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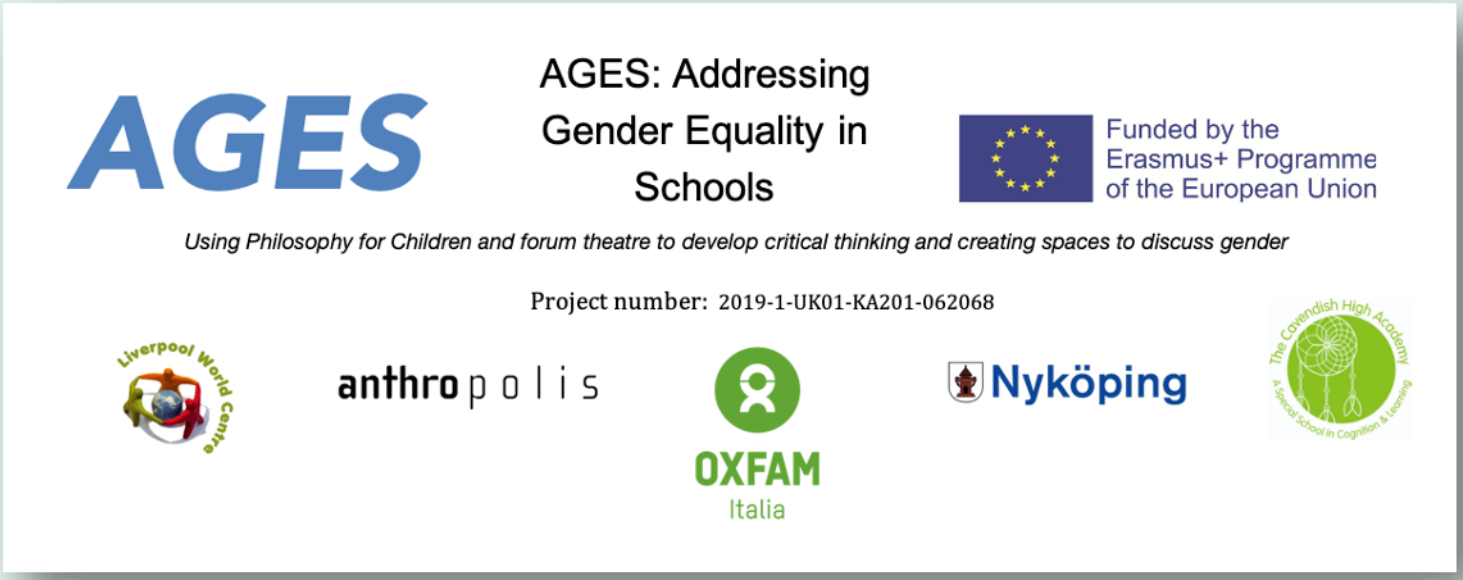
AGES - ADDRESSING GENDER EQUALITY IN SCHOOLS

IO2 Teacher's Guide

AGES TEACHER'S GUIDE



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About this Guide

The Guide introduces the method, preparation, activities and resources for the classroom teacher to tackle issues around gender. Importantly, this is for teachers to help create spaces for safe dialogue looking at gender discrimination and prejudices.
The guide is divided into 2 sections:

Section 1: Sets out some key points about exploring gender issues in schools and the wider context for this work, including the United Nations Sustainable Development Goals.

Section 2: Offers a mini-curriculum of six lesson plans and themes for teachers to take forward in schools. These incorporate the methods shared in the AGES project.

The is not a step by step guide, but rather designed to support training on gender issues. However, it should provide useful starting points and ideas.

About the AGES project

The AGES project (Addressing Gender Equality in Schools) is designed to support teachers with trainings and resources they need to engage children in creating safe spaces for dialogue around gender inequalities and gender discrimination. Partners from Hungary, Italy, Sweden and the UK shared their knowledge on the issue with each other and with teachers from the four countries to create an International network to support schools with methodologies and resources. Partners conducted studies on how 'gender' is dealt with at both country (governmental) and school level.

The methods we shared with around 400 teachers from the four countries were 'Philosophy for children' and 'Forum theatre' as techniques for supporting teachers to facilitate dialogic enquiry and to explore behaviour and social change.

AGES involved five partners from four countries: Anthropolis Association (HU), Oxfam Italy (IT), Östra scolan (SW), Liverpool World Centre and Cavendish High Academy (UK)

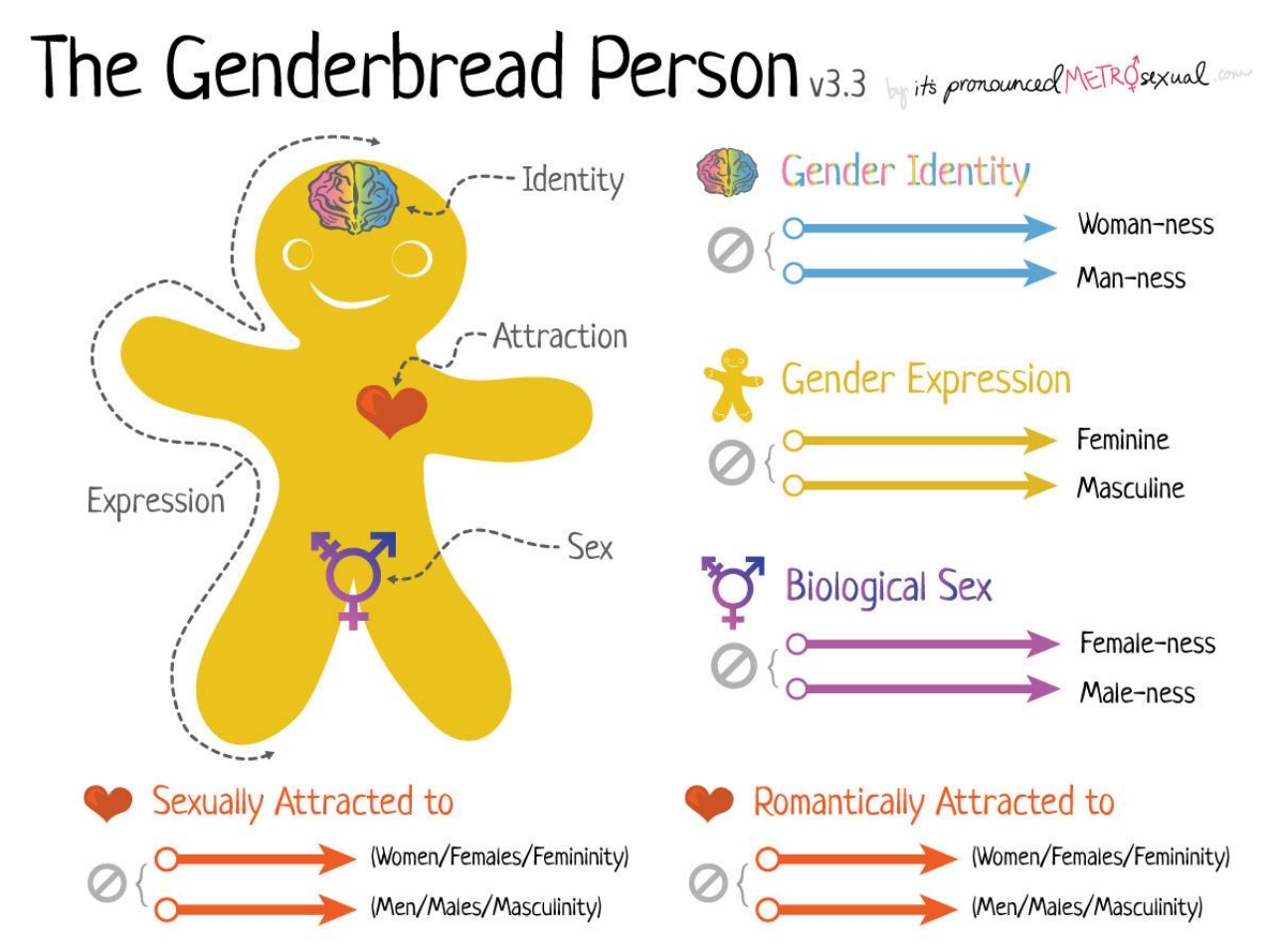
SECTION 1

Chapter 1. How to talk about Gender in Schools: Introduction to Gender

"It was the first time the students tackled this issue within their class"

(Hungarian Teacher on AGES project)

This chapter is a re-cap of the extensive work done by project partners from the UK, Hungary, Sweden and Italy published in the AGES-Review. It is important that schools address gender issues within the context of how it benefits society at large. Equality will help create respect between the genders, and create an active citizen base. It will help reduce family poverty through the education and economic empowerment of women, and therefore address the growing gap between rich and poor.
Gender is not the same as sex (biological characteristics of men and women) but is a socially constructed definition of men and women, therefore sex is something we are born with and gender is something we learn. Gender roles are often determined by culture, with both men and women taught appropriate norms and behaviour, reflecting society and relationships, which have been built up over thousands of years.



1. Gender Bread Person 3.3 - https://www.genderbread.org/

We know education about gender issues is important from conversations that occur in the classroom and on the playground. However, we want to start by looking at the global picture, and how discussing gender can contribute to a more sustainable future. So we start this chapter by looking at the United Nations (UN) Sustainable Development Goals. Then we provide a brief overview of what gender education is like in each country and the opportunities to discuss gender in the classroom.

Global and Sustainable Approaches

The UN document, Transforming our world: the 2030 Agenda for Sustainable Development (or the 'Sustainable Development Goals') aims for the development of all women in Goal 5: Achieve gender equality and empower all women and girls. They are universal. The focus of action for gender equality is contained a general statement calling for the end of discrimination: that is, the attitudes and practices that prevent women from having equality with men. Examples are: not allowing girls and women to have the same opportunities as boys and men, for example in education and work; laws that do not give the same rights to girls and women as boys and men, for example in health, in marriage, in work, and in the justice system; and cultural restrictions that do not allow women to make choices about their lives in the same way as men can, for example, over sexual health and reproduction.

