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New tools for coeducation working in secondary classes: a new proposal looking at the Marvel Cinematic Universe

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Resumen

La violencia de género es uno de los mayores problemas en materia de igualdad que tenemos en la actualidad. Este problema comienza con pequeñas muestras de sexismo que propagan los roles de género y que puede desembocar en la violencia. Estas muestras de discriminación están incluidas en el sistema educativo permitiendo que los estudiantes las normalicen y sigan siendo parte de la sociedad. La solución para este problema podría ser seguir una metodología coeducativa que enseñe en igualdad a chicos y chicas eliminando los roles tradicionalmente asociados al género. Sin embargo, los nuevos modelos de hombres y mujeres deben ser atractivos para que el alumnado pueda replicar nuevas actitudes más respetuosas e igualitarias y dejar atrás los modelos tradicionales y discriminatorios. Es por ello que el cine de superhéroes y superheroínas puede ser una buena herramienta educativa que sirva de base para una sociedad más justa.

Palabras clave

Violencia de Género, Coeducación, Cine, Superhéroes, Superheroínas, UCM.

Abstract

Gender-based violence is one of the biggest equality problems we have today. This issue begins with small signs of sexism that gender roles propagate, which can lead to violence. These displays of discrimination are embedded in the educational system allowing students to normalize them and remain as a part of society. The solution to this problem could be to follow a coeducational methodology that teaches boys and girls equally by eliminating the roles traditionally associated with gender. However, the new models of men and women must be attractive so that students can replicate the new respectful and egalitarian attitudes and leave traditional and discriminatory models behind. This is why superhero and superheroine movies can be a good educational tool to provide the basis for a more equitable society.

Keywords

Gender-based Violence, Coeducation, Films, Superheroes, Superheroines, MCU.

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Introduction

Gender-based violence is one of the greatest social problems we are experiencing today. This type of violence occurs not only in countries with misogynist regimes or in markedly patriarchal cultures, but in all of them. We often consider that where we live there is gender equality and that we must help women in countries that do not respect human rights. It is true that we must help and promote equality there, but that does not mean that in developed countries there is still no discrimination or violence against women. Moreover, it is a sign of the normalization of gender-based violence in first-world societies. Every day there are reports of deaths or assaults due to gender-based violence in the news, but nothing happens. Thus, these types of events are normalized. This is why it seems necessary to call on superheroes and superheroines to help us solve this problem. However, for this serious social problem, we need a much more powerful ally: education.

Education is the basis for creating the men and women of the future. That is why it plays a fundamental role in the fight against discrimination, sexism, and gender-based violence. Thus, it is necessary to work on equality issues in the classroom in order to strive for real equality outside the classroom. Moreover, if this education is offered in an entertaining way, students will respond with greater interest to it. That is why, in this paper, a didactic proposal that uses the teaching of equality between men and women is going to be presented: to prevent gender-based violence by using superhero and superheroine movies as a tool. For this purpose, the Marvel Cinematic Universe (MCU) will be used as a didactic resource.

The idea of using superheroes to defend a righteous cause is not new, as it has been developed in numerous stories. However, being fiction, many of the risks that plague the planet are not real and those that are real are treated superficially or introduced in a forced way. Violence against women for being women, that is, gender-based violence, is one of these real problems that stifle society and need a solution. I am aware that superhero movies do not try to solve this problem, but they do show behaviors that can contribute to it. However, superheroes may have toxic behaviors. Falling into the error that a superhero saving a woman, who then ends up being his partner, is a sign of respect for her can be dangerous. Many of these superheroes have aggressive and violent behaviors that assume and promote domination over women. The audience of these stories could misinterpret this situation and consider that this way of being is the appropriate one, nothing further from reality. Thus, considering that your partner is unaware of the threats around her or incapable of resolving them and trying to save her by isolating her

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from what you consider to be dangerous does not make you a hero, it only shows that you are maintaining a toxic relationship. Interpreting these behaviors, promoting the good ones, and eliminating the bad ones among adolescents is fundamental to ending gender-based violence. This paper does not pretend that, once presented, it will solve the problem. However, I believe that every contribution, no matter how small, that can help to put an end to this catastrophe is essential.

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1. Justification

Considering the dangers of misinterpreting toxic behaviors as legitimate, this paper seeks to highlight and encourage, through the visualization of superhero and superheroine movies, the behaviors of egalitarian and respectful masculinity and to support women's empowerment. However, as stated above, sometimes superheroes and superheroines also engage in inappropriate behaviors. Therefore, these behaviors will also be highlighted in an attempt to eliminate them. It is important to emphasize that superhero and superheroine movies are not mere entertainment but can be a source of information from which one can learn. That is why it seems important to me to select them as a teaching tool for the content of the didactic proposal. Thus, their educational value can be demonstrated if they are presented with an appropriate approach.

1.1. Objectives

As for the aim of this work, the main objective is the prevention of gender-based violence through coeducation. For this reason, this work will include a didactic proposal to work toward gender equality. However, being such a broad objective, it is necessary to narrow the spectrum to more specific objectives that will enable the main objective to be achieved. Therefore, the specific objectives of this work are:

-To inform about the problem of sexism, sexual discrimination, and gender-based violence.

-Provide information on the fact that sexism is found in the educational system, so it is a behavior that students learn.

-To make known that coeducation is an alternative that eliminates sexism from the classroom and, thus, prevents gender-based violence.

-To demonstrate that superhero and superheroine movies can be a strong teaching tool for teaching both academic elements, such as a foreign language, and respectful behavior.

Only by completing both the general objective and specific objectives could this work be considered a real success.

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1.2. Structure

For the work to be coherent and cohesive, it must present a logical structure. Thus, this work will be presented in a specific order. First, we will deal with the problem of gender-based violence. This section will start from the most general, the causes of violence, to the most specific, the consequences of gender-based violence. However, it is also necessary to talk about youth violence since the audience of the unit of work is a group of adolescents. In order to offer an objective view of the problem, data on the magnitude of this problem in Spain will be included. Second, the problem in schools will be discussed. Gender-based violence and sexism are present in the educational system. This is a problem since students live with it every day and can normalize it. It is important to be aware of the elements that do not allow gender equality in schools in order to seek to eliminate them. Third, the solution to this problem will be included: coeducation. Coeducation is teaching boys and girls by eliminating the roles traditionally associated with gender from the educational content (Moreno Llaneza, 2007), i.e., coeducation is educating in and for equality. This section offers solutions to the problems identified in the previous section. Next, the fourth section discusses the benefits of using films in foreign language classes and, then, analyzes the positive and negative elements in terms of gender equality in the Marvel films that are going to be used as work material in class. Once the more theoretical part of the work has been completed, the didactic proposal will be offered. It will present a way of working on gender equality in class, looking for respectful and egalitarian masculinities and female empowerment. Finally, the conclusions drawn from the work will be included.

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2. Violence as a method of oppression.

Almost every day there is news on television, on the radio, or in the newspapers in Spain about the murder of a woman at the hands of her partner or ex-partner. These events are referred to as gender-based violence. It is interesting that a term has been created to name these events because it shows that they all follow the same pattern. Gender-based violence is defined by UNHCR as "harmful acts directed at an individual based on their gender. It is rooted in gender inequality, the abuse of power and harmful norms" (n.d.). UNICEF specifies that "it includes physical, sexual, mental or economic harm inflicted on a person because of socially ascribed power imbalances between males and females" (n.d.). However, the Spanish Organic Act 1/2004 of 28 December clarifies that it is only the violence against the feminine gender:

> "Violencia que, como manifestación de la discriminación, la situación de desigualdad y las relaciones de poder de los hombres sobre las mujeres, se ejerce sobre éstas por parte de quienes sean o hayan sido sus cónyuges o de quienes estén o hayan estado ligados a ellas por relaciones similares de afectividad, aun sin convivencia" (BOE, 2004, p. 42168).

Although all the above definitions refer to violence, which can be exercised in different ways, against a specific gender for reasons of discrimination and inequality, only the last one specifies that it is against women and, in addition, adds that those who exercise this violence are related to the victims for affective reasons. Thus, the definition provided by the Spanish BOE will be considered from here on, since the work proposal presented is aimed at L2 English learners that are attending a Spanish Secondary School.

Nevertheless, before talking about gender violence, we must consider why violent situations occur in society.

2.1. Causes of violence

What is fundamental to ending this problem of gender-based violence is to know where it comes from. For this reason, the causes of violence, in general, will be discussed below. There are different elements to take into account when trying to explain the origin of violence. Thus, this section of the work is going to be based on the considerations of Pérez Camarero (2019) to explain the biological, sociocultural, demographic, and economic factors of violence.

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In relation to causes of a biological nature, genetic factors and alcohol and psychoactive substances consumption must be taken into account. Lately, numerous studies that explain how genetics and interaction with the environment can lead to a greater predisposition to aggressive and violent behavior have been developed. However, the genetic mechanisms that influence these behaviors cannot be explained exactly yet (Pérez Camarero, 2019, p. 12). In connection with alcohol, it has been shown that there is a correlation between the consumption of spirits and different types of violence, such as robbery, domestic violence, and even crime. Around 50% of the times that a violent event occurs, alcohol had been consumed (Pastor et al., 2011; as cited in Pérez Camarero, 2019, p. 12). Finally, with regard to the use of psychoactive substances, it has also been found that the consumption of this type of drug develops aggressive and violent behavior, especially of a physical and sexual nature, as it disturbs the judgment of reality (p. 12).

Concerning demographic factors, population density must be taken into consideration. This parameter influences the presence of violence. In cities with higher population density, more situations of stress and frustration may lead to violence, but also is important to consider other elements such as gender, age, socioeconomic level, the community where they live, or the ethnic group to which they belong (p. 12).

One of the most important factors is the culture of a specific society. This aspect influences the development of the population and its behavior. In discriminatory societies where inequality between men and women is legitimized, there is a greater likelihood of gender-based violence (p. 13). This is because women are subordinated to the authority of men who consider them as objects, i.e., women are objectified. However, schooling is also an important variable since, in principle, a higher level of schooling facilitates, but does not guarantee, a lower probability of violent events (p. 13).

Regarding economic factors, Pérez Camarero (2019) considers that certain conditions occur in places where there is a higher rate of poverty (p. 13). Those elements significantly increase situations of violence, despite the lack of relevant empirical data, and that violence exists in all countries. Contributing to this aspect are unemployment, family deterioration, and malnutrition, among others, which imply poverty and inequality and are therefore risk factors for the occurrence of violence. However, when we focus on gender violence, there are countries with high levels of economic and human development that show high levels of inequality and this type of violence. Violence against women is supported by economic factors, such as the

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difference in participation in the labor market compared to men, difficulties in acquiring economic resources, their high participation in the informal economy, or the high rate of women in precarious jobs. Thus, it is impossible for women to be economically independent (p. 13).

Most troubling of all, however, is that violence seems to be learned. Violent behaviors can be learned from what is perceived by the environment, including both family members and the media. Thus, children who have grown up in homes where violence was an everyday situation are more likely to replicate those behaviors (Dahlberg, 1998, pp. 259-272; as cited by Pérez Camarero, 2019. p. 14). In addition, the results of studies investigating this topic bring to light that there is a greater probability of violent behaviors in children who have suffered or witnessed situations of abuse, both physical and sexual. Developing in this environment may mean that children perceive such behaviors as appropriate methods of problem-solving (p. 14). It is also necessary to clarify that not all children who develop in these conditions will become future abusers. Nevertheless, that violence may be learned in nature also offers some hope that, through education, it can be shown that violent behaviors are not the appropriate ways to resolve conflicts.

Thus, a high number of risk factors that can lead to the appearance of violent situations can be found. In spite of the many different types of violence, we will focus on the two types of violence that interest us in this paper: youth violence and violence against women, with an emphasis on gender-based violence.

2.2. Types of violence

2.2.1. Youth violence

According to the CDC (Centers for Disease Control and Prevention), youth violence is "the intentional use of physical force or power to threaten or harm others by young people ages 10-24" (2022). Moreover, it is a great burden for society since it considerably increases the number of premature deaths around the world. This type of violence ranges from psychological abuse that occurs among young children in schools to homicide, including also physical or sexual abuse among adolescents (Pérez Camarero, 2019, p. 19). Some of the circumstances that can cause situations of youth violence are delinquency, drug use, including alcohol and tobacco, or having a low intellectual level. The social relationships of young people can also influence the

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development of these behaviors. Thus, the relationship they have with their parents is fundamental for the prevention of violence. As mentioned in the previous section, violence can be learned by the family as a method of problem-solving. If, in addition, we add a poor relationship with the parents in a stage of change such as adolescence, the risk of violent situations appearing could be greater. The lack of affective ties with parents, the passivity of parents regarding their children's behavior, as well as too harsh, scarce, or inconsistent discipline, drug use, and even parental unemployment or depression influence the behavior of young people (p. 19). Moreover, membership in violent groups or gangs with delinquent members can lead to violence. However, some factors influence the societal level, such as poverty in the place where one lives (as already seen in the economic factors), the age at which they can start to consume alcohol and its excessive consumption, or drug trafficking. According to WHO, "Homicide is the fourth leading cause of death in people aged 10-29 years" (2020). It also states that the majority of perpetrators are men and that between 3% and 24% of women were forced into their first sexual experience.

