



GUIDE AND METHODOLOGY PACKAGE

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T-SHIRT

Tools on Supporting the fight for Issues of
gender Traditionality and disparities

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CHAPTER 1. Structural conception of “T-SHIRT” Guide and Methodology Package

1.1.Introduction- what a methodology really means?

In current terms, methodology is an essential tool that approaches in a systemic manner sets of methods, techniques, strategies/ procedures in order to achieve special objectives in a line of work.

This methodology focuses on giving the teachers the essential context, knowledge, and guidance on how to transmit ‘knowledge’, values, and gender equality engagement/participation for all the students. It entails flexible approaches and concrete pedagogical methodologies-strategies-practices for the teachers referring to the educational reflections they need to apply.

1.2.The methodology’ principles

The construction of the current methodology is based on the following principles:

***Pay
attention!***



1. Schools’ environment shapes the personality of the individual (teacher and student) facilitating the promotion and implementation of gender equality policy.
2. The teacher is the essential part of the complex educational team that promotes the implementation of gender equality policy
3. TEACHERS are unique as professional formation with an identity and have the responsibility to implement the policy on gender equality within their classrooms with the students they work with.
4. Valuing the professional and personal potential of each teacher in the context of promoting and implementing gender equality policy.
5. The differentiated training needs of teachers are approached in a structural-systemic manner in the context of implementing gender equality policy.
6. Interactive approach to the teacher training process for the effective implementation of the gender equality policy within school context.
7. Applicability and transfer of knowledge, and skills of teachers to students for the effective implementation of gender equality policy.

1.3. Training modules

Table no.1.- The training modules set up on the current methodology

Training module	Topic	Numbers of training hours
Module 1	INTERNATIONAL, EUROPEAN AND NATIONAL POLICIES FOR GENDER EQUALITY	8
Module 2	“FEMINIST RESEARCH ABOUT EDUCATION AND GENDER”	9
Module 3	“BIOLOGICAL AND SOCIAL GENDER - GENDER IDENTITIES AND DISCRIMINATIONS”,	9
Module 4	THE ROLE OF GENDER STEREOTYPES IN SOCIETY	10

Module 5	EDUCATION AND GENDER INEQUALITIES: THE COMPOSITION OF THE TEACHING POPULATION ACCORDING TO GENDER	9
Module 6	TEACHERS AND GENDER: ASSUMPTIONS, EXPECTATIONS AND PRACTICES	9
Module 7	THE ROLE OF TEACHERS IN THE DECONSTRUCTION OF GENDER STEREOTYPES	10
	Total number of training' hours	64
	Number of equivalent ECTS	3 ECTS

1.4.Competences developed by the training program

The current methodology aims to develop the following teachers' competencies:

A) General competencies linked to teachers' profession.

- Methodological competences: the availability to restructure one's own psycho-pedagogical practice by introducing innovative elements necessary to promote gender identity policy; the manifestation of an innovative methodological behaviour in promoting gender identity in the classroom.
- Communication and relationship competences: mastery of communication methods: horizontal/vertical, total complex (ectosemantic); multiple; diverse and specific forms for promoting gender identity policy; the manifestation of empathic behaviour and "helping orientation " in sustaining gender identity; the use of a varied range of sources of information and documentation necessary to initiate and support the policy of gender equality in the classroom; realization of school-family-community partnership' projects on topics related to gender identity and gender identity policy.
- Psychosocial competences: the formation of the ability to quickly adapt to the social changes generated by promoting gender identity; the development of effective interactive strategies within the school-family-community partnership in order to achieve an authentic partnership in education regarding gender identity.
- Career management competences: adopting effective behaviours to promote gender identity policy; the manifestation of openness towards the gender identity policy necessary for teachers' professional development

B) Specific competencies and transversal competencies

Table no.2.- The matrix of specific and transversal competencies of “Training teacher program for promoting gender equality policy”

Module	Transversal competences	Specific competencies	Units	Notes
International, European and National policies for gender equality	Critical thinking	The capacity of operational framework of gender equality.	From gender identity to gender equality	The teachers and educators will understand the concept of gender equality. In this context they will be able to discover the identity' features that promote gender equality
		The capacity of differential approach of gender equality concept		
	Cultural diversity	Awareness of the dimensions of the human rights today in global context	Gender equality policies	The teachers and educators will find the elements that define a gender equality policy and also the international policies in gender equality. Based on that, they will be able to distinguish the the specific of some national policies in gender equality
	Social responsibility	Awareness of the strategies for implementation of gender equality		
		Empower of teachers with gender analysis capacities		
Feminist research about education and gender	Social responsibility Critical thinking	Professional responsibility	Inclusive education -a tool that promote and develop gender quality	The teachers and educators will understand education through its efficiency in implementation of gender equality policies
	Critical thinking Cultural diversity	- Awareness and openness to feminist current	<ul style="list-style-type: none"> • The "first" feminist "wave" • The "second" feminist "wave" • The "third wave" of feminism - post-modern feminism • Ruptures and prospects: Fourth wave? 	The teachers and educators will acquire information that will allow them to understand: the basic goals of each period of the feminist movement; the connection of these goals with the conditions of each era; the influence of philosophical theories and movements in each period; the different pursuits of women based on race, social class, nationality, religion and place of residence; the contribution of each feminist "wave" to the overall effort for gender equality; the prospects and course of the feminist movement.

Biological and social gender- identities and gender-discriminations	Decision making competences Social responsibility	- Solving problem' skills in dealing with gender inequality		The teachers and educators will draw set of tools that will help their own classes to deal with gender inequality.
	Research competences Critical thinking	- Capacity of developing new educational approaches to combat gender inequality		
	Critical thinking	The capacity of operational framework of “gender concept”	<ul style="list-style-type: none"> What is the biological and social gender? Characteristics of the biological sex and social gender 	Teachers and educators will learn about the differences between the biological and social gender. This will enable them to reflect on their own understanding of these concepts, and try to understand how the differences between these two concepts alter their previous assumptions. This procedure will enable them to think critically about the effects that their previous opinions/ thoughts might have had on their students.
	Social responsibility Cultural diversity	Awareness- raising skills of gender identities	<ul style="list-style-type: none"> Understanding gender identities Specifying gender identities 	<p>The teachers and educators are given the opportunity to comprehend gender identities, and hence discover new information they might have never known before.</p> <p>As soon as the teachers familiarize themselves with the different gender identities, they are introduced to 58 gender identities.</p>
	Critical thinking Cultural diversity	Constructive management of feelings	<ul style="list-style-type: none"> The origins of gender-related discriminations Gender discriminations Microaggressions 	<p>Teachers and educators are introduced to the origins of gender-related discriminations and the terminology “microaggressions”. They have the opportunity to make an evaluation of their own behaviour in the classroom, and of their own biases and misconceptions.</p> <p>This evaluation will assist them in detecting any kind of problematic attitude they might have had in the past and might encourage them to think about improving this behaviour.</p>

	Decision making competences Social responsibility Cultural diversity	Respect for Diversity in society	Gender-based microaggressions in educational environment	Teachers and educators will have the opportunity to know some examples of gender-based microaggressions that may occur in the educational environment. These will help teachers avoid implementing those microaggressions, and will eventually make them capable of taking into account the diversity of their students which cannot be minimized to their pre-natal sex determination and society's stance upon it.
The Role of Gender Stereotypes in Society	Critical thinking	Understanding and analysing the mechanisms of stereotyping	The Stereotyping Process in the Gender Stereotyping in the hidden curriculum <ul style="list-style-type: none"> • • 	These units provide insights and facts around gender stereotyping and the processes that surround this. Therefore, participants will be able to understand the mechanisms of stereotyping and identify examples of this in the curriculum. This will enhance their critical thinking competencies as they will now be able to identify gender stereotyping in the curriculum and in the classroom.
	Research competences Critical thinking	Identifying gender stereotyping.		
	Critical thinking Cultural diversity	The capacity of operational communications skills for challenging gender stereotypes	Challenging gender stereotypes	This unit provides tools, techniques and strategies that teachers can learn to use in the classroom in order to challenge gender stereotypes through communication with their students. Teachers will develop their communication skills by understanding the importance of storytelling, language used, and literature among others.
	Cultural diversity Decision making competences	Respect for Diversity in society	The role and impact of gender stereotypes <ul style="list-style-type: none"> • Gender Socialisation and its Impact 	These units will enhance teachers' understanding of the impact of gender stereotypes and socialisation on their students and subsequently on society. The aims of these units are to cultivate understanding and then respect for gender diversity and equality.

Education and gender inequalities: the composition of the teaching population according to gender	Critical thinking Social responsibility	Differential analyses and interpretation of gender issues	The teaching profession and gender: qualitative and quantitative data and indicators	Teachers are being informed about the teaching population, the legislative framework, and the existing policies in the way they are, firstly, doing a preliminary reflection on the teaching profession and the gender, by obtaining knowledge on renewed data. It is examined the way teachers are distributed per educational grade based on the gender and the age. It enables them to obtain knowledge and interpret accordingly -using indicators- on what the role of gender in the teaching profession is.
	Decision making competences Critical thinking	Solve problem' skills of gender issues	Explanation and configuration of the teaching profession	Teachers are being informed about financial data and economic inequalities, providing by the EU. Teachers' salaries tend to increase depending on the level of education that they teach and the years of experience they have, but in any case, women earn less than men. Women remain under-represented in the labor market. In almost all professions, employment rates for women are lower than those for men around the EU. All above, seems that also affect children's gender socialization, which means the way they learn and behave, based on their sex. Consequently, gender stereotypes in school influence on a great extent people's choice of the work they do and how they can combine it with private life.
	Decision making competences Critical thinking	Evaluation skills	New trends and Forward Momentum	The teachers deal with current education and professional motives among educators. They investigate the role of digital media/ tools in reducing the gender gap. They research and evaluate trends in labour marker and finally ask themselves about revitalising teaching profession in order to take decisions about their teaching style and their teaching content.

Teachers and gender: assumptions, expectations and practices	Research competences Critical thinking	Analysing, assessing and reconstructing thinking strategies on gender	Teachers and gender	This unit provides information that can give readers the opportunity to improve the quality of their thinking by analysing, assessing and reconstructing it. Therefore, it can cultivate their critical thinking skills.
	Decision making competences Critical thinking Cultural diversity	The ability to focus on themselves and how their actions, thoughts, or emotions do or don't align with their internal standards	<ul style="list-style-type: none"> Teachers' assumptions and expectations, regarding gender Teachers' practices regarding gender 	These units provide research insights and facts that can help readers reflect and improve their self-awareness, meaning the ability to focus on themselves and how their actions, thoughts, or emotions do or don't align with their internal standards.
	Cultural diversity Social responsibility	Enhances awareness of students' emotions	The influence teachers have on students' gender bias	This unit enhances readers' awareness towards students' emotions and way of feeling and creates the desire to relate to their situation and want to help them.
	Decision making competences Critical thinking.	Copying skills in dealing with students' emotions		
	Cultural diversity Social responsibility	Awareness and openness for gender diversity Respect for diversity in society	Teachers' gender bias out of the binary	This unit promotes teachers' awareness and openness and encourages tolerance and respect for their students' diversity.
The Role of teachers in the deconstruction of gender stereotypes	Decision making competences Critical thinking	Preliminary reflection on the topic of Gender stereotypes	Preliminary reflection questionnaire Deconstructing Gender stereotypes: why?	In this unit, teachers and educators are expected to do a preliminary reflection on the topic of Gender stereotypes by analysing their own biases and beliefs. It will enable them to think critically about the consequences of their own stereotypes.

	Decision making competences Critical thinking Cultural diversity	Constructive management of feelings	Teachers' unconscious biases and impact on the students Impact of teachers' gender biases: a key-factor	In this unit, teachers and educators are led to identify their biases by taking an inward look at themselves. Once the teachers understand how their biases affect, directly and indirectly the students' perception about school, their academic pathways and their achievements, they will need to be honest about what they feel and/or should not feel anymore.
	Decision making competences Critical thinking	Solve problems skills of gender inequalities	Deconstructing Gender stereotype at the school level	In this unit, teachers are presented with a list of actions that can be taken at the school level and can help solving issues related to gender inequalities.
	Cultural diversity Social responsibility	Respect for diversity in society	Deconstructing Gender stereotype at the classroom level	In this unit, teachers are presented with a list of strategies that can be implemented in the classroom so that they can learn to be inclusive teachers, taking into consideration the diversity of pupils in the classroom.

