PREVENTION OF GENDER-BASED VIOLENCE THROUGH EDUCATION:

A COEDUCATIONAL PROPOSAL

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Abstract

Gender violence constitutes, even today, one of the greatest social scourges worldwide, claiming thousands of victims every year. The sexist values that are instilled in us from childhood, either directly or indirectly, contribute to the normalization and invisibilization of such a serious problem. One of the ways to readjust social behavior and try to eliminate the sexist values that lead to gender violence is to opt for a coeducational model, educating future generations in non-sexist values, respect and empathy. This is fundamental in all educational stages, but it is especially relevant during adolescence, a stage in which young people undergo great physical and psychological changes and are highly vulnerable and susceptible to influence.

Keywords: coeducation, gender violence, adolescence, education, sexual violence.

Resumen

La violencia de género constituye, aún hoy en día, una de las mayores lacras sociales a nivel mundial, cobrándose miles de víctimas cada año. Los valores sexistas que nos son inculcados desde la infancia, bien sea de manera directa o indirecta, contribuyen a la normalización e invisibilización de tan grave problema. Uno de los modos para reajustar la conducta social y tratar de eliminar los valores sexistas que conducen a la violencia de género es apostar por un modelo coeducativo, educando a las generaciones futuras en valores no sexistas, el respeto y la empatía. Esto resulta fundamental en todas las etapas educativas, pero cobra especial relevancia durante la adolescencia, etapa en que los jóvenes experimentan grandes cambios físicos y psicológicos y son altamente vulnerables e influenciables.

Palabras clave: coeducación, violencia de género, adolescencia, educación, violencia sexual.

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1. INTRODUCTION

In the present time, gender-based violence still poses one of the most important and unresolved social issues, claiming many victims worldwide. In fact, it has been normalized and accepted and, therefore, invisibilized. For instance, many violent conflicts related to gender issues are overlooked and no importance is given to them. This happens in a wide range of contexts, including education. Educational centers take special relevance in this matter, as they are constructed around gender hierarchy and young individuals are constantly exposed to this type of violence, to the point where it becomes a part of their daily routine and they end up getting accustomed to it (Dunne et al., 2006).

The main aim of this essay is to highlight the importance of education as a tool for social change, demonstrating how it can be decisive in the making of individuals that act responsibly and think critically about their actions. This way, education can help eradicate one of the greatest social scourges of our time, as is gender-based violence. Little effort has been put on analyzing the relationship between gender-based violence and education, especially when it comes to teenagers (Leach & Humphreys, 2007). If we can educate the younger members of our society and teach them to live in a climate of tolerance and respect for others, no matter their gender or race, we can contribute to create a better society. As previously stated, education can be a way of fulfilling this objective, specifically through teachers, who pose one of the main figures of reference for adolescents and must educate them on social values; as well as educating themselves on gender-based violence (Bhana, 2013).

This dissertation will focus on the relationship between gender-based violence and education, giving account on the influence the latter has on individuals and its transformative power, demonstrating how it can contribute to the eradication of gender-based violence in society. More specifically, it will focus on the concept of coeducation and present a coeducational proposal for gender-based violence prevention in Spain. Firstly, it will deal with the justification on why this study has been done. Afterwards, it will provide a theoretical framework that will function as the basis for the practical section that follows. This theoretical framework will deal, in the first place, with gender-based violence in adolescence, going through the definition of this concept, its main characteristics, covering some violence prevention programs and noting its presence in schools. Afterwards, it will cover the area of

coeducation, also explaining the nature of this concept, its main characteristics and how it can be employed to solve gender violence, as well as providing an overview on how this issue has evolved throughout time in Spain and the main coeducational projects that have been carried out there in the recent years. To finish with, it will provide a legal framework on how the issues of gender violence and coeducation have been dealt with in Spanish laws and decrees. All these elements will be supported with academic information from articles, dissertations, studies and books. Then, it will approach the practical section, consisting of a didactic proposal developed as a quarterly program of twelve sessions where the activities will be based on the coeducational model and where the main objective is the prevention of gender-based violence in Secondary Education. To finish with, it will provide a conclusion for the whole essay and its implications.

2. JUSTIFICATION

As previously stated, gender-based violence remains a threat for our society and much work is needed on this issue. There are many different forms of gender-based violence and most of them are implicit and, therefore, harder to acknowledge and eliminate. For this reason, the need for educating people on respect for other genders, cultures and ethnicities remains essential. The first step towards social change is to understand that individuals are not violent by nature but become so by the values that are transmitted to them, which provoke these attitudes (Rodríguez-Armas, 2014). Schools are the place where young individuals spend most of their time and, therefore, socialize. It is especially important that these coeducational models focus on teenage students, since adolescence is the time where the personality of individuals is configured and when they are most susceptible to influence. Indeed, the normalization of gender-based violence in adolescence is even greater than at other ages, as they are familiar with this concept and can identify it when they see it, but believe it has nothing to do with them and therefore decide to ignore it (Gómez, 2007).

There are, in fact, few research studies on dating violence in Spain, among them that of González and Santana (2001) which reports that 7.5% of boys and 7.1% of girls admit that on one or more occasions they have hit or pushed their partner. Despite the high prevalence found, the problem of gender violence has become a normal element in society, and it is rare to reject it and become aware of its impact, as most individuals have incorporated it to their daily lives

and chosen to live with it (Alberdi, 2005). Studies on violence in general show that exposure to violent role models, especially during childhood and adolescence, results in the justification of violence and that both conditions significantly increase the risk of showing violent tendencies (Jalón, 2003). It is necessary to inform and educate adolescent students so that they know that violence is not the solution to conflicts, and that appreciating someone means not harming them, since all relations must be based on respect and mutual understanding (Llibre, 2003).

Regarding the conditions that should be followed by prevention actions developed in Secondary Education, Díaz-Aguado (2002) recommends adapting the intervention to the evolutionary characteristics of adolescence, helping to build a non-sexist curriculum that overcomes the traditional invisibility of women and teaching equality through collaboration between male and female students, detecting and eliminating the problems that lead to gender-based violence, as well as favoring changes in behavior and teaching learners how to manage emotions. Gender-based violence does not only take place at an individual level, but also occurs in social, structural and political contexts. It is a social problem, for we allow it when it happens in private and domestic spheres and tend to reduce it to that environment, but the fact is that we must ask for institutional and governmental support to carry out gender-based violence prevention programs if no other solution is possible (Medero, 2006).

3. THEORETICAL FRAMEWORK

3.1. Gender-based violence

3.1.1. Gender-based violence in adolescence

In the first place, we must define the concept of gender-based violence, which, according to the European Commission, is understood as "violence directed against a person because of that person's gender or violence that affects persons of a particular gender disproportionately." However, since most victims of gender-based violence are women, this study will focus on the prevention of violence against women. For instance, the UNO General Assembly defines violence against women as: "Any act of gender-based violence that results in actual or threatened physical, sexual or psychological harm, including threats, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life" (Resolution

48/104, December 20, 1993). The United Nations (UN Women Annual Report 2012-2013) has insisted that gender inequality is still one of the greatest challenges of our time and that its elimination must occupy a prominent place among global and national goals. It is therefore a problem of a social nature that is manifested worldwide regardless of social class, ethnicity, culture or religious belief. For this reason, it has received the name of gender violence, due to its structural nature. For instance, gender violence is linked to society and to power inequality between men and women, as reflected in all areas: social, religious and cultural (Mellado, 2014).

As previously mentioned, it is a fact that gender-based violence is especially present in teenage relationships. Moreover, it is certain that men are the ones who tend to exercise violence over women and are more prone to aggressive tendencies (Bhana, 2011). However, this issue remains unattended, and few studies have focused on this kind of violence among teenagers. For instance, there has been little investigation on how young people perceive and understand sex and sexual relationships, a research that is relevant in order to establish educational strategies for the prevention of sexual violence (Martin, 2002).

Teen dating violence can occur in many forms, not only as explicit violence, but also as psychological abuse manifested through insults or disparagement (Gómez, 2007). Many relational factors, such as having a high rate of problematic relationships and a greater number of partners, have been associated with the possibility of inflicting and receiving violence. With respect to these types of factors, the most important concerns power, the attempt to control the partner, as occurs when a member of the couple is highly dissatisfied with the level of power in the relationship. Violence often arises when the relationship is stressful or when one of the partners experiences a high level of anxiety, and it is intensified with the use of drugs and alcohol, which increases violent tendencies (O'Keefe, 1997).

Those members belonging to unstable communities, with high rates of poverty and coming from dysfunctional and conflictive families tend to have more violent tendencies in partner relationships (Malik et al., 1997). Finally, among the risk factors related to the peer group we find having friends who have suffered intimate partner violence or maintaining relationships with peers who use violence, as these provide support and justification for violent and controlling behaviors (Arriaga and Foshee, 2004). Adolescents who show a tendency to

assault their peers are also more likely to be violent in their intimate partner relationships (Price and Byers, 1999).

A study by Díaz et al. (2013) gave account on how most of the boys do not clearly perceive the violence exercised in the couple, and there is a widespread tendency to excuse the violent acts and minimize them, playing them down as unimportant. In this context of dating abuse, it is worth noting that some girls reported significant miscommunication issues with their partners when trying to solve problems, arguing they feared a possible aggression from their male partners. Only two coping strategies were shared by boys and girls when faced with an episode of intimate partner violence. For instance, some have considered that everything that surrounds the functioning of a sentimental relationship should be private and exclusive to its members. For this reason, they reduce it to the exclusive space of the boy and the girl, not permitting the intromission of others in the relationship. The study shows how the debate between the consideration of the couple as a public or private scenario becomes especially relevant, since if we can bring the private to the public, we will be able to access hidden and invisible aspects that become the basis of many violent actions.

Adolescence becomes a critical time for teenagers, as they are constantly exposed to a wide range of stimuli and their personality is fragile and malleable. During this time, many physical and psychological changes take place and disrupt the perception that teenagers have of themselves and others. Psychologically, teenagers tend to be egocentric, self-centered, finding flaws in their parents as figures of authority; their aggressiveness rises, they become more indecisive, insecure and are highly influenced by their group of friends, whose acceptance they long for (Willis, 1981).

Besides, they are emotionally dependent on finding a partner and are constantly in contact with diverse forms of violence against women, such as videogames where feminine characters are portrayed as weak and dependent on men (Lucas-Honorato, 2015). The same happens in other types of audiovisual media, of which they are avid consumers. For instance, in more than 60% of Spanish advertising, the traditional gender roles assigned to women and men are maintained (Conde & Hurtado, 2006). Therefore, it is important to locate and challenge these culturally accepted depictions of gender-based violence (Carmody, 2000).

A study carried out by Jones & Shallcrass (1972) showed how, for teenagers, the approval of their friends became more important than the one from their parents and how, for social reasons and to maintain their reputation, they tended to go against their principles. This is strongly related to the fact that many teenage boys accept and normalize forms of gender violence exercised by their friends and remain passive to it in order to keep their social relations. In gangs, one of the most frequent problem areas are conflicts revolving around acceptance and rejection among peers. Regarding the most prominent different strategies, it is remarkable how boys make use of voting as a means of exercising majority power, and how girls are subordinated to them as a means of resolving the problematic situation (Bascón Díaz et al., 2013).

Focusing now on the main differences between teenage girls and boys, we can note how their hobbies and companies highly influence their perceptions on violence and how it is exercised. According to studies conducted in recent years, teenage boys spend more time on the computer, playing sports and other group activities involving little verbal communication than teenage girls, among whom activities involving verbal communication and sharing emotions are more frequent (Jalón, 2003). Moreover, boys tend to be more sensitive to environmental factors than girls and are educated to be more competitive and aggressive, showing more violent tendencies, whereas girls are taught to be more peaceful and sensible (Comins-Mingol, 2009).

Pérez & Fiol (2013) note how boys have traditionally been socialized for producing and progressing in the public sphere and, as they are expected to succeed, they are prepared for it and educated so that the outside world becomes their source of gratification. In relation to this: boys are educated to hide their affections and emotions and show their talent and ambition, acting and prioritizing work over other issues. On the contrary, girls have been educated as reproductive beings that shall remain in the private sphere. For instance, it is expected that they become successful in the domestic context, for which they are prepared, and the private sphere becomes their only source of gratification. In relation to this, girls are taught to show their feelings and hide their talents and ambitions, as they are overprotected and under encouraged, always being educated towards the private context and oriented towards intimacy and the household, and work is not made a priority for them.

In short, men and women socialize in different ways and adopt different behaviors, developing their activity in separate spheres. These differences between men and women, generated by differential socialization mechanisms, have contributed to confirm the belief that they are distinct and behave differently, and to justify the need to continue teaching them how to socialize in different ways. Therefore, the achievement of love and how it evolves continue to be the axis around which the lives of many women revolve completely or almost completely, whereas for men the priority continues to be social recognition and, in any case, love or the couple relationship usually occupies a second place (Pérez & Fiol, 2013).

In a study carried out by Charo Altable (1998) it was observed that the sentimental roles of activity-passivity also followed traditional gender patterns so that, in the imaginary sentimental relationships made up for the study, girls tended to portray a passive role with a predominance of love, while boys were mostly active and preferred their partners to remain passive, and sex predominated in their stories, although some tendencies towards change were observed, especially in cities and among the educated middle classes.

Besides, Montserrat Moreno Marimón, Alba González and Marc Ros (2007) observe in university students that girls are characterized by showing an idealization of love and an unconditional dedication to the love relationship, a valuation of self-renunciation to satisfy the other person, a high feeling of protection and care for the other person above the satisfaction of their own needs and interests. Their concept of love implies sacrifice of the self, identification with the other person and total dedication to their desires, and a desire to preserve the couple's bonds above any other type of considerations. In contrast, boys show a much lower disposition to total renunciation, self-sacrifice and surrender, and greater emotional restraint.

Thus, gender or male violence against adolescent girls and women, based on the two previous assumptions: the association between patriarchal masculinity and violence and the contrast between affectivity and aggressiveness, has led to the emergence of a serious social, educational and political human rights problem that directly threatens the physical, psychological and sexual integrity of adolescent girls and adult women (Medero, 2006). Studies carried out on the socialization of emotions reflect, as a possible explanation on how girls and boys cope with feelings, that boys are much more allowed to externalize anger and hostility than girls; and that the latter are educated to think about emotions, be empathetic and

put themselves in the place of others, and express sadness or discontent much more than boys are (Díaz-Aguado, 2003).

3.1.2. Gender-based violence in schools

All the variables and characteristics of adolescence previously mentioned occur not only in private contexts, but also in public contexts such as education, since schools are the main agent of socialization of students and the place where they spend most of their time. Schools are organized hierarchically and characterized by asymmetrical relations that depend, among others, on genre, age and authority. All these structures, part of the hidden curriculum, tend to reinforce male and female traditional roles and, therefore, normalize gender violence (Dunne et al,.2006). In the first place, it is important to mention the relevance of the role of teachers as educators and analyze how gender rules condition their relationships with students and with their colleagues (Chege, 2007). As they hold a position of power, teachers can normalize some aspects of female and male behavior, looking the other way in situations of harassment of their female students by boys, excusing themselves in their lack of maturity and their young age (Dunne et al., 2003). In Leach and Humphrey´s (2007) words:

> The social practices of schooling both operate within, and serve to sustain, a gender regime which presumes the naturalness of heterosexual attraction (even as it attempts to suppress it), promoting aggressive masculinities and compliant femininities while discouraging other ways of being. (p. 55)

Schools pose a key site for the reproduction and acquisition of gender inequalities and sexual violence, although gender violence is displayed differently depending on the context (Bhana, 2013). The school context, as a small replica of the social system, is no stranger to this type of violence. Many investigations have been carried out and all of them agree on the need to modify both the explicit and the hidden curriculum and to try to approach it from a gender perspective that is suitable for all students in the educational centers, correcting situations of inequality between male and female students (Mellado, 2014).

Compulsory Secondary Education, an educational stage that covers the ages of 12 to 16 years old, is the time in which girls and boys begin to confirm their personality and attitudes and establish more intimate relationships with the opposite sex. In adolescence, each person begins to know themselves, so that at that age all acquired values are questioned in order to

find their own autonomy. The school context is the space where personal identity is created and the approaches to the future of life emerge, the place where people acquire and develop their own thoughts, values, attitudes and behaviors, which shape their personality and are manifested through their actions and gender relations (Mellado, 2014).

Focusing now on how the hidden curriculum normalizes gender-based violence, this term designates all those practices or attitudes that are part of the daily routine in educational centers and are, therefore, invisible and difficult to detect. These practices have a direct influence on how teenage boys and girls perceive themselves, having particularly negative consequences for the latter. For instance, a series of studies by Jalón (2003) give account on how adolescent boys score significantly higher than adolescent girls on global self-concept and self-esteem. On the other hand, girls experience higher levels of stress when interacting with peers of a different gender, usually due to the higher frequency with which they emit and receive negative behaviors in such contexts. In fact, it is observed that, while boys score higher on characteristics traditionally associated with masculine values of agency and instrumentality, such as athletic competence, adolescent girls score higher on qualities related to socio-emotional sensitivity, such as the ethical dimension.