With all this information, we can conclude that violence among young people, whether they are victims or aggressors, is a serious social problem that must be remedied. Being at an age where they are forming their education, schools, and high schools should intercede so that these types of situations do not develop. However, although we have mentioned some of the consequences of youth violence against women, it is still necessary to talk about gender violence, the biggest problem of a patriarchal society.

2.2.2. Violence against women

Violence against women is a type of domestic violence, as well as child abuse or child-parental violence, which involves any harmful behavior, whether physical, psychological, or sexual, against women or girls simply because they are women or girls. As early as 1994, the United Nations General Assembly drafted a proposal to end violence against women: the Declaration on the Elimination of Violence against Women. This proposal recognizes that:

> "Violence against women is a manifestation of historically unequal power relations between men and women, which have led to domination over and discrimination against women by men and to the prevention of the full advancement of women, and that violence against

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women is one of the crucial social mechanisms by which women are forced into a subordinate position compared with men" (UN, 1994, p. 2).

In many cases, this type of violence takes place as an element of a culture or religion, whether through forced marriages, genital mutilation, or even before birth with selective abortions based on the gender of the fetus (Pérez Camarero, 2019, p. 26). However, one of the most common and worrisome forms of violence against women is gender-based violence.

2.3. Gender-based violence

Gender-based violence is a problem for society at the human, social and economic levels. According to the World Health Organization, "across their lifetime, 1 in 3 women, around 736 million, are subjected to physical or sexual violence by an intimate partner or sexual violence from a non-partner" (2021). Moreover, "1 in 4 young women (aged 15-24 years) who have been in a relationship will have already experienced violence by an intimate partner" (2021). In an egalitarian society, these situations of discrimination should not occur. However, although it may seem that cases of subordination of women only occur in less developed societies, the most developed countries also show worrying figures for gender-based violence. For example, those countries that present greater gender equality, according to the "Gender Equality Index", such as Denmark or Sweden, show more cases of violence against women than other not so egalitarian countries (Pérez Camarero, 2019, p. 36). This shows that, no matter how developed a country may be, there is still a long way to go to achieve a fully egalitarian society.

In order to give an objective view of the problem of gender-based violence, we will now offer the data extracted by the Spanish Ministry of Equality (2022), as we have previously adopted the Spanish government's definition. Thus, the consequences of living in a society that is not egalitarian between men and women will be shown:

So far this year, from January 1 to May 23, 2022 (last update), a total of 15 women have been murdered, of which only 4 had denounced, and in only 3 cases protection measures had been adopted. The number of women killed by gender-based violence in the year 2021 (the last complete year), is 47. It also notes that only 9 of these women had denounced their aggressor and in 3 of the cases protection measures were adopted. From 2003 to May 23, 2022, 1,145 women have been killed by gender violence. However, women are not the only victims since minors also suffer the consequences of this barbarity. In 2022, until April 4, there has been one

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minor murdered at the hands of his father but, in the year 2021, the number of minors killed by gender-based violence amounts to 7. Since 2013 (the first year for which information is available) and until April 4, 2022, 47 minors have been fatal victims of gender violence. In addition, the number of orphaned minors from 2013 (the first year for which information is available) to May 23, 2022, is 352. Of those 352 cases, 31 of them were in 2021, and so far in 2022 are 15.

It is essential that the victims, or those around them, denounce the aggressors in order to save their lives and be free from this situation. According to data from the Spanish General Council of the Judiciary (2021), in 2021, the last year for which data is available, a total of 162,848 complaints of gender-based violence were received in the courts and 37,270 protection orders and security measures for victims were initiated. However, the number of women who do not report their aggressors for fear of reprisals is not known, but it would greatly increase the number of cases of violence against women. In addition, to try to help victims of gender violence, the government delegation has enabled the "Telephone Service for information and legal advice on gender-based violence", with the telephone number 016. Since it was enabled in September 2007 and until March 2022, a total of 1,056,695 relevant calls were received. In the entire year 2021, 87,307 calls were received. So far in 2022, there have been 22,526 calls to this number. The total number of calls shows the huge number of situations of violence that occur in society but are not reflected anywhere. This problem increases when we think of all those women or children who do not dare to call for fear of being discovered or for not knowing that this number exists.

In this way, we have been able to verify the enormous dimension of gender violence in Spain. However, this mistreatment of women is not a sporadic phenomenon but occurs in those relationships where men feel that they have authority over women.

2.3.1. Toxic relationships

Adolescents must know what a toxic relationship consists of in order to recognize if they are in one as soon as possible and put an end to it. Toxic relationships are characterized by one partner being the dominant and the other the subordinate (Pérez Camarero, 2019, p. 27). In the case of gender-based violence, the man is the dominant member who exercises oppression towards the woman, who is the subordinated person. We should not be condescending and think that the

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woman is not aware of what she is experiencing because on many occasions she is. However, the strong bond that unites her with her partner does not allow her to perceive all the negative or dangerous aspects and she cannot leave the relationship (p.27). The man usually begins by using psychological violence, a form of gender violence, which can be the beginning of other forms of violence.

Gender-based violence usually occurs cyclically in three stages (pp. 28-29). In the phase of accumulation of tension, the aggressor shows the underlying aggressiveness with anger, jealousy, or mild physical, psychological or sexual aggression. In these cases, the woman tries to calm down the aggressor by submitting in many cases and isolating herself so that these situations do not occur. However, the attempts to stop them from happening stop working and there is an increase in aggression. Then, the explosion phase appears, in which the tension reaches its peak, giving rise to an "explosion of violence". The degree of violence increases with cases of sexual abuse, aggressions such as biting or kicking, and can lead to the use of weapons. Women isolate themselves, minimize the facts trying to excuse the abuser, or even deny the aggression. In addition, the fear they feel does not allow them to resist and they do not seek help unless the aggressions require medical assistance. This phase, as the cycle repeats itself, will increase in intensity. Finally, there is the phase of reconciliation in which the violence disappears. The aggressor changes his attitude and asks for forgiveness and his behavior is affectionate and complacent with the victim in an attempt to correct the acts he has committed. The abuser usually promises that he will not repeat himself and the woman forgives him. In this phase, a feeling also develops that both partners need each other. When it ends, the cycle restarts but the duration of the different phases varies. In the end, the regret disappears and in the resulting relationship, there is only the explosion phase.

In this way, through isolation and subordination to the man by means of violence, the victim is unable to leave this life-threatening relationship. Moreover, gender-based violence not only has costs and risks for the victim but also for the State.

2.3.2. Consequences of gender-based violence

Gender-based violence entails immense costs for the State of direct styles, such as in the health system or the justice system, and indirect styles, such as lost productivity and wages (Pérez

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Camarero, 2019, p. 30). However, the costs of greatest scale and concern are, clearly, those for the victims of this type of violence.

Gender-based violence is an attack on human rights that causes very serious damage both at the physical and psychological levels and at the economic and labor levels (p. 30). Some of these damages can be easily measurable, such as the health or legal cost, but others are subjective and not easily quantifiable, such as the emotional impact or the loss of freedom. However, the European Institute for Gender Equality considers it necessary to put a figure on the torment and suffering endured by victims in order to make fair policies, and not just worry about how much it costs to prevent this problem (Walby and Olive, 2014, p. 93). This means that, often, different political groups are more concerned with saving on, what is for them, the high cost of violence prevention without realizing the enormous cost of this problem.

Pérez Camarero (2019) states that gender-based violence has physical, psychological, and occupational consequences for the victims (pp. 30-31). The physical consequences refer to different types of injuries because of the beatings, sexual and reproductive health consequences, such as fear of having sexual relations or pregnancy, health problems such as sleep or eating disorders, and further consequences such as homicides or suicides. The psychological cost for women who suffer chronic violence is very high as they often develop depression, stress, anxiety, and fear, in addition to suicide attempts. Victims also feel that they are to blame for this circumstance and their self-esteem is lowered. Usually, they also internalize machismo and are dependent on men or authority figures, which can mean that another aggressor can take advantage of them. Throughout this situation, they become isolated, making it very difficult for them to participate in society. Finally, this problem also has employment consequences for the victims. These include the fact that women find it difficult to find work and keep it when they do find it or have low productivity due to the after-effects of the abuse. This means that women who are victims of gender-based violence find it difficult to earn an income, preventing their economic independence.

Besides these costs for the victims, gender violence has consequences for the children. As mentioned above, a child growing up in an environment of violence can affect him or her psychologically, in addition to developing health problems and being able to replicate these violent behaviors in the future. Likewise, it also entails problems for society since economic production is reduced, resources are spent to remedy the damage, and increase inequality (pp. 31-32).

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But if gender-based violence has such high costs, why aren't effective measures taken to end it? Because some sociocultural, economic, and judicial systems contribute to the perpetuation of violence.

2.3.3. Perpetuation of gender-based violence

It has already been mentioned above that gender-based violence is not an isolated event inherent to a specific society., "traspasa las fronteras de la cultura, clase, educación, ingresos o raza" (Pérez Camarero, 2019, p. 33). Despite the efforts of different countries to put an end to this problem, several factors prolong the problem and make it difficult to eradicate.

The first factor is the culture of a population (pp. 33-34). The problem we currently have is nothing new because it has developed in numerous cultures throughout history. "Desde los orígenes de la sociedad humana, la mujer fue considerada esclava del hombre, al que no podía resistirse ni oponerse dada la inferioridad de su fuerza muscular." (Pérez Camarero, 2019, p. 34). Moreover, throughout the development of societies, this relationship of inequality and abuse was protected by law. The problem we have today is that, despite efforts to end this, gender stereotypes and roles perpetuate the inferiority and submission of women to men. These roles are disseminated and shared and perpetuated not only by people who, consciously or unconsciously, use them every day but also by the different institutions that develop a patriarchal society. These institutions may include the government, the judicial system (which will be discussed below), or the educational system, among others. Spanish non-governmental organization *Oxfam Intermón* defines patriarchy as: "forma de sociedad en la que el hombre, lo masculino, tiene la supremacía por el simple hecho de serlo. Y relega, de ese modo, a la mujer, a lo femenino, a un segundo plano" (2021). When saying that this patriarchal system relies on gender roles to perpetuate itself, it is necessary to explain what they are. Gender roles are defined by Moreno Llaneza (2007) as: "comportamientos que se atribuyen a mujeres o a varones y que llegan a considerarse como naturales, como propias de los sexos, incluso llega a pensarse que vienen determinados genéticamente" (p. 1). She also includes an example of these gender roles to give a more understandable explanation: the belief that women are born with the ability to perform household chores and that men, on the other hand, are born with the ability to perform manual tasks such as carpentry. Since society, moreover, evolves thanks to

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education, if the education maintains these segregating behaviors, it will be perpetuating these gender stereotypes.

Then, there are the factors related to the economy (Pérez Camarero, 2019, pp. 37-38). However, despite what it may seem, economic factors do not have as much influence on the rate of violence against women because, as with those socio-cultural factors, no country is free of this scourge. Nevertheless, in lower-income countries, the situation can be aggravated. In addition, in situations where women are economically dependent on men, there is a greater risk of gender-based violence occurring and making it impossible for them to leave the relationship. Thus, they are not able to have control over their own lives. Countries with higher female unemployment have higher rates of domestic violence. Reducing the wage gap can reduce cases of gender-based violence. However, in many cases, the fact that women earn more money than men can be seen as a challenge to their authority that leads to violence as a way of maintaining their power.

Finally, there are the state security forces and the judicial system (p.38). In countries where the police are more trusted, where women are more supported to report violence, and in those where there is greater trust in the judicial system and its institutions, there is a higher number of reports and disclosures of gender-based violence cases. However, only a small percentage of women dare to report because of possible retaliation by their partner or because they feel embarrassed. It is impossible to imagine the number of cases that will be silenced in countries where there is no trust in public institutions.

In addition to all these elements that have been mentioned, other factors also favor the perpetuation and impunity of gender-based violence, such as historical and religious arguments or the provision of sexist education (p. 39). Concerning this last aspect, education should play a fundamental role in trying to overcome this situation of inequality. According to Chenge (2007):

> "Since children spend most of their waking time learning to become citizens, education should play a key role in dismantling sexually abusive tendencies, not just among the pupils but also among teachers, who ought to present themselves as role models in empowering girls against sexual harassment and abuse" (p. 64).

But it is not always that simple. As has been mentioned previously, those institutions that develop in society are permeated by a sexist atmosphere. Because it is a problem that

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encompasses such a broad scope, it is very difficult to put an end to it. However, we can focus on one of them: education. As schools are part of the educational system, gender-based violence and sexism are also present in those places. Thus, we can analyze how these problems manifest themselves in education.

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3. Gender-based violence, sexism, and discrimination at the school.

It is not necessary to have a sex-segregated educational system that teaches specific content according to gender stereotypes or roles in order to have a sexist education. Even if education is the same for male and female students, the teacher can indicate that they do not need to know the same thing (Stanworth, 1981; as cited in Flores, 2005, p. 77). This can be shown in the examples used, which may benefit one of the sexes, or with images that refer only to one sex. But this discrimination is not exclusive to girls receiving education, since there are also women working in educational centers. According to Ruiz and Ayala (2016), the most common form of violence against women in the school environment is social exclusion, whether among teachers, management, or administration (p. 24). Nevertheless, we are not going to deal with the school as a workplace in depth since that is not the subject of this paper. This section is going to address the elements related to gender discrimination among boys and girls in the school setting.

