



## Area: GENDER EQUALITY

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## Learning Unit 12 –LET’S PLAY....BUT IS IT A GIRL’S OR A BOY’S GAME?

### IDENTIFICATION

<b>TITLE</b>	Let’s play...but is it a girl’s or a boy’s game?
<b>SCHOOL LEVEL</b>	Kindergarten
<b>CONTEXT</b>	<ul style="list-style-type: none"> <li>○ The learning activities will be developed inside and outside the school.</li> <li>○ The activity should involve max 2 classes</li> <li>○ Pupils <b>4-5 years old</b>.</li> </ul>
<b>NEED/PROBLEM TO BE TACKLED</b>	<p>The need to grow up without the cultural legacy of gender differences should be addressed as early as preschool.</p> <p>If it is said that by playing we learn, why shouldn’t a boy play with a doll in preparation for becoming a father? And why shouldn’t a girl use building blocks and experiments in preparation for becoming a future engineer or scientist? Stereotypical representations tend to present the behaviour of boys and girls as defined, distinct and unchangeable, disregarding individual differences and attributing roles to the gender. Through the activities proposed in this learning unit, the aim is to build a culture based on respect for diversity, to educate citizens who base their behaviour on respect, to promote awareness of gender equality from an early age.</p>
<b>TARGET GROUP INVOLVED</b>	<ul style="list-style-type: none"> <li>- Key players: Students, teachers and trainers</li> <li>- Stakeholders: cultural associations</li> <li>- Beneficiaries: children’s families, all the community.</li> </ul>
<b>METHODOLOGIES</b>	<ul style="list-style-type: none"> <li>● Clinical interview</li> <li>● Brainstorming</li> <li>● Role playing</li> <li>● Interview</li> <li>● Cooperative learning</li> <li>● Circle time</li> </ul>

### PLANNING

<b>MAIN OBJECTIVES (Learning objectives)</b>	<ul style="list-style-type: none"> <li>● building a culture based on respect for diversity</li> <li>● acquiring students’ knowledge of gender concepts</li> <li>● reflecting more deeply on gender identity and differences</li> <li>● developing a conscious and open identity</li> <li>● Putting into practice what has been learnt and putting oneself at the service of the community to achieve the common good.</li> </ul>
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**GLOBAL  
 CITIZENSHIP  
 LEARNING  
 OBJECTIVES<sup>1</sup>  
 (Service  
 objectives)**

**Pre-primary & lower primary (5-9 years):**

- *Develop skills for critical inquiry and analysis:*  
 Underlying assumptions and power dynamics.
- *Cultivate and manage identities, relationships and feelings of belongingness:*  
 Different levels of identity.
- *Share values and responsibilities based on human rights:*  
 Different communities people belong to and how these are connected.
- *Develop attitudes to appreciate and respect differences and diversity:*  
 Difference and respect for diversity.
- *Enact appropriate skills, values, beliefs and attitudes:*  
 Actions that can be taken individually and collectively.

**KEY  
 COMPETENCES  
 FOR LIFELONG  
 LEARNING**

- Interpersonal skills and the ability to adopt new competences
- Active citizenship
- Cultural awareness and expression

**SUBJECTS  
 INVOLVED**

- National language
- Arts
- Citizenship education

**IMPLEMENTATION**

**DESCRIPTION OF  
 THE ACTIVITIES**

**PHASE 0:**

Objective: **to know the pupils' understanding of the gender concept.**

<b>What the teacher does</b>	<b>What pupil does</b>
1. In order to introduce the topic, he/she asks the pupils to get into circle time, explains how Clinical Interview works. He/she asks questions to stimulate the discussion, such as: <ul style="list-style-type: none"> <li>○ <i>What do the words "male and female" bring to your mind?</i></li> <li>○ <i>What tasks do women and men have in the family today?</i></li> <li>○ <i>What tasks do men and women have at work today?</i></li> <li>○ <i>How do you think the tasks were distributed in your grandparents' family?</i></li> </ul>	1. He/she arranges in circle time and answers the questions one by one.

<sup>1</sup> "Global Citizenship Education: Topics and Learning Objectives" Published in 2015 by the United Nations Educational, Scientific and Cultural Organization - UNESCO



2. Teacher collects pupils' answers and includes them in a mind map.	2. Pupils observe the mind map
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### PHASE 1

Objective: **to reflect more deeply on gender identity and differences.**

What the teacher does	What pupil does
<ol style="list-style-type: none"> <li>1. The teacher asks pupils to draw what mum and dad usually do on sheets of paper divided into two parts, then to stick the drawings on a poster.</li> <li>2. He/she asks them to tell what they have drawn.</li> <li>3. He/she asks them to draw their dad's and mum's tasks, <u>reversing their roles</u>, and to make a poster.</li> <li>4. He/she asks for their opinion by answering guiding questions based on what came out of their drawings and reversing the roles. (e.g. Do you think dad can cook or clean the house? Is mum able to wash the car? Why yes/no?)</li> </ol>	<ol style="list-style-type: none"> <li>1. He/she draws and sticks it on the poster.</li> <li>2. He/she tell his/her drawing.</li> <li>3. He/she draws and makes a poster.</li> <li>4. He/she participates in the discussion.</li> </ol>

### PHASE 2:

Objective: **developing a conscious and open identity**

What the teacher does	What pupil does
<ol style="list-style-type: none"> <li>1. He/she invites the children to draw their favourite toy and to stick it on a poster board divided into 2 parts (one with a boy's face and the other one with a girl's face). He/she asks questions: <ul style="list-style-type: none"> <li>○ <i>Can boys play with dolls?</i></li> <li>○ <i>Can girls play with a toy car?</i></li> <li>○ <i>What do you think are boys' games?</i></li> <li>○ <i>Why?</i></li> <li>○ <i>What do you think are the female games?</i></li> <li>○ <i>Why?</i></li> </ul> </li> </ol> <p>The teacher writes down the</p>	<ol style="list-style-type: none"> <li>1. He/she draws and sticks the drawing on the poster. Answers to the questions.</li> </ol>



<p>answers on a poster.</p> <ol style="list-style-type: none"> <li>2. The teacher proposes that everyone play with toy cars on a track with a set time (or another game generally played by boys).</li> <li>3. She/he opens a discussion at the end of the game through the following questions: <ul style="list-style-type: none"> <li>– What did you feel while playing?</li> <li>– Did you enjoy it?</li> <li>– Why?</li> </ul> </li> <li>4. The teacher proposes that everyone play with the dolls at a set time and opens the same discussion as above.</li> <li>5. The teacher asks them to draw one thing/task that boys can do and one thing/task that girls can do. Then he/she asks them to tell what they drew and why only one gender can do it. He/she writes down the different answers.</li> <li>6. He/she challenges the class by proposing some physical activities and games of strength by dividing the teams into boys and girls. She/he opens a discussion on who won and why.</li> <li>7. He/she reads a story where there is an inversion of roles. She/he gives each pupil a part of the story and asks them to draw and paste the drawings on a poster. She/he asks them to go through it again by asking reflection questions.</li> </ol>	<ol style="list-style-type: none"> <li>2. He/she plays</li> <li>3. He/she answers to the questions participating in the discussion</li> <li>5. He/she draws.</li> <li>6. He/she plays and participates in the discussion.</li> <li>7. He/she listens, draws and tell the story.</li> </ol>
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### PHASE 3

Objective: to put into practice and to act for the common good.

What the teacher does	What pupil does
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<ol style="list-style-type: none"> <li>1. The teacher suggests transferring what they have learned to the local community by encouraging the children to collect the opinions and thoughts of the people living around them. To do this, he/she suggests preparing questions to interview family members, relatives and friends who live in their neighbourhood.</li> <li>2. The teacher analyses the results with the children and helps them to carry out a community project based on the results of the interviews.</li> </ol>	<ol style="list-style-type: none"> <li>1. Suggests questions for the interview. Asks questions to family and friends living in their community.</li> <li>2. Analyses the results and organises, plans and implements in groups what is necessary involving the community.</li> </ol>
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#### PHASE 4

Objective: **to activate the meta cognition**

What the teacher does	What pupil does
<ol style="list-style-type: none"> <li>1. He/she proposes the analysis of the path and a meta-cognition with acquisition of the cognitive, affective and emotional increase through the re-formulation of the questions proposed in phase 0.</li> <li>2. He/she asks them to self-assess the cognitive, affective and emotional increase by answering the following questions: <ul style="list-style-type: none"> <li>- <i>Did the work seem interesting to you? Why yes / why not</i></li> <li>- <i>Which phase did you find most interesting or least interesting and why?</i></li> <li>- <i>What would you have liked to have done differently?</i></li> <li>- <i>What message did you hear the most?</i></li> <li>- <i>Do you think it can be useful about your life?</i></li> <li>- <i>In what ways?</i></li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. He/she reviews the didactic path and answers again the questions of phase 0.</li> <li>2. He/she answers.</li> </ol>

#### RESOURCES

- Human resources: teachers.
- Financial resources: not applicable.
- Possible partnerships with community actors: NGOs, cultural associations.



## SETTING OF THE ACTIVITIES

### In classroom:

The students participate in the games and activities proposed by the teacher, listen to the story and participate in the discussion, prepare the script for interviews. Finally, they collect the results and implement the service learning project based on the results.

### Outside the classroom:

Conducting interviews with family members and friends living in the neighborhood.

## EVALUATION AND DISSEMINATION

### EVALUATION ELEMENTS

At the end of the Learning Unit, the student should be able to:

- build a culture based on respect for diversity
- understand main elements of gender concept
- reflect more deeply on gender identity and differences
- develop a conscious and open identity
- Put into practice what has been learnt and put oneself at the service of the community to achieve the common good.

### EVALUATION TOOLS

- Self-assessment questionnaire (**Annex 1**)
- Evaluation grid based on the Global Citizens Education Learning Objectives related to the age 5-9 years (**Annex 2**)

### DISSEMINATION ACTIVITIES

Presentation of service-learning project results at the end of school-year through an exhibition or a leaflet.

### DISSEMINATION TOOLS

Leaflet, social media posts, school website.



**Annex 1**

**Area: GENDER EQUALITY**

**Learning Unit 12: LET'S PLAY....BUT IS IT A GIRL'S OR A BOY'S GAME?**

**SELF-ASSESSMENT QUESTIONNAIRE**

	<b>Question</b>	<b>Answer</b>
1.	What do the word "male and female" bring to your mind?	
2.	What tasks do women and men have in the family and at work?	
3.	Are there some games only for boys or only for girls? What kind of games?	
4.	Why boys and girls can play the same game without any problems?	
5.	Did the implemented project seem interesting to you? Why yes / why not	
6.	Which phase did you find most interesting or least interesting and why?	
7.	What did you learn that did not know before?	

Teacher can add further questions he/she believes relevant for the student' evaluation.