The targets in Goal 5 include ending violence against girls and women; ending practices that harm girls and women, such as female genital mutilation (FGM) and child, early or forced marriage; recognising the work that women do (domestic work and unpaid care) and encouraging more sharing of those roles so that women are freed from a life of unpaid work, dependency and even servitude; supporting women to participate in society, and encouraging them to have a voice and take action; and providing health and reproductive services, so that women have more choice, and can live healthy and fulfilling lives.

Technology and Government policies are vital in helping bring about these changes for girls and women, as is education, which is the focus of Sustainable Development Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. Education for girls not only opens opportunity for work and community participation through development of literacy and other skills, but it brings about a change of attitude to female roles at family and local community level, and to the wider role of women in society.
However, within the Sustainable Development Goals, gender targets relate simply to girls and women. While girls and women may be referred to in the same context as the vulnerable, disabled, and exploited, there is no identification of other groups that are discriminated due to gender-related matters, such as transgender. It is also important for the European teacher and student to remember that although there have been great advances for gender equality in Europe over the last century, and some of the Sustainable Development Goal text may read as irrelevant to European democratic countries, there are still many issues relating to gender equality which need to be addressed within that continent, as much as in the rest of the world. An example is that inequality in the workplace may take a different form in countries, but it is still an issue worldwide.

Gender education in each country and opportunities for discussing gender in the classroom

We now provide a brief overview of what gender education is like in each country and the opportunities to discuss gender in the classroom.

Hungary

As in many countries, the teaching profession in Hungary is dominated by women, accounting for 82% of the country's teachers.

As for the EU, gender equality remains a key target, and being an EU member, Hungary should have gender equality in focus and follow EU policies on this field. The Foundational Law of Hungary (= practically the constitution) guarantees equality between women and men and equal rights to everyone without differentiating based on sex/gender and other protected categories, such as race, skin colour, disability, language, religion, political views, origin, wealth, family background.

The picture is different, if we look at the practice: In 2010 the Orbán regime came into power and gradually introduced a so-called "illiberal democracy", resulting in the overwhelming dominance of the ruling party. This ruling party, Fidesz has centralized but not improved public services, including education, has gradually diminished power checks and balances, and has solidified its political and financial power. This regime is part of a global rise in right-wing populist-nationalist political movements. Its leaders are actively trying to reinstate a social system in which women are subordinated to men and the achievements of the struggle for gender equality are reversed.

Gender equality is legislatively regulated in the CXXV/2003 'Act on Equal Treatment and the Promotion of Equal Opportunities', where gender is one of the protected characteristics. The equality of women and men, and access to fundamental rights

regardless of gender (among other categories) is declared in the Foundational Law of Hungary. Hungarian public education is regulated by the Act on National Public Education (CXC/2011). This document contains references to 'equal treatment' in general, but it does not refer to 'gender', 'gender equality' or 'equal opportunities'.

Apart from general gender equality legislation, Hungary is a hostile place in which to tackle gender inequality in education and other areas, at least on the level of policy-making. Gender equality as a 'core value' was included in the 2003 and 2007 versions of the National Core Curriculum, but not in the 2012 version. However, "familiarity with basic concepts of gender equality" was included among the 'key social and citizenship competences' in 2012. At the same time, 'education for family life' was included as a cross-curricular developmental goal, in line with the government's conservative family policies and agenda of returning to traditional gender roles and schemes of social organisation.

The Introduction of the Frame Curricula for primary and secondary schools introduced in 2012-2013 lacks any reference to gender equality. Social justice, discrimination, minorities, social and personal responsibility, supporting disadvantaged groups and social diversity are only referred to in very general terms. Gender-based discrimination and redress are not mentioned, and neither are gender stereotypes, domestic violence or school-based violence. Gender and women as a subject of study is minimal or completely lacking in most subject frame curricula, and the few instances where gender or related terms were originally included (specifically in the subjects Biology and Family Life Education) were erased by a Ministerial Decree introduced in 2017. This Decree is characteristic of the increasingly autocratic government, which has declared a discursive and institutional war on gender equality and gender studies. It aims to reinforce traditional heteronormative gender roles and family models and eradicate the visibility of gender and sexual diversity, the notion of gender as a socially constructed category and axis of inequality, and women's advancement in the public sphere.

Gender is most present in the frame curricula for primary school subjects Biology and Family Life Education, although in a clearly essentialist, reductionist and dichotomising way. In the Biology curriculum male and female (always in that order) behaviours, characteristics and sexual, intimate and social activities are framed as strictly biologically determined and clearly divided along a binary. Gender is reduced to 'gender roles', sexuality is primarily reproductive, diversity is not mentioned, and the ultimate role of womanhood is defined as reproduction and motherhood. The text implies an anti-abortionist stance through equating female sexuality with child rearing and prescribing a discussion of the dangers of abortion.

Family Life Education is a cross-curricular subject introduced in 2012, which is to be integrated into other school subjects throughout compulsory education. The following quote from its introduction is the essence of not only the whole text of the curriculum but also of the current governmental approach to gender and sexuality in education. Note the confusion of terms referring to sex and gender, the age-inappropriate and heteronormative positioning of marriage as the only desirable type of intimate relationship, and the complete invisibility of non-heterosexual sexuality and LGBTQI people. The sentence referring to genetic sex is repeated many times throughout the curriculum. It may be 'just' confused terminology meaning 'biological sex', but in a country with a fascist past and current political ideology trying to suppress and eliminate

'otherness' it is hard to avoid the association to eugenics, that is, the control over and cultivation of desirable heritable characteristics.

"[Family life education] aims to assist pupils from an early age in strengthening their sex/gender identity in accordance with their genetic sex, in learning about the fundamental differences between the sexes (sexual characteristics, brain functioning, communication, etc.), in the deconstruction of harmful stereotypes regarding male/father and female/mother roles, in the positive experiencing of biological, emotional and psychological changes during puberty, and in developing a fertility-conscious attitude, where the child appears as a gift. It aims to contribute to the success of partner seeking and partner choice. It is important that pupils learn about the forms of male-female relationships and the possibility of happiness/disillusionment that can be experienced in them, and that they develop a family-friendly perspective. They should become sufficiently prepared for mature, responsible, balanced, healthy sexuality based on a harmonious, happy committed relationship (marriage). In addition, they should acquire the knowledge necessary for a healthy sexual life. As a result of learning about the beauty of human conception and foetal development, they should understand that human life is a treasure from conception till natural death."

Italy

In Italy, talking about gender equality education in schools is a relatively recent fact. Until a few years ago, there were no uniform policies and legislative indications in the national territory to implement forms of gender equality education starting from school (Eurydice, 2010). At a first reading of the data, gender equality in schools exists: female teachers are the vast majority of the teaching staff, up to 99% in pre-schools. (Biemmi, 2010; Guerrini, 2017). The Italian Constitution guarantees everyone the right to education without discrimination on the basis of gender, ethnicity, or religion, but a deeper analysis reveals contradictions in both the widespread culture and the school dimension, which are the result of gender stereotypes that are now consolidated in our culture.

Educational segregation, for example, is a concrete manifestation of this. The fact that boys and girls choose different paths according to gender, predominantly humanistic and nursing for girls and technical-scientific for boys, raises a reflection on the causes. How much is natural in their choices and how much is the result of social influences, of sedimented cultural models that lead us to consider one gender more suitable for doing a certain job? The question remains complex, since there is no research that points to an innate biological difference that predisposes one towards certain activities, it seems increasingly evident that the culture in which we are immersed and the socialisation that takes place unconsciously for each individual from birth, play a crucial role in the development of gender identity and in the assumption of roles, principles and behaviour.

The problem of the under-representation of women in scientific disciplines has been known for some time now, partly due to the historical exclusion of women in a sector considered to be a male prerogative precisely because, in the past, only men were considered to be endowed with the rationality needed to work in this field (Fox Keller, 1987; Lolli, 2000). Today, there are many initiatives to promote the presence of women in technical scientific disciplines, definitely fewer or rather almost non-existent initiatives to promote the presence of men in the fields of education and care, especially in early childhood, from which they are basically absent.

Today more than ever, the goal of gender equality appears to be a priority in all areas of social life, as underlined by the 2030 Agenda for Sustainable Development (https://asvis.it/l-a¬genda-2030-dell-onu-for-sustainable-development/), in particular in goals 4 (Quality Education) and 5 (Gender Equality). Talking about gender or gender discrimination, immediately brings to mind the marginalisation of women in many social and professional sectors, present today and even more strongly in the past, but we must not forget the masculine, the conditioning that sees men tied to roles of power, leadership, strength that negatively influence their lives and their professional and life choices. The myth of the strong, rational man who does not cry negatively affects the growth of the new generations: boys may feel inadequate, different or wrong to make certain choices and feel certain emotions.

As Connell (2006) wrote, gender is not something predefined a priori but something that is continuously created through the relationships between men and women. Achieving gender equality still remains a goal to be accomplished in Europe both in the socio-economic sphere and in relationships, especially with regard to gender discrimination and violence. In particular, the latest data at European level on gender equality show a clear improvement with regard to the status of women, but also how much still needs to be done to effectively achieve equality.

