

Europeana Learning Scenario

Title

Gender Identity and the Roots of Prejudice

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Abstract

The last few years have redesigned the panorama of our society in which all of us adult, parents and teachers, have grown up. More and more young people refuse to obey the stigmatization, prejudice and the often obligatory way of building a "facade" life. Yet, alongside a society that is changing, that is rearranging its equilibrium and that opens - albeit slowly - to the affirmation of new models, institutions are struggling. That step backwards remains, which leaves students doubtful and hesitant about how to face the challenges of today.

One of these problems is undoubtedly humanity's understandings of gender and its stereotypes whose roots often lie in the creation given to us by society. As a society, we speak more often of racial discrimination and minorities, of religions and integration. However much discussion is being held on the prejudice stemming from homophobic behaviour or prejudice by gender identity. Gender education identity is in fact, currently facing a huge challenge. On the one side, it is trying to break free from several and malicious accusations produced by a suspicious context against the term "gender" and on the other, it is trying to make every form of education as a "gender" one, in the sense of a respectful educative action for the several forms of expressions of flexible and dynamic identity and therefore far from any form of prejudice. Such prejudice can be witnessed in official speeches, chatting with friends at school or the gym, during movies, while cracking jokes etc. There are children and young people who have to bear the burden of growing while being labelled as "different". But different from whom?

None of us is born homophobic or: we become homophobic through a wrongful education (in its broader sense), marked by fear of the other and closed within the rigid patterns learned as a child in various institutional settings. These may include the family, the school/schooling or the religious belief. Through various activities and using Europeana resources, students will be invited to a place where the expression of one's personality and identity in training is confronted with the prevailing models in society and the small classroom environment. Change of stereotypes and prejudice begins at school. During the 3 lessons, students will discover and reaffirm the values of hospitality and respect for differences, while emphasizing the fundamental role of young people in the promotion of rights and the fight against all forms of discrimination.



Keywords

Gender, Homosexual, LGBTI, Phobia, Stereotype Prejudice

Table of summary

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Subject	Civics Education, Communication theory
Topic	Human Rights
Age of students	14-18
Preparation time	20 hours
Teaching time	7 hours
Online teaching material	https://padlet.com Molecule of Identity
Offline teaching material	Paper, markers, pens
Europeana resources used	Resource 1 “leksak” Sjöberg, Axel (1865-1936), Malmo Museum, Scandinavia Resource 2 “Magic pad” – Delta Toys -1981, Deventer Musea, Netherlands Resource 3 “mascotte naaien”- deltatoys, 1981 , deventer musea , netherlands Resource 4 “Generals 1985”- John Heywood, 1985,Victoria and Albert Museum,United Kingdom Resource 5 “ Fashion Shoot” - Armet Francis- 1973, Victoria and Albert Museum , United Kingdom

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Integration into the curriculum

In our country, as it is in most European Countries, we use inclusive education strategies to integrate students in the respect of diversity understanding as several forms of expressions. In this Learning Scenario, the approach is based on the construction of non-discriminatory relationships between young people and on the prevention of conflicts, enhancement of differences, overcoming stereotypes, promoting respect for cultural and sexual identity. That is why this Learning Scenario will effectively fit in the national curriculum.

Aim of the lesson

This learning scenario informs the students that there must be no labels and it aims to give an engaging fact-finding mission to learn more about the world through the lens of gender equality. A final assessment will be carried out where the students explain the procedure they have carried out for the whole learning scenario and evaluate what has been done in the school in terms of, inclusion, participation and safety.

Brainstorming; summary/direct observation; Human Rights Friendly Target (assessment - a method of visual tool assessment)

Outcome of the lesson

After working on a topic, ask students to explain the content to a lay audience in their own words through a conference in their own school. The presentation will be performed through a short video.

Trends

Collaborative Learning: a strong focus on group work.

student-centred Learning: students and their needs are at the centre of the learning process.
Social media is changing the way people interact, present ideas and information, and communicate.

21st century skills

- **Critical thinking:** students will have to express their opinion regarding the contents of the texts, images and videos presented to them, asking questions, raising doubts and highlighting strengths and weaknesses. In addition, they will have to raise any problems with the results in their experimental work.
- **Communication:** students will have to mobilize the knowledge of the various disciplines to present a proposal or a strategic idea to solve the problem.
- **Collaboration:** Students will work collaboratively, forming groups and producing documents on shared platforms.
- **Creativity:** Students will be free to express themselves on the proposed solutions.

