

# EDUCATIONAL SCENARIO

## 1. Identification of the educational scenario

### 1.1 Title of the scenario

**“Be you”**

### 1.2 Creator

**Name, Surname: Yiota Bouziou**

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**School/organisation: Public Secondary School, Athens**

### 1.3 Topics or courses involved

Gender inequality, Gender Identity, Citizenship Education, History, Literature, Language.

### 1.4 Educational level

**Primary**

**Secondary X (lower secondary education) 14-15 years old**

**Second chance school**

**Reception class**

**Other**

### 1.5 Learning outcomes of the scenario

At the end of the scenario, students are expected to have acquired the skills that will enable them to:

- Be aware of key-concepts such as gender inequality and gender identity
- Understand in depth these key-concepts in the social life and history
- Understand gender and gendered relationships as a main factor in citizenship
- Think critically about the relevance of gender identity in personality development and in the relationships we establish with others and the world;
- Understand how they can deal with issues of healthy expressions of femininity and masculinity
- Improve their skills of establishing and maintaining a healthy and balanced relationship with ourselves and the others;
- Respect the singularity of different people.

### 1.6 Time-duration

**Class time: 3 hours**

**Outdoor preparation: 1 hour**

**How many hours to be used in total: 4 hours**

## 2. Development of the educational scenario

### 2.1 General description

#### 1. Warm up

1a. Challenge students to think and **note down**

1b. and discuss **“gender identity”**, based on the following questions:

- Do you ever hear about “gender”? In which context/situation?
- What do you understand the difference between “sex” and “gender” is?
- Do you consider important to think and discuss issues concerning “gender”?

After the discussion in a large group, is important to introduce and clarify the concept of “gender identity” (**Worksheet 1**).

1.c. One student writes down the answers of each student based on a table that is given

#### 2. Stimulus.

The facilitator shares with the students the story of the first Greek woman painter, Eleni Boukoura-Altamura, who in 1830 dressed up like a man to be able to study in an art school where women were not accepted.

Her story is written by Rea Galanaki, a contemporary writer, in her novel, “Eleni or nobody”.

#### 3. Discussion – reaction to the stimulus

1. Challenge students to think and share some ideas and their perspective about the story of the painter, following a set of questions (**Worksheet 2.1**).
2. Challenge students to think and share some ideas and their perspective about the images of men and women in different times and roles, following a set of questions (**Worksheet 2.2**).

**Note:** Images can be used as a warm up, as well.

#### **BINARY OPPOSITIONS to be explored**

**Binary opposition 1:** Does the biological sex we born with, defines us as persons? Does it define the roles we have in family and community? Do we have to accept the ideas and conceptions about gender even they limit our possibilities, our dreams, our perspectives?

The students discuss the main concepts and try to challenge their ideas and figure out the real meaning for them as individuals.

The teacher provides some more questions to define more the main concepts and develop critical thinking. (**Worksheet 3**)

#### 3. Using Theatre techniques

**3.1:** We use a large room or yard with enough space for the students to move around. As the students hear each sentence (**Worksheet 4**), they move in space taking positions of: “I agree”, “I disagree”, “I agree but ...”, “I have no idea”.

Afterwards they comment and reflect on the phrases and the positions they took.

**Note:** this activity can be applied as a warm up too.

### **3.2.: Using theatre techniques**

The teacher divides the class into 4 groups. Group A: If I was a traditional woman/man in 19<sup>th</sup> century, Group B: If I was a feminist in 19<sup>th</sup> century, Group C: If I would be a gender neutral person in 22<sup>nd</sup> century, Group D: If I would be a backward in 22<sup>nd</sup> century.

Each group, using theatrical techniques will present the binary oppositions, based on key-questions previously prepared, through portraits, and speak from their point of view.

- The groups will prepare different scenes with monologues or dialogues
- The scenes should include arguments, feelings, thoughts, fears, solution. Is important to have girls and boys in monologues.

**Debriefing:** They discuss about how they felt, why they did and said this and that etc.

## **4. Dialectical Discussion**

### **4a. Dialectical discussion to explore**

- The teacher guides a discussion based on questions fostering the development of critical thinking skills (**Worksheet 5**).

### **4b. Personalization**

- The teacher tries to make the whole topic and discussion personal to mobilize students more (**Worksheet 6**).

## **5. Action plan**

How can we overcome the gender stereotypes and obligations?

Discuss about what students can do to challenge gender stereotypes or in cases they feel stressed with gender roles and relationships, and where apply to, such as books, websites, consulting centres or organisations for teenagers.

## **2.2 Worksheets & Resources**

- Worksheet 1: Definition of sex and gender
- Worksheet 2: Text and images as a stimulus
- Worksheet 3: Questions to explore in small groups
- Worksheet 4: What is my position?
- Worksheet 5: Questions for Dialectical Discussion

### 2.3 Infrastructure & Materials needed

- Board
- Paper and pen
- Large room

### 2.4 Versions-adaptations

#### 2.5 Challenges

- The teacher must be very concerned when in a multicultural class. Some students may feel embarrassed to discuss issues about sex, sexual identity, even gender roles.
- Teacher must be aware of the differences and try to make space for everybody.