Domínguez-Alonso et al. (2019) carried out a study to analyze the influence and gender differences in the perceptions of different types of school violence using a representative sample of Spanish Secondary school students. Among the results obtained, it can be noted how male students consider that there is a predominance of violence exercised by teachers towards students, reflected through direct or indirect physical violence and social exclusion, and female students are inclined to verbal violence towards teachers and disruption in the classroom. In general, the most common violent actions in Secondary schools from the students' point of view would be teacher's mania towards some students, hiding belongings, slapping, spreading rumors, disrespecting teachers, discrimination for good academic results, disruption in the classroom and sending offending, insulting or threatening phone messages. Besides, as insignificant as they may seem, some actions that may appear to be unintentional are also an implicit form of gender violence, such as teachers addressing all their pupils in a masculine way and making it seem as if girls do not count (Burgess, 1990).

Another investigation by García et al. (2008), where the main objective was to analyze the relationship between self-esteem and the manifestation of violent behavior at school during adolescence revealed that bullies, who are rated more positively in the emotional and social dimension of self-concept, are often popular among their peers. On the other hand, a more negative personal impression on the part of students who are victims of the punitive acts of their peers was related to the greater presence of depressive symptoms, anxiety or stress.

However, in the familiar and academic domains, although the differences are not statistically significant, the results of the aforementioned study show that the self-perceptions of the victims are somewhat more positive than those of the aggressor group. The victims are generally satisfied with their familiar relations, while the aggressors tend to have hostile relationships with their parents and difficulties in respecting and following the rules. In the school context, victims do not usually experience learning problems other than those caused by the negative consequences and sequels of the aggressions suffered, while the aggressors are usually students with a high level of school failure, unmotivated, hostile towards the educational environment and willing to question the academic authority of both the teachers and the school itself, showing their rejection towards education and lowering its value.

For all these reasons, following the words of Medero (2006), we must make schools safe spaces so that students can establish healthy relationships and should not encounter any kind of violence, especially sexual violence, and do not end up getting used to it and, therefore, normalizing it. We must take action to prevent violence between students and teachers. This prevention should be focused on abolishing power relations between genders and the harmonious coexistence of people in order to eradicate injustice and achieve happiness. Changes in the students' conceptions of violence are possible and becoming aware of how teachers portray and understand violence poses the basis for this transformation. This kind of education implies a revision of gender-based myths that justify violence, analyzing which materials are included or excluded from the curricula, respect for diversity, making use of non-violent strategies in interpersonal relationships and critically reviewing the concept of power and values.

3.2. Prevention through education

As previously mentioned, sexual violence prevails in teenage relationships. However, there have been a series of projects, some of which are now mentioned, where the main aim is to reduce or eradicate these tendencies among adolescent participants. These gender violence prevention programs began to be developed in Canada and the United States in the mid-1980s and were aimed at Secondary school students. The objectives of these programs have included a wide range of knowledge, attitudes and skills development. The ultimate goal of all of them is to reduce violence in relationships and to promote healthy and respectful relationships. Some of these programs also seek to raise awareness on the problem by increasing knowledge about what intimate partner violence is, why it occurs, what to do and where to get help if it does occur, as well as working on conflict resolution, skills development and critical thinking (Gómez, 2007).

A research carried out by Allen (2003) gives account on how these relationships are characterized by male dominance and highlights the need of bringing this issue to light. Flood (2004) suggests that, in order to prevent this kind of violence, men should be educated on consent and non-violent behavior. The same opinion is shared by Pease (1995), who believes that men should reflect on how their sexuality is manifested, as they usually behave in a violent and aggressive way, challenging their attitude and embracing other forms to reaffirm their sexuality that are not violent or toxic.

Hurrelmann (1997) establishes two levels of preventive action. In the first place, Primary Prevention intends to eradicate acts or situations which can give place to inequality for gender reasons, taking previous action on the causes of these issues. On the other hand, Secondary or Corrective Prevention is aimed at higher-risk populations, with the intention that they modify their behavior patterns, preventing violent actions from being repeated, incremented or consolidated. In this case, abusers and victims are the main target.

A study carried out by Banyard et al. (2004) showed how the implementation of prevention programs that included both men and women as targets and that dealt with strategies to remain safe resulted in a higher awareness of sexual violence. This is especially relevant, as it demonstrates the importance of coeducation to prevent sexual violence, as men and women are educated in equal terms and conditions, focusing on empathy and understanding. Another study by Berkowitz (1994) has proven the efficacy of a rape prevention program, as it increased

knowledge on consent and reduced attitudes that justified or supported rape. Moreover, Katz (1995) defends the need to work with men as active subjects in the prevention of violence against women, making them understand that they should actively collaborate in its eradication.

Meyer & Stein (2004) also demonstrated the effectiveness of violence prevention programs, as they reduced abusive and violent tendencies among the participants, as well as increasing their knowledge on relationship and sexual violence. Besides, they show how these programs are intended to be developed over a long time and integrated in the school curricula in order to be truly effective; as well as having a clear purpose and reason to be. The same opinion is shared by Flood (2006), who believes these long-term programs are more successful and proves how they reduce dating violence among teenagers. Besides, he establishes a series of characteristics that will improve these projects, such as valuing the feelings of the participants, including male and female targets or establishing connections with their private lives.

These interventions intend to provide teenagers with alternative behaviors and make them choose respect and tolerance over violent tendencies when resolving conflicts (Hausman et al., 1996). This is to say, these programs will be effective if they rely on how teenagers view and understand violence, why they have become accustomed to it and what attitudes they pose towards it (Sundaram, 2013). Besides, in Carmody´s (2006) words, it is important that these projects "challenge dominant masculinity norms by actively engaging men in programs and challenging cultural norms of male violence" (p. 347). Interaction and cooperative activities are used to motivate and engage students in order to provide them with opportunities for developing their skills. Moreover, a variety of resources are used such as role-play, videos, written documents, theatrical performances, discussion groups, etc. and many of them consider the importance that peers lead the development of the programs, as they argue that adolescents are more receptive to be educated by their colleagues (Gómez, 2007).

3.3. Coeducation

3.3.1. Concept and main characteristics

As discussed in previous sections, the school is the social and vital center of adolescents and is, therefore, the place where most of this gender-based violence is constructed and carried

out. Therefore, we must be able to build an educational model that avoids that these situations are normalized and take place, not only in the educational environment, but in any other context. Although the effectiveness of prevention programs has been demonstrated, there are other ways to avoid and reduce the rates of gender violence, such as educating teenagers in a coeducational model, which will be approached in the following sections.

Coeducation is defined by Comins-Mingol (2009) as "education that aims to eliminate gender hierarchy between men and women and to prevent reproduction of sexist gender roles that have done, and continue to do, so much harm to individual and social well-being" (p. 462). This model intends that both sexes work together and not in opposition, in order to achieve a common social construction (De Alicante, 1987). The same view is shared by Simon (2000), who considers coeducation as a tool for personal growth. Coeducation shall focus on the strengths and skills of students as individuals and shall not be influenced by their gender (Bonal, 2014). This model defends that boys and girls share common spaces and learn together, On the contrary, single-sex education implies that boys and girls are educated differently and in non-shared spaces (Rodríguez-Armas, 2014). For instance, Mirabilia (2011) considers that mixed schools do not guarantee the absence of gender violence. Besides, Mael (1998) finds that segregated schools can pose greater academic benefits for certain learners. On the contrary, Jackson (2002) claims that single-sex education can pose some advantages for girls, but not for boys, as it will reaffirm hegemonic masculinity and will not challenge their position as males. However, girls can also encounter disadvantages in coeducational centers, such as being constrained by male presence and appearing more passive and reluctant to take part in lessons, as boys´ attitudes towards them can also lower their confidence and self-esteem (Burgess, 1990).

A study carried out by Harris (1986) on coeducation and sex roles at an Australian university revealed that most of the subjects preferred the coeducational model over others, as it prompted natural relations among both sexes and helped normalized interaction with others, as well as prompting a more natural view of the opposite sex. In addition, another investigation by Jones & Shallcrass (1972) exposed how coeducational students, especially girls, tended to think more fondly of their academic years than single-sex students, as the latter seemed to be unable to combine hard work with fun and entertainment.

Focusing now on the main aspects of the coeducational model, as established in the 2005 BOJA, nº 227 (p. 22) it must be based on three fundamental pillars, which will also form the basis of plans for equality.

- Visibility

  To make visible the differences between boys and girls, in order to facilitate the recognition of the inequalities and discriminations that they can and do produce. Visibilize women through their contribution to the development of society, valuing the work they have traditionally done; a non-discriminatory use of language; reflection on the injustice of privileges in a democratic society and the persistence of discriminatory social roles based on sex.

- Transversality

  The principles of equality between men and women must be present in all actions and policies undertaken by the Administration and educational centers. This cross-cutting approach implies the inclusion of the gender perspective in the elaboration; development and monitoring of all actions that directly or indirectly affect the educational community. For this reason, the actions and measures promoted by the educational administration will seek to be exemplary.

- Inclusion

  Educational measures and actions are aimed at the community as a whole, because educating in equality between men and women requires an intervention on both sexes in order to correct the inequalities that exist between men and women and eradicate the imbalances produced by unequal changes in the traditional roles, reconciling interests and creating more egalitarian gender relations.

In short, the coeducational model strives to work on the gender differences that affect students in a professional and personal environment through different reconciliation strategies and by having students work collaboratively to overthrow gender stereotypes. A truly coeducational school must educate girls and boys, regardless of their gender, that is, promoting the development of their individuality without taking into account the roles that they are required to fulfill in a sexist society for belonging to one or the other sex (Urruzola, 1995).

3.3.2. Historical overview of coeducation in Spain

The following section presents an overview of the evolution of coeducation in Spain, covering the most important aspects on how it has developed up to the present time. It is important to investigate how this concept has evolved; analyzing the past in order to understand

what coeducation may look like in the future (Martòri, 2019). This last aspect will be dealt with in a separate section.

The concept of education began to be present in Spain in the middle of the 17th century. During this period, it was conceived that men and women possessed physical and psychological differences that made it necessary to separate the contents in which they had to be educated. On the one hand, men had to be educated more academically, since only they could face the world of work. On the other hand, women would be relegated to the domestic and private sphere, being responsible for the care of the home and children, so they were educated in sewing and housework. All this was marked by the strong theocentric and traditional vision of the world ascribed to that time (Guerrero-Puerta, 2017). This situation would continue throughout the 18th century, denying women access to higher education. This thinking was supported by certain intellectuals such as Rousseau, who defended in his work *Emile* (1762) that the biological differences between men and women legitimized the separation of educational content, considering that men should learn about legislation, politics and social issues and that women should receive a religious and domestic education.

All this began to change with the feminist movement developed in the 19th century, which demanded equal access to education for women, supported by public and literary figures as Emilia Pardo Bazán. Thus, certain women with high social and economic status could afford an education, and it was not until 1821 that the right of girls to learn to read and write was recognized (Martori, 1994). They also demanded that boys and girls were educated, not only in the same conditions, but also in the same spaces, defending the need for a mixed school, since up to that time education was segregated and the few women who had access to minimum studies did so in different spaces, as established in the Moyano Law of 1857. For instance, in 1927, female high schools were created and gender separation in high school studies was decreed (del Amo, 2009). The first mixed school appeared in Spain at the end of the 19th century, under the Republican government. However, education returned to its traditional and religious values, prohibiting any kind of mixed institution under Franco's dictatorship in 1939 (Albisetti, 1999).

In 1970, the General Education Law 14/1970 of August 4, established mixed and compulsory schooling for both sexes up to the age of 14. However, it was not until 1984 that

segregated education was prohibited in Spanish schools. This great change provokes that, finally, women can have access to a fair education and to the working world, and soon it starts to be noticed how the number of female students is higher than the number of male students and women are gaining access to higher studies, such as the university. However, as will be discussed in the following section, coeducation remains one of the great challenges for education in the 21st century, since in educational centers there is still, either explicitly or implicitly, a lack of opportunities for women, who suffer discrimination because of their sex with respect to men (Martòri, 2019).

3.3.3. The present of coeducation: a myth or a reality?

As already mentioned, despite the great advances that have taken place in the educational field in recent decades, coeducation continues to be a great challenge for education, since situations of sexual violence and discrimination continue to occur in educational centers and outside of them, as in the labor market, since men hold a greater amount of power and public positions than women do. To end this type of discrimination from occurring, Martòri (2019) argues that we must establish a series of changes in educational patterns, allowing them to be freer, without following textbooks, without rigid guidelines and without timetables. We must also analyze what happens in the educational context and ask ourselves why women remain invisible in it. The objective of coeducation today is the disappearance of gender, that is, of the behavioral models ascribed to men or women according to their sex. For instance, we must create a culture that does not separate what is proper for women and what is proper for men. Thus, we must provide girls and women with time, space and attention equivalent to that given to men and boys. One way to achieve this is to make known the work of important women, who had previously been relegated to a second place, in different cultural fields, making them accessible to men.

This invisibilization of women is reinforced by their lack of representation in the textbooks used in schools, which is why some of them have been revised and corrected in recent years. This not only implies a lack of feminine presence, but also provokes a great cultural void in the history of humanity. Comins-Mingol (2009) argues that teachers must eliminate sexist patterns in the cultural world and transmit its elements equally to women and men. In addition, she considers that, although coeducation has been relatively successful in kindergarten and primary school, there are two main objectives that have not yet been achieved

in Spain. Firstly, it must be extended to all educational levels and, secondly, governmental and legislative support for this issue must be obtained.

Focusing now on other current conceptions about what coeducation should achieve, the Andalusian Institute of Women defends that coeducation consists of developing all the capacities of both girls and boys through education and eliminating stereotypes or preconceived ideas about the characteristics that women and men should have. It also considers that each boy or girl has the right to be different, so it is necessary to educate them by valuing individual differences and personal qualities (Instituto Andaluz de la Mujer, n.d.). Students must be educated in respect and tolerance, in equality of conditions, treatment and opportunities. This view is shared by Núñez Cubero (2011), who points out that the role of education, especially in the prevention of gender-based violence, should be to promote non-sexist values and attitudes based on equality, critical and self-awareness, and developing new positive, non-toxic behavioral patterns. Likewise, in another of his works, he argues that emotional skills, such as interpersonal relationships, prosocial behavior and empathy, should be worked on (Núñez Cubero et al,. 2006). This type of work should be carried out transversally and at all possible times, covering all subjects and involving as many people as possible (Mellado, 2014).

Another key player in the eradication of sexist values are, as already mentioned, the teachers. In order to achieve true coeducation, they must modify their way of acting towards boys and girls and analyze their sexist attitudes towards them, as well as their way of addressing them depending on their sex (Leiva, 2010). To achieve this, teachers must incorporate non-sexist language in the classroom, avoiding comments and examples that promote sexual stereotypes and selecting teaching materials that avoid sexist biases; detecting the messages present in the hidden curriculum and sorting out those that impede an egalitarian development (Ovejas, 2012). As previously mentioned, teachers shall provide students with didactic content that reaffirms the ideas of equality and freedom and transmits to students that equity will only be achieved when women can access all the spaces which have been traditionally occupied by men (Pallarès, 2019).

Subirats (2010) considers that these advances in the educative context are just superficial, and that we must completely eradicate obsolete mentalities and conceptions from the past, such as the aggressiveness and violence intrinsic to the male gender, educating our

children in new ways of viewing and behaving in a society that has undergone so many transformations. Moreover, she presents two unsolved issues, such as the lack of access of women from different ethnicities, as gypsies, to all education levels and the ongoing debate between the advocates of mixed or segregated schools. Regarding this matter, one of the proposals is based on separating girls and boys at certain times to achieve greater equity in the group as a whole. Others believe that girls who are educated in all-female schools achieve greater results and that mixed groups could lower boys´ academic performance. However, Subirats does not agree with this view, since she understands coeducation as educating boys and girls in common values, attitudes, and habits previously ascribed to each gender, revaluing feminine practices and inculcating them in boys and generalizing the values and practices of the latter, making them available to girls. This way, students will be able to choose their own path with no external limitation. The same opinion is shared by González (2006) who believes that schools should be transformed to eradicate discrimination and assure that students work together and respect each other, in order to achieve their goals without discriminatory impediments.

However, although these are the intentions of the coeducational model, it is clear that these objectives have not been achieved at the present time. Recent studies on sexism in formal education have proven how women still occupy lower positions than men, there is no feminine presence in the cultural world, content that was previously taught to girls has been excluded from the curricula as it is considered non-important and prejudices that women do not fit in the scientific world still prevail and, as previously mentioned, there is a strong sexism in language, textbooks and in the way boys and girls are treated (Martòri, 1994). This author considers that, in order to achieve real coeducation, we must strengthen girls´ self-esteem, allowing them to enter male professions and transform, not only schools, but society itself.

3.3.4. Main coeducational projects in Spain
Although the subject of prevention programs has been dealt with in previous sections in a general sense, some of the coeducational programs for the prevention of gender violence carried out in Spain during the last few years are briefly described below. All these programs are based on the notion that gender violence should be addressed from an educational context and generalized in the social context with the help of prevention stratiegis and mechanisms that promote the rejection of any type of gender violence (Mellado, 2014).