Every day, situations of gender-based violence occur in different educational centers due to the patriarchal culture established in society, which has repercussions on its institutions (Ruiz and Ayala, 2016, p. 23). This is dangerous since schools are centers of education, so these behaviors can be misinterpreted as natural and reproduced by students. Educational centers have an important role in the dissemination of a patriarchal ideology that preserves gender roles (Ramos, 2002; Bonal and Tomé 2002; as cited in Ruiz and Ayala, 2016, p. 24).

These are examples that, indeed, in educational institutions, there are situations of sexism and discrimination against women. According to National Education Union and UK Feminista (2017) "Sexual harassment, sexist language and gender stereotyping are commonplace in school settings" (p. 1). The very title of this article is: "*It's just everywhere*". These words were produced by a girl who had been interviewed about sexism in school. But sexism is not only in the United Kingdom, as this girl says: "it's everywhere".

Sexism is a major problem that stifles society and can lead to other forms of violence against women that are much more dangerous. This same publication adds that teachers are not able to do anything about the problem because it is everywhere or that on many occasions the institutional response is silence (2017, p. 1). Moreover, not only the response is silent but according to Moreno Llaneza (2007): "una parte de la institución se niega a reconocerlo" (p. 5). This situation is problematic since they provide education to future generations that may

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perpetuate these undesirable situations. However, although there are different forms of sexism in schools, it is not easy for teachers to eliminate them because not all of them are obvious (p. 5).

Sexism in schools occurs in different areas, whether through the use of an inappropriate book, sexist language, or the belief in stereotypes and gender roles. Still, one of the most dangerous areas is the implicit curriculum, since, as Moreno Llaneza (2007) states, "en muchas ocasiones, pertenece a la inconsciencia, de forma que toda la institución educativa puede estar transmitiendo una enseñanza discriminatoria y no ser consciente de ello" (p. 5). In the explicit curriculum, on the other hand, it is not so common to find sexist elements, since it would be a bad presentation card to include that the school follows a differentiated education for boys and girls based on their sex or that gender stereotypes are incorporated in the subjects. However, this does not mean that they are free of sexism, since in many of these documents sexist and discriminatory language is used.

Returning to the implicit curriculum and the problem of not being aware of sexism, Moreno Llaneza considers it essential to be aware of what is communicated in class, not only with words but also with gestures and attitudes, "es importante pasar de la inconsciencia a la consciencia, ser capaces de analizar con sentido crítico qué transmitimos con nuestra actitud en el aula, de qué hablan los libros de texto que usamos en el aula y cómo lo tratan" (p. 5). According to Flores (2005), this behavior shown by teachers towards the different genders may be influenced by the behavior of the students (p.78). Since boys are generally more disruptive and girls are usually calmer, teachers will more easily remember the face and name of the boy rather than the girl. Moreover, it is these elements, such as gestures, recalling the name, or attention to questions, that the students take very much into account. Students perceive this attention as recognition from an authority figure, such as the teacher, which has a great impact on their self-concept and self-image. Thus, this can have a great influence on both the personal development and school success of the students. Consequently, as girls receive less attention, their future may have an unfair destiny.

This problem of sexism and discrimination occurs both in the language used, as well as in the expectations of teachers, falling into stereotypes or making women invisible. Teachers are still a model that has a great influence on students. This implies that sexist behaviors or comments made by a teacher can be taken as something normal and reproduced by their students (Moreno Llaneza, 2007, p. 7). It is necessary to be aware of everything that is done in the classroom and

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eliminate these toxic behaviors for the development of society. Concerning the use of language, there are different elements to take into account to try to eliminate sexism from the school. The use of the generic masculine in Spanish is a way of including all sexes and economizing on language, but it undervalues women by not specifying whether there are any of them in that group. If it is a group of women and there is only one man, the generic masculine would also be used, giving value to the only man and eclipsing all the women. Therefore, it would be wise to use inclusive language and say: "todos y todas" (all men and all women). Moreover, it is not only the use of the generic masculine that is a problem but treating all students as boys can affect the disappearance of women. Flores (2005) points out the "homogenization" of the student body as a method of invisibilization of women:

> "Las investigaciones realizadas en la educación media han señalado que el discurso público del profesorado y de las autoridades de la escuela se inclina a homogeneizar a todos los niños y niñas en el «ser alumno», a utilizar siempre el género masculino, y a ignorar e invisibilizar la participación de las mujeres en la historia" (Flores, 2005, p. 79).

Moreover, the way things are said can also hide this problem, by not giving credit to women's achievements, undervaluing them, falling into sexist clichés, or even through the use of adjectivation.

Likewise, in general, more attention is paid to boys than to girls, either to scold them, to reward them, or to make them do the tasks on the blackboard (Rossetti, 1994; as cited in Flores, 2005, p. 77). However, despite the fact that girls have less attention from teachers, they tend to show higher academic achievement. Interestingly, the teacher often has the feeling that boys make better use of knowledge. Female students encounter greater difficulties than their male peers in acquiring recognition and there are more cases of exclusion in the academic field, especially in those branches where there is a greater presence of men (Guevara and García, 2010; as cited in Ruiz and Ayala, 2016, p. 24).

Another aspect that may show sexism is the expectations of teachers regarding the future employment of female students, advising them to train for jobs considered "feminine", such as nursing. If the great influence that teachers have on students is infected by stereotypes and gender roles, they can unconsciously create expectations that are transmitted to students (Flores, 2005, p. 79). These expectations, moreover, are unconsciously fulfilled by students: if the teacher believes that a student is not good at a subject, that student fails that subject due to a lack of confidence. Thus, these unfair expectations act as a prophecy. Moreno Llaneza (2007)

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clarifies that "Lo más "peligroso" es que las expectativas tienden a cumplirse" (p. 6). This is fostered because these stereotypes cause discrimination: boys and girls are not evaluated in the same way (Bracamonte and Rojas, 1996; as cited in Flores, 2005, p. 79). Therefore, it is essential to get rid of these expectations based on the student's gender since, unconsciously, the student is being guided down a path that, perhaps, is not the most appropriate or the one that the student wants.

On the other hand, the introduction of stereotypes in materials, such as pictures or examples, is something that often occurs unconsciously (Moreno Llaneza, 2007, p. 6). It is the teacher's task to try to avoid introducing them so that they do not continue to be propagated and accepted. However, this situation can also be used to discuss with students the possible examples that appear and treat them from a gender perspective (p. 6). In addition, another situation where sexism in content can be seen is in the lack of female academic references. A boy may develop a passion for a certain branch of knowledge thanks to researchers, scientists, or people of influence who have made important feats in their field. This is not the case for women, not for lack of contributions or discoveries, but for lack of recognition in an androcentric society. Moreover, it is common for teachers to be unaware of women's contributions since they were also educated in a teaching system that makes women invisible (p. 6). There is no problem for girls to have male referents, but if a girl's perception of a field of knowledge is that there are only men, she may feel disillusioned and that this is not the place for her. Therefore, the teacher needs to give visibility to those women who have made contributions to science, history, or culture that are just as important as those of men but have been silenced by a patriarchal society.

Finally, beyond purely academic situations, examples of discrimination can also be found. During break time, it can be observed how boys usually occupy a large area of the playground to play soccer, while girls are relegated to minority areas (Flores, 2005, p.79). This could be considered something purely innocent, but the truth is that it seems to respond to a sexist undertone: soccer is a sport, therefore it is a boy's activity.

All elements that occur daily in schools are problems that will continue over time if they are not taken into account in the school. Therefore, it is essential that teachers, not only of foreign languages but of any subject, can design and develop their own resources or recognize those that are given in the materials. In addition, there is a need for coordination, not only among English teachers or foreign language teachers, but among the entire teaching staff to guide all the subjects taught in the same direction to help overcome all these problems. In this way, by

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being aware of this problem, being coordinated among all the teachers, and designing appropriate activities, it is possible to ensure that sexism (whether explicit or implicit) has no place in any of the contents taught in the classroom.

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4. Coeducation

The words gender and sex are often used interchangeably, which is not accurate because they are not the same. In Pryzgoda and Chrisler (2000), the authors developed a study in which they wanted to check how people used the words "gender" and "sex". They concluded that people use the concepts interchangeably when referring to the physical description, i.e., biological sex (p. 564). However, only gender is used when referring to roles: masculine and feminine. This response from the general population may be close to the definitions but they are not entirely correct. According to the World Health Organization, sex refers to the purely biological differences between men and women (n.d.). However, gender cannot be used in this context since it refers to certain roles associated with these sexes. In each society, however, different roles are associated with each of them. Therefore, the conceptions of masculine and feminine are artificial and different in each culture. As Lamas (2000) explains, "La cultura marca a los sexos con el género y el género marca la percepción de todo lo demás: lo social, lo político, lo religioso, lo cotidiano" (p. 4). It is, then, from the term gender that the stereotypes, sexism, and gender roles cause so many problems for society.

> "El género produce un imaginario social con una eficacia simbólica contundente y, al dar lugar a concepciones sociales y culturales sobre la masculinidad y feminidad, es usado para justificar la discriminación por sexo (sexismo) y por prácticas sexuales (homofobia)" (Lamas, 2000, p. 4).

In this way, the masculine gender has been defined and molded from social and cultural levels and not from the biological point of view. This implies the belief that a person is masculine because of the way he acts and not because of his biological gender (Alcoba and Puigvert 2007, p.23; as cited in Flecha 2012, p.201). In other words, the behaviors associated by society with masculinity are artificial, not natural, and are determined to generalize this group. One of the many problems of this lack of freedom to act and live is that, if a man breaks out of this type of behavior, he is considered effeminate, something that seems to be frowned upon by society. On the other hand, if women have a personality classically associated with masculine behavior, they are macho, another thing that is also frowned upon. However, one of the good things about this artificial masculinity is that it can be molded through education, and more specifically coeducation. According to Moreno Llaneza (2007), coeducation is:

> "Educar a chicas y chicos al margen del género femenino o masculino, es decir, educarles partiendo del hecho de su diferencia de sexo, pero sin tener en cuenta los roles que se les

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exige cumplir desde una sociedad sexista, por ser de uno u otro sexo, dando las mismas oportunidades tanto a niños como a niñas, potenciando aquellos aspectos que los roles de género suelen esconder: la afectividad en los varones, la ambición y la actividad en las mujeres" (p. 2).

Thus, coeducation makes it possible to educate for the empowerment of women and for masculinities that respect and promote equality, reject aggressiveness, and encourage co-responsibility. However, as Flecha (2012), who relies on the approaches of Gómez (2004), explains, these new masculinities must be attractive so that they are voluntarily chosen and do not fall into the traditional model. This can occur because in schools the socialization process takes place, so it is influenced by the power of society (Lobato, 2006, p. 7). Thus, if society promotes a sexist attitude, it seems inevitable that this behavior will be transmitted to students. Therefore, it is the task of teachers to prevent the reproduction of ideologies that are harmful to equality. Lobato (2007) states that the school should eliminate discriminatory practices, value alternative discourses and replace gender roles (p. 7). However, for this to happen, there must be support from the Government, the Ministry of Education, the Autonomous Regions, and the Administrations so that the coeducational work is uniform and constant. For this reason, we need to check what the educational laws say about coeducation.

4.1. Educational Law: LOE and LOMLOE

The *Ley Orgánica 3/2020, de 29 de diciembre, por la que se modifica la Ley Orgánica 2/2006, de 3 de mayo, de Educación* (*LOMLOE*), which is the one that will be taken into account for the didactic proposal of this work, introduces coeducational elements in the teaching-learning process. It is for this reason that the main considerations addressed in this law will be presented next. However, most of the aspects that will be discussed remain the same as in the *Ley Orgánica 2/2006, de 3 de mayo, de Educación* (*LOE*), and some only appear in this law since they have not been modified by the new one. For this reason, those aspects of the 2006 law that remain unchanged will also be presented.

The LOMLOE is defined by adopting:

"Un enfoque de igualdad de género a través de la coeducación y fomenta en todas las etapas el aprendizaje de la igualdad efectiva de mujeres y hombres, la prevención de la violencia de género y el respeto a la diversidad afectivo-sexual, introduciendo en educación secundaria la

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orientación educativa y profesional del alumnado con perspectiva inclusiva y no sexista"
(BOE, 2020, p. 122871).

For this reason, the articles that develop this topic are presented below. However, as the didactic proposal is focused on Compulsory Secondary Education, those elements specific to Preschool, Primary, Vocational Training, or Bachelor are not going to be dealt with.

In Chapter I of the Preliminary Title of the LOE, which deals with the principles and aims of education, the section "a bis" is added, which guarantees quality education for all students regardless of their sex, sexual orientation, or sexual identity, apart from other considerations such as race or disability. In addition, in this chapter, it is necessary to highlight sections "b" and "l". The first of these deals with equal opportunities through education:

> "La equidad, que garantice la igualdad de oportunidades para el pleno desarrollo de la personalidad a través de la educación, la inclusión educativa, la igualdad de derechos y oportunidades, también entre mujeres y hombres, que ayuden a superar cualquier discriminación y la accesibilidad universal a la educación, y que actúe como elemento compensador de las desigualdades personales…" (BOE, 2020, p. 122880).