According to the latest Global Gender Gap data referring to 2020 (http://www3.weforum.org/docs/ WEF_GGGR_2020.pdf) out of 153 countries in the world, Italy is in 70th position and remains among the last countries in Europe, followed by Greece, Malta and Cyprus. Of the four indicators that give the final average position of the various countries (work and economic participation, health, education and political participation), the worst one for Italy is precisely work and economic participation: for this indicator, Italy would be in 118th position! This means that female unemployment is much higher than male unemployment, women, proportionally more than men, have precarious, part-time and underpaid jobs. According to statistical forecasts, following this trend, it will take 257 years to close the gender gap in employment.

As far as gender-based violence is concerned, the latest UN data (2019) reveal that 35% of women in the world between the ages of 16 and 70 have experienced physical or sexual violence at least once in their lives. In Italy, the percentage drops to 31.5 per cent, while in Europe, 62 million women have suffered and reported physical and/or sexual violence since adolescence, approximately one in three women, without considering all forms of unreported violence. Considering the complexity and the multiple elements that come into play in phenomena of this kind, it is not possible to outline cause and effect relationships. However, educating males and females from an early age to know how to recognise and manage their emotions, to know how to accept defeat, loss and abandonment will certainly be useful for them to face future adversities that may occur in a conscious and respectful manner.

The new generations are particularly at risk from stereotypes and gender inequalities that condition their daily lives. It is enough to think of the games, advertisements, colours and activities intended for them that go to form an imaginary where gender roles and behaviours implemented every day, put male figures at the centre as the protagonists of public, social and professional life while female figures remain mainly dedicated to childcare and home care, relegated to subordinate positions (Ulivie¬ri, 1995, 2007; Priulla, 2013; Lopez, 2017). From the earliest years of life there is a precisely gendered

socialisation, that is, a set of practices that acts on the construction of a culture oriented towards the reiteration of stereotypes and representations of the feminine and masculine.

The acquisition of behavioural models for boys and girls already takes place in early childhood informally in the family context and then in formal education in the kindergarten and pre-school, through encouragement and the proposal of games, colours, materials... For this reason, it is important for schools to be able to propose activities, teaching materials, games and books that guarantee equal opportunities for boys and girls to express themselves.

In particular, the stereotyping of colours is evident in little girls, for whom the colour pink has become an 'identity marker' (Lorenzini, 2017). It is since the 1950s that a kind of 'colour assignment' has taken place from birth: from the bow, that announces the birth, to the colour of bedrooms, toys and clothes. Recent research has confirmed how the attribution of the colour pink and blue to the female and male is relatively recent, and how today, unlike fifty years ago, the division of objects and colour according to gender is much more pronounced (Zuckerman, 2017).

The same school curricula and textbooks, as some research has shown (Biemmi 2017, Guerrini, 2017) are imbued with an apparently neutral but in reality strongly masculine culture that either ignores the female gender or relegates it to marginal and subordinate roles and professions compared to the male one. Both reading books, as Biemmi's (2017) research shows, and subject books, as Guerrini's (2017) research highlights, present mostly male protagonists, engaged in many and varied activities, while female figures are mostly relegated to domestic, closed spaces, engaged in caring activities.
Not even history, geography and science are immune from presenting stereotyped images: peoples are described only in masculine terms and only men's activities are considered.
Often, the few female figures who have distinguished themselves in a predominantly male field are described as exceptions, as if the two spheres, family and professional, were irreconcilable for a woman.

Even the issue of language, both in the school and social-institutional spheres and in everyday life, opens up a complex and controversial question, on the one hand supported by authoritative research conducted by expert linguists (Sabatini, 1987; Violi, 1986; Sapegno, 2010; Robustelli, 2014) that claim the need for a language attentive to gender difference that does not include in the neuter masculine for all also the feminine gender, on the other hand the difficulties and resistance of the population in "changing a language" and thus continuing to use the masculine for all, especially in some professions and institutional positions (such as engineer, lawyer, doctor, architect, mayor, minister...).
Even the National Guidelines (Miur, 2016), "Educating for respect: for gender equality, prevention of gender-based violence and all forms of discrimination", issued to clarify the meaning and objectives of gender equality education, emphasise the importance and need for inclusive and gender-sensitive language starting from school.

In addition to textbooks and teaching resources, what characterises the teaching-learning processes at school is precisely the teacher-class educational relationship. It is as if two curricula acted simultaneously in the school: the hidden or implicit one and the explicit and evident one (Mapelli, Tarizzo, De Marchi, 2001). While the explicit one is represented by the teaching contents-programmes and is clear to everyone, the implicit one is very difficult to perceive and understand: it is in fact "all those expectations, principles and values of/of teachers, families, and everything that passes in the teacher's educational

relationship with the class, through verbal and non-verbal language" (Mapelli, Tarizzo, p. 205).

Therefore, once again, the role of the teaching staff in implementing forms of education for gender equality emerges as a priority and strategic one, and consequently it must be carefully trained and aware of everything that goes into the educational relationship from its way of being and teaching. We need to start thinking of education as an education for differences and the plurality of these differences, not simply between 'male' and 'female'. Education for gender equality is not meant to be an additional form of education or discipline to be added to the curriculum, but should become a forma mentis of teachers, a way of relating to classes and working that always takes the gender dimension into account.

In Italy, there is still a lack of awareness at various levels (family, school and political-legislative) of the gender discrimination that we live with on a daily basis (in language, advertising, domestic and professional roles) and that continues to influence the choices and way of being of future generations.

Sweden

The current Swedish Social democratic government refer to itself as a feminist government. Sweden has the first feminist government in the world. This means that gender equality is central to the Government's priorities – in decision-making and resource allocation. A feminist government ensures that a gender equality perspective is brought into policy-making on a broad front, both nationally and internationally. Women and men must have the same power to shape society and their own lives. This is a human right and a matter of democracy and justice[1].

The Swedish partner of the AGE project is working with the gender equality every day and in every class and with every group of children from the day they start in school. The curriculum for compulsory school states that all schools should actively and consciously further equal rights and opportunities for women and men and counteract traditional gender norms. It also specifies that education and teaching should not split children and students based on gender[2].

Furthermore the Swedish curriculum states:

"The inviolability of human life, individual freedom and integrity, the equal value of all people, equality between women and men, and solidarity between people are the values that the school should represent and impart.
No one should be subjected to discrimination on the grounds of gender, ethnic affiliation, religion or other belief system, transgender identity or its expression, sexual orientation, age or functional impairment or other degrading treatment. All such tendencies should be actively combated. Xenophobia and intolerance must be confronted with knowledge, open discussion and active measures."

[1] https://www.government.se/government-policy/feminist-foreign-policy/
[2] https://www.government.se/490563/contentassets/efcc5a15ef154522a872d8e46ad69148/gender-equality-policy-in-sweden2

The school should actively and consciously promote the equal rights and opportunities of pupils, regardless of gender. The school also has a responsibility to combat gender patterns that limit the pupils' learning, choices and development. How the school organizes education, how pupils are treated and what demands, and expectations are made of them all contribute to shaping their perceptions of what is female and what is male. The school should therefore organize education so that pupils meet and work together, and test and develop their abilities and interests, with the same opportunities and on equal terms, regardless of gender.

In the Swedish Curriculum gender equality is highly emphasized and as an educator you are obliged to include gender perspectives in your everyday school work. Moreover, 'Agenda 2030' Goal number 5 stresses the importance of gender equality nationally as well as globally. This is also something Swedish schools should implement.
There is a long history of gender and sex education in Sweden. Compulsory sex education was introduced in Swedish schools in 1955. Since 2011 have terms such as sexuality, relationships, gender, gender equality and norms been included in several of the courses and subject syllabuses for compulsory and upper secondary school and adult education. This means that the responsibility for including sex education within the scope of multiple courses and subjects falls on several teachers. As it is stated on The Swedish Board of Education's homepage:

"Sex education can address several different perspectives that together provide the pupils with a complete picture of what human sexuality and relationships may involve. This can involve anything from a historic perspective on human sexuality and relationships, how different religions approach these issues, what we can learn from literary descriptions and how norms relating to gender and sexuality manifest in advertising, to what legislation governing relationships there is in Sweden today" [3]

United Kingdom

In 2018, the UK is celebrating the fact that 100 years ago some women – albeit a small section of the entire population of women - were given the right to vote in national elections (franchise). This came after decades of arguments by different groups of women: by women educators, that women were educated enough to vote, they had the capacity to make rational decisions, and so were capable of voting sensibly; by women taking on men's roles in wartime that they should be trusted with a vote; and by women who earned money and paid taxes, that they had the right to vote on how their taxes were spent - the government should not take money, and then deny those rights. Through persuasion, and at times protest, women gained their vote in Britain and Ireland. By 1928, all women over 21 were enfranchised, along with men.
Around the world, there are many women who do not have either this right, or other rights that many take for granted, for example, to education, or to own land or property independently.
However, although women have the right to vote in the UK, some women do not exercise their right. This may be through apathy, but it may also be through cultural and family pressure or expectations that prevent them taking such a role. Even if they do vote, many women are not encouraged or supported to be involved in decision-making, either at a local or national level of society. At work, women in the UK may lag behind men on pay and are deterred from positions with significant decision-making responsibility, and may

[3] https://www.skolverket.se/download/18.6bfaca41169863e6a65bd27/1553966490106/pdf3580.pdf

be subject to attitudes that perpetuate stereotypes about women and their place in society.
The work that schools and other organisations are doing around ' Gender' is more clearly linked to the new statutory Relationships Sex Education framework that has had to be delivered in schools since 2019. This framework for Primary and Secondary schools supports the teaching around gender issues as part of conversations around healthy relationships. There has been an ambition that young people would receive more teaching to enable them to understand' the nature and prevalence of sexual harassment and abuse experienced and perpetuated by young people', as well as other sensitive areas that young people need time to explore and discuss. Poll evidence suggests that schools are still finding it hard to deliver high quality learning experiences around this issue. It has been hoped too that young people would be supported to discuss more about the attitudes and behaviour of men and boys towards women and girls as well as about power imbalances in relationships. Many schools do not give young people the opportunity to ask questions and get answers and this is to the detriment of really exploring relationship education and related gender issues.

