

Europeana Learning Scenario

Title

Gender Beliefs and Stereotypes in Professional Activities

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Abstract

What are gender stereotypes? *“A gender stereotype is a generalized view or preconception about attributes or characteristics, or the roles that are or ought to be possessed by, or performed by, women and men. A gender stereotype is harmful when it limits women’s and men’s capacity to develop their personal abilities, pursue their professional careers and/or make choices about their lives”* ([United Nations](#)). This learning scenario aims to introduce students to the topic of Gender Equality. The students will reflect and discuss based on various Europeana resources. To conclude the reflection, students will create a campaign poster to promote Gender Equality - this allows for discussions about gender issues and their consequences for 21st-century societies.

Keywords

Gender Equality; Gender Stereotypes; Men; Women

Table of summary

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Subject	Education for Citizenship; Gender Equality; Cross-curriculum
Topic	Gender equality: gender beliefs and stereotypes in professional activities.
Age of students	12+
Preparation time	2 hours
Teaching time	3 sessions (50 minutes)
Online teaching material	<p>Support resources:</p> <ul style="list-style-type: none"> - European Commission, Gender equality strategy, Striving for a Union of Equality Poster - The Gender Equality Strategy 2020-2025 publication “Gender Equality Index 2020 country factsheets” about your country - Ranks of your country in the EU on the Gender Equality Index - European Institute for Gender Equality, Gender mainstreaming, Education - United Nations, Human Rights, Gender stereotyping - United Nations' 17 Sustainable development goals - Education, Gender and Citizenship Portuguese Guidelines - Video "Gender Equality: Now" (3.03 min)

	<ul style="list-style-type: none"> - Video "Gender stereotypes and education" (1.09 min) <p>Online tools</p> <ul style="list-style-type: none"> - Padlet - Mentimeter - Create GIFs - Create a Poster - Canva's poster maker <p>Learning Activities Design</p> <p>iTEC – Designing the future Classroom, Learning Activities</p> <p>Rubrics for 21st Century Learning Activity Design document</p> <p>Rubrics for 21st Century Learning Activity Design http://fcl.eun.org/tool5p2</p> <p>Resource for print: 21CLD rubric cheat sheet</p> <p>Tool to help students evaluation collaboration skills.</p>
Offline teaching material	<p>Sticky notes</p> <p>Pen, paper</p> <p>Rubric: Campaign poster rubric</p>
Europeana resources used	<p>Europeana Blog:</p> <ul style="list-style-type: none"> - A woman's work is never done - Gender gaps & inequality illustrated by GIFs - Family Matters: Changing roles <p>Europeana Galleries:</p> <ul style="list-style-type: none"> - The office - In the factory - Women at work - Working lives across Europe <p>GIF IT UP annual gif-making competition: https://gifitup.net/</p> <ul style="list-style-type: none"> - How to make a gif?

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Integration into the curriculum

The [National Strategy for Education for Citizenship](#) in Portugal integrates the theme of "Gender equality" specifically in a Citizenship Education specific curriculum offer for the 2nd and 3rd cycle (middle school) and projects across the entire education curriculum.

Aim of the lesson

In this scenario, students reflect on the stereotyped beliefs associated with gender, reflecting on the problems related to the absence of gender equality in society.

Outcome of the lesson

The end-product of this scenario will be a **campaign poster** of Gender Equality that allows confronting and warning about gender issues in professional activities and the social roles of men and women.

Trends

- Collaborative Learning: a strong focus on group work.
- Visual Search & Learning: images and multimedia are more powerful than verbal stimuli.
- Open-Source Learning: teachers copy, share, adapt, and reuse free educational materials.

21st century skills

Global Awareness, Civic Literacy, Creativity and Innovation, Critical Thinking and Problem Solving, Communication and Collaboration, Information, Media, and Technology Skills.

Activities

Name of activity	Procedure	Time
<p>1) Inspire</p>	<p>1. Teachers briefly introduce and inspire students to the topic of "Gender equality".</p> <p>1.1. Teachers collect a brainstorming of ideas and promote discussion and reflection (e.g. Using https://www.mentimeter.com/).</p> <ul style="list-style-type: none"> - What are Gender Stereotypes? - What is Gender Equality? - What do you think about that? - Why is this important? <p>Resources: Video "Gender stereotypes and education" (1.09 min) Video "Gender Equality: Now" (3.03 min)</p> <p>1.2. Teachers present the LS's main ideas</p> <p>The teachers explain the Campaign poster rubric, the rubric students' collaboration, and the Europeana portal (to explain how to search for information).</p> <p>1.3. Form groups (Create groups of 4 or 5 students)</p>	<p>20 min</p>
<p>2) Explore and reflect</p>	<p>2. Teamwork</p> <p>Students, in groups, reflect on their own beliefs to better know/understand reality and identify problems.</p>	<p>30 min</p>