Section "l" continues with the above considerations and includes three fundamental concepts for the development of an egalitarian society and education: coeducation, affective-sexual education, and prevention of gender violence:

> "El desarrollo de la igualdad de derechos, deberes y oportunidades, el respeto a la diversidad afectivo-sexual y familiar, el fomento de la igualdad efectiva de mujeres y hombres a través de la consideración del régimen de la coeducación de niños y niñas, la educación afectivo-sexual, adaptada al nivel madurativo, y la prevención de la violencia de género…" (p. 122881).

In addition, Article 2, Section 1, follows the same lines as Article 1 and deals with the rights and freedoms of citizenship: "La educación en el respeto a los derechos y libertades fundamentales, en la igualdad de derechos y oportunidades entre hombres y mujeres y en la igualdad de trato y no discriminación de las personas…" (p. 122881).

About Title I, which deals with teaching and its organization, we shall focus only on Chapter III, which addresses Compulsory Secondary Education. Taking into account coeducation, it is necessary to highlight article 22, the general principles, article 23, the objectives, and article 25, the 4th year of ESO.

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Article 22, in its third Section, states that at this stage, the educational and professional orientations of the students will be taken into account, integrating the gender perspective.

Concerning the objectives, it is necessary to highlight four goals in terms of coeducation. However, these considerations are not outlined in the LOMLOE, but in the LOE since they have not required any modification. The first is the use of tolerance and cooperation in the exercise of rights and the acceptance of duties without any kind of distinction (section "a") (BOE, 2004, p. 27). Second, to value and respect the difference between men and women, the equality of rights and opportunities, and to reject gender stereotypes and discrimination (section "c") (p.27). The third establishes the rejection of violence, prejudices, and sexist attitudes (section "d"). And finally, to value and respect all forms of diversity in terms of sexuality (section k).

Finally, Article 25, which deals with the organization of the 4th year of ESO, states that all students must take "*Educación en Valores cívicos y éticos*" (BOE, 2020, p. 122892). This subject teaches different contents that seek knowledge and respect for Human Rights, among which the subject of equality between men and women stands out.

Regarding the School Council, Article 56 mentions that once it has been formed, one of its members will be in charge of proposing educational measures that seek "igualdad real y efectiva entre hombres y mujeres " (p. 122949).

This law also refers to teachers in Article 102, where it speaks of their ongoing training. Teachers' learning does not end once they are in their profession, but they must continue their education to improve their teaching. The second section of this article states that continuing education projects must be adapted to the evolution of scientific and teaching methods, including guidance, tutoring, and inclusive education that considers diversity. In addition, it is also stated that the need to include "formación específica en materia de igualdad en los términos establecidos en el artículo siete de la Ley Orgánica 1/2004, de 28 de diciembre, de Medidas de Protección Integral contra la Violencia de Género" (p. 122917).

Article 111 bis refers to ICTs in educational centers. The fifth section states that the different educational administrations must ensure the elimination of the inappropriate use of ICTs, paying special attention to those related to harassment and violence, and fostering confidence and safety in their use. Likewise, it includes a special focus on "la desaparición de estereotipos

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de género que dificultan la adquisición de competencias digitales en condiciones de igualdad " (p.122920).

Finally, in relation to the educational project, Article 121 states that "contenidos específicos relacionados con la igualdad de trato y la no discriminación, así como la prevención de la violencia contra las niñas y las mujeres" (p. 122922) should be incorporated, among other elements.

However, in addition to these articles, there are also additional provisions ("*disposición adicional*") that further develop and regulate the application of the rules. The twenty-fifth additional provision seeks to promote effective equality between the sexes. In this way, the considerations taken into account in this matter are: (p. 122934)

1. That the centers with public funds will develop the principle of coeducation without separating students by gender in accordance with the *Ley Orgánica 3/2007, de 22 de marzo, para la igualdad efectiva de mujeres y hombres*.
2. The educational centers will develop measures for equality between men and women in the coexistence and tutorial action plans.
3. Equality measures will also be included in the educational project by incorporating "educación para la eliminación de la violencia de género, el respeto por las identidades, culturas, sexualidades y su diversidad, y la participación activa para hacer realidad la igualdad" (p. 122934).
4. The administrations will promote the presence of women in scientific and technological branches of knowledge, and of men in those where there are usually a greater number of women.
5. Finally, the administrations will use curricula and materials that promote equality between men and women and that do not contain sexism or discrimination.

However, it is useless to raise all these issues in the law if they are not then applied in educational institutions. For equality to be effective and true, these approaches must be put into practice.

4.2. Coeducation in schools

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The Basque Government developed in 2013 the *Plan Director para la coeducación y la prevención de la violencia de género en el sistema educativo*. This publication aims to be able to introduce coeducation in schools so that, finally, equality becomes a reality in society. Even though this plan predates the current education law, the above considerations should not be discarded since, as we have said, most of the aspects remain the same as in the 2006 law (LOE). That is why this document will be used as the main reference to comment on certain elements.

The *Plan Director* tries to solve the problems that had been exposed in section 3: Gender-based violence, sexism, and discrimination at the school.

The first of these is the revision of the curriculum, both explicit and implicit (p. 13-14). As mentioned above, in the explicit curriculum it is not so common to find sexist elements. However, they may appear. This is the case of the policies on what is taught and what is not, the language used, and the contents (Arraya, 2004, p. 7). It is the job of the State to develop policies that make educational centers follow a coeducational discipline (something that has been discussed in the previous section), the job of the center to use inclusive language and stop using the generic masculine, and the job of the educational system in general, including the publishing houses that produce the materials, to eliminate sexist models that promote gender roles. About the implicit curriculum, there are greater problems in approaching education from an egalitarian point of view, since in the classroom what is planned does not always happen. The teacher is influenced by various elements of society, such as gender stereotypes, which, being sexist, can be introduced unconsciously in the classroom. It is therefore important that the teacher is aware of everything that is going to be dealt with in the classroom and how it is dealt with, to offer an egalitarian education with a gender perspective. The Plan explains that a curriculum that seeks to develop competencies makes it possible to assess those aspects that are not only academic, i.e., it is also possible to evaluate the elements of equality discussed in the classroom. In this way, the bases of education would have a coeducational and inclusive point of view.

If in the first point we have talked about the elimination of models that promote gender roles from the materials, the second aspect is the use of inclusive didactic materials (p. 14-15). The purpose of coeducation is to offer students models with which they can identify and develop expectations without being gendered. It is therefore essential that the materials promote equality and diversity by enabling realistic future expectations for both boys and girls.

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The next is for the teacher to be aware of what is being dealt with in the classroom (p. 15-16). This aspect has also been discussed previously, although not in as much depth as it will be addressed now. This point is based on the study Gender differences in educational outcomes: study on the measures taken and the current situation in Europe (EURYDICE, 2010), which shows that teachers believe they treat all students equally regardless of gender. However, they unconsciously encourage conformist behavior in girls and individuality in boys. In addition, they tend to be more permissive to the behavior of boys than girls, and when a girl proves to be a better student, it is assumed that the reason is because of her behavior and not because of her intelligence. All these situations affect students. How students are educated prepares them to be men and women with certain values and roles. Not associating with the roles assigned to the sex to which one belongs produces rejection and marginalization and even harassment. This is why expectations should be brought to the conscious level and those that differentiate students based on their sex should be rejected. The solution to this problem could be seen in constant coeducational training, not only for teachers but for all the actors that comprise the educational community.

The fourth element to be taken into account is the inclusion of gender analysis in the spaces of educational centers (p. 16). The use of spaces during the break is sexist because there is a hierarchy depending on the type of game played or the attitudes of boys and girls. Thus, boys tend to use a larger part of the space and the central area to play sports while girls are located at the edges. Related to this is the use of the school's resources, which are largely allocated to sports fields and not to other spaces where other games or activities can be carried out. Only by incorporating a gender perspective can we achieve a spatial distribution under the needs of boys and girls.

Considering evaluation from a gender perspective would be the fifth element to consider (p. 16-17). In evaluation mechanisms, such as tests or texts, there is also sexist use of language, or of the characters that may appear in them. In addition, when these tests are not anonymous, the grades are usually higher for boys and lower for girls. Therefore, it is necessary to review both the evaluation materials and the grading from a gender perspective. Thus, it will also be possible to update other fundamental aspects of the teaching-learning process such as the methodologies and evaluation strategies used. Only in this way can progress be made in the development of a coeducational and comprehensive education.

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Finally, there is the only element that had not been previously commented on in this work. It is essential that families also participate in the coeducational framework to promote and establish better coeducation for their children (p. 17-18). It is essential that all learning, including those related to coeducation, have coherence regardless of the context. Therefore, families must participate in coeducation. In addition, spaces can be created within the school to facilitate such participation. In this aspect, the work of mothers in the schooling of boys and girls should be emphasized. However, this task should be shared equally with fathers. Thus, it is also necessary to increase the participation of men in the education of their sons and daughters.

Only by taking all these aspects into account will we be able to achieve the construction of a gender-equal education that will serve as the basis for building a society that promotes equality between men and women

Only by considering all of these factors will we be capable of creating a gender-equal education that will constitute the basis for creating a society that promotes equality between men and women. For the didactic proposal that will be presented in this paper, all these elements have been considered to offer an education in equality. In it, superhero and superheroine movies will be used as an educational tool. Despite this disadvantage that superheroines have over men, the MCU can be used as a coeducation tool for the prevention of gender-based violence. The reason for this statement is that we should not only look at these films as models of what to be because they defend worthy ideals, but also because they often show how not to behave.

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5. The film as a teaching tool

"Cinema's ability to create a unique experience gives it unbeatable power as a teaching tool" (Champoux, 1999, p. 207).

5.1. The film in the foreign language classroom

Although the purpose of this didactic proposal is that students can develop a critical view of superheroes and superheroines through the gender perspective, we cannot ignore that the visualization of the film takes place in English. That is why this unit of work is also beneficial for the development of the students' proficiency in the target language. Thus, the benefits of film for foreign language learning will be explained.

The film is a really useful element in teaching, not only in foreign languages but in all fields of knowledge. However, in language, teaching it plays a very important role and, for this reason, numerous studies have been developed in this regard. For example, we can briefly comment on the Dual Coding Theory, the Audiovisual Method, or Rick Altman's studies, among others. The Dual Coding Theory explains that cognition is produced by two coding systems with which information can be memorized more easily if they occur simultaneously (Paivio 1971, 1997; as cited in Toro Escudero 2009: 8). One of the systems refers to verbal information and the other to non-verbal information. The Audiovisual Method, on the other hand, is a didactic model that uses the repetition of structures to automatize their acquisition and thus facilitate the learning of the target language (CVC, n.d.). Also, since the input is produced only in the foreign language, there is no interference with the mother tongue that could interfere with learning (Toro Escudero 2009: 9-10). Finally, Rick Altman (1989), a professor at the University of Iowa, considers that language learning is achieved through a constant relationship: written language-oral language-culture (p. 5; as cited in Toro Escudero, 2009, 12-13). This relationship is explained by a model of language developed by him. The oral component deals with sounds and segmentation which is worked on when visualizing the material. The written language, where syntax and semantics are dealt with, could be worked both through subtitled visualization and activities related to the material. Finally, culture would be related to cultural and discursive systems, which could also be addressed by viewing the video. Thus, these three approaches validate the conception of film as a beneficial tool for foreign language learning.

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However, the advantages of using films in the foreign language classroom have not been presented yet. The first of the elements by which it is a good resource to use is because the film is a motivating element. Dörnyei (2001) considers motivation as a fundamental element for language learning. Nevertheless, he sees motivation not only as the willingness to make an effort but also as the persistence of the effort. Thus, motivation applied to language learning would consist of perseverance in its study. It is for this reason that the teacher must find methods and tools with which to facilitate this desire to learn the target language. In addition, it has been demonstrated that the use of audiovisual elements is an effective tool for learning. Thus, 50% of learning occurs when both sight and hearing are used simultaneously (Brandimonte, 2003). In addition, by using the film, if it is supported by explanations and activities, both in groups and individually, it is possible to work on the five skills: listening, speaking, writing, listening, and interaction (Dobos, 2013, p. 125-126). Finally, using film in class, the real use of language is shown, including non-verbal language as an indispensable element of communication, different cultural elements are also shown, and different varieties of the target language can be presented (Singh and Mathur, 2010). All these advantages support audiovisual resources, and especially films, as tools of great didactic value for teaching foreign languages.

The use of film cannot be indiscriminate, however, as there are several factors to be taken into account to take advantage of the above-mentioned benefits. Among these factors, it is necessary to highlight the film genre of the movies, the purpose of the video display, the level of the students in the foreign language, or if it is related to the contents that have been covered in class (Dobos, 2013). These aspects will be explained in more detail when we discuss the justification of the unit of work.

5.2. The use of the MCU for the prevention of gender-based violence

Superhero and superheroine movies are good tools for the education of students and their development as men and women of the future. Although not because they are perfect and transmit pure values since, concerning gender equality, they often are not. However, if those toxic behaviors of superheroes and superheroines that can pass as normal or even funny elements are properly addressed in class, students can also be taught how they should not behave. Therefore, in this section, the MCU will be briefly discussed and the scenes or excerpts from the movies used will be analyzed.