CHAPTER 2. METHODOLOGY STRUCTURE - STRATEGIES FOR TRAINING TEACHERS AND EDUCATORS IN GENDER IDENTITY

Key concept



Any training methodology in adult education has at its centre the training strategies. In essence, the strategy of training adults is the art of using all available means to structure the teaching-learning actions of adults; actions that are oriented towards achieving, in conditions of maximum efficiency, the predetermined objectives (apud. Beadle, 2020)

The training strategy used in the training of adults depends on the purpose of the activity to be carried out. The expert in the field pointed to be use three types of strategies: *the strategy of direct or explicit learning*; *critical thinking strategy*; *strategy I know - I want to know - I learned*.

1. **The strategy of direct or explicit learning** involves the permanent provision of didactic support in the acquisition of skills: the faster the trainee acquires the expected skills, the more insignificant is the trainer's involvement (until a new purpose is established, so until the training is carried out another competence). Four cardinal questions are answered, denoting the stages of the didactic scenario: 1) WHAT are we going to learn?; 2) WHY do we need to learn these things?; 3) HOW do we apply what we learn?; 4) WHEN will we need what we learn? (Nahaba, 2016)

2. **Critical thinking strategy.** Practicing critical thinking involves performing the following operations: conceptualization, comparison, analysis, synthesis, evaluation of information, personal (and collective) reflection, application [Cucos, p. 399]. This strategy conditioned the development of the framework Guide to the design of training activities in adult design education: Evocation - Realization of meaning - Reflection - Extension.

3. **The I know – I want to know – I have learned 'strategy** resides in the trainer's ability to guide the learners towards the search for known information (operational in cognitive memory, stored in long-term memory, automated in the skills system, etc.) and to prepare them for: assimilation of new knowledge; skills training; directing learning and synthesizing what has been learned; spotting other goals and expectations. As far as the trainee is concerned, it makes full use of metacognition and develops the ability to monitor one's own learning process, and it forces the trainer to respect all the stages, thanks to its rigidity.

The researchers who closely dealt with that strategy proposed two more headings – New developments and How can I learn more? (Cucos 2013). In this vision, the technique develops a multitude of forms and approaches, acquiring strategy proportions. A special moment concerns the relationship between the strategy of critical thinking and the strategy I know - I want to know - I have learned. Since the latter one derives from the former one, the techniques from the arsenal of critical thinking are naturally included in the activities designed according to this model (Nahaba, 2016,).

Within the methodology developed through the T-Shirt project, taking into account the specificity of the target group, the general, specific and transversal skills that are formed, along with the nature of the contents, we **opted for the use of a strategy that we call interactive-stimulating-efficient strategy: I know-I want to know- I reflect- I learned- I deepen and develop.** It is the strategy by which the trainer guides the teachers and educators towards the search for information; prepares the assimilation of new knowledge, the formation of skills; helps to achieve reflection by the trainees; helps to synthesize what has been learned; to identifying other objectives through inter- and transdisciplinary deepening and development. Teachers and educators will make the most of metacognition and be able to monitor their own learning process.

CHAPTER 3 METHODOLOGY STRUCTURE - TECHNIQUES FOR TRAINING TEACHERS AND EDUCATORS IN GENDER IDENTITY

The T-Shirt” team has developed different techniques for each module; techniques that endorse the strategies used for training teachers and educators for promoting gender identity and gender identity policy in educational environment. Each trainer can develop other techniques for increasing the quality of the training program.

Pay attention!



3.1. Techniques for module 1

a) **"My childhood"**. This type of game belongs to the category of self-knowledge and interpersonal knowledge games. It is suitable in the context of the course because it helps to identify, recognize, explain and fix the theoretical information presented in the previous stage of the activity to the participants' own life experiences. In addition to identifying concepts from the theoretical plane in their own experiences, this technique helps participants to describe their own person, to explore the concept of self, to define their own uniqueness and the uniqueness of other people, to arrange the past, present and future as a continuum, to recognize the changes that happened with them over time; examine types of relationships; to respect the differences between group members

Methodological indications: The participants are organized in groups of 3-4 people and have the task of discussing aspects related to their childhood, starting from the previously presented aspects, related to self-image, social identification (membership to a group: race, ethnicity, gender, age, etc.), favourite games and toys, responsibilities, activities, limitations, constraints, parental identification, learning through social imitation, etc.

Questions like:

Do you have brothers/sisters?

Who else lived with your family?

What games did you like? What stories did you like? What were your favourite toys?

Did you work when you were a child?

What did you like to do the most?

What did you dream of becoming in adulthood?

Did you have to take care of your younger brothers or sisters?

The participants will listen to the group partners, they will be encouraged to observe and express what they found interesting in the comparison of different childhoods, the way or the extent to which the social environment influenced them in the formation of self-identity, gender identity, relation to gender roles.

After each participant in the group presents their own experiences, the discussion resumes in the large group, from each subgroup the observations, conclusions, special things they found will be presented.

b) **Mind Map.** Mind mapping is a form of visual thinking that consists of mapping thought processes. The inventor was Tony Buzan. There are many situations in which the mind map can be used, both by students and adults, of any age: thinking, remembering, learning, presenting, creativity, taking notes, etc. The benefits of using this tool are multiple: it increases thinking capacity, intensifies learning and memorization, stimulates the association of ideas, creativity, collaboration.

Methodological indications

A sheet of paper and a set of colors are required, but mind maps can also be made using special software (eg: FreeMind, XMind).

The central elements to be taken into account are:

The central idea
branches
colours
The key words
Images

The technique can be used for almost any informational content. It has a radial structure, starting in the centre from a single concept on which it focuses.

You can work individually or in a group, at the board, with the contribution of all members to its realization. It starts from the previously taught informational content and establishes the Central Idea of the map. Through discussions among the members, they decide what the branches will be and draw them, then they are named. Sub-branches can be created, depending on the ideas emerging from the discussions or depending on the complexity of the processed content, on the knowledge of the participants. Different colours are used to differentiate the branches. Keywords are highlighted on the map. Although the information content may be the same, different mind maps may be made, depending on the imagination, creativity, special approach of each participant.

3.2. Techniques for module 2

a) **Problem-based learning (PBL)** is a student-centred approach in which students learn about a subject by working in groups to solve an open-ended problem. The problem can be real or a hypothetical one, which directly interests the teachers, involves them in a process of analysis and the search for solutions, and finally directs them to work out ways of implementing the solution they have chosen. It is a creative approach to teaching with an emphasis on collaboration and self-directed learning, where motivation is created by the problem itself. This technique essentially constitutes an extended case study and can last from a few hours to a few days. It is also important to combine it with other active methods and techniques, such as brainstorming and simulation.

Trainers who implement PBL must function primarily as coordinators and facilitators of learning. Their role is to guide the teachers, to facilitate and monitor the learning process. Thus, it is important for them to be self-reflective on the learning process and on group dynamics. As for teachers PBL contributes significantly to deepening their understanding of the concepts they are working on and to boosting their confidence and self-esteem. Teachers are led from theory to practice through a creative process of drawing on their personal experiences and building their own interpretations. They work in groups, organize what they already know, identify what they need to know, and look for ways to access the new information that will lead them to solving the problem. In this way, teachers develop skills that are necessary to improve the living conditions of the 21st century.

Methodological indications:

Problem-based learning (PBL) can be used for the teaching of many subjects and in many different domains. The need to cater for the special needs of the ones who apply it each time, has led to several adjustments concerning the steps which are followed during its application. Thus, what one can find below are the basic stages of application which, however, teachers can adapt according to the needs of their children and the nature of the problem they are asked to solve.

The basic stages of application PBL are:

- Presentation of the problem to the teachers
- Class discussion to activate teacher s prior knowledge and to clarify concepts that are not understood.
- Development of possible theories and hypotheses to explain the problem. The use of Brainstorming is suggested by many researchers, at this stage.
- Organization of the information that is known and identification of the learning issues that need to be investigated. Attempt to connect the problem with knowledge and information that is already

known. At this stage the teachers work in mixed groups, preferably composed according to their learning readiness.

- Categorization and structuring of the information that is already known and was possibly retrieved through the brainstorming activity used in step 3. Keywords are grouped into categories based on questions such as: why, how, what effects, etc.
- Each group builds an initial model to solve the problem.
- The trainer supports the groups by helping them design a framework to construct the relevant knowledge and provides appropriate resources (e.g., links and websites where they can get information, a questionnaire with appropriate questions for the organization of information, etc.)
- After group work, teachers work individually, self-directed, aiming to investigate the problem they are facing.
- Back to their groups, teachers discuss their information and findings and refine their original view based on what they have learned.
- The various ways of solving the problem are presented by the groups to the whole class.
- Self-evaluation of the process takes place, which helps teachers understand the adjustments which need to be made so that their work using PBL is improved.

Example

Women's relationship with politics is still considered incompatible. Today, women make up only 19.3% of all MPs in the Greek parliament and 17.24% of cabinet members. On average women hold only 26% of the parliaments of the world. Despite the efforts to increase the participation of women in parliaments and in politics in general, women do not vote for women either, as the Greek Prime Minister characteristically said in Parliament. This problem attempts to explore the historical and social reasons why women still do not participate in politics. Also discussed are the benefits which can arise from the participation of women in politics and decision-making in relation to living standards, health, education, and democracy.

b) **Simulation.** Simulation is similar to role-play, however in simulation an individual acts exactly or imitates a role in a play whilst in a role play an individual portrays a role in a play. Here, teachers are asked to understand how certain persons would think in certain circumstances and to behave in a similar way, i.e., to react as if they were the person facing the situation. The purpose of using simulation is for teachers to realize the different aspects of a situation. The using of simulation activates teachers, helps them develop negotiation and communication skills and can lead to a change in attitudes. It is often used in problem solving.

Methodological indications:

- The trainer describes the situation in detail
- The trainer delivers role cards to teachers
- The trainer invites a group of teachers to work on an aspect of the issue (for example, of women who claim their right to vote)
- The trainer invites another group to work on a different aspect (for example taking the part of men)
- Time is given for groups to prepare
- During group preparation, the trainer helps the rest of the teachers take the role of the commentator. He/ she provides them with the assessment criteria, according to which they will assess what the groups will say.
- The two groups present their views
- The commentators develop their views, according to the criteria posed.
- What follows is a general discussion, a synthesis of opinions and the drawing of conclusions.

Some examples for Simulation activities:

- A group of women is arguing for the right to vote, developing their arguments while a group of men is arguing for the opposite (it would be better for the groups to consist of both boys and girls)

- A group of children is asking for some educational material to be modified to be gender neutral while a group of children is arguing for the opposite
- Each group of children is given pictures from a different period of the feminist movement (one group gets pictures concerning the demand of women for the right to vote and for civic participation, another group gets pictures concerning the division of labor at home, a third group gets pictures concerning issues of inequality in the working environment and a fourth one gets pictures concerning today's gender inequality in both social and family life). The teacher asks the members of each group to try and guess the story behind the pictures, to imagine how the people in them behaved and to try to represent them, by developing appropriate arguments.

3.3. Techniques for module 3

a) **Role-play** is a one of the most effective teaching techniques that can be applied in adult education. The **purpose** of implementing this technique is to make participants think of how the role-play technique can be used in education to make students more aware of gender issues and make the learning process more amusing yet effective.

Methodological indications:

The role- play technique can be applied as follows:

- **Step 1:** The participating teachers should **brainstorm** about how the issues stated above can be taught using the **role-play technique**, and they should initiate a **discussion** about how this technique can benefit students when it comes to this sensitive issue.
- **Step 2:** The participating teachers are called upon to experience the role-play technique, so that they can apply it in their classrooms. By performing the activities, the teachers will have the chance to inspect their own attitudes and beliefs regarding gender issues and gender-related discriminations, and examine their past behaviour as teachers which may make them understand that they themselves may have internalized some problematic sexist beliefs which have negatively affected their students.

1st activity:

For the implementation of this activity, the participating teachers will assume different roles. One of the participants will assume the role of the **teacher**, three other participants will adopt the role of the **parents**, and the rest of the participants will assume the role of the **students**.

Group A will be the students and **Group B** will be the parents.

The **setting** of this activity will be a primary school, and specifically a classroom.

The **participants** will be the participating teachers who will be assuming different roles.

Procedure: The title of this activity is “**Unlearning what we learn**” and it focuses on re-evaluating some of the common yet problematic discourse that is often used in a classroom environment, and unfortunately perpetuates gender-related stereotypes.

In this activity, the participant who plays the role of the teacher will pretend to be teaching a class and during the lesson, he/she will express some gender-related discriminations and microaggressions towards **Group A**.