	<p>2.1. Each group has to explore historical sources on the Europeana</p> <ul style="list-style-type: none"> - Each group regard Europeana Galleries and select 5 or 6 pictures that suggest a "function for women" and a "function for men" in professional activities. - Students have to look at pictures and write a subtitle or a message to each one: <ul style="list-style-type: none"> - <i>What is the task of each woman/man?</i> - <i>Why is that a function for a woman/man (or both)?</i> - <i>Could woman/man be in the functions of man/woman?</i> - They use Padlet (https://padlet.com/) to post the pictures. - Students must pay attention to copyright issues regarding the data they collect. <p>Europeana Galleries:</p> <ul style="list-style-type: none"> - The office - In the factory - Women at work - Working lives across Europe <p>2.2. Group analyses</p> <p>Each group analyse the totality of images with subtitles collected by all groups and use Padlet to write or record a group reflection (1 minute):</p> <ul style="list-style-type: none"> - <i>Do you agree with all comments?</i> - <i>What gender stereotypes or discrimination do you observe?</i> - <i>Did you find inequality between men and women?</i> <p>2.3. Each group presents its reflection contributing to global thinking</p> <ul style="list-style-type: none"> - On the one hand, the class reflects on the gender beliefs listed and stereotypes in professional activities and, on the other, on possible reasons behind inequalities of women/men in the workplaces. - Teachers also motivate students to action (<i>What should be changed for a more just society? How could we contribute?</i>). 	
<p>4) Explore and Map</p>	<p>3. Teamwork - Students, in groups, explore and organize the information to answer questions /problems previously identified. Teachers provide students with the necessary resources (scientific texts, newspaper articles).</p> <p>3.1. Students discuss and decide a topic to explore</p> <p><i>Examples: Why are women generally paid less than men? Why inequalities of women/men persist in the workplaces? Why do women have difficulty accessing management and leadership positions? What</i></p>	<p>50 min</p>

	<p><i>is the influence of a balanced sharing between women/men of domestic tasks?</i></p> <p>Europeana Blog:</p> <ul style="list-style-type: none"> - A woman's work is never done - Gender gaps & inequality illustrated by GIFs - Family Matters: Changing roles <p>3.2. Explore and discuss ideas to capture attention to identifying problems</p> <p>Students explore the website "How to make a gif?" to have ideas to produce a gif using Europeana's pictures to capture attention to gender stereotypes and inequality between men and women (e.g., Gender gaps & inequality illustrated by GIFs).</p> <p>They discuss and decide the design of the gif they intend to incorporate into the final product.</p> <p>3.3. Explore and discuss ideas to make a campaign poster</p> <p>They explore the website "how to make a poster using Canva" and the templates for campaign posters on Canva's free poster maker to be inspired.</p> <p>They discuss and decide the design they intend to create their campaign poster.</p> <p>3.4. Students organize the information and decide the fundamental strategy to make the final product</p> <p>Students discuss and create a script based on the information's they have collected. They share ideas, listen to each other, debate and negotiate if they disagree. They also decide on a strategy for planning what they will do, when to do it, and how to divide work among themselves (for example, some students are responsible for making the gifs, others for select the text, graphics, layout, etc.).</p> <p><i>Students use Sticky notes, paper, and pencils to organize and visualize ideas. They use google drive and Padlet to share and collaborate.</i></p> <p>3.5. Each group presents its reflection</p> <p>Students use Padlet to write or record a group reflection (1 minute) about their decisions and the main idea of their campaign poster (<i>What is the big title?</i>)</p>	
<p>5) Make - Ask Peer Feedback – Re (Make)</p>	<p>4. Teamwork - Students, in groups, create gifs and a prototype of their campaign poster.</p> <p>4.1 Students create their prototype:</p>	<p>50 min</p>

	<p>Based on their design ideas, student teams start making:</p> <ul style="list-style-type: none"> - Gifs with Europeana content (using https://giphy.com/gifitup) - A campaign poster (using https://www.canva.com/). <p>4.2. Discussion with other teams</p> <p>Teams set up their prototypes in the classroom and discuss them with other groups, particularly how and if their prototypes address the identified challenges. They could redesign their prototypes based on the suggestions made.</p> <p>4.3. Each group presents its reflection</p> <p>Students use Padlet to write or record a group reflection (1 minute) about their work (<i>What in our results was good? What needed improvement? What in our way of working needs improvement?</i>)</p>	
<p>6) Show</p>	<p>5. Teamwork – Students, in groups, finish their campaign poster and present it to their colleagues. After the debate, they reflect on the next steps for sharing their posters and discuss the importance of Gender Equality with other school students.</p> <p>5.1. Students finished their posters and used Padlet to share their work</p> <p>Students view each other’s final work and provide feedback (write constructive comments).</p> <p>5.2. Students prepare their presentation for the class</p> <p>They discuss their points of view because they have to justify the content of their poster. They decide who presents the poster.</p> <p>5.3. Each group presents the campaign poster</p> <p>Students present and argue their points of view. Teachers encourage debate about the ideas presented by each group.</p> <p>5.4. Final reflection</p> <p>Teachers use Mentimeter to ask students to reflect critically about what they learn, and how they intend to spread the message to other students, sharing their campaign posters (e.g., organize a workshop, a debate).</p>	<p>50 min</p>

Assessment

Each group does a self-evaluation based on rubrics:

- [Campaign poster rubric](#)
- Students' collaboration rubric: use "[21CLD rubric cheat sheet](#)" or "[evaluation collaboration skills](#)".

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

Student feedback

During the process, students discussed, presented their ideas, posted and shared reflections of project progress, challenges, and future steps. The teacher and students have commented/listened to students' posts or recordings. Students answered open questions by using Mentimeter that allowed students to give real-time feedback.

Teacher's remarks

Students can use the canvas templates and modify only the messages and pictures. Students need the teacher to encourage them to reflect on what they intend to convey. It is gratifying to see the students' growth regarding the reflection on gender equity. Students like the theme and have many ideas for expanding the project. The creation of gifs is motivating for students. Many students are already used to creating gifs with applications and smartphones.

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.