**Annex 2**

**Area Area: GENDER EQUALITY**

**Learning Unit 12: LET’S PLAY....BUT IS IT A GIRL’S OR A BOY’S GAME?**

**EVALUATION GRID<sup>2</sup>**

**Pre-primary & lower primary education (5-9 years)**

Learning objective	Key Themes	Score (1 to 10)
<b>Namely different sources of information and develop basic skills for inquiry</b>	Different sources of information and collecting information using a range of tools and sources (friends, family, local community, school, cartoons, stories, films, news)	
	Listening and communicating accurately and clearly (communication skills, languages)	
	Identifying key ideas and recognising different perspectives	
	Interpreting messages, including complex or conflicting messages	
<b>AVERAGE SCORE</b>		
Learning objective	Key Themes	Score (1 to 10)
<b>Recognise how we fit into and interact with the world around us and develop intrapersonal and interpersonal skills</b>	Self-identity, belonging and relationships (self, family, friends, community, region, country)	
	Where I live and how my community links to the wider world	
	Self-worth and the worth of others	
	Approaching others and building positive relationships	
	Recognizing emotions in self and others	
	Asking for and offering help	
	Communication, cooperation concern and care for others	
<b>AVERAGE SCORE</b>		

<sup>2</sup> “Global Citizenship Education: Topics and Learning Objectives” Published in 2015 by the United Nations Educational, Scientific and Cultural Organization - UNESCO

Learning objective	Key Themes	Score (1 to 10)
<b>Illustrate differences and connections between different social groups</b>	Similarities and differences within and between cultures and societies (gender, age, socio-economic status, marginalised population))	
	Connections between communities	
	Common basic needs and human rights	
	Valuing and respecting all human and living beings, the environment and things	
<b>AVERAGE SCORE</b>		
Learning objective	Key Themes	Score (1 to 10)
<b>Distinguish between sameness and differences and recognise that everyone has rights and responsibilities</b>	What makes us similar and what makes us different from other people in the community (language, age, culture, ways of living, traditions, characteristics)	
	Importance of respect and good relationship for our well-being	
	Learning to listen, understand, agree and disagree, accept different views and perspectives	
	Respecting others and self and appreciating differences	
<b>AVERAGE SCORE</b>		
Learning objective	Key Themes	Score (1 to 10)
<b>Explore possible ways of taking action to improve the world we live in</b>	How our choice and actions can make our home, school community, country and planet a better place to live and can protect our environment	
	Learning to work together (collaborative projects on real life issues in the community-e.g. working with others to collect and present information and using different methods to communicate findings and ideas)	
	Decision-making and problem-solving skills	
<b>AVERAGE SCORE</b>		
<b>TOTAL AVERAGE SCORE</b>		



## Learning Unit 13 –TWO-FACED JANUS: A GENDER PROBLEM

### IDENTIFICATION

<b>TITLE</b>	Two-faced Janus: a gender problem
<b>SCHOOL LEVEL</b>	Primary School
<b>CONTEXT</b>	<ul style="list-style-type: none"> <li>○ The learning activities will be developed inside and outside the school.</li> <li>○ The activity can involve max 2 classes and 4 teachers</li> <li>○ Pupils <b>9-10 years old</b>.</li> </ul>
<b>NEED/PROBLEM TO BE TACKLED</b>	<p>All people have thoughts and opinions that are often shaped by their gender. A community grows when it is able to mediate between the different opinions expressed by individuals with the same rights but different genders: are the opinions of the females as valid as those of the males?</p> <p>The activities' advantages for the students and the community they are living in are as follows:</p> <ul style="list-style-type: none"> <li>– Raising awareness that gender differences guarantee a better, more peaceful and equal world in terms of opportunities and rights.</li> <li>– Promoting and disseminating attitudes of recognition of the roles and contributions each member brings to a community.</li> <li>– Understanding the need to enhance skills and professionalism</li> <li>– Promoting respect for all</li> </ul>
<b>TARGET GROUP INVOLVED</b>	<ul style="list-style-type: none"> <li>- Key players: Students, teachers and trainers</li> <li>- Stakeholders: NGOs and associations who deal with violence against women.</li> <li>- Beneficiaries: children's families, all the community.</li> </ul>
<b>METHODOLOGIES</b>	<ul style="list-style-type: none"> <li>● Brainstorming</li> <li>● Group activities</li> <li>● Individual work/reflection</li> <li>● Role-play</li> <li>● Cooperative learning</li> <li>● Circle time</li> </ul>




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## PLANNING

<b>MAIN OBJECTIVES (Learning objectives)</b>	<ul style="list-style-type: none"> <li>• Assessing the behaviors and roles played by boys and girls in everyday family and school life.</li> <li>• Analysing the history of male and female work over the last two centuries (industrial revolution, digital revolution).</li> <li>• Understanding respectful behavior towards each member of the community to ensure the quality of life for all.</li> <li>• Detecting the elements marginalizing women in the different contexts of today's society.</li> <li>• Using historical and statistical survey tools.</li> <li>• spreading awareness of gender relations and the development of civic co-responsibility for a sustainable quality of life for all.</li> </ul>
<b>GLOBAL CITIZENSHIP LEARNING OBJECTIVES<sup>3</sup> (Service objectives)</b>	<p><b>Upper primary (9-12 years):</b></p> <ul style="list-style-type: none"> <li>• <i>Develop skills for critical inquiry and analysis:</i> Underlying assumptions and power dynamics.</li> <li>• <i>Share values and responsibilities based on human rights:</i> Different communities people belong to and how these are connected.</li> <li>• <i>Enact appropriate skills, values, beliefs and attitudes:</i> Actions that can be taken individually and collectively.</li> <li>• <i>Demonstrate personal and social responsibility for a peaceful and sustainable world:</i> Ethically responsible behaviour.</li> <li>• <i>Develop motivation and willingness to care for the common good:</i> Getting engaged and taking action.</li> </ul>
<b>KEY COMPETENCES FOR LIFELONG LEARNING</b>	<ul style="list-style-type: none"> <li>• Literacy</li> <li>• Numerical, scientific skills</li> <li>• Interpersonal skills and the ability to adopt new competences</li> <li>• Active citizenship</li> <li>• Cultural awareness and expression</li> </ul>
<b>SUBJECTS INVOLVED</b>	<ul style="list-style-type: none"> <li>• National language</li> <li>• History</li> <li>• Arts</li> <li>• ICT</li> <li>• English language</li> </ul>

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<sup>3</sup> “Global Citizenship Education: Topics and Learning Objectives” Published in 2015 by the United Nations Educational, Scientific and Cultural Organization - UNESCO

## IMPLEMENTATION

### DESCRIPTION OF THE ACTIVITIES

#### PHASE 0:

Objective: **Assessing the behaviors and roles played by women and men in everyday family and school life.**

What the teacher does	What pupil does
<p>1. In order to introduce the topic, he/she asks the pupils to get into circle time, explains how Clinical Interview works.</p> <p>He/she asks questions to stimulate the discussion, such as:</p> <ul style="list-style-type: none"> <li>○ <i>What do you think of when you hear the expression “gender difference”?</i></li> <li>○ <i>What do your mum and dad do?</i></li> <li>○ <i>What does the expression “women’s work” bring to your mind?</i></li> <li>○ <i>What does the expression “men’s work” bring to your mind?</i></li> <li>○ <i>If your tablet broke, would you prefer to take it a male or female expert?</i></li> </ul> <p>2 Teacher suggests collecting the pupils’ answers and sticking them on the poster.</p>	<p>1. He/she arranges in circle time and answers the questions one by one.</p> <p>2. He/she writes the answers and prepare the poster.</p>

#### PHASE 1

Objective: **Analysing the history of male and female work over the last two centuries (industrial revolution, digital revolution).**

What the teacher does	What pupil does
<p>1. The teacher proposes to watch video documentaries on the history of women’s work in factories at the beginning of the 20<sup>th</sup> century. (it might be in English language as well).</p> <p>2. He/she starts a discussion and reflection on the messages conveyed by the video and asks</p>	<p>1. He/she watches the video.</p> <p>2. He/she participate in the discussion respecting time and opinions of the classmates.</p>



<p>the students to collect the different opinions, both individually and in groups.</p> <p>3. He/she asks to put their ideas on a poster on which the different messages from the video will be compared.</p>	<p>3. He/she prepares the poster.</p>
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### PHASE 2:

Objective: **Understanding respectful behavior towards each member of the community to ensure the quality of life for all.**

What the teacher does	What pupil does
<p>1. He/she proposes case study by reading real stories, letters, etc. about women's work and treatment in factories</p>	<p>1. He/she listen to the case study</p>
<p>2. He/she asks to answer comprehension questions integrating the answers with short individual researches</p>	<p>2. He/she answers and looks for additional information about it</p>
<p>3. He/she suggests a guided discussion on what has been read and collected in individual research</p>	<p>3. He/she participates in the discussion presenting his/her research results</p>
<p>4. He/she proposes an argumentative approach for opposing theses on the different treatment of men and women, through role play.</p>	<p>4. He/she divides into groups: each group explores one area of the topic through information, investigation, statistical data, etc. and prepares a script of a pro/con argument based on sources. He/she represents the information by role-playing</p>

### PHASE 3

Objective: **Detecting the elements marginalizing women in the different contexts of today's society.**

What the teacher does	What pupil does
<p>1. He/she asks to collect pictures or videos about the life of</p>	<p>1. He/she looks for the videos and pictures and collects</p>



<p>women and men 100 years ago and today in various everyday contexts on the interactive whiteboard.</p> <p>2. He/she opens a discussion on the guiding question:</p> <ul style="list-style-type: none"> <li>- What do you notice in the pictures dealing with work, family, free time, children...?</li> <li>- What differences do you notice between a century ago and today?</li> </ul>	<p>them on the whiteboard.</p> <p>2. He/she participate in the discussion and reports the main findings in a notebook.</p>
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#### PHASE 4

Objective: **to be able to transfer the acquired knowledge**

What the teacher does	What pupil does
<p>1. He/she opens a group discussion on the guiding questions “What can we do to tell about our experience? Who do we want to address? What do we want to make understood? With which tools can we carry out our project?</p> <p>2. On the basis of the answers given, he/she asks for a questionnaire/interview to be drawn up and submitted to the school and the family.</p> <p>3. He/she asks to analyse the data and design, plan and implement the findings.</p> <p>4. He/she asks to share the work done to raise awareness in the school and families on the issue of gender equality</p>	<p>1. He/she answers questions.</p> <p>2. He/she prepares the questionnaire and administer it among school and family members.</p> <p>3. He/she analyses the results, plans and implements the service-learning project.</p> <p>4. He/she shares the project results with the school and family members.</p>

#### PHASE 5

Objective: **strengthening acquired knowledge**

What the teacher does	What pupil does
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<ol style="list-style-type: none"> <li>1. He/she proposes the analysis the learning unit phases.</li> <li>2. He/she repeats the questions asked at the beginning of the activity and asks to analyse what has been changed in their answers.</li> <li>3. He/she asks to enhance awareness of the training pathway: <ul style="list-style-type: none"> <li>- <i>Did the work seem interesting to you? Why yes / why not</i></li> <li>- <i>Which phase did you find most interesting or least interesting and why?</i></li> <li>- <i>What would you have liked to have done differently?</i></li> <li>- <i>What message did you hear the most?</i></li> <li>- <i>Do you think it can be useful about your life?</i></li> <li>- <i>In what ways?</i></li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. He/she reviews the didactic path and answers again the questions of phase 0.</li> <li>2. He/she answers, compares the final answers with those provided at the beginning.</li> <li>3. He/she analyses his/her learning level and shares their thoughts/emotions to the classmates.</li> </ol>
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## RESOURCES

- Human resources: teachers, experts in the fields of labor market and equal opportunities
- Financial resources: not applicable.
- Possible partnerships with community actors: NGOs, local associations working on the field of equal opportunities and the labor market.