### 2.6. Further reading

#### 2.7.

- Sexual identity: [https://en.wikipedia.org/wiki/Sexual\\_identity](https://en.wikipedia.org/wiki/Sexual_identity)
- General Secretariat for Gender Equality: <http://www.isotita.gr/en/home>
- Education, sexual orientation and gender identity: <https://rainbowschool.gr/>

## **4. Evaluation of the educational scenario**

- **Evaluation** - At the end of the scenario, teacher will ask students to write down about:
  - a) What they felt about the activity
  - b) the challenges of the activity
  - c) what they learn with the activity
- **Lessons learned – conclusions**

## Worksheet 1

### Definition of “Sex” and “Gender”

#### Sex:

the state of being either male or female, or all males or all females considered as a group; gender:

[ C ] *List the name, age, and sex of each of your children.*

[ U ] *Employment discrimination on the basis of sex is illegal.*

#### Gender:

*Noun* 1. either of the two sexes (male and female), especially when considered with reference to social and cultural differences rather than biological ones. The term is also used more broadly to denote a range of identities that do not correspond to established ideas of male and female.

"a condition that affects people of both genders"

2. GRAMMAR (in languages such as Latin, French, and German) each of the classes (typically masculine, feminine, common, neuter) of nouns and pronouns distinguished by the different inflections which they have and which they require in words syntactically associated with them. Grammatical gender is only very loosely associated with natural distinctions of sex.

## Worksheet 2

### Rea's Galanaki, "Eleni or nobody"

#### Images to comment

Text: <http://ebooks.edu.gr/modules/ebook/show.php/DSGYM-C113/351/2369,9046/>

About Eleni Boukoura-Altamura- [https://en.wikipedia.org/wiki/Eleni\\_Boukoura-Altamura](https://en.wikipedia.org/wiki/Eleni_Boukoura-Altamura)

#### 2.1: Questions on the text:

- Which was women's position in the society of 19<sup>th</sup> century?
- What kind of studies or professions were allowed to women that time?
- How women and men dressed up that time?
- What do you think about women's position today?

#### 2.2: Questions on images:











After sharing the images, challenge students to share their ideas about it:

1. What is the focus of the images?
2. What do you think about the images?
3. What did the images make you feel?

Tips for the teacher:

- During the brainstorming activity, write down the main ideas in the board.
- Ask one of the students to write down in a notebook the ideas shared by students.
- Is important to guarantee that all students share, at least, one idea or opinion.
- At the end of the activity, highlight the main conclusions of it.

## Worksheet 3

### Discussion

1. In your opinion, what is the definition of sex/gender? Why?
2. What do you think about the traditional roles of men and women?
3. Have you heard the term “sexism”? What do you think about it?
4. What do you think about the inequality of gender? Do you think gender gaps in family, work and education still exist today?
5. Do you think a teenager could choose any expression(s) of gender identity without pressure and limitations today?
6. What do you know if there are other forms of gender? What do you think about it?

## Worksheet 4

### What is my position on these phrases?

- Dolls are only for girls
- Boys don't cry
- Boys don't wear skirts
- A girl cannot be the boss
- Only boys play football
- Girls are weak, boys are strong
- Girls help their mothers. Boys help their fathers
- It's better to be a girl than a boy
- When soothing is wrong, boys are blame first of all
- Boys can say 'dirty' words, girls not
- Girls are smarter than boys
- It's ok if boys fight with each other but not girls
- Boys are more lazy than girls
- Girls are better than boys to say lies.

## Worksheet 5

### Questions for Dialectical Discussion

- Define the main concept: what do you think is...?
- Where this concept / phenomenon / term is present, in your opinion, in which level, (societal) place, location, and field? How much extended is in the community and the society?
- In which form / kind is it present?
- What are its consequences at a personal, local, national, societal level?
- Is there any extreme form of this problem?
- What kind of solutions can you propose? Short-term, mid-term, long-term solutions?
- Are there many solutions? Are there any permanent solutions?

- Do you believe that by making the problem public or sharing it with someone might contribute to its solution or not? Why and How?
- What evidence can you present for/against...?
- How does ... contrast with ...?
- How could you outline or concept map...? Explain your response with examples.
- Why is ... significant? Explain your reasoning.
- What are the advantages and disadvantages of ...?
- What is the point or 'big idea' of ...?
- How could you judge the accuracy of ...?
- What are the differences between ... and ...?
- How is ... related to ...?
- Describe ... from the perspective of ....
- What do you think about ...? Explain your reasoning.
- When might ... be most useful and why?
- How could you create or design a new...? Explain your thinking.
- What solutions could you suggest the problem of ...? Which might be most effective and why?
- What might happen if you combined ... and ...?
- Do you agree that ...? Why or why not?

- What information would you need to make a decision about ...?
- How could you prioritize ...?
- How is ... an example of ...?
- What are the most important parts or features of ...?
- Which details of ... are most important and why?
- What patterns do you notice in ...?
- How could you classify ... into a more/less general category?
- What makes ... important?
- What criteria could you use to assess ...?
- How could ... and ... function together? How do they work separately and together and different ways?
- Where is ... most/least ...? Explain your reasoning.

## Worksheet 6

### Questions for Personalisation

- When have I found myself in a position when someone asked me to behave just as my gender directs?
- What did I do?
- How do I feel about this?
- Why do I feel like this?
- How do I feel now, after this discussion?
- What do I think is gender and sex now, after this discussion?
- Can I create a personal Action Plan on this topic? (Learning, being active, sharing etc.)