"Proyecto Intercambia", co-organized by the Ministry of Education, Culture and Sports and the Women's Institute in 2005, had the objective of sharing experiences, projects, educational materials and the most outstanding and innovative actions about the work in education on equality of opportunities that was carried out in the different Autonomous Communities. This program had two axes: "Portal Intercambia", which served to share experiences, projects, educational materials and outstanding actions; and the annual meetings, developed around a specific theme, in which specialists were present and the Autonomous Regions that took part exhibited their actions, projects, experiences and materials on the relevant topic (Instituto de la Mujer y para la Igualdad de Oportunidades, n.d.).

Among the most outstanding programs that were part of this project, the following are worth mentioning. Catalonia, Asturias and Canarias have a telematic network to promote coeducation and prevent sexist violence in schools.

In Catalonia, the portal of the Department of Education of the Generalitat offers reflections, pedagogical resources, didactic materials, articles and links to websites, to work in the different educational stages from an egalitarian perspective (Xarxa Telemàtica Educativa de Catalunya, n.d).

In Asturias, one of the coeducational projects for secondary school, called "ESO por la salud", seeks to promote coeducational practices in areas such as Physical Education, English or Language and Literature. Likewise, the program "Iguales" on the Principality of Asturias Radio Television, with the presence of teachers and experts in the field, aims to prevent gender violence and reflect on gender equality (Gorostiza et al., 2019). In addition, the Asturian Women's Institute designed an affective-sexual education program for Secondary school called "Ni ogros ni princesas", where the main aim was to promote respect for others, self-esteem and affective responsibility in social relationships (Lena Ordóñez et al., 2007). In the same year, they designed the program "Rompiendo esquemas", which helps the academic orientation of the students without barriers and gender stereotypes (Iglesias & Choya, 2007).

In Canarias, "Educar para la Igualdad" is a program that offers resources, protocols, learning situations and equality plans in order to overcome sexist attitudes, promote equality and raise awareness about gender violence (Gobierno de Canarias, 2018).

Outside this project, the aforementioned autonomous communities and others propose other educational programs for the prevention of gender violence. For example, the Canary Islands have developed "Sin machismo", a series of apps to detect sexism and analyze youth relationships (Instituto Canario de Igualdad, n.d.). For its part, Asturias offers the program "Identidades Digitales" to prevent telematic violence and promote safe online navigation (González, 2014). With the same objective, Catalonia has created the initiative "Amar no Duele" (Ajuntament de Mollet, n.d.). Other communities that have joined with more proposals are the Basque Country, with "Nahiko", which pursues education in values and equality for respect and non-violence (Departamento de Educación, 2019), and Andalusia with "Sí es amor", to promote egalitarian relationships among youth (Junta de Andalucía, 2014). In these last two communities, it is worth mentioning the initiatives "DetectAmor", an app developed by the Andalusian Women's Institute with the aim of raising awareness and preventing male violence in Andalusian youth (Junta de Andalucia, 2014) and "Sexumuxu", an interactive proposal of the Basque Government based on new technologies and aimed at students in the third and fourth years of Secondary education to promote the acquisition of skills that help adolescents to manage their affective and sexual needs (Department of Health, 2018).

Based on the aforementioned Primary Prevention established by Hurrelmann (1997), the Andalusian Ministry of Education, in collaboration with different institutions such as the Women's Institute, has designed a series of programs with the aim of preventing situations of violence against women. These projects involve not only the students, but also their families; normally not taken into account and fundamental for the eradication of this violence; and the educational community as a whole. Firstly, we can cite "Red Escuela: Espacio de Paz", a network of educational centers interested in sharing initiatives, resources and experiences for the improvement of school coexistence; promoting respect, equality, dialogue and peaceful conflict resolution (Consejería de Educación y Deporte, n.d.). This project relies on the participation of the whole educational community, as we have already mentioned, in the life of the schools. On the other hand, "Proyecto Relaciona" is aimed at educational professionals and its main objective is the elimination of discriminatory behavior towards women, achieving greater levels of equality. This program is carried out annually and consists of eight twelve-hour training workshops, divided into three working sessions, each of which lasts four hours, working with specific didactic materials. Using a participatory methodology, based on collaboration and communication, this project aims to turn teachers into active agents and

transformers of sexist practices in the educational world. They are helped to reflect on their own actions and how they have internalized them. The project is developed at the Preschool, Primary and Secondary school levels (Instituto Andaluz de la Mujer, 2013).

Díaz-Aguado (2002), resulting from a research funded by the Women's Institute, designed an action program named "Prevenir la violencia contra las mujeres: construyendo la igualdad", to find out to what extent adolescents have overcome sexism and gender violence and to reduce the risk situations that have been detected, thus avoiding possible conflicts and problems. The program was based on four basic principles for the prevention of violence against women: promoting teacher training, developing specific programs which in turn cover the broader dimension of the problem, ensuring that these are participatory and equipping teachers with appropriate materials. On the other hand, Estévez (2010), with the support of the Andalusian Institute of Women, created a guide named "Trátame bien...Coeducación", that would help teenagers identify situations of abuse or mistreatment and know how to act towards them. He also covered some topics such as relationships between boys and girls or love myths. Besides, he provided students with all kinds of materials and resources, such as movies or books, which would help them to reflect on their own lives and actions.

Finally, it is worth mentioning that some centers, on certain important dates such as March 8 (Women's Day) or November 25 (Day for the eradication of violence against women), carry out coeducational activities, as reviewed by Gorostiza et al., (2019). For instance, in Andalusia, "Muro" stands out, focused on educational centers sharing resources, videos or photos for the elimination of sexist violence. On the other hand, "Suma tu voz" is a campaign that aims to involve the whole community against this issue, supported by the participation of cultural or social groups. Finally, the campaign "La violencia no es un juego" consists of a series of workshops for Kindergarten and Primary school students to raise awareness on gender violence. On the other hand, Catalonia organizes initiatives such as the micro-story contest "420 caràcters per a la igualtat" or "Tú mueves ficha: Cataluña por la equidad de género", which promotes reflection and individual review of the concept of gender equity in the professional, familiar and personal contexts. To finish, the Basque Institute for Women develops annual campaigns around the 8th of March. In addition, "BeldurBarik" (Without fear), promoted by the network of Basque municipalities, is an initiative for November 25 that promotes equality, respect, autonomy and freedom among teenagers.

As a conclusion to this section, we can affirm that many different coeducational initiatives have been carried out in Spain in recent years. However, these efforts do not seem to be sufficient, and we are far from achieving non-sexist education in schools. When it comes to carrying out these programs, inconveniences may arise, such as the refusal of teachers to participate, as they feel uncomfortable recognizing that they themselves are complicit in this type of violence, despite being an involuntary act (Medero, 2006). A study carried out by Gorostiza et al. (2019) on the implementation of coeducational programs in schools in the Basque Country has revealed the great deficiency of information on gender violence received by members of the educational community. This brings us back to the idea that coeducational projects must involve all members of the educational community and collaboration among institutions should be strengthened. In this investigation, they establish three modalities of centers when implementing these coeducational projects in schools, according to their stage of development. In those belonging to the first phase, coeducation is not one of the concerns or priorities of the teaching staff; and the level of involvement is minimal. Those in the second phase participate in campaigns and specific actions and feel the need to structure the work related to coeducation. Finally, the third phase includes all those centers involved in coeducation and participating in the pilot program of the Basque Government.

Therefore, we can conclude that educational programs are not yet fully developed in Spain and that there is still a long way to go. As proposals for improvement, it is suggested that these programs should be global, that their organization should be stable, that they should involve the entire educational community and that they should be long-lasting. The aim of these prevention programs is to modify the traditional socialization processes and develop new ones that function as alternatives for the prevention of gender violence (Pérez & Fiol, 2013).

4. LEGAL FRAMEWORK

The following section covers, in general terms, the main statements on the issues of gender violence and coeducation reflected in the Spanish laws and decrees. The information gathered here will be taken as a reference for the elaboration of the didactic proposal presented below. Besides, this legislative framework will enable us to contemplate the panoramic evolution of coeducation in legal terms in the last few years in Spain.

First, we must point out that the first educational law in Spain was the Moyano Law of September 9, 1857. This document established differentiated education but enabled the presence of schools for girls and recognized the right to education for women, although only up to primary school. Despite this, and as we have already mentioned, women continued to experience great inequality with respect to men, since girls were educated in domestic work and manual labor and female teachers received a lower salary than men. Within this law, we can highlight the following passages:

Sección Primera, Título I

Art. 5. In the elementary and higher education of girls, the studies referred to in the sixth paragraph of article 2 and the first and third paragraphs of article 4 shall be omitted, replacing them with:
First. Work proper to the sex.
Second. Elements of drawing applied to the same tasks.
Third. Slight notions of domestic hygiene

Sección Segunda, Título I, Capítulo I

Art. 100. In every town of 500 souls there will necessarily be a public elementary school for boys, and another, even if incomplete, for girls. Incomplete schools for boys shall only be allowed in towns with smaller populations.

Art 101. In towns with up to 2,000 souls, there shall be two complete boys' schools and other there shall be two complete schools for boys and two for girls.
In towns with 4,000 inhabitants, there shall be three, and so on, increasing by one school of each sex for every 2,000 inhabitants, and counting private schools in this number; but at least one third shall always be public schools.

Sección Segunda, Título I, Capítulo II

Art. 114. The Government shall procure the establishment of Normal Schools for Teachers in order to improve the instruction of girls; and shall declare as model schools, for the purposes of Article 71, those which it deems convenient, subject to the requirements to be determined by the Regulations.

<u>Sección Tercera, Título I, Capítulo I</u>

Art. 194. The endowment of female teachers shall be one third less than that indicated for male teachers in the scale of Art. 191.

During the Franco regime, this invisibilization of women continued until 1970, when the General Law of Education 14/1970 of August 14, 1970 (BOE, 1970, No. 187) established compulsory schooling for both sexes up to 14 years of age and the mixed school. This law recognized equal educational opportunities for men and women, breaking with gender segregation. A single curriculum was established, so that all students shared teachers and school spaces. Despite this progress, it is worth mentioning Article 17.2 of this law, which states:

The programs and pedagogical orientations will be established by the Ministry of Education and Science with sufficient flexibility for their adaptation to the different geographical areas and will be nuanced according to gender (BOE No. 187: 12,529).

The school curriculum of this period does not result from the union of the different curricula designated for the different sexes in previous years, but it integrated female students into the contents designed for boys. In this way, what had been considered until then as feminine knowledge lost legitimacy, these activities were devalued and, on the other hand, continued to be carried out almost exclusively by women, and their value and importance was diminished, thus making them invisible once again.

After this, the LOGSE (Ley Orgánica General del Sistema Educativo) was enacted in 1990, which supports coeducation and mentions for the first time the need to eliminate gender discrimination in schools. In one of the headings of article 2.3 of the Preliminary Section, the following is mentioned:

The educational activity will be developed in accordance with the following principles:
(c) The effective equality of rights between the sexes, the rejection of all types of discrimination, and respect for all cultures.

Besides, in Art. 19. Section I, it establishes that:

Compulsory Secondary education shall contribute to the development in students of the following abilities:

(d) To behave in a spirit of cooperation, moral responsibility, solidarity and tolerance, respecting the principle of non-discrimination among persons.

Subsequently, the LOCE, Organic Law 10/2002, of December 23 was established, where it was defended, in Article 72.3 of Chapter II, that "In no case will there be discrimination in the admission of students for ideological, religious, moral, social, racial or birth reasons". As we can see, there is no mention of gender discrimination. However, it is established in Article I, Chapter I of the Preliminary Title that:

The principles of quality of the educational system are:
(a) Equity, which guarantees equal opportunities of quality, for the full development of the personality through education, in respect for democratic principles and fundamental rights and freedoms.

b) The ability to transmit values that favor personal freedom, social responsibility, cohesion and improvement of societies, and equal rights between the sexes, which help to overcome any type of discrimination, as well as the practice of solidarity, through the promotion of civic participation of students in voluntary activities.

Apart from this, the issues of gender violence and coeducation are not explicitly addressed in any of its passages. It is not until 2006 that the LOE 2/ 2006 of May 3 (Organic Law of Education) openly establishes that sexual discrimination is prohibited. This issue is addressed in Article 84. 3, where it is established that:

In no case shall there be discrimination on the basis of birth, racial or ethnic origin, sex, religion, opinion, disability, age, illness, sexual orientation or gender identity or any other personal or social sexual orientation or gender identity or any other personal or social condition or circumstance.

Moreover, in Article 124.1, dealing with Rules of organization, operation and coexistence, it is established that:

The centers will elaborate a coexistence plan that they will incorporate to the annual general programming and that will gather all the activities that are programmed with the purpose of promoting the annual general program and which will include all the activities programmed with the aim of promoting a good coexistence a good climate of coexistence within the school center, the concretion of

the rights and duties of students and the applicable corrective measures in case of non-compliance with the regulations in force, taking into consideration the situation and personal conditions of the students and the implementation of actions for the peaceful resolution of conflicts with special attention to actions for the prevention of gender violence, equality and non-discrimination.

In Article 127, the competences of the school board are established, and one of them refers to:

g) Propose measures and initiatives that favor healthy lifestyles, coexistence in the center, effective equality of women and men, non-discrimination, prevention of bullying and gender-based violence, and peaceful conflict resolution in all areas of personal, family and social life.

In Article, 135.4 it is established that, at the time of designating a new director in educational centers:

The selection of the principal, which will take into account the objective evaluation of the academic and professional merits accredited by the applicants and the evaluation of the management project aimed at achieving school success for all students, which must include, among others, contents on equality between women and men, non-discrimination and prevention of gender violence, will be decided democratically by the members of the committee, in accordance with the criteria established by the Educational Administrations.

As we have been able to see reflected in these ordinances, the LOE poses a great step forward with respect to the issue of gender violence, since this problem is highlighted, prohibited and made explicit. It also establishes the obligation of the members of the educational community to prevent gender violence and sexual discrimination.

The following Organic Law 8/2013 of December 9 or LOMCE (Organic Law for the improvement of the educational quality), poses a modification of article 84.3 LOE. Hence, in its new draft, regarding pupil admission, it is established that:

In no case will there be discrimination for reasons of birth, race, gender, religion, opinions or any other personal or social condition or circumstance. A pupil's admission or the organization of education differentiated by sex does not constitute discrimination providing that the education given is in accordance with article 2 of the Convention against Discrimination in Education, approved by the General Conference of the UNESCO on December 14, 1960. In no case will the choice of an educational model differentiated by sex involve less favorable treatment or a disadvantage for families, pupils or

educational establishments when signing agreements for subsidies with educational administrations. To this effect, educational establishments will have to justify the choice of the above-mentioned system in an objective and reasonable manner, as well as carrying out the implementation of academic measures to favor equality.

With this modification, it is implied that differentiated schools will be allowed as long as safe coexistence in their classrooms is guaranteed and the reason for choosing this kind of educational model is justified.

In Article 124.2, it is mentioned that, regarding norms of organization, coexistence and behavior:

Corrective measures shall be proportionate to the offenses committed. Those behaviors that violate the personal dignity of other members of the educational community, which have as their origin or consequence discrimination or harassment based on gender, sexual orientation or identity, or racial, ethnic, religious, belief or disability origin; or that are carried out against the most vulnerable students due to their personal, social or educational characteristics will be classified as a very serious misconduct and will end up with the temporary or definitive expulsion from the center.

Dealing with the competences of the School Board, Article 127 establishes that:

The School Board of the center shall have the following competencies:

g) Propose measures and initiatives that favor coexistence in the center, equality between men and women, equality of treatment and non-discrimination on the basis of sex, equality between men and women, equality of treatment and non-discrimination for the causes referred to in causes referred to in Article 84.3 of this Organic Law, the peaceful resolution of conflicts and the prevention of gender violence.

As we have been able to verify, the LOMCE is largely a modification of the contents of the LOE and does not present great advances with respect to the previous law. In it, the express prohibition of any type of discrimination, including gender discrimination, is once again highlighted. However, coeducation and gender violence are not dealt with in depth but are part of discrimination in a broad sense and no specific sections are dedicated to deal with them.

Finally, the recent Organic Law 3/2020, of December 29, (LOMLOE), modifies the Organic Law on Education 2/2006, of May 3. Firstly, sections (a) and (k) of Article 1 of the Organic Law 2/2006, of May 3 on Education are modified as follows:

a bis) Quality education for all students, without any discrimination based on birth, sex, racial, ethnic or geographic origin, disability, age, illness, religion or beliefs, sexual orientation or sexual identity, or any other personal or social condition or circumstance.

(k) Education for coexistence, respect, conflict prevention and peaceful conflict resolution, as well as for non-violence in peaceful resolution of conflicts, as well as non-violence in all areas of personal, family and social life, and especially in the area of bullying and cyberbullying in order to help the students recognize all forms of mistreatment, sexual abuse, violence or discrimination and to react to it.

It also modifies section (d) of Article 17 as follows:

d) To know, understand and respect different cultures and differences among people, equal rights and opportunities for men and women, and non-discrimination of persons on the basis of ethnicity, sexual orientation or identity, religion or beliefs, disability or other conditions.