## SETTING OF THE ACTIVITIES

### In classroom:

The students participate in the activities proposed by the teacher and participate in the discussion, prepare the script for interview/questionnaire to be administrated among the school, families and community. Finally, they collect the results and implement the service learning project based on the results.

### Outside the classroom:

Conducting interviews with school and family members living in the community.





## EVALUATION AND DISSEMINATION

<b>EVALUATION ELEMENTS</b>	<p>At the end of the Learning Unit, the student should be able to:</p> <ul style="list-style-type: none"> <li>• strengthen the awareness that gender differences, beyond appearance and physical strength, have no reason to exist.</li> <li>• Understand that men and women have the same rights and duties in every context of life.</li> <li>• respect the opinions of all</li> <li>• discuss and debate</li> <li>• transfer what they have learned to the community</li> </ul>
<b>EVALUATION TOOLS</b>	<ul style="list-style-type: none"> <li>○ Self-assessment questionnaire (<b>Annex 1</b>)</li> <li>○ Evaluation grid based on the Global Citizens Education Learning Objectives related to the age 9-12 years (<b>Annex 2</b>)</li> </ul>
<b>DISSEMINATION ACTIVITIES</b>	<p>Presentation of service-learning project results in a e-book to be distributed among the families and local stakeholders. Implementation of a final event representing the “court of ideas”.</p>
<b>DISSEMINATION TOOLS</b>	<p>Videoclip, brochure, show, press releases and articles in website/social media.</p>

**Annex 1**

**Area: GENDER EQUALITY**

**Learning Unit 13: TWO-FACED JANUS: A GENDER PROBLEM**

**SELF-ASSESSMENT QUESTIONNAIRE**

	<b>Question</b>	<b>Answer</b>
1.	What are the “gender differences”?	
2.	How has women’s work changed in the last 100 years?	
3.	Why should there be no differences between women’s and men’s work?	
4.	What are the rights and duties both men and women should have?	
5.	Did the implemented project seem interesting to you? Why yes / why not	
6.	Which phase did you find most interesting or least interesting and why?	
7.	What did you learn that did not know before?	

Teacher can add further questions he/she believes relevant for the student’ evaluation.

**Annex 2**

**Area Area: GENDER EQUALITY**

**Learning Unit 13: TWO-FACED JANUS: A GENDER PROBLEM**

**EVALUATION GRID<sup>4</sup>**

**Upper primary education (9-12 years)**

Learning objective	Key Themes	Score (1 to 10)
<b>Differentiate between fact/opinion, reality/fiction and different viewpoints/perspectives</b>	Media literacy and social media skills (different forms of media, including social media)	
	Different points of view, subjectivity, evidence and bias	
	Factors influencing viewpoints (gender, age, religion, ethnicity, culture, socio-economic and geographical context, ideologies and belief systems or other circumstances)	
<b>AVERAGE SCORE</b>		
Learning objective	Key Themes	Score (1 to 10)
<b>Compare and contrast shared and different social, cultural and legal norms</b>	Different cultures and societies beyond own experience and the value of different perspectives	
	Rule-making and engagement in different parts of the world and among different groups	
	Notions of justice and access to justice	
	Recognizing and respecting diversity	
<b>AVERAGE SCORE</b>		
Learning objective	Key Themes	Score (1 to 10)
<b>Discuss the importance of individual and collective action and engage in community work</b>	Connection between personal, local, national and global issues	
	Types of civic engagement for personal and collective action in different cultures and societies (advocacy, community service, media, official governance processes such as voting)	
	Roles played by voluntary groups, social movements and citizens in improving their communities and in identifying solutions to global problems	

<sup>4</sup> “Global Citizenship Education: Topics and Learning Objectives” Published in 2015 by the United Nations Educational, Scientific and Cultural Organization - UNESCO



	Types of civic engagement for personal and collective action in different cultures and societies (advocacy, community service, media, official governance processes such as voting)	
	Understanding the actions have consequences	
<b>AVERAGE SCORE</b>		
<b>Learning objective</b>	<b>Key Themes</b>	<b>Score (1 to 10)</b>
<b>Understand the concepts of social justice and ethical responsibility and learn how to apply them in everyday life</b>	What is means to be an ethically responsible and engaged global citizens	
	Personal perspectives on fairness and issues of global concern (climate change, fair trade, fighting terrorism, access to resources)	
	Real life examples of global injustice (human rights violations, hunger, poverty, gender-based discrimination, recruitment of child soldiers)	
	Demonstrate decision-making skills and responsible behaviours in personal, school and community contexts	
<b>AVERAGE SCORE</b>		
<b>Learning objective</b>	<b>Key Themes</b>	<b>Score (1 to 10)</b>
<b>Identify opportunities for engagement and initiate action</b>	How people are involved with these organisations and what knowledge, skills and other attributes they bring	
	Factors that can support or hinder change	
	The role of groups and organisations (clubs, networks, sports teams, unions, professional associations)	
	Engaging in projects and written work	
	Participating in community-based activities	
	Participating in decision-making at school	
<b>AVERAGE SCORE</b>		
<b>TOTAL AVERAGE SCORE</b>		

## Learning Unit 14 –BREAKING HAMMERS AND BROOMS

### IDENTIFICATION

**TITLE** Breaking hammers and brooms

**SCHOOL LEVEL** Primary School

**CONTEXT**

- The learning activities will be developed inside and outside the school.
- Number of students: 20 per class including 3 teachers
- Pupils **10 years old**.

**NEED/PROBLEM TO BE TACKLED** Gender stereotypes in advertising have negative cross-gender effects. Over time, advertisers have repeatedly positioned women in relation to their domestic tasks, such as cooking and cleaning, and using their knowledge for family purposes rather than for their own professional growth. This has led to an increasing allocation of tasks and responsibilities within the family, which is the basis of society, according to gender.

Through the implementation of the learning unit activities, students, their families and the local community will increase their awareness about gender equality and the importance to not attribute tasks and responsibilities according to the gender, but to the personal attitudes and skills.

**TARGET GROUP INVOLVED**

- Key players: Students, teachers and trainers
- Stakeholders: NGOs and associations who deal with violence against women; public entities working on the equal opportunities in the labor market.
- Beneficiaries: students' families, all the community.

**METHODOLOGIES**

- Clinic interview
- Brainstorming
- Group activities
- Individual work/reflection
- Role-play
- Cooperative learning
- Circle time

## PLANNING

<b>MAIN OBJECTIVES (Learning objectives)</b>	<ul style="list-style-type: none"> <li>• Identifying gender biases</li> <li>• Reflecting on gender diversity in everyday life</li> <li>• Understanding the concept of gender equality</li> <li>• Being able to work for the common good</li> <li>• Activating meta-cognition</li> </ul>
<b>GLOBAL CITIZENSHIP LEARNING OBJECTIVES<sup>5</sup> (Service objectives)</b>	<p><b>Upper primary (9-12 years):</b></p> <ul style="list-style-type: none"> <li>• <i>Develop skills for critical inquiry and analysis:</i> Underlying assumptions and power dynamics.</li> <li>• <i>Cultivate and ménage identities, relationships and feeling of belongingness:</i> Different levels of identity.</li> <li>• <i>Share values and responsibilities based on human rights:</i> Different communities people belong to and how these are connected.</li> <li>• <i>Develop attitudes to appreciate and respect differences and diversity:</i> Differences and respect for diversity.</li> <li>• <i>Enact appropriate skills, values, beliefs and attitudes:</i> Actions that can be taken individually and collectively.</li> <li>• <i>Develop motivation and willingness to care for the common good:</i> Getting engaged and taking action.</li> </ul>
<b>KEY COMPETENCES FOR LIFELONG LEARNING</b>	<ul style="list-style-type: none"> <li>• Literacy</li> <li>• Numerical, scientific skills</li> <li>• Digital and technology-based competences</li> <li>• Interpersonal skills and the ability to adopt new competences</li> <li>• Active citizenship</li> <li>• Cultural awareness and expression</li> </ul>
<b>SUBJECTS INVOLVED</b>	<ul style="list-style-type: none"> <li>• National language</li> <li>• Math</li> <li>• Civic education</li> <li>• Technology</li> <li>• Physical education</li> </ul>

## IMPLEMENTATION

<sup>5</sup> “Global Citizenship Education: Topics and Learning Objectives” Published in 2015 by the United Nations Educational, Scientific and Cultural Organization - UNESCO

**DESCRIPTION OF  
THE ACTIVITIES**

**PHASE 0:**

Objective: **to know the students' knowledge about the gender concept.**

What the teacher does	What pupil does
<p>1. In order to introduce the topic, he/she asks the pupils to get into circle time, explains how Clinical Interview works. He/she asks questions to stimulate the discussion, such as:</p> <ul style="list-style-type: none"> <li>○ <i>What does the word "gender" bring to your mind?</i></li> <li>○ <i>What are the tasks that a woman and a man generally have in the family context?</i></li> <li>○ <i>What tasks do women and men have in the world of work nowadays?</i></li> <li>○ <i>How do you think the tasks were distributed in your grandparents' family?</i></li> </ul> <p>2. Teacher writes down the answers in a poster and asks to students to summarise them in a mind-map.</p>	<p>1. He/she arranges in circle time and answers the questions one by one.</p> <p>2. He/she prepares a mind-map.</p>

**PHASE 1**

Objective: **observing and reflecting on gender diversity**

What the teacher does	What pupil does
<p>1. The teacher shows an advertisement and invites the students to divide into groups and discuss how men and women are represented.</p> <p>2. She/he asks each group to present their work and summarise their findings on a single poster.</p> <p>3. He/she asks students to observe the woman and man roles in their own homes and to describe them in a table with WHO and WHAT</p>	<p>1. He/she analyses the advertisement, divides in group and discusses about the women and men roles.</p> <p>2. He/she explains the work and summarises the main findings on a poster.</p> <p>3. He/she observes the mum and dad tasks at home</p>



<p>they do.</p> <p>4. He/she invites students to present their results at school and opens a conversation guided by Stimulus Questions</p> <p>5. He/she asks them to divide into groups and summarise their findings on a poster and to present their work to the class.</p>	<p>4. He/she presents the results to the classmates and participates in the discussion.</p> <p>5. He/she divides into groups and summarises the main findings</p>
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### PHASE 2:

Objective: **getting into action at school.**

What the teacher does	What pupil does
<p>1. Teachers proposes to raise awareness the community on gender equality issue.</p> <p>2. He/she asks students to prepare a questionnaire/interview to be administrated at home, among parents and relatives, in order to identify the project to be carried out within the community so to raise awareness of the issue.</p>	<p>1. He/she intervenes sharing his/her opinion.</p> <p>2. He/she divides into groups and suggests questions for the interview. Each group presents the questions and defines the final version of the questionnaire.</p>

### PHASE 3

Objective: **Getting into action at home.**

What the teacher does	What pupil does
<p>1. The teacher asks students to submit the questionnaire to their family and friends.</p> <p>2. He/she asks them to analyse the results and summarise them in a graph.</p> <p>3. He/she asks them to propose and plan the project to be carried out</p>	<p>1. He/she administers the questionnaire/interview to his/her family and friends.</p> <p>2. He/she summarises the results in a graph.</p> <p>3. He/she propose and plan the service-learning project</p>

### PHASE 4

Objective: **Being able to work for the common good**





What the teacher does	What pupil does
<ol style="list-style-type: none"> <li>1. He/she supports students in the implementation of the service-learning project.</li> <li>2. He/she asks for the presentation of the students work to the community.</li> </ol>	<ol style="list-style-type: none"> <li>1. He/she carries out the project.</li> <li>2. He/she presents the work carried out to the community in order to raise awareness about the gender equality</li> </ol>

### PHASE 5

Objective: **activating meta-cognition**

What the teacher does	What pupil does
<ol style="list-style-type: none"> <li>1. He/she proposes the analysis the learning unit phases.</li> <li>2. He/she repeats the questions asked at the beginning of the activity and asks to analyse what has been changed in their answers.</li> <li>3. He/she asks to self-assess their work through the following questions: <ul style="list-style-type: none"> <li>○ <i>Did the work seem interesting to you? Why yes / why not</i></li> <li>○ <i>Which phase did you find most interesting or least interesting and why?</i></li> <li>○ <i>What would you have liked to have done differently?</i></li> <li>○ <i>What message did you hear the most?</i></li> <li>○ <i>Do you think it can be useful about your life?</i></li> <li>○ <i>In what ways?</i></li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. He/she reviews the didactic path.</li> <li>2. He/she answers, compares the final answers with those provided at the beginning.</li> <li>3. He/she assesses his/her learning level by answering to the questions.</li> </ol>



<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>○ Human resources: teachers, experts in the fields of equal opportunities</li> <li>○ Financial resources: not applicable.</li> <li>○ Possible partnerships with community actors: NGOs, local associations working on the field of equal opportunities and the labor market.</li> </ul>
<b>SETTING OF THE ACTIVITIES</b>	<p><b>In classroom:</b> The students participate in the activities proposed by the teacher and participate in the discussion, prepare the script for interview/questionnaire to be administrated among family' members. Finally, they collect the results and implement the service learning project based on the results.</p> <p><b>Outside the classroom:</b> Conducting interviews with family members living in the community.</p>
<b>EVALUATION AND DISSEMINATION</b>	
<b>EVALUATION ELEMENTS</b>	<p>At the end of the Learning Unit, the student should be able to:</p> <ul style="list-style-type: none"> <li>● Identify gender biases</li> <li>● Reflect on gender diversity in everyday life</li> <li>● Understand the concept of gender equality</li> <li>● discuss and debate</li> <li>● transfer what they have learned to the community</li> </ul>
<b>EVALUATION TOOLS</b>	<ul style="list-style-type: none"> <li>○ Self-assessment questionnaire (<b>Annex 1</b>)</li> <li>○ Evaluation grid based on the Global Citizens Education Learning Objectives related to the age 9-12 years (<b>Annex 2</b>)</li> </ul>
<b>DISSEMINATION ACTIVITIES</b>	<p>Presentation of service-learning project results in a e-book to be distributed among the families and local stakeholders.</p>
<b>DISSEMINATION TOOLS</b>	<p>e-book, brochure, articles in website/social media.</p>

**Annex 1**

**Area: GENDER EQUALITY**  
**Learning Unit 14: BREAKING HAMMERS AND BROOMS**

**SELF-ASSESSMENT QUESTIONNAIRE**

	<b>Question</b>	<b>Answer</b>
1.	What does the “gender” mean?	
2.	What kind of gender biases and stereotypes advertisement can present?	
3.	What are the woman’s and man’s tasks/roles within the family? Can they be reversed?	
4.	How can we enhance the gender equality in the family context?	
5.	Did the implemented project seem interesting to you? Why yes / why not	
6.	Which phase did you find most interesting or least interesting and why?	
7.	What did you learn that did not know before?	

Teacher can add further questions he/she believes relevant for the student’ evaluation.

**Annex 2**

**Area Area: GENDER EQUALITY**

**Learning Unit 14: BREAKING HAMMERS AND BROOMS**

**EVALUATION GRID<sup>6</sup>**

**Upper primary education (9-12 years)**

Learning objective	Key Themes	Score (1 to 10)
<b>Differentiate between fact/opinion, reality/fiction and different viewpoints/perspectives</b>	Media literacy and social media skills (different forms of media, including social media)	
	Different points of view, subjectivity, evidence and bias	
	Factors influencing viewpoints (gender, age, religion, ethnicity, culture, socio-economic and geographical context, ideologies and belief systems or other circumstances)	
<b>AVERAGE SCORE</b>		
Learning objective	Key Themes	Score (1 to 10)
<b>Examine different levels of identity and their implications for managing relationships with others</b>	How the individuals relates to the community (historically, geographically and economically)	
	How we are connected to the wider world beyond our immediate community and through different modalities (media, travel, music, sports, culture)	
	Nation state, international organisations and bodies, multi-national corporations	
	Empathy, solidarity, conflict management and resolution, preventing violence, including gender-based violence, and bullying	
	Negotiation, mediation, reconciliation, win-win solutions	
	Regulating and managing strong emotions (positive and negative)	
	Resisting negative peer pressure	
<b>AVERAGE SCORE</b>		
Learning objective	Key Themes	Score (1 to 10)
<b>Compare and contrast shared and different</b>	Different cultures and societies beyond own experience and the value of different perspectives	

<sup>6</sup> “Global Citizenship Education: Topics and Learning Objectives” Published in 2015 by the United Nations Educational, Scientific and Cultural Organization - UNESCO



<b>social, cultural and legal norms</b>	Rule-making and engagement in different parts of the world and among different groups	
	Notions of justice and access to justice	
	Recognizing and respecting diversity	
<b>AVERAGE SCORE</b>		
<b>Learning objective</b>	<b>Key Themes</b>	<b>Score (1 to 10)</b>
<b>Cultivate good relationships with diverse individuals and groups</b>	Understanding the similarities and differences between societies and cultures (beliefs, language, traditions, religion, lifestyles, ethnicity)	
	Learning to appreciate and respect diversity and interact with others in the community and wider world	
	Developing values and skills that enable people to live together peacefully (respect, equality, caring, empathy, solidarity, tolerance, inclusion, communication, negotiation, managing and resolving conflict, accepting different perspectives, non-violence)	
<b>AVERAGE SCORE</b>		
<b>Learning objective</b>	<b>Key Themes</b>	<b>Score (1 to 10)</b>
<b>Discuss the importance of individual and collective action and engage in community work</b>	Connection between personal, local, national and global issues	
	Types of civic engagement for personal and collective action in different cultures and societies (advocacy, community service, media, official governance processes such as voting)	
	Roles played by voluntary groups, social movements and citizens in improving their communities and in identifying solutions to global problems	
	Types of civic engagement for personal and collective action in different cultures and societies (advocacy, community service, media, official governance processes such as voting)	
	Understanding the actions have consequences	
<b>AVERAGE SCORE</b>		
<b>Learning objective</b>	<b>Key Themes</b>	<b>Score (1 to 10)</b>



<b>Identify opportunities for engagement and initiate action</b>	How people are involved with these organisations and what knowledge, skills and other attributes they bring	
	Factors that can support or hinder change	
	The role of groups and organisations (clubs, networks, sports teams, unions, professional associations)	
	Engaging in projects and written work	
	Participating in community-based activities	
	Participating in decision-making at school	
<b>AVERAGE SCORE</b>		
<b>TOTAL AVERAGE SCORE</b>		

## Learning Unit 15 –WE ARE ALL EQUAL!

### IDENTIFICATION

<b>TITLE</b>	We are all equal!
<b>SCHOOL LEVEL</b>	Upper Primary/ Lower Secondary School
<b>CONTEXT</b>	<ul style="list-style-type: none"> <li>○ The learning activities will be developed inside and outside the school.</li> <li>○ Number of students: 20 per class including 3-4 teachers</li> <li>○ Pupils <b>11-12 years old</b>.</li> </ul>
<b>NEED/PROBLEM TO BE TACKLED</b>	<p>The gender stereotyping are preconceived ideas whereby males and females are arbitrarily assigned characteristics and roles determined and limited by their sex. One of the different ways for combating these stereotypes in the school context might be to focus on the talents and interests of students beyond their gender.</p> <p>Through the activities proposed within this learning unit, it will be possible to develop and enhance the students' interpersonal skills and their ability to improve self-awareness and competences not depending on the gender, but on the student' personality.</p>
<b>TARGET GROUP INVOLVED</b>	<ul style="list-style-type: none"> <li>- Key players: Students, teachers and trainers</li> <li>- Stakeholders: local associations dealing with gender equality and equal opportunities</li> <li>- Beneficiaries: students' families, all the community.</li> </ul>
<b>METHODOLOGIES</b>	<ul style="list-style-type: none"> <li>● Clinic interview</li> <li>● Learning by doing</li> <li>● Group activities</li> <li>● Individual work/reflection</li> <li>● Brainstorming</li> <li>● Cooperative learning</li> <li>● Circle time</li> </ul>

### PLANNING



<b>MAIN OBJECTIVES</b> (Learning objectives)	<ul style="list-style-type: none"> <li>• Identifying the gender-based stereotypes</li> <li>• Learning to be tolerant of diversity and respect others</li> <li>• Identifying and expressing own personal potential and talent</li> <li>• Being able to recognize people’s talent beyond the gender</li> <li>• knowing the gender rights and duties for promoting the gender equality</li> <li>• putting yourself at the service of the community for the common good</li> <li>• being able to activate meta-cognition</li> </ul>
<b>GLOBAL CITIZENSHIP LEARNING OBJECTIVES<sup>7</sup></b> (Service objectives)	<p><b>Upper primary (9-12 years):</b></p> <ul style="list-style-type: none"> <li>• <i>Cultivate and manage identities, relationships and feeling of belongingness:</i> Different levels of identity.</li> <li>• <i>Share values and responsibilities based on human rights:</i> Different communities people belong to and how these are connected.</li> <li>• <i>Develop attitudes to appreciate and respect differences and diversity:</i> Differences and respect for diversity.</li> <li>• <i>Enact appropriate skills, values, beliefs and attitudes:</i> Actions that can be taken individually and collectively.</li> <li>• <i>Demonstrate personal and social responsibility for a peaceful and sustainable world:</i> Ethically responsible behavior</li> <li>• <i>Develop motivation and willingness to care for the common good:</i> Getting engaged and taking action.</li> </ul>
<b>KEY COMPETENCES FOR LIFELONG LEARNING</b>	<ul style="list-style-type: none"> <li>• Literacy</li> <li>• Multilingualism</li> <li>• Numerical, scientific skills</li> <li>• Digital and technology-based competences</li> <li>• Interpersonal skills and the ability to adopt new competences</li> <li>• Active citizenship</li> <li>• Entrepreneurship</li> <li>• Cultural awareness and expression</li> </ul>
<b>SUBJECTS INVOLVED</b>	<ul style="list-style-type: none"> <li>• National language</li> <li>• Art/music</li> <li>• Literature</li> <li>• History</li> <li>• Geography</li> </ul>

<sup>7</sup> “Global Citizenship Education: Topics and Learning Objectives” Published in 2015 by the United Nations Educational, Scientific and Cultural Organization - UNESCO



## IMPLEMENTATION

### DESCRIPTION OF THE ACTIVITIES

#### PHASE 0:

Objective: to know the students' knowledge about the gender concept.