Group B (the parents) will be observing the class (in some way they will be breaking the third wall, as they will be noticing the classroom while they are not normally able to).

Below, you can find some examples of some **microaggressions** which can be expressed during the lesson:|

- Boys are better in Mathematics, and girls are better at verbal skills.
- Pink is for girls and blue is for boys.
- Boys are stronger than girls.
- Girls are more innocent, pure, caring and nurturing, sensitive, and fragile in comparison to boys.
- Boys are tough, they shouldn't cry.

- Glorifying traditionally feminine behaviour and demonizing “unladylike” behaviour.
- Making girls seem like proper ladies, and boys seem like demons.
- Making girls feel ashamed because they are on their period.
- Telling girls that they should dedicate their life searching for a strong prince.
- Treating someone as subordinate based on their sex or gender and punishing them when they “step out of line”.

Teachers are called upon to decide which of the above they would like to use in their role-play activity. They can also make a combination of the above, or even come up with their own ideas. **Group A** will have to react to those comments in a way that demonstrates their uneasiness, discomfort or even sadness, and they could even try to explain to the teacher why what they said is stereotypical and wrong. **Group B** reflects on the incident and tries to feel what a parent would feel in such a situation. If some of the participants are parents, they can begin thinking how they would feel if their child’s teacher would reproduce such stereotypes.

The **purpose** of this activity is for some of the teachers to get in the shoes of young students who may have been victims of microaggressions in the past, and for the rest of the teachers to think about whether they themselves have used microaggressions in their classrooms. Participants will also have the chance to feel what a parent feels when his/her child is a victim of macroaggressions. As soon as the activity is over, the participants will evaluate the activity and share their feelings and thoughts, as well as what they have gained through this activity. They will also confess instances in which they have reproduced some stereotypes without realizing it, and they begin a discussion about how they think their students might have felt in such a situation.

2nd activity: The name of this activity is “What is the difference between the two genders?”. In this activity, one of the participating teachers will assume the role of the **teacher** of a class, another participant will assume the role of the **new student**, another one the role of the **teacher** who will interrupt the class accompanying the new student, and the rest of the participants will assume the role of the **students**. Let’s suppose that it’s a school day, and that students are in the classroom with their teacher. Someone knocks the door and another teacher enters the class with a young boy. The teacher tells the class that this is their new classmate, Simon, who will join their class today after having just arrived in Cyprus from Syria. The teacher welcomes the new student and encourages him to introduce himself to the class. As soon as Simon introduces himself, the teacher continues the lesson.

As the days pass, Simon feels more and more isolated from the rest of the class, as his classmates make fun of him because of his feminine characteristics. They refuse to talk to him or hang out with him, and as a result Simon is always alone during the school breaks. Some of the students even make fun of Simon during the class. The teacher decides to do something to change the situation. She/he tries to find a way to change her/his students’ behaviour but without following the traditional method of telling them that their behaviour is unacceptable and afterwards punish them. She/he decides to dedicate an entire school hour to implement an activity that will help his/her students understand why their behaviour is problematic.

She/he begins the class by writing on the board the words “Boys” and “Girls” and asks her students to brainstorm in groups what they think is the difference between the two words and write it on the board. The teacher tries to make her students think critically about the two genders and tries to make them realize that not everything is black and white, and that people have characteristics of both genders and that’s okay. She/he then encourages the students to make a confession about one instance in which they have pushed away a classmate because they didn’t act as they think they should act. Therefore, through this productive activity, the participating teachers understand that it is much more effective to try to make the students become aware of something instead of just shaming them. And they also reveal that they have indeed noticed such kind of behaviours in their classrooms before and most of the times they used a more straightforward method of correcting their students’ behaviour

b) Project-Based Learning is an innovative teaching method heavily used in the educational sector and specifically in schools. Through Project- Based Learning, the project is the vehicle through which participants are taught about a specific issue. Therefore, project creation in that case is not an additional activity, but it is the main teaching technique through which students learn about an issue. To answer a complex question or work on a controversial issue, participants need to work together and create high-quality work in order to produce good results. For the successful execution of this teaching technique, trainers need to trust their participants' ability to work by themselves, and they need to assume a consultative role.

Methodological indications:

The participating teachers are called upon to think about the positive effects of the **Project-Based Learning** in education, and have discussion about whether they have ever implemented this technique in their classroom without knowing it. The teachers are also invited to think about the difficulties in implementing such a technique.

The **participating** teachers are then called upon to perform the Project- Based technique themselves, and experience the process of project creation in order to grasp its positive effects.

The **setting** of this activity is a primary school, and the participants are teachers, students, school managers and even the Ministry of Education.

In this activity, the teachers are encouraged to produce a project that will be implemented in their school, (or even in all primary schools of Cyprus) and will have to do with **gender awareness** and **macroaggressions**. The teachers will be responsible in organizing the projects, and they can use their students' help in order to make their project more inclusive, the help of the rest of the teachers, the assistance of the school manager and if possible, the help of other schools and the Ministry of Education.

The teachers are encouraged to think of possible projects they could execute which could promote gender awareness.

Some ideas that can help them are the following:

- Propose the design of a **new lesson** in primary education that will have to do with gender issues, and the design of a new **textbook** that will assist the teaching of this lesson.
- Organize a **sports tournament** (in which all teams of all sports would consist of both girls and boys).
- Organize a **theatre performance** (in which professional actors could participate, or if that's not possible the students can participate).
- **Create a short film** about gender related microaggressions with interviews taken from students who shared their experiences.
- Create an **amateur album** with songs that promote gender equality (if possible, they could involve professional singers, or even students that have real artistic skills). Such an effort would be revolutionary in a current music industry which does the opposite of promoting gender equality.
- Organize **trips** to other countries (in which students could have the chance to take gender- related lessons with children of their age from all over Europe)

In groups, the teachers discuss their ideas about the project they would like to execute, and come up with a plan.

3.4. Techniques – module 4

a) **Case Studies.** A case study is a story encountering events and/or problems through which learners can learn by finding solutions. The cases can be designed particularly to have a rich and complex presentation of issues, offering complexity, competing priorities, potential internal and external conflicts and tensions and social factors.

By working on a case study, learners can: 1. Determine pertinent information; 2. Identify the problem and its parameters; 3. Identify possible solutions; 4. Form strategies and ideas for action;

5. Make decisions to fix the problems.

Case studies also offer an individual perspective in some circumstances which offer useful and unique insights for managers and policy makers.

In particular case studies can raise discussion around: a) key theoretical concepts; b) language and definitions, how language can include, exclude and stigmatise; c) challenges for policy development in organisations arising from the narratives of lived experience; d) the complexity of applying concepts in practical situation; e) different lenses and perspectives from different players within scenarios; f) highlight problem identification and the opportunity to take action developing self-efficacy.

Case studies also raise our individual perspectives, raising the issue of intersubjectivity and the personal meanings and experiences we bring to such discussion affecting our views, concerns and priorities. Exposure to the awareness of others' situations creates reflection and enhances self-awareness and makes us more socially aware of perspectives outside our experience.

Methodologically, case studies can be best used in groups or classrooms and the instructor should provide the following structure when the learners are working on the case:

- Each member of the group needs to thoroughly read the information and formulate their own opinion on the issue at hand before sharing with the group. Each learner should be identifying problems and thinking about solutions and plans of action.
- When everyone is confident with their own ideas, the group can start sharing ideas.
- Facilitating open discussion and listening will enable communication and learning.
- Towards the end of the analysis, group members can reflect on their original ideas and see how these were reshaped based on the group discussion.

To facilitate a smooth learning environment during a case study context, trainers can also use some prompting questions that will support learners during the first part of the process described above. These are:

- What is the issue?
- What is the goal of the analysis?
- What is the context of the problem?
- What key facts should be considered?
- What alternatives are available to the decision-maker?
- What would you recommend — and why?

- a) **Forum Theatre Techniques.** Forum Theatre is a form of theatre which aims to be interactive and allows the audience to explore different options for dealing with an issue. It encourages people to work together and use theatrical methods to be creative and find solutions.

It is beneficial as it is a different way of bringing people to work together in a team but in a creative way. Its main focus is participation, highlighting what can be achieved when everyone is involved.

There are many different activities which can be conducted to understand and use the Forum Theatre technique, and two interesting ones have been picked out and explained.

1) *Sculpting*

This activity allows everyone to show something from a personal perspective. People get into pairs and decide which one will be the sculptor and which one will be the clay. The clay can be shaped into any position upon their sculptor's instruction, and have to fill the shape with thought and emotion.

People then have to view the sculptors and reflect on what they see - what are their associations or interpretations of the shape and the emotions?

2) *The Machine*

This activity allows people to transform and transition and consider how to solve a problem - the main aims of forum theatre.

People are in a circle with one participant in the middle, who moves their body in a mechanical

way whilst making a sound. People in the circle go to the middle one by one and act as another part of the mechanical apparatus.

The trainer asks everyone to accelerate their rhythm in sync and then slow down together. They incorporate solving an issue into this by representing two machines. The first should show the reality of a problem, such as the difficulties that migrants face. The second should show the best-case scenario for such people. Then the participants should start in the first and transform into the second, reflecting on how to solve the problem they are depicting.

Within the T-Shirt session we have planned for teachers, we will be inspired by Forum Theatre techniques to explore a found image or situation which backs up a specific gender stereotype. Participants will then act out the situation in small groups, however they are asked to subvert the situation in their 'play'.

3.5. Techniques – module 5

- a) **Dialogue.** Dialogue is a conversation between two or more people. In the context of the class, it is about the exchange of opinions on an issue with the aim of formulating opinions and drawing conclusions. It also helps teachers: by encouraging students to share their thinking, it enables teachers to diagnose needs, devise learning tasks, enhance understanding, assess progress, and guide students through the challenges they encounter. Dialogue is one of the most popular teaching techniques.

Through dialogue trainers can:

- ❖ elicit ideas
- ❖ explain ideas
- ❖ clarify the point and purpose of what the students will do in class
- ❖ model or demonstrate useful ways of using language
- ❖ help students to grasp new concepts and new ways to describe their thoughts.

Trainers can apply key principles in order to promote participants' talk.

1. Give participants confidence and opportunities to ask questions
2. Allow time for paired and group discussion
3. Use a range of questioning strategies
4. Ask participants how they feel
5. Ask open-ended questions

Trainers can use the following.

- What do you think?
- Why do you think that?
- How do you know?
- Do you have a reason?
- Can you be sure?
- Is there another way?

Methodological indications:

The participants are organized in groups of 5 people and have the task of discussing incidents related to gender stereotypes and in which they were present or victims during their educational career. The participants have to answer the following questions:

- What is the meaning of gender stereotype?
- What is the meaning of gender inequalities?
- Describe a related incident?
- Male or female teachers?
- Family or career?
- What did you want to be when you grew up and why?

The participants of each group will exchange opinions and discuss among themselves. At the end, a representative from each group will present their group's conclusions regarding the topic.

b) **Case Study.** Case studies are stories that are used as a teaching tool to show the application of a theory or concept to real situations. Case study is a pedagogically constructivist method of teaching, with emphasis on student engagement for the challenging and (re) construction of their understandings (Volpe, 2002).

Case studies help participating teachers to:

- ❖ develop their analytical skills
- ❖ establish an understanding
- ❖ solve specific issues

Trainers can create their own cases or can find cases that already exist. The following are some things that can help a trainer when creating a case:

- What do you want participants to learn from the discussion of the case?
- What do they already know that applies to the case?
- What are the issues that may be raised in discussion?
- How will the case and discussion be introduced?
- What preparation is expected of participants? (Do they need to read the case ahead of time? Do research? Write anything?)
- What directions do you need to provide participants regarding what they are supposed to do and accomplish?
- Do you need to divide participants into groups or will they discuss as the whole class?
- Are you going to use role-playing or facilitators or record keepers? If so, how?
- What are the opening questions?
- How much time is needed for participants to discuss the case?
- What concepts are to be applied/extracted during the discussion?
- How will you evaluate the participants?

Depending on the course objectives, the trainer may encourage participants to follow a systematic approach to their analysis. For example:

- ❖ What is the issue?
- ❖ What is the goal of the analysis?
- ❖ What is the context of the problem?
- ❖ What key facts should be considered?
- ❖ What alternatives are available to the decision-maker?
- ❖ What would you recommend — and why?

Methodological indications:

The trainer shows certain images to the participants and asks them to express their thoughts, to do brain storming. At the end, the participants are asked to create a multimodal text related to the topic.

For example...