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5.2.1. MCU and female representation

The MCU is a set of superhero and superheroine movies that are based on Marvel comics. This series of films began with the release of *Iron Man* in 2008 and extends to the present day. This universe is divided into sagas and phases by which the films are classified (Espla, 2022). Currently, there are only two sagas comprising four phases. However, for the unit of work, it will only be considered the first saga, which encompasses the first three phases since the second saga has just begun.

The first phase comprises a total of six films where the main characters of the "Avengers" are introduced. However, the first five films deal with individual superheroes where women are supporting characters. The last film of this phase is *The Avengers* (2012) where for the first time a grouping of superheroes is created. It is also the first time a female superhero appears as a protagonist alongside five other male superhero protagonists. The second phase also consists of six films of which three of them are of superheroes who already had at least one film. It also includes the second "Avengers" movie, with its only female member, and a new grouping, the *Guardians of the Galaxy* (2014) which also consists of four superheroes and one superheroine. The phase ends with the release of *Ant-Man* in 2015, a film also starring a man. In this period, however, more women appear who, although not as protagonists, have an important role in the plot of their respective films. Finally, the third phase consists of eleven films where for the first time there is a solo female superhero protagonist: *Captain Marvel* (2019). In addition, in *Ant-Man and the Wasp* (2018), there is also a superheroine as a protagonist who is not overshadowed by a large group of men but shares the screen on equal terms with another superhero (Ant-Man). Likewise, there are two more Avengers movies where more and more female superheroines are appearing, although they still do not catch up with the men. Apart from these examples, women are more commonly involved in films as protagonists with lesser participation such as in *Captain America: Civil War* which is pretty much the same as an Avengers film. However, five of the eleven movies are superhero movies where women appear as supporting characters even if they are relevant.

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6. Didactic proposal

6.1. Justification

The didactic proposal that will be presented below is called *So, you want to be a real hero/heroine?* It seeks to be a prevention tool against gender-based violence following a coeducational approach free of sexism and gender stereotypes. However, as the whole unit is developed in the foreign language, it also aims to enable students to be able to deal with all the topics addressed and complete the learning process in English.

The unit of work is aimed at twenty-four students in the 4th year of ESO at the Juan de Juni high school in Valladolid, Spain. This is a humble neighborhood where the students belong to working-class families. Therefore, it can be a good context to implement this unit. However, this poses a problem for the provision of technological equipment, as this school is not very modernized. However, the audiovisual room, which has a projector and computers, will be used for the development of the unit. In addition, it is assumed that the students have mobile devices, so they will be able to use them.

As explained above, this unit is developed within the framework of the new education law: *Ley Orgánica 3/2020, de 29 de diciembre, por la que se modifica la Ley Orgánica 2/2006, de 3 de mayo, de Educación.* For this reason, the contents, objectives and evaluation criteria that make up this proposal follow the considerations set out in the *Real Decreto 217/2022, de 29 de marzo, por el que se establece la ordenación y las enseñanzas mínimas de la Educación Secundaria Obligatoria.* In relation to the arrangement of class hours, in the absence of a new order for the new education law, the following one will be taken into account: *ORDEN EDU/362/2015, de 4 de mayo, por la que se establece el currículo y se regula la implantación, evaluación y desarrollo de la educación secundaria obligatoria en la Comunidad de Castilla y León.* Thus, it is stated that for the first foreign language, in this case English, there are three one-hour sessions per week. However, there are always 5 minutes between classes for the students to take a little break. Therefore, the lesson time is 55 minutes.

The intention is that this unit is implemented at the end of the first term so that, although it is evaluated in this period, the learning can be used throughout the course in debates or if undesired situations occur, there will be mechanisms to solve them. In this way, moreover, it will not disrupt the course later on when students are more pressured by exams and worried about grades.

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The activities that have been designed for the unit of work are not isolated but are interconnected with each other to produce a coherent and cohesive content development. In addition, at the end of the unit, students must complete a final task where they apply all the knowledge imparted. Therefore, it can be said that the unit follows the task-based approach. Moreover, this unit of work is designed to address the five linguistic skills: speaking, writing, reading, listening, and interaction, when visualizing the films or through the activities. Students must always communicate in English with the teacher and with the rest of their classmates.

The role of the students is not only passive in watching the films, but they must also participate both in groups and individually by carrying out the different activities, contributing ideas as well as generating debate. Cooperation and collaboration are two fundamental elements for the development of the unit because, thus, participation is favored. However, despite the fact that most of the activities are group activities, the autonomous capacity of the students should not be wasted, since this encourages each one of them to continue studying the target language. The role of the teacher, on the other hand, is to guide the students in the development of the activities and to solve their doubts.

For the work of the unit to be effective, an analysis of the students' needs has been made. As explained in previous sections, it is necessary to analyze the features of the movies to check if their use can be adequate. According to Dobos (2013), the genre to which the movies belong could be considered, in this case, they are superhero and superheroine movies, so they are science fiction movies. In addition, the purpose of using these resources is very important. In this case, it would be to use the films for the prevention of gender-based violence. However, this analysis of the materials is not deep enough. Therefore, Wilson's (2008; as cited in Muñoz-Basols et al., 2018) considerations for the use of audiovisual resources in the foreign language classroom have been taken as a basis since they offer a more exhaustive analysis. Thus, the input of the different fragments of Marvel movies is going to be analyzed.

1. Interest. The interest in the selected films lies both in the topics covered and in the film genre. Superhero movies are attracting more and more attention not only among young people but also among adults. Thus, out of the ten highest-grossing films in history, four are superhero movies (Chico, 2022). This shows the population's interest in these forms of entertainment. In addition, if the topic dealt with in the fragments used in class is

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current and vindicative, such as the fight against gender-based violence, it can be much more interesting for adolescents.

2. Cultural accessibility. The selected excerpts do not show specific cultural elements of any English-speaking country. However, it shows the global tendency to overcome a discriminatory culture to an egalitarian one between men and women.

3. Discourse structures. The discourse is not particularly complex. However, it is likely that at some point students will need some clarification. In that case, the teacher should stop the film to explain the meaning or context of what is being discussed.

4. Information density. None of the clips are longer than ten minutes and do not constantly contain dialogue. In addition, action clips have also been included which, although not central to the purpose of the unit, give the students a break. Also, between each fragment, there will be an explanation, clarification, or activity. Therefore, students will not feel overwhelmed by the information.

5. Linguistic level. The linguistic level of the selected fragments should not be a problem for their complete understanding. The level shown is indeed higher than that of students in the 4th year of ESO. To facilitate the understanding of the fragments, the films will be watched with English subtitles. Moreover, the fact that the level is a little higher than the one they have, allows them to learn without feeling overwhelmed according to Krashen's (1983) *Comprehensible Input Theory* (l+1).

6. Time. As explained above, the fragments that will be shown in class will have a maximum duration of ten minutes. Nevertheless, most of them last less than five minutes.

7. Recording quality. As these are blockbusters with hundreds of millions of dollars in budgets, the quality of the audio is optimal.

8. Speed. The speed of interactions and dialogues is normal for an English conversation.

9. Number of speakers. The number of speakers varies depending on the fragment being viewed. However, none of them involves more than five speakers, which facilitates comprehension.

10. Accent. The accent of the characters is American English, even though some of the actors are British or from other regions. The accent is not too pronounced or strong, so it does not hinder understanding. In addition, the inclusion of English subtitles facilitates comprehension.

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Therefore, it can be seen that the selected films can be easily understood and with them, it is possible to work on what the didactic proposal seeks: the prevention of gender-based violence.

Nevertheless, not all MCU movies will be shown in the classroom as not all of them are important for the development of the unit. Only those fragments that are really interesting for our purpose have been chosen. For this reason, excerpts from the films that will be shown in class during the unit will be analyzed below.

6.2. Analysis of the films

For the didactic proposal, only a few films will be used specifically, since using all of them would take too much time. In addition, only the fragments of these films that are useful for the unit of work will be shown in class for the same reason. However, although the plot does not matter, it is necessary to put the clips in the context to understand why the characters act as they do, even though their actions may not be appropriate. Also, since time is a very valuable resource, it is not necessary to repeat the same mistakes that different films make since students will be able to conclude once they have worked through the unit. For this reason, in this section, the fragments of the films will be specified and analyzed to check their educational potential, whether they are good attitudes that can be replicated, or harmful attitudes that are important to avoid.

-*Iron Man 2* (2010).

The first fragment (22:55-25:48) shows Tony Stark's (Iron Man) machismo and the objectification of his secretary, Natasha Romanoff, by him. The second scene (51:35-1:00:05) depicts another toxic attitude of Tony Stark. Tony has a personal problem that he tries to solve by getting drunk. When he is drunk, he uses his suit, which is a weapon, to shoot different objects for fun, putting his party guests at risk. Also, during this event Iron Man's wife, Pepper Potts, blames Natasha for what happened and insinuates that she only wanted the job to have sex with him, thus showing how little background the screenwriters have for creating female characters.

-*The Avengers* (2012)

Two excerpts from this film will also be analyzed. The first (20:32-21:50) shows Steve Rogers (Captain America) hitting a punching bag to relieve himself after a traumatic experience

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happened to him. Thus, another toxic personality trait is shown: preferring to let off steam through violence (even if it is to an inanimate object) rather than through dialogue with other people. The second fragment (1:12:36-1:15:25) displays Dr. Bruce Banner turning into the Hulk. The problem with this event is that, when something angers Bruce, he does not know how to deal well with his feelings and control himself, turning into a beast full of anger and aggressiveness. Then, Hulk devastates everything in his path. Thus, he can hurt his loved ones and innocent people. Not knowing how to recognize your feelings or not knowing how to respond to them with anything but the brutality is a trait that needs to be fixed.

-*Avengers: Age of Ultron* (2015)

Only one scene (7:57-9:06) will be extracted from this film to try to explain the evolution of a character: the Hulk. It shows that the Hulk can now calm down with the help of Natasha, who sings to him. Thus, he can return to Bruce's form, although it doesn't always work. It is not a very deep evolution, nor is it a very good one since he still does not know how to control himself, although he accepts the help of another person. However, Natasha is given a role that is not appropriate: she acts as if she were his mother, carrying the responsibility that should not be hers.

-*Captain America: Civil War* (2016)

As in the previous case, this film will also include only one scene (2:07:07-2:09:29). Here we begin to see better examples of respectful masculinities. The scene shows how Black Panther forgives his father's murderer: Zemo. This villain had lost his family because of the Avengers' fault, and he was seeking revenge. T'challa (Black Panther), had been looking for his father's killer throughout the story to get revenge but, seeing how Zemo has been consumed by vengeance, he considers it better to control himself, forgive him and let justice do its job. Thus, it is shown that it is not necessary to resolve conflicts through violence, something that is very common in superheroes, and that forgiveness is worth more than revenge, which only consumes you.

-*Black Panther* (2018)

Black Panther is the third black superhero to appear in the MCU (after War Machine and Falcon) and the only one to have his movie. Three scenes are going to be taken from this film although two of them are interrelated. The first one (37:49-40:55) shows Shuri, T'challa's sister,

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as a very independent teenager thanks to her enormous intelligence. She is a scientist working on the development of super-advanced technology. This intelligence and her work are the elements that empower her despite being just a teenager. In the second (1:03:50-1:07:45) and third scenes (1:11:36-1:12:42), T'challa is shown conversing with two characters. In these conversations, he is seen to be sad, angry, and disappointed. He is not afraid to show his emotions. Emotions are the element that gives complexity to the characters, and he does not repress them. This character involves the introduction of new masculinities in the MCU.

-*Captain Marvel* (2019)

Three scenes stand out in this film. The first one (14:05-16:40) displays Carol Danvers' (Captain Marvel) memories where men always underestimated her or discriminated against her because she was a woman. In the second fragment (58:42-1:01:03) Carol is talking to her best friend about the past, which she does not remember because her memory was erased (although she later recovers it), the obstacles they encountered because they were women, being a hero, her female reference and friendship. All these themes are dealt with in a short period of time, which is why they should be dealt with in detail in class. In the last one (1:28:38-1:32:32), Carol's memories are shown again, but this time in full. They show the strength of an empowered woman who manages to stand up against those who underestimated her or discriminated against her for being a woman. These memories manage to give her the strength to escape from the mental prison to which she is subjected. It can be interpreted that this empowerment is what can make women free from their own limits as well as those set by society.

-*Avengers: Endgame* (2019)

This is the penultimate film of the first saga, but it is the end of the "original Avengers". Being the end of most of them, a great evolution is perceived. In addition, from the death of the villain, there is a 5-year gap where the characters develop themselves. Therefore, this film will be the one that occupies most of the proposal. The first relevant scene (20:27-22:08) shows how Captain America leads a mutual-help group for the support of the survivors of the massacre perpetrated by Thanos, where they all share their feelings and how they are overcoming that trauma. One can appreciate an evolution towards a more suitable masculinity compared to when he contained his feelings and relieved himself through violence. This line follows the second fragment (26:23-30:33) where Natasha is shown as the head of the Avengers trying to organize them and trying to solve problems. Now Natasha is a woman of responsibility leading an

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organization of people who are more powerful than her. When Steve enters the room, they begin to talk about their feelings regarding the aftermath of the massacre. In the third selected scene (33:07-36:37) one of the most surprising changes is shown. Tony Stark changes from being a misogynist to being a committed father who puts his family first and does not want to change it for anything. Another surprising evolution occurs in the fourth fragment (36:56-38:03) when a hybrid between Bruce Banner and the Hulk is shown. This being was produced not from the fight between the two, but in reconciliation, being able to control his raging part. Thus, both have been able to complete their evolution. Finally, towards the end of the film is the last scene to be extracted from this film (2:24:55-2:29:18). In it, it shows how all the relevant women of the MCU, even if they have only been supporting characters or have never had a movie of their own, come together to get an item that will wipe out the enemies. This shows the strength and relevance that women have, even if there are few of them, in the outcome of the film, thus saving the universe.