Paragraphs 1 and 2 are amended, two new paragraphs 2a and 2b are added, and paragraphs 7 and 8 of Article 121 are deleted, to read as follows:

The educational project of the center:

1. The educational project of the center shall include the values, goals and priorities for action, shall incorporate the curricula established by the educational administration, which shall be set and approved by the faculty, and shall promote and develop the principles, objectives and methodology of competent learning oriented towards the exercise of active citizenship. Likewise, it will include a cross-cutting treatment of education in values, sustainable development, equality between women and men, equal treatment and non-discrimination, and the prevention of violence against girls and women, bullying and cyber bullying, as well as the culture of peace and human rights. The center's educational project will also include the center's digital strategy, in accordance with article 111 bis.5.

As we can see, the LOMLOE slightly modifies the contents of the LOMCE, but does not establish too many new features. In it, once again, sexual violence is addressed and condemned as another type of discrimination. However, it does highlight the need to create an

Educational Project, in which gender violence is prevented, bringing the problem to the forefront and proposing solutions to it.

As a conclusion to this section, we can see how the issue of gender violence continues to be, at times, ignored and classified as just another problem, without proposing any direct solution, except on some occasions. However, a great advance can be seen in the legislative panorama of Spain, since the existence of this problem is recognized and condemned, but there is still much to be done, since this very serious issue should be dealt with in a more specific and direct way. Nevertheless, it is noteworthy that women have finally been able to access the world of education and the content previously reserved for them, although this does not mean that sexist violence has been eliminated in the educational system. For this reason, we must propose effective measures to end this discrimination with governmental and institutional support.

5. DIDACTIC PROPOSAL: "EVERYBODY HURTS"

5.1. General aspects

5.1.1 Introduction

The following didactic proposal is designed for the prevention of gender violence through a coeducational model in which students work together to develop empathy and respect for others. First of all, general aspects such as justification, timing, educational context, objectives, competences, contents or evaluation are included. Then, the twelve sessions are presented in a general way through tables with a brief explanation of the activities and their timing, as well as the main objective of the session. Finally, three annexes are included. In the first one, the last four sessions of the unit are completely developed and include specific contents, objectives and evaluation criteria for each session and activity. The second one includes all the necessary materials to carry out the sessions. Finally, two evaluation rubrics for the final project are included in a third annex.

5.1.2. Justification

The didactic proposal presented below, called "Everybody hurts", is designed to prevent gender violence and other sexist attitudes among adolescents through a coeducational model. The unit is designed to be implemented in the Condesa Eylo high school in Valladolid, Spain,

in a class of 24 students in the 4° year of ESO. The main intention of this proposal is that the students, working in a collaborative way with the rest of their classmates, understand the need to eradicate sexism and any kind of violence towards others, reflecting also on their own actions, the consequences of these and how to prevent and solve them.

The proposal is designed to be implemented as part of the English subject over a whole trimester. More specifically, it is intended that it be developed during the second trimester, since the students will have had time to settle in properly to the classes and will be able to adapt to new and different content. Likewise, it should not be developed at the end of the course since students will be quite overwhelmed and stressed by the final exams and will not be able to focus on the lessons.

This proposal will be part of the subject of English and will occupy one of the three hours per week assigned for the teaching of this subject, as specified in Annex II of the Order EDU/362/2015 of May 8 (p. 32427) for the course of 4° of ESO. However, during this hour, the contents and competences included in this same document will also be covered, but they will be worked with in a different way. In addition, it will be based on other documents such as the Royal Decree 1105/2014, of December 26, which establishes the basic curriculum for ESO and Bachillerato or the Organic Law 8/2013 of December 9 for the improvement of educational quality. However, this unit will deal with objectives instead of learning standards due to the recent approval of the Organic Law 3/2020 of December 29th.

The proposal is divided into three differentiated blocks, each one assigned to one of the three months of the trimester, in which specific contents will be worked on. First, the four initial sessions will try to familiarize students with the topic of gender violence, violence in adolescent relationships, self-esteem, social networks and sexual violence. It is important that students understand these concepts and work on them through dialogue and reflection, as it usually poses the starting point to violent behavior and the origin of gender violence on many occasions. The second block will be dedicated to the invisibilization of women in the historical and cultural world, with the intention that students discover how many relevant female figures have been silenced because of their gender and reflect on how the educational environment has occasionally contributed to this invisibilization. It will also try to help students discover new female references in areas such as literature, history, science and sports. Finally, the four final

sessions will be directed towards the realization of the final evaluation project, consisting of a one to two and a half minute short film for the prevention of gender violence. For this purpose, the first session will deal with sexism in the world of advertising and will explain what this final project consists of so that students can start working on it. The remaining sessions will be dedicated to reflecting on sexism in the audiovisual world through film and music and the final session will involve a review of the previous contents and the presentation of the final projects.

The activities designed for the proposal follow the task-based approach, in which students will have to work in small groups to perform a series of tasks related to the theme of the session. These activities focus on fostering communication and collaboration among them, making them reflect on their attitudes and actions through debates and discussions with guided questions or through online research to find out new and interesting information on the topic of the session. These activities will increase empathy towards others, as students will learn about their classmates´ experiences and points of view and learn to respect others. This is an interdisciplinary proposal, since it will cover contents worked on in other core subjects such as Language and literature, Geography and History, Technology, Biology, Physics and Chemistry and some specific subjects such as Physical Education, Ethical Values, Scientific Culture, Classical Culture, Music, Visual and Audiovisual Education and Information and Communication Technologies.

5.1.3. Timing

As already specified, the proposal is designed to be covered over twelve weeks in the second trimester of the school year, with a weekly session to teach the contents of the English course. These sessions will take place on the first day assigned to the subject after the weekend. Most of the sessions are structured in a similar way: they begin with a video or introductory question to present the topic and familiarize the students with it, as well as to allow the teacher to prove the students´ prior knowledge of it. This is followed by a group discussion of the video they have seen to begin working on the topic. The rest of the activities involve a more independent learning in which the teacher only acts as a guide, and it is the students who must find solutions to certain questions or unknowns posed by the teacher in relation to audiovisual and written materials.

5.1.4. Educational context

The didactic proposal presented here is designed to be implemented in the secondary school Condesa Eylo Alfonso, which has a wide educational offer that includes: first and second cycle of ESO with the option to take bilingual French and English, first and second cycle of LOMCE Bachillerato in the modalities of Sciences and Humanities and Social Sciences, with the option to take BACHIBAC studies and middle and higher-grade training cycles. This center is located in Calle Bretón, in the city of Valladolid (Castilla y León).

The personal and socio-cultural characteristics of the students' families are varied. In general, we find an average economic and cultural level, which favors the students' study conditions, but there also exist smaller groups with economic and cultural deficiencies. In general, the students are willing to learn, although they show certain difficulties in assuming responsibilities, doing continuous work or acquiring study habits. The conditions of the classrooms and the rest of the facilities are good and adequate for the development of teaching activities. As for the programs developed in the center, they have a wide and varied offer of activities, such as theatrical performances, choir performances, musical auditions, conferences on sexual education, poetry, prose and drawing contests (in collaboration with the A.M.P.A.). There are also career guidance lectures and visits to other higher education institutions. The center also organizes exhibitions of Technology projects.

Regarding the Linguistic Project, the French and English Bilingual Sections of the IES Condesa Eylo Alfonso represent a significant improvement in the educational quality of the Center. The Condesa Eylo Alfonso always works with the idea of offering students and their families a public and updated quality education that caters to diversity and offers broad educational itineraries, versatile and of a high level in humanistic and technical content. In addition to classroom activities, the complementary activities organized and carried out each year (trips and cultural visits, sports activities, language exchanges and immersions) awaken in the students an open and respectful attitude towards other realities that they can get to know and value, developing in them attitudes of solidarity and tolerance. The students in these sections have the same program as their non-bilingual peers but with a series of non-linguistic subjects taught in a foreign language, such as the ones related to culture and civilization, which will be very important since, through them, students will be able to develop their critical sense, discover and accept differences and show an attitude of interest and respect towards other peoples and cultures.

5.1.5. Objectives

According to the stage objectives for compulsory secondary education established in article 11, chapter II of Royal Decree 1105/2014 of 26 December, and considering that this coeducational proposal seeks the elimination of gender violence through respect, empathy and tolerance, students will have to:

a) Assume responsibly their duties, know and exercise their rights with respect for others, practice tolerance, cooperation and solidarity among individuals and groups, exercise in dialogue, strengthening human rights and equal treatment and opportunities between women and men, as common values of a pluralistic society, and prepare for the exercise of democratic citizenship.

c) To value and respect the difference between the sexes and the equality of rights and opportunities between them. Reject discrimination of persons on the basis of sex or any other personal or social condition or circumstance. Reject stereotypes that imply discrimination between men and women, as well as any manifestation of violence against women.

d) Strengthen their affective capacities in all areas of their personality and in their relations with others, as well as to reject violence, prejudices of any kind, sexist behaviors, and to resolve conflicts peacefully.

g) To develop an entrepreneurial spirit and self-confidence, participation, critical sense, personal initiative and the ability to learn to learn, plan, make decisions and assume responsibilities.

j) To know, value and respect the basic aspects of one's own culture and history and that of others, as well as the artistic and cultural heritage.

5.1.6. Contents

In accordance with the provisions of ORDER EDU 362/2015 of May 4, the following contents will be included, classified in each block of sessions according to the topic addressed.

Nº of sessions	Topic	Contents
1-4	Introduction to gender violence, sexual violence, social media, self-esteem, dating violence.	- Terminology related to gender and sexual violence, self-esteem and social media. - Expression of agreement, disagreement, acceptance and denial. - Initiation and maintenance of personal and social

			relationships.
5-8	Women in literature, history, science and sports	-	Terminology related to literature, history, science and sports.
		-	Expression of knowledge, doubt and conjecture.
		-	Mobilization of prior information about the type of task and topic.
9-12	Sexism in audiovisual media and advertising	-	Terminology related to the world of cinema. advertisement and music
		-	Requesting and offering information, indications, opinions and points of view, advice and warnings.
		-	Establishment and maintenance of communication and organization of discourse.

As can be seen, the aim is for students not only to acquire the necessary knowledge on the relevant topics, but also to develop their linguistic and social skills through dialogue and debate from a position of respect and understanding.

5.1.7. Competences

The didactic proposal covers most of the key competences established by the Ministry of Education, as reflected in the Royal Decree 1105/2014 of December 26th, which are:

- Linguistic communication competence (LCC), which is the result of communicative action within given social practices, in which the individual acts with other interlocutors and through texts in multiple modalities or formats. Students will develop this competence constantly since the tasks are based on dialogue, interaction and mutual understanding through debating and discussions.

- Digital competence (DC), which involves the creative, critical and safe use of information and communication technologies to achieve objectives related to work, employability, learning, use of free time, inclusion and participation in society. For its development, students will have to make use of electronic devices such as their cell phones to perform tasks such as web searches or complete questionnaires while acquiring relevant knowledge.

- The competence to learn to learn (CPAA), which requires knowing and controlling one's own learning processes in order to adjust them to the times and demands of the tasks and activities that lead to learning. Learning to learn competence leads to increasingly effective and autonomous learning. Although most of the tasks in the proposal involve group participation, some of them focus on the individual reflection of students on their own actions and opinions regarding a given topic, such as the completion of individual and anonymous questionnaires.

- The sense of initiative and entrepreneurial spirit, which requires the development of attitudes and values such as: the predisposition to act in a creative and imaginative way; self-knowledge and self-esteem; autonomy or independence, interest and effort, and entrepreneurial spirit. Through group work, the creativity and reflexivity of the students is strengthened, as well as their ability to take the initiative in the face of any conflict or difficulty that may arise when completing different tasks.

- Competence in cultural awareness and expressions (CEC), which implies knowing, understanding, appreciating and valuing with a critical spirit, with an open and respectful attitude, the different cultural and artistic manifestations, using them as a source of enrichment and personal enjoyment and considering them as part of the richness and heritage of the people. Through researching the previously silenced work of certain female figures, students will discover new cultural and historical products associated with disciplines such as literature or science and learn to respect any cultural manifestation whatever its origin.

- Social competence involves knowing the basic concepts related to the individual, the group, the organization of work, equality and non-discrimination between men and women and between different ethnic or cultural groups, society and culture. On the other hand, civic competence implies the ability to interact effectively in the public sphere and to show solidarity and interest in solving problems affecting the school environment and the community, whether local or broader. These two competences are the main basis of the didactic proposal, as its main objective is to ensure that students develop them effectively.

Also, as established in the order EDU 362/2015 of May 4, students should develop their capacity for self-learning, sense of initiative, creativity, and management of new technologies when looking for specific information or collaborative work (p. 32233).

5.1.8. Materials and methodology

As previously stated, the proposal follows the task-based approach and communicative approach to prompt collaboration among students and make them reflect on how they themselves or their classmates might have been victims or perpetrators of gender violence and reflect on ways to solve and put an end to these attitudes. By performing these tasks, students will learn about gender violence, sexism, empathy and respect and acquire the knowledge needed. The activities will be usually performed in small groups which will vary from one session to another, to make sure that all students communicate with the rest of their classmates and get to know different views, experiences and opinions; except for the final project, in which students will be divided into six groups of four people of their own choosing to work on it together in order to create a short film to prevent and raise awareness on gender violence and sexism. Students will work with real-life materials such as literary texts, advertisement billboards, trailers for movies or TV series, music lyrics, videos, headlines or tweets. These materials will make students come into contact with authentic language and prompt their communicative skills, since by working with these materials, students will reflect on them by sharing views and opinions with their classmates guided by some questions provided by the teacher. Other activities involve research on the internet, to prompt their entrepreneurship and digital competence to find out new data on the topic of the session. However, students will also perform some individual tasks such as completing questionnaires to reflect on their own experiences and evolution throughout the implementation of the proposal, giving account on the things they have learnt.

5.1.9. Evaluation

The didactic proposal will represent 15% of the final grade that the students have obtained in the English course. Within this percentage, 10% will correspond to the grade obtained in the final project, in which a series of variables specified in a rubric in one of the annexes will be evaluated. Likewise, students will have to evaluate their peers in another rubric, also attached. Finally, the remaining 5% will include the student's active participation in class, their interest, their collaboration in group tasks, their ability to solve problems and their evolution throughout the term.

5.2. Sessions

Session 1: "Gender violence? Not my problem"

The main aim of this session is that students comprehend the concept of gender violence and become aware of the need to eradicate it, being conscious that it is a global problem and that all of them have been in contact with this issue in one way or another, as it is not only a matter of physical damage, by sharing experiences and thoughts on it.

Activity and timing	Short description
What is "gender-based violence"? (5 min)	Making use of the website Lino and individually, students will briefly answer the question "What is gender violence?". Afterwards, their answers will appear in the digital board in the form of post-its and will be shared with the whole classroom.
Inspiration: What is Gender-Based Violence? (5m)	Students watch the YouTube video "Inspiration: What is Gender-Based Violence?" and take notes on it individually for the next activity.
Debate on the video (10m)	In small groups, students will discuss a series of questions related to the video (in Appendix) handed in by the teacher, who will be moving around the classroom and making sure they are doing the activity.
Gender violence quotes debate (10m)	The teacher will show the students a series of quotes related to gender violence (in Appendix). In small groups, students will comment on what they mean and their significance to them.
At that moment, I was afraid (10m)	All students write on a piece of paper with no name about an experience they had when they were afraid and feared something would happen to them. Then, the teacher will mix them up and give one to each student. In small groups, students will reflect on whether that situation sounds familiar to them or not, and what would they do if it happened to them.
Never have I ever… (10m)	Students play the classical game "Never have I ever", where the teacher will show them a series of situations related to gender violence (in Appendix), and they will answer whether they have experienced them or not on an anonymous yes/no questionnaire created on Google Forms. Afterwards, results will be shared (anonymously) and commented on, proposing solutions to prevent them from happening.

Session 2: Dating violence

The main aim of this session is that students become familiarized with the issue of dating violence and reflect on whether it has happened to them and how they could possibly end this problem, becoming aware that it is a lot more common than they think and can take many forms, not only physical harm, and that maybe they have exercised it involuntarily.

Activity and timing	Short description
"Short term 12 - Octopus and shark story" video (5m)	Students watch a video on the film Short Term 12 and take notes on it individually for the next activity.
Questions and debate on the video (10m)	Students answer in small groups a series of questions related to the video handed in by the teacher (in Appendix)
Dating violence situations: What would you do? (15m)	The teacher will present students with a series of situations (in Appendix). In small groups, they will have to deliberate whether they consider them violence or not, and what would they do in those circumstances.
Creating a short story about dating violence (20m)	In small groups, students will create an allegorical short story on interpersonal violence, like the one presented in the video.

Session 3: Self-esteem, social media and cyberbullying

The main aim of this session is to make students reflect on how social media influences self-esteem and has a direct effect on our mental health and how these problems are related to gender stereotypes and can lead to violent attitudes.

