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Coeducation as the Way of Teaching to Diminish a Social
Scourge: A New Proposal for EFL Teaching

MÁSTER EN PROFESOR DE EDUCACIÓN SECUNDARIA OBLIGATORIA Y
BACHILLERATO, FORMACIÓN PROFESIONAL Y ENSEÑANZAS DE
IDIOMAS

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Abstract

The purpose of this paper is to claim the importance of the coeducational model to reach truly egalitarian societies. Education has always been a tool of liberation denied to women and to which, in societies like ours, they have recently gained access. The present document includes concepts related to the sexism suffered by women and explains the history of women in education, the feminism struggle, and the different educational laws that have been enacted in Spain. In addition, it presents # successful coeducational programs as well as a trial program exemplified by a teaching unit that attempts to analyze sexism through ICTs. This project proves the need to make coeducation visible and to apply it in the classrooms in order to avoid social problems such as the concept of gender, the sexism or the differential education, etc. that are a scourge to coexistence.

Keywords: coeducation, feminism, truly egalitarian societies, women, sexism, ICTs, trial programe

Resumen

El objetivo de este trabajo es reivindicar la importancia del modelo coeducativo para conseguir sociedades realmente igualitarias. La educación siempre ha sido una herramienta de liberación que se ha negado a las mujeres y a la que, en sociedades como la nuestra, han accedido recientemente. En el presente trabajo se incluyen conceptos relativos al sexismo que sufren las mujeres, se explica la historia de las mujeres en la educación, la lucha feminista y las diversas leyes educativas que se han promulgado en España. Por otro lado, se muestran programas coeducativos exitosos, así como un programa piloto ejemplificado a partir de una unidad didáctica en la que se intenta analizar el sexismo a través de las TICs. Este proyecto muestra la necesidad de dar a conocer el modelo coeducativo y de aplicarlo en las aulas para evitar problemas sociales como la idea del género, el sexismo o la educación diferencial, etc. que son una lacra para la convivencia.

Palabras clave: coeducación, feminismo, sociedades realmente igualitarias, mujeres, sexismo, TICs, programa piloto

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CHAPTER 1: A CONTEXTUALIZATION

INTRODUCTION: WHERE WE ARE AND HOW WE GOT HERE

Nowadays, it is possible to say that, thanks to feminism, the situation of women has improved as they have been introduced to school, work, and public life. If we contemplate the current situation and compare it with that of our grandmothers, the progress seems abysmal and it is possible to confirm equality since we are all protected by the same laws and have all the same rights. But what happens if we compare ourselves now to our opposed sex? Is there real equality? Who occupies the positions of power in the public sphere? And who continue assuming caregiving tasks? If the answers to these questions have been men and women, respectively, then, why do we continue denying that our society is sexist?

Especially young people find difficulties in perceiving inequality in these formally egalitarian societies because today there are fewer experiences of inequality or, at least, they are more hidden. Social norms are instilled in us from birth hence, women sometimes accept the superiority of the opposite sex without hardly appreciating it.

La ideología patriarcal está tan firmemente interiorizada, sus modos de socialización son tan perfectos que la fuerte coacción estructural en la que se desarrolla la vida de las mujeres presenta, para buena parte de ellas, la imagen misma del comportamiento libremente deseado y elegido (De Miguel 213)

The reality of the existent inequality is a reflection of past theories and ideologies that still persist in society. For instance, the conception and mystification of the family, the sexual double standard, the complementary sex determination or biological determinism, the idea of gender, the differential socialization, the sexualization, or the education in the feminine enchantment and the masculine rescuer. Several years ago, philosophers such as Kant, Marx, Rousseau or Locke were some of the male figures who reproduced these ideas; today, the media is in charge of doing it. However, how did we arrive at this period of formal, rather than real, equality? What have women done over the last 200 years to reach this reality in which we stand? The feminist movement arose out of a need, the achievement of women's rights.

Immediately after the French Revolution, in the 18th century, when men and women had fought alongside each other for legal equality and rights, men left out women through the *Declaration of the Rights of Man and the Citizen*. Consequently, Olympe de Gouges published a feminist rejoinder *Declaration of the Rights of Woman and of the [Female] Citizen*, in which she advocated the emancipation of women and the equality of rights in relation to men. Thereupon, Mary Wollstonecraft, English philosopher, writer, and Mary Shelley's mother, wrote *A Vindication of the Rights of Woman*. With the arrival of Napoleon, women's struggle was truncated as they were denied even the right to assemble. Olympe de Gouges ends up guillotined and Mary Wollstonecraft exiled. However, thanks to their works, consciences were stirred up and their actions represented a before and after in western societies, giving rise to the first wave of feminism.

The second feminist wave, dated between the mid-19th and the early 20th centuries, emerged in the United States when women joined the struggle of black men's slavery, but when men won their struggle, in the World Anti-Slavery Convention celebrated in London in 1840 with the women's support, women were once again excluded from the rights achieved by men. Therefore, women decided to struggle independently, so they fought for their rights as American citizens in 1848 in the Seneca Falls Convention. A new war, in particular the American Civil War, once again shattered feminist hopes by denying them to vote after the conflict ended, even though they fought on the winning side. History keeps repeating itself. Due to the defeat of the American women, the English women, led by Emmeline Pankhurst, took feminism to the field of activism and fought for the female vote. They were known as suffragettes and thanks to their activism, hunger strikes, protests, revolts, etc., after the First World War, in most western countries, the right to vote was recognized for women. In Spain in 1931.

The third feminist wave, 1960s, was accompanied by the advertising of femininity on television, in cinema or magazines. The difference between this and the previous waves is that in the new wave women fought for what affects them personally (although it could be common to every women), for instance the divorce, family, sexuality, rape, reproduction rights. It is in this wave when two slopes of the movement were born: the radical feminism and the sexual revolution, or what nowadays is known as the queer theory.

It is said that now we are living the fourth feminist wave. Today, there is a social conscience of what feminism pursues and, although there exist discredits coming from disinformation, in Spain the inequalities that women face are being officially reclaimed on two days: the 25th of November, the International Day for the Elimination of Violence Against Women; and the 8th of March, the International Woman's Day. Gradually, the feminist conscience is beginning to invade all areas of our society and the one where it has found the most possibilities is in the digital sphere. Paradoxically, the norms of sexual difference are built up in the same world of creation: cinema, music, video clips, advertising, etc., and are spread in the media, which offers differentiated content for girls and for boys.

Para ellas el culto a la imagen, al cotilleo y al amor romántico. Para ellos la triada fútbol-motor-pornografía. (De Miguel 37).

Coercion is hidden under the freedom of choice. The media, the concept of gender, the stereotypes, the language...all those facts influence the development of teenagers by perpetuating the ideas of past philosophers (i.e. the differential socialization, the sexualization, or the education in the feminine enchantment and the masculine rescuer, among others). This is when coeducation comes into play.

JUSTIFICATION: WHERE TO GO

Coeducation is the only answer to tackle social inequalities from childhood. It shares ideology with radical feminism since it also seeks to eliminate the idea of gender, to build a society in which people recognize their sexes and forge their own personalities according to the values they choose, regardless of what society considers appropriate or inappropriate for each sex. But coeducation is not mentioned as such in any official educational document. In the *Real Decreto* (174) there is reference to the effective equality between men and women, the prevention of gender violence, the promotion of equal opportunities, etc. Even though these statements are in the official documents, the reality is quite different since there is still no representation of women in the textbooks, women philosophers are not studied, there is no promotion of science for girls, the playground continues to be distributed in such a way that sports, mainly played by boys,

absorb most of the space, teachers still do not recognize the importance of inclusive language...

In addition, the access to technologies is increasingly at an earlier age. Children are bombarded with images from the moment they are born and these images are distributed daily by the media and the social networks. Moreover, the Internet has become a privileged space for participation thanks to its characteristics: the low cost, the ease of access from anywhere in the world or the scope and immediacy of information. On the contrary, the Internet, where as in everything leads the image industry, is a platform with few restrictions, so access to pornography and prostitution is straightforward to young men. In essence, the projection of images in the media, advertising, social networks or video games is widespread: the body cult, the standards of beauty, and the stereotype of romantic love for girls; the easy access to bodies for boys. Therefore, it is necessary that students begin to analyze the content to which they are submitted daily. They have to know the other part of the history that is missing in the classrooms, which is the history of women, and to learn about the gender stereotypes that society instills in us in order to get rid of them. And although the Internet is exposed to stereotypes and other dangers for the development of young people, the critical analysis of the content published in its various expressions is a useful principle for promoting coeducation in the classroom.

In short, this work presents a new critical look at the education of the youngest, by revising the history of education and women and explaining what the coeducational model entails. Additionally, it is also committed to the use of ICT, considering the opportunity of accepting the advantages that they offer to us and making the students analyze the content they watch in order to work in the classroom on those contents together with the coeducational values. At the end of this work, in the annexes, there is a model of a teaching unit that reflects a part of this coeducational program aimed to students of 4th year of Secondary Education in the bilingual modality. This trial teaching unit would be developed in 6 sessions, being the last one a final project that consists of the representation of a television news. During the remaining 5 sessions students will analyze content of their interest in social networks, series and video games with the aim of carrying out a critical analysis of the sexism faced by society and them as part of it.

OBJECTIVES PURSUED BY THIS THESIS

Consequently, based on the aforementioned, the objectives of this work are the following:

- To diminish sexism, a social scourge in our society, applying the feminist theory and the coeducational model in order to promote equality between both sexes.
- To review the trajectory of women in education in comparison with men in order to examine what the current needs are.
- To apply coeducation as the only alternative to guarantee real equality between men and women through the analysis of mass culture.
- To introduce students to existing gender stereotypes and encourage their critical ability to analyze the content to which they are exposed on a daily basis in order to achieve a more equal and prosperous society.
- To engage high school students in a social change by showing them that our environment is sexist and non-neutral and the school and media are places where this environment reproduces itself.

CHAPTER 2: THEORETICAL BASIS

FUNDAMENTAL TERMS

According to the Universal Declaration of Human Rights, the Declaration adopted by the World Conference on Human Rights held in Vienna in 1993, the universality of human rights is a valid principle which is inherent to the human condition. In this sense, all individuals are holders of human rights so differences in political, social or cultural regimes cannot be used as a pretext to offend or undermine them. Consequently, race, sex, nationality, ethnic origin, age, disability, sexual orientation, or any other personal or social condition would not have to be contributors to inequality.

In the case of sexes, the inequality still exists today. Inequality between women and men has its origin in the sexual division of labor in modern society. This sexual division of labor produced a clear dichotomy between the public sphere (state, market and civil society) and the private sphere (family) and the roles that were played in them. This model of division became a mechanism of identity for men and women with differentiated rights. Now, in the 21st century, in developed countries, it is not easy to appreciate such rights differentiation, but an opportunity differentiation.

Coeducation emerged to root out the question of differentiation and inequality by starting from classrooms. Human differences are essential, for that reason, the aim of coeducation is to teach students to respect what is different and to enjoy the richness offered by the variety. But before addressing the coeducation issue, it is necessary to clarify, for instance, that gender and sex or feminism and sexism do not have the same meaning.

These fifteen concepts¹ explained below serve as an introduction to the following part that is about coeducation. But before understanding the concept of coeducation, it is necessary to acquire these basic concepts and, what is more, to know about the history of feminism and the feminist struggle. It is necessary to be familiar with these terms to know what kind of discrimination we go through as women. It is necessary to theorize these terms in order to identify a problem and to be able to act accordingly. It is essential to

¹ Most of the concepts are included in the *Diccionario Online De Coeducación*.

define these concepts, and many others that are not in this paper, in order to realize the great inequality that is still existing between the two sexes, men and women. The inequality is impossible to see if we don't know the data, the role of women in history and their achievements, the murders, the rapes, the testimonies of other women... or if we do not know about anything gender. For that reason, feminism and coeducation are necessary in all societies.

⊗ Differential socialization/gender socialization:

It is the process through which children or teenagers acquire patterns of behavior, beliefs, values, and customs that are considered specific to men or women depending on the cultural and social world around them. Different roles, values or attitudes are attributed to men and women through the main agents of socialization such as the family, school, media, peer group, etc. The result of this process drives a hierarchy in the social organization that is determined by learning rather than by biology (Diccionario 28).

⊗ Equality:

Equality between women and men refers to the equal rights, responsibilities and opportunities of both sexes. Gender equality implies that the interests, needs and priorities of both women and men are taken into consideration, recognizing the diversity of different groups of women and men (Diccionario 42). Equality admits differences, but not inequalities. While inequality implies discrimination and privilege, difference implies similarity or diversity among things of the same species, which allows them to be distinguished from each other without necessarily implying discrimination or privileges of any kind. In other words, the difference can be, and in fact has been, used as a point of support for inequality. Two different types of equality:

- Formal equality: is affirmation of equal rights between men and women in the legislation.
- Real equality: is the realization of the principle of equality in the lives of women and men.

The equality between women and men is a universal legal principle, reflected in our system (in art. 14 of The Spanish Constitution) which establishes that everybody has the same rights and the same opportunities. Thus, sex equality is not a women's issue but should concern and fully engage men as well as women. "Equality between women and men is seen both as a human right issue and as a precondition for, and indicator of sustainable people-centered development." (Concepts and definitions)

⊗ Feminism:

Feminism is a theory, a social and political movement which implies the awareness of women as a group or human collective, of the oppression, domination, and exploitation that have been and are being subjected to men within the patriarchy. Officially, feminism formally began at the end of the 18th, at the same time as the great material and ideological transformations brought by the French Revolution and the Industrial Revolution, although there have always been hints of feminism throughout history.