There is also evidence that many young people want opportunities to talk and learn about Gender Identity and information relevant to people who are trans and non-binary. There is a growing need for teachers and schools to feel more able and confident to support discussions around these issues and where classroom practice is good this is integrated into a number of subject areas such as English and Drama.

Challenges

- Lack of appropriate staff training [and consequent lack of teacher confidence]
- Lack of parental engagement in the teaching of RSE and associated gender issues [especially trying to get Dads and male carers involved]
- Legacy issues linked to Covid and the lack of RSE during Covid lockdowns.
- Developing better RSE [and related Gender discussions] will help make a difference to the physical and mental health of children and young people.

Opportunities

- RSE is now statutory and gives opportunities for work relating to this to be given a higher priority
- Teachers understand the need for high quality training and want to have support and time to be better trained.

Chapter 2. Using dialogic approaches in gender education: Philosophy for Children

"if we need to talk about [gender and other rights], it means that we are still not a society that bases its priorities on the rights of all"

(Italian Teacher on AGES project)

In the Review accompanying this guide, we provided some explanation of dialogic approaches and methods these have inspired, including Philosophy for Children (P4C). This Teachers' Guide explores P4C and the way it is structured in more depth. It also draws on activities and examples from the AGES project to show how it can be applied to explore gender issues in schools.

Philosophy for Children: Origins

Philosophy for Children (P4C) is now well established in many parts of the UK and indeed in over 60 countries worldwide. In the UK, P4C is promoted through the Society for the Advancement of Philosophical Enquiry and Reflection in Education (SAPERE). The approach is strongly influenced by Lipman's 'Philosophy for Children' programme (e.g. Lipman, Sharp and Oscanyon, 1980) and the subsequent work of Robert Fisher in the United Kingdom. Lipman's programme aimed to encourage children to become more reasonable thinkers and wiser decision makers.

A key element in this process is the emphasis on developing a community approach to 'enquiry' in the classroom that enables children to construct a more considered understanding of the subject material than would be possible through a more traditional individual learning approach. In the Review accompanying this guide, this was explained in terms of the 4 C's of P4C. - caring, critical, creative and collaborative

In general, P4C involves pupils and their teacher sharing a short story, picture, poem, object, or some other stimulus. The children then take time to think of their own questions. These are then discussed briefly before one is selected for more extensive discussion. Haynes (2002) summarized the process of a routine classroom philosophical enquiry in terms of nine steps as follows:

1. Getting started—begin with a relaxation exercise, agree rules of interaction
2. Sharing a stimulus to prompt enquiry
3. Pause for thought
4. Questioning—the pupils think of interesting or puzzling questions;
5. Connections—making links between the questions;
6. Choosing a question to begin an enquiry;
7. Building on each other's ideas—during which the teacher has to strike a balance between encouraging the children to follow on from each other's ideas and allowing related lines of enquiry to open up;
8. Recording the discussion—e.g. by graphic mapping;

9. Review and closure—summarizing, reflecting on the process itself, whether minds were changed, etc.

Pupils are supported to express their opinions and listen to others and are guided through key principles such as: there may be more than one right answer, facts or opinions need to be backed-up with evidence, it is okay to change your mind after listening to what someone else says. Sessions are conducted in a circle to emphasize that everyone is an equal participant and usually start with "community-building" activities to help create trust and co-operation.

The process of P4C is illustrated below through examples of activities

Philosophy for Children: Activities and Process

P4C has obvious relevance to gender education and is increasingly seen as an effective methodology for developing a greater understanding and positive regard for diversity and difference. For this particular project, the method of enquiry was used to assist conversations around, but not exclusive to, gender.

1.**Getting started** – this can include ice-breakers, energisers or 'warm ups' or 'warm downs'. As suggested for Forum Theatre below, and depending on the group, it may be necessary to encourage focus and stillness rather than energy. The activity below is a good example.

Stand up/sit down – the group are seated or standing in a circle and have to stand (or sit) one by one without speaking. If two or more people stand or sit at the same time then everyone has to sit (or stand) and start again until the group can move to standing or sitting one by one.

There are many more 'getting started' activities available online, including thinking games, and it is worth spending time on this step in the early stage of using P4C. This **resource** is ideal

2.Sharing a stimulus to prompt enquiry - **a stimulus can be an image, story, poem, object, film clip, music, quote, dialogue, news story…..anything you think might stimulate interesting questions for dialogue. The image below from a UK government campaign which provoked criticism could stimulate interesting questions about gender** roles. More stimuli ideas for gender are offered in Lesson 1 in Section 2 of this guide below

3.Pause for thought – this is an opportunity for the group to reflect on the stimulus individually and/or in pairs/small groups

4.Questioning—the pupils think of interesting or puzzling questions – to begin with these can be any questions, but as the group becomes more experienced the aim is to encourage questions for dialogue and enquiry which are sufficiently open to different perspectives, or may have more than one right answer and can promote deeper thinking. The following question 'stems' offer examples of what questions relevant to gender might look like:

What is…… ……..(eg, what is identity?)
What makes……(eg, what makes you a girl?)
Would you be …… (eg Would you be the same person if you had a different name?)
How do we know what … …(eg How do we know what gender is?)
What if ……....(eg What if boys were always dressed in pink and girls in blue?)
Is it possible ……(eg Is it possible to be normal and different at the same time?)
Can we …… ..(eg Can we ever know another person completely?)
Why do we say … ……(eg Why do we say 'seeing is believing'?)

Then..
When ……(eg When is hope a bad thing?)
Who ……..(eg Who decides what art is?)
Always or never……(eg Should we always tell the truth?)

Note – good questions often involve a 'big idea' or concept, eg, Identity, difference, knowledge, belief, truth…..

5.Connections—making links between the questions – this links to 6 below as you will want the group to make connections between questions (and rule out questions which are too similar) in the process of choosing a question for enquiry

6.Choosing a question to begin an enquiry – the group votes to choose the question for enquiry that the majority finds the most interesting. Voting can be as simple as hands up or 'vote with your feet', whereby the group moves to the question that interests them the most, to more complex voting systems such as allowing group members to vote more than once

The Enquiry

At this stage – or at the beginning of the process – the group should be seated in a circle and it is a good idea to agree some 'ground rules' for the enquiry. These will need to be appropriate to the age level and other needs of the group, but are likely to include careful listening and respect for each other, and responsibility for contributing, as well as the right to not speak. It might be helpful to refer back to the 4 C's.

The enquiry begins with 'first words' from the person or group whose question was chosen. This can simply be the reason they found the question interesting or an initial view or response they want to share.

7. Building on each other's ideas — during which the teacher/facilitator has to strike a balance between encouraging the children to follow on from each other's ideas and allowing related lines of enquiry to open up. Prompt questions to be used by the facilitator might include:

- Can you tell me more?
- Can you say why?
- So… [repeat the question]?
- Can you give me an example?
- What does X mean?
- Why is that important?

Jason Buckley, The Philosophy Man, talks about being the **Enquiry Chauffeur**

8. Recording the discussion—e.g. by graphic mapping. Not essential, but useful to refer back to and reflect on the process in step 9 below.

9.Review and closure—summarizing, reflecting on the process itself, whether minds were changed, etc. The 'evaluation bricks' below can be placed around the room and the group invited to stand by those they agree with.

We created a question for enquiry.
We gave reasons for and explained our ideas
We respected each other's ideas
We discussed the concepts.
We gave examples to support our ideas
We gave everyone a chance to talk
We compared and grouped our questions
We recognised when we had made an assumption
I changed my thinking

Chapter 3. Theatre for Social Change in the classroom focusing on Gender

"In the Forum Theatre activity, we addressed various topics on gender equality. First we simulated gender walking: how women walk and how men walk. Both groups of boys and girls stereotyped the walk of men and women. It was interesting to see the boys and girls pretending to do the walk related to their gender, accentuating certain stereotypes."

(Italian Teacher on AGES project)

As the teacher in the AGES project above suggests, Forum Theatre (as a form of Theatre for Social Change (TfSC)), provided a technique to explore gender identities and perspectives on gender. In the Review accompanying this guide, brief explanation was provided about TfSC, its origins in the work of Augusto Boal and the two strands of TfSC used in the AGES project: Forum Theatre and Image Theatre. This guide builds on that explanation to provide more insight into the roles and process of Forum Theatre, and activities used in the project which educators can take forward in their own context.

Roles and Process in Forum Theatre

Forum theatre looks at collectively creating a piece of theatre around an agreed theme. It is the responsibility of both actors and audience (Spec- actors) to explore issues of concern relevant to them. This can range from bullying and racism to peer pressure and drug/alcohol abuse.

To begin, Forum Theatre needs a facilitator and **Joker**; it may happen that the same person plays both roles. The facilitator is responsible for preparing the actors, choosing the theme and co-creating the play. The Joker facilitates the debate and the forum parts of Forum Theatre. The Joker is on the side of the protagonist and is helping the audience but never telling them what to do.

Once a stimulus is decided upon, participants create a piece of theatre exploring the problem. The play follows the story of one character, **"the protagonist",** whose journey and 'battle' with the problem and issues arising, the audience follows. The person they are battling is **"the antagonist" (or Oppressor)**. Finally, there is an observer/ bystander or neutral person, **"the Deuteragonist".** This person can either be invited into the story or can be replaced by audience members (Spect-actors) to create an ally for the protagonist. In the Review accompanying this guide, we suggested an example related to gender which explored the sense of vulnerability women can experience when using public transport and receiving unwelcome attention from stangers. A piece of theatre might be created using the stimulus below.