Activity and timing	Short description
My mad fat diary: Loving oneself (5m)	Students watch a short clip from the TV series "My mad fat diary" as an introduction to the topic of the session
Never have I ever… (10m)	Students play the classical game "Never have I ever", where the teacher will show them a series of situations related to cyberbullying or body image (in Appendix), and they will answer whether they have experienced them or not on an anonymous yes/no questionnaire created on Google Forms. Afterwards, results will be shared (anonymously) and commented on, proposing solutions to prevent them from happening.
My ideal partner (5m)	Students discuss in small groups and make a list of the features they look for in an ideal partner. Afterwards, results are shared with the whole class and the views of boys and girls are compared, thinking about the reasons for the choices made.
Self-image on Instagram debate (10m)	In small groups, students will go through their Instagram feeds and comment on the contrast between the publications of boys and girls (only commenting on photos of people, not landscapes or similar). They will pay attention to the way they are dressed, their pose, their number of likes and comments.
Picture comparison: Gender stereotypes (10m)	The teacher will show students a series of photographs of famous people who have the same profession. In

	small groups, students will comment on the expectations we have depending on the gender of the person. Guidance questions and examples of the pictures can be seen in the Appendix.
Bullying situations: How do we solve them? (10m)	The teacher will present students with different situations where someone is suffering self-esteem issues or being bullied because of their appearance or actions. In small groups, students will think about ways to solve them and the reason for these attitudes. Situations in Appendix.

Session 4: Sexual violence

The main aim of this session is that students get to understand the meaning of sexual violence, comprehend that they themselves may have been victims or perpetrators and that this issue is more common than they thought by sharing common experiences, views and thoughts on this matter and reflecting on possible solutions to it.

Activity and timing	Short description
Sexual assault myths video (10m)	Students watch a video on sexual assault myths to get familiarized with the topic of the session and take notes for the next activity.
Debate on the video (10m)	In small groups, students debate a series of questions about the video (in Appendix).
Never have I ever… (10m)	Students play the classical game "Never have I ever", where the teacher will show them a series of situations related to sexual violence (in Appendix), and they will answer whether they have experienced them or not on an anonymous yes/no questionnaire created on Google Forms. Afterwards, results will be shared (anonymously) and commented on, proposing solutions to prevent them from happening.
Sexual violence situations (10m)	In small groups, students will discuss a series of situations and decide whether it is describing sexual violence or not, and possible solutions to them. In Appendix.
Consent quotes (10m)	The teacher will show the student a series of quotes and, in small groups, they will have to decide if they express consent or not. In Appendix.

Session 5: Women in literature

The main aim of this session is that students reflect on the little importance that has been given to the voice of women in the literary world, as well as on how feminine and masculine characters are portrayed and described depending on who is writing them.

Activity and timing	Short description
"Shakespeare´s sister" reading and debate (15m)	Students read a fragment of "A room of one's own" and discuss some questions on it in small groups. Fragment and questions in Appendix.
How are men and women described? Comparing male and female characters (20m)	The activity is divided into two different parts. The first ten minutes, the teacher will show the students a webpage where they can find descriptions of male characters in literature written in the way their male authors described the female characters from that same work. Students will then discuss in small groups what they find shocking about these descriptions and why is that. Afterwards, the next ten minutes, the teacher will show them descriptions of: - Male characters described by female authors - Male characters described by male authors - Female characters described by female authors - Female characters described by male authors In small groups, students will discuss these fragments with some guidance questions (both in Appendix).
Creating a wiki on a woman writer (15m)	In small groups, students will create a wiki page on a female writer they choose by using PBWorks. They will have to look for information on her life and works, make a summary and post it online so that their classmates can read it.

Session 6: Women in history

The main aim of this session is that students get to know some important feminine figures often ignored in history and reflect on how we perceive masculine and feminine historical figures by investigation and collaborative work with their peers.

Activity and timing	Short description
Women in history video (10m)	Students watch a video on rebel women in history as an introduction to the topic of the session.
Discussion on the video (5m)	In small groups, students will discuss: - If they recognized any of the women in the video and, if they did not, why is that - If they can think of any other examples of historical women

Comparison on historical men and women (15m)	The teacher will show the students some pairs of images of famous male and female figures. In small groups, students will discuss a series of questions on them (images and questions in Appendix).
Gymkana on historical women (20m)	The teacher will provide students with a series of hints on historical women (in Appendix). In small groups, students will try to discover the women behind those hints and the first one to solve all of them, wins.

Session 7: Women in science

The main aim of this session is to make students reflect on how little importance and presence women have had in the scientific world, by researching on different female scientists and becoming aware of how they have largely been ignored in the history of science; as well as discovering new female scientists who were before unknown to them.

Activity and timing	Short description
List of scientists (5m)	In small groups, students will make a list of scientists they know. Afterwards, they will share it with the classroom and find out how many women they have named.
Women in science video (5m)	Students watch a video on women in science for their next activity.
Who invented/discovered…? (10m)	The teacher will provide students with a list of inventions and discoveries made by women, some of them taken from the previous video, as well as new ones (in Appendix), and they will have to find out their name, looking for information on the internet if necessary.
Who is who? (15m)	In small groups, students will do some research on a famous woman scientist of their choosing and note down some important information on her. Afterwards, they will describe it to their classmates. The first group to find out who they are talking about, wins (students can look for information on the internet).
Debate: What would you do? (20m)	The teacher presents the students the following situation: One of your friends tells you that she has made a scientific discovery that could change the world as we know it but, unfortunately, she cannot publish her research unless it is endorsed by a man. Therefore, she asks you to do her the favor of supporting her study, but you are hesitant to accept or not.

	Students will then debate on it: half of the class will argue they would accept, and the other half will refuse the offer. The first ten minutes, students will gather ideas for the debate and the other ten minutes will be dedicated to the debate itself. Students should present solid arguments and look for some data on the internet.

<u>Session 8: Women in sports</u>

The main aim of this session is that students get to understand the sexism that women athletes still suffer today by looking at real examples of sexist language and reflecting on the problem they pose and how to end it.

Activity and timing	Short description
Debate on sexist language about women in sports (15m)	The teacher will show students a series of sexist tweets and headings related to the presence of women in the world of sports (in Appendix). In small groups, students will discuss a series of questions on them provided by the teacher (in Appendix).
Interviewing a female athlete (15m)	In small groups, students will choose a female athlete and do some research on her. Afterwards, they will have to design a series of questions they would ask her if they were to interview her.
News report about women athletes (20m)	In small groups, students should research news stories involving women in the sports world that are close to the date of the session. They will then simulate a newscast in which they will explain the news to their classmates. The first few minutes will be spent looking for these news items, and then they will focus on their newscast presentations. Students should present one news item for each member of the group and should include a headline and a brief description of a couple of lines.

<u>Session 9: Sexism in advertising</u>

The main aim of this session is to get students familiarized with the world of advertising and introduce them to their final task, as well as making them reflect on implicit and explicit forms of sexism in ads through debating and discussion and realize that both genders can be victims of this type of discrimination.

Activity and timing	Short description
Explaining the final project (7m)	The teacher will begin the session by introducing students to its topic and explaining the instructions for their final project, which are the following:

	"You will have to create, in groups of 4 people of your choice, a short film to raise awareness on gender violence. The film should be no longer than 2:30 minutes (minimum of one minute) and can deal with any of the topics previously seen or to be dealt with in the next sessions." Then, the teacher will show them an example of a short film for inspiration and answer their doubts.
Sexist billboards debate (14m)	In small groups, students will discuss a series of sexist ads towards women shown by the teacher with guidance questions. Afterwards, the teacher will show them some ads where the roles are reversed and the ones to suffer sexism are men, and they will discuss the same questions on them. 7 minutes will be dedicated to each part. Images and questions in Appendix.
Sexist commercials debate (14m)	The teacher will show students a video with a compilation of sexist ads and, in small groups, they will discuss the same previous questions on them.
Final project script and brainstorming (15m)	Students will decide their work groups and start elaborating their final project. They will do some brainstorming to get ideas on their project script and can look up for some information on the internet to include in their short film.

Session 10: Sexism in music

The main aim of this session is that students get to discuss, reflect on and understand the still existent sexism in the world of music, whether in lyrics, videos or even directly to singers themselves by valuing more their looks than their talent.

Activity and timing	Short description
Sexism in music videos and lyrics debate (20m)	The teacher will show students some extracts of a series of music videos and some sexist lyrics, and, in small groups, students will debate on some questions provided by the teacher. Videos, lyrics and questions in Appendix.
Looking at your Spotify (15m)	In small groups, students will go through their Spotify profiles and check out their favorite songs, the last ones they played or the playlist they like/follow. They will discuss some questions provided by the teacher (in Appendix).
Sexist interview questions (15m)	The teacher will provide the students with a list of real questions that have been asked to famous singers (in Appendix). Students will have to: - Guess if they were asked to a male or female

	singer - Discern whether the question is sexist or not, and why - Discuss if they are appropriate or out of place - Discuss how they would react if the questions were made to them or one of their colleagues - For the ones they believe are sexist, substitute them with another one that is not sexist and that they would find interesting

Session 11: Sexism in cinema and TV series

The main aim of this session is that students become aware of the sexist content included in cinema and TV series they are consumers of and the many forms it can take, whether explicit or not, by looking at some real material and discussing it, reflecting on how they are constantly receiving this kind of content.

Activity and timing	Short description
Looking at movie posters (5m)	The teacher will show students some movie posters and, in small groups, they will discuss some questions on them. Both in Appendix.
Commenting on some trailers from films and TV series (20m)	In small groups, students will answer a series of questions on some trailers from films and TV series shown by the teacher. Both in Appendix.
Comparing male and female characters (10m)	The teacher will show students some pictures of male and female characters from famous TV series and movies (in Appendix) and, in small groups, they will discuss a series of questions. The characters belong to the same movie/TV series.
The Bechdel Test: Finding movies (15m)	The teacher will shortly explain to students what "The Bechdel Test" is and, in small groups, they will have to collaborate and think about movies or TV series they have seen that match its requirements, noting them down. Students can look up for information on the internet. Afterwards, they will briefly present the movie(s) they found to their classmates. Bechdel Test definition in Appendix.

Session 12: Review and presenting the final project

The main aim of this session is to make sure students have properly understood and assimilated the contents of the previous sessions and become familiarized with the concept of gender violence and the need for its eradication. Besides, students will present their final project.

Activity and timing	Short description
Questionnaire: What have I learnt? (10m)	Individually, students will complete an anonymous questionnaire on Google Forms with yes or no questions on what they have learnt from previous sessions (in Appendix).
Review game: Nearpod (10m)	Individually, students will play a short game on Nearpod to demonstrate they have assimilated the contents of the previous sessions. Game link in Appendix.
Presenting the final project (30m)	Groups will present their short films to the rest of the class and briefly explain why they have chosen their topic and what they have learnt from doing this project. Students will evaluate their peers through a rubric designed by the teacher (in Appendix).

6. CONCLUSION

After having exposed the current problem regarding gender violence and its prevalence in society, the growing need to eradicate this problem has been made clear and it has been demonstrated how one of the most appropriate means to do so is education. Through it and with a coeducational model in which both sexes work in a climate of tolerance and mutual respect, we can train individuals who are aware of the impact that their actions may have in the future and eradicate their violent behavior towards other individuals.

To this end, a didactic proposal based on a coeducational model and a task-based approach has been created with the intention that students learn firsthand how gender violence is present in all aspects of society and reflect on how they themselves may have been perpetrators or victims of this violence, directly or indirectly. Through dialogue with their peers on issues that affect all of them such as self-image, social networks or violence in teenage couples, students will be aware that they have all suffered discrimination in one way or another and will be able to empathize with their peers, thus reducing the number of violent behaviors through reflection and understanding.

We can affirm that education is one of the most powerful weapons for social transformation, since by educating individuals at an early age and especially adolescents, who are at an age when they are highly influential, we will ensure that the citizens of the future know how to behave in society and understand the need to respect any individual regardless of gender, since we are all equal individuals. Educational centers are the main context of

socialization for students, so if we are able to ensure that these social relationships that are established in them are healthy and respectful, we will achieve that these attitudes are transferred to any other context and, therefore, to society as a whole. However, we must bear in mind that this work involves time, effort and dedication not only on the part of the students, but also on the part of the teachers, who must also reflect on their own behaviors with their classmates and students and modify them. On the other hand, we must also claim that, for true coeducation to be achieved in Spain, we need the involvement of educational centers and legislative corporations, which must elaborate concrete and specific laws that address the prevention and elimination of gender violence.

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APPENDIX I: SESSIONS 9-12

SESSION 9: SEXISM IN ADVERTISING	
Aims Students should be able to - identify and understand the sexist elements integrated in the world of advertising, showing a critical attitude towards them. - understand the instructions of the final project to be carried out and begin to develop ideas around it in collaboration with their classmates.	**Contents** Block 1: Comprehension of oral texts - Comprehension strategies: Distinction of types of comprehension (general sense, essential information, main points, relevant details). Block 2: Production of oral texts: expression and interaction - Production strategies: planning Conceive the message clearly, distinguishing its main idea(s) and its basic structure. Block 3: Comprehension of written texts - Syntactic-discursive structures. Commonly used written vocabulary (reception) related to the world of music.
Evaluation criteria Students will be able to - identify the general sense, the essential information, the main points and the most relevant details in short oral texts transmitted by technical means in an informal register related to the world of advertising. - produce short-length texts in face-to-face conversations in a neutral register in which information, ideas and opinions are exchanged, justifying in a simple but sufficient way the reasons for actions and plans, and formulate hypotheses. - know, and use for the comprehension of written texts, the sociolinguistic aspects related to the world of advertising.	
Tasks	**Time**
Explaining the final project	7m
Sexist billboards debate	14m

Sexist commercials debate	14m
Final project script and brainstorming	15m

TASK 1 , SESSION 9		
Title: Explaining the final project	Type: Introductory activity	Time: 7 minutes
Classroom management: Students remain seated while the teacher explains the instructions of the final project.		Resources: - piece of paper for taking notes - digital board
Aim(s): Students should be able to: - understand the instructions of the final project to be carried out and take notes on the most important aspects explained by the teacher.		

TASK 2 , SESSION 9		
Title: Sexist billboards debate	Type: Development activity	Time: 14m
Classroom management: Students work in small groups while the teacher walks around making sure they are doing the activity.		Resources: - digital board - sexist billboards (in Appendix) - guidance questions for debate (in Appendix)

Aim(s):

Students should be able to:

- identify which are the sexist elements of advertising posters, why are they sexist, the reason why they are there and answer a series of questions about them in a collaborative way with their colleagues

TASK 3 , SESSION 9

Title:	Type:	Time:
Sexist commercials debate	Development activity	14m

Classroom management:	Resources:
Students work in small groups while the teacher walks around making sure they are doing the activity.	- Video on sexists ads (also in Appendix): https://www.youtube.com/watch?v=S62sl-qWEqo - Previous questions to answer

Aim(s):

Students should be able to:

- identify the sexist elements on these commercials, why are they sexist, the reason why they are there and answer a series of questions about them in a collaborative way with their colleagues.

TASK 4 , SESSION 9

Title:	Type:	Time:
Final project script and brainstorming	Development activity	15m

Classroom management:	Resources:
Students work in small groups while the teacher walks around making sure they are doing the activity.	- piece of paper - mobile phone

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Aim(s):

Students should be able to:

- decide the topic, search for and develop new and original ideas for the script of their final short film with their peers in accordance with their teachers´ instructions

SESSION 10: SEXISM IN MUSIC	
Aims Students should be able to - identify the different sexist elements that appear in song lyrics and video clips, as well as in certain questions asked to male and female singers - reflect on the prevalence of sexism in the music industry and how we contribute to it, showing a critical stance and offering solutions to end this problem.	**Contents** Block 1: Comprehension of oral texts - Syntactic-discursive structures. Oral vocabulary of common use related to personal identification, and the world of music Block 2: Production of oral texts - Communicative functions Requesting and offering information, indications, opinions, points of view, advice and warnings. Expression of knowledge, doubt and conjecture. Block 3: Comprehension of written texts - Syntactic-discursive structures. Commonly used written vocabulary (reception) related to the world of music.

Evaluation criteria

Students will be able to

- know and use for the understanding of an oral text the sociocultural and sociolinguistic aspects related to the music industry

- interact in a simple but effective way in clearly structured exchanges, using common formulas or indications to take or give the floor, although help from the interlocutor may be needed.

- identify the essential information, the most relevant points and important details in texts, both in printed or digital format, short or medium-length and well structured, written in a formal, informal or formal, informal or neutral register, dealing with daily or less common topics of interest or relevance to one's own studies, occupation or work, and which contain structures and a lexicon of common use, both of a general and more specific nature.

Tasks	Time
Sexism in music videos and lyrics debate	20m

Looking at your Spotify	15m
Sexist interview questions	15m

TASK 1, SESSION 10		
Title: Sexism in music videos and lyrics debate	Type: Development activity	Time: 20m

Classroom management: Students work in small groups while the teacher walks around making sure they are doing the activity.	Resources: - music videos (in Appendix) - digital board and speakers - computer - sexist lyrics (in Appendix) - guidance questions (in Appendix)

Aim(s):

Students should be able to

- identify sexist elements in music videos and song lyrics, understand why they are sexist and how they have become normalized in the music industry.