El feminismo es un humanismo, es la lucha por el reconocimiento de las mujeres como sujetos humanos y sujetos de derechos, es y ha sido siempre la lucha por la igualdad entre los dos sexos. (De Miguel 27)

Feminism, as a theory, dismantles the established and patriarchal vision of society and moves women to action for the liberation of their sex with all the transformations of society that it requires.

"Celia Amorós nos recuerda que la palabra 'teoría' en griego significa 'ver', para subrayar el que es el fin de toda teoría: posibilitar una nueva visión, una nueva interpretación de la realidad." (De Miguel 29)

Feminism also implies an individual process of personal change, a change in tradition, education and the expectations that society places on women.

El feminismo es una teoría, es una militancia social y política y es una práctica cotidiana, una forma de entender y vivir la vida (De Miguel 29)

Nowadays, the word *feminism* has a great social stigma due to the ignorance outside of feminist circles and therefore a popular disqualification. This mixture of ignorance and

disqualification has always been present in the struggle of women to achieve the same rights as men. Clara Campoamor once said:

“Digamos que la definición de feminista con la que el vulgo pretende malévolamente indicar algo extravagante indica la realización plena de la mujer en todas sus posibilidades, por lo que debiera llamarse humanismo” (De Miguel 27)

Likewise, Amélia Valcarcel, another of the most important feminist theorists, explains that feminism is not the opposite to sexism, although it is against any form of sexism. It claims that no sex has power over the other. Feminism defends the recognition of differences between men and women within a framework of equal rights, meaning that differences do not imply inequality (Diccionario 40).

In addition, the situation of women is also affected by other variables such as social class, ethnicity and sexual orientation. For that reason, feminism benefits the whole society and represents the right of men and women to participate under equal conditions in all spheres of life, public and private

⊗ Gender:

The word *género* is a translation of the English word gender. This term, which became widespread in the 1980s, is intended to highlight the fact that male and female roles are not determined by sex (biological characteristics), but rather evolve according to different cultural, social, and economic situations.

La organización de Naciones Unidas (ONU) en los trabajos preparatorios de la IV Conferencia en Pekín en septiembre de 1995, adoptó oficialmente la definición de género como una herramienta de análisis de la realidad de las mujeres. El género “es la forma en que todas las sociedades del mundo determinan las funciones, actitudes y relaciones que conciernen al hombre y a la mujer. Mientras que el sexo hace referencia a los aspectos biológicos que se derivan de las diferencias sexuales” (Diccionario 27)

These attributes, opportunities and relationships are socially constructed and learned through socialization processes. (...) Gender determines what is expected, allowed and valued in a woman or a man in a given context. In most societies, there are differences and inequalities between women and men in

responsibilities assigned, activities undertaken, access to and control over resources, as well as decision-making opportunities. Gender is part of the broader socio-cultural context. Other important criteria for socio-cultural analysis include class, race, poverty level, ethnic group, and age. (Concepts and definitions)

⊗ Gender gap:

It is a statistical measure that shows the distance between men and women with respect to the same indicator. It is used to reflect the gap between both sexes in terms of opportunities to access and control economic, social, cultural and political resources. This concept is fundamental to document the magnitude of inequality between men and women and to facilitate the diagnosis of the factors that cause discrimination.

⊗ Gender perspective:

The gender perspective is the way of examining the impact of gender on people's opportunities, roles, and social interactions. This way of observing is what allows us to carry out a gender analysis and then to incorporate a gender perspective in a proposed program, policy or organization.

⊗ Gender role:

It is the set of tasks and functions that women and men perform according to what each society assigns to them. Their behavior and conduct are artificially applied as a cliché, depending on the sex of the person. Once a person has assumed the role, people around demand that the person complies with it and impose sanctions if this is not done. The same person generally assumes it and sometimes builds her/his psychology, affectivity and self-esteem around it.

Traditionally, the female role has attributed to women the responsibility of caring about family and affections, confining them to the domestic space and denying them access to the public space, where political and economic decisions take place. Men, however, historically occupy the public space, considered socially as the only productive

one and in which work and social activities take place, in contrast they are deprived of participation in care and affection.



Figure 1: Agents of gender socialization (Diccionario 28)

⊗ Gender stereotypes:

We call gender stereotypes to the set of preconceived ideas we use to analyze and interact with other men and women. These ideas are about how men and women should behave, the roles they should play at work, within the family, in public space, and even how they should relate to each other.

⊗ Gender violence/Violence against women:

“Any act of women-based violence that results in, or is likely to result in, physical, sexual or psychological harm or suffering to women, including any threat of such acts: coercion or arbitrary deprivation of liberty, whether occurring in public or in private life.”
(Declaration on the Elimination 3)²

⊗ Inclusive language:

² Resolution adopted by the General Assembly 48/104. United Nations. 23 February 1994.

It is the use of language in a way that responds appropriately to the progress of equality in society and that allows all people, in all their diversity, to be named in a fair manner.

“El lenguaje inclusive aspira a plasmar la realidad -realidad que se compone de hombres y mujeres- y ayuda a tomar conciencia de que no nombrar a la mitad de la sociedad perpetua discriminaciones” (Martin 25)

⊗ Mainstreaming (transversality):

Mainstreaming refers to the need for public authorities to be integrally involved in order to incorporate the gender dimension in all their actions. “Gender mainstreaming is the (re)organization, improvement, development, and evaluation of policy processes, so that the gender equality perspective is incorporated in all policies, at all levels and in all stages by the actors normally involved in policy-making.” (Gender Mainstreaming 12)

This is the most effective strategy for building an egalitarian society between women and men. Moreover, it is not exclusive to equality bodies, but this competence must be extended to all areas of public political life, to all social strata, to all groups... in short, to all society.

⊗ Redistributive Justice:

It refers to the criteria that organize the distribution of resources, productive assets, and available wealth. The redistributive justice of material resources is considered a basic element of women's empowerment and the reduction of the gaps of inequality between women and men.

⊗ Sex:

It refers to the biological differences between men and women. Human beings are born with a feminine or a masculine sex. Thus, sex determines physical characteristics, while socialization and the idea of gender condition behaviors, values, and different expectations depending on whether we are women or men.

⊗ Sexism:

It is a set of beliefs, social practices, behaviors, and attitudes that place women in an inferior position to men.

⊗ Sexual orientation:

It expresses the inclination of emotional-sexual attraction or behavior. It can be a bias towards people of the opposite sex (heterosexual orientation), towards people of both sexes (bisexual orientation) or towards people of the same sex (homosexual orientation).

WHAT IS COEDUCATION?

Coeducation as a concept

There are lots of misunderstandings concerning the *coeducation* concept. Sometimes the concept is confused and its idea is associated with the mixed education, but coeducation is a step beyond mixed education. Coeducation promotes the equality based on respect for diversity, the appreciation and visibility of the characteristics of men and women and it encourages freedom of choice. It implies getting to know ourselves and our students, unlearning and learning to identify our own biases, questioning and reflecting on the social models we have around us and the values we transmit in order to promote equality.

In order to clarify the concept and differentiate it from the mixed education idea, here, there are reflected different definitions of what is understood by *coeducation*:

El Instituto de la Mujer determines that *coeducation* is not a static concept, but a dynamic and flexible one that improves over time.

Por coeducación se entiende la propuesta pedagógica actual para dar respuesta a la reivindicación de la igualdad realizada por la teoría feminista, que propone una reformulación del modelo de transmisión del conocimiento y de las ideas desde una perspectiva de género en los espacios de socialización destinados a la formación y el aprendizaje (Guía de Coeducación 17).

According to *El Diccionario de la Lengua Española* (de la Real Academia Española) the act of coeducating means to teach in the same classroom and with the same educational system to students of both sexes (DLE). Once again, this private institution, dominated mainly by men, demonstrates a lack of awareness of what is related to feminism and equality. For that reason, *La Federación de Mujeres Progresistas* clarify that this definition only refers to the mixed education model, leaving aside sexism and gender inequality:

Este modelo no garantiza el cuestionamiento de la desigualdad de género, los estereotipos sexistas que transmite, ni visibiliza los aportes de las mujeres a la sociedad y a los diferentes campos del saber. El estudio del currículum oculto y del currículum explícito se ocupa de localizar estos sesgos sexistas y desde la coeducación generar una toma de conciencia y una transformación de la forma en que se entiende el proceso de enseñanza-aprendizaje. (Coeducación)

After this clarification, *La Federación de Mujeres Progresistas* claims that “the concept of coeducation is a step beyond the mixed education” because, apart from educating girls and boys equally, equality is promoting from respecting diversity, identifying our own biases, questioning the current social models we have and we transmit to others. Apart from that, it is important to understand the differences between mixed education and coeducation, that is why it is necessary to contrast a variety of definitions from other different authors or sources.

Victor Orenga y Montserrat Moreno affirm that, from coeducation, the existence of two sexes is emphasized and, from assuming that reality, the differences of each one are accepted and respected to form students in the same values.

La coeducación es un proceso intencionado de intervención a través del cual se potencia el desarrollo de niños y niñas partiendo de la realidad de dos sexos diferentes hacia un desarrollo personal y una construcción social comunes y no enfrentados (Victor Orenga³ quoted in Diccionario 5).

Coeducar no es yuxtaponer en una misma clase a individuos de ambos sexos, ni tampoco es unificar, eliminando las diferencias mediante la presentación de un modelo único. No es uniformizar las mentes de niñas y niños, sino que, por el contrario, es enseñar a respetar lo diferente y a disfrutar de la riqueza que ofrece la variedad (Montserrat Moreno⁴ quoted in Diccionario 5)

³ Feminario de Alicante. Elementos para la educación no sexista. Víctor Orenga, Editores, 1987.

⁴ Moreno, Montserrat. Cómo enseñar a ser niñas: el sexismo en la escuela, Icaria, Barcelona, 1993.

Furthermore, coeducation goes together with the idea of the abolition of gender and all the stereotypes linked to both genders, thereby eliminating existing inequalities.

Se entiende por coeducación el proceso educativo que favorece el desarrollo integral de las personas con independencia del sexo al que pertenezcan y, en consecuencia, entendemos por escuela coeducativa aquella en la que se corrigen y se eliminan todo tipo de desigualdades o mecanismos discriminatorios por razón de sexo y en la que los alumnos y alumnas puedan desarrollar libremente su personalidad en un clima de igualdad real y sin ningún tipo de condicionantes o limitaciones impuestas en función de su sexo (Fernando Lucini⁵ quoted in Diccionario 5).

La coeducación plantea como objetivo la desaparición de los mecanismos discriminatorios, no sólo en la estructura formal de la escuela, sino también en la ideología y en la práctica educativa. El término coeducación ya no puede simplemente designar un tipo de educación en el que las niñas hayan sido incluidas en el modelo masculino, tal como se propuso inicialmente. No puede haber coeducación si no hay a la vez fusión de las pautas culturales que anteriormente se consideraron específicas de cada uno de los géneros (Marina Subirats⁶ quoted in Diccionario 5).

Coeducation implies and demands situations of real equality: of academic, professional and, in general, social opportunities, in such a way that nobody, because of their sex, is at a disadvantage or has to overcome special difficulties in order to reach the same objectives. Thus, coeducation starts from the acceptance of the own sex and the social assumption of the own identity, in such a way that each person can build his or her social identity from a positive and healthy self-concept. It is also a matter of promoting communication between people of both sexes, based on mutual respect, accurate knowledge, acceptance of coexistence, creative dialogue and overcoming sexist biases as hegemonic and self-exclusive categories.

Characteristics of the coeducational model

- It focuses on the integral development of individuals so that they can achieve their maximum potential, leaving aside gender stereotypes.

⁵ Lucini, Fernando. *Temas transversales y Educación en valores*, Anaya, Madrid, 1998.

⁶ Marina Subirats (1988)

- It values all the characteristics that are assumed for girls and boys assuming that sex is not a limitation.
- It uses a language in which everyone, boys and girls, can be represented.
- It highlights the role of women in history, what they did, their function, their role in society, etc.
- It stresses the importance of the vision of women and men in the development of society. If the perspective of one part is missing, the perspective of half of humanity is missing.
- Coeducation goes beyond schools since it influences families, the media, and the transformative approach of media that reproduce and transmit sexism. It also provides key ideas for educating and living together more equally as a family
- Coeducation questions what we have learned, makes us look at inequality, analyze where it comes from and how we participate in it. It guides us in detecting sexism, and also invites action and transformation.
- It encourages girls and boys to take an interest in traditionally male-dominated or female-dominated professions. It is important that their choice does not depend on their sex, but on the talent or effort.
- It emphasizes the importance of mutual knowledge of peaceful coexistence as tools to prevent violence in general and gender violence in particular.

Coeducation is a global task in teaching because it involves a process through which we question what we teach, how we teach, and why we teach. It is not a question of creating new areas, but of having coeducation present in all of them. It is about educating for criticism, coexistence, commitment, creativity and justice. For that reason, everyone who participates in children's lives has the responsibility and the commitment to educate them in equality in order to achieve people who fully participate in citizenship, rights, and freedoms.