Once the play has been performed, it is then the audience's (Spect-actors') role to change the play for the better. The audience take turns discussing changes that could be made to the piece of theatre and what the protagonist could have done differently. Then audience members are asked to stand up on stage and show us what they believe should be done in situations in the play.

The purpose of forum theatre is to create a safe space to explore and address issues experienced or witnessed by people in their day to day lives. It allows groups to look at solutions to these problems. It encourages people to practice making positive and real change.

Like P4C, the methodology of Forum Theatre can be seen in terms of the following steps

1.Preparing the actors	- Getting to know each other - Building trust - Learning about power and oppression - Developing improvisation skills See ideas for game activities below
2.Preparing the play	
3.Rehearsal	
4.The performance	- The play - The debate - The forum
5.Stepping out of the role	

6) Evaluation and follow-up activities with the audience	

Preparation Games

A lot of these games are designed to promote attention, focus and self-regulation. You will need knowledge of your group to decide which is most appropriate.

Your name and an action

The group stands in a circle. A person enters the middle and gives their name and an action and returns to their position in the circle. The community then mirrors their actions. It's a way of letting people see each other without too much pressure.

ZIP ZAP BOING

In a circle the group pass a 'ball of energy' and make the following with sounds: 'Zip' when passing it to the next person in the circle; 'Zap' if passing it to someone who is not next to them, for example on the other side of the circle); 'Boing' if a person wants to reject the offer and raise their hands - the person offering the 'ball' then chooses someone else. The actions can become increasingly embellished and acted out to allow people to experiment with accepting and rejecting.

Grandmas footsteps

The group nominates one person to stand at the front with their back to the rest of the group. The group must try and tap the person from behind, but when the person (grandma) turns around the group must freeze and hold a position. If 'grandma' spots anyone moving, they must return to the back of the room and start again.

Keeper of the keys

The group sit in a circle of chairs with one person in the middle, blindfolded on a chair - this is the 'keeper' who has keys (or another item) at their feet. Another person is nominated to walk around the inside of the circle and return back to their own chair. Whilst doing this they may try and grab the 'keys' from the 'keeper'. At the same time, the keeper will try and listen to the footsteps of this person and point to where they believe they are. If the keeper points correctly, the person walking around must sit back down. The goal is for a person to go all around the circle and catch the keys without being caught.

A round of rhythm and movement

Person A is nominated detective and leaves the room or closes their eyes. Person B is nominated to make actions (the detective must not know who this person is). Person A, detective, then re-enters the room or opens their eyes. Person B makes an action and the group mirror that action, but everyone keeps their eyes directly in front of them. Person B keeps changing the rhythm and tries to see how many times they can change without being caught by the detective.

The following are activities for people to work in pairs. Pairs can be mixed up as you move through activities, but again you will need to judge levels of trust and comfort in your group.

1-2-3

In pairs, repeat the numbers 1, 2 and 3 back and forth until a pattern is created. Replace 1 and change with a sound and action, then repeat with 2 and 3. The goal is to see which pairs can do this the quickest and who can find a common rhythm with their partner.

Leading a partner

(Ensure groups are comfortable about physical touch and agree where is OK and where not). In pairs, assign 3 places of the body to give directions to, for example the top of the spine for 'forward', middle of the spine for 'stop', and the lower back for 'reverse'. Then add touching the shoulders to 'change directions'.

Pairs try moving each other and seeing what it's like to be led can they do this with or without their eyes closed
Pairs reflect whether or not it is easier to lead or be led

Then replace the touch for specific sounds (created by the pair) and see if all participants can ignore other noises and tune into their partner.

Mirroring

Pairs identify themselves as A and B. Both partners face each other and A starts by making an action and B mirrors it. This is a mirror reflection so don't worry about using the same right arm for example. Pairs try and use slow sustained movements and include facial expressions. Then swap. They can also try the activity with no lead partner and see what happens.

Sculpting, Image Theatre and games for creating a forum piece

Sculpting in pairs/groups

Sculpting or modelling is using a partner or partners to create images. Partners label themselves A and B. A thinks of an occupation, e.g. teacher, and B 'sculpts' themselves into a statue that represents that occupation or role. They start with the body and finishe with a facial expression to mirror. Ideally no talking.

This can be developed as an activity in groups and expanded to incorporate themes such as: a day in the park, what is climate change, oppression. Allow the community to choose some of the themes. If possible, allow for small groups to sculpt and observe each other's sculptures, so that they can offer analysi, questions and flectionsss – who is the protagonist? Who is oppressed? How can we tell?

Image Theatre

In the Review accompanying this guide we explained Image Theatre as using collectives of people to create large group stills or sculpture which express attitudes, emotions and abstract concepts, often focused around themes of oppression and power.

To create a piece of Image Theatre:

1. The group chooses a theme and 'title' for the image. To begin with, aim for simplicity and something that is easy to create as an easy image, for example 'a day at the seaside. However, as time goes on you can use more complex themes, including those related to gender

2. Invite participants to enter the image space and create a still image that represents the title.This is voluntary and the image ends when enough people have entered the space and created the image

3. Add a sound and repetitive motion to the image by inviting more people to enter the space and offer their sound and motion. The image is then frozen. Then invite a conductor, (or you can do this as the facilitator), who taps a person on the shoulder and that person begins their sound and movement until they are tapped on the shoulder again and asked to stop. Participants can also conduct each other

SECTION 2

Chapter 4: Creating a mini curriculum focusing on Gender

"We brought together themes in gender and education that were common to all project partners"

(Project partner)

We have a created a mini curriculum basis of 6 lessons. This was based on conversations between project partners throughout the meetings, trainings and discussions that took place between 2019-2022. The 6 key themes represent something that was common to all partner countries.

To begin with, Cavendish High Academy school in the UK, share their 'journey' in developing lesson plans of the 6 key themes. However, as each country context is so different, the curriculum is intended to be a guide for teachers to get ideas on how they may run it in their own country. Each partner has therefore taken one of the themes and created a lesson plan to support teachers in tackling the theme, using the project methodologies.

Italian Lessons plan: http://www.oxfamedu.it/ages/

Swedish Lesson plan: https://nykoping.se/barn-och-utbildning/skolan-i-varlden

Hungarian Lesson plan: http://anthropolis.hu/anthropolis/wp-content/uploads/2022/11/Hungarian-lessons.pdf

Our Journey: Cavendish High Academy

The Cavendish High Academy is a Secondary school for students with Special Educational Needs and Disabilities. (SEND) We have had the fantastic opportunity to take part in the Addressing Gender Equality in Schools project. Over the past three years we have developed lesson plans, resources and shared our experience with numerous students, parents and other professionals. Previous projects and opportunities have allowed us to address other inequalities our students face like the stigma and barriers due to societys' views of people with disabilities, but AGES has allowed us to transfer the idea of fairness and equality to gender. Our young people have the skills and insight to explore all aspects of gender within the classroom and with this will become advocates within society. We conducted initial research through questionnaires and embarked on a whole school topic which would be embedded into the curriculum. We have had the opportunity to gain additional skills, knowledge and expertise through collaboration with four European partners. The students at the Academy have been fully engaged and have been highly motivated within the lessons. This high level of engagement has supported them to gain knowledge and understanding of current issues when addressing gender equality and has provided ways for students to communicate their opinions and thoughts of changes that need to be made.

Our AGES journey began in 2019. Our main aim for the project was to raise the profile of females within our academic setting. This shifted slightly as the project progressed to address the ever changing social and cultural climate, and discrimination in relation to gender and gender identities becoming more complex. Feedback has informed us that teachers across Europe are ensuring equality, raising profiles and educating on different issues of gender, often with very little or no direction or training. Gender identity is a complex topic with over seventy-two identities and within UK classrooms teachers are beginning to support students to be open and feel fully supported in identifying and achieving in the gender they feel comfortable in.

The lesson plans and resources within this pack have been created to support teachers to allow open conversations, create dialogue and contribute towards students gaining a deeper understanding of gender. The lessons have been designed to allow autonomy for teachers to prioritise and deliver lessons in a way that supports their students' learning. The activities will support teachers to navigate complex gender topics through a cross curricular approach, following lesson plans and using pre-made resources. An importance has been placed on ensuring that students have the opportunity to understand limitations on education and employment, and the opportunities and barriers females face in all countries. The overall aim of providing opportunities to address such complex issues will support students to begin to have a deeper understanding of the complexities and barriers facing gender identity.

Barbie

Overview of Lesson Plans

Below, you can find an overview of the 6 key themes, followed by the full lesson plans developed by Cavendish High Academy. Links to lesson plans specific to the country contexts of each project partner are also provided alongside themes.

OVERVIEW OF LESSON PLANS

Curriculum Learning Objective:

Sustainable Development Goal 5: The goal is to achieve gender equality and empower all women and girls.

These lesson plans offer a creative way of developing knowledge, understanding and practical skills through a study of interconnected topics. Below are some examples of how this series of lessons can be used with a cross curricular approach.

English - Reading information, newspaper/ magazine articles, letter writing
Computing - Using internet to research different elements of the topic, kindles for reading, Ipads for photographs, social media campaigns,
History - Elizabeth I, childhood development, creation and manufacture of toys
Geography - Examining gender roles across the UK and the world
Citizenship - Looking at society norms and expectations Examining equality and inequality / Being a Global Citizen
Careers - Looking at different careers and gender assumptions Examining the pay gap, job opportunities, STEM
PSHE - Identification of gender, team work, mental health including self esteem, development of personal character
Mathematics - Sorting and classifying, pay scales and difference

Session outline - These lessons are prepared to be used in any order dependent on student knowledge and academic ability. Lesson 1 is a great way of baselining students' knowledge and understanding to establish in which order the following lessons can be adapted and delivered.
Lesson 1 - Aims to establish prior knowledge of Gender and examine your class views and utilise a range of multimedia to structure group discussions. The resources can be used as one large discussion session, record and generate questions asked or included or as a quick discussion point for small groups. Examining the concepts of gender identity, gender norms, gender equality and gender discrimination.
Extension - Create an alternative advertising campaign, billboard, rewrite a plot or change song lyrics to address one of the areas examined.