TASK 2, SESSION 10		
Title: Looking at your Spotify	Type: Development activity	Time: 15m

Classroom management:	Resources:
Students work in small groups while the teacher walks around making sure they are doing the activity.	- mobile phone - questions for debate (in Appendix)

Aim(s):

Students should be able to:

- reflect on the type of music they listen to and whether it is sexist, realizing how all musical genres can be sexist and are listened to globally.

TASK 3, SESSION 10

Title:	Type:	Time:
Sexist interview questions	Development activity	15m

Classroom management:	Resources:
Students work in small groups while the teacher walks around, making sure they are doing the activity	- list of real questions from interviews

Aim(s):

Students should be able to

- reflect on why these questions are sexist, how they would react if they were the interviewees and the differences between those asked to women and men, as well as understand why they are inappropriate and think about alternative, non-sexist questions to substitute them.

SESSION 11: SEXISM IN CINEMA AND TV SERIES

Aims	Contents
Students should be able to - reflect on the sexism present in current series and movies and establish connections with their own experiences as consumers of them, understanding how sexism can go unnoticed, being normalized and invisibilized.	Block 1: Comprehension of oral texts - Syntactic-discursive structures. Oral vocabulary of common use (reception) related to the cinematographic and audiovisual world. Block 2: Production of oral texts - Communicative functions Requesting and offering information, indications, opinions and points of view Expression of knowledge, doubt and conjecture. Make predictions and express intentions. intentions. Expressing certainty and probability.

Evaluation criteria

Students will be able to

- identify the general sense, the essential information, the main points and the most relevant details in short oral texts transmitted by technical means in an neutral register related to the audiovisual and cinematographic world

- carry out the functions required by the communicative purpose, using a repertoire of common exponents of these functions and the usual discursive patterns to initiate and conclude the oral text appropriately, organize the information clearly, expand it with examples or summarize it.

Tasks	Time
Looking at movie posters	5m
Commenting on some trailers from films and TV series	20m
Comparing male and female characters	10m
The Bechdel Test: Finding movies	15m

TASK 1 , SESSION 11

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Title:	Type:	Time:
Looking at movie posters	Introductory activity	5m

Classroom management:	Resources:
Students work in small groups while the teacher walks around, making sure they are doing the activity	- movie posters (in Appendix) - questions on posters (in Appendix)

Aim(s):

Students should be able to:

- identify why the movie posters are sexist, as well as reflect on why these products are attractive to audiences and are still being produced today, making connections with their own views and experience as movie consumers.

TASK 2, SESSION 11

Title:	Type:	Time:
Commenting on trailers from films and TV series	Development activity	20m

Classroom management:	Resources:
Students work in small groups while the teacher walks around, making sure they are doing the activity.	- movie and TV series trailers (in Appendix) - digital board - speakers - computer - questions on trailers (in Appendix)

Aim(s):

Students should be able to:

- identify and understand the sexist elements present in current TV series and movies and reflect on whether they are active consumers of these content and the reasons for it

TASK 3, SESSION 11		
Title: Comparing male and female characters	**Type:** Development activity	**Time:** 15m
Classroom management: Students work in small groups while the teacher walks around, making sure they are doing the activity.	**Resources:** - pictures of the characters (in Appendix) - discussion questions (in Appendix) - digital board - computer	
Aim(s): Students should be able to: - identify the main differences in the representation of female and male characters in the audiovisual world and reflect on whether they are constructed around gender stereotypes or not, and the reason for this.		

TASK 4, SESSION 11		
Title: The Bechdel test: Finding movies	**Type:** Development activity	**Time:** 15m
Classroom management: Students work in small groups while the teacher walks around, making sure they are doing the activity.	**Resources:** - piece of paper - mobile phone	
Aim(s): Students should be able to: - actively collaborate with colleagues to find films and series with a relevant female presence and reflect on the lack of such products in the audiovisual world.		

SESSION 12: REVIEW AND PRESENTING THE FINAL PROJECT	

Aims	Contents
Students should be able to - demonstrate what they have learned in the previous sessions through questionnaires and quizzes, as well as reflect on their evolution throughout the term and whether their attitudes and opinions have changed. - present their final project to their peers, justifying their choices with respect to it, in a fluent, correct and enjoyable manner while making use of communicative strategies.	Block 1: Comprehension of oral texts - Comprehension strategies Distinction of types of comprehension (general sense, essential information, main points, relevant details). Block 2: Production of oral texts - Communicative functions Establishment and maintenance of communication and organization of discourse. Block 3: Comprehension of written texts - Comprehension strategies Distinction of types of comprehension (general sense, essential information, main points, relevant details).

Evaluation criteria
Students will be able to - know and use for the understanding of the oral text the sociocultural and sociolinguistic aspects related to the previous sessions. - maintain the rhythm of the speech with sufficient fluency to make the message understandable when the speeches are short or of medium length. - identify the essential information, the most relevant points and important details in texts, both in printed or digital format, short and well-structured, written in a neutral register, dealing with topics covered in the previous sessions.

Tasks	Time
Questionnaire: What have I learnt?	10m
Review game: Nearpod	10m
Presenting the final project	30m

TASK 1, SESSION 12

Title:	Type:	Time:
Questionnaire: What have I learnt?	Application activity	10m

Classroom management:	Resources:
Students will complete the questionnaire on their phones individually while seated.	- Questionnaire (in Appendix) - mobile phone

Aim(s):

Students should be able to:

- complete a questionnaire on what they have learned at a personal level with a critical insight and reflect on whether they have been able to understand the implications of the problem of gender violence.

TASK 2, SESSION 12

Title:	Type:	Time:
Review game: Nearpod	Application activity	10m

Classroom management:	Resources:
Students will complete the quiz on their phones individually while seated. The teacher will project the quiz, questions and classification on the screen.	- mobile phone - computer - digital board - speakers - Nearpod game (link in Appendix)

Aim(s):

Students should be able to

- complete the quiz questions in a determined amount of time and demonstrate that they have assimilated the theoretical contents of the previous sessions.


TASK 3, SESSION 12

Title:	Type:	Time:
Presenting the final project	Application activity	30m

Classroom management:	Resources:
Students will go up to the board to present their final projects. The rest of the class will remain seated while listening.	- digital board - computer - speakers - evaluation rubric

Aim(s):

Students should be able to:

- present their final project to their peers in a concise manner but explaining their creative process and the reasons for the chosen theme and the elements included in the short film, using appropriate terminology and a direct and simple language that appeals to their listeners.

- listen attentively to the presentations of their classmates with respect and a good attitude, evaluating their final projects based on a series of variables established by the teacher.

APPENDIX II: LIST OF MATERIALS

<u>SESSION 1</u>

- Lino website link: https://en.linoit.com/
- Screenshot on how the Lino activity would look like (self-designed):
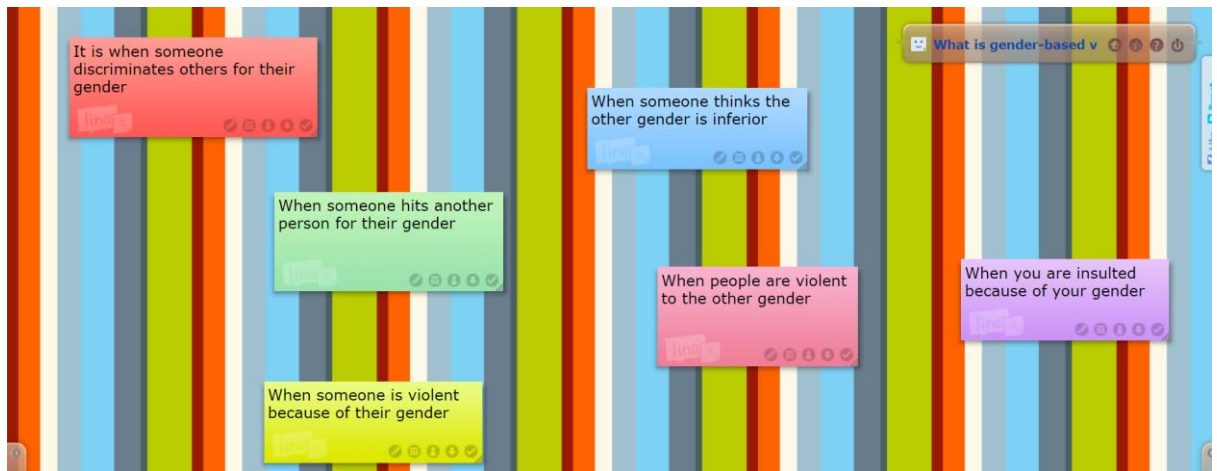
- YouTube video "Inspiration: What is Gender-Based Violence?" link: https://www.youtube.com/watch?v=3AF9Rjki0DE
- Questions for the debate (self-designed):

    - Do you believe gender violence is still a problem nowadays? Why?
    - Is gender violence only physical?
    - Can anyone be a victim of gender violence?
    - Is it true that anyone can inflict gender violence? Why?
    - Why do you think it is more common that perpetrators are people we are close to?
    - Does gender violence only occur in partner relationships?
    - Do you believe violence can only be physical? Why/Why not?
    - Do you find that gender violence is often ignored? Why/Why not?

- Gender violence quotes (self-designed):

    - "She is such a bitch, she deserves it."
    - "All men are the same"
    - "All women are the same"
    - "He is so weak, his girlfriend dominates him."
    - "She shouldn't have gone out with that dress"
    - "He is crying, he is so girly."
    - "She shouldn't be wearing that dress, she is not slim enough."
    - "He went out with her and they only kissed, he is such a loser."
    - "She shouldn't have drunk so much."

- "Are you really going to let her go out dressed like that? Man, you´re so weak."
- "She was asking for it."

- "Never have I ever" situations (self-designed):

  - Felt discriminated for my gender
  - Felt insecure walking down the street at night
  - Been insulted because of my sexual life
  - Been physically abused
  - Been psychologically abused
  - Been sexually abused
  - Felt scared because someone was following me
  - Told a friend to walk home with me
  - Been yelled at or insulted when walking on the street
  - Been touched without my consent
  - Felt uncomfortable at a party because someone was harassing me
  - Had to pretend I was talking on the phone with someone while walking home
  - Had to say I had a partner for someone to stop asking me out
  - Had to message my friends/family telling them I got home safe

SESSION 2

- Questions for "Short Term 12" video debate (self-designed):

  - What do Nina the Octopus and the shark represent?
  - Is it relevant that Nina is alone at the beginning of the story? Why/Why not?
  - Why does the shark ask Nina for one of her arms? Why does she accept? Is this situation repeated? Why?
  - Why does the shark ask Nina for her last two arms? What does he say to convince her? Why do you think Nina accepts?
  - What happens when the shark finishes all of Nina´s arms? How does he feel? What does he do?
  - Why does the girl cry when she finishes telling the story? What does the story really mean/represent?

- Dating violence situations (self-designed):

  - You are at a friend's house and their partner is making coffee for the three of you, but at the time of serving it, they spill it. Then, your friend starts yelling at them, calling them useless and worthless.
  - You are about to go out with your best friend, but they tell you their partner has forbidden them to go out.

- You are at a party with your friend. They have drunk too much and you call their partner. When they arrive, they slap your friend and tell them to stop embarrassing them, forcing them to get in their car, and leave.
- You arrive at school and your partner is waiting for you. When they see you, they tell you that you must not wear those clothes again.
- Your partner stays over at your house for dinner and, at a certain moment, they ask you to have sex, but you do not want to. They react by getting angry and telling you that you do not love them if you don´t have sex with them, so you end up accepting although you really don´t want to.
- Your partner tells you that you are spending too much time with someone who isn't them and that you should stop doing so.
- Your partner starts checking on your phone regularly and says it is to protect you.
- You tell your partner that you are going out and they want to know where you are going and with whom.
- Your partner tells you to be home early, but you arrive late, so they hit you, but apologize afterwards and say they won't ever do it again.

SESSION 3

- "My mad fat diary" video link: https://www.youtube.com/watch?v=9YpjPyKRUFs
- "Never have I ever" situations (self-designed)

  - Hated the way I look
  - Been told I was "too fat/too slim"
  - Been bullied because of my appearance
  - Bullied others because of their appearance
  - Thought I wasn't enough for my partner
  - Avoided social situations because of having to wear a certain type of clothing (e.g. going to the pool)
  - Cried because of the way I saw myself
  - Thought someone should dress differently than they do
  - Been told I should not wear certain types of clothes
  - Accepted to do something for social reasons
  - Been aggressive to others because I felt angry at myself
  - Been embarrassed of myself
  - Been told I shouldn't eat certain foods
  - Told someone they shouldn't eat certain foods
  - Felt insecure after saying or doing something
  - Avoided social meetings because I was sad or anxious

Picture comparison images, retrieved from:

Dua Lipa se viste de Cher para recoger su tercer Grammy. (2021, March 14). La
 Vanguardia. https://www.lavanguardia.com/de-moda/20210315/6375484/grammy-
 2021-dua-lipa-actuacion.html

Post Malone lleva el 'total look' masculino al extremo en los premios Grammy 2019. (2019,
 February 11). La Vanguardia. https://www.lavanguardia.com/de-
 moda/moda/20190211/46364000409/post-malone-premios-grammy-2019-looks-
 alfombra-roja.html

Queiruga, S. (2021, January 4). *Quién es Ibai Llanos: historia del caster que se convirtió en
 un influencer global*. Marketing 4 Ecommerce - Tu revista de marketing online para
 e-commerce. https://marketing4ecommerce.net/quien-es-ibai-llanos-historia-del-
 caster-que-se-convirtio-en-influencer/

Redacción CLARA. (2020, June 4). *Trabaja piernas y glúteos con el nuevo reto de Patry
 Jordán*. CLARA. https://www.clara.es/belleza/cuerpo/trabaja-piernas-y-gluteos-
 nuevo-reto-patry-jordan_17057

Pair 1 example: Singers (Post Malone, Dua Lipa)

Pair 2: Spanish Youtubers (Patry Jordan, Ibai Llanos)

- Guidance questions (self-designed):

    ● Do you like what she/he does? Why/Why not?
    ● Do you like both of them? None? Why/Why not?
    ● Do you think she/he deserves her/his success?
    ● How are they different or similar?
    ● What do you value the most about each one?
    ● Do you find they are more similar or different? In what sense?

- Bullying situations (self-designed):

    ● You are at the university cafe with your friends. One of them tells another that they are eating too much/not eating enough. Your friend gets upset and leaves.
    ● One of your friends decides to post a picture on Instagram, even though they have told you they are insecure. Once they do, all the comments are full of insults and mistreatment.
    ● You go to a party with one of your friends whom you know is shy and has difficulties socializing. You convince them to dance but, once they do, the rest of the people at the party start laughing.
    ● You go shopping with one of your friends and they end up crying because they don't like the way the clothes fit them and tell you they hate their body and have been skipping meals lately.
    ● You go to the pool with your friends but one of them does not want to show their body, although the others insist.
    ● You and your friend go to a party. They have decided that, even though they sometimes have body issues, they will wear nice clothes that night. Once you arrive, you see a group of people mocking them.

SESSION 4

- YouTube video link: https://www.youtube.com/watch?v=UF9Z4FxKQdE
- Questions for the debate on the video (self-designed):

    ● Can anyone be a perpetrator or a victim of sexual assault?
    ● Why is it so difficult to believe that men can also be sexually assaulted?
    ● If someone likes to have sex ¿does this mean they are always willing to do so and do not have the right to say when or with whom?
    ● People who assault males are, in the majority, males as well. Why is this?
    ● ¿Is sexual assault really motivated by sex? Why/Why not?
    ● ¿Does sexual assault happen because of miscommunication? Why/Why not?
    ● People who commit sexual assault ignore refusals, why is this?

- Only if we say the word "no" we are refusing to do something. Is this true? Why/Why not?
- If someone is too drunk to give consent, is that sexual assault? Why/Why not?
- If someone is assaulted while being drunk are they responsible for what happened?
- "We are responsible for what we do, not what is done to us" What does this quote mean?
- Can a person change their mind while maintaining relations and refuse to do it anymore?

- "Never have I ever" situations (self-designed):

  - Convinced someone to do something they didn't want to
  - Been convinced to do something I didn't want to do
  - Done something to avoid conflicts with the other person
  - Been touched without consent
  - Been sent inappropriate pictures or messages
  - Been insisted a long time after saying no
  - Agreed to have sex with my partner so they wouldn´t get angry or because I feared what could happen
  - Made up an excuse not to do something instead of simply saying I didn't want to do it
  - Been made inappropriate comments on the streets

- Sexual violence situations (self-designed):

  - Someone sends you inappropriate pictures you have not asked for.
  - Someone touches you without consent.
  - Your partner asks you to have sex with them, but you do not want to and they insist. You end up doing it just to avoid conflicts.
  - Your friend gets really drunk at a party and someone tries to have sex with her, but she is too drunk to say anything.
  - Someone tells you they really like you. After you have told them you don't want anything to do with them, they insist.
  - You are walking down the street, and someone makes you inappropriate comments.
  - Your partner convinces you to send them inappropriate pictures, even though you did not want to.
  - One of your classmates sends you sexual videos without your permission.
  - Someone tries to kiss you, you refuse, but they still kiss you.
  - You are having intimate relations with your partner, but at one time, decide to stop. You tell them, but they do not stop.