What the teacher does	What pupil does
<p>1. In order to introduce the topic, he/she asks the pupils to get into circle time, explains how Clinical Interview works. He/she asks questions to stimulate the discussion, such as:</p> <ul style="list-style-type: none"> <li>○ <i>What does the expression "gender equality" bring to your mind?</i></li> <li>○ <i>What are the jobs/tasks that a woman and a man generally have in the today's society?</i></li> <li>○ <i>Were they the same jobs that were done in your grandparents' time?</i></li> <li>○ <i>What are the rights and duties that all people should have regardless of their gender?</i></li> </ul> <p>2. Teacher writes down the answers in a poster and asks to students to summarise them in a mind-map.</p>	<p>1. He/she arranges in circle time and answers the questions one by one.</p> <p>2. He/she prepares a mind-map.</p>

#### PHASE 1

Objective: understanding how the media presents gender equality or diversity.

What the teacher does	What pupil does
<p>1. The teacher invites the pupils to look for advertisements and/or representations relating to the roles of women/men on the Internet and in the mass media (newspapers, magazines, TV).</p> <p>2. He/she shows the collected images, asks them to choose the most significant ones and make a poster with captions.</p>	<p>1. He/she looks for and analyses the images/articles together with the classmates.</p> <p>2. He/she chooses the most significant images, prepares the caption and makes the poster.</p>



## PHASE 2:

Objective: **reflecting on the nowadays gender rights.**

What the teacher does	What pupil does
1. Teachers shows a world map of gender equality based on the World Economic Forum Report ( <a href="https://www.weforum.org/reports/gender-gap-2020-report-100-years-pay-equality">https://www.weforum.org/reports/gender-gap-2020-report-100-years-pay-equality</a> )	1. He/she observes the world map.
2. He/she divides the class into pairs, hands out a political world map and asks the following questions <ul style="list-style-type: none"> <li>- Using a political map, identify the 'fairly equal' and 'unequal' states and divide them into continents.</li> <li>- Explain if there are any results that surprised you.</li> <li>- Does your country belong to the group of 'fairly equal', 'partially equal' or 'unequal' countries?</li> </ul>	2. He/she works into pairs and answers the questions.
3. He/she shows the evaluation criteria of World Economic Forum	3. He/she listens, asks for clarification and shares his/her opinion.

## PHASE 3

Objective: **Being able to recognize talents beyond the gender.**

What the teacher does	What pupil does
1. Teacher shows a video about a female character who has had important national or international positions in the academic, professional, scientific fields (e.g. Margherita Hack).	1. He/she watches the video and takes notes.
2. He/she invites the students to recognise the talents of the female character, which usually belong to the male sphere, asking to summarise them in a mind map.	2. He/she lists the talents and summarises them in a mind-map.
3. He/she asks students to list, on	3. He/she lists the talents

<p>the other hand, the usually female talents that men can also have and invites them to research relevant male characters.</p> <p>4. He/she starts a discussion on how we can recognise talents regardless gender.</p>	<p>4. He/she participates in the discussion</p>
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#### PHASE 4

Objective: **to know the gender rights and duties**

What the teacher does	What pupil does
<p>1. He/she splits the class into groups and assign each group an article on gender equality including rights and duties of both genders.</p>	<p>1. He/she creates the group and receives the teacher instructions.</p>
<p>2. He/she invites each group to present the content of the article through diagrams, PowerPoint presentations, mind maps or other methods. The other students are invited to take notes and ask for clarification.</p>	<p>2. He/she listens, reports and takes notes, asking clarification if needed.</p>
<p>3. He/she asks the two groups to collect the main points on a poster board.</p>	<p>3. He/she produces a poster supported by the teacher and other classmates.</p>

#### PHASE 5

Objective: **putting yourself at the service of the community for the common good**

What the teacher does	What pupil does
<p>1. The teacher proposes to transfer what has been learnt to the local community and suggests the development of a questionnaire to be submitted to the people living in the neighbourhood (aiming to collect their opinions on the importance of gender equality)</p>	<p>1. He/she suggests questions for the questionnaire and administers it to the community.</p>
<p>2. The teacher asks to analyse the results and to carry out</p>	<p>2. He/she analyses the results and organises, plans, designs</p>



<p>activities/project based on the results of the interviews/questionnaires. An exhibition aimed at the community could be proposed, in the form of a talent show, to demonstrate that talents are linked to personal abilities and not to gender.</p>	<p>and implements as a group what is necessary for implementing the talent-show.</p>
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## PHASE 6

Objective: **activating meta-cognition**

What the teacher does	What pupil does
<ol style="list-style-type: none"> <li>1. He/she proposes the analysis the learning unit phases in order to reflect on what student has learned during the pathway and the impact on his cognitive and affective process.</li> <li>2. He/she asks to self-assess their learning level through the following questions:               <ul style="list-style-type: none"> <li>○ <i>Did the work seem interesting to you? Why yes / why not</i></li> <li>○ <i>Which phase did you find most interesting or least interesting and why?</i></li> <li>○ <i>What would you have liked to have done differently?</i></li> <li>○ <i>What message did you hear the most?</i></li> <li>○ <i>Do you think it can be useful about your life?</i></li> <li>○ <i>In what ways?</i></li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. He/she reviews the didactic path.</li> <li>2. He/she assesses his/her learning level by answering to the questions.</li> </ol>



<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>○ Human resources: teachers, experts in the fields of equal opportunities</li> <li>○ Financial resources: Parents' Council.</li> <li>○ Possible partnerships with community actors: NGOs, local associations working on the field of equal opportunities.</li> </ul>
<b>SETTING OF THE ACTIVITIES</b>	<p><b>In classroom:</b> The students participate in the activities proposed by the teacher and participate in the discussion, prepare the script for interview/questionnaire to be administrated among family' members. Finally, they collect the results and implement the service learning project based on the results.</p> <p><b>Outside the classroom:</b> Conducting interviews with family members living in the community.</p>
<b>EVALUATION AND DISSEMINATION</b>	
<b>EVALUATION ELEMENTS</b>	<p>At the end of the Learning Unit, the student should be able to:</p> <ul style="list-style-type: none"> <li>● Identify the gender-based stereotypes</li> <li>● Learn how to be tolerant of diversity and respect others</li> <li>● Identify the personal potential and talent</li> <li>● to recognize people's talent beyond the gender</li> <li>● know the gender rights and duties</li> <li>● putt themselves at the service of the community for the common good</li> </ul>
<b>EVALUATION TOOLS</b>	<ul style="list-style-type: none"> <li>○ Self-assessment questionnaire (<b>Annex 1</b>)</li> <li>○ Evaluation grid based on the Global Citizens Education Learning Objectives related to the age 9-12 years (<b>Annex 2</b>)</li> </ul>
<b>DISSEMINATION ACTIVITIES</b>	<p>Talent-show exhibition addressed to the community.</p>
<b>DISSEMINATION TOOLS</b>	<p>leaflet, articles in website/social media.</p>

**Annex 1**

**Area: GENDER EQUALITY**  
**Learning Unit 15: WE ARE ALL EQUAL!**

**SELF-ASSESSMENT QUESTIONNAIRE**

	<b>Question</b>	<b>Answer</b>
1.	What does the “gender equality” mean?	
2.	What kind of gender –based stereotypes are generally presented by the media?	
3.	How can you recognise the people personal potential and talent regardless their gender?	
4.	What are the gender rights and duties?	
5.	Did the implemented project seem interesting to you? Why yes / why not	
6.	Which phase did you find most interesting or least interesting and why?	
7.	What did you learn that did not know before?	

Teacher can add further questions he/she believes relevant for the student’ evaluation.

**Annex 2**

**Area Area: GENDER EQUALITY**  
**Learning Unit 15: WE ARE ALL EQUAL!**

**EVALUATION GRID<sup>8</sup>**  
**Upper primary education (9-12 years)**

Learning objective	Key Themes	Score (1 to 10)
<b>Examine different levels of identity and their implications for managing relationships with others</b>	How the individuals relates to the community (historically, geographically and economically)	
	How we are connected to the wider world beyond our immediate community and through different modalities (media, travel, music, sports, culture)	
	Nation state, international organisations and bodies, multi-national corporations	
	Empathy, solidarity, conflict management and resolution, preventing violence, including gender-based violence, and bullying	
	Negotiation, mediation, reconciliation, win-win solutions	
	Regulating and managing strong emotions (positive and negative)	
	Resisting negative peer pressure	
<b>AVERAGE SCORE</b>		
Learning objective	Key Themes	Score (1 to 10)
<b>Compare and contrast shared and different social, cultural and legal norms</b>	Different cultures and societies beyond own experience and the value of different perspectives	
	Rule-making and engagement in different parts of the world and among different groups	
	Notions of justice and access to justice	
	Recognizing and respecting diversity	
<b>AVERAGE SCORE</b>		
Learning objective	Key Themes	Score (1 to 10)

<sup>8</sup> “Global Citizenship Education: Topics and Learning Objectives” Published in 2015 by the United Nations Educational, Scientific and Cultural Organization - UNESCO