Educational system evolution until reaching the coeducational stage

Nowadays, there are still fewer girls than boys out of school in the world. This fact is due to the existing inequality between sexes. Normally, girls are subdued to childish marriages, forced pregnancy, child labor, housework, gender stereotypes, etc., and all

these facts affect girls more than boys because they are not as much valued as their counterpart. For those reasons, girls' schooling is lower than boys' schooling.

A lo largo de los últimos 30 años, por ejemplo, el índice bruto de matriculaciones en la escuela primaria en los países con bajos ingresos ha ascendido del 50% a más de un 90%. No obstante, las disparidades debidas al género persisten, no sólo en la educación primaria y secundaria, sino también en la educación terciaria, donde, en los países de bajos ingresos, apenas entre un 5% y un 10% de los alumnos son mujeres (Estado mundial 71)

En el mundo sigue habiendo más niñas que niños sin escolarizar

No matriculados en edad de cursar la Educación Primaria

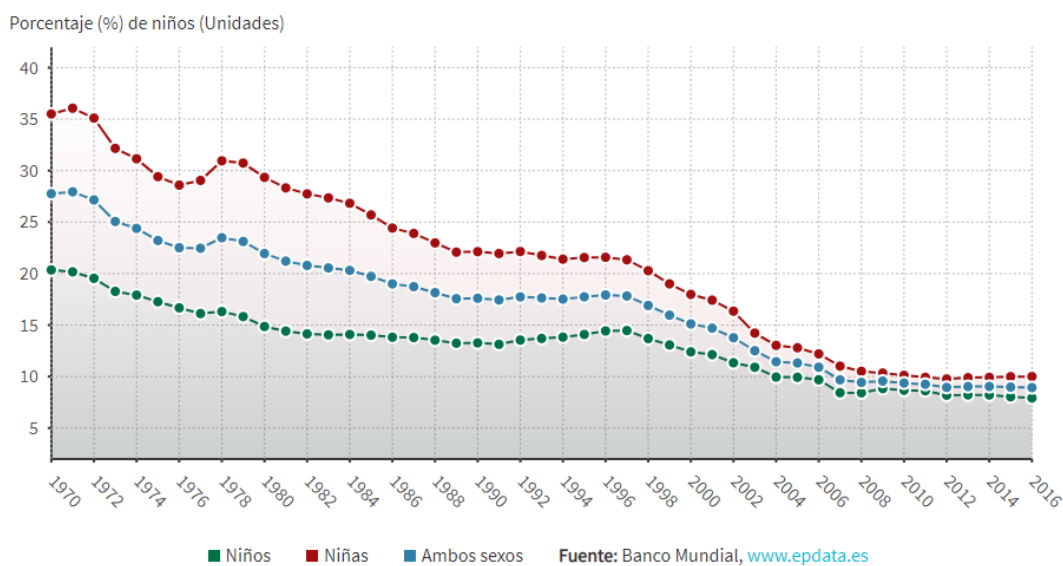


Figure 2: Chart of non-schooling children divided in sexes. Source: epdata.es

In Spain, at the present time, girls and boys seem to have the same opportunities to enter public school, but in the recent past this has not been the case.

The inclusion of girls in the educational system

In the 19th century, with the introduction of the Liberalism and the organization of public instruction, preferential attention was given to male education, but from the middle of that same century, the public instruction of women began to be organized. There was when the *Moyano law* appeared (September 9, 1857) entailing the incorporation of girls into the educational system.

Esta fue la primera ley en nuestro país que establecía la obligatoriedad de escolarizar a las niñas, así como la existencia de una escuela de niños y otra de niñas en cada localidad. El objetivo de la educación de las niñas, no obstante, era que fuesen sumisas y buenas madres y esposas, no que aprendiesen mucho. (Alario and Anguita 34)

This law represents a turning point in the inclusion of women in education since, thanks to it, girl schools were created in villages of more than 500 and the need to train teachers was promoted. Furthermore, the law was based on the traditional labor division between the two sexes, making the subjects different depending on the sex: preparing men for the public sphere and work and, by contrast, women for the domestic sphere and family. In conclusion, the education of women was once again relegated to housework and teaching other women, lagging far behind the education of their counterpart.

Pese a sus limitaciones no cabe duda de que la Ley Moyano benefició a la educación de la mujer: se aumentó el número de escuelas de niñas, se creó en 1858 la Escuela Normal Central de Maestras y se fueron creando Escuelas Normales femeninas en las provincias. (Scanlon 195).

The improvements in women's education during the late 19th century and the beginning of the 20th century were mainly due to the efforts of left-wing bourgeoisie men, the Krausism, and, lastly, *La Institución Libre de Enseñanza*. The Krausism was a philosophy that “consisted of the defense of the education of the population by the secularization and spread of culture”. Moreover, it promoted “the inclusion of women as part of the society on a same level as men. Although Spanish Krausism meant to include women in the aspects of life only partially, giving them more intellectual freedom but at the same time placing them under men guidelines” (Esteban 6).

A couple of very important Spanish female figures were Emilia Pardo Bazán and Concepción Arenal, who struggled throughout their writings for equal education and women's rights. Concepción Arenal, a woman of the 19th century and a reference to Pardo Bazán, assisted to University, thanks to the willing of her father, as a listener and dressed as a man. She was one of the pioneers of feminism in Spain who considered the women as marginalized human beings who must be helped by educating her in the dignity of their own condition. Pardon Bazán founded in 1892 “La Biblioteca de la Mujer”, which was “managed and funded only by herself intended to disseminate progressive ideas on

women's rights among the female audience” (Esteban 12). In 1916, women were allowed to occupied every charge in the Public Education and Pardo Bazán became the first female professor in Spain at the Universidad Central in Madrid, but it was a brief period due to the lack of attendance at her lessons (Esteban 27).

Then, in 1918, mixed schools are set up in the country and, as consequence, girls' schooling increased and thereby broadening their occupational horizons. However, with the advent of the civil war and Franco's regime, all these advances were reversed, relegating women to their families and homes. (Alario and Anguita 35) Women were left in a situation of absolute inequality and submission to men. Franco's ideology was in charge of subjecting these women by controlling and indoctrinating them through two institutions: the catholic church and *La Sección Femenina* (The Female Section). *La Sección Femenina*, headed by Pilar Primo de Rivera, was in charge of transmitting and implementing the new ideal of a woman whose role was to be a mother and educator of children. This institution also trained female teachers and was in charge of designing subjects, which differed in terms of sex. This ideology stated that women were accessories to men and as such they would never be intellectual, but simply interpreters of what men did or said. Indeed, it wasn't until 1970 that the mixed school returned with the “Ley General de Educación”.

In short, during those two centuries, women were gradually incorporated into the educational system, both in elementary school and in higher education institutions. This process was not easy since in Spain the conservative model continued dominating and did not see the need to provide women with a sufficient degree of education, nor an extra-household and paid work. From the 20th century onwards, the entrance of girls and women to school was definitive, in a segregated as well as in a shared manner. Moreover, the training of women in new professions, the first incursions into high schools and universities, and the recognition of their incorporation into certain areas of work were only the beginning of what would become an unstoppable movement of liberation.

Spanish educational laws since 1970

Spain has undergone many changes in education, as evidenced by the seven educational laws that have been approved since 1970. All these laws⁷ have contributed to the improvement of education in our country, but they have also served as scapegoats in political struggles. These struggles persist to this day and those who are dedicated to education or who seek equal rights in education are almost never taken into consideration.

- LGE (Ley General de Educación) in 1970 (promulgated by Franco-UCD)
It was the first predecessor law to democracy that contemplated mixed education in Spain. It was approved in the last years of the Franco regime and remained in force until 1980. It established compulsory education up to the age of fourteen: eight years of General Basic Education and then BUP or FP. Added to this, it regulated and structured, for the first time in this century, the entire educational Spanish system.
- LOECE (Ley Orgánica del Estatuto de Centros Escolares) in 1980 (promulgated by UCD)
It was elaborated by the government of Adolfo Suárez. It tried to be the first normative attempt to adjust the principles of the educational institutions and the rights and duties of students in relation to the recently approved Constitution. However, this law was abolished a few years later because of disagreements with other parties.
- La LODE (Ley Orgánica del Derecho a la Educación.) in 1985 (promulgated by PSOE)
Its aim was to guarantee the right to education for everybody, focusing on the attainment of basic, compulsory, and free education, without any kind of discrimination. It also regulated the participation of all sectors involved in the educational process (the State, school, parents and students) in the general planning of education. In addition, this law approved the existence of a double network of school posts, public and private, introducing the entity of “colegios concertados” which are privately owned centers supported by public funds.

⁷ Described in Muñoz-Repiso 40-47.

- LOGSE (Ley de Ordenación General del Sistema Educativo) in 1990 (enacted by PSOE)

It put an end to the LGE by regulating the structure and organization of the educational system at non-university levels. It established a compulsory education from 6 to 16 years old and stipulated educational stages: Pre-school Education, Primary Education, Secondary Education, *Bachillerato*, Professional Formation of middle and superior degrees, and University Education. It also regulated the Artistic and Language Teachings and addresses the compensation of inequalities in education. Moreover, attention is focused on teacher training, educational resources, the management function, educational innovation and research, educational and professional guidance, and inspection and evaluation of the system, giving a great educational weight to the autonomous regions.

- LOPEG (Ley Orgánica de Participación, Evaluación y Gobierno de los Centros Docentes.) in 1995 (enacted by PSOE).

This law is in accordance with the previous one, LOGSE. It was aimed to the evaluation of the adequacy between the system and the social demand, considering aspects such as the evaluation of the centers, the public educational function, the directive work, and of the inspection, as well as of the formation of the teaching staff. Hence, the oppositions were born.

- LOE (Ley Orgánica de Educación) in 2006 (enacted by PSOE).

It replaced LOCE (2002) that was ultimately not applied.

This law included the voluntary attendance to the subject of religion, whose offer was obligatory for schools and added a new compulsory and assessable subject “Education for Citizenship and Human Rights” that turned out to be a controversial subject.

- LOMCE (Ley Orgánica para la Mejora de la Calidad Educativa) in 2013 (enacted by PP)

This law has been very controversial and caused, at the beginning of its implementation, student protests and strikes. Among its main objectives are: the assignment of the 50% of curriculum design to co-official language communities, the recovery of external evaluation or revalidation tests of ESO and Bachillerato with academic consequences, the return to full academic validity to the course of Religion, the allowance to cede public space to build and manage “Centros

concertados”, a reinforcement from which public administrations guarantee the right of students to study in Spanish, that is the vehicular language throughout the State. Added to this, the greater influence of the election of the center's director falls on the Administration and not on the teaching staff, university scholarships are reduced, and, to make matters worse, it establishes agreement with the schools that separate students by sex.

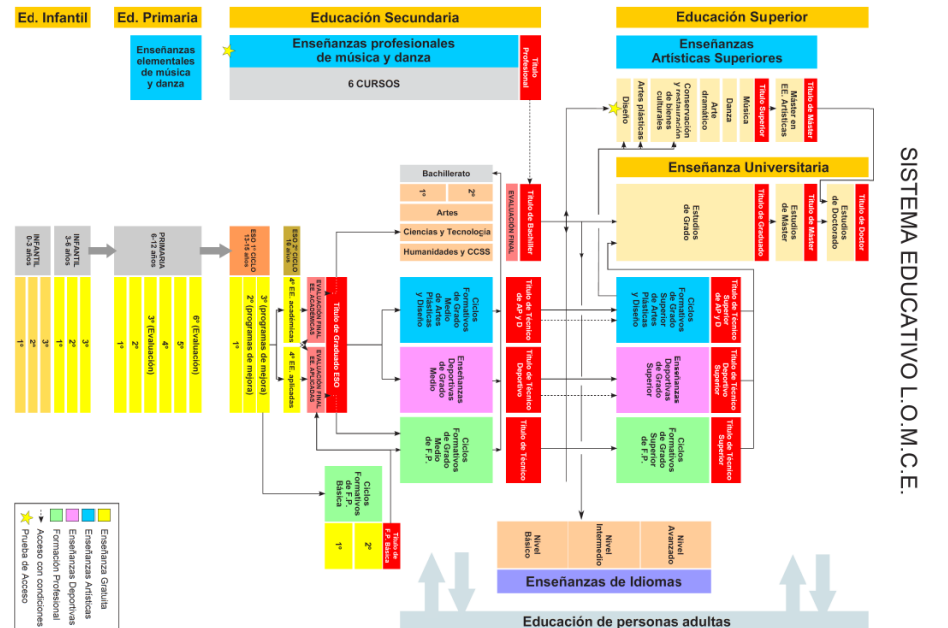


Figure 3: LOMCE. Source: <https://images.app.goo.gl/qFSz9MtmkStMjM5s5>

Nowadays, the current educational law is the one promulgated in 2013, LOMCE. In 2019, the government in Spain changed and, as a consequence, a new education proposal is on the way to be introduced. This law is commonly known as *Ley Celaá* (LOMLOE). Therefore, LOMLOE is the new proposal of law presented by the actual government of Spain (PSOE-Unidas Podemos) which has the intention of modifying the previous one, LOMCE, and its implementation is scheduled for the 2021-2022 school year. These are some of the changes presented by this new educational project:

- The regions will be the ones to determine which is the chosen language of their territory in the educational field; they will have to guarantee the right of the students to receive education both in Spanish and in their respective co-official languages

- Religion will be offered but the obligation to take an alternative subject is eliminated and the grade will not count for university access processes or scholarships.
- “Civic and Ethical Values” will be studied in primary and secondary education, with special attention to respect for human and children's rights and equality.
- The student may remain in the same course only once and twice at the maximum throughout the compulsory education.
- Schools supported partially or totally by public funds will not separate students by sex.
- In ten years, ordinary schools should have resources to serve students with disabilities. The administrations will provide support to Special Education centers for students who require very specialized attention.
- The digital competence of students in all educational stages will be developed.
- It will promote the increase of female students in science, technology, engineering, arts and mathematics, and will encourage the presence of male students in studies with noticeably higher female enrollment.
- Health education, including affective-sexual education, will be promoted from primary school onwards

The three different models in the Spanish educational system

- Separate role school model

The design of the education of girls and boys in each historical moment depended on the ideas that society had about the role and functions that both should develop. Consequently, in times when the role of girls was to help their mothers in the maintenance of the house and the care of the family in order to, afterwards, do the same in the home they would share with their husbands, it seemed unnecessary to promote their access to education, which was designed for boys. Additionally, they were excluded from participating in public life because, among other reasons, they would not have the right to vote in Spain until 1931.