Activities

Name of activity	Procedure	Time
<p>Lesson 1</p> <p>Brainstorming and discussion</p>	<p>Start by showing the students several images showing several toys. The goal of this activity is to help students reflect on how prejudice starts from an early age with toys set for either boys or girls.</p> <p>Resource 1 "leksak" Sjöberg, Axel (1865-1936), Malmo Museum, Scandinavia</p> <p>Resource 2 "Magic pad" – Delta Toys -1981, Deventer Musea, Netherlands</p> <p>Resource 3 "mascotte naaien"- deltatoys, 1981 , deventer musea , netherlands</p> <p>Resource 4 "Generals 1985"- John Heywood, 1985,Victoria and Albert Museum,United Kingdom</p> <p>Introduce the concept that the games activate numerous functions: exploration, expression, communication, movement, construction and reasoning. There are no functions that are more suitable for females or males because there is no "biological predestination".</p> <p>But if we had to choose the toys for the children, proposing them only for males or only for females, wouldn't this be impinging their identity?</p> <p>After the discussion, the students answer this question on a Padlet (all answers must be anonymous).</p> <p><i>When we expose children only to particular gender-stereotyped toys, are we influencing their choices?</i></p>	<p>2h</p>

Lesson 2	For this activity, you will need the Molecule of Identity .	2h
Identity and diversity	<p>This activity promotes self-awareness, encourages sharing and establishes a broader definition of diversity in a seemingly homogenous group.</p> <p>Introduce the activity by explaining to the students that they will be asked to reflect on the concepts of identity and discrimination. Ask the students to reflect on various descriptors/aspects of social and cultural identity.</p> <p>Give each student a copy of The Molecule of Identity and ask them to write their name in the central circle. Then ask them to write five descriptors/aspects of their identity in the other circles. The students are to identify themselves using 5 social descriptors (e.g. ethnicity, gender, sexual orientation, etc). If you are going to present an 'example' of the molecule, it is suggested that you present at least two different molecules so the students would not just copy off the teacher's example.</p> <p>Once everyone has completed their molecule, ask the students to walk around the classroom and share their molecule with the other students. Whenever they find another student (partner) with a common characteristic, they write the name of the other person on the sheet. After ten minutes, invite the students to start a discussion based on these questions/prompts:</p> <ul style="list-style-type: none">• Why did you choose these 5 descriptors/aspects to represent your identity?• Was it difficult to choose 5 descriptors/aspects?• Are these 5 descriptors/aspects the only ones we have?• Are these descriptors/aspects given, chosen or created?• Are these descriptors/aspects visible?• Which common descriptors/aspects did you find? <p>Finish off the discussion by referring to the Europeana resources used during Lesson 1 and ask the students if they have anything to add while reflecting on these resources.</p>	

<p>Lesson 3</p> <p>Gender, roles and expectation</p>	<p>This activity helps students reflect on the terms “gender” and “gender role” as well as on the differences between sex and gender, which are often taken for granted or not fully understood.</p> <p>In fact, sex and gender are terms that are often used interchangeably but they are two different concepts. While the biological differences between males and females are fairly straightforward (the biological aspects of an individual as determined by their anatomy, which is produced by their chromosomes, hormones and their interactions), the social and cultural aspects of being a man or woman can be complicated</p> <p>Gender identity is a personal, internal perception of oneself and so the gender category someone identifies with may not match the sex they were assigned at birth.</p> <p>This lesson helps to clarify the different components of gender and how social expectations force women and men into roles that are not natural but socially constructed. It helps students to reflect on how such expectations are often the source of discrimination against homosexual or LGBTI people and may be a beginning of “phobia” of discrimination.</p> <p>You will need these (and other) resources:</p> <p>Resource 5 “ Fashion Shoot” - Armet Francis- 1973, Victoria and Albert Museum , United Kingdom</p> <p>Resource 6 Magazine Article</p> <p>This lesson is divided into two parts.</p> <p style="text-align: center;"><u>Part One</u></p> <p>Divide the class into groups of 3-4 and distribute some photographs with images of women’s and men’s fashion.</p> <p>Ask the students to reflect on the messages they receive from these magazines. You may use these prompts:</p> <ul style="list-style-type: none"> • How are men and women represented in these magazines? • What do they look like? • How do they behave? • What ambitions do they have? 	<p>1 h</p> <p>1h</p> <p>1h</p>
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After a 15-minute discussion in groups, write on a poster "MAN" and on another poster "WOMAN".

Ask now to share what was discussed by noting the students' reflections on the posters. Encourage the class to think about other examples of magazines, movies, television shows as well.

Part Two

Now divide the class into two subgroups and hand out a poster each. Starting from what emerged in the initial brainstorming, one group will have to make a presentation of a "MAN" and the other of a "WOMAN" according to the canons of our society ("REAL MAN" and a "REAL WOMAN").