- Consent quotes: Do the following sentences express consent? Why/Why not?

  - "Yes, I really want to"
  - "I´d rather not do it"
  - "I'd prefer not to do it"
  - "I am willing to do it"
  - "I don't feel well"
  - "I am uncomfortable with this"
  - "Let 's do it!"
  - "I am ready to do this"
  - "Can we please stop?"
  - "This is not right, I don't want to do this anymore"
  - "No, I don't want to"
  - "Do we really have to do this?"
  - "Can we leave it for tomorrow?"
  - "Yes, definitely"

SESSION 5

Fragment from Virginia Woolf´s "A room of one's own" (retrieved from http://l-adam-mekler.com/shakespeares-sister.pdf)

Let me imagine, since facts are so hard to come by, what would have happened had Shakespeare had a wonderfully gifted sister, called Judith, let us say. Shakespeare himself went, very probably— his mother was an heiress— to the grammar school, where he may have learnt Latin— Ovid, Virgil and Horace— and the elements of grammar and logic. He was, it is well known, a wild boy who poached rabbits, perhaps shot a deer, and had, rather sooner than he should have done, to marry a woman in the neighbourhood, who bore him a child rather quicker than was right. That escapade sent him to seek his fortune in London. He had, it seemed, a taste for the theatre; he began by holding horses at the stage door. Very soon he got work in the theatre, became a successful actor, and lived at the hub of the universe, meeting everybody, knowing everybody, practising his art on the boards, exercising his wits in the streets, and even getting access to the palace of the queen. Meanwhile his extraordinarily gifted sister, let us suppose, remained at home. She was as adventurous, as imaginative, as agog to see the world as he was.

But she was not sent to school. She had no chance of learning grammar and logic, let alone of reading Horace and Virgil. She picked up a book now and then, one of her brother's perhaps, and read a few pages. But then her parents came in and told her to mend the stockings or mind the stew and not moon about with books and papers. They would have spoken sharply but kindly, for they were substantial people who knew the conditions of life for a woman and loved their daughter— indeed, more likely than not she was the apple of her father's eye. Perhaps she

scribbled some pages up in an apple loft on the sly, but was careful to hide them or set fire to them. Soon, however, before she was out of her teens, she was to be betrothed to the son of a neighbouring wool- stapler. She cried out that marriage was hateful to her, and for that she was severely beaten by her father. Then he ceased to scold her. He begged her instead not to hurt him, not to shame him in this matter of her marriage. He would give her a chain of beads or a fine petticoat, he said; and there were tears in his eyes. How could she disobey him? How could she break his heart? The force of her own gift alone drove her to it. She made up a small parcel of her belongings, let herself down by a rope one summer's night and took the road to London. She was not seventeen.

The birds that sang in the hedge were not more musical than she was. She had the quickest fancy, a gift like her brother's, for the tune of words. Like him, she had a taste for the theatre. She stood at the stage door; she wanted to act, she said. Men laughed in her face. The manager— a fat, loose- lipped man— guffawed. He bellowed something about poodles dancing and women acting— no woman, he said, could possibly be an actress. He hinted— you can imagine what. She could get no training in her craft. Could she even seek her dinner in a tavern or roam the streets at midnight? Yet her genius was for fiction and lusted to feed abundantly upon the lives of men and women and the study of their ways. At last— for she was very young, oddly like Shakespeare the poet in her face, with the same grey eyes and rounded brows— at last Nick Greene the actor- manager took pity on her; she found herself with child by that gentleman and so— who shall measure the heat and violence of the poet's heart when caught and tangled in a woman's body?— killed herself one winter's night and lies buried at some cross- roads where the omnibuses now stop outside the Elephant and Castle. That, more or less, is how the story would run, I think, if a woman in Shakespeare's day had had Shakespeare's genius.

But for my part, I agree with the deceased bishop, if such he was— it is unthinkable that any woman in Shakespeare's day should have had Shakespeare's genius. For genius like Shakespeare's is not born among laboring, uneducated, servile people. It was not born in England among the Saxons and the Britons. It is not born today among the working classes. How, then, could it have been born among women whose work began, according to Professor Trevelyan, almost before they were out of the nursery, who were forced to it by their parents and held to it by all the power of law and custom? Yet genius of a sort must have existed among women as it must have existed among the working classes. Now and again an Emily Brontë or a Robert Burns blazes out and proves its presence. But certainly it never got itself on to paper. When, however, one reads of a witch being ducked, of a woman possessed by devils, of a wise woman selling herbs, or even of a very remarkable man who had a mother, then I think we are on the track of a lost novelist, a suppressed poet, of some mute and inglorious Jane Austen, some Emily Brontë who dashed her brains out on the moor or mopped and mowed about the highways crazed with the torture that her gift had put her to. Indeed, I would venture to guess that Anon, who wrote so many poems without signing them, was often a woman. It was a woman, Edward Fitzgerald,1 I think, suggested who made the ballads and the folk- songs, crooning them to her children, beguiling her spinning with them, or the length of the winter's

night. This may be true or it may be false— who can say?— but what is true in it, so it seemed to me, reviewing the story of Shakespeare's sister as I had made it, is that any woman born with a great gift in the sixteenth century would certainly have gone crazed, shot herself, or ended her days in some lonely cottage outside the village, half witch, half wizard, feared and mocked at.

- Questions on the fragment (self-designed):

    ● Is Shakespeare´s sister real in the text? Why/Why not?
    ● What does Virginia Woolf want to express with this fragment?
    ● Do you agree with her view? Why/Why not?
    ● If Shakespeare´s sister had the same capacities for writing and was as intelligent, why couldn't she succeed in writing?
    ● What does Woolf imply with this sentence?
      "But for my part, I agree with the deceased bishop, if such he was— it is unthinkable that any woman in Shakespeare's day should have had Shakespeare's genius."
    ● By reading the text, what can we infer about the life conditions of women in the times of Shakespeare?

Website for activity 2:

Petri, A. (2018, April 4). *If male authors described men in literature the way they describe women*. Washington Post. https://www.washingtonpost.com/blogs/compost/wp/2018/04/04/if-male-authors-described-men-in-literature-the-way-they-describe-women/

- Fragments:

Male characters described by female authors

"…your manners, impressing me with the fullest belief of your arrogance, your conceit, and your selfish disdain of the feelings of others, were such as to form the groundwork of disapprobation on which succeeding events have built so immovable a dislike; and I had not known you a month before I felt that you were the last man in the world whom I could ever be prevailed on to marry." (from "Pride and Prejudice", by Jane Austen, retrieved from https://www.gutenberg.org/files/1342/old/pandp12p.pdf)

"His heart was like a sensitive plant, that opens for a moment in the sunshine, but curls up and shrinks into itself at the slightest touch of the finger, or the lightest breath of wind."
(from "The Tenant of Wildfell Hall", by Anne Bronte, retrieved from https://www.gutenberg.org/files/969/969-h/969-h.htm)

Male characters described by male authors

"He smiled understandingly-much more than understandingly. It was one of those rare

smiles with a quality of eternal reassurance in it, that you may come across four or five times in life. It faced–or seemed to face–the whole eternal world for an instant, and then concentrated on you with an irresistible prejudice in your favor." (from "The Great Gatsby", by F. Scott Fitzgerald, retrieved from https://www.planetebook.com/free-ebooks/the-great-gatsby.pdf)

"He was most fifty, and he looked it. His hair was long and tangled and greasy, and hung down, and you could see his eyes shining through like he was behind vines. It was all black, no gray; so was his long, mixed-up whiskers. There warn't no color in his face, where his face showed; it was white; not like another man's white, but a white to make a body sick, a white to make a body's flesh crawl – a tree-toad white, a fish-belly white. As for his clothes – just rags, that was all. He had one ankle resting on t'other knee; the boot on that foot was busted, and two of his toes stuck through, and he worked them now and then. His hat was laying on the floor – an old black slouch with the top caved in, like a lid."
(from "The adventures of Huckleberry Finn", by Mark Twain, retrieved from https://contentserver.adobe.com/store/books/HuckFinn.pdf)

Female characters described by female authors

"Her skin was a rich black that would have peeled like a plum if snagged, but then no one would have thought of getting close enough to Mrs. Flowers to ruffle her dress, let alone snag her skin. She didn't encourage familiarity. She wore gloves too. I don't think I ever saw Mrs. Flowers laugh, but she smiled often. A slow widening of her thin black lips to show even, small white teeth, then the slow effortless closing. When she chose to smile on me, I always wanted to thank her."
(from "I know why the caged bird sings, by Maya Angelou, retrieved from http://www.ompersonal.com.ar/regalos/I%20Know%20Why%20the%20Caged%20Bird%20Sings%20-%20Maya%20Angelou.pdf)

"Hermione Granger was almost as nervous about flying as Neville was. This was something you couldn't learn by heart out of a book — not that she hadn't tried. At breakfast on Thursday she bored them all stupid with flying tips she'd gotten out of a library book called Quidditch Through the Ages. Neville was hanging on to her every word, desperate for anything that might help him hang on to his broomstick later, but everybody else was very pleased when Hermione's lecture was interrupted by the arrival of the mail."
(from "Harry Potter and the Sorcerer's Stone", by J.K. Rowling, retrieved from https://eg4.nic.in/jnv/DFILES/EBOOKS/IR/Harry-potter-sorcerers-stone.pdf)

Female characters described by male authors

"[Miss Havisham] had shut out infinitely more; that, in seclusion, she had secluded herself from a thousand natural and healing influences; that, her mind, brooding solitary, had grown diseased, as all minds do and must and will that reverse the appointed order of their Maker…" (from "Great Expectations", by Charles Dickens, retrieved from https://planetpdf.com/planetpdf/pdfs/free_ebooks/Great_Expectations_T.pdf)

"Minnesota, Wisconsin, all around there, they have the kind of women I liked when I

was younger. Pale-skinned and blue-eyed, hair so fair it's almost white, wine-colored lips, and round, full breasts with the veins running through them like a good cheese." (from "American Gods, by Neil Gaiman, retrieved from https://fb2bookfree.com/uploads/files/2020-10/1602529180_american-gods.pdf)

- Questions on the fragments (self-designed):

  ● Look at the differences and similarities between the fragments
  ● Do the descriptions focus more on physical or psychological aspects of the characters? Why is that?
  ● Think about the novels you have read:
    Are they written by male or female writers?
    Do male or female characters predominate? What are they like? What is their role in the story?
  ● What kind of physical and psychological aspects are described in men/women?
  ● Can we infer the type of characters that are predominant in novels written by men and the ones in novels written by women by reading these fragments?
  ● Do you find any description shocking or inappropriate? Why/Why not?
  ● Think about books you have read, have you seen any similar descriptions to the ones here? What type of male and female characters appear in them?

SESSION 6

Images for the comparison exercise, retrieved from:

Culto. (2020, April 5). *Frida Khalo será retratada en una cinta animada*. La Tercera. https://www.latercera.com/culto/2019/04/30/frida-kahlo-pelicula-animada/

Prieto, U. (2018, May 3). *Cinco datos que necesitas saber para entender la esencia de Salvador Dalí*. El HuffPost. https://www.huffingtonpost.es/2018/05/03/cinco-datos-que-necesitas-saber-para-entender-la-esencia-de-salvador-dali_a_23417930/

colaboradores de Wikipedia. (2021, May 24). *Ana Bolena*. Wikipedia, la enciclopedia libre. https://es.wikipedia.org/wiki/Ana_Bolena

colaboradores de Wikipedia. (2021b, June 5). *Friedrich Nietzsche*. Wikipedia, la enciclopedia libre. https://es.wikipedia.org/wiki/Friedrich_Nietzsche

colaboradores de Wikipedia. (2021c, June 12). *Simone de Beauvoir*. Wikipedia, la enciclopedia libre. https://es.wikipedia.org/wiki/Simone_de_Beauvoir
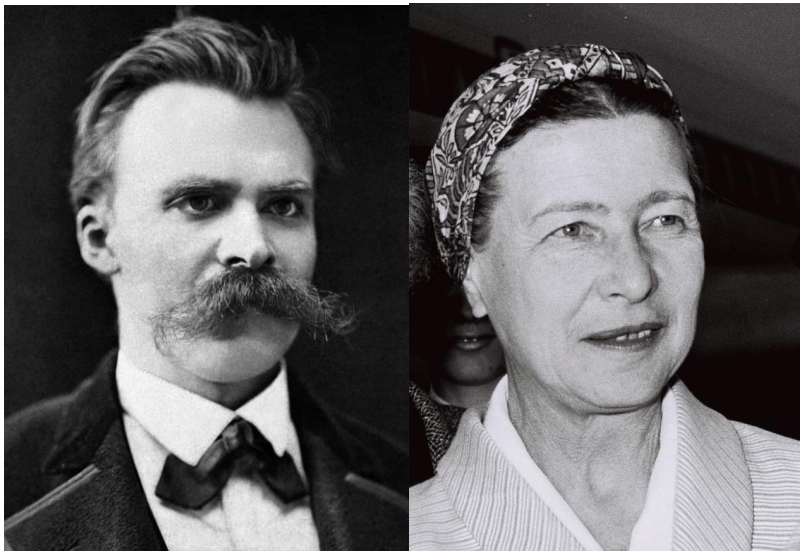
colaboradores de Wikipedia. (2021, June 15). *Enrique VIII de Inglaterra*. Wikipedia, la enciclopedia libre. https://es.wikipedia.org/wiki/Enrique_VIII_de_Inglaterra

(Henry VIII and Anne Boleyn)

(Friedrich Nietzsche and Simone de Beauvoir)

(Frida Kahlo and Salvador Dalí)

Alexandra Curto Gamazo
Universidad de Valladolid

- Questions on the pictures (self-designed):

    ● Do you recognize the people in the pictures? What are they famous for?
    ● How have you heard about these people? Was it at school, your friends or family told you about them...?
    ● If you haven't heard about them, why do you think that is?
    ● If you do not recognize any of these people, look for some information on them online
    ● Would you like to know more about these people? Why/Why not?
    ● Do you have a good or bad opinion on the people you recognize? Why?
    ● Do you think all of them are historically and culturally relevant? Why/Why not?

- Hints for the historical women gymkana (self-designed):

    ● She was the first female pilot to fly across the Atlantic Ocean.
    ● She was a famous actress from the 40s who co-created a secret communication system during World War II to fight the Nazis.
    ● She was a Jewish girl who escaped a concentration camp during World War II and whose memories have been published.
    ● She refused to stand up and give her bus seat to a white passenger in 1950s Alabama.
    ● She did extensive research on chimpanzees in Tanzania in the 1960s and her investigation project continues nowadays. She has published more than 26 books.
    ● She was a black rights activist and feminist from the 1970s who fought for civil rights and was wrongfully imprisoned.
    ● She is an activist for civil rights and the rights of Pakistani women who was severely injured from a shot in her head and won the Nobel Prize in 2014
    ● She was the first woman in history to travel to space alone in 1963
    ● She was a French fashion designer and funded Chanel.
    ● She was the first woman elected Prime Minister of a Muslim Country, winning the 1988 election in Pakistan. She died in a terrorist act.
    ● She was a prominent writer, politician and advocate of Spanish women's rights who participated in the commission that drafted the Constitution and defended women's suffrage in the plenary, achieving the vote for Spanish women.
    ● She was the longest-serving British prime minister of the 20th century and the first woman to hold that office. A Soviet journalist dubbed her the "Iron Lady", a nickname that became associated with her uncompromising politics and leadership style.
    ● She was a scientist who did the first studies on radioactivity. In 1903 she was awarded the Nobel Prize in Physics for the discovery of radioactive elements and in 1911 she was awarded a second Nobel Prize in Chemistry for her research on radium and its compounds.
    ● She was a British political activist. In 1892 she founded the League for Women's Right to Vote, a suffragist movement whose first achievement was the attainment, two years later, of the right to vote in local elections for married women.
    ● Born in 1815, she is considered the first programmer in history. English

mathematician and writer, daughter of the famous poet Lord Byron, she revolutionized science and technology with her knowledge.
- She was an English writer and philosopher who defended the right and importance of women to be educated like men, arguing that both are human beings and, therefore, subject to the same rights and responsibilities in her work "A vindication of the rights of woman" of 1792.

SESSION 7

- List of inventions: Who invented/discovered…?