3.6. Techniques- module 6

a) Drawing a student. In this technique, participants are given a description of a student's attitude and behaviour in school and are asked to depict this student in paper. In this way, they are enabled to express their perspectives and also discover and talk about other participants' perspectives over the same task.

It is important that this technique transforms an oral description of an attitude and behaviour into a visual illustration of an appearance, which is directly related to gender and more specifically to gender roles and stereotypes. Therefore, it allows us to elicit information about participants' assumptions and expectations, regarding gender. After all, the descriptions will be based on several studies concerning teachers' gendered assumptions and expectations and the results can confirm or contradict these studies.

Methodological indications:

- Each participant works individually and uses a pencil and sheets of paper.
- At first, the participants are given a description of a student's attitude and behaviour in school.
- Then, they have to draw a picture of how they imagine this student on paper.
- Once all the participants have completed their drawings, they can compare them and discuss about the similarities and the differences of their depictions.
- The discussion can focus on the gender that every participant selected, according to the description given.

Example of a description

Student 1:

- Is good at school and gets high grades.
- Is diligent, studious, creative, cooperative and confident.
- Likes Language, Math and Art.
- Is not keen on Sports.

b) Role- play. In this technique, participants are asked to role-play conversations between trainers and participants. The role-play's context focuses on the gendered teachers' practices in classroom and is really useful, as it can help participants acknowledge these techniques and empathize with students that are discriminated.

It is based on several studies, which reveal that teachers' gendered assumptions and expectations may reinforce discriminatory sexist practices against boys, girls or even non-binary students, which are either a direct or an indirect expression of gender stereotypes and bias.

Methodological indications>

- Participants work in small groups.
- Each group is assigned a different role-play situation.
- Each participant in every group is assigned a role (one teacher and students-boys, girls, non-binary students).
- When the role play is over, participants in every group discuss about their thoughts and feelings over the situation given.

Examples of role-play situations:

- A teacher who interacts more with boys than girls, address boys with their names more often than girls, gives them more time and attention, directs them more questions and assigns them more tasks.
- A teacher who punishes a girl and not a boy for being immature, active, assertive and loud and not so subtle compliant, cooperative and helpful.
- A teacher who doesn't respect non-binary students' pronouns.

3.7. Techniques- module 7

a) Case studies. The case study methodology is a participatory, discussion-based way of learning where participants (teachers) gain skills in critical thinking, communication, and group dynamics. It is a type of problem-based learning. This technique is used by trainers willing their participants to acquire concrete, contextual, in-depth knowledge about a specific real-world subject. It is a reflection-centred technique and it is accessible for every age group. Participants can work through a case during class as a whole or in small groups.

According to Bruner (2002) and Christensen, Garvin, and Sweet (1991), a case study:

- 1) Is a partnership between trainer and participants as well as among participants;
- 2) Promotes more effective contextual learning and long-term retention;
- 3) Involves trust that participants will find the answers;
- 4) Answers questions not only of "how" but "why.";
- 5) Provides participants with the opportunity to "walk around the problem" and to see varied perspectives.

Bruner (1991) mentions that the case study: is effective:

- it employs active learning, involves self-discovery where the trainer serves as facilitator;
- builds the capacity for critical thinking: uses questioning skills as modelled by the trainer and employs discussion and debates;
- exercises an administrative point of view: participants must develop a framework for making decisions;
- models a learning environment: it offers an exchange and flow of ideas from one person to another and achieves trust, respect, and risk-taking;
- models the process of inductive learning-from-experience: it is valuable in promoting life-long learning. It also promotes more effective contextual learning and long-term retention;

- mimics the real world: decisions are sometimes based not on absolute values of right and wrong, but on relative values and uncertainty.

b) GAMIFICATION. Gamification consists in using a challenge or game to train or support learning group concepts. This is not an entirely new method of reinforcing information. However, gamification has recently become a more popular topic for educators discovering more of the motivations behind the benefits of gamifying the classroom.

The aspects of games that make them addicting and fun can be combined with the learning of a new concept, triggering a wish to conquer and absorb all the necessary information. Video games, for example, often require an intense amount of focus, engagement, and memorization as the player has to learn the controls, the rules, and the method to win the game. Winning the game is not the only motivation for many gamers, as many are often motivated to play the same game multiple times to achieve a higher score, win a specific badge, or achieve some smaller reward.

Participants who might not have enjoyed memorizing flashcards might find themselves more motivated to win a challenge or participate in a board game that uses the same, previously boring, flashcards. This change in direction benefit participants who are not motivated to engage with concepts through reading a textbook or memorizing flashcards, while also introducing more fun.

One of the biggest benefits of gamification in the learning groups is its versatility. Trainers can choose whether to make an individualistic game out of learning for the whole class to play at once, or a game played in small groups to encourage teamwork. A game offers to participants instant feedback, gives to those who might otherwise have sat quietly in the background a chance to participate, and can place an emphasis on practice and mastering the information.

CHAPTER 4. METHODOLOGY STRUCTURE- EXEMPLARY SCENARIOS FOR TRAINING TEACHERS AND EDUCATORS IN GENDER IDENTITY

4.1. Exemplary scenarios- module 1

a) Scenario no.1.

- Theme/topic: *Gender identity – the starting point in understanding gender equality*
- Learning objectives: Understanding the concept of gender identity; Identifying characteristics of gender identity that promote gender equality
- Learning outcomes: Mastery of concepts related to gender identity and their correct use in different contexts

Stages	Stages description	Participants' acquisitions	Strategies	Technique	Duration	Materials
Introduction	At the moment of entering the classroom, each participant will choose a card representing images of: different lucrative activities/jobs, variously coloured clothing items, sports symbols, human figures, etc.	-	-	-	2-5 minutes	cards representing images of different gainful activities/jobs, variously coloured clothing items, sports symbols, human figures, etc.
Icebreaking	Each participant will describe in a short sentence, the content of the image from the chosen cardboard and will motivate why he chose that image.	The ability to speak in public about a certain thing and about oneself	interactive	The relay	5-7 minutes (for a group of 10 people)	Cards with different images previously prepared by the trainer

			well as the factors influencing the formation of gender identity and gender roles			
Evaluation and closure	<p>The trainer will synthesize the characteristics of gender identity and gender roles.</p> <p>The trainer will conclude that gender identity is not fixed at birth, that gender roles are a set of expectations that provide behavioural norms for women and men, and that gender roles are influenced by class, age, race, ethnicity, of the cultural, economic, political characteristics of the society and that they can change from one era to another.</p>	The meaning of the concepts of gender identity and gender role and the influence of the main factors in the formation of gender identity	Frontal heuristic		5-7 minute	

b) Scenario no.2.MODEL

- Theme/subject: *Conceptual background of gender equality*
- Learning objectives: Understanding the concepts of gender discrimination, gender socialization, gender equality; Identifying gender stereotypes and ways to combat them
- Learning outcomes: recognizing gender stereotypes and mastering ways to deconstruct gender stereotypes

Stages	Description of the stage	Participants' acquisitions	Strategies used	Techniques used	Duration	Materials
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Introduction	Organizational activities: reception of participants, distribution of necessary materials	-	-	-	2-3 minutes	Flashcards, pens
Breaking the ice	Each participant will be asked to say an idea from the previous course, which they consider important	- The ability to publicly express a specific content	interactive	- Relay	5-10 minutes (for a group of 10 people)	
Theoretical parts	The trainer makes the transition from the content discussed in the previous course to the information to be taught: The conceptual framework of gender equality, perspectives in addressing gender differences; Illustrations	Gender stereotypes; Gender socialization; The "glass ceiling" phenomenon; Gender Equality Discrimination Gender Equality Index – tool for measuring the respect of gender rights in the EU	-Frontal heuristics	-Explanation, conversation	1 minute 20 minutes	
Practical parts	Exercises and discussions about gender stereotypes, their identification, their effects and ways to combat them	Skills to identify, analyse gender stereotypes and combat strategies	Interactive: Participants will each have to fill in the blank spaces on a sheet (It is known about a face / a woman // a boy / a man that.....; A girl / a woman // a boy / a man can; A girl / a woman // a boy / a man is.....;) The written variants will be discussed, their truth value checked.	Debate	25 minutes	sheet

Evaluation and closing	<p>The trainer will synthesize the information discussed with the participants</p> <p>The trainer will conclude that gender stereotypes are limiting, they do not respect the gender equality of people, they lead to gender discrimination, with negative effects in the evolution of each</p>	The meaning of the concepts of stereotypes of gender, gender socialization, gender discrimination, strategies to promote gender equality	Frontal, heuristic		5-7 minutes	
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4.2. Exemplary scenarios- module 2

a) Scenario 1- Model

- Learning objectives: Identifying the meanings concerning feminist thinking as well as the difficulties which appear towards gender equality.
- Learning outcomes: The participants will be able to discuss about the development of feminist thought.

Stages	Stage description	Participants' acquisitions	Strategies used	Techniques used	Duration
Introduction	Participants' arrival and registration Introduction to the project and training session	Understanding of the background to the training session	Interactive activity Presentation	Group discussion	10 min.
Icebreaking Activity Understanding the term "feminism"	First, participants express their own thoughts on what "feminism" means. The complexity and diversity of the concept is then presented and discussed. For example: "Does feminism mean the same to a white middle-class woman as it does to a working-class white woman or a black woman?"	Understanding Feminism and its conceptualizations in time and space	Interactive activity Presentation	Brainstorming, Group discussion self-reflection	15 min.
Practical part 1	Participating teachers are given the following problem:	On the occasion of the problem, it is expected	Active Learning	Teamwork, Group Discussion	45 min.

Problem-Based Learning (PBL)	<p>Women's relationship with politics is still considered incompatible. Today, women make up only 19.3% of all MPs in the Greek parliament and 17.24% of cabinet members. On average women hold only 26% of the parliaments of the world. Despite the efforts to increase the participation of women in parliaments and in politics in general, women do not vote for women either, as the Greek Prime Minister characteristically said in Parliament. This problem attempts to explore the historical and social reasons why women still do not participate in politics. Also discussed are the benefits which can arise from the participation of women in politics and decision-making in relation to living standards, health, education, and democracy.</p> <p>To solve it, the basic stages of PBL are followed.</p>	<p>that teachers will study the beginning of the feminist movement (first feminist wave) and understand the historical development of women's political rights until today. In addition, they will study the political and social conditions which prevailed during each feminist wave and discuss the causes, either social or political, that keep women away from politics.</p> <p>In addition, they will understand how PBL is used as a teaching method.</p> <p>Finally, the activity will give them the chance to think of similar examples which they could use with their children.</p>			
Practical part 2 Simulation	<p>Each group of teachers is given pictures from a different period of the feminist movement (one group gets pictures concerning the demand of women for the right to vote and for civic participation, another group gets pictures concerning the division of labor at home, a third group gets pictures concerning issues of inequality in the working environment and a fourth one gets pictures concerning today's gender inequality in both social and family life). The trainer asks the members of each group to try and guess the story behind the pictures, to imagine</p>	<p>Teachers are expected to understand the different claims of each feminist wave and relate them to the challenges of each era.</p> <p>Similar to the above Practical part 1, this practical part 2 will give teachers the chance to:</p> <ul style="list-style-type: none"> • understand how simulation is used as 	Active learning	Group Discussion, Classroom discussion	30 min.

	<p>how the people in them behaved and to try to represent them, by developing appropriate arguments.</p> <p>Methodological indications:</p> <ol style="list-style-type: none"> 1. The trainer describes the situation in detail 2. Delivers role cards to teachers 3. Invites the four groups to work on different aspects of the issue 4. Time is given for groups to prepare 5. During group preparation, the trainer helps the rest of teachers take the role of the commentator. He/ she provides them with the assessment criteria, according to which they will assess what the groups will say. 6. The four groups present their views 7. The commentators develop their views, according to the criteria posed. 8. What follows is a general discussion, a synthesis of opinions and the drawing of conclusions. 	<p>a teaching method.</p> <ul style="list-style-type: none"> • think of similar examples which they could use with their children. 			
Theoretical part – Review of theory	<p>Bearing in mind the activities included in the Practical parts, participants are presented with the information of Module 2 concerning feminist thought (paragraph 2. Feminist Thought).</p>	<p>Organizing the theoretical part. Connecting practical and theoretical parts and reflecting on the information given.</p>	Presentation	Self-reflection, classroom discussion	10 min.
Evaluation and closure	<p>Teachers work in pairs and make a concept map of key issues of feminist thought, based on the theoretical framework. They can use an online tool such as the one found in https://bit.ly/3DnDuvj . Next, they present their concept maps to the whole group</p>	<p>Attempting to make a concept map teachers reflect on their own learning.</p>	Self-evaluation	Pair work, Classroom discussion Self-reflection	10 min.

b) Scenario 2- Model

- Learning objectives: Identifying the meanings concerning feminist research and pointing out the importance of feminist research about education and gender.
- Learning outcomes: The participants will be able to discuss about the development of feminist educational research and to link it with and education and education practices. In addition, it is expected that they will understand that feminist research and the application of education results can lead to change and improvement on the issue of gender equality.