Women’s responsibilities were contextualized in the area of housework, such as caring, sewing, embroidering, cooking, etc. Thus, their education was based on a

domestic model. With regard to the girls from wealthy classes, the so-called "ornamental knowledge" such as music, painting, etc., was added. Boys, on the other hand, as future housekeepers and promoters of the country's future, should undertake academic subjects that would prepare them for the public life.

The separate school model is based on the idea that women and men have different social roles and assignments. This model is based on biological justifications, that is, our bodies have naturally been created for different ends, so education is different in accordance with each sex by segregating boys and girls physically and curricularly. In this model, it is assumed that both sexes have different roles assigned by society, boys occupying the public sphere and girls the private sphere. This model considers irrelevant sex equality since each sex is assigned to a gender and, thus, to the stereotypes tied to sexes. (Guía de Coeducación 14)

- Mixed education model:

It is the educational model in which girls and boys share and live together in the same educational space, receive the same school curriculum, use the same materials and are evaluated in the same way. It is based on the democratic principle of equality between sexes and it defends mixed and equal education in both the curricular and the pedagogical fields. However, this model does not guarantee the problematic of gender inequality, the sexist stereotypes transmitted, nor does it make visible the contributions of women to society and to the different fields of knowledge because it is assumed to be based on the idea that there is full equality between women and men.

Despite the fact that during the Second Republic there was an attempt to promote co-education, it was only after the General Education Law of 1970 that coeducation could be developed in Spain and, since then, is the dominant model in our current educational system. What is clear is that this model denies socio-cultural differences between both sexes. (Guía de Coeducación 14)

- Coeducational model:

As mentioned before, the concept of coeducation is deeper and broader than the concept of the mixed model. It implies an analysis and reconsideration of inequality and sexism

in society and how all these issues are transmitted through the educational system, which is a key vehicle for the socialization of gender.

The coeducational model aims to eliminate gender stereotypes by eliminating social inequalities and cultural hierarchies between girls and boys. This model takes into account social and sexual differences between boys and girls on the basis of sex. This model considers the school as a non-neutral space that contribute to the increase of differences between men and women.

Características de los modelos de escuela en relación a la Igualdad de Oportunidades entre hombres y mujeres

Sistema cultural	Valores	Normas	Legitimación	Conocimiento empírico
Escuela de roles separados.	Educación para el rol sexual. Asignación de géneros. Socialización de cada grupo sexual en los ámbitos público y privado.	Separación física de los procesos educativos.	Creencia en la superioridad masculina.	Fundamentos de tipo moral, por lo que su análisis empírico no resulta relevante.
Escuela mixta	Educación igual para niños y niñas como ciudadanos/as de una sociedad democrática.	Acento en el individualismo sin distinción por género. Igualdad en el acceso a los recursos.	Meritocracia. Premio en función de los méritos y rendimientos individuales dirigidos a ser valorados desde el punto de vista productivo.	Eficacia para el individuo y para la convivencia social, existen estrategias alternativas y se rechaza la escuela separada de la socialización.
Escuela coeducativa	Educación dirigida a la eliminación de los estereotipos por razón de sexo eliminando situaciones de desigualdad y jerarquías culturales sexistas.	Atención específica a las necesidades de cada grupo (currículo, interacción con el profesorado, controles de género en todos los ámbitos del sistema escolar, etcétera).	La escuela no debe ser una institución reproductora de desigualdades, y debe ser una institución de reconocimiento de la diferencia.	Basado en la sociología de la educación a través del conocimiento de las especificidades de ambos grupos sexuales y de las distintas expresiones de sexismo.

Fuente: Elaboración propia a partir de BONAL, Xavier. 1997.

Figure 4: A comparative between the different models of the Spanish educational system.
 Source: Guía de Coeducación, 15.

The necessity of coeducation and its successful applications

The mixed education model has made important advances in terms of equality with the total incorporation of women into all educational levels, but there are still important challenges to be accomplished in terms of social and cultural evolution. This procedure

implies a break with traditional models that maintain inequality and it also demands a special focus on valuing women's contributions to the different fields of knowledge.

The classrooms must be a reflection of the real world where women and men live with each other, for this reason, we must learn from childhood to relate to each other and live together in a peaceful way, so what would be better than constituting the classroom as a safe space where we can learn and put equality into practice. However, the fact that girls and boys coexist in classrooms does not mean that the educational system ceases the transmission of a patriarchal model through practices, textbooks or interaction dynamics. Coeducation is intended to be an intervention in the school environment and this requires that girls and boys coexist in the same classrooms, receive the same type of instruction, undergo the same requirements, and take the same assessments. Coeducation implies and demands an explicit and intentional intervention that has to start from the revision of the sexist patterns in society and in the institutions where people's lives are developed, especially in the institutions linked to the task of education, since from them the stereotypes of what is masculine and what is feminine are constructed and transmitted.

Thereby, teachers must be involved in the task of educating and analyzing all the behaviors, from students to teachers, that we, as humans, have in the school environment. It is necessary to analyze the content of the didactic material, see what kind of characters appear and if female and male figures do it in the same proportion. Furthermore, the language used by the teachers is crucial, so these questions must be asked: Do I use a language in which girls and boys feel equally represented? Do I use the same tone when I talk to boys as when I talk to girls? Regarding their participation in class, it is important to examine how they work and play, if they do it alone or in mixed groups and when they do it. Do teachers encourage them to play and work together? Outside the classroom we find a different world of interaction, for example, during the break, who occupies the majority of playground space? What kind of leisure materials does the budget spend the most on? Who uses those materials? And, concerning families, how are they included in the school's actions? Do mothers and fathers participate in the same way?

After asking these questions and see the needs that lack in the school, the next step to follow is promoting coeducation through showing the paper of women in history, reflecting about the stereotypes assigned to each genre, promoting sharing spaces. making

visible the traditional role assignation in order to change it, revising the use of language, etc.

According to The European Institute for Gender Equality, EIGE⁸, education has a catalytic power for social change and ensures the achievement of fundamental human rights. In this sense, education not only allows for an increase in cognitive and personal skills, but also for men and women to increase their possibilities of acquiring better jobs and, therefore, greater economic stability. Women's educational success, at all levels of education, should translate into women's access to quality jobs, what demonstrates that coeducation is needed in order to achieve equality.

The application of the coeducational model has succeeded in several projects:

- Skolae. Berdin Bidean- Creciendo en igualdad (Gobierno de Navarra)
http://cporkoien.educacion.navarra.es/wp-content/uploads/2018/10/SKOLAE-Berdin-Bidean-Creciendo-en-Iguadad_Programa.pdf
- Proyecto de coeducación del Colegio Severo Ochoa (San Javier, Murcia)
<https://www.magisnet.com/2005/10/premio-a-la-accia%C2%B3n-magistral-a-coeducacia%C2%B3n/>
- “Caminamos hacia la igualdad” C.E.I.P Rafael Alberti. (Montequinto, Dos Hermanas, Sevilla)
<https://www.coeducacion.es/wp-content/uploads/2018/02/PROYECTO-DE-COEDUCACION.pdf>
- “Vivir en igualdad. Guía didáctica sobre coeducación. (Ayto de Málaga)
https://generoymetodologias.org/media/publicaciones/archivos/Guia_para_padres_y_madres_elaborado_por_la_empresa_para_la_p%C3%A1gina_Web.pdf

PROBLEMS FACING COEDUCATION

Since the nineties, coeducation has been carried out, but to this date it has not been possible to achieve it in a systematized way. This situation is due to the difficulty that the curricular education presents before the possibility of introducing transversal changes that

⁸ <https://eige.europa.eu/about>

coeducation requires. It is in the education of projects that we find an avenue through which it is possible to introduce such changes.

The hidden curriculum

The curriculum is a fundamental part of education, both in the formal and non-formal spheres, since it is a regulatory body for the transmission of knowledge within a society. However, the curriculum may sometimes contribute to maintaining gender inequalities within educational processes. The role of educators is to be able to question what is taught and to become aware of how it is transmitted through our behavior, attitudes, the language we use or the way we organize ourselves. In order to do so, we will follow two lines of analysis in this regard, one referring to the explicit curriculum and the other to the hidden curriculum, which focuses on practice in the classroom.

The formal curriculum is based on the analysis of the knowledge transmitted by the school and it is developed in the different official documents through a formal planning. Its manifestations can be found in textbooks and teaching materials, with which we must ask ourselves how masculine, feminine or egalitarian are the points of view from which this knowledge is constructed and transmitted. Otherwise, the hidden curriculum is based on classroom interactions. Thus, it examines the value system that is transmitted, the treatment given to people, but also the valuation of traditional gender roles. It is transmitted unconsciously and involuntarily through attitudes, expectations, and practices.

In the field of coeducation, the hidden curriculum acquires all its importance and acts as a possible double discrimination or concealment. Speaking in masculine (although it is called neutral), referring to the great thinkers of the History avoiding female figures or, using different language for girls or boys are factors that threaten equal education.

Language

Although it has been demonstrated that the content of textbooks and most of the educational material perpetuates the inequality between men and women by omitting the

achievements of half of the population, the women, language is a stronger instrument that perpetuates this inequality. According to Alario and Anguita, “el idioma produce una ocultación de la mujer y genera un concepto de lo femenino como colectivo homogéneo apartado de la vida activa” (37) and this occurs thanks to the use of the generic masculine of the language, whose choice of the generic gender of the language was decided when women had little access to education and were not participants in public life.

Language is a social construction that is learned from birth and that enables people to communicate with each other. Thus, language and society do influence each other and the inequality is born from these two elements. Gender stereotypes are also a product of the language and, therefore, of society. If these stereotypes and the generic masculine, that makes women invisible, continue to be perpetuated through language, society will not evolve and differential socialization, sexism, and patriarchy will never be eliminated.

María Martín states that all languages are ideologically charged by the societies that create and speak them, so in order to change the language it is necessary to change the way we refer to people (22).

En el lenguaje, distinguir entre lo femenino y lo masculino no produce discriminación sexista. (...) El sexismo se produce cuando la discriminación se hace jerárquica y excluyente, y se valora a una de las partes sobre la otra, situándola en posición superior y universal y, a la otra, como anecdótica e invisible (Martín 23-24)

Therefore, **inclusive or non-sexist language** guarantees an equal education, in which both boys and girls can feel included and represented.

Gender Identity

As it has been explained in the “Fundamental terms” section *sex* and *gender* do not share the same meaning. Thus, *gender identity* does not mean the same than *sexual identity*. Sexual identity is about the identification of oneself with the personal biological characteristics. On the contrary, gender identity refers to the self-identification with one gender or another, that is to say the identification with the behaviors, attitudes, and preferences that society assigns to each sex, masculine or feminine.

The assumption of the existence of gender identity clearly affects the feminist theory and the application of the coeducational model, since it continues perpetuating the established gender roles and stereotypes. Feminism and coeducation go in tandem, like language and society. So, as Alicia Miyares says, if it is declared that gender beliefs define sex, sex and the entire feminist struggle will be suppressed. (Miyares)

Gender perpetuates the transmission of biased values and norms, so if a child does not fit into the standards that society has set for him or her, the child will feel out of place. Therefore, according to Ana de Miguel, public education has to promote personal knowledge and emotional interpretation without differentiating behaviors in relation to sex.

La educación en el rosa y el azul, además de ser injusta, es una causa de sufrimiento adicional para muchas niñas y niños que ven segado el desarrollo de sus capacidades (De Miguel 83)

All in all, coeducation shows us that we must bet on the inter-gender curriculum in which differences between both sexes are respected and mutual learning is valued. The language we use and the values we transmit are reflected in the hidden curriculum, that is why it is important to eliminate the idea of gender and everything that goes with it and promote the use of inclusive language. The guidelines of behavior and emotions are equally important for the development of boys and girls together in the educational field.