<b>Cultivate good relationships with diverse individuals and groups</b>	Understanding the similarities and differences between societies and cultures (beliefs, language, traditions, religion, lifestyles, ethnicity)	
	Learning to appreciate and respect diversity and interact with others in the community and wider world	
	Developing values and skills that enable people to live together peacefully (respect, equality, caring, empathy, solidarity, tolerance, inclusion, communication, negotiation, managing and resolving conflict, accepting different perspectives, non-violence)	
<b>AVERAGE SCORE</b>		
<b>Learning objective</b>	<b>Key Themes</b>	<b>Score (1 to 10)</b>
<b>Discuss the importance of individual and collective action and engage in community work</b>	Connection between personal, local, national and global issues	
	Types of civic engagement for personal and collective action in different cultures and societies (advocacy, community service, media, official governance processes such as voting)	
	Roles played by voluntary groups, social movements and citizens in improving their communities and in identifying solutions to global problems	
	Types of civic engagement for personal and collective action in different cultures and societies (advocacy, community service, media, official governance processes such as voting)	
	Understanding the actions have consequences	
<b>AVERAGE SCORE</b>		
<b>Learning objective</b>	<b>Key Themes</b>	<b>Score (1 to 10)</b>
<b>Understand the concepts of social justice and ethical responsibility and learn how to apply them in everyday life</b>	What it means to be an ethically responsible and engaged global citizens	
	Personal perspectives on fairness and issues of global concern (climate change, fair trade, fighting terrorism, access to resources)	
	Real life examples of global injustice (human rights violations, hunger, poverty, gender-based discrimination, recruitment of child soldiers)	





	Demonstrate decision-making skills and responsible behaviours in personal, school and community contexts	
<b>AVERAGE SCORE</b>		
<b>Learning objective</b>	<b>Key Themes</b>	<b>Score (1 to 10)</b>
<b>Identify opportunities for engagement and initiate action</b>	How people are involved with these organisations and what knowledge, skills and other attributes they bring	
	Factors that can support or hinder change	
	The role of groups and organisations (clubs, networks, sports teams, unions, professional associations)	
	Engaging in projects and written work	
	Participating in community-based activities	
	Participating in decision-making at school	
<b>AVERAGE SCORE</b>		
<b>TOTAL AVERAGE SCORE</b>		



## Learning Unit 16 –A GENDER ISSUE

### IDENTIFICATION

<b>TITLE</b>	A gender issue
<b>SCHOOL LEVEL</b>	Lower Secondary School
<b>CONTEXT</b>	<ul style="list-style-type: none"> <li>○ The learning activities will be developed inside and outside the school.</li> <li>○ Number of students: 20 per class including 3-4 teachers</li> <li>○ Pupils <b>12-14 years old</b>.</li> </ul>
<b>NEED/PROBLEM TO BE TACKLED</b>	<p>The main causes of discrimination, violence and gender inequalities are linked to cultural, social, political and economic aspects as well as responsibilities and tasks that are not distributed equally among members of society.</p> <p>In order to be able to overcome such discrimination and achieve gender equality, it is important to take a gender perspective as a first step to promote equal opportunities in all areas of life involving today's young people who will be tomorrow's adults.</p> <p>The proposed activities will provide students, families and the community involved more awareness about gender equality and the instruments for building a society more equal and respectful of differences</p>
<b>TARGET GROUP INVOLVED</b>	<ul style="list-style-type: none"> <li>- Key players: Students, teachers and trainers</li> <li>- Stakeholders: local associations/NGOs dealing with the equal opportunities and violence against women.</li> <li>- Beneficiaries: students' families, all the community.</li> </ul>
<b>METHODOLOGIES</b>	<ul style="list-style-type: none"> <li>● Clinic interview</li> <li>● Debate</li> <li>● Group activities</li> <li>● Individual work/reflection</li> <li>● Brainstorming</li> <li>● Cooperative learning</li> <li>● Circle time</li> </ul>

### PLANNING



<b>MAIN OBJECTIVES</b> (Learning objectives)	<ul style="list-style-type: none"> <li>• Identifying gender prejudices</li> <li>• Reflecting on gender diversity in society</li> <li>• Knowing the culture and political-social structures of the 19th and 20th centuries in relation to the role and condition of women</li> <li>• Analysing situations where gender diversity can lead to acts of violence and recognising the cultural and social roots behind them.</li> <li>• Understanding the dynamism and transformations of the gender issue in the transition to consumer society and globalisation.</li> <li>• Being able to work for the common good</li> <li>• Being able to activate meta-cognition</li> </ul>
<b>GLOBAL CITIZENSHIP LEARNING OBJECTIVES<sup>9</sup></b> (Service objectives)	<p><b>Lower secondary (12-15 years):</b></p> <ul style="list-style-type: none"> <li>• <i>Know about local, national and global issues, governance systems and structures:</i> Local, national and global systems and structures</li> <li>• <i>Develop skills for critical inquiry and analysis:</i> Underlying assumptions and power dynamics.</li> <li>• <i>Cultivate and manage identities, relationships and feeling of belongingness:</i> Different levels of identity.</li> <li>• <i>Share values and responsibilities based on human rights:</i> Different communities people belong to and how these are connected.</li> <li>• <i>Develop attitudes to appreciate and respect differences and diversity:</i> Differences and respect for diversity.</li> <li>• <i>Enact appropriate skills, values, beliefs and attitudes:</i> Actions that can be taken individually and collectively.</li> <li>• <i>Develop motivation and willingness to care for the common good:</i> Getting engaged and taking action.</li> </ul>
<b>KEY COMPETENCES FOR LIFELONG LEARNING</b>	<ul style="list-style-type: none"> <li>• Literacy</li> <li>• Numerical, scientific skills</li> <li>• Digital and technology-based competences</li> <li>• Interpersonal skills and the ability to adopt new competences</li> <li>• Active citizenship</li> <li>• Cultural awareness and expression</li> </ul>
<b>SUBJECTS INVOLVED</b>	<ul style="list-style-type: none"> <li>• National language</li> <li>• Math</li> <li>• Civic education</li> <li>• Technology</li> </ul>

<sup>9</sup> “Global Citizenship Education: Topics and Learning Objectives” Published in 2015 by the United Nations Educational, Scientific and Cultural Organization - UNESCO

## IMPLEMENTATION

### DESCRIPTION OF THE ACTIVITIES

#### PHASE 0:

Objective: **to know the students' knowledge about the gender concept.**

What the teacher does	What pupil does
<p>1. In order to introduce the topic, he/she asks the pupils to get into circle time, explains how Clinical Interview works. He/she asks questions to stimulate the discussion, such as:</p> <ul style="list-style-type: none"> <li>○ <i>What does the expression "gender inequality" bring to your mind?</i></li> <li>○ <i>Do you think that men and women have always played the same roles throughout history?</i></li> <li>○ <i>If not, what differences in roles have they played in the past and which ones today?</i></li> <li>○ <i>In your opinion, can gender diversity generate violence?</i></li> </ul>	<p>1. He/she arranges in circle time and answers the questions one by one.</p>
<p>2. Teacher writes down the answers in a poster and asks to students to summarise them in a mind-map.</p>	<p>2. He/she prepares a mind-map.</p>

#### PHASE 1

Objective: **reflecting on the gender inequality existing in the current society.**

What the teacher does	What pupil does
<p>1. The teacher presents the students with the Von Der Layer "sofagate" case and images of sexist advertisements from which to bring out the stereotypes linked to the representation of women and men.</p>	<p>1. He/she observes the advertisements and analyses the case identifying the stereotypes</p>
<p>2. He/she invites the students to divide into groups and discuss what they have observed and identified and to write it down on a chart.</p>	<p>2. He/she divides into groups and discusses what has been noticed and prepares a chart</p>
<p>3. He/she asks each group to present</p>	<p>3. He/she presents the work</p>

<p>their work.</p> <ol style="list-style-type: none"> <li>4. He/she asks the students to summarise their findings in a poster.</li> <li>5. Teacher invites the two groups to prepare speeches for and against gender discrimination and to act out a talk-show</li> </ol>	<ol style="list-style-type: none"> <li>4. He/she synthesises the emerged opinions In a single map</li> <li>5. He/she prepares the speeches and participates in the debate, respecting time and interventions</li> </ol>
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### PHASE 2:

Objective: **to know the culture and political-social structures of the 19th and 20th centuries in relation to the role and condition of women**

What the teacher does	What pupil does
<ol style="list-style-type: none"> <li>1. He/she divides the class into groups and distributes tasks to identify the political-social-economic and cultural structures that determined women's subordinate status in the 19th and 20th centuries society.</li> <li>2. He/she asks students to present the research results and to open a debate</li> <li>3. He/she invite students to produced a summary poster.</li> </ol>	<ol style="list-style-type: none"> <li>1. He/she divides into group, researches what has been assigned to him/her.</li> <li>2. He/she presents the research' results, listens to the other presentations and participates in the debate.</li> <li>3. He/she produces the summary poster including the lessons learnt.</li> </ol>

### PHASE 3

Objective: **Analysing situations where gender diversity can lead to acts of violence and recognising the cultural and social roots behind them.**

What the teacher does	What pupil does
<ol style="list-style-type: none"> <li>1. He/she asks to identify cases where gender diversity leads to acts of violence.</li> <li>2. He/she divides the students into groups and asks them to identify the socio-cultural roots behind them.</li> <li>3. He/she asks them to summarise their findings on a map.</li> </ol>	<ol style="list-style-type: none"> <li>1. He/she identifies cases in the recent news</li> <li>2. He/she divides into groups and identifies what is required</li> <li>3. He/she summarises with the group in a map</li> </ol>



<p>4. He/she asks them to present their work.</p> <p>5. He/she starts a discussion by providing questions aimed at summarising the lesson learnt.</p>	<p>4. He/she presents the map</p> <p>5. He/she participates in the discussion</p>
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#### PHASE 4

Objective: **Understanding the dynamism and transformations of the gender issue in the transition to consumer society and globalization.**

What the teacher does	What pupil does
<p>1. He/she presents a video on consumerism in the 80s and 90s and asks the students to analyse it.</p> <p>2. He/she divides the students into groups and asks them to produce a summary of their analysis</p> <p>3. He/she asks each group to present what they have produced and opens a debate aimed at highlighting the transformations of the gender issue in the transition to the consumer society</p> <p>4. He/she invites the students to summarise the main results in a ppt</p>	<p>1. He/she watches and analyses the video</p> <p>2. He/she divides into groups and identifies the main findings from the analysis with the others.</p> <p>3. He/she explains what has been produced and listens to the other groups.</p> <p>4. He/she works together to prepare a summary Ppt.</p>

#### PHASE 5

Objective: **putting yourself at the service of the community for the common good**

What the teacher does	What pupil does
<p>1. The teacher proposes to raise awareness the local community on the gender issue and suggests the development of a questionnaire to be submitted to the people living in the neighbourhood.</p> <p>2. He/she asks to analyse the results summarising them in a chart.</p>	<p>1. He/she suggests questions for the questionnaire and administers it to the community.</p> <p>2. He/she analyses the results and summarises them in a chart.</p>



<p>3. He/she asks students to carry out activities/project based on the results of the interviews/questionnaires.</p> <p>4. Teacher supports students in the preparation of an exhibition aimed at the community in order to show the main findings about gender issue.</p>	<p>3. He/she plans, designs and implements the service-learning project.</p> <p>4. He/she participates in the preparation of the exhibition.</p>
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### PHASE 6