Stages	Stage description	Participants' acquisitions	Strategies used	Techniques used	Duration
Icebreaking Activity Understanding The context of gender inequality of today	<p>Teachers work in pairs and record cases where gender equality has not been achieved. In addition, they discuss whether school plays a role in this.</p> <p>The pairs report their thoughts to the whole team.</p>	<p>To realize that gender equality has not been achieved, yet.</p> <p>In addition, to realize that school can play an important role to this issue</p>	<p>Interactive activity</p> <p>Presentation</p>	<p>Pair work</p> <p>Group discussion</p> <p>self-reflection</p>	10 min.
Practical part Problem-Based Learning (PBL)	<p>Participating teachers are given the following problem:</p> <p>A teacher went with her young students to a hospital, where they met a female doctor and a male nurse with whom they discussed their work. Returning to school and discussing their experiences from this hospital visit, most of the children reported meeting a male doctor and a female nurse, while a number of them reported that the doctor and the nurse they met had lied to them.</p> <p>To solve it, the basic stages of PBL are followed.</p>	<p>On the occasion of the problem, it is expected that teachers will study why children think in the particular way, as well as how they would deal with the issue in their class.</p> <p>In addition, they will understand how PBL is used as a teaching method.</p>	Active Learning	Teamwork, Group Discussion	30 min.
Theoretical part Review of theory	Bearing in mind the activities included in the Practical part, participants are presented with the information of Module 2 - 3. Feminist Thought and Education	Organizing the theoretical part. Connecting practical and theoretical parts and reflecting on the information given.	Presentation	Self-reflection, classroom discussion	10 min.
Evaluation and closure	Teachers work in pairs and write down three things they learned. Then, they	The teachers can summarize their thoughts	Self-evaluation	Pair work, Classroom	10 min.

«3-2-1 Summarizer»	write down two things they were interested in and would like to know more about. Finally, they list a question that still bothers them. They hand over their notes to the trainer in order to study them. In the next session, the trainer initiates a discussion on the topics which the participant teachers reported that troubled them.	on the theoretical framework and relate it to the reality of their classroom so that knowledge becomes personalized It is an alternative type of assessment.		discussion Self-reflection	
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4.3 Exemplary scenarios- module 3

a) Scenario 1- Model

- Theme/subject: Biological and social gender- Gender identities and discriminations
- Learning objectives: Understanding the difference between biological and social gender, grasping the different gender identities that exist and being informed about gender-related discriminations and microaggressions, specifically within the educational environment.
- Learning outcomes: Teachers are equipped with useful knowledge that will make them capable of implementing activities in the classroom that aim to inform young students about gender issues.

Stages	Stage description	Student acquisitions	Strategies used	Techniques used	Duration
Introduction	Welcoming the participating teachers: teachers introduce themselves briefly, instructions on the seating arrangement of the classroom, providing them with the necessary materials for the activity (handouts etc.)	General idea of the overall background of the training activity.	N/A	N/A	5-6 minutes
Icebreaking activity	Each participating teacher will share with the rest of the group one occasion in which their gender affected the way they were being treated by other people in their profession, and one instance they can think of in which they treated a student	-Enabling the participants grasp the significance of the topic of the lesson and making them realize that this is a crucial issue that affects them directly and indirectly as teachers.	-Interactive exercise -Experiential learning -discovery learning	- Self-reflection - Discussion	8 minutes

	unfairly because of his/her gender.				
Theoretical parts	<ul style="list-style-type: none"> -Gradual transition from IO1 -Presenting the differences between biological sex and social gender 	<ul style="list-style-type: none"> - Making sure the participants remember the theoretical parts of IO1 - Asking participants to have a little discussion about the ways through which biological sex and social gender differ and how this concerns them as teachers. - Using the platform to explain the participants the differences b/w these two concepts and about the multiplicity of gender identities. 	<ul style="list-style-type: none"> -prior knowledge assessment -team-based learning - Technology-based learning 	<ul style="list-style-type: none"> -Small discussion -group discussion/conversation - Use of the e-learning platform/ Digital learning 	<ul style="list-style-type: none"> 1 minute 5 minutes 5-8 minutes
Theoretical parts	<ul style="list-style-type: none"> -Investigating the origins of gender-related discriminations and microaggressions 	<ul style="list-style-type: none"> - Mentioning to the participants an example of a gender-related discrimination and asking them to think about what they would do in that situation (both as bystanders/teachers and victims) and what they believe are the origins of gender-related discriminations. - using the platform (&video) to explain the participants the origins of gender-related discrimination and microaggression. 	<ul style="list-style-type: none"> - Inquiry-based learning - Explanatory approach - Use of technology 	<ul style="list-style-type: none"> - Group discussion / conversation - Direct learning - use of the e-learning platform/ digital learning 	<ul style="list-style-type: none"> - 5-8 minutes - 8 minutes

Practical parts	<ul style="list-style-type: none"> - Exploring gender-related discriminations and microaggressions in practice. 	<ul style="list-style-type: none"> - Allowing teachers to inspect their own attitudes and assumptions regarding gender discriminations and examine their past behavior that demonstrates that they have internalized some problematic sexist beliefs. - using the role-play technique, the participants will get in the shoes of “bullies” and “victims” of gender-related discriminations and microaggressions. - Enabling participants to think of how the role-play technique can be used to make their students more aware of gender issues and make the learning process more amusing and effective. - Learn how to cultivate empathy for victims of microaggressions. 	<ul style="list-style-type: none"> - Interactive approach - Play-based learning - Active learning - Group Work 	<ul style="list-style-type: none"> - Role- play technique 	30-40 minutes
Practical parts	Execution of small impactful projects	<ul style="list-style-type: none"> - Learn how to create actual progress in education through innovative projects. - Learn how to operate efficiently as a group - Be informed about the issue in an indirect and more productive way. - 	<ul style="list-style-type: none"> - Interactive approach - Active learning - Group Work 	<ul style="list-style-type: none"> - Project-Based Learning 	<ul style="list-style-type: none"> - 40 minutes
Evaluation and closure	The trainer will wrap up the lesson by summing up the points mentioned. The participants will have the chance to make comments about the training activity and discuss what they think was the most interesting part of the lesson. Finally, they will mention their ideas about how they think they	The significance of gender awareness in education	<ul style="list-style-type: none"> - interactive approach 	<ul style="list-style-type: none"> - conversati on/ discussion 	5 minutes

	will apply their knowledge to their classrooms.			
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b) Scenario 2- Model

- Theme/subject: Biological and social gender- Gender identities and discriminations (Lesson 2)
- Learning objectives: Understanding our own biases regarding gender-related issues, responding to a real-case scenario which will strengthen the participant's critical thinking skills.
- Learning outcomes: Teachers are encouraged to think about how they would act in certain challenging situations/ scenarios, and they engage in a discussion in which they will exchange ideas and thoughts regarding the topic.

Stages	Stage description	Student acquisitions	Strategies used	Techniques used	Duration
Introduction	Welcoming the participating teachers: teachers introduce themselves briefly, instructions on the seating arrangement of the classroom	General idea of the overall background of the training activity.	N/A	N/A	5-6 minutes
Icebreaking activity I	Each participating teacher will introduce himself/ herself; they will describe themselves with one word that starts with the first letter of their names, and they will talk about why they are interested in gender-related issues.	Participants will get to know each other, and they will begin thinking about the topic and how it affects them.	-Interactive exercise -Experiential learning -Discovery learning	-Self-reflection -Discussion	8 minutes
Icebreaking activity II	Participants are asked to play a Zoom game in groups, which entails questions related to the topic.	Participants will learn important information/facts regarding the topic, and they will be informed while enjoying a fun activity.	- Team-based learning - Technology-based learning	- Group discussion	10 minutes
Theoretical parts	Investigate the origins of microaggressions in the educational background.	Participants will begin thinking about how microaggressions affect students. With the use of the platform, the participants will be called upon to investigate this issue.	- Explanatory approach - Use of technology	- Direct learning - Digital learning	10 minutes
Practical parts	Participants are given a real-case scenario which explains that one of their students is bullied by his classmates because of his sexual orientation. They are expected to answer some questions about this issue (why they think this is happening, what they would do as teachers, what would be the income etc.)	Teachers are expected to think of how they would respond in such a scenario, to investigate why such a scenario occurs, and come up with innovative solutions to such an issue.	- Real-case scenarios	- Interactive approach - Active learning - Group Work	20 minutes
Evaluation and closure	The trainer will wrap up the lesson by summing up the main points mentioned. Participants will give their feedback and will talk about what they have gained through this workshop.	- Interactive approach	- Interactive approach	- Conversation/ discussion	5 minutes

4.4 Exemplary scenarios- module 4

Scenario 1- Model

- Theme/subject: *The Role of Gender Stereotypes in Society*
- Learning objectives:

The aim of Module 4 is to work with young people in the classroom to explore the gender stereotypes that exist within our society and the role that they play. Within this module, you will learn how to apply the theory learned in the teachers course to work in the classroom with young people.

- Learning outcomes:

Teachers come away with key tools and activities for exploring the role of gender stereotypes in society, with young people in the classroom.

Stages	Stage description	Participants' acquisitions	Strategies used	Techniques used	Duration
Introduction	Participants' arrival and registration Introduction to the project and training session Group Agreement	Understanding of the background to the training session	N/A	N/A	10 mins
Icebreaking Activity	"A girl thing or a boy thing?" warm up activity (see full description below)	Raises awareness of gender stereotyping and unconscious bias in our thinking. Provides a fun and practical activity which teachers can take back to the classroom	Practical and interactive exercise	Debate, self-reflection	15 mins
Review of theory	Reflect on the learning from IO1 - thinking about the role of gender stereotypes and why we use them (they are needed to some extent). Use this to introduce the rest of the session which will focus on exploring how we can teach students to recognise stereotypes and unconscious bias, the impact of these and how we can begin to challenge them.	Understanding of the role of stereotypes Understanding that we all hold unconscious bias and the importance of recognising/acknowledging this	Presentation	Presentation	10 mins
Gender Detectives	Teachers become 'Gender Detectives' and consider ways they could play this with kids in the classroom	Understanding of how resources and tools they use in the classroom could be perpetuating gender stereotypes	Individual work	Group discussion, self-reflection	15 mins

		Understanding how to involve pupils in recognising this and making changes			
Case Study Work	Teachers study sample case studies of gender stereotyping in school and reflect on how case studies could help them open up conversations with their students on the topic	Understanding the real-world impact of gender stereotypes. Understanding how they could use stories in this way to encourage reflection among their students.	Case Study Learning	Case Studies, Group discussion, self-reflection	15 mins (teachers should choose a case study and spend 10 mins per case study)
TOTAL TIME SESSION 1 = 65 Minutes					

b) Scenario no 2- Model

- Theme/subject: *The Role of Gender Stereotypes in Society*
- Learning objectives:

The aim of Module 4 is to work with young people in the classroom to explore the gender stereotypes that exist within our society and the role that they play. Within this module, you will learn how to apply the theory learned in the teachers course to work in the classroom with young people.

- Learning outcomes:

Teachers come away with key tools and activities for exploring the role of gender stereotypes in society, with young people in the classroom.