Lesson 2 - Gender norms are internalised through early life through cultural and social norms. This unit focuses on the students' childhood toys. Using the empowerment of Barbie, students will look at the influence of toys and create the future of Barbie. Can they design a Barbie which is aimed at girls and boys?
Extension: Widen the campaign, make a toy box, a display for the aisle in store, a full advertising campaign

Lesson 3 - Gender pay gap. Students will look at the impact of the gender pay gap through taking part in activities and receiving an unjustified wage. Insight topical debate and then write a letter to the boss informing them of why it is unfair. Giving students the experience of not being paid equally.
Extension: After the experience of the lesson students' give the following statistic. The UK's gender pay gap rose from 14.9% to 15.4% (Office for National Statistics, ONS, 2022) ask students to get the government's attention on the issue through a social media campaign, mock Facebook pages, Tweets, TikTok ideas. What is the slogan?

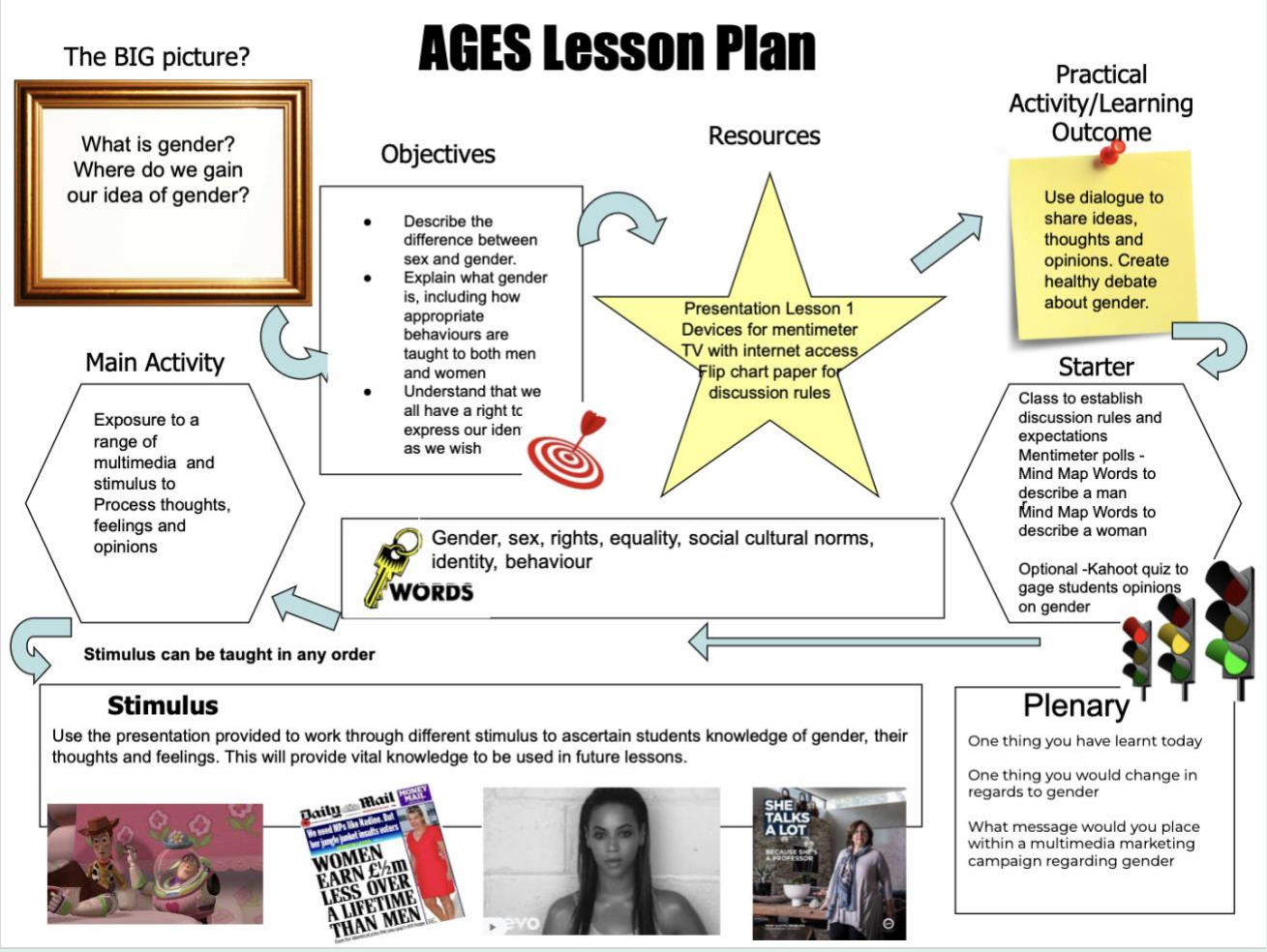
Lesson 4 - Historical context impacting our lives today. Using the stimulus of Elizabeth I and gingerbread men, students will get an opportunity to create a gingerbread person and address campaigns used by Starbucks. Students will then write to starbucks to give opinions regarding changes needed.
Extension: Research other major businesses and compare their campaigns and slogans. Do they show Gender Equality?

Lesson 5 - Students will revisit job roles this time expanding on previous knowledge by looking at what is a job for a woman or a job for a man. Highlighting the importance of education as a way of ensuring everyone has access to the same opportunities.
Extension - At the end of the session ask students to look at a job they had not previously considered for themselves. Complete https://nationalcareers.service.gov.uk/skills-assessment expand students horizons.

Lesson 6 - Students will look at the portrayal of women in films, role models. What do films portray as a woman, looking at a range of characters? What makes a good role model? Students will begin to think of how this impacts them within their lives.
Extension - Students create a role model poster, students could identify a female they felt has inspired them, raise the character's profile including skills, qualities and education and share with the class.

Lesson Plans 1 - 6

Lesson 1:	**Learning Outcomes:**
Lesson Objective: What is meant by gender identity? **Theme/driver of engagement:** Multimedia stimulus, discussion **Big Idea** – What is Gender? , explaining how gender and sex differ , looking at the development of gender roles and gender identity. **Big Idea** – Looking at how gender roles are socially constructed.	• Describe the difference between sex and gender. • Explain what gender is, including how appropriate behaviours are taught to both men and women • Reflect on how gender norms influence the lives and relationships of men and women. • Understand that we all have a right to express our identity as we wish



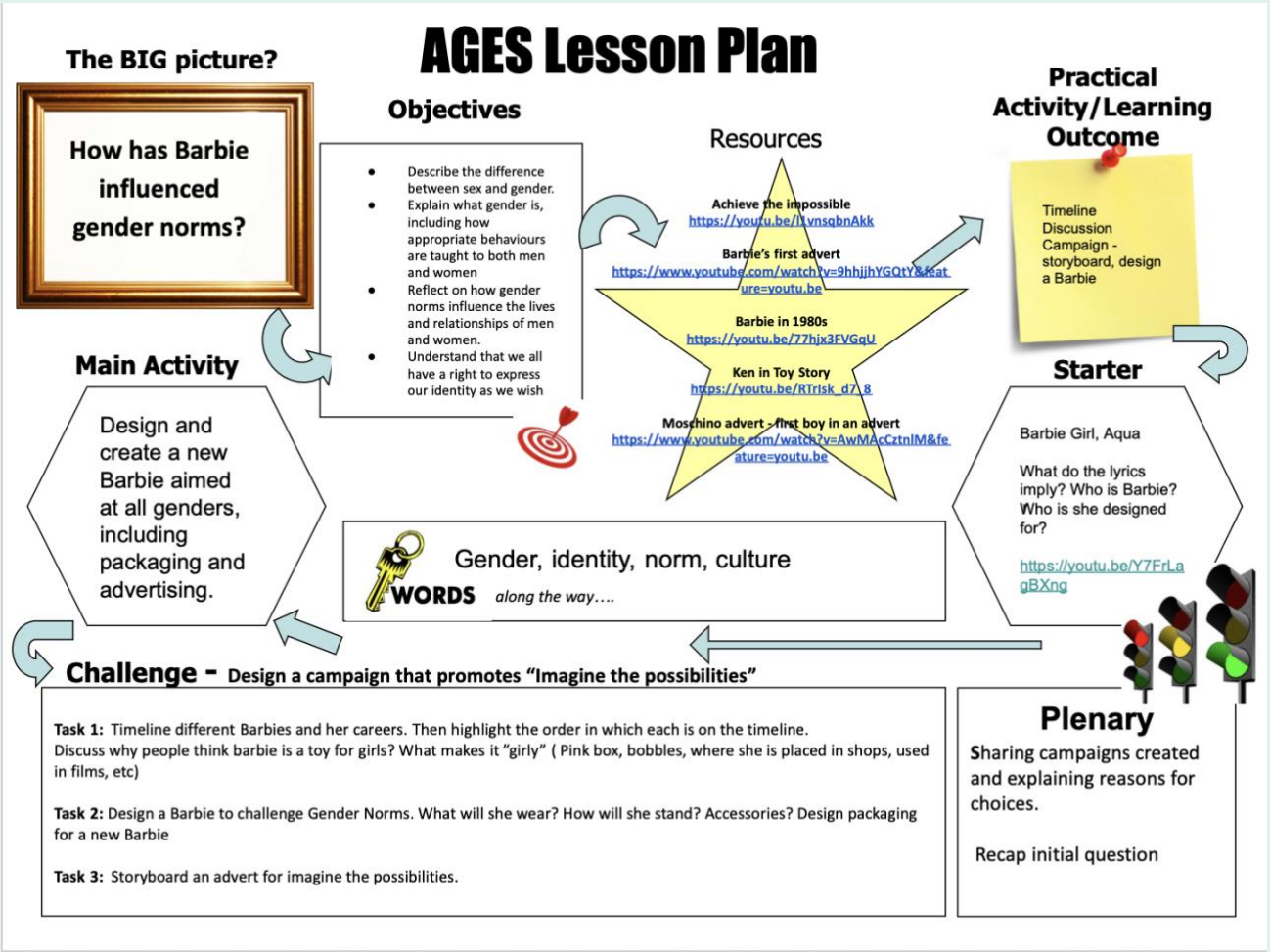
Lesson 2:

Lesson Objective: What is a gender norm and where does our idea of gender norms come from?
Theme/driver of engagement: Children's toys and the social and cultural role of Barbie
Big Idea – What is Gender? , explaining how gender and sex differ , looking at the development of gender roles and gender identity.