However, in many cases, they do not show situations that affect the characters and that can condition their behavior. For this reason, before watching the film clips, students will be put in context so that they can understand everything and assess their motivations. Spoilers are not a concern for me, since surely most of them have already seen the films and those who haven't are probably not very interested in them. Nevertheless, the aim is to awaken the interest in this type of films in those who did not like them before, if only because of the topics covered in class.

6.3. Objectives

Regarding the objectives of the unit, these will be taken from article 7 of the *Real Decreto 217/2022*. Thus, in this proposal students are expected to be able to:

a) Assume their duties responsibly, to know and exercise their rights with respect for others, practice tolerance, cooperation, and solidarity among individuals and groups, strengthen human rights dialogue as common values of a pluralistic society, and prepare for the exercise of democratic citizenship.

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b) Develop and consolidate habits of discipline, study, and individual and teamwork as a necessary condition for an effective performance of learning tasks and as a means of personal development.

c) To value and respect the difference between sexes and the equality of rights and opportunities between them. Reject stereotypes that discriminate between men and women.

d) Strengthen their affective capacities in all areas of personality and their relationships with others, as well as reject violence, prejudice of any kind, sexist behavior and resolve conflicts peacefully.

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

i) Understand and express themselves in one or more foreign languages in an appropriate manner.

6.4. Key competences

The key competences seek to develop students' skills in specific areas. The competencies covered in the unit will be taken from article 11 of the *Real Decreto 217/2022*, and are:

- Linguistic communication competence. Since it is a foreign language, students are expected to interact either orally or in writing. In order to do so, they must use the knowledge they have in the target language related to the topic being dealt with.

- Digital competence. As the name itself indicates, this competence is about students using the different technological devices available in a responsible way and with the purpose of learning and working.

- Personal, social and learn to learn competence. This competence involves reflecting on oneself in order to achieve personal growth. In addition, it also allows collaborating with peers in a respectful way to achieve a particular goal. And, finally, reflecting on one's own learning and metacognitive processes.

- Civic competence. It seeks that students participate in society respectfully and responsibly and interact with other members of the population adequately.

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- Entrepreneurial competence. It enables students to use the previous knowledge they have, whether it is information, strategies, or methods, to achieve a given objective.

However, the specific competences set out in Annex II of the aforementioned document that are dealt with in the proposal will be set out in the Annexes of this work.

6.5. Basic knowledge (contents)

The basic knowledge responds to what students are expected to acquire upon completion of the unit of work. They are specific to each course and each subject. Therefore, for this work, it is essential to look at the basic knowledge of the fourth year of ESO for the subject of English. Thus, according to the Annex II, corresponding to article 12 of the Real Decreto 217/2022, the contents that are developed in the unit are:

1 Concerning communication:
   - Commonly used communicative functions appropriate to the communicative domain and context: greetings, farewells, and introductions; describing and characterizing people, objects, places, phenomena, and events; setting events in time; placing objects, people, and places in space; requesting and exchanging information on everyday matters; instructions and orders; offer, accept and reject help; propositions or suggestions; partially expressing liking or interest and emotions; narration of past events, describing present situations, and expressing future events; expressing opinion and possibility; simple argumentation; making hypotheses and suppositions; expressing possibility, uncertainty and doubt; rephrasing and summarizing.
   - Contextual models and discourse genres commonly used in the comprehension, production, and co-production of oral, written, and multimodal texts, short and simple, literary and non-literary: characteristics and recognition of the context (participants and situation), expectations generated by the context; organization and structuring according to the genre, textual function, and structure.
   - Commonly used vocabulary of interest to students, relating to personal identification, interpersonal relationships, places and environments, leisure and free time, health and physical activity, daily life, housing, and home, climate and

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natural environment, information and communication technologies, school system and education.

- Learning resources and commonly used information search and selection strategies: dictionaries, reference books, libraries, digital and computer resources, etc.
- Commonly used analog and digital tools for comprehension, oral, written, and multimodal production and co-production; and virtual platforms for educational interaction and collaboration (virtual classrooms, videoconferencing, collaborative digital tools, etc.) for learning, communication, and the development of projects with speakers or learners of the foreign language.

2 Related to reflection on learning
- Commonly used strategies and tools for self-assessment, co-assessment and self-repair, analog and digital, individual and cooperative.

6.6. Temporalization

The unit of work is designed to last 2 weeks and one day since the unit consists of seven sessions and, in each week, there are three classes of the English subject. It is not going to be a very long unit since each session comprises fifty-five minutes of class time. However, it is more than enough time for the development of the activities and for the students to really achieve effective learning on the topic of gender equality.

6.7. Materials

The main materials for the development of this unit of work are the fragments of the films that have been analyzed above. Although they are not real materials, they reflect the idiosyncrasy of society and its evolution. Therefore, although it is fiction, it presents samples of sexism and also the new more egalitarian tendencies. This makes it a good material for the development of a didactic unit on this topic. However, it is not the only thing that will be needed to fulfill it. The teacher will show using electronic devices different elements, such as movie posters, to the

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students for some activities and the students will also need the use of the Internet and ICTs for the development of other activities.

6.8. Methodology

The methodology of this unit of work, as explained in the justification, follows the task-based approach with the intention that students are able to acquire knowledge through the completion of activities and tasks. In this way, learning is not only theoretical but also practical and applicable to real life.

The activities will be carried out both individually and in groups. The reason for doing them in these two ways is that we can test the entrepreneurial capacity of students, promote interpersonal relationships with peers but also intrapersonal relationships with themselves, and collaborate to move forward with a final project. All these elements make the development of the students go beyond the purely academic. In addition, there is a kind of parallelism to superheroes and superheroines who carry out their adventures both individually and in groups to achieve a greater purpose.

6.9. Class development

The first session acts as an introduction to the topic. In the first activity, students divided into groups of six, have to create a group of superheroes and superheroines. They will have to describe their superpowers as well as their personal characteristics and their motivation for being in the group. Afterward, they will give the results to the teacher who will keep them for later. Next, the topic of equality and discrimination will begin. In this activity, there will be a debate among the whole class on how they would define some terms related to the topic. The terms in question would be: feminism, gender-based violence, sexism, gender equality, gender roles, female empowerment, and toxic masculinity. In addition, they will be asked if they consider that gender equality has been achieved. In this way, it will be known if the students are familiar with the topic before starting the unit. This also can be used to introduce these terms in the target language.

Session 2 begins by showing them the posters of five MCU movies: *Iron Man 3*; *Avengers: Endgame; Avengers: Age of Ultron; Captain America: The Winter Soldier; Captain Marvel*.

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The posters will be shown one at a time and, among the whole class, they will have to brainstorm about what these posters evoke in them. To do this they will have to analyze the characters that appear and how they appear. Then, they will be shown the selected films. Thus, the teacher will play clips from five MCU movies. The first, *Iron Man 2*, shows Iron Man sexualizing Natasha, and then drunk at a party. The second, *The Avengers*, shows different scenes of the Avengers: first, Captain America punches a punching bag, and then Bruce Banner turns into the Hulk. The third, *Avengers: Age of Ultron*, shows Natasha trying to calm the Hulk. The fourth, *Captain America: Civil War*, shows T'challa sparing the life of his father's killer. The last one, *Black Panther*, shows T'challa talking to other characters. Students, in the same groups as in the previous session, should identify and analyze whether the behaviors of the characters shown are good or toxic and why. Finally, they will share all the ideas they have extracted. Then, in the next activity, students should act as psychologists by sharing with the whole class advice, solutions, or ways to cope with the problems that could be given to the superheroes who have these harmful behaviors.

The activities of the third session will also be for the groups that they did the first day. In the first one, they will have to look for information about three of the main characters of the first 6 movies of the MCU: Pepper Potts (*Iron Man*), Jane Foster (*Thor*), and Peggy Carter (*Captain America: The First Avenger*). These characters, despite being very important, have not been given the role they deserve, they only play the role of a man's wife. Therefore, students will have to look up the plot of the movies and write a story (about 150 words) where they give them the script they deserve. As this activity requires a lot of research and planning for the writing of the stories, the whole session will be left to them to do it.

The fourth session begins with a group discussion on the forms of female empowerment they can think of. Then they will have to share with the rest of the class the ones they have taken out and they will be written on the board. Students will then be shown clips from four movies (*Black Panther; Captain Marvel; Avengers: Infinity War; Avengers: Endgame*) where women are empowered. Students will have to write short stories (50 words) of how the superheroines that are shown could be empowered in each of the ways they have discussed before watching the movies. As the excerpts last a quarter of an hour and the activity requires planning, they will also be given the full hour to complete it.

Session five will also begin with group work. Students will be offered three characters from the MCU: Captain Marvel, Gamora, and Scarlet Witch. What they have to do is to look for

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information about these characters to relate them to female references or historical events. To make it easier, they will be given an example: Shuri can be related to Hypatia of Alexandria, a woman inventor, and scientist whose intelligence empowered her in a field where it seemed that only men had a place. Once the activity has been completed, the results will be shared with the rest of the class. Next, some clips from *Avengers: Endgame* that had not previously been shown will be displayed. Thus, as this is the last movie of most of the superheroes and superheroines, students will be able to check the evolution of the characters. Therefore, students will have to draw a line on a piece of paper, as a chronological axis, describing the evolution of these five characters: Hulk/Bruce Banner, Captain America, Iron Man, Pepper Potts, and Natasha Romanoff.

Once the characters' story arcs have been completed and the entire unit has been worked on, it is time for the final task. In it, the teacher will place the students in the groups of the first day and will return them the pieces of paper where they created the groups of superheroes and superheroines. From the perspective they now have with the knowledge of the unit, the students will have to modify the team to make it more gender-equal, such as having 3 men and 3 women in the team. Also, they have to describe again who they are, what they are like, and their personal characteristics. But most importantly, they should specify what their role in the team is and their motivation for being part of it. All the time of the session will be used for them to organize and give new nuances to their superheroes and superheroines.

In session 7 each group should present their superheroes and superheroines to the rest of the class. In the presentation, they should include not only a description of them but how they have evolved from the first day until now and why they are an egalitarian group. In the last five minutes of class, the students will individually take a self-evaluation questionnaire to make themselves aware of their learning process.

6.10.   Assessment

The didactic unit will account for 33% of the final grade of the first term, assuming that two other units have been completed beforehand, which are worth the remaining 67%. Of this percentage, 50% will correspond to the grade of the final assignment that the students have to do. The other 50% will be achieved through class participation in the various activities, interest

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and willingness, and group work. The specific evaluation criteria for each session will be included in the Annex.

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Conclusions

This paper offered a didactic proposal for the subject of English as a first foreign language. It sought to work on both the positive and negative elements of Marvel movies in terms of gender equality. All of those scenes can be used in education with the intention that students develop the ability to discern between what seems good and what actually is good. Not everything the heroes do is good, but sometimes it is not easy to see it. This makes it possible to know the negative behaviors that are normalized and to be able to avoid them. The evolution of the characters, at least of those selected for the work, also shows the evolution of society. A society that moves toward feminism allowing, thus, that men who used to solve their problems with violence can now talk about what they feel, and that women who were only a few and sexualized are now the strongest in the Universe (Captain Marvel and Scarlet Witch) and have practically the same importance as men, although there is still a long way to walk. In this way, using the superheroes and superheroines of the MCU can make new and more egalitarian masculinities and female empowerment attractive.

However, in order to offer a certain context to the work that gives it solidity, a search for information on the element that is sought to prevent, gender-based violence, has been carried out. Therefore, the definition of this concept, the causes that provoke it, and the terrible consequences that it entails have been offered. Afterward, the problems of gender-based violence and sexism in the educational environment were discussed, highlighting the main manifestations of these elements in schools. Next, an attempt was made to offer a solution to these manifestations through coeducation, a term that has been considered the means to achieve gender equality. Finally, before the didactic proposal, the benefits of the use of films in foreign language teaching were discussed and the materials, i.e., the films that were to be presented in the unit of work, were analyzed. Thus, the didactic proposal included all the relevant aspects of how to implement the unit in class: the contents to be worked on, the objectives to be achieved, the competences to be developed, the methodology to be applied, the materials to be used, the timing, the development of the unit in the classroom and the assessment of student's learning. Likewise, it has also been contextualized to whom the unit was addressed: the school center, the type of group, and the number of students.

The purpose of this work is to allow students to develop as men and women in a respectful way so that, one day, gender equality can be a reality and discrimination, sexism, and gender-based violence will disappear. In addition, as the unit is developed in English, it is also intended that

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students can develop their proficiency in the target language. With this intention in mind, it seeks to make the most of the superhero movies along with the realization of several activities and tasks in order to achieve all of the above.