- Radioactive elements
- Three nebulae and eight comets
- Apgar Test
- Pertussis vaccine
- Harvard Spectral Classification
- Radio pulsars
- Kevlar
- Nuclear fission
- Discovered that the Sun is mostly composed of hydrogen and helium gas
- Photo 51, fundamental for the study of DNA
- Noether's Theorem
- COBOL Language

SESSION 8

Sexist headlines and tweets, retrieved from:

Brown, L. (2015, June 23). *SI writer Andy Benoit says «women's sports in general not worth watching»*. Larry Brown Sports. https://larrybrownsports.com/media-police/si-writer-andy-benoit-womens-sports-twitter/265155

Molloy, M. (2016a, August 15). *Olympic sexism? Twitter is very angry about this headline*. The Telegraph. https://www.telegraph.co.uk/olympics/2016/08/15/olympic-sexism-twitter-is-very-angry-about-this-headline/

O'Connor, A. (2016b, November 5). *10 laughably sexist headlines, fixed*. The Daily Edge. https://www.dailyedge.ie/sexist-headlines-3057112-Nov2016/

Sport, G. (2019, May 23). *England 'can go back to being mothers, partners and daughters,' says FA tweet*. The Guardian. https://www.theguardian.com/football/2015/jul/06/england-women-twitter-world-cup-mothers-partners-daughters

Phelps ties for silver in 100 fly
Ledecky sets world record in women's 800 freestyle

Historic moment sprinter in hijab becomes the first woman to compete for Saudi Arabia in the 100m... but still manages to flash a sliver of flesh as she narrowly avoids last place in an Olympic heat

Sprinter Kariman Abuljadayel became the first Saudi woman to compete in the 100m, top and bottom left, and despite finishing seventh in 14.61 seconds she won the respect of people around the globe for her efforts. Standing out from her competitors in a full-body kit and hijab, she is just one of four Saudi women to take part in this year's event four years after the country lifted a ban to allow women to compete at all. Fans took to social media today to praise her for making history.

248 comments   1 video   9.8k shares

Chicago Tribune @chicagotribune — Follow
Wife of a Bears' lineman wins a bronze medal today in Rio Olympics trib.in/2asmvvr

RETWEETS 1,086   LIKES 2,978
10:33 PM - 7 Aug 2016

Andy Benoit @Andy_Benoit
Women are every bit as good as men in general, better in many aspects, their sports are just less entertaining. TV ratings agree, btw.
6/22/15, 8:12 PM

Andy Benoit @Andy_Benoit ☆ — Follow
Not women's soccer......women's sports in general not worth watching.

Mark Mravic @MarkMravic
And here some people (ahem, @Andy_Benoit) argue that women's soccer isn't worth watching. vine.co/v/e5AYxtX9Y7V

RETWEETS 5   FAVORITES 8

England ✓ @england — +
Our #Lionesses go back to being mothers, partners and daughters today, but they have taken on another title – heroes: the-fa.com/wqavCo
06/07/2015 13:07

- Questions for discussion (self-designed):

  ● Do you find these tweets and headlines shocking? Why/Why not?
  ● Do you think they are sexist? Why/Why not?
  ● Have you ever read or heard these kinds of comments? Have you done something about it? Why/Why not?
  ● Have you ever experienced any kind of discrimination while playing sports?

SESSION 9

- Questions for debate on sexist ads images and compilation video (self-designed):

  ● Do you find these ads shocking? Why/Why not?
  ● Do you think they are appropriate?
  ● Does the image/message/video correspond to the product they are selling?

- Do you find this is the correct way of advertising? Why/Why not?
- Would you ban these ads?Why/Why not?
- Are they sexist in any way? Why/Why not?
- Are they being sexist towards men, women, or both? Why?
- Have you ever seen these types of ads? What was your reaction?

- Sexist billboards (first part), retrieved from:

Stuff.co.nz. (2018, February 11). *Why advertising with shirtless blokes and six-packs isn't sexist*. Stuff. https://www.stuff.co.nz/life-style/life/101356245/why-advertising-with-shirtless-blokes-and-sixpacks-isnt-sexist

Garau, A. (2017, March 1). *Anonymous and Sexist Billboard in North Carolina Incites Protests*. All That's Interesting. https://allthatsinteresting.com/sexist-billboard

Oxenham, J. (2019, December 27). *20 outrageously sexist ads you won't believe existed in Britain this decade. . .* The Sun. https://www.thesun.co.uk/news/10576074/20-outrageously-sexist-ads-you-wont-believe-existed-in-britain-this-decade/

Banerjee, R. (2016, December 31). *7 Horribly Sexist Ads From 2016 That Made Us Cringe*. Youth Ki Awaaz. https://www.youthkiawaaz.com/2016/12/worst-ads-of-2016/

- Inverted ads (second part), retrieved from:

Brand, D. (2018, January 18). *Reversed Ad Gender Roles Reveal How Sexist Advertising Can Be*. Global Citizen. https://www.globalcitizen.org/es/content/artist-sexist-advertising-dv-violence-ads/

It's nice to have a girl around the house.

It's nice to have a boy around the house.

Get yourself a new pair of Mr. Leggs

Get out of the kitchen sooner!

Get out of the kitchen sooner!
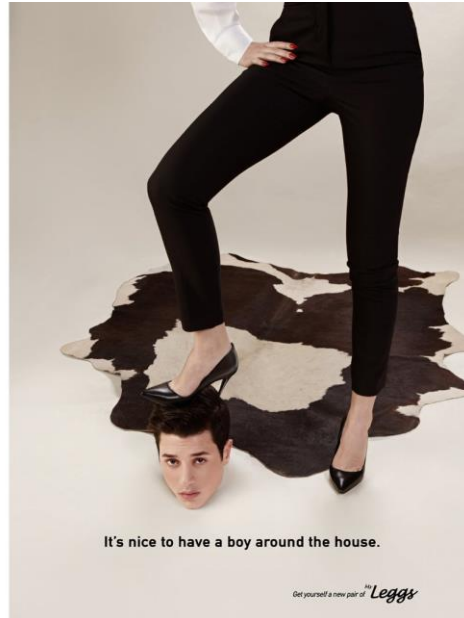
- Sexist commercial compilation: https://www.youtube.com/watch?v=S62sl-qWEqo

SESSION 10

- Sexist music videos:

  - "Blurred lines" by Robin Thicke, T.I. & Pharrell :
    https://www.youtube.com/watch?v=yyDUC1LUXSU
  - "Sexy chick" by David Guetta & Akon:
    https://www.youtube.com/watch?v=N9hazmsUxrM
  - "California Gurls" by Katy Perry & Snoop Dogg:
    https://www.youtube.com/watch?v=F57P9C4SAW4

- Questions on music videos (self-designed):

  - Do you find these videos appropriate or pleasing? Why/Why not?
  - Do you find them sexist? Why/Why not?
  - Why do you think the videos were recorded like that? What is the purpose?
  - Do you like watching these kinds of videos? Do you watch them regularly, or do you look for other types of musical content?
  - Pay attention to the lyrics, are they also sexist? How? What do they talk about?
  - What is the role of women in these videos?

- Sexist lyrics:

I'd rather see you dead, little girl, than to be with another man

from "Run for your life" (1965) by The Beatles

Been around the world, don't speak the language
But your booty don't need explaining
All I really need to understand is
When you talk dirty to me.

from "Talk Dirty" (2013) by Jason Derulo

Every breath you take
Every move you make
Every bond you break
Every step you take
I'll be watching you

Every single day
Every word you say
Every game you play
Every night you stay
I'll be watching you

Oh, can't you see
You belong to me
How my poor heart aches

With every step you take
Every move you make
Every vow you break
Every smile you fake
Every claim you stake
I'll be watching you

from "Every breath you take" (1983) by The Police

Wanna tell you story
About woman I know
When it comes to lovin'
She steals the show
She ain't exactly pretty
Ain't exactly small
Fourt'two thirt'ninefiftysix
You could say she's got it all

Never had a woman
Never had a woman like you
Doin' all the things
Doin' all the things you do
Ain't no fairy story
Ain't no skin and bones
But you give it all you got
Weighin' in at nineteen stone
You're a whole lotta woman
A whole lotta woman
Whole lotta Rosie
Whole lotta Rosie
Whole lotta Rosie
And you're a whole lotta woman

from "Whole Lotta Rosie" (1977) by AC/DC

If you could see that I'm the one
Who understands you
Been here all along
So, why can't you see?
You belong with me
You belong with me

from "You belong with me" (2009) by Taylor Swift

Your daughter's tied up in a Brooklyn basement
Face it, not guilty (shh)
That's how I stay filthy (not guilty)
*Ric*her *than Richie, 'til you niggas come and get me (come on)*

from "Hypnotize" (1997) by The Notorious B.I.G.

You're much too young, girl
With all the charms of a woman
You've kept the secret of your youth
You led me to believe
You're old enough
To give me love
And now it hurts to know the truth, oh,

(...)

Get out of here
Before i have the time
To change my mind
'cause i'm afraid we'll go too far, oh,
Young girl

from "Young Girl" (1968) by Gary Puckett & The Union Gap

- Questions on lyrics (self-designed):

  ● Do you know these artists/songs?
  ● Do you enjoy listening to them? Why/Why not?
  ● Do you find these lyrics sexist? Why/Why not?
  ● Do you know other examples of these types of lyrics (whether in English or Spanish)?
  ● What are these lyrics expressing? Is their message okay? Why/Why not?
  ● What is the purpose of these lyrics?
  ● Are only old songs sexist? What about new ones?

- Spotify questions (self-designed):

  ● What is your favorite genre? Who is your most reproduced artist?
  ● What type of playlists/genres/artists do you follow?
  ● Do you pay attention to the lyrics of the songs you listen to? If you do, what do you think about them?
  ● Do you value more that a song has good lyrics/ a good message or that it's catchy and has a good rhythm?
  ● Do you listen to songs you know have a bad message but still do "because they are catchy"? Why/Why not?
  ● What type of messages are expressed in the songs you usually listen to?

- Questions from interviews:

  ● "You said "a man is not a necessity, a man is a luxury", did you mean that to sound mean and bitter?" from an interview with Cher (1996), by Jane Pauley.
  ● "What does it mean to be performing on the biggest stage there is?" from an interview with The Weeknd (2021) on NFL.

- "What are you looking for in a man now?" from an interview with Rihanna (2014) at her fragrance´s launch in Atlanta with AP Archive.
- "As I was telling you, you are going to walk home with more than maybe just a trophy tonight, I think lots of men." from an interview with Taylor Swift (2015) at the Grammys with Entertainment Tonight.
- "If you could use makeup or your phone one last time, which one would you pick?" from an interview with Ariana Grande (2016) at Power FM
- "I can't help but notice the ring on your finger, are you married? from an interview with Shawn Mendes (2018) at iHeartRadio.
- "What are your three favorite body parts on a woman?" from an interview with Harry Styles (2020) at TheEllenShow.

SESSION 11

- Movie posters, retrieved from:

E. (2020, May 17). *How Women Are Represented Through Movie Posters*. Emilieshoots. https://emilieshoots.com/blog/how-women-are-represented-through-movie-postersblog

West, A. (2019, June 26). *Headless women keep featuring on film posters and it's not okay*. PinkNews. https://www.pinknews.co.uk/2018/03/13/headless-women-keep-featuring-on-film-posters-and-its-not-okay/

- Questions on the posters (self-designed):

  ● Do you find these posters offensive/inappropriate? Why/Why not?
  ● Do you think this is the best way to promote a movie? Is it necessary?
  ● Does it attract you more to see the movie if posters are this way?
  ● Except for the James Bond one, do we see the face of the female figures? Why do you think that is?
  ● Can you think of any other examples of this type of posters?

- Trailers from films and TV series:

  https://www.youtube.com/watch?v=z-81WVD8xTs (trailer from "Insatiable", on Netflix)

  https://www.youtube.com/watch?v=95BKJA2QhCc (trailer from "After", 2019 movie)
  https://www.youtube.com/watch?v=q9Pk_Eq4BUc (trailer from "Sierra Burgess is a loser", on Netflix)

- Questions on the trailers (self-designed):

  ● Do you recognize these films/TV series? Have you seen them? If so, did you enjoy them?
  ● If you have not watched any, do you watch similar content? Do you enjoy it?
  ● Do you find these types of stories interesting?
  ● Can you identify yourself with any of the characters?
  ● If you haven't watched it, does it attract you to do so based on its trailer?
  ● What is the role of female and male characters that appear? Do you think these characters:
    - will evolve throughout the series/films (if you haven't watched them)
    - evolved throughout the series/films (if you have watched them)

  ● What are the main motivations of the characters? What are their problems?
  ● Have you felt the same way as them?
  ● Do you believe these trailers focus too much on one aspect (love, physical appearance, etc) or are there more topics?

- Comparing male and female characters pictures, retrieved from:

Focus of the week: Lucia Sciarra. (2016). 007. https://www.007.com/focus-of-the-week-lucia-sciarra/

Onieva, Á. (2018, July 2). *¿Por qué todo el mundo odiaba a Skyler de «Breaking Bad»? Anna Gunn tiene la respuesta*. Fotogramas. https://www.fotogramas.es/series-tv-noticias/a19470980/odio-skyler-breaking-bad-anna-gunn-declaraciones/

Beasley, T. (2018, November 6). *Twilight forever: how superfans kept the vampire critics at bay*. The Guardian. https://www.theguardian.com/film/2018/nov/06/twilight-forever-superfans-vampire-critics-stephenie-meyer

(Skyler and Walter White from *Breaking Bad*)

(James Bond and Lucia Sciarra, from *Spectre*)

(Edward Cullen and Bella Swan from *Twilight*)

- Questions on the pictures (self-designed):

  ● Do you recognize these characters? Do you like them?
  ● What is their role in the series/movie?
  ● Is their role passive or active?
  ● What are their interests?

- Do they experience an evolution throughout the film/series?
- How do they interact with the other character(s)?
- How are they portrayed? (as good, bad, crazy, defenceless..)?

- Bechdel Test definition (from Merriam-Webster Dictionary):

: a set of criteria used as a test to evaluate a work of fiction (such as a film) on the basis of its inclusion and representation of female characters

NOTE: The usual criteria of the Bechdel Test are (1) that at least two women are featured, (2) that these women talk to each other, and (3) that they discuss something other than a man.

SESSION 12

- Questionnaire sentences (self-designed):

  - I have understood the serious dangers and implications of gender violence
  - I understand that no one should be discriminated for any matter, including their gender
  - I have found out about female figures before unknown to me
  - I have reflected on how I reproduce sexism and thought about how to end these attitudes
  - I understand that people do not belong to no one and they should be respected
  - If a person says "no", I won't insist
  - I have learnt that consent must be explicit to be valid
  - I have learnt that I should not criticize someone by their looks or what they are wearing
  - I have comprehended that if someone loves you, they won't hurt you
  - I have comprehended that I do not own my partner, and I should not control them
  - I have realized how notorious women have been invisibilized in the world of history and culture just for being women and their discoveries or achievements undermined
  - I understand that violence can be explicit (physical) or implicit (psychological)
  - I have learnt to be more empathetic towards others
  - I have realized how gender violence can appear anywhere (ads, movies, music)
  - I have reflected on how I can change some of my attitudes towards others
  - I have realized how many daily situations are sexist and I never noticed before

- Nearpod questionnaire link (self-designed): https://share.nearpod.com/uG0SzUcCNgb

- Transcribed questions (self-designed):

1. Is gender violence still relevant nowadays?
   A.No, it is a thing of the past

B.Yes, there are victims of it everyday

2. Consent is valid even when someone is not sure
   A.Yes
   B. No, never, only "yes" means "yes"

3. Sending inappropiate pictures to someone is sexual harassment

   A. Yes, you are invading their privacy and doing it without permission
   B.No, I can do it

4. The invisibilization of women is another form of gender violence
   A.No
   B.Yes, since their voices have been silenced and their achievements undermined

5. Which of these is consideres sexual harassment?
   A.Following someone down the street and shouting at them
   B.Sending inappropriate pictures
   C.Touching someone without consent
   D.All of the above
   E.None of the above

6. Simone de Beauvoir was...
   A.A psychologist
   B.A philosopher
   C.A writer
   D.A politician

7. She was the longest-serving British prime minister of the 20th century and the first
   woman to hold that office. A Soviet journalist dubbed her the "Iron Lady", a
   nickname that became associated with her uncompromising politics and leadership
   style.
   A.Malala Yousafzai
   B.Margaret Thatcher
   C.Clara Campoamor
   D.None of the above

8. Can men suffer gender violence?
   A.No, only women can
   B.Yes, they are victims of it too

9. She was a Jewish girl who escaped a concentration camp during World War II and
   whose memories have been published.
   A.Frida Kahlo
   B.Simon Biles
   C.Anne Frank
   D.Marie Curie

10. Born in 1815, she is considered the first programmer in history. English

mathematician and writer, daughter of the famous poet Lord Byron, she revolutionized science and technology with her knowledge.
A.Virginia Woolf
B.Mary Wollstonecraft
C.Ada Lovelace
D.Angela Davis

APPENDIX III: EVALUATION RUBRICS

- Evaluation rubric for the final project (teacher) (self-designed)

Variables	1 (insufficient)	2 (acceptable)	3 (good)	4 (very good)	5 (excellent)
Originality					
Creativity					
Includes content from previous session					
Well structured					
Accomplishes its aim					
Makes the audience think					
Shows an understanding of the topic					
Decisions made are justified and properly explained					

- Evaluation rubric of presentations of the final project (students) (self-designed):

    Students will check the yes/no boxes according to what their classmates do/ don´t do

My classmates have...	YES	NO
Properly explained the topic and intentions of their short film		
Presented an original and creative short film		
Made me reflect on the problem of gender violence		
Created a short film to raise awareness on gender violence		
Included some of the topics or data previously seen in class		

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Used appropriate and eloquent language to capture my attention during the presentation of their project		