Stages	Stage description	Participants' acquisitions	Strategies used	Techniques used	Duration
Icebreaking	Welcome back, review last session, recap on learning and in particular last activity on case studies and how they can help tackle gender stereotyping in the classroom.	Understanding the real-world impact of gender stereotypes. Understanding how they could use stories in this way to encourage reflection among their students.		Group discussion, self-reflection	10 mins
Forum Theatre Session	Using a 'Forum Theatre' style technique, teachers will explore a found image or situation which backs up a specific gender stereotype. They will then act out the situation in small	Understanding the real-world impact of gender stereotypes. Building empathy and understanding of different POV	Forum Theatre, active learning	Interactive group exercise	40 mins

	groups, however they are asked to subvert the situation in their 'play'.	Understanding how this could lead to real changes in schools which could be pupil led.			
Closing Circle	Sitting in a circle, participants are invited to think about the issues and tools they have explored in the session. Each teacher is asked to put forward 1 idea that we will take back and put into action in the classroom.	Reflection Commitment to taking action	Group sharing and putting theories into action.	Reflection and Goal setting	5 mins (depending on group size)
Evaluation and closure	Closing remarks and comments, led by facilitator. Formal evaluation completed.	N/A	N/A	N/A	5 mins
Total session 2 = 60 Minutes					

4.5 Exemplary scenarios- module 5

Scenario 1- model

Theme/topic:	The Error! Bookmark not defined. teaching profession and gender
Learning objectives:	Recognizing gender stereotypes in teaching profession
Learning outcomes:	Breaking gender stereotypes in teaching profession

Stages	Stages description	Student acquisition	Strategies	Technique	Duration	Materials
Introduction	At the beginning trainer(s) welcome participants to classroom and ask them to sit at their desks and get ready to draw. They inform them that the lesson	discipline, organization	-	-	5 minutes	-

	will be devoted to teachers and genders.					
Icebreaking	The trainer(s) inform the participants that they will draw a teacher. They can draw their teachers, their ex teachers, their beloved teachers (male or female). The participants announce to their classmates what they happened to draw.	-	-	-	10-15 minutes	-
Theoretical parts	The trainer(s) ask some of the participants how they imagine and how they should draw a teacher. Participants analyze and document their thinking.	cultivation of imagination	-	Conversation, dialogue, questions and answers, case study	10-15 minutes	-

Practical parts	The participants draw a teacher as they imagine it.	cultivation of imagination and talents		case study	20-25 minutes	drawing pads, pencils, markers, crayons
Evaluation and closure	The trainer(s) invite to the class representatives of teacher professions who "break" certain stereotypes (e.g. male teachers who are the minority in all european countries). These people talk about their profession and the participants ask them questions and give their opinion. At the end, the participants get together and report which stereotypes were broken for them after the implementation of the teaching scenario.	-participants meet male teachers representatives - they acquire new standards - they shed stereotypes they brought about teachers and professions - gender biases are softened	Frontal heuristic	interview with an expert, conversation, dialogue, case study	30 minutes	

b) Scenario 2- model

Theme/topic:	The Error! Bookmark not defined. teaching profession and gender
Learning objectives:	Recognizing gender stereotypes in teaching profession
Learning outcomes:	Breaking gender stereotypes in teaching profession

Stages	Stages description	Student acquisition	Strategies	Technique	Duration	Materials
Introduction	At the beginning trainer(s) welcome participants to classroom and ask them to sit at their desks and get ready to draw. They inform them that the lesson will be devoted to teachers and genders.	discipline, organization	-	-	5 minutes	-
Icebreaking	The trainer(s) inform the participants that they will draw a teacher. They can draw their teachers, their ex teachers, their beloved teachers (male or female). The participants announce to their classmates what they happened to draw.	-	-	-	10-15 minutes	-
Theoretical parts	The trainer(s) ask some of the participants how they imagine and how they should draw a teacher. Participants analyze and document their thinking.	cultivation of imagination	-	Conversation, dialogue, questions and answers, case study	10-15 minutes	-

Practical parts	The participants draw a teacher as they imagine it.	cultivation of imagination and talents		case study	20-25 minutes	drawing pads, pencils, markers, crayons

Evaluation and closure	The trainer(s) invite to the class representatives of teacher professions who "break" certain stereotypes (e.g. male teachers who are the minority in all european countries). These people talk about their profession and the participants ask them questions and give their opinion. At the end, the participants get together and report which stereotypes were broken for them after the implementation of the teaching scenario.	<ul style="list-style-type: none"> - participants meet male teachers representatives - they acquire new standards - they shed stereotypes they brought about teachers and professions - gender biases are softened 	Frontal heuristic	interview with an expert, conversation, dialogue, case study	30 minutes	
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4.6 Exemplary scenarios- module 6

Aim/Learning objectives: The aim of Module's 6 exemplary scenarios is to note teachers' gendered attitude that can influence their teaching and as a result their students. More specifically, participants have the chance to explore teachers' assumptions, expectations, and practices, regarding gender and the influence of teachers' gendered attitude on the students.

Learning outcomes: Upon completion of Module's 6 exemplary scenarios, participants will be able to discuss about teachers' gendered assumptions, expectations, and practices and acknowledge that teachers' gendered attitudes can have an impact on their students not only in school but also in the long term.

a) Scenario 1- Model

Stages	Stage description	Participant acquisition	Strategies	Technique	Duration	Materials
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Introduction What do gender assumptions and expectations mean?	At first, participants are presented with the definition of the words: <i>assumption</i> and <i>expectation</i> . Then, they are given common examples of gender assumptions and expectations, to understand and discuss the differences between them. Such examples concern everyday situations like driving or cooking, which are gendered related in our society.	Understanding the meaning and the difference of gender assumptions and expectations.	Presentation	Group discussion	10 min.	PC/Laptop, Projector, Ppt presentation
Icebreaking Do teachers make gender assumptions? Do teachers have gender expectations?	Participants are asked to vote about teachers' gender assumptions and expectations by raising their hands to declare their positive or negative answer. Then they discuss about their votes.	Awareness raising about teachers' gender assumptions and expectations.	Interactive activity	Debate, Self-reflection, Group Discussion	5 min.	-
Practical part 1 Drawing a student	Participants are given a description of a student's attitude and behaviour in school and are asked to depict this student in paper. Methodological indications: <ul style="list-style-type: none"> Each participant works individually and uses a pencil and sheets of paper. At first, the participants are given a description of a student's attitude and behaviour in school. Then, they have to draw a picture of how they imagine this student on 	Gathering information about participants' assumptions and expectations, regarding gender.	Active Learning	Drawing, Individual work, Self-reflection Group Discussion	20 min.	Pencils, Sheets of paper

	<p>paper.</p> <ul style="list-style-type: none"> • Once all the participants have completed their drawings, they can compare them and discuss about the similarities and the differences of their depictions. • The discussion can focus on the gender that every participant selected, according to the description given. <p>Example of a description Student 1: -Is good at school and gets high grades. -Is diligent, studious, creative, cooperative and confident. -Likes Language, Math and Art. -Is not keen on Sports.</p>					
Practical part 2 Drawing breakdown	Considering the previous drawing activity, participants are called to form groups of two and note the gender assumptions and expectations that arise from their drawings and the discussion made.	Awareness raising about teachers' gender assumptions and expectations.	Discussion	Teamwork, Group discussion, Self-reflection	5 min.	-
Theoretical part - Review of theory	Bearing in mind the activities included in the Practical parts, participants are presented with the information of Module 6- Teachers and gender: assumptions, expectations and practices.	Connecting practical and theoretical parts and reflecting on information given.	Presentation	Self-reflection, Group Discussion	10 min.	Pc/ Laptop, Ppt Presentation
Evaluation and	Participants reflect on the	Reflecting on the	Discussion	Group Discussion,	10 min.	-

closure	practical and theoretical parts and express their ideas on how teachers' gender stereotypes can be eliminated.	fact that teachers have gender stereotypes and discussing over possible ways of deconstructing them.		Self-reflection		
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b) Scenario 2- Model

Stages	Stage description	Participant acquisition	Strategies	Technique	Duration	Materials
Introduction What do gender practices mean?	Firstly, participants are presented with the definition of the word <i>practice</i> . To understand and discuss about the gender practices, they are given common examples, such as the gender discrimination between the female and male members of a family.	Understanding the meaning of gender practices.	Presentation	Group discussion	10 min.	PC/Laptop, Projector, Ppt presentation
Icebreaking Two lies and one truth: Do teachers have gendered practices?	Participants are presented with three oral sentences. One of them is the "truth" while the other two are the "lies". After reflecting on them, they are asked to decide which of the sentences is the truth. The three sentences are: 1. Teachers' assumptions and expectations always promote gender equity. 2. Teachers' gender bias may never affect students' future choices. 3. Teachers' assumptions and expectations may lead to gendered teaching	Awareness raising about teachers' gender practices.	Interactive activity	Debate, Self-reflection, Group Discussion	5 min.	-

	practices.					
Practical part 1 Role play	<p>Participants are asked to role-play conversations between teachers and students. The role-play's context focuses on the gendered teachers' practices in classroom.</p> <p>Methodological indications:</p> <ul style="list-style-type: none"> • Participants work in small groups. • Each group is assigned a different role-play situation. • Each participant in every group is assigned a role (one teacher and students-boys, girls, non-binary students). • When the role play is over, participants in every group discuss about their thoughts and feelings over the situation given. <p>Examples of role-play situations:</p> <p>-A teacher who interacts more with boys than girls, address boys with their names more often than girls, gives them more time and attention, directs them more questions and assigns them more tasks.</p> <p>-A teacher who punishes a girl and not a boy for being immature, active, assertive and loud and not so subtle compliant, cooperative and helpful.</p> <p>- A teacher who doesn't</p>	Acknowledging teachers' gender practices and empathizing with students that may be discriminated.	Active learning	Role-play, Group Discussion	20 min.	-

	respect non-binary students' pronouns.					
Practical part 2 Chain of events	Considering the previous role-play activity and each of the three situations given, participants are called to form small groups (3-4 persons) and write down ideas about the possible influence that teachers' gender practices may have on students.	Acknowledging of the fact that teachers may be gender biased and may have personal perceptions about gender and gender roles that affect their students' attitude, participation and future academic and professional choices.	Active Learning	Teamwork, Group discussion, Self-reflection	10 min.	Pencils, Sheets of paper
Theoretical part - Review of theory	Bearing in mind the activities included in the Practical parts, participants are presented with the information of Module 6- Teachers and gender: assumptions, expectations and practices.	Connecting practical and theoretical parts and reflecting on information given.	Presentation	Self-reflection, Group Discussion	5 min.	Pc/ Laptop, Ppt Presentation
Evaluation and closure	Participants reflect on the practical and theoretical parts and express their ideas on how teachers' gender bias can be eliminated.	Reflecting on the fact that teachers have gender bias and discussing over possible ways of deconstructing it.	Discussion	Group Discussion, Self-reflection	10 min.	-

4.7 Exemplary scenarios- module 7

a) .Scenario no.1- Model

Theme/subject: **The Role of teachers in the deconstruction of gender stereotypes**

Within this lesson, teachers will learn to:

- Recognise bad and good teaching practices in the field of gender stereotypes deconstruction;
- Determine how unconscious biases can have negative impact on their students;

At the end the module, teachers will be able to:

- Recognise teachers' most common unconscious biases that may perpetuate gender stereotypes;
- Explain the effects of teachers' unconscious biases on students' achievement;

Stages	Stage description	Participants' acquisitions	Strategies used	Techniques used	Duration
Introduction	Welcoming of the teachers Self-introduction of the participants (name and subject they teach)	Get to know the other participants.	Oral communication	N/A	5 mins
<u>Icebreaking Activity</u>	I agree/I don't agree – Mentimeter activity (with the mobile phones)	Reflect upon teachers' biases they did not consider before. Present an honest opinion in an anonymous way.	Mentimeter interactive activity	Self-reflection	5 mins
Analysis of the results of the icebreaking activity	The trainer presents and analyses the results of the Mentimeter' activity and explain that the sentences upon which the teachers have reflected represent teachers' biases (some of them are unconscious biases) and introduces the idea of gender bias in education	Reflect upon their own biases.	Mentimeter presentation slide	Oral presentation	10 mins
Group activity	Teachers are divided into groups. Each group is requested to present the possible consequences for each bias presented before on the students achievements. Then each group present their list to the class.	Understand that teachers' (and their own) biases can influence negatively the students achievement.	Group work	Group discussion and sharing	10 mins
<u>Case Study Work</u>	Teachers study two case studies of gender stereotyping in a classroom.	Understand the real impact of gender stereotypes on students achievements.	Case Study Learning	Case Studies, Group discussion, self-reflection	20 mins
Evaluation and closure	Closing remarks and comments, led by the trainer.	N/A	N/A	N/A	10 mins

b) Scenario no 2

Theme/subject: **The Role of teachers in the deconstruction of gender stereotypes: Strategies for Teachers**

Within this lesson, teachers will learn to:

- Recognise bad and good teaching practices in the field of gender stereotypes deconstruction;
- Identify useful strategies to tackle gender stereotypes in the classroom.

At the end the module, teachers will be able to:

- Recognise teachers' most common unconscious biases that may perpetuate gender stereotypes;
- Select and implement strategies to deconstruct gender stereotypes in the classroom.