In summary, this paper highlights the following aspects:

1.   The great problem that gender-based violence represents for society, not only in countries where women are subordinated to the power of men but even in the most advanced countries where there is still a long way to go. That is why equality must be the priority of societies.

2.   The need to educate future generations seeking to eradicate patriarchy from society in favor of gender equality. To this end, it is important to eliminate discriminatory and sexist behaviors from educational institutions since students live with them every day and could normalize them. In addition, specific teaching on equality and respectful coexistence is necessary to eradicate or prevent gender-based violence.

3.   Films, and in this case superhero movies, can show positive and negative behaviors in terms of gender equality. That is why people should be taught to distinguish those that are harmful in order not to normalize and eliminate them and those that are positive in order to promote them.

4.   The great advantage of using film in foreign language teaching. It is essential that the films are chosen following a careful selection process, taking into account the capabilities and needs of the students, in order to get the most out of the film. Thus, when films are supported by specific activities, they may work on the five linguistic skills improving and developing students' proficiency in the target language.

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Annex: *So, you want to be a real hero/heroine?*

GENERAL CHART

Stage	ESO
Level/Grade	4th
Time	385 minutes

Key Competences	Specific Assessment Criteria
- Digital competence - Linguistic communication competence - Entrepreneurial competence - Personal, social and learn to learn competence - Civic competence	Students will be able to: - Create a new superhero organization from a gender perspective - Collaborate and interact respectfully with other students in English - Develop their critical thinking about gender issues

Specific Competences

- 1.1: Extract the overall meaning and main ideas, and select relevant information from oral, written, and multimodal texts on everyday topics of personal relevance or public interest close to their own experience, expressed clearly and in standard language through a variety of media.

- 1.3: Apply the most appropriate strategies and knowledge in each communicative situation to understand the general meaning, the essential information, and the to understand the most relevant details of texts inferring meanings and interpreting non-verbal elements; and seek, select and manage verified information.

- 2.1: Express orally simple, structured, understandable, coherent texts and appropriate to the communicative situation, on everyday matters, of personal relevance or of public interest close to their own experience, to describe, narrate, argue and inform, in different media, using verbal different media, using verbal and non-verbal resources, as well as strategies of planning, control, compensation, and cooperation.

- 2.2: Write and disseminate medium-length texts with acceptable clarity, coherence, cohesion, correctness, and appropriateness to the proposed communicative situation, the textual typology, and analog and digital tools used, on everyday matters, of personal relevance or common public interest close to their experience, respecting intellectual property rights and avoiding plagiarism.

- 2.3: Apply knowledge and strategies to plan, produce, revise and cooperate in the production of coherent, cohesive texts, appropriate to communicative intentions, contextual characteristics, sociocultural aspects, and

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textual typology, using the most appropriate physical or digital resources according to the task and the needs of the audience or potential reader to whom the text is addressed.

- 3.1: Participate and collaborate actively, through various media, in interactive situations on everyday topics of personal relevance or public interest close to their experience, showing initiative, empathy, and respect for linguistic courtesy and digital etiquette, as well as for the different needs, ideas, concerns, initiatives and motivations of the interlocutors.

- 3.2: Use appropriate strategies for initiating, maintaining, and ending communication, taking and giving the floor, requesting and formulating clarifications and explanations, rephrasing, comparing and contrasting, summarizing, collaborating, debating, problem-solving, and managing challenging situations.

- 4.2: Apply strategies that help build bridges, facilitate communication and serve to explain and simplify texts, concepts, and messages, which are appropriate to communicative intentions, the contextual features, and, textual typology, using physical or digital resources according to the needs of each moment.

- 5.3: Record and reflect on the progress and difficulties in learning the foreign language, selecting the most effective strategies to overcome these difficulties and consolidate their learning, and carrying out activities of planning their own learning, self-assessment, and co-assessment, such as those proposed in the European Language Portfolio (ELP) or a learning diary, making them explicit and sharing them.

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Contents / Basic Knowledge	Assessment
A) Communication:	
A.4. - Commonly used communicative functions appropriate to the communicative domain and context: greetings, farewells, and introductions; describing and characterizing people, objects, places, phenomena, and events; setting events in time; placing objects, people, and places in space; requesting and exchanging information on everyday matters; instructions and orders; offer, accept and reject help; propositions or suggestions; partially expressing liking or interest and emotions; narration of past events, describing present situations, and expressing future events; expressing opinion and possibility; simple argumentation; making hypotheses and suppositions; expressing possibility, uncertainty and doubt; rephrasing and summarizing.	This unit of work counts for 33% of the first term grade. Of this percentage, 50% corresponds to the final task they have to do in groups. The other 50% corresponds to the continuous assessment that implies: - To attend all the sessions. - To have respectful behavior. - To be participative even though some students might not be talkative, they should find a way to do teamwork. - To help other classmates and to accept help from others.
A.5. - Contextual models and discourse genres commonly used in the comprehension, production, and co-production of oral, written, and multimodal texts, short and simple, literary and non-literary: characteristics and recognition of the context (participants and situation), expectations generated by the context; organization and structuring according to the genre, textual function, and structure.	
A.7. - Commonly used vocabulary of interest to students, relating to personal identification, interpersonal relationships, places and environments, leisure and free time, health and physical activity, daily life, housing, and home, climate and natural environment, information and communication technologies, school system and education.	
A.11. - Learning resources and commonly used information search and selection strategies: dictionaries, reference books, libraries, digital and computer resources, etc.	
A.13. - Commonly used analog and digital tools for	

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comprehension, oral, written, and multimodal production and co-production; and virtual platforms for educational interaction and collaboration (virtual classrooms, videoconferencing, collaborative digital tools, etc.) for learning, communication, and the development of projects with speakers or learners of the foreign language.

B) Plurilingualism and reflection on Learning

B.3. - Commonly used strategies and tools for self-assessment, co-assessment and self-repair, analog and digital, individual and cooperative.

Activities		
Session 1 Let's save the world Let's lay the groundwork	Session 2 Take a closer look Too toxic for me When superheroes need help	Session 3 Women of importance
Session 4 Empowerment How to empower	Session 5 Such a good influence Real evolution	Session 6 Supergroup

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Session 7

Supergroup: Time to share your ideas

Self-assessment

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SESSION CHART

Session number 1	
Specific Competences - 2.1 - 2.2 - 2.3 - 3.1	**Specific Assessment Criteria** Students will be able to: 2.1. Talk about the meaning of feminism, gender-based violence, sexism, gender equality, gender roles, female empowerment, and toxic masculinity. 2.2. Write a description of a group of superheroes and superheroines dealing with their characteristics and their roles in the group. 2.3. Cooperate in the production of a text describing a group of superheroes and superheroines. 3.1. Participate actively in the corresponding group to create their group of superheroes and superheroines.

Contents / Basic knowledge

A) Communication:

A.4. - Commonly used communicative functions appropriate to the communicative domain and context: greetings, farewells, and introductions; describing and characterizing people, objects, places, phenomena, and events; setting events in time; placing objects, people, and places in space; requesting and exchanging information on everyday matters; instructions and orders; offer, accept and reject help; propositions or suggestions; partially expressing liking or interest and emotions; narration of past events, describing present situations, and expressing future events; expressing opinion and possibility; simple argumentation; making hypotheses and suppositions; expressing possibility, uncertainty and doubt; rephrasing and summarizing.

A.5. - Contextual models and discourse genres commonly used in the comprehension, production, and co-production of oral, written, and multimodal texts, short and simple, literary and non-literary: characteristics and recognition of the context (participants and situation), expectations.

A.7. - Commonly used vocabulary of interest to students, relating to personal identification, interpersonal relationships, places and environments, leisure and free time, health and physical activity, daily life, housing, and home, climate and natural environment, information and communication technologies, school system and education.

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Activities	Spec. Comp.	Spec. Assess. Crit.	Cont. / B.K.
Let's save the world	**2.2** **2.3** **3.1**	Write a description of a group of superheroes and superheroines dealing with their characteristics and their roles in the group. Cooperate with their classmates in the production of a text describing a group of superheroes and superheroines. Participate actively in the corresponding group to create their group of superheroes and superheroines.	**A.4** **A.5**
Let's lay the groundwork	**2.1**	Talk about the meaning of feminism, gender-based violence, sexism, gender equality, gender roles, female empowerment, and toxic masculinity.	**A.4** **A.7**

ACTIVITY/TASK CHART

Activity/task 1 - session 1		
Title:	Type:	Time:
Let's save the world	Introduction	30 minutes

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Classroom management:	Resources:
Groups of 6 students	Pieces of paper and a pen

Linguistic input:

  Well, folks, as you know, today, we are going to start a new unit. This unit is going to be about how to be a superhero or superheroine. So, we are going to start with a little activity where you have to place yourselves in groups of 6.

[Groups of 6 students are formed]

Good! So now I am going to ask you to create a group of superheroes and superheroines. To do so, you have to describe their superpowers as well as their personal characteristics and their motivation for being in the group. Then, I will collect your teams and we will use them again later on.
So, let's start.

Activity/task 2   - session 1

Title:	Type:	Time:
Let's lay the groundwork	Introduction	25 minutes

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Classroom management:	Resources:
The whole class	No materials needed

Linguistic input:

Perfect! So, now we are going to have a little debate about some terms. I want to know what you think or know about them. The concepts discussed will be feminism, gender-based violence, sexism, gender equality, gender roles, female empowerment, and toxic masculinity.

So let's start with feminism...

[Activity is done]

Finally, before we finish for today, do you consider that gender equality has been achieved?

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SESSION CHART

Session number 2	
Specific Competences	**Specific Assessment Criteria**
- 1.1 - 2.1 - 4.2	Students will be able to: 1.1. Extract the toxic or respectful attitudes from Marvel characters 2.1. Give advice, solutions, or ways to solve toxic traits. 4.2. Interpreting sexism or discriminatory elements in movie posters.

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Contents / Basic knowledge

A) Communication:

A.4. - Commonly used communicative functions appropriate to the communicative domain and context: greetings, farewells, and introductions; describing and characterizing people, objects, places, phenomena, and events; setting events in time; placing objects, people, and places in space; requesting and exchanging information on everyday matters; instructions and orders; offer, accept and reject help; propositions or suggestions; partially expressing liking or interest and emotions; narration of past events, describing present situations, and expressing future events; expressing opinion and possibility; simple argumentation; making hypotheses and suppositions; expressing possibility, uncertainty and doubt; rephrasing and summarizing.

A.7. - Commonly used vocabulary of interest to students, relating to personal identification, interpersonal relationships, places and environments, leisure and free time, health and physical activity, daily life, housing and home, climate and natural environment, information and communication technologies, school system and education.

Activities	Spec. Comp.	Spec. Assess. Crit.	Cont/ B.K.
Take a closer look	4.2	Interpreting sexism or discriminatory elements in movie posters.	A.4

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Too toxic for me	**1.1**	Extract the toxic or respectful attitudes from Marvel characters	**A.7**
When superheroes need help	**2.1**	Give advice, solutions, or ways to solve toxic traits.	**A.4** **A.7**

ACTIVITY/TASK CHART

<u>Activity</u> 1 - <u>session</u> 2		
Title: Take a closer look	Type: Reinforcement	Time: 15 minutes

Classroom management: The whole class	Resources: Projector Posters of five MCU movies: *Iron Man 3*; *Avengers: Endgame; Avengers: Age of Ultron; Captain America: The Winter Soldier; Captain Marvel*.

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Linguistic input:

Good morning!

Today we will start by analyzing some posters of the MCU films. I want you to look at the posters and let's do a brainstorm with the whole class about what these images evoke in you. I want you to analyze the characters that appear and how they appear and say what you think about them.

Ready? So, let's start.

Activity 2   - session 2

Title: Too toxic for me	Type: Reinforcement	Time: 30 minutes

Classroom management: In groups of 6	Resources: Projector Clips of *Iron Man 2, The Avengers, Avengers: Age of Ultron, Captain America: Civil War, Black Panther.*

Linguistic input:

Alright! So now I will display some clips of the Marvel movies. In them, we will see the behavior of some characters. In the groups from the day before, you have to identify and analyze whether the behaviors of the characters shown are good or toxic and why.

Okay? So let's start.

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Activity 3 - session 2		
Title: When superheroes need help	Type: Reinforcement	Time: 10 minutes
Classroom management: The class as a whole		Resources: A blackboard

Linguistic input:

Perfect! Now, I want you to help the superheroes that show toxic traits. So, you have to act as if you were psychologists brainstorming about advice, solutions, or ways to cope with the problems they have shown.

Let's start!

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SESSION CHART

Session number 3	72
Specific Competences - 1.1 - 1.3 - 2.3	**Specific Assessment Criteria** Students will be able to: 1.1. Extract the main elements of the role of 3 MCU characters in their films. 1.3. Search for information on the internet about what three characters do in their movies. 2.3. Write a script for 3 important women characters in the MCU.

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Contents / Basic Knowledge

A) Communication:

A.4. - Commonly used communicative functions appropriate to the communicative domain and context: greetings, farewells, and introductions; describing and characterizing people, objects, places, phenomena, and events; setting events in time; placing objects, people, and places in space; requesting and exchanging information on everyday matters; instructions and orders; offer, accept and reject help; propositions or suggestions; partially expressing liking or interest and emotions; narration of past events, describing present situations, and expressing future events; expressing opinion and possibility; simple argumentation; making hypotheses and suppositions; expressing possibility, uncertainty and doubt; rephrasing and summarizing.