El que educa ayuda al individuo a incorporarse a una cultura, pero de manera crítica y comprometida. Es decir, el que educa ayuda a discernir qué es lo bueno y lo malo de la cultura. Insta a aceptar lo moralmente bueno y a combatir lo que resulta inadmisibile desde el punto de vista moral. No podemos seguir pensando que educamos en igualdad porque los contenidos formales de las asignaturas son los mismos. La diferencia entre lo que se denomina *currículum oficial* y el *currículum oculto* tiene que estar clara para la sociedad. (...) Si la escuela no aborda la educación crítica y en valores de forma explícita, estaremos tolerando que esta educación quede en manos de la televisión, los *bloggers* y *youtubers* y los medios de comunicación de masas en los que ya hay canales específicos para niñas y para niños. (De Miguel 82)

CHAPTER 3: A COEDUCATIONAL PROPOSAL

In this chapter, it is explained the development of a teaching unit, called “The News of Visibility”, as example of a whole coeducational program, which consists in six different teaching units, designed for a bilingual course of 4th ESO degree.

	1 st TERM	2 nd TERM	3 rd TERM
Units *Two teaching units per term	<ul style="list-style-type: none"> • A Critical Look at Culture • The News of Visibility 	<ul style="list-style-type: none"> • Literary Women • A Purple Glance 	<ul style="list-style-type: none"> • Creating a “Me Too” Campaign • Our Final Compilation

JUSTIFICATION AND CONTEXTUALIZATION

“The News of Visibility”, the teaching unit here proposed, has been designed attending to the contents legislated in the 4th May *Orden EDU/362/2015*, which establishes the curriculum and regulates the implementation, evaluation and development of compulsory secondary education in the Community of Castilla y León. Moreover, the *Real Decreto 1105/2014*, December 26th, has been also taken into consideration when designing the teaching unit, especially the article 11, which regulates the objectives of the secondary compulsory education. In addition, the *Recomendación del Consejo* (Council Recommendation), May 22nd, 2018, concerning key competences for lifelong learning (Diario Oficial de la Unión Europea), has been followed, and the key competences selected for the Teaching Unit are exposed in the “general chart” in the Annex.

This teaching unit may exemplify how the application of a coeducational program of this kind would function during an academic year in a bilingual modality of fourth year of secondary education. It could be also carried out in other English courses, outside high schools, where the level A2-B1 according to the Common European Framework of Reference for Languages (CEFR). So, this proposal is intended to be implemented in any educational center with bilingual modality. When it is said “in any educational center” it is because coeducational programs are needed in **every** educational center. On the other hand, the bilingual modality is essential due to it gives a spare time to begin new projects.

The idyllic classroom would be composed by twenty students of both sexes, since giving a coeducational approach to only women is illogical. The education of both sexes must be changed in order to achieve an equal future for them, so the invisibilities of the system have to be visible to everyone.

Giving a coeducational perspective to a didactic unit does not have to be a problem for teachers. “The News of Visibility” is an adaptation of a group class design (in which I participate) where there is no evidence of coeducation. For that reason, most of the activities have been changed in order to create awareness in students. Coeducation is necessary in daily lessons, but to provide students with a space of one hour per week in which they can work on values, stereotypes, common work, etc., could turn into the beginning of a significant change.

COMPETENCES AND AIMS

The competencies (taken from *Recomendación del Consejo* of May 22nd 2018) that are worked on throughout the example didactic unit are the following:

- Literacy competence: linked to receptive and productive skills, reading and writing respectively. This competence is completely link to language, and language is present in every part of a lesson. Students must be able to identify, understand, express, or interpret opinions and feelings, so vocabulary and grammar are essential to promote effective communication.
- Multilingual competence: the basis of this competence is the use of different languages in communication and it is contemplated in all the skills (writing, speaking, listening, and reading). It is a reality that every English or any other language student uses the mother tongue language in order to explain something that is not able to indicate in the target language.
- Digital competence: technology is on the agenda since almost every student is in contact with what happens on the Internet. For that reason, it is important to transmit a responsible and critical use of online interactions. The use of technologies in class could promote communication and creativity in the classroom, but it is also necessary to possess a critical sense since the information that is published can have a great impact and sometimes this can be very negative.

- Personal, social and learning competence: this competence is indispensable for participating in the social field. Students must be able to identify their own capacities, reflect critically, focus and make decisions, seek support, channel stress, collaborate as a team and negotiate, inspire confidence and empathy. This competence is fundamental in daily life because it helps to respect diversity, to overcome obstacles successfully and to solve problems from all life experiences.
- Citizenship competence: this competence allows students to participate in a fulfilling social life, so interaction with others plays a fundamental role. Teachers have to guide students in participating constructively in society by supporting social diversity and sex equality, promoting peace and respect for privacy, and being interested in social justice and equity for everyone.
- Entrepreneurship competence: refers to the ability of taking initiatives when life present new opportunities. Creativity, imagination, problem-solving, critical thinking, leadership, future vision... are characteristics of an enterprising person.
- Cultural Awareness and Expression competence: thanks to globalization, students are in contact with lots of cultures. Thus, it is important to know other cultures and their languages in order to express emotions.

So, taking into account the competences that this didactic unit example gathers, its aims are:

- To reveal students the current inequality existing between sexes in every aspect of life: school, home, plays, culture, etc.
- To make students themselves identify where sex differentiation occurs and guide them to a critical thinking.
- To promote diversity by showing different characteristics but common values in order to break down sexist stereotypes.
- To empower students to denounce public injustices occurred in social media.

METHODOLOGY

The methodology used for the design of the activities of this unit has been the Project-Based Learning and integrating sometimes the Task-Based Learning. Both methodologies consider language as a communication tool from which students are the protagonists of

the teaching/learning process. For that reason, activities and materials have to be real and applicable in daily life. Group work is essential for students to learn values and communicate, as consequence, most of the tasks proposed in this didactic unit are developed in groups so that the students can communicate with each other. Students will always be seated in their work groups, ensuring visibility to the board and other members of the class. Moreover, meaningful learning is essential in the task-based approach as it considers autonomous student learning and discovery learning as a fundamental part of a language learning process.

Additionally, and focusing on diversity, the whole content of this didactic unit could be adapted, if needed, by modifying the materials or the tools (ICT) required to develop all the activities and the final presentation. Furthermore, emphasis is placed upon group work so that students can maximize all their qualities with the aim of complementing themselves, feeding back, and helping with one another.


ASSESSMENT

There are two common types of assessment used in high schools, the summative assessment and the formative one. Continuous evaluation or summative assessment become tiresome and tedious for both students and teachers. This method of usual assessment, besides being unfair, does not favor the correct learning of the students since it does not take into account effort nor progress, but the knowledge acquired at a certain moment. In formative assessment, the aim is to evaluate the whole process of learning, that is to say, it allows teacher to evaluate the learning progress of students instead of evaluating how much someone has learnt. Summative assessments are always better for this kind of projects and activities in which the most important goals are communication and the creation of a critical thinking, for that reason it is the chosen assessment for this project.

TEACHING UNIT EXAMPLE

This didactic unit, which serves as an example of this coeducational year proposal, devoted for a class of 4th year of secondary education, is called “The News of Visibility”. Since the unit would be performed in the bilingual extra hour and it would last six sessions, the duration of the whole proposal, therefore, would endure six weeks.

The Project is titled “The News of Visibility” because students would work during those six weeks, among other things, on the final representation of a news broadcast. Moreover, these pieces of news are called “of visibility” because the final objective of this project is to provide visibility to sex inequality, stereotypes, and, in general, to those areas in which women “supposedly” do not stand out in the same way as men. For that reason, four common internet topics among adolescents, such as video games, social media, makeup/fashion, and series, are chosen. Students would work in four groups of five people that are meticulously chosen depending on their sex and interests.

	OBJECTIVES	CONTENTS	
1st SESSION	To show the differentiation of content depending on sex in networks, video games, etc. and the power of Internet to continue inequality.	Introduction of the final project and topics. Psychological abuse in social networks	
2nd SESSION	To make students discover things that seem unfair or that are unfair on the basis of sex.	Showing content related to the media and inequality.	
3rd SESSION	To add vocabulary to the student's knowledge to facilitate communication	Online vocabulary and <i>Teen Slang</i>	
4th SESSION	To show the real abuse that women are suffering.	The problem of fake news and violence against women/women assault	
5th SESSION	To reflect the target information with the help of what they have been learning	Writing the script and physical damage on networks	
6th SESSION	To display the content before an audience to create awareness and empathy.	Final presentations and conclusions	

The first session is devoted to the presentation of the project, with a brief brainstorming as introduction, which has the objective of introducing the topic and increasing students' participation. The groups are divided and the topics are assigned to work on during the six weeks. Lastly, in the final activity, it is screened a psychological abuse TikTok from a famous girl that is dancing while listening an audio from her boyfriend. This TikTok became famous because of girl's reaction, but it is important to highlight the boy's attitude by showing students that jealousy is only an element of control and coercion.

In the second session, students have to bring to class their researches about the topic assigned, as said before, researches having to do with the empowerment of women, discoveries of sexist video games and series or women doing "men's things", and every type of chicle in social media. Then, they have to share what they brought with their mates and summary the information picked. In this session, most of the time is dedicated to the initial structure of the news so that later it is easier to work with since they start from a solid idea.

During the third session, it is necessary to work on online vocabulary in order to promote communication between students about the topics they normally deal with on the Internet. It is important to highlight *Teen slang* to recognize harassment situations in networks or discriminatory treatment towards others.

The fourth session consists of three activities. The first one, a warm-up, serves as a review of the previous session. The second is a reflection activity to discover myths or fake news on the Internet. Lastly, third and the most important activity of the session consists in a *jigsaw* reading on violence against women. It is a jigsaw, designed by me, in which they have to solve the murder of a girl and it is based on the famous rape and murder of the Spanish Diana Quer. The final objective of the activity is to reflect on the violence that exists against women for the mere fact of having that sex, and that this is always exercised by a man.

Session five is devoted to writing the script of the final presentation and composing the presentation. But at the beginning of the lesson, as an introduction, the project 'Self Harm' is going to be displayed so as to show students the danger that the networks generate in the physical appearance and the importance given to this topic, especially by the girls, since boys do not spend their time watching makeup or skincare routines.

In the last session, presentations take place. Each group would have 10 minutes, two per person, to present their five news regarding the topic assigned. At the end of the session, all presentations will be commented and also a brief balance of how the unit has gone along will be made together with a reflection of the problem of networks, video games, etc., and the differentiation of content in relation to each sex.

CONCLUSION

It is impossible to deny that feminism has not been the responsible of all the changes in the most egalitarian societies. In those countries where the feminist movement has not existed, the majority of girls are condemned to the same future: marriage. Over there, girls do not have the right to an education, their destiny lies only in caring their future children and the house they will share with their husbands, probably of an older age. Within formally egalitarian societies, such as ours, we can say that we have progressed and continue to advance until we achieve real equality between men and women. For that reason, there is a great need to invest in education. Women and men have, in the eyes of the law, the same rights, but, in reality, they do not have the same opportunities nor responsibilities, for that reason our society is a formally egalitarian one.

During the past years, the mixed education model has reached significant progresses in terms of equity and yet there are important challenges to be accomplished. Stereotypes constrain the way children think, feel, and act, impeding the full development of their capacities. Schools are not neutral and play a fundamental role in the transmission of values. So, in order to build a more just and egalitarian society, preconceived ideas of what is expected of children must be discarded. For this purpose, coeducation is needed and, although in some centers coeducational projects have been developed and a few teachers have adapted their content to give a more equitable approach, those little actions are not enough. All the agents involved in education must detect the stereotypes assigned to men and women and take the necessary measures to eliminate them from our language and behavior and the only path to remove inequality from our lives is to hold the coeducational model enshrined in the law.

Coeducation offers us the opportunity to educate students to form a more equal society in which both sexes live together with the same opportunities. Coeducation aims to show the differences of each sex in order to learn from them, to teach civic values for a common coexistence without establishing which are assigned to each sex, to highlight the importance of all historical figures who in one way or another have contributed to create the society in which we live now, that means including woman figures in textbooks. It also seeks to end gender stereotypes, that have been fixed in the preferences of one sex and the other, for example by promoting science for women and caregiving for men, to

end the gender gap, the employment discrimination, the glass ceiling or the salary barrier that women face. Accordingly, coeducation can be promoted in class, for instance, by working and showing the paper of women in history, reflecting about the stereotypes assigned to each genre, observing what places girls and boys occupy and promoting sharing spaces, making visible the traditional role assignation in order to change it or revising the use of language.

This work proposes an annual programming of the possible topics to treat with a bilingual group of 4th year of Secondary Education and puts as example a didactic unit, that deals with one of those topics, to develop in a period of 6 weeks, a lesson per week. The methodology mainly used is Project-Based Learning, being the final project a presentation in form of a TV news. Students work on topics such as video games, social media, makeup/fashion, and series trying to find information to turn it into a piece of news. The purpose of the news is to reveal hidden personalities, to denounce aggressions or harassment on networks, to make sexism visible in video games, videos or series, and on the contrary, to praise the content that is positive and promotes sane values and equality. Encouraging students to analyze the content they are daily exposed to gives them critical thinking and the ability to discern between what is right and what is wrong. The Internet, advertising, social networks, media, or video games send harmful messages to teenagers in which women are mostly subjected to the male figure.

Trabajos recientes indican que el entretenimiento televisivo presenta una “desigualdad perenne, reforzada a partir del uso y manejo de los estereotipos masculinos y femeninos” (Libeira Vayá 170)

In other occasions these ICT tools serve as a cover to harass or humiliate people, what is known as cyberbullying. But, sometimes, their use has served to disseminate international awareness campaigns such as #YoSiTeCreo #MeToo #GamerGate #FridaysForFuture.