Objective: **activating meta-cognition**

What the teacher does	What pupil does
<p>1. He/she proposes the analysis the learning unit phases in order to reflect on what student has learned during the pathway and the impact on his cognitive and affective process.</p> <p>2. He/she asks students to compare the initial mind-map and the graph, ppt and map produced during the learning path.</p> <p>3. He/she asks to self-assess their learning level through the following questions:</p> <ul style="list-style-type: none"> <li>○ <i>Did the work seem interesting to you? Why yes / why not</i></li> <li>○ <i>Which phase did you find most interesting or least interesting and why?</i></li> <li>○ <i>What would you have liked to have done differently?</i></li> <li>○ <i>What message did you hear the most?</i></li> <li>○ <i>Do you think it can be useful about your life?</i></li> <li>○ <i>In what ways?</i></li> </ul>	<p>1. He/she reviews the didactic path.</p> <p>2. He/she compares the initial and final materials produced.</p> <p>3. He/she assesses his/her learning level by answering to the questions.</p>



<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>○ Human resources: teachers, experts in the fields of equal opportunities</li> <li>○ Financial resources: not applicable.</li> <li>○ Possible partnerships with community actors: NGOs, local associations working on the field of equal opportunities and the violence against women.</li> </ul>
<b>SETTING OF THE ACTIVITIES</b>	<p><b>In classroom:</b> The students participate in the activities proposed by the teacher and participate in the discussion, prepare the script for interview/questionnaire to be administrated among family' members. Finally, they collect the results and implement the service learning project based on the results.</p> <p><b>Outside the classroom:</b> Conducting interviews with family members living in the community.</p>
<b>EVALUATION AND DISSEMINATION</b>	
<b>EVALUATION ELEMENTS</b>	<p>At the end of the Learning Unit, the student should be able to:</p> <ul style="list-style-type: none"> <li>● Identify gender prejudices</li> <li>● Reflect on gender diversity in society</li> <li>● Analyse situations where gender diversity can lead to acts of violence and recognise the cultural and social roots behind them.</li> <li>● Understand the dynamism and transformations of the gender issue in the transition to consumer society.</li> <li>● Put themselves at the service of the community for the common good</li> </ul>
<b>EVALUATION TOOLS</b>	<ul style="list-style-type: none"> <li>○ Self-assessment questionnaire (<b>Annex 1</b>)</li> <li>○ Evaluation grid based on the Global Citizens Education Learning Objectives related to the age 12-15 years (<b>Annex 2</b>)</li> </ul>
<b>DISSEMINATION ACTIVITIES</b>	<p>Final event aimed at raising awareness about gender issue. Project brochure and press releases.</p>
<b>DISSEMINATION TOOLS</b>	<p>Event, brochure, articles in website/social media.</p>



**Annex 1**

**Area: GENDER EQUALITY**  
**Learning Unit 16: A GENDER ISSUE**

**SELF-ASSESSMENT QUESTIONNAIRE**

	<b>Question</b>	<b>Answer</b>
1.	What is meant by “gender inequality?”	
2.	Have men and women always had the same roles throughout history? What changes have taken place in the last century?	
3.	How can gender diversity generate violence?	
4.	How the gender issue is changed in the transition to consumer society?	
5.	Did the implemented project seem interesting to you? Why yes / why not	
6.	Which phase did you find most interesting or least interesting and why?	
7.	What did you learn that did not know before?	

Teacher can add further questions he/she believes relevant for the student’ evaluation.

**Annex 2**

**Area Area: GENDER EQUALITY**  
**Learning Unit 16: A GENDER ISSUE**

**EVALUATION GRID<sup>10</sup>**

**Lower secondary education (12-15 years)**

Learning objective	Key Themes	Score (1 to 10)
<b>Discuss how global governance structures interact with national and local structures and explore global citizenship</b>	National context and its history, relationship, connection and interdependence with other nations, global organisations and the wider global context (cultural, economic, environmental, political)	
	Global governance structures and processes (rules and laws, justice systems) and their interconnections with national and local governance systems	
	How global decisions affect individuals, communities and countries	
	Rights and responsibilities of citizenship in relation to global frameworks and how these are applied	
	Examples of global citizens	
<b>AVERAGE SCORE</b>		
Learning objective	Key Themes	Score (1 to 10)
<b>Investigate underlying assumptions and describe inequalities and power dynamics</b>	Concepts of equality, inequality, discrimination	
	Factors influencing inequalities and power dynamics and the challenges some people face (migrants, women, youth, marginalised populations)	
	Analysis of different forms of information about global issues (locate main ideas, gather evidence, compare and contrast similarities and differences, detect points of view or bias, recognise conflicting messages, assess and evaluate information)	
<b>AVERAGE SCORE</b>		
Learning objective	Key Themes	Score (1 to 10)
<b>Distinguish between personal and collective</b>	Multiple identities, belonging and relating to different groups	

<sup>10</sup> “Global Citizenship Education: Topics and Learning Objectives” Published in 2015 by the United Nations Educational, Scientific and Cultural Organization - UNESCO

<b>identity and various social groups, and cultivate a sense of belonging to a common humanity</b>	Complexity of personal and collective identity, beliefs and perspectives (personal, group, professional, civic)	
	Engagement and cooperation in projects addressing common challenges	
	Feeling of belongingness to common humanity	
	Cultivating positive relationships with people from various and different backgrounds	
<b>AVERAGE SCORE</b>		
<b>Learning objective</b>	<b>Key Themes</b>	<b>Score (1 to 10)</b>
<b>Demonstrate appreciation and respect for difference and diversity, cultivate empathy and solidarity towards other individuals and social groups</b>	Personal and shared values, how these may differ and what shapes them	
	Importance of common values (respect, tolerance and understanding, solidarity, empathy, caring, equality, inclusion, human dignity) in learning to co-exist peacefully	
	Commitment to promoting and protecting difference and diversity (social and environmental)	
<b>AVERAGE SCORE</b>		
<b>Learning objective</b>	<b>Key Themes</b>	<b>Score (1 to 10)</b>
<b>Debate on the benefits and challenges of difference and diversity</b>	Importance of good relationships between individuals, groups, societies and nation states for peaceful co-existence, personal and collective well-being	
	How diverse identities (ethnic, cultural, religious, linguistic, gender, age) and other factors influence our ability to live together	
	Challenges of living together and what may cause conflict (exclusion, intolerance, stereotypes, discrimination, inequalities, privileges, vested interests, fear, lack of communication, freedom of expression, scarcity of and unequal access to resources)	
	How individuals and groups of different identities and membership engage collectively on issues of global concern to bring about improvements worldwide	
	Practicing dialogue, negotiation and conflict management skills.	

AVERAGE SCORE		
Learning objective	Key Themes	Score (1 to 10)
<b>Examine how individuals and groups have taken action on issues of local, national and global importance and get engaged in responses to local, national and global issues</b>	Defining the roles and obligations of individuals and groups (public institutions, civil society, voluntary groups) in taking action	
	Anticipating and analysing the consequences of actions	
	Identifying actions taken to improve the community (political processes, use of the media and technology, pressure and interest groups, social movements, non-violent activism, advocacy)	
	Identifying benefits, opportunities and impact of civic engagement	
	Factors contributing to success and factors limiting success of individual and collective action	
AVERAGE SCORE		
Learning objective	Key Themes	Score (1 to 10)
<b>Develop and apply skills for active engagement and take action to promote common good</b>	Personal motivation and how this affects active citizenship	
	Personal set of values and ethics to guide decisions and actions	
	Ways to engage in addressing an issue of global importance in the community	
	Proactively engaging in local, national and global initiatives	
	Developing and applying necessary knowledge, skills, values and attitudes supported by universal values and principles of human rights	
	Volunteering and service-learning opportunities	
	Adopting positive behaviour	
AVERAGE SCORE		
TOTAL AVERAGE SCORE		

## Learning Unit 17 –WHAT IS YOUR ROLE IN THE PLAY OF LIFE?

### IDENTIFICATION

<b>TITLE</b>	What is your role in the play of life?
<b>SCHOOL LEVEL</b>	Secondary School Vocational Education and Training
<b>CONTEXT</b>	<ul style="list-style-type: none"> <li>○ The learning activities will be developed inside and outside the school.</li> <li>○ Number of students: 10-20 per class including 2 teachers/trainers</li> <li>○ Students <b>15-19 years old</b>.</li> </ul>
<b>NEED/PROBLEM TO BE TACKLED</b>	<p>There is a lack of knowledge among young people about the meaning of gender identity, equal opportunities and valorisation of differences. Lack of gender-specific knowledge among adolescents leads to misunderstandings, prejudices and misconceptions as well as the spreading of stereotypes among the community.</p> <p>Through the activities proposed by the learning unit, students will be able to increase their knowledge on gender equality, enhancing differences and equal opportunities by contributing to breaking down gender stereotypes. In addition, they will be stimulated to discover their own gender identity.</p> <p>The community the students are living in will benefit from the proposed activities: let's remember that the young people of today will be the adults of tomorrow on whom the trust for a positive change in society is based.</p>
<b>TARGET GROUP INVOLVED</b>	<ul style="list-style-type: none"> <li>- Key players: Students, teachers and trainers</li> <li>- Stakeholders: young adults</li> <li>- Beneficiaries: all the community.</li> </ul>
<b>METHODOLOGIES</b>	<ul style="list-style-type: none"> <li>● Debate</li> <li>● Group activities</li> <li>● Individual work/reflection</li> <li>● Brainstorming</li> <li>● Role-playing</li> <li>● Cooperative learning</li> <li>● Circle time</li> <li>● Clinic interview</li> </ul>

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## PLANNING

<b>MAIN OBJECTIVES (Learning objectives)</b>	<ul style="list-style-type: none"> <li>• understanding the concept of gender identity and gender equality</li> <li>• being aware and avoiding/fighting gender stereotypes in the future</li> <li>• improvement of self-awareness in the gender equality</li> <li>• increase of mutual respect and acceptance/tolerance</li> <li>• Being able to work for the common good</li> <li>• Being able to activate meta-cognition</li> </ul>
<b>GLOBAL CITIZENSHIP LEARNING OBJECTIVES<sup>11</sup> (Service objectives)</b>	<p><b>Upper secondary (15-18+ years):</b></p> <ul style="list-style-type: none"> <li>• <i>Develop skills for critical inquiry and analysis:</i> Underlying assumptions and power dynamics.</li> <li>• <i>Cultivate and manage identities, relationships and feeling of belongingness:</i> Different levels of identity.</li> <li>• <i>Share values and responsibilities based on human rights:</i> Different communities people belong to and how these are connected.</li> <li>• <i>Develop attitudes to appreciate and respect differences and diversity:</i> Differences and respect for diversity.</li> <li>• <i>Enact appropriate skills, values, beliefs and attitudes:</i> Actions that can be taken individually and collectively.</li> </ul>
<b>KEY COMPETENCES FOR LIFELONG LEARNING</b>	<ul style="list-style-type: none"> <li>• Literacy</li> <li>• Digital and technology-based competences</li> <li>• Interpersonal skills and the ability to adopt new competences</li> <li>• Active citizenship</li> <li>• Cultural awareness and expression</li> </ul>
<b>SUBJECTS INVOLVED</b>	<ul style="list-style-type: none"> <li>• ICT</li> <li>• Civic education</li> <li>• Arts</li> <li>• drama</li> <li>• National language</li> <li>• Foreign languages</li> </ul>

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<sup>11</sup> “Global Citizenship Education: Topics and Learning Objectives” Published in 2015 by the United Nations Educational, Scientific and Cultural Organization - UNESCO

## IMPLEMENTATION

### DESCRIPTION OF THE ACTIVITIES

#### PHASE 0:

Objective: to know the students' knowledge about the gender concept.

