which students do I call upon even if they don't put their hands up?		
Who do I praise for performance (work result)?		
Who do I praise for their characteristics (diligence, discipline...)?		
Who interrupts / speaks out?		
Who do I have to admonish?		
Who helps?		

Be aware

In this surveillance sheet only boys and girls are mentioned. There may be inter kids in the class, so decide if you want to add a column for "diverse".

Source

Albrecht, C., Wäscher-Göggerle, V., & Lindermayr, M. (Eds.). (2013). *Mach es gleich!-Mappe [do it now- portfolio]*. Verein Amazone. <https://www.amazone.or.at/machesgleichMappe.pdf>

Questionnaire “Environment and Space” for teachers

Are the places and areas you observe in your school during breaktime (like the classroom, gym, corridor, schoolyard, library,...) used by all pupils, or are some places preferred by specific groups of pupils (in terms of categories such as gender, age, ethnicity, religion, physical ability,...)?

What activities do pupils engage in during the break – do categories such as gender, age, ethnicity, religion, and physical ability, etc. play a role? If yes, in what way?

Are there places and areas that some groups of people are not allowed to use sometimes or ever? Why?

Are there pictures of famous people on the walls of classrooms, corridors, or halls? Are categories such as gender, age, ethnicity, religion, physical ability, etc., evenly represented? In which context are the famous people shown?

Are there pictures of pupils on the walls of classrooms, corridors or halls? Are categories such as gender, age, ethnicity, religion, physical ability, etc., evenly represented? In which setting / with which activities are pupils shown?

Looking at signs: is gender-fair language used? Are different languages visible?

If there are drawings of people on signs, are these stereotypical or non-stereotypical representations?

If possible, bring in photographs of examples of a gender- and diversity-fair environment and space and a gender-unfair environment and space.

Source

Inspiration for the questionnaire came from: Albrecht, C., Wäscher-Göggerle, V., & Lindermayr, M. (Eds.). (2013). *Mach es gleich!-Mappe [do it now- portfolio]*. Verein Amazone. <https://www.amazone.or.at/machesgleichMappe.pdf>

Which places and areas in your school (like the classroom, gym, corridor, schoolyard, library,...) are you allowed to use?

In which of the places and areas do you feel comfortable? Why?

Are there places and areas which are accessible for you but where you don't like to stay? Why not?

Are there places and areas that some groups of people are not allowed to use sometimes or ever? Why?

Can you find three pictures of famous people on the walls of your classroom, the corridors or halls? Who are these people, and in which context are the famous people shown? If possible, take a photograph and bring it with you.

In terms of signs in your school, is gender-fair language used?

If there are drawings of people on signs, take a photograph and bring it with you.

Source

Inspiration for the questionnaire came from: Albrecht, C., Wäscher-Göggerle, V., & Lindermayr, M. (Eds.). (2013). *Mach es gleich!-Mappe [do it now- portfolio]*. Verein Amazone. <https://www.amazone.or.at/machesgleichMappe.pdf>

Questionnaire

Did you find the course useful for your (future) teaching practice? Please mark your answer on the scale below: 1=not at all, 5=yes, completely.

1 – 2 – 3 – 4 – 5

Please elaborate! If you found it useful, what did you find most useful? If you didn't find it useful, what did you miss? If you are uncertain, why?

Did you get sufficient theoretical knowledge about the topic of gender, sexuality, and education in the course? Please mark your answer on the scale below: 1=not at all, 5=yes, completely.

1 – 2 – 3 – 4 – 5

Do you have any questions or comments regarding this theoretical knowledge?

Regarding practical skills and knowledge, did you find the course useful? Please mark your answer on the scale below: 1=not at all, 5=yes, completely.

1 – 2 – 3 – 4 – 5

Did you learn methods and techniques that you can use in the classroom? If yes, did you find these useful? Which methods or techniques will you use in your (future) teaching practice? Please elaborate and write down any comments you have on this.

What else might help you to be a gender-sensitive teacher (in the future)? Do you need more information, methods, skills, training (etc.)?

How did you find the structure of the course?

How did you find the time schedule of the course?

Do you have any comments regarding the structure of the course?

Do you have any further comments for us, the trainers and developers of the course?

Please write one or two paragraphs of personal reflection about the following questions: Why did you come to this course? How did it feel to be there? What has changed, and what has settled in you since then? What did you take with you? How does all this relate to your being a (future) teacher?

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