ICTs have come to stay and are part of every teenager's life, that's why education has to embrace them, so the smartest option is to adopt the attitude of learning from technologies and learning with technologies. However, if the technologies have come to stay, then why has the coeducational model not been implemented yet in the educational law? As we have seen, since 1970 there have been seven different educational laws and

one that is in progress. Coeducation is not yet going to be reflected as an educational model in one of our laws, although it would be necessary to make the relationships between men and women more egalitarian. Sexism, language, hidden curriculum and new generative theories continue to permeate society with greater force than feminism or coeducation and this is due to the lack of knowledge and defamation of the movement and the strong influence that ICTs exert on us.

Coeducation is important because it helps us to shape a future in which equality becomes real, where both sexes recognize their differences and use them to complement each other. For this reason, the education of new generations is so important, however, training teachers in equality is at least as important as educating the youth. What is the point of being prepared to be a teacher and finish studying without knowing what coeducation means? Well, that is our reality and due to coeducation is supported by the feminist theory it is, like everything related to feminism, removed from standard knowledge. Unfortunately, the decision of avoiding or hiding coeducation affects directly half of the population, the women, thus, we should endeavor in making this educational model widely known and introducing it into our classrooms, since the personal is political.

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ANNEXES

GENERAL CHART

Stage, level, and	General Aims	Contents	Activities
Fourth year of secondary education, 4 th E.S.O, in a bilingual modality (known in Britain as the end of Key Stage 4)	RD 1105/2014 Art.11 A B C E I	<i>All contents are clearly developed in their corresponding session chart.</i>	<ul style="list-style-type: none"> ▪ Brainstorming ▪ “The News of Visibility” ▪ TikTok example ▪ Debating news ▪ Summarizing news ▪ Online vocabulary ▪ Creating a Hashtag ▪ Taboo ▪ Revealing fake news ▪ Jigsaw ▪ ‘Selfie Harm’ ▪ Making a script ▪ Presentation design ▪ “The News of Visibility” performance ▪ Commenting on others’ news
Timing	Assessment Criteria	Assessable Learning Standards	
6 weeks 6 sessions of 50 minutes each.	B1 → 1, 3, 5 B2 → 1, 3, 6 B3 → 2, 3, 6, 7 B4 → 1, 2, 6	B1 → 1, 4, 6 B2 → 1, 3 B3 → 3, 6 B4 → 4, 5	
Key Competences <i>According to COUNCIL RECOMMENDATION of 22 May 2018 on key competences for lifelong learning (Official Journal of the European Union)</i>	<ul style="list-style-type: none"> ▪ Literacy competence ▪ Multilingual competence ▪ Digital competence ▪ Personal, social and learning competence ▪ Citizenship competence ▪ Cultural Awareness and Expression competence ▪ Entrepreneurship competence 		
Focused on Diversity	The whole content of this didactic unit could be adapted, if needed, by modifying the materials or the tools (ICT) required to develop all the activities and the final presentation. Furthermore, emphasis is placed upon group work so that students can maximize all their qualities with the aim of complementing themselves, feeding back, and helping with one another.		

SESSION CHARTS

SESSION 1	
Activities	Assessment Criteria
1) Brainstorming 2) Explanation of “The News of Visibility” 3) Homework 4) TikTok example	The student should be able to: <ul style="list-style-type: none"> ▪ Identify essential information and relevant details of oral informal texts articulated at medium speed. ▪ Categorize the pooling ideas in order to find more information about the assigned topic. ▪ Include in his/her speech socio-cultural knowledge acquired in the personal and academic fields. ▪ Define simple and more complex elements related to videos on social networks a select a title for what is watched. ▪ State a personal opinion about video games, social media, series, and fashion.
Timing	Learning Standards
50’ session: 1) 10’ 2) 20’ 3) 5’ 4) 15’	The student: <ul style="list-style-type: none"> ▪ Understands the details of the instructions for the final project clearly explained by the teacher. ▪ Participates of informal conversations about topics such as: video games, social media, series, and fashion. ▪ Answers simple questions about his/her interests and opinions on the latest content published in social networks or recent series. ▪ Demonstrates her/his concern with facts such as: exclusion of women in some domains, gendered content for girls and boys, etc. ▪ Analyses explanations, justifications and opinions on class activities and news’ videos.
Contents	
Student: <ul style="list-style-type: none"> ▪ Recalls previous information about a topic. ▪ Expresses interest, satisfaction, trust and their opposites. ▪ Expresses a clear and coherent message giving the personal opinion about the visualized content. ▪ Narrates past events and habits, describes states and present situations. 	

SESSION 2	
Activities	Assessment Criteria
1) Debating news 2) Summarizing news	The student should be able to: <ul style="list-style-type: none"> ▪ Understand, select and apply the most suitable strategies to produce short written texts, e.g. by rephrasing structures from other texts with similar characteristics or by writing previous drafts. ▪ Produce short texts in a face to face conversation in an informal register, in which information, ideas, and opinions relative to video games, social media, series, and fashion are exchanged. ▪ Interact in a simple but effective way in clearly structured exchanges, using current formulas or indications to take or give the floor.
Timing	Learning Standards
50' session: 1) 15' 2) 35'	The student: <ul style="list-style-type: none"> ▪ Participates appropriately in face to face informal conversations on the matter of the chosen news (according to the topic assigned) in order to exchange information, express a briefly opinion, and choose one piece of news. ▪ Identifies the structure of the chosen piece of news and its main ideas with the objective of composing a summary. ▪ Builds a consistent structure from different informative items in order to compose a piece of news for the final presentation.
Contents	
Student: <ul style="list-style-type: none"> ▪ Describes physical and abstract qualities of people, objects, places and activities. ▪ Narrates specific and habitual past events, description of present states and situations, and expression of future events. ▪ Produces the message clearly, coherently, structuring it appropriately. ▪ Expresses the will, intention, decision, interest, approval, appreciation, sympathy, agreement, surprise, and their opposites and formulates suggestions. 	

SESSION 3	
Activities	Assessment Criteria
1) Brainstorming about vocabulary 2) Online vocabulary 3) Creating Hashtag a	The student should be able to: <ul style="list-style-type: none"> ▪ Demonstrate his/her knowledge about the online-used vocabulary ▪ Suggest and recall some terms used in social media or on the Internet in general in order to implement it in their future presentations. ▪ Integrate into the own knowledge commonly-used vocabulary used on the Internet. ▪ Demonstrate the use of the use of the previous and the new knowledge by creating hashtag related to the piece of news for the final presentation.
Timing	Learning Standards
50' session: 1) 10' 2) 30' 3) 10'	The student: <ul style="list-style-type: none"> ▪ Participates of informal conversations about online vocabulary apporporting ideas. ▪ Deduct vocabulary from the previous knowledge. ▪ Proposes a combination and utilize the vocabulary learnt in the activities in order to compose a suitable hashtag for the final project. ▪ Compares the English terms with the Spanish usage in media. ▪ Relates the learnt vocabulary with the topic of the future presentation ▪ Infers vocabulary from Spanish language use.
Contents	
The student: <ul style="list-style-type: none"> ▪ Deduct vocabulary from previous knowledge and use it to recall it. ▪ Produces a hashtag from what is learn during the session. ▪ Takes into account sociocultural aspects, habits and values. 	

SESSION 4	
Activities	Assessment Criteria
1) Taboo 2) Revealing fake news 3) Jigsaw	The student should be able to: <ul style="list-style-type: none"> ▪ Identify essential information, the main points and the most relevant details in brief oral texts with a medium length. ▪ Use socio-cultural and socio-linguistic aspects related to daily-life (behavior such as body language, voice tone, visual contact, kinesthetic abilities and gestural abilities). ▪ Find and apply the most suitable strategies to comprehend written texts, their main information, certain ideas or the most relevant details.
Timing	Learning Standards
50' session: 1) 10' 2) 20' 3) 20'	The student: <ul style="list-style-type: none"> ▪ Interprets different points of view, explanations and justifications upon various topics of general interest, formulating hypothesis or describing abstract concepts (dealing with online vocabulary) before an audience during a guessing game. ▪ Participates successfully in informal face-to-face conversations; expressing his/her points of view, exchanging useful information, formulating hypothesis and giving suggestions about a written text. ▪ Distinguish the fake and real information thanks to the previous knowledge acquired. ▪ Summarize with her/his own words the information read in a piece of paper to rest of the group in order to reach a final conclusion
Contents	
The student: <ul style="list-style-type: none"> ▪ Describes physical and abstract qualities of people, objects, places and activities. ▪ Expresses a clear and coherent message giving the personal opinion about the visualized content. ▪ Narrates specific and habitual past events, description of present states and situations, and expression of future events. 	

SESSION 5	
Activities	Assessment Criteria
1) 'Selfie Harm' 2) Making a script 3) Presentation design	The student should be able to: <ul style="list-style-type: none"> ▪ Write on paper format a short text, coherent and with a clear structure, on topics “news” in a formal register, making appropriate use of cohesion resources, spelling conventions and the most common punctuation. ▪ Understand, select and apply the most suitable strategies to produce short written texts, e.g. by rephrasing structures from other texts with similar characteristics and communicative purposes, or by writing previous drafts. ▪ Produce short oral texts maintaining the rhythm of the speech, in a face to face conversation, in a formal register. ▪ Produce short texts in a face to face conversation in an informal register, in which information, ideas, and opinions relative to video games, social media, series, and fashion are exchanged.
Timing	Learning Standards
50' session: 1) 10' 2) 25' 3) 15'	The student: <ul style="list-style-type: none"> ▪ States a substantial personal opinion about the damage caused by editing applications in adolescents' mental health ▪ Writes a brief script in a formal register summarizing information about a concrete topic previously selected (news) in a coherent, clear and structured way. ▪ Creates a very brief visual presentation in electronic format (PowerPoint, Prezi, etc.) to support her/his performance in a formal register.
Contents	
The student: <ul style="list-style-type: none"> ▪ Describes physical and abstract qualities of people, objects, places and activities. ▪ Expresses a clear and coherent message giving the personal opinion about the visualized content. ▪ Narrates specific and habitual past events, description of present states and situations, and expression of future events. 	

SESSION 6	
Activities	Assessment Criteria
1) “The News of Visibility” performance 2) Commenting on others’ news	The student should be able to: <ul style="list-style-type: none"> ▪ Understand the general sense and the key information explained by other students in well-organized presentations. ▪ Analyze oral texts about socio-cultural aspects relative to video games, social media, series, and fashion. ▪ Produce brief oral texts in which order, a clear pronunciation, and rhythm prevail. ▪ Include in his/her speech socio-cultural knowledge acquired in the personal and academic fields.
Timing	Learning Standards
50’ session: 1) 40’ 2) 10’	The student: <ul style="list-style-type: none"> ▪ Conducts a coherent and clearly organized presentation about a specific piece of news, previously selected and rehearsed, in front of an audience. ▪ Combine the explanation with the help of audiovisual content in order to avoid misunderstandings or miss information. ▪ Participates in a casual chat regarding the topics delivered during the presentations (video games, social media, series, and fashion) and explains the personal point of view about what have been presented.
Contents	
The student: <ul style="list-style-type: none"> ▪ Presents clearly, coherently and with an appropriate structure a piece of news in front of an audience. ▪ Distinguishes from an oral text the general idea and significant elements of the presentation. ▪ Justify the personal opinion about other peers’ presentations giving feedback and proposing other alternatives. 	