Successively ask the two groups to take the following elements into account when creating their presentations:

- How should a man look like?
- How should a woman look like?
- How should they dress?
- What idea should they have of themselves?
- What ambitions, aspirations and dreams should they have?
- What guidelines should there be to fall in love?

Ask the groups to present their posters and facilitate the debate starting with these guiding questions:

- How many of us recognize ourselves in these models?
- Is it possible to meet all these expectations?
- What are the main differences between what is expected of a man and a woman?

Dedicate the last part of the lesson for assessment by using the *Human Rights Friendly Target* (more info in the Assessment section).

Assessment

Use the tool [Human Rights Friendly Target](#) for assessment.

The *Human Rights Friendly Target* is a visual tool that allows the class or school community to reflect and understand what results they have achieved along the way to becoming an "Active School Against gender stereotypes, homophobia and transphobia". This is a quick method of visual priority that helps to evaluate what has been done in the school in terms of:

- *Inclusion*: promotion of the principle of non-discrimination, respect, the dignity of each person, welcome.
- *Participation*: development of the potential and participation of all in school activities.
- *Safety*: guaranteeing everyone's safety, making the school a safe place.
- *Fight*: against all forms of discrimination and violence: through concrete actions, including through specific school policies/resolutions.

How to use it:

1. Draw the [Human Rights Friendly Target](#) on a board and explain the meaning of the four quadrants. Ask the class to reflect on some key changes that may better represent the events that occurred during the school's participation in the "Active schools against homophobia and transphobia" project.
2. Ask each student to draw a dot on the target to graphically represent the identified changes. The greater proximity to the centre of the target indicates that the change has brought schools closer to the goal of becoming "Active schools against homophobia and transphobia".
3. Allow the group to discuss and agree on where to place the change. (Nb. If negative changes are identified, place them in the outermost circle, marking them with a minus.)
4. Keep working until the group decides that the scheme effectively represents most of the changes that have occurred in their school as they go along.

***** AFTER IMPLEMENTATION *****

Student feedback

Students' feedback will be gathered through The Human Rights Friendly Target. This activity will be made during the third and final lesson.

Teacher's remarks

The learning scenario aims is to address a social problem in our community: the problem of diversity and the fear of diversity, the problem of different ideas and different points of view. The students will identify the problematic situation of the "phobia" and they reflect on the stereotype and prejudice of sexual identity. The "central core" of this LS is the nature of participatory methodologies which represent a method in which the students have the opportunity to engage in the process of determining their curriculum.

The training is conducted by promoting and sharing the reflection, critical analysis, in-depth research and a collective resolution process of problems. This approach allows participants to deepen their knowledge and arrive at a better understanding. Understanding such social problems is strongly linked to the study of human rights. The students have to face this study because it allows them to articulate proposals and strategies for change in the school community.

Strongly rooted in the life experiences, realities, hopes and aspirations of the students, the learning promoted by participatory methodologies is often referred to as "experimental learning". Participatory methodologies treat participants as active subjects, considered creative and intelligent human beings with infinite potential to promote changes. They engage, motivate and inspire them, providing they have the tools to take action as a direct result of their process of reflection and critical analysis.

The promotion of awareness and empowerment: activities and training processes are often flywheels for the realization, understanding and deepening of human rights, strengthening the commitment and passion for their defence.

The production of a change in attitudes, values, behaviours and human relationships: learning involves a conscious effort on the part of the students to become agents of change themselves of social justice.

The transformation is a process of personal growth that they get only observing what happens in training activities in the classroom and when they share their opinion with other members of the community (schoolmates, family members, etc ...).

Finally, the students use to activate the collaborative thinking, cognitive processes and they will be free to express themselves only fear or "phobia".

About the Europeana DSI-4 project

[Europeana](#) is Europe's digital platform for cultural heritage, providing free online access to over 53 million digitised items drawn from Europe's museums, archives, libraries and galleries. The Europeana DSI-4 project continues the work of the previous three Europeana Digital Service Infrastructures (DSIs). It is the fourth iteration with a proven record of accomplishment in creating access, interoperability, visibility and use of European cultural heritage in the five target markets outlined: European Citizens, Education, Research, Creative Industries and Cultural Heritage Institutions.

[European Schoolnet](#) (EUN) is the network of 34 European Ministries of Education, based in Brussels. As a not-for-profit organisation, EUN aims to bring innovation in teaching and learning to its key stakeholders: Ministries of Education, schools, teachers, researchers, and industry partners. European Schoolnet's task in the Europeana DSI-4 project is to continue and expand the Europeana Education Community.

Annex

[Human Rights Friendly Target](#)