Stages	Stage description	Participants' acquisitions	Strategies used	Techniques used	Duration
Introduction	Welcoming of the teachers Self-introduction of the participants (name and subject they teach)	Get to know the other participants.	Oral communication	N/A	5 mins
<u>Icebreaking Activity</u>	The teacher presents a set of three statements regarding teachers. Teachers are supposed to react to them and discuss them. The trainer says that those are examples of stereotypes about teachers, that are obviously wrong and explains that, although unconsciously, teachers also have biases regarding students in different aspects but mainly regarding gender.	Reflect upon existing stereotypes about teachers. Reflect upon hidden biases they may have about students.	PowerPoint presentation	Group reflection and discussion	10 mins
<u>Role-play activity</u>	Teachers are divided into groups of three. One teacher plays the role of a male student One teacher plays the role of a female students (The best would be to have female teachers to act as a male student and vice versa – when possible). The third element of the group is the mediator that will observe and take notes of what is mentioned. At the end of the activity, he/she will present the results.	Reflect upon their own (wrong) attitudes towards male and female students. Reflect on how the students feel they teachers have hidden biases.	Group sharing and discussion	Collaborative work	15 mins

<u>Gamified activity</u>	<p>The trainer proposes the teachers to do a Kahoot activity: I OFTEN.....</p> <p>They all access (with their mobile phones) the link: kahoo.it and insert the code provided by the trainer.</p> <p>The trainer explains that they will see a list of teachers strategies and they are supposed to indicate which ones they OFTEN use.</p> <p>There is no score but the final results (number of teachers that OFTEN use each strategy) will be presented and discussed.</p>	Learn about useful strategies they can use in their classroom	Kahoot activity	Interactive group activity Group sharing and reflection	20 mins
Closing Activity	<p>The trainer asks the teachers to access the Mentimeter tool and indicate which new strategies they have learned and will implement in their class.</p> <p>The answers will appear on the board and will be anonymous</p>	<p>Reflection</p> <p>Commitment to taking action</p>	Group sharing and decisions making	Reflection and Goal setting	10 mins

CHAPTER 5- GUIDELINES FOR IMPLEMENTING GENDER IDENTITY IN CLASSROOM

5.1. Guidelines' approach

For adding value to this methodology, the experts' team of T-Shirt' project design a special chapter address to teachers and educators that work with pupils 7-12 years old. The main reason was to give to teachers and educators set of techniques for implementing gender equality in classroom.

From starting, each teacher has to be aware that implementing gender equality in classroom is not an easiest process as it seems to be. The pupils' family and cultural background, their social values will challenge teachers and educators. So, in order to overcome all these challenges, we

Key concept



recommend that teachers, educators to use interactive didactic strategies.

Interactive didactic strategies are those strategies through which students' active learning is achieved. They are based on the collaboration between the students who are organized in micro-groups; students who work together to achieve the tasks stipulated by the specific objectives. In the centre of the activity, the students and their educational needs are placed, and the teacher/educator becomes the organizer, facilitator and mediator of the learning process

Using interactive strategies, teachers, educators offer students the opportunity to get involved in their own training process, to freely express their ideas, opinions and confront them with those of their colleagues, to develop their metacognitive skills.

Interactive strategies imply that the techniques use in teaching-learning act of gender inequality should be structure taking in consideration the following recommendations:

Take into account!



1. Each student is part of a group, a team and will carry out the educational tasks, together with the professor. Each professor, educator must secure the group membership of each student and make it possible for each student to realize that he is a member with equal rights to that group (he will use the expression we do, instead of you do)

2. No student had a privileged position during the learning activity.

3. The educational tasks addressed by the teachers, educators to the students must value the initiatory experience of the students, without judging their family, personal and cultural values.

4. Permanently, through the use of techniques, teachers, educators must encourage the free expression of points of view and their non-discriminatory argumentation.

The competences that pupils will gain following training program on gender identity are:

1. Critical thinking
2. Cultural diversity
3. Social responsibility
4. Decision making competences
5. Research competences

Based on these recommendations, the experts of the T-Shirt project, design the following techniques that teachers, educators can use for gender identity teaching' class activities.

5.2. Specific guidelines

5.2.1. Guidelines - module 1

a) **The technique: "My childhood"** can also be carried out with children aged 7-12, asking

them to talk about events and activities from the present or from previous years. In these cases, the facilitator will supervise the activity in the groups, following the thread of the discussion, stimulating communication and supporting the process of synthesizing ideas.

- **Assessing the risk in its implementation in classroom environments - factors that will increase /decrease the effectiveness of the current technique.** Applying this technique in the classroom can bring benefits to interpersonal knowledge, the discovery and valorisation of everyone's uniqueness, diversity and common elements.

It is necessary that within the class there is a certain degree of psychological comfort between the members, necessary for the openness of the participants to be able to evoke in a common space some personal events, some attitudes, personal values, etc. It is also necessary to previously agree to the condition of confidentiality regarding personal information, to encourage self-disclosure by participants.

b) Mind Map. Using the mind map does not require adaptation for 7–12-year-old students, it can be done without difficulty by them, contributing both to the clarification of the information taught, to their systematization and fixation, to cooperation among the participants, if the variant of making a common map is adopted, in the group.

- **Risk assessment in its implementation in classroom environments - factors that will increase and decrease the effectiveness of the current technique.** This technique can be individually, with all the pupil (class) or in large groups.

5.2.2. Guidelines - module 2

- a) **Problem-Based Learning (PBL).**

As the planning of activities to promote gender equality also concerns teachers who teach in primary education (children aged 7-12), the above example can be adapted as follows, in order to cater for the particular age group:



Reading the newspaper with my parents we found an article about women and politics. The article wrote that even today there are few women involved in politics. For example, in the Greek Parliament, out of 300 members, only 58 are women. Also, in the Greek government there are only two female ministers. The same happens in most countries of the world, i.e., the women we meet in politics are far fewer than men.

I wondered, why this should be?

- **Risk assessment in implementing it in classrooms environments- factors that will increase and decrease the efficiency of the current technique.**

It is important to begin with a brainstorming activity, as this will help children retrieve prior knowledge and thus approach the new one with confidence. Next, they would better work in groups, as groupwork yields better results. In order to be able to work in groups, children should be prepared in advance, by undertaking small group exercises and learning how to share their work. Also, it is important for children to be provided with the appropriate resources such as relevant websites and access to the internet so that they can search for the information they need to solve the problem.

However, it is important to emphasize that PBL requires more time both for the teacher to prepare and for teaching to take place. Also, children often find it difficult either to separate or to organize the information that is useful to them to solve the problem, and this is where the teacher's role as a facilitator becomes important. Finally, as the knowledge acquired by children is less organized compared to traditional teaching, the teacher should help the groups provide their output in a well-organized manner.

b) Simulation This technique concerns mainly children 10-12 of age but it can be used with older ones as well, as it requires from them to understand the historical and social conditions that led to the current gender asymmetry as well as the claims made by women. The children can develop arguments about different topics and can represent the different sides in the various historical periods provided that they have gathered the necessary information, first. In addition to the above, which children can perform under the appropriate guidance, they can also be involved in situations of inequality which occur in the school environment. For example, the girls can claim to be given the floor more often in math classes or to play soccer in P.E. classes together with the boys.

- **Risk assessment in implementing it in classrooms environments- factors that will increase and decrease the efficiency of the current technique.**

It is important that clear and accurate instructions are given to children for the simulation activity and that specific role cards are created for that purpose. As many children as possible should be encouraged to participate, while the remaining ones should also be engaged as commentators. Specific instructions should also be given to the latter concerning note taking during the activity, as notes will be useful for the discussion which follows. For that purpose, it is essential that time management allows for a discussion to take place in the end where conclusions are drawn, in relation to the objectives.

The simulation activity is more effective when the instructor has basic knowledge of how to empower and guide the group. A classroom environment where children feel safe and comfortable is also a prerequisite so that children deliver their role without hesitations. Finally, as there is always the risk that some aspects of the problem might be passed unnoticed, a good preparation on the part of the teacher is considered necessary.

5.2.3 Guidelines -module 3

a) Role-play. The teachers that have experienced the benefits of the role-play technique are able to decide to implement this activity in their classroom. They realize that they will have to adapt these activities in a certain way that is appropriate for their students and in a way that makes them feel comfortable and amused. They do realize that the difficulty of the activities would have to be modified for the correct training of younger children (7-10), and older children (11-12).

1st activity: For this activity, the **setting** will also be a primary school, and specifically a classroom, and the **participants** will be the teachers and the students.

The teacher will explain the **meaning** of the role-play technique to the students as clearly as possible. They will tell the students that this is a fun activity that will require them to pretend they are someone else in order to get in the shoes of other people and learn how to think differently.

Procedure: The teacher explains to the students that they will separate into four groups. One of the students will be playing the role of the teacher. **Group A** will consist of two students, and **Group B** and **Group C** will each consist of half of the students that remain.

Before the activity begins, the teacher takes a piece of paper and begins crumpling it until it now resembles a ball. The teacher explains to the students that "microaggressions" are some negative comments about someone, that make him/her feel bad. She/ he also gives them some examples. He/she explains that these comments make the recipient feel like that piece of paper which is crumpled. The teacher smooths out the paper and shows the students that it now has wrinkles, and tells the students that these wrinkles show how sad the person who constantly receives such comments can be.

In the activity, the teacher will be the one who will express the negative comments, **Group A** will

be the group that receives the comments, and **Group B** will be the group that will try to defend **Group A**. The teacher will try to assume a secondary role, and he/she will intervene in order to organize the activity and give the students ideas about how they could play the scenario.

This activity will help students develop their critical thinking skills as well as their cooperative learning skills. They will learn how to work in teams and they will try to find ways to defend their classmates who are being offended. The aim of the activities is for the students to understand the negative effects of microaggressions, and learn new ways with which to fight them.

2nd activity: In this activity, students are called upon to evaluate their own behaviour and assumptions on gender.

They split into groups: The teacher will maintain his/her role, one of the students will pretend he is Simon, and another student will be the teacher who brings the new student to the class, and the rest of the students will be divided into **Group A** and **Group B**.

Procedure: Let's suppose that it's a school day, and that the students are in the classroom with their teacher. Someone knocks on the door and another teacher enters the class with a young boy, Simon who is from Syria and will join this class.

The teacher welcomes the new student and encourages him to introduce himself to the class. As soon as Simon introduces himself, the teacher continues the lesson. As time progresses, Simon feels more and more isolated from the rest of the class, as his classmates make fun of him because of his feminine characteristics. Specifically, **Group A** makes fun of Simon's feminine characteristics.

The teacher will find a way to teach the students through an innovative method that it's not okay to isolate someone because he looks more feminine.

The teacher will write on the board the words "girl" and "boy" and will tell the students to write some adjectives that describe each word.

It is expected that the students will come up with some stereotypical answers, which perpetuate several problematic assumptions about the two genders. As soon as the students share all of their ideas, the teacher asks each student separately, whether some of the things written on the blackboard for the opposite gender, are some things they like doing. Some of the girls may mention that they are not very quiet, that they like football and superheroes for example, and some boys may mention that they like the colour pink or playing with dolls. The teacher will ask, if they think that doing these things will make other kids make fun of them, and they also ask them how they would react if they saw a boy doing "feminine" things and a girl doing "masculine" things. It is anticipated that the students will hesitate in answering these questions. Depending on how comfortable the students look, the teacher can ask them if they ever isolated or made fun of someone because they were a bit different. The purpose of this activity is for students to understand that their behaviour towards Simon is wrong.

If any of the students mentions that **Group A**'s behaviour is problematic, then **Group B** will try to find ways to defend Simon and explain to **Group A** that what they are doing is wrong.

- **Assessing the risk in its implementation in classroom environments - factors that will increase/decrease the effectiveness of the current technique**
 - Some students may feel shy or uncomfortable to get in the shoes of others while using the role-play technique.
 - Students may not be able to collaborate effectively and may remain inactive or try to be the leaders of the group and make all the decisions.
 - Some of the students may be undisciplined.
 - The students may lack of originality/ creativity.
 - Problematic time management
 - Students may not cooperate and that can lead to time being lost.
- **b) Project-Based Learning** . The **setting** of this activity will be a primary school and specifically a classroom.

The **participants** will be primary school students and teachers, other teachers, even other schools. For the purposes of this activity, students need to split into small groups, and each group has to implement a different project that will have an impact to their school, and will have to do with gender awareness and gender-related discriminations. The teacher explains the students in simple terms what these concepts mean. The teacher provides the students with some topics and ideas they can have in mind while thinking about their project. They can create a short comic, an advertisement, a toy/ game, fairy tale/story/short film or short story that will promote in a way gender equity.