ACTIVITY CHARTS

Activity: 1		Session: 1	
Title: Brainstorming	Type: Warm up	Timing: 10'	
Classroom management: Students will be sitting in groups of 5. *As illustrated in the images below (in the 'Classroom Plans' section)		Resources: Blackboard or digital board	
Assessable Learning Standards: The student: <ul style="list-style-type: none"> ▪ Participates of informal conversations about topics such as: video games, social media, series, and fashion. ▪ Answers simple questions about his/her interests and opinions on the latest content published in social networks or recent series. 			
Input: <p>“Good morning everyone! How is your day going? What have you done during your weekend? Have you played any video game? Which one? (...) Or maybe, did you watch a series on Netflix? Or did you discover a new interesting account on Instagram? (...) Talking about these topics, name briefly your favorite YouTubers and Influencers and what is the content they publish on their profiles. (Teacher writes what the students say on the board). Tell me as well the series you watch or the video games you play. (...)</p> <p>Are you aware of all the content watch on TV or social media? Do you think some content is sexualized? Do women appear in video games in the same way as men? How are they dressed? Is there as many girls as boys who comment on video games on YouTube? What about Instagram? Do you think girls and boys are interested in the same content? Are there as many makeup tutorials for girls as for boys? Why? (...)</p> <p>Here you have the differences, it's a matter of gender! Or rather gender stereotypes! Then, what we have to do is to investigate why some activities are devoted to men or women and why women have not the same opportunities in the assumed 'men's fields'”.</p>			

Activity: 2		Session: 1	
Title: Explanation of “The News of Visibility”	Type: Introduction	Timing: 20’	
Classroom management:		Resources:	
Students will be sitting in groups of 5. *As illustrated in the images below (in the ‘Classroom Plans’ section)		Blackboard or digital board	
Assessable Learning Standards:			
<p>The student:</p> <ul style="list-style-type: none"> ▪ Understands the details of the instructions for the final project clearly explained by the teacher. ▪ Participates of informal conversations about topics such as: video games, social media, series, and fashion. 			
Input:			
<p>“So, as last week we end up our cultural project, today it’s time to start a new one and I hope you find it as interesting as the latest. Who can imagine what this project is about? (...) This project is titled “The News of Visibility”. What does this title suggest to you? What do you think the word visibility refers to? (...) Great! It is clear that there exist differences having to do with gender in the content you watch. Why do you think there are hardly any videos of boys showing their skin routine? And why the vast majority of gamers seems to be men? These issues are what we have to think when choosing our piece of news.</p> <p>As always, we are going to work in groups of 5 people. Each group is going to have an assigned topic between these four: video games, social media, series, makeup/fashion. For that reason, we are going to draw the groups and the topic. What we have to do then is to break the barriers and gender stereotypes that are present on the Internet by looking for content and producing a piece of news out of it. We are going to be working around it in the following 6 sessions, today included, so you all will become such a great news’ reporters! Remember that for the final activity each group will perform the 5 news you have worked on. Each group is going to have 10 minutes maximum to present it. Is everything clear?” (...)</p>			

Activity: 3		Session: 1	
Title: Homework	Type: Reinforcement	Timing: 5'	
Classroom management: Students will be sitting in groups of 5. *As illustrated in the images below (in the 'Classroom Plans' section)		Resources: Blackboard or digital board	
Assessable Learning Standards: The student: <ul style="list-style-type: none"> ▪ Understands the details of the instructions for the final project clearly explained by the teacher. 			
Input: <p>“Before moving to the final activity, I want you to look up at home some news or information in relation to the topic you have been assigned. Remember that is not possible to choose your favorite YouTuber or Influencer and bring that info to class. You must search information to give visibility to any profile or information that is contributing in a field that is not supposed to appear. Conversely, you can take information which, due to reasons of gender, is not well seen or has little influence in our society. You can pick up information to denounce the criteria of a video game or a series or on the contrary, to praise its content.</p> <p>You have one week to look for information to create a piece of news. Come on!</p> <p>Here I have found some suggestions related to the subject you have been assigned: ‘women gamers’, ‘The Gambit of the Queen’, ‘why women are subjected to beauty’...</p> <p>So, for next day, each person has to bring to class a topic to share with the group work.”</p>			

Activity: 4		Session: 1	
Title: TikTok example	Type: Cool-down	Timing: 15'	
Classroom management: Students will be sitting in groups of 5. *As illustrated in the images below (in the 'Classroom Plans' section)		Resources: Digital board Paper and pen https://www.tiktok.com/@tenleyearles/video/6748132152635968774?lang=es	
Assessable Learning Standards: The student: <ul style="list-style-type: none"> ▪ Demonstrates her/his concern with facts such as: exclusion of women in some domains, gendered content for girls and boys, etc. ▪ Analyses explanations, justifications and opinions on class activities and news' videos. 			
Linguistic Input: <p>"We have 15 minutes left and before finishing today, I want to show you a TikTok from 'tenleyearles', I do not know if you know her (...) (<i>In the Tiktok, a girl appears dancing while listening an audio message from her boyfriend shouting and insulting her because of wearing leggings to school</i>).</p> <p>(After students watch it) What do you think about the behavior of this guy? Do you think that a person who loves you yells like that because of what you wear? (...)</p> <p>What is your opinion about the girl's reaction? By doing this, is she denouncing in public the behavior of the boy? (...) Do think that jealousy is a proof of love?</p> <p>On account of this video, try to write down a headline for it imagining that it is the piece of news you have chosen for the final presentation. We are going to share the headlines with our classmates in three minutes. (...) Great job guys!</p> <p>The most important thing of this activity is that you realized this behavior is psychological abuse! Psychological abuse also implies control, jealousy, harassment, indifference, misrepresentations... These kinds of behaviors do not demonstrate any love, don't be mistaken.</p> <p>It's time! You rock it today, guys! See you next week and remember to bring your news!"</p>			

Activity: 5		Session: 2	
Title: Debating news	Type: Warm up	Timing: 15'	
Classroom management: Students will be sitting in groups of 5. *As illustrated in the images below (in the 'Classroom Plans' section)		Resources: Paper and pen Information brought from home	
Assessable Learning Standards: The student: <ul style="list-style-type: none"> ▪ Participates appropriately in face to face informal conversations on the matter of the chosen news (according to the topic assigned) in order to exchange information, express a briefly opinion, and choose one piece of news. 			
Linguistic Input: <p>“Good morning guys! I hope your day is going well! Do you remember your homework for today? Has everyone brought information or a piece of news regarding your topics? (...) For those of you who have not done your homework, here you have some examples I have brought, but next time try to bring it from home.</p> <p>So now that you are sitting with your groups, you have to explain to the rest what the information you have chosen for your piece of news is about and discuss collectively if the piece of news is appropriate to the content you want to reflect for the final presentation. You will have almost ten minutes to do it so you have to be concise with the info you choose. Make your colleagues a brief summary of the piece of news and discuss it quickly. Remember that you have to speak in English and that you have to choose a piece of news per person. If you like your partner's choice better, agree to exchange it or look quickly for another alternative in the computer of your desks.”</p>			

Activity: 6		Session: 2	
Title: Summarizing news	Type: Reinforcement	Timing: 35'	
Classroom management: Students will be sitting in groups of 5. *As illustrated in the images below (in the 'Classroom Plans' section)		Resources: Paper and pen Online or paper dictionaries	
Assessable Learning Standards: The student: <ul style="list-style-type: none"> ▪ Identifies the structure of the chosen piece of news and its main ideas with the objective of composing a summary. ▪ Builds a consistent structure from different informative items in order to compose a piece of news for the final presentation. 			
Linguistic Input: <p>“Now that everyone has chosen a piece of news, take a paper and try to elaborate a summary or structure it. Maybe, if you are going to talk about pioneer women on the Internet you might name Radia Perlman, known as the mother of the Internet. If you are talking about series you can make a critic or a recommendation in your piece of news. The same in video games. These are only few ideas! Feel free to ask! (...)</p> <p>Bear in mind that for making a good summary you have to follow a very clear structure and reflect the main ideas. After that, write with your own words the ideas. You can also rephrase them or look for synonyms at the dictionary. I have brought from the library 4 bilingual dictionaries which contains the Spanish and the English language and 4 Thesaurus with synonyms and antonyms. You can also use online dictionaries in the computer of your desks. You can consult them but respecting each turn. Work on it because you will need the summary for a future activity, so try to do your best. (students start composing the summary of her/his piece of news)</p> <p>Please keep calm!!! I know today is a sunny day and lunch is near but try to finish this in order to make it easier next time. (...) Okay, our time finish here, I hope your news will show a huge visibility! We will continue next day! Good job, guys!”</p>			

Activity: 7		Session: 3	
Title: Brainstorming about vocabulary	Type: Warm up	Timing: 5'	
Classroom management: Students will be sitting in groups of 5. *As illustrated in the images below (in the 'Classroom Plans' section)		Resources: Black or digital board	
Assessable Learning Standards: The student: <ul style="list-style-type: none"> ▪ Participates of informal conversations about online vocabulary apporporting ideas. ▪ Deduct vocabulary from the previous knowledge. 			
Linguistic Input: <p>“Hi, guys!! What’s up? How are you feeling today? (...)</p> <p>I have a question for you? How many English terms do you use when talking about social media? Who can imagine words that you daily use to refer to something related to the Internet? (...)</p> <p>(Students speak and the teacher write down in the board the words they say)</p> <p>Great guys! You know lots of terms, but do you really know what all these words mean? (...) Today our session is devoted to vocabulary, so let’s start!”</p>			

Activity: 8		Session: 3	
Title: Online Vocabulary	Type: Reinforcement	Timing: 30'	
Classroom management: Students will be sitting in groups of 5. *As illustrated in the images below (in the 'Classroom Plans' section)		Resources: List of words Flashcards Computer https://slangit.com/	
Assessable Learning Standards: The student: <ul style="list-style-type: none"> ▪ Participates in informal conversations about online vocabulary apporporting ideas. ▪ Infers vocabulary from Spanish language use. ▪ Compares the English terms with the Spanish usage in media. 			
Linguistic Input: <p>“Here you have a list of words (<i>influencer, hater, follower, gamer, hashtag, tag, thumbnails, like, viral, outfit, bet, yikes, snatched, gaslighting, cyberbulling, stalk...</i>) Some of them have a commonly known and used. Other words belong to ‘Teen Slang’ mainly used on the Internet.</p> <p>In your groups, you have to give a definition to each word. After you finish the definition, I will give you some flashcards with images and what you have to do is to relate the images with the words and the definitions you have made.</p> <p>Once you have it, you can go to your computers and check if you have given a proper definition for each word.</p> <p>(Students do it)</p> <p>Okay, everybody is ready. Now that you all have finish your definitions, we are going to compare the work with the rest of the class. (...)</p> <p>What have you discovered about the word <i>gaslighting</i>? Do you think is a kind o violence? Who do you think uses it? Do you think this kind of violence is used on the Internet? (...)</p> <p>Brilliant!!”</p>			

Activity: 9		Session: 3	
Title: Creating a Hashtag	Type: Reinforcement	Timing: 15'	
Classroom management: Students will be sitting in groups of 5. *As illustrated in the images below (in the 'Classroom Plans' section)		Resources: Paper and pen List of words	
Assessable Learning Standards: The student: <ul style="list-style-type: none"> ▪ Proposes a combination and utilize the vocabulary learnt in the activities in order to compose a suitable hashtag for the final project. ▪ Relates the learnt vocabulary with the topic of the future presentation. 			
Linguistic Input: <p>“Hey, guys! Please keep calm! We have ten minutes yet!</p> <p>Do you now what is a hashtag? In which social network is it used? Through the use of hashtag many awareness campaigns have gone viral, for example #YoSiTeCreo #MeToo #GamerGate #FridaysForFuture. What do you know about them? (...) You have five minutes to do a research.</p> <p>Now, I want you to do the last thing for today. With the words we have worked during the whole lesson, please create three hashtags fitting your piece of news. Be creative!</p> <p>You have to include in one of your hashtags at least one of the words we have work with today. When all members of the group finish, you will vote for the best of each member and then create the perfect hashtags combination for the day of the presentation. Every group must include these final hashtags at the beginning of the group presentation. (...)</p> <p>Okay class! We finish for today! You did great! See you next day!”</p>			

Activity: 10		Session: 4	
Title: Taboo	Type: Motivation/Introduction	Timing: 10'	
Classroom management: Students will be sitting in groups of 5. *As illustrated in the images below (in the 'Classroom Plans' section)		Resources: Flashcards	
Assessable Learning Standards: The student: <ul style="list-style-type: none"> Interprets different points of view, explanations and justifications upon various topics of general interest, formulating hypothesis or describing abstract concepts (dealing with online vocabulary) before an audience during a guessing game. 			
Linguistic Input: <p>“What’s up class! Good morning almost afternoon! How are you feeling today? (...) I have a lot of energy today! We have so much to do and only 50 minutes, so let’s start! Time flies!!</p> <p>We are going to start playing a popular game which is TABOO! Do you remember what we were doing last week in class? (...) Yes! We work online vocabulary and teen slang. Here I have some cards I bring today! I’m going to distribute them between all groups and, one by one, you are going to explain the word in capital letter of the flashcard but without saying the words that are below.</p> <p>The rest of you try to figure out what word it is. Every guessed word means a point for your group and at the end of the class I will explain the reward for the team with the highest punctuation! (Students play Taboo)</p>			

Activity: 11		Session: 4	
Title: Revealing fake news	Type: Reinforcement	Timing: 20'	
Classroom management: Students will be sitting in groups of 5. *As illustrated in the images below (in the 'Classroom Plans' section)		Resources: Whiteboard or digital board Internet https://www.ted.com/talks/damon_brown_how_to_choose_your_news#t-79286	
Assessable Learning Standards: The student: <ul style="list-style-type: none"> ▪ Participates successfully in informal face-to-face conversations; expressing his/her points of view, exchanging useful information, formulating hypothesis and giving suggestions about a written text. ▪ Distinguish the fake and real information thanks to the previous knowledge acquired. 			
Linguistic Input: Let's go back to the news issue! Do you think that everything published on the Internet is real? One of the most important things to keep in mind when analyzing news or contents is their veracity. How do we know if a piece of news is real or not? We are going to watch a couple of headlines and you have to decide which is the fake headline and which is the real one. (The teacher shows in the screen headlines of different news). Well, have you made your mind? What about the first one, you think it's real? And why? (...) And the second one? Is it true or false? Why do you think so? (...) Let's talk about the last one. Is that what you think? Explain yourself. (...) What elements do you identify in a fake piece of news? (...) Okay, let's watch a video and see what you think. (https://www.ted.com/talks/damon_brown_how_to_choose_your_news#t-79286) What do you think about the idea of finding in the social media the evidences of social events? Do you agree with that? Do you think social media shows the two faces of a problem? And what about reality, do you think Influencers and YouTubers post everything in their lives? Even their bad habits or feelings? (...)			