Big Idea – Looking at how gender roles are socially constructed.

Learning Outcomes:

- Describe the difference between sex and gender.
- Explain what gender is, including how appropriate behaviours are taught to both men and women
- Reflect on how gender norms influence the lives and relationships of men and women.
- Understand that we all have a right to express our identity as we wish



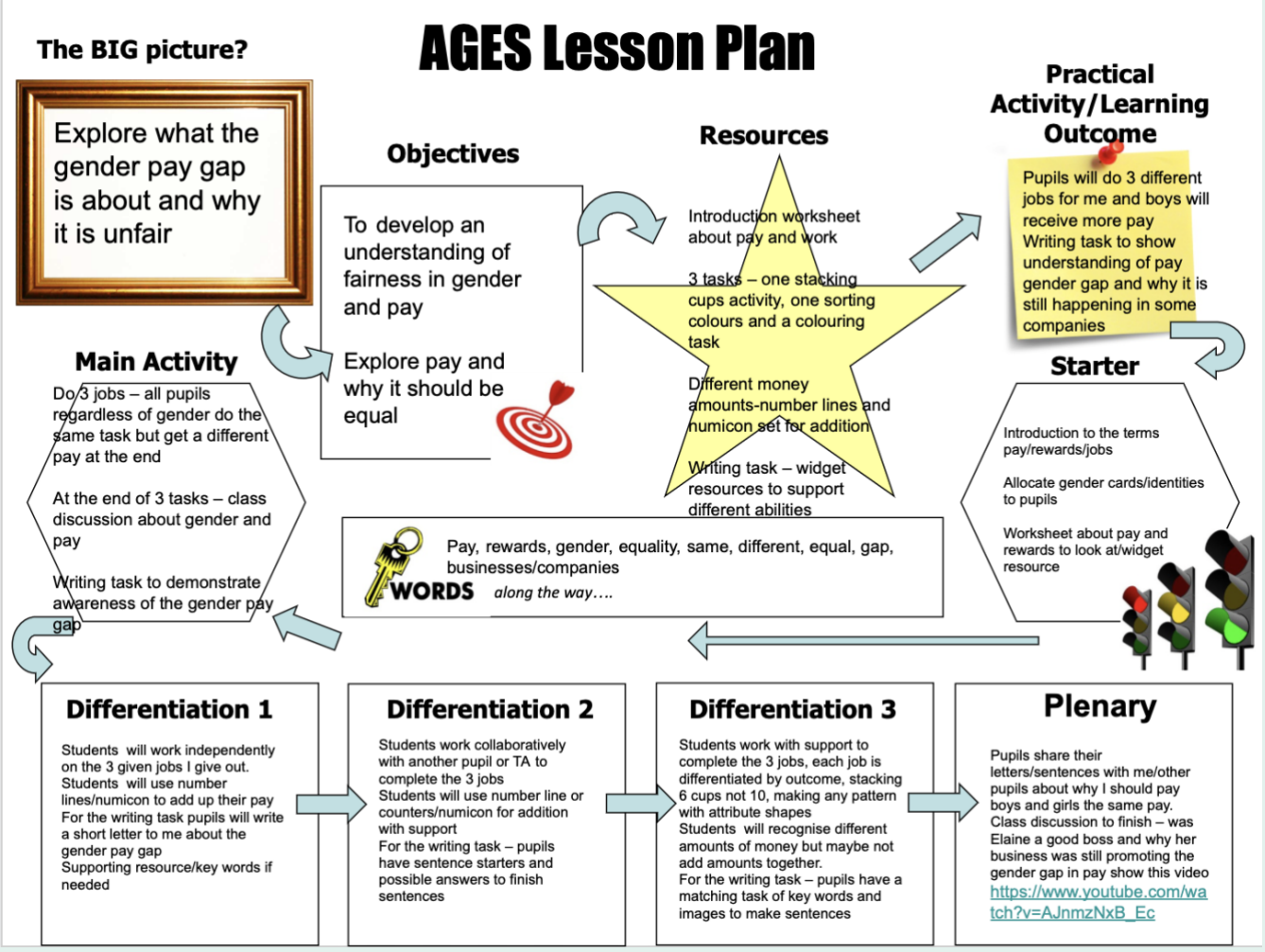
Lesson 3:

Theme/driver of engagement: Gender pay gap
Gender and Equality in the British Workplace
Lesson Objective: Students will define the gender pay gap, explore why pay inequality has emerged and consider the gender pay gap for their own futures.
Big Idea – Gender concepts – the idea of gender equality as a goal – highlight how gender inequality impacts , also the idea of gender equity – how women are helped to improve their position

Big Idea - Women and gender inequality- looking at how women are disadvantaged and its consequences

Learning Outcomes:

- To describe some of the inequalities that impact on women's lives
- To develop opinions about gender inequality in Britain and the rest of the world.
- To be able to empathise with women and start to imagine a world where gender inequality has limited or no impact on communities.



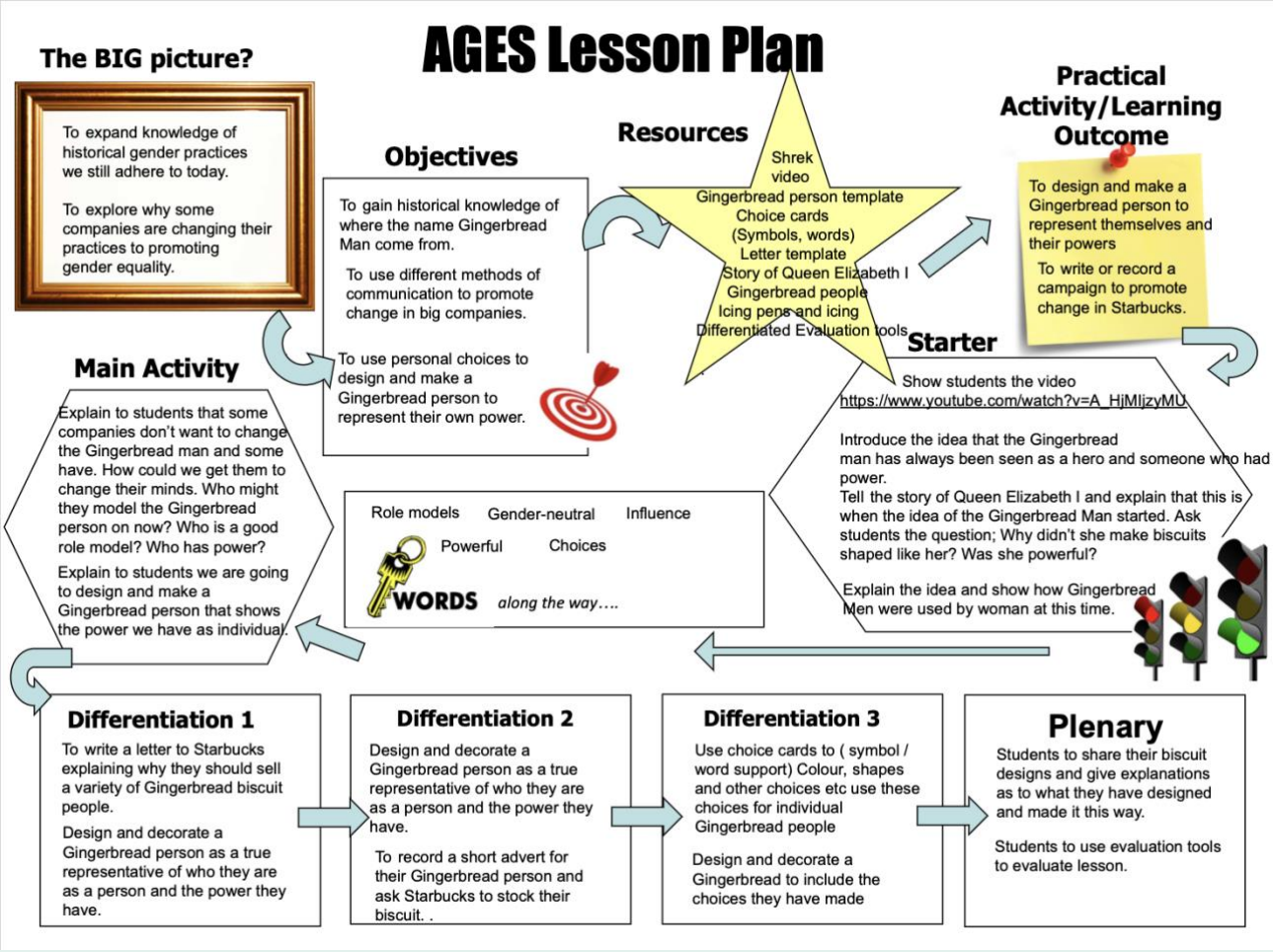
Lesson 4:

Lesson Objective: To use the gingerbread man as a stimulus to explore gender and address campaigns used by major companies to make sales.
Theme/driver of engagement: History and the Gingerbread person
Big Idea - Gender Equality – the goal for everyone to have equal opportunities, status, rights and equal access to resources and services. Linked to the need for the government to implement policies and strategies to support all people. Strengthen women's historical and social disadvantage .