A.5. - Contextual models and discourse genres commonly used in the comprehension, production, and co-production of oral, written, and multimodal texts, short and simple, literary and non-literary: characteristics and recognition of the context (participants and situation), expectations generated by the context; organization and structuring according to the genre, textual function, and structure

A.11. - Learning resources and commonly used information search and selection strategies: dictionaries, reference books, libraries, digital and computer resources, etc.

Activities	Spec. Comp.	Espec. Crit.	Asses.	Cont / B.K.

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1. Women of importance	**1.1** **1.3** **2.3**	Extract the main elements of the role of 3 MCU characters in their films. Search for information on the internet about what three characters do in their movies. Write a script for 3 important women characters of the MCU.	**A.4** **A.5** **A.11**

ACTIVITY/TASK CHART

Activity number 1 - Session number 3		
Title: Women of importance	Type: Reinforcement	Time: 55 minutes

Class management:	Resources:	75
Individually	Electronic devices	
	Pieces of paper and a pen	

Linguistic input:

Good morning! Today I have some questions for you. Do you know who Pepper Potts is? And Jane Foster? And Peggy Carter? They are very important women in the MCU. However, scriptwriters don't give them the importance they have. So, you have to look up information about those characters and the role they have in their films. Why? Because, since the scriptwriters have not managed to give them an important role, you have to write a more important role for them in each story. The stories will have a maximum of 100 words each and it is done individually.

You have all the class to do it. Let's start.

SESSION CHART

Session number 4	

Specific Competences
 	
   - 1.1.
 	
   - 2.3
 	
   - 3.1
	Specific Assessment Criteria
	
	Students will be able to:
	
	1.1. Understand the forms of female empowerment displayed in excerpts from Marvel movies.
	
	2.3. Collaborate with peers to write empowering stories involving superheroines.
	
	3.1. Brainstorm about things that empower women.

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Contents / Basic Knowledge

A) Communication:

A.4. - Commonly used communicative functions appropriate to the communicative domain and context: greetings, farewells, and introductions; describing and characterizing people, objects, places, phenomena, and events; setting events in time; placing objects, people, and places in space; requesting and exchanging information on everyday matters; instructions and orders; offer, accept and reject help; propositions or suggestions; partially expressing liking or interest and emotions; narration of past events, describing present situations, and expressing future events; expressing opinion and possibility; simple argumentation; making hypotheses and suppositions; expressing possibility, uncertainty and doubt; rephrasing and summarizing.

A.5. - Contextual models and discourse genres commonly used in the comprehension, production, and co-production of oral, written, and multimodal texts, short and simple, literary and non-literary: characteristics and recognition of the context (participants and situation), expectations generated by the context; organization and structuring according to the genre, textual function, and structure

A.13. - Commonly used analog and digital tools for comprehension, oral, written, and multimodal production and co-production; and virtual platforms for educational interaction and collaboration (virtual classrooms, videoconferencing, collaborative digital tools, etc.) for learning, communication, and the development of projects with speakers or learners of the foreign language.

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Activities	Spc. Com.	Ass. Crit.	Cont / B.K.
1. Empowerment	**3.1**	Brainstorm about things that empower women.	**A.4**
2. How to empower	**1.1** **2.3**	Understand the forms of female empowerment displayed in excerpts from Marvel movies. Collaborate with peers to write empowering stories involving superheroines.	**A.5** **A.13**

ACTIVITY/TASK CHART

Activity/ task 1	- session number 4	
Title: Empowerment	Type: Reinforcement	Time: 20 min

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Classroom Management:	Materials:
The whole class	A blackboard

Linguistic *Input*:

Good morning, buddies! Today we start with a lot of power. So, I want you to think about different ways a woman can be empowered. Also, it's going to be a class-wide thing, so we're going to brainstorm all the ideas you have and explain why that's empowerment.

Easy, isn't it? So, let's start.

Activity/ task 2   - session number 4

Title:	Type:	Time:
How to empower	Reinforcement	35 minutes

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Classroom Management:	Materials:
Groups of 6	Electronic devices
	A projector: Fragments from *Captain Marvel, Black Panther,* and *Avengers: Endgame*
	Pieces of paper and a pen

Linguistic *Input*:

Good, very good. Now, I'm going to show you fragments where women are empowered in the MCU. What you have to do is write short stories of empowerment, about 50 words, with the ideas that have not been exposed in the clips with the characters that appear in them. Then you will have to present them to the rest of the class.

Okay, so let's go.

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SESSION CHART

Session 5	81
Specific Competences	**Assessment Criteria**
- 1.1 - 1.3 - 2.2 - 3.2	Students will be able to: 1.1. Extract the final personality of the MCU characters. 1.3. Search for information on the Internet about female referents and historical facts. 2.2. Write with clarity the personal evolution of selected MCU characters. 3.2. Explain the relationship between superheroines and historical female referents or historical facts.

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Contents / Basic Knowledge

A. Communication:

A.5. - Contextual models and discourse genres commonly used in the comprehension, production, and co-production of oral, written, and multimodal texts, short and simple, literary and non-literary: characteristics and recognition of the context (participants and situation), expectations generated by the context; organization and structuring according to the genre, textual function, and structure.

A.11. - Learning resources and commonly used information search and selection strategies: dictionaries, reference books, libraries, digital and computer resources, etc.

A.13. - Commonly used analog and digital tools for comprehension, oral, written, and multimodal production and co-production; and virtual platforms for educational interaction and collaboration (virtual classrooms, videoconferencing, collaborative digital tools, etc.) for learning, communication, and the development of projects with speakers or learners of the foreign language.

Activities	Spc. Com.	Ass. Crit.	Cont / B.K.
1. Such a good influence	**1.3** **3.2**	Search for information on the Internet about female referents and historical facts. Explain the relationship between superheroines	**A.11** **A.13**

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		and historical female referents or historical facts.	83
2. Real evolution	**1.1** **2.2**	Extract the final personality of the MCU characters. Write with clarity the personal evolution of selected MCU characters.	**A.5** **A.13**

ACTIVITY/TASK CHART

Activity/ task 1   - session number 5

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Title:	Type:	Time:
Such a good influence	Reinforcement	25 minutes

Classroom Management:	Materials:
Groups of 6	Electronic devices/computers

Linguistic *Input*:

Good morning! Today we will continue with the topic of superheroes and superheroines. Let's start with the first activity. On it you will be given three characters from the MCU: Captain Marvel, Gamora, and Scarlet Witch and you have to look for information about them to relate them to female references or historical events. As I know it may be difficult, I will give you an example: you can relate Shuri to Hypatia of Alexandria, who was an inventor and scientist whose intelligence empowered her in a field where it seemed that only men had a place. Then, all the groups have to share their results with the rest of the class.

Am I making myself clear? Right, so let's start!

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Activity/ task 2	- session number 5	

Title: Real evolution	Type: Reinforcement	Time: 30 minutes

Classroom Management: Groups of 6	Materials: Projector: Fragments from *Avengers: Endgame* Pieces of paper and a pen

Linguistic *Input*:

Good! So now, I will display some clips from *Avengers: Endgame*. As this is the last movie of some characters you will be able to end their evolution in their personalities. So, on a paper, you have to draw a chronological axis describing the evolution of Iron Man, Hulk/Bruce Banner, Captain America, Pepper Potts, and Natasha Romanoff.

Are you ready? Ok.

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SESSION CHART

Session 6	

Specific Competences
 	
    - 1.1
 	
    - 1.3
 	
    - 2.2
 	
    - 3.1
	Assessment Criteria
	
	Students will be able to:
	
	1.1. Extract the non-egalitarian characteristics of the group of superheroes and superheroines they had created.
	
	1.3. Compare the new and old characteristics of the superheroes and superheroines they had created.
	
	2.2. Modify the characteristics of the superheroes and the group to make it more gender-equal.
	
	3.1. Participate actively in the corresponding group to create their group of superheroes and superheroines.

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Contents / Basic Knowledge

    A. Communication:

    A.4. - Commonly used communicative functions appropriate to the communicative domain and context: greetings, farewells, and introductions; describing and characterizing people, objects, places, phenomena, and events; setting events in time; placing objects, people, and places in space; requesting and exchanging information on everyday matters; instructions and orders; offer, accept and reject help; propositions or suggestions; partially expressing liking or interest and emotions; narration of past events, describing present situations, and expressing future events; expressing opinion and possibility; simple argumentation; making hypotheses and suppositions; expressing possibility, uncertainty and doubt; rephrasing and summarizing.

    A.5. - Contextual models and discourse genres commonly used in the comprehension, production, and co-production of oral, written, and multimodal texts, short and simple, literary and non-literary: characteristics and recognition of the context (participants and situation), expectations generated by the context; organization and structuring according to the genre, textual function, and structure.

    A.7. - Commonly used vocabulary of interest to students, relating to personal identification, interpersonal relationships, places and environments, leisure and free time, health and physical activity, daily life, housing and home, climate and natural environment, information and communication technologies, school system and education.

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Activities	Spc. Com.	Ass. Crit.	Cont / B.K.
1. Supergroup	1.1 1.3 2.2 3.1	Extract the non-egalitarian characteristics of the group of superheroes and superheroines they had created. Compare the new and old characteristics of the superheroes and superheroines they had created. Modify the characteristics of the superheroes and the group to make it more gender-equal. Participate actively in the corresponding group to create their group of superheroes and superheroines.	A.4 A.5 A.7

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ACTIVITY/TASK CHART

Final Task - session number 5		
Title: Supergroup	Type: Reinforcement	Time: 55 minutes
Classroom Management: Groups of 6		Materials: The pieces of paper where they wrote their superheroes and superheroines

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Linguistic *Input*:

Hello! The unit is starting to finish so, today, we will prepare the final task, and tomorrow we will present it. For the final task, I am going to give you back the group of superheroes and superheroines that you made on the first day. What I want you to do is describe again who they are, what they are like, and their personal characteristics from the new perspective you have, making the team more gender-equal. You should also include what their new role in the team is and their motivation for being part of it. Tomorrow, you will present them to your classmates.

Ok, so let's start, I know it will be great.

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SESSION CHART

Session 7 (Final Session)	91

Specific Competences
 	
    - 2.1
 	
    - 3.1
 	
    - 5.3
	Assessment Criteria
	
	Students will be able to:
	
	2.1. Explain the characteristics of their group of superheroes and superheroines to the rest of the class.
	
	2.1. Explain the evolution of the group they have created to make it gender-equal.
	
	5.3. Reflect on their progress throughout the unit of work

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Contents / Basic Knowledge

A. Communication:

A.4. - Commonly used communicative functions appropriate to the communicative domain and context: greetings, farewells, and introductions; describing and characterizing people, objects, places, phenomena, and events; setting events in time; placing objects, people, and places in space; requesting and exchanging information on everyday matters; instructions and orders; offer, accept and reject help; propositions or suggestions; partially expressing liking or interest and emotions; narration of past events, describing present situations, and expressing future events; expressing opinion and possibility; simple argumentation; making hypotheses and suppositions; expressing possibility, uncertainty and doubt; rephrasing and summarizing.

A.5. - Contextual models and discourse genres commonly used in the comprehension, production, and co-production of oral, written, and multimodal texts, short and simple, literary and non-literary: characteristics and recognition of the context (participants and situation), expectations generated by the context; organization and structuring according to the genre, textual function, and structure.

A.7. - Commonly used vocabulary of interest to students, relating to personal identification, interpersonal relationships, places and environments, leisure and free time, health and physical activity, daily life, housing and home, climate and natural environment, information and communication technologies, school system and education.

B. Plurilingualism and Reflection on Learning

B.3. - Commonly used strategies and tools for self-assessment, co-assessment and self-repair, analog and digital, individual and cooperative.

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Activities	Spc. Com.	Ass. Crit.	Cont / B.K.
1. Supergroup: Time to share your ideas	**2.1**	Explain the characteristics of their group of superheroes and superheroines to the rest of the class. Explain the evolution of the group they have created to make it gender-equal.	**A.4** **A.5** **A.7**
2. Self-assessment	**5.3**	Reflect on their progress throughout the unit of work.	**B.3**

ACTIVITY/TASK CHART

Activity/task 1 - session 5 (FINAL SESSION)		
Title: Supergroup: Time to share your ideas	Type: Reinforcement	Time: 50 minutes.

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Classroom Management:	Materials:
Groups of 6	The pieces of paper where they wrote their superheroes and superheroines

Linguistic input:

Hello, good morning! Today we finish with our unit of work by presenting your superheroes and superheroines to your classmates. But before that, I will let you finish it in case you need it. In the presentation, you should include not only a description of them but how they have evolved from the first day until now and why they are an egalitarian group.

Okay. Let's do it!

Activity/task 2 - session 7 (FINAL SESSION)

Title:	Type:	Time:
Self-assessment	Reinforcement	5 minutes

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Classroom Management:	Materials:	
Individually	Electronic devices	95

Linguistic input:

You have made great work during this unit! Congratulations! And now, you have to complete a short self-assessment form where there are questions about what you have learned and how you have done it. This form is not only useful for me to know your learning, but also for you to reflect on your own learning.

It is very short. So, do not worry.

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