Activity: 12		Session: 4	
Title: Jigsaw	Type: Reinforcement	Timing: 20'	
Classroom management: Students will be sitting in groups of 5. *As illustrated in the images below (in the 'Classroom Plans' section)		Resources: Jigsaw (made by me) Paper pen	
Assessable Learning Standards: The student: <ul style="list-style-type: none"> ▪ Summarize with her/his own words the information read in a piece of paper to rest of the group in order to reach a final conclusion. 			
Linguistic Input: <p>“Great, guys! We arrive to the last activity for today. It’s <i>kinda</i> special reading. This type of activity is called jigsaw reading and the idea is that each member of the group reads a piece of text and then tells the rest of the members what he or she has read. In this case, you have to solve a murder! Each group is going to have five testimonies, one card with key words, and a last card with the victim’s information. Each person has to read one testimony and then explain it to her/his group. When everything is clear and explained you have to come to an agreement and give me who you think the murder is. You have time to solve it, so read carefully and give all the details to your peers. Remember that you must talk in English! (The teacher gives the cards to students and they start the activity)</p> <p>Okay! We finish! Do you think this reading belongs to a fake or a real piece of news? (...) Well, it is a real one belonging to the murder of Diana Quer, a Spanish young girl. Do you know the case? Do you know how many women are killed by men in only one year? This fact shows the inequality we, as women, are living, since our bodies and lives became object of extortion and torture. Violence against women is a social scourge that feeds on stereotypes, the ideal of romantic love, jealousy...</p> <p>What is your opinion? (...) So, almost all the groups solve the crime! We end here! Bring to the next class the info needed for your presentation!”</p>			

Activity: 13		Session: 5	
Title: 'Selfie Harm'	Type: Introduction	Timing: 10'	
Classroom management: Students will be sitting in groups of 5. *As illustrated in the images below (in the 'Classroom Plans' section)		Resources: Digital board or screen Access to Internet Pictures from 'Selfie Harm' experiment	
Assessable Learning Standards: The student: <ul style="list-style-type: none"> ▪ States a substantial personal opinion about the damage caused by editing applications in adolescents' mental health 			
Linguistic Input: <p>"Hello everyone! How is everything going? Have you discovered anything interesting recently? Last night I founded an amazing experiment that has to do with editing apps. Have you ever tried to take a selfie and then edit your own face in order to look more beautiful? (...) This is the result of the experiment (the teacher shows the photos).</p> <p>This experiment is called 'Selfie Harm', made by the photographer Rakin, 'rakinarchive' on Instagram. You can search more about it. So, what do you think about this? Do you think that these applications put the same filter on everyone's face? Is there only one standard of beauty? Why are we so obsessed with self-image? The industry of image is everywhere, in adverts, social networks, media, films, music... and women, above all, are the ones who are most subject to the image. The established beauty canon has more strength since all industries are dedicated to producing beauty formulas. Do you see danger in using these apps? Could they cause insecurity in the person who uses it? Do they attempt to harm our mental health? What do you think the repercussions could be? (...)</p> <p>Excellent guys! I like knowing your opinion and I found interesting to show you the experiment."</p>			

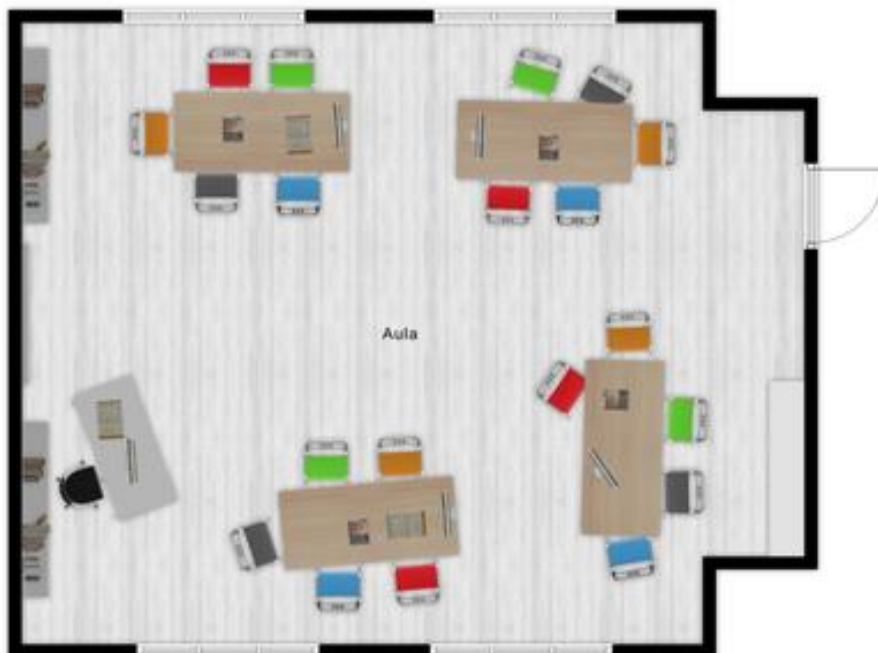
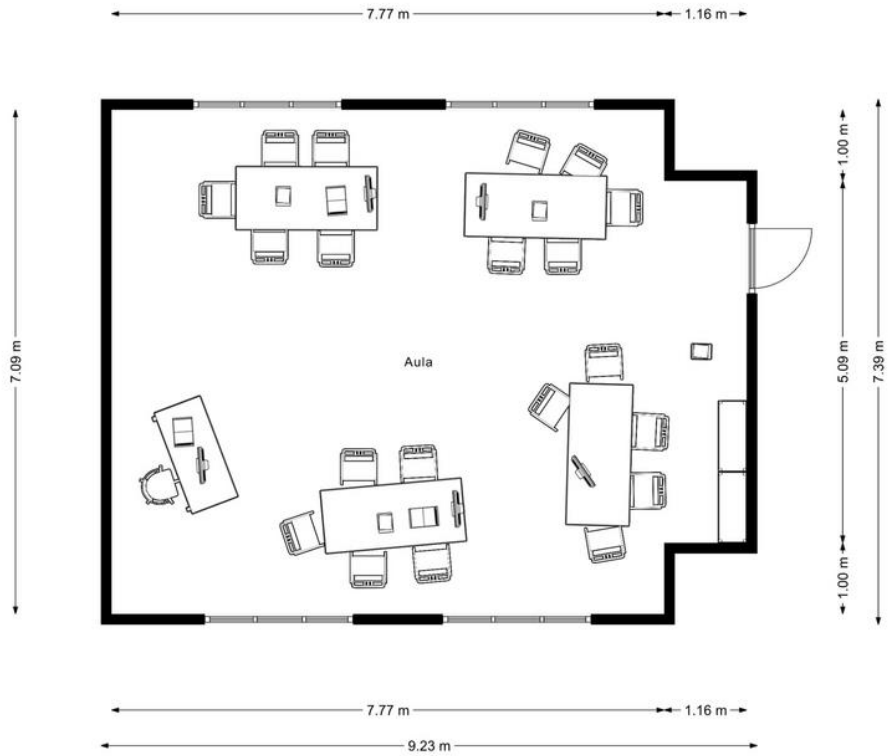
Activity: 14		Session: 5	
Title: Making a script	Type: Reinforcement	Timing: 25'	
Classroom management: Students will be sitting in groups of 5. *As illustrated in the images below (in the 'Classroom Plans' section)		Resources: Paper and pen Online dictionaries	
Assessable Learning Standards: The student: <ul style="list-style-type: none"> ▪ Writes a brief script in a formal register summarizing information about a concrete topic previously selected (news) in a coherent, clear and structured way. 			
Linguistic Input: <p>“Let’s continue with our stuff! We are going to continue with the news. It is time to prepare your script for the presentation next week.</p> <p>I guess no one will have started the dialogue at home, but if someone has started it would be a great news! Otherwise, if you have not started yet, now it is the moment. You have 20 minutes approximately to write your monologue. Remember that it is a short text that you would have to present before you colleagues as part of the final project. Although your text is going to be short, it must have a clear structure in order to be comprehensible to everybody. You have to explain you piece of news in a maximum of 2 minutes.</p> <p>Do you have any doubt? Is everything clear? So you can start writing the script, I will be supervising and if you need anything, please ask. You have your computers available if needed.</p> <p>(Students start the activity and the teacher monitors them and help them if needed)”</p>			

Activity: 15		Session: 5	
Title: Presentation design	Type: Reinforcement	Timing: 15'	
Classroom management: Students will be sitting in groups of 5. *As illustrated in the images below (in the 'Classroom Plans' section)		Resources: Computers	
Assessable Learning Standards: The student: <ul style="list-style-type: none"> ▪ Creates a very brief visual presentation in electronic format (PowerPoint, Prezi, etc.) to support her/his performance in a formal register. 			
Linguistic Input: <p>“Nice job!! Now you have 15 minutes left. If you have finished your script, please design your slide for the presentation. Remember that you have to add the hashtag we made some sessions ago. If you have not finish yet your script, you will have to make you slide at home of in five minutes when the class ends, but I recommend you to take advantage of these minutes to make the presentation together.</p> <p>Try not to make the design different from your colleagues, since you are a group and the subject matter is the same.</p> <p>If you have doubts, please, as always, feel free to ask in English!</p> <p>(...)</p> <p>Great job guys!! The projects take shape! Now only the presentations are left. Remember to practice your script! See you next day in the presentations!”</p>			

Activity: 16		Session: 6	
Title: “The News of Visibility” Performance	Type: Reinforcement	Timing: 40’	
Classroom management: Students will be sitting in groups of 5. *As illustrated in the images below (in the ‘Classroom Plans’ section)		Resources: Paper and pen Computer Screen	
Assessable Learning Standards: The student: <ul style="list-style-type: none"> ▪ Conducts a coherent and clearly organized presentation about a specific piece of news, previously selected and rehearsed, in front of an audience. ▪ Combine the explanation with the help of audiovisual content in order to avoid misunderstandings or miss information. 			
Linguistic Input: “Good morning everyone! How are you doing today? Are you nervous due to your presentations? You will be presenting the news you have created during the past sessions, so play a bit with the intonation and try to talk clear and aloud so the rest of the class can hear and understand you. Alright! First group please! You have 10 minutes per group and all of you must intervene in the presentation. Remember to note what you find interesting so to discuss it at the end of the presentations. (All the groups perform the presentations) Wow! You all made a great job! Well done! (Everybody applauds) Does anyone have any questions about the presentation? (...)”			

Activity: 17		Session: 6	
Title: Commenting on others' news	Type: Reinforcement	Timing: 10'	
Classroom management: Students will be sitting in groups of 5. *As illustrated in the images below (in the 'Classroom Plans' section)		Resources: Paper and pen	
Assessable Learning Standards: The student: <ul style="list-style-type: none"> ▪ Participates in a casual chat regarding the topics delivered during the presentations (video games, social media, series, and fashion) and explains the personal point of view about what have been presented. 			
Linguistic Input: <p>"Did you like your classmates' news? Have you taken notes? Now we have a few minutes to comment on them. Let's see if you have learnt anything from what your peers presented. Group 1 please, have you watched all the series presented by group3? Which is your favorite? (...) What about the group 2? What did you like the most social media? Do you agree with them? (...) Group 3, do you guys agree with group 2? Why/why not? (...) And finally group 4, what was the piece of news that you like the most? Do you think you have learnt or discover something new from your peers' presentations? Would you repeat this kind of project? Why/why not? (...) What is the most important fact you have discovered? (...) Yes! The sexualization of women is spread everywhere. Girls born to please and boys born to enjoy, or that is what our society want us to believe. We do not live in real egalitarian society because opportunities are not the same for both sexes. Women are subjected to the world of care and beauty and men do nothing to stop objectifying women and helping them get the same opportunities, but it is in your hands to change this situation, analyzing the content you enjoy. Alright! It seems that you liked the activity a lot! You all have done a very good job!"</p>			

CLASSROOM PLANS AND MATERIALS





Design made by myself from www.floorplanner.com

JIGSAW

+
RIP
Jane Marple
Dead in London
Saturday 10th of August 2019
At the age of 18
Causes of death:
Someone kidnapped her, raped her
and threw her body into the river
**HER FAMILY PRAYS FOR HER
SOUL**

MARY WESTMACOTT - WALTER'S WIFE
Testimony:
She told that she and her husband went to the
theatre to watch "Hamlet" play.
*Clue: that night the theatre was closed because of a
fire.

ELISABETH MARPLE - JANE'S MOTHER
Testimony:
She said that her husband was guilty because
he was jealous of her relation with Jane, so he
killed her.
*Clue: Elisabeth is divorced. She and George
have a very bad relationship.

CHARLES AUGUSTE DUPIN - Private Detective
His report:
Jane Marple died on the night of the 10th of August when she
was going home after having a party with her friends.
At 1 a.m. she sent a WhatsApp message to her friends saying
that someone followed her. This was her last sign of life.
Main suspects:
George Marple – he wrote a message to her daughter just
before the crime
Walter Westmacott – someone saw his taxi near the party
that night

GEORGE MARPLE - JANE'S FATHER
Testimony:
He declared himself innocent because he loved
his daughter.
The day she died he was on a trip, but his
testimony is uncertain because he was alone.

WALTER WESTMACOTT - UNKNOWN
Testimony:
He is a taxi driver.
Saturday was his day off and he declared that he
went with his wife to the theatre.

KEY WORDS
Kidnapped – someone who is
taken away by force
Raped – someone who is forced
to have sex with another
person
Sign – a prove that shows that
something else exists
Guilty – a person responsible
for breaking the law
Play – a performance in a
theatre
Day off – a day of holiday from
work or school