In each group, students need to adopt the following roles:

1. **Presenter** (The student who will organize the presentation of the project)
2. **Researcher** (the student who will organize the research that will be necessary for the execution of the project)
3. **Note taker** (This student will make sure that he/she writes down everything that is related to the organization of the project)
4. **Time Organizer** (This student will make sure that all the activities are done on time)
5. **Checker** (The checker checks that everyone collaborates and participates evenly)

(Pascual, 2013-2014, p. 17)

Firstly, the teacher together with the students, will assign the five different roles to the group members, based on the abilities of each student.

Then, the students will have a meeting with their groups, and they will share their ideas about what they think they should do. Having in mind each other's skills, they will decide what is the more appropriate project they can create. In case that the students need more support and coordination, the teacher will be right next to them to inspire them and give them innovative ideas. Moreover, the teacher will provide the students with any kind of resources they might need, such as access to any kind of digital information and technical support. The students also have the chance to present their project in front of the whole school at the school festival.

Some possible project ideas would be the production of a **comic** that will have both girls and boys being presented as strong and smart. If the comic will be fictional, both girls and boys can be superheroes, and both can have equal strength.

Another project could be an **advertisement** that advertises a product without offending any minority group and without reproducing gender stereotypes.

Another project could be to create a **toy** or **online game** that can be played by girls and boys. In case the students' idea is very creative, then the teacher can discuss these ideas with the school manager and they can even add a budget for the execution of this game.

The students could also come up with an updated version of a traditional **fairy tale** like Snow White, the Sleeping Princess, Cinderella etc., or create their own **story** from scratch, a story that will promote gender equality.

They can even create their own **short film**, and demonstrate their acting skills, and they can even write their own short novel/ short story that can be printed in the school magazine.

All the above projects can be upgraded with the assistance of the Ministry of Education.

• **Assessing the risk in its implementation in classroom environments - factors that will increase /decrease the effectiveness of the current technique**

- The cost of each project can be difficult to maintain
- The other teachers/school managers may not be interested in putting all this effort for the execution of such projects.
- The Ministry of Education might not approve of such projects and may not provide the necessary founding.
- It's quite time consuming and requires good classroom management skills (from equipment availability to organizing and controlling the usage of it).
- Students without experience in group work may have difficulties adapting roles and negotiating compromises.

5.2. 4. Guidelines - module 4

a) Case Study. Case studies also raise our individual perspectives, raising the issue of intersubjectivity and the personal meanings and experiences we bring to such discussion affecting our views, concerns and priorities. Exposure to the awareness of others' situations creates reflection and enhances self-awareness and makes us more socially aware of perspectives outside our experience. This is also the case with children aged 7 - 12 as it helps them relate to a given situation and aids their understanding of the topic being addressed.

Methodologically, case studies can be best used in groups or classrooms and the instructor should provide the following structure when the learners are working on the case:

- Each member of the group needs to thoroughly read the information and formulate their own opinion on the issue at hand before sharing with the group. Each learner should be identifying problems and thinking about solutions and plans of action.
- When everyone is confident with their own ideas, the group can start sharing ideas.
- Facilitating open discussion and listening will enable communication and learning.
- Towards the end of the analysis, group members can reflect on their original ideas and see how these were reshaped based on the group discussion.

To facilitate a smooth learning environment during a case study context, facilitators can also use some prompting questions that will support learners during the first part of the process described above. These are:

- What is the issue?
- What is the goal of the analysis?
- What is the context of the problem?
- What key facts should be considered?
- What alternatives are available to the decision-maker?
- What would you recommend — and why?

- **Assessing the risk in its implementation in classroom environments - factors that will increase /decrease the effectiveness of the current technique.** Case studies have long been a popular tool with teachers for the power they have to make issues relate. Case studies are useful for exploring sensitive subjects in a safe environment. However, care should always be taken to protect individuals and ensure they do not feel the “case study” is about them directly or indirectly.

b) Forum Theatre. Within the T-Shirt session we have planned for teachers, we will be inspired by Forum Theatre techniques to explore a found image or situation which backs up a specific gender stereotype. Teachers will be encouraged to use their experience of working with children to develop these methods appropriately. Participants will be encouraged to act out the situation in small groups and explore the situation in different ways in their ‘play’.

- **Assessing the risk in its implementation in classroom environments - factors that will increase/ decrease the effectiveness of the current technique.** Generally, participants will embrace Forum theatre which can be made into a fun activity in the classroom. The teacher would need to support less confident learners and ensure that learners engage and to avoid anyone feeling embarrassed or uncomfortable. Working in a group helps to avoid this, along with clear explanation and opportunity at the beginning for learners to ask questions. This will aid understanding of the process.

5.2.5. Guidelines - module 5

a) Dialogue. In the context of the class, it is about the exchange of opinions on an issue with the aim of formulating opinions and drawing conclusions. It also helps teachers: by encouraging students to share their thinking, it enables teachers to diagnose needs, devise learning tasks, enhance understanding, assess progress, and guide students through the challenges they encounter. Dialogue

is one of the most popular teaching techniques.

Through dialogue teachers can:

- ❖ elicit ideas
- ❖ explain ideas
- ❖ clarify the point and purpose of what the students will do in class
- ❖ model or demonstrate useful ways of using language
- ❖ help students to grasp new concepts and new ways to describe their thoughts.

- **Assessing the risk in its implementation in classroom environments - factors that will increase /decrease the effectiveness of the current technique.** Teachers can apply key principles in order to promote children's talk.

1. Give children confidence and opportunities to ask questions
2. Allow time for paired and group discussion
3. Use a range of questioning strategies
4. Ask children how they feel
5. Ask open-ended questions

Teachers can use the following.

- ❖ What do you think?
- ❖ Why do you think that?
- ❖ How do you know?
- ❖ Do you have a reason?
- ❖ Can you be sure?
- ❖ Is there another way?

b) **Case Study.** Case study is a pedagogically constructivist method of teaching, with emphasis on student engagement for the challenging and (re) construction of their understandings (Volpe, 2002).

Case studies help students to:

- ❖ develop their analytical skills
- ❖ establish an understanding
- ❖ solve specific issues

- **Assessing the risk in its implementation in classroom environments - factors that will increase /decrease the effectiveness of the current technique.** Instructors can create their own cases or can find cases that already exist. The following are some things that can help an educator when creating a case:

- c) What do you want students to learn from the discussion of the case?
- d) What do they already know that applies to the case?
- e) What are the issues that may be raised in discussion?
- f) How will the case and discussion be introduced?
- g) What preparation is expected of students? (Do they need to read the case ahead of time? Do research? Write anything?)
- h) What directions do you need to provide students regarding what they are supposed to do and accomplish?
- i) Do you need to divide students into groups or will they discuss as the whole class?
- j) Are you going to use role-playing or facilitators or record keepers? If so, how?
- k) What are the opening questions?
- l) How much time is needed for students to discuss the case?
- m) What concepts are to be applied/extracted during the discussion?
- n) How will you evaluate students?

Depending on the course objectives, the instructor may encourage students to follow a systematic approach to their analysis. For example:

- ❖ What is the issue?
 - ❖ What is the goal of the analysis?
 - ❖ What is the context of the problem?
 - ❖ What key facts should be considered?
 - ❖ What alternatives are available to the decision-maker?
- What would you recommend — and why?

5.2.6. Guidelines - module 6

- a) **Drawing a student.** This technique also concerns pupils 7-12 years old (or older), as teachers' gendered assumptions, expectations and practices can affect them on many levels, influencing their attitude and limiting their participation in the classroom. However, some adaptations concerning mainly students' descriptions can be made, in order to be more relatable to kids.

Example of a description

Student 1:

- Is good at school and gets high grades.
 - Likes reading for school, does the homework, participates in class.
 - Likes Language, Math and Art.
 - Doesn't like Sports.
- **Assessing the risk in its implementation in classroom environments - factors that will increase /decrease the effectiveness of the current technique** This technique includes descriptions that students can relate to and also drawing, which is a fun activity and an important part of everyday school life. Moreover, the discussion over their depictions can be really productive, as it can broach the issues of gender roles and stereotypes, regardless of how gendered they are.

However, its implementation in classroom environments can involve the possibility of associating the descriptions with race, ethnicity, religion or socioeconomic status. This may be sound risky but is also a proof that students' perceptions can be stereotyped and a great opportunity for discussing such burning issues.

- b) **Role- play.** This technique concerns pupils 7-12 years old (or older), as teachers' gendered practices have a direct impact on them and can influence their attitude, their participation in classroom and their future choices. Pupils can role-play and then discuss about how they felt in any situation.

Except for situations including teachers and students, pupils can role-play situations concerning only students, which may be more relatable to them.

Examples of role-play situations with students:

- A girl who is criticized by her female classmates, because she has poor handwriting and messy homework.
 - A boy who believes that boys are better at Math than girls and doesn't want to work with girls in Math group projects.
- **Assessing the risk in its implementation in classroom environments - factors that will increase /decrease the effectiveness of the current technique.** Implementing this technique in classroom environments can be risky, as many students don't feel comfortable in role playing and are skeptical about it. Moreover, role playing may not go according to the plan or it may not work in the same way for all the student groups.

However, it is a fun activity that allows students to work as a team, get to know each other better and

discover things not only about their classmates but also about themselves. It is important though, that students engage in different roleplay situations and groups, so as to practice and familiarize with this technique

5.2.7 . Guideline - module 7

a) Case studies in the classroom. Select a case. It can be any of the following (Indiana University Teaching Handbook, 2005): finished cases based on facts; these are useful for purposes of analysis; unfinished open-ended cases; where the results are not clear yet, so the student must predict, make suggestions, and conclusions; fictional cases that the teacher writes; the difficulty is in writing these cases so they reflect a real-world situation; original documents, such as the use of news articles, reports, data sets, ethnographies; an interesting case would be to provide two sides of a scenario.

✓ **Start the discussion by thinking about questions.** Think about ways to start the discussion such as using a hypothetical example or employing the background knowledge of your students.

✓ **Prepare the students.** Students should be requested to think about the following questions:

- What is the problem or decision?
- Who is the key decision-maker?
- Who are the other people involved?
- What caused the problem?
- What are some underlying assumptions or objectives?
- What decision needs to be made?
- Are there alternative responses?

✓ **Determine basic rules with the students.** Students should:

- Carefully listen to the discussion, but do not wait too long to participate.
- Collaboration and respect should always be present.

- Provide value-added comments, suggestions, or questions. Strive to think of the class objective by keeping the discussion going toward constructive inquiry and solutions.

b) **Gamification** Adding a game to the lesson plan shouldn't be viewed as a less valuable use of time, or as the only way to keep students engaged. The frequency of games and the type of games created is dependent upon your classroom and the best ways to engage your specific group of students.

Before gamifying the classroom, teachers should consider 3 aspects:

1. **Make Practice the Goal:** It's important to emphasize the practice of the game, and not the winning. The smaller achievements like badges and the chance to improve a score can help to foster motivation to continue, rather than quit if they aren't successful right away.
2. **Set the Bar:** Have students set goals for themselves and keep track of their successes. Not only does this keep them on track, but also gives you an idea of how motivated they are to succeed in conquering the game's concepts.
3. **Show Visible Progress:** Video games usually give the player a visual of their progress, whether it's a bar that indicates their skill level or simply how many points they've earned. Having this visible progress can give students a little extra motivation to reach a goal or achieve a certain amount of success in the game.

Examples that can be used in a classroom:

- **Classroom quizzes: Kahoot.** Kahoot allows you to create a multiple choice quiz through a quick website link share. This allows for students to use their phones in a productive manner, participating in selecting or typing their answers to in-class quizzes in real-time. Kahoot is one of the most straightforward and interactive examples of gamification motivating people in the classroom.
- **Google apps: Google's Read Along.** Another app-based learning game is "Read Along" by Google. The app uses Google's voice technology to encourage kids to read and follow along with stories. It

has great reviews and is used around the world. The only drawback at the moment is it only being compatible with Android at the moment.

- **E-Learning Platforms:** Archy Learning. Archy Learning is a simple gamified eLearning platform. Teachers can cut and paste YouTube links and classroom notes into a learning pathway. Where it gets really fun is with the addition of gamification strategy in the form of class quizzes, educational video games, mixed media exams, and awarded certificates upon completed courses for an all-around gamification learning experience.
- **Computer Games:** Minecraft - Education Edition. This game teaches students how to code through one of the most popular game formats in the world. If you're a teacher you already know a lot of your students love this game and the game mechanics that come with it.

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