Big Idea - The need for action to support the achievement of gender equality and empower

Learning Outcomes:

- To gain historical knowledge of where the name Gingerbread Man comes from.
- To use different methods of communication to promote change in big companies.
- To use personal choices to design and make a Gingerbread person to represent their own power.



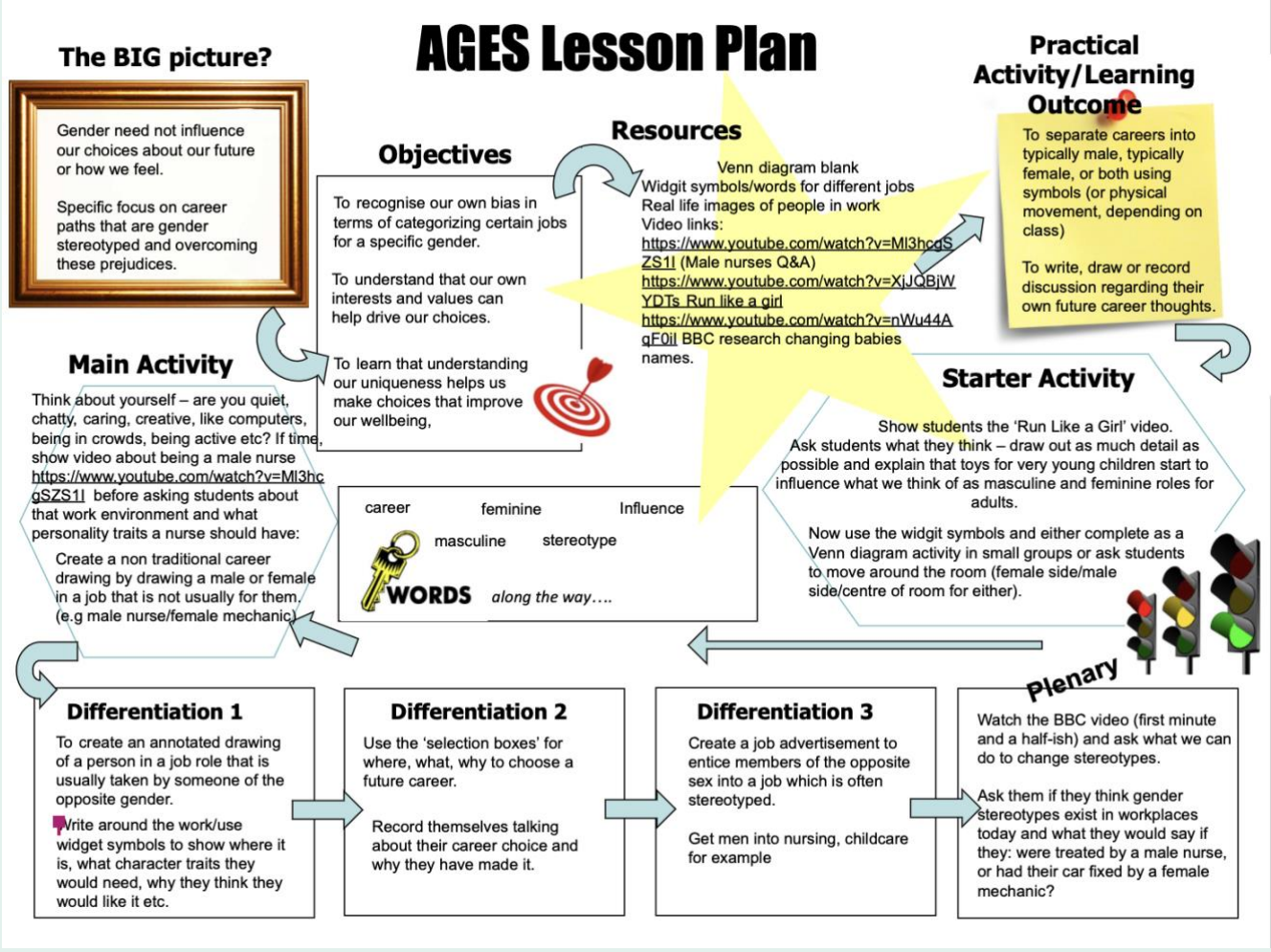
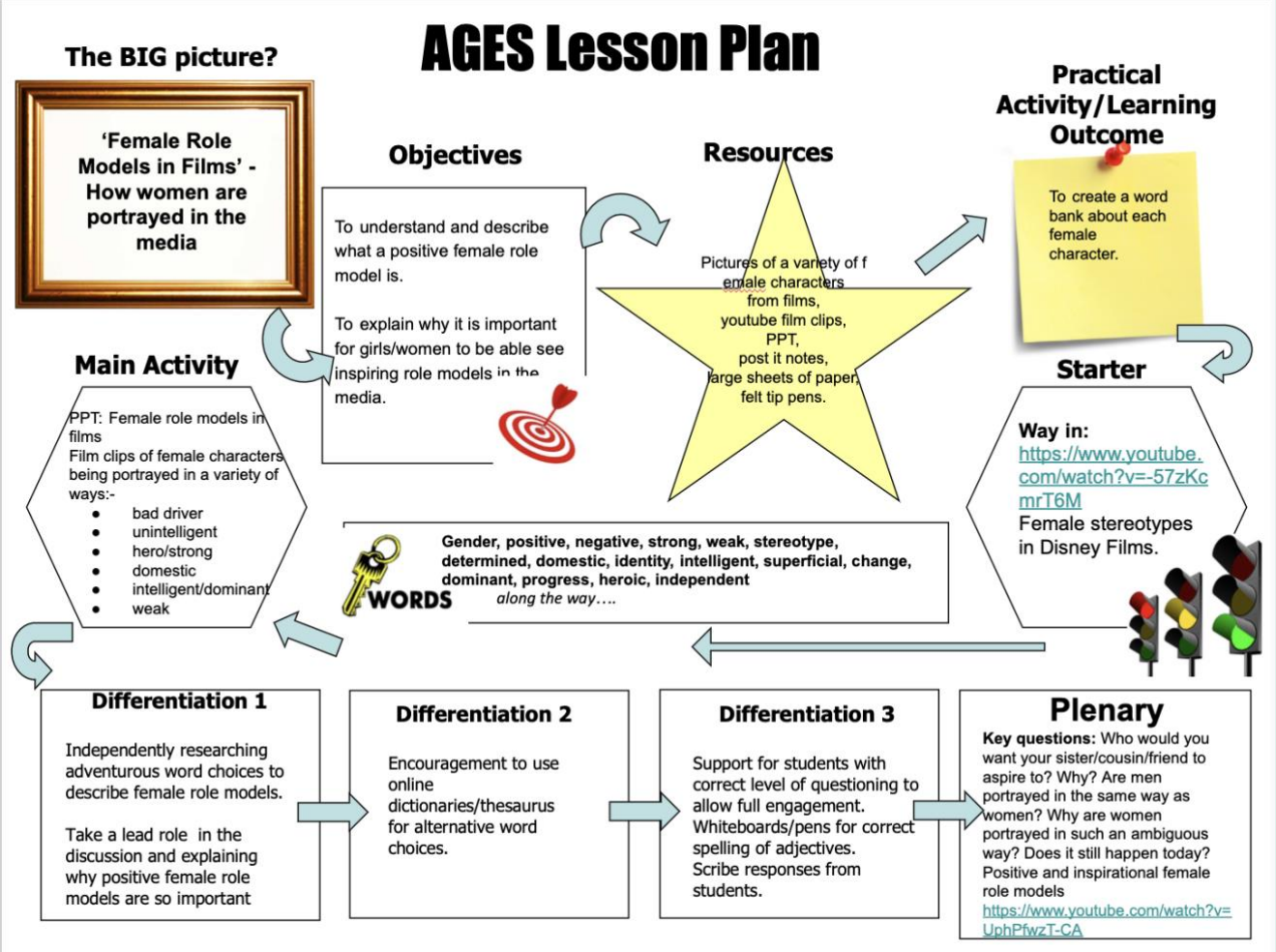
Lesson 5:

Lesson Objective: Develop an understanding of Gender Inequality and the role of education. Explore how education empowers people?
Theme/driver of engagement: Stereotypes - Future choices and careers
Big Idea – Understanding the concepts of gender equality and gender equity

Big Idea – Understanding the benefits of gender equality and how educating girls can contribute to reducing poverty.

Learning Outcomes:

- Explain the concept of gender equality
- Describe why getting a good quality education is an important human right especially for girls
- Evaluate what makes a good school that enables pupils to have a high quality education
- Explain how educating girls can help reduce poverty and benefit communities



Lesson 6:	**Learning Outcomes:**
Lesson Objective: To understand and describe what a positive role model is **Theme/driver of engagement:** Inspiration role models / representation of women in films The power of positive role models in campaigning for change **Big Idea** - Women and Gender Equality – the power of world leaders to influence change **Big Idea** – International Action- how can we address gender inequality	• Describe the importance of having female role models • Evaluate different role models' views about gender equality • Express a personal view about how gender equality can be achieved