What the teacher does	What pupil does
<p>1. In order to introduce the topic, he/she asks the students to get into circle time, explains how Clinical Interview works. He/she asks questions to stimulate the discussion, such as:</p> <ul style="list-style-type: none"> <li>○ <i>What does the expression "gender equality" bring to your mind?</i></li> <li>○ <i>What roles women and men play in today's society?</i></li> <li>○ <i>What the tasks do women and men have in the world of work?</i></li> <li>○ <i>What do you think "gender identity" means?</i></li> </ul>	<p>1. He/she arranges in circle time and answers the questions one by one.</p>
<p>2. Teacher writes down the answers in a poster and asks to students to summarise them in a mind-map.</p>	<p>2. He/she prepares a mind-map.</p>

#### PHASE 1

Objective: **identifying the stereotypes in the today's society**

What the teacher does	What pupil does
<p>1. He/she suggests searching for advertising, musical and literary material highlighting gender differences.</p>	<p>1. He/she searches for material</p>
<p>2. He/she asks them to divide in groups and identify possible stereotypes to be summarised in a map for each gender requested.</p>	<p>2. He/she divides into groups, analyses, compares and summarises in a map.</p>
<p>3. He/she asks to explain what has been detected.</p>	<p>3. He/she presents his/her result</p>
<p>4. He/she asks to create a mental map summarising the work of all the groups and to discuss the findings.</p>	<p>4. He/she Writes the map and discusses the results.</p>

### PHASE 2:

Objective: **being aware and avoiding/ fighting gender stereotypes**

What the teacher does	What pupil does
1. He/she proposes the Genderbread 2.0 exercise, asking them to analyse it first individually and then in groups (in English). <a href="https://www.genderbread.org/">https://www.genderbread.org/</a>	1. He/she analyses and participates in the exercise
2. He/she Involves the students in a guided discussion about what they felt during the exercise.	2. He/she participates in the discussion
3. He/she asks them to summarise in a mind map.	3. He/she synthesises in a mind map together with others.

### PHASE 3

Objective: **improving self-awareness in the gender equality topic.**

What the teacher does	What pupil does
1. He/she Proposes the vision of a film or the reading of a book concerning how to deal with gender stereotypes.	1. He/she watches or reads identifying the relevant aspects
2. He/she suggests a group discussion at the end of the vision or reading.	2. He/she participates in the discussion
3. He/she proposes to carry out an interview providing the same questions to the older and younger generations and identifying any differences.	3. He/she collaborates in writing the interview and submits it to people of different generations. He/she analyses the answers and notes any differences by entering the common and unequal points in a table.
4. The teacher proposes dividing into two groups, one in favour of gender equality and one against and preparing possible speeches.	4. He/she joins a group and prepares possible speeches.
5. He/she asks them to perform a TALK SHOW with the different	5. He/she actively takes part in the TALK SHOW maintaining





positions	his/her role
6. He/she opens a discussion highlighting the main findings and the lessons learnt.	6. He/she participates in the discussion

#### PHASE 4

Objective: **increasing of mutual respect and acceptance/tolerance.**

What the teacher does	What pupil does
1. The teacher proposes to transfer what has been learnt to the local community and suggests the formulation of a questionnaire to be submitted to the people living in the neighbourhood, aimed at detecting the degree of gender equality awareness among them.	1. He/she suggests the questions of the questionnaire and administers it among the community.
2. The teacher asks to analyse the results and implement the findings of the questionnaire.	2. He/she analyses the results and organises, plans and implements in groups what is necessary involving the community at the end.

#### PHASE 5

Objective: **activating meta-cognition**

What the teacher does	What pupil does
1. He/she proposes the analysis the learning unit phases in order to reflect on what student has learned during the pathway and the impact on his cognitive and affective process.	1. He/she reviews the didactic path.
2. He/she asks students to compare the initial mind-map and the graph, ppt and map produced during the learning path.	2. He/she compares the initial and final materials produced.
3. He/she asks to self-assess their learning level through the following questions: <ul style="list-style-type: none"> <li>○ <i>Did the work seem interesting to you? Why yes / why not</i></li> <li>○ <i>Which phase did you find most</i></li> </ul>	3. He/she assesses his/her learning level by answering to the questions.



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*interesting or least interesting  
and why?*

- *What would you have liked to have done differently?*
- *What message did you hear the most?*
- *Do you think it can be useful about your life?*
- *In what ways?*



<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>○ Human resources: teachers, gender studies experts, representatives of the older and younger generation</li> <li>○ Financial resources: school, local institutions.</li> <li>○ Possible partnerships with community actors: NGOs, Municipalities</li> </ul>
<b>SETTING OF THE ACTIVITIES</b>	<p><b>In classroom:</b> The students participate in the activities proposed by the teacher and participate in the discussion, prepare the script for interview/questionnaire to be administrated among the community. Finally, they collect the results and implement the service learning project based on the results.</p> <p><b>Outside the classroom:</b> Conducting interviews with people living in the community.</p>
<b>EVALUATION AND DISSEMINATION</b>	
<b>EVALUATION ELEMENTS</b>	<p>At the end of the Learning Unit, the students should be able to:</p> <ul style="list-style-type: none"> <li>● understand the concept of gender and identify the stereotypes</li> <li>● avoid and fight gender stereotypes</li> <li>● improve their self-awareness in the gender equality</li> <li>● increase of mutual respect and acceptance of diversity</li> <li>● work for the common good</li> <li>● put themselves at the service of the community for the common good</li> </ul>
<b>EVALUATION TOOLS</b>	<ul style="list-style-type: none"> <li>○ Self-assessment questionnaire (<b>Annex 1</b>)</li> <li>○ Evaluation grid based on the Global Citizens Education Learning Objectives related to the age 15-18+ years (<b>Annex 2</b>)</li> </ul>
<b>DISSEMINATION ACTIVITIES</b>	<p>Final event aimed at raising awareness about gender issue. Project brochure, e-book and press releases.</p>
<b>DISSEMINATION TOOLS</b>	<p>Event, brochure, articles in website/social media.</p>

**Annex 1**

**Area: GENDER EQUALITY**

**Learning Unit 17: WHAT IS YOUR ROLE IN THE PLAY OF LIFE?**

**SELF-ASSESSMENT QUESTIONNAIRE**

	<b>Question</b>	<b>Answer</b>
1.	What is meant by “gender equality?”	
2.	What is meant by “gender identity”?	
3.	How can you fight the gender stereotypes in different context of your life?	
4.	How can you increase the mutual respect and acceptance of the diversity?	
5.	Did the implemented project seem interesting to you? Why yes / why not	
6.	Which phase did you find most interesting or least interesting and why?	
7.	What did you learn that did not know before?	

Teacher can add further questions he/she believes relevant for the student’ evaluation.

**Annex 2**

**Area: GENDER EQUALITY**

**Learning Unit 17: WHAT IS YOUR ROLE IN THE PLAY OF LIFE?**

**EVALUATION GRID<sup>12</sup>**

**Upper secondary education (15-18+ years)**

Learning objective	Key Themes	Score (1 to 10)
<b>Critically assess the ways in which power dynamics affect voice, influence, access to resources, decision-making and governance</b>	Analysis of contemporary global issues from the perspective of power dynamics (gender equality, disability, youth unemployment)	
	Factors facilitating or hindering citizenship and civic engagement at global, national and local levels (social and economic inequalities, political dynamics, power relations, marginalisation, discrimination, state, military/police power, social movements, trade unions)	
	Critical examination of different viewpoints, opponent or minority views and critiques, including assessing the role of the mass media and of social media in global debates and on global citizenship	
<b>AVERAGE SCORE</b>		
Learning objective	Key Themes	Score (1 to 10)
<b>Critically examine ways in which different levels of identity interact and live peacefully with different social groups</b>	Personal identities and memberships in local, national and global contexts through multiple lenses.	
	Collective identity, shared values and implications for creating a global civic culture	
	Complex and diverse perspectives and notions of civic identities and membership on global issues or events or through cultural, economic and political examples (ethnic or religious minorities, refugees, historical legacies of slavery, migration)	
	Factors that lead to successful civic engagement (personal and collective interests, attitudes, values and skills)	
	Commitment to the promotion and protection of personal and collective well-being	
<b>AVERAGE SCORE</b>		
Learning objective	Key Themes	Score (1 to 10)

<sup>12</sup> “Global Citizenship Education: Topics and Learning Objectives” Published in 2015 by the United Nations Educational, Scientific and Cultural Organization - UNESCO

<b>Critically assess connectedness between different groups, communities and countries</b>	Rights and responsibilities of citizens, groups and states in the international community	
	Concept of legitimacy, rule of law, due process and justice	
	Promoting wellbeing in the community and understanding threats to and potential for wellbeing at a global level	
	Promoting and defending human rights for all	
<b>AVERAGE SCORE</b>		
<b>Learning objective</b>	<b>Key Themes</b>	<b>Score (1 to 10)</b>
<b>Develop and apply values, attitudes and skills to manage and engage with diverse groups and perspectives</b>	Mutual interdependence and challenges of living in diverse societies and cultures (power inequalities, economic disparities, conflict, discrimination, stereotypes)	
	Diverse and complex perspectives	
	Action by various organisations to bring positive change regarding global issues (national and international movements such as women, labour minorities, indigenous, sexual minorities)	
	Values and attitudes of empathy and respect beyond groups to which you belong	
	Concepts of peace, consensus building and non-violence	
	Engaging in actions for social justice (local, national and global levels)	
<b>AVERAGE SCORE</b>		
<b>Learning objective</b>	<b>Key Themes</b>	<b>Score (1 to 10)</b>
<b>Develop and apply skills for effective civic engagement</b>	Analysing factors that can strengthen or limit civic engagement (economic, political and social dynamics and barriers to representation and participation of specific groups such as women, ethnic and religious minorities, disabled people, youth)	
	Selecting the most appropriate way for obtaining information, expressing opinions and taking action on important global matters (effectiveness, outcomes, negative implications, ethical considerations)	



	Collaborative projects on issues of local and global concern (environment, peace building, homophobia, racism)	
	Skills for effective political and social engagement (critical inquiry and research, assessing evidence, making reasoned arguments, planning and organising action, working collaboratively, reflecting on the potential consequences of actions, learning from successes and failures)	
<b>AVERAGE SCORE</b>		
<b>TOTAL AVERAGE SCORE</b>		