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How to address coeducation in secondary education: A new proposal based on Bridgerton series.

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Resumen

El feminismo es una posición social que ha dado lugar a diversas opiniones y posturas, tanto positivas y revolucionarias, como negativas y retrógradas. La necesidad de defender el feminismo y de que toda la sociedad luche por él es cada vez más evidente debido al incremento de los problemas sociales, culturales y políticos, como la violencia de género, la discriminación o la brecha salarial. Estos problemas sociales suponen una barrera para alcanzar la igualdad entre los géneros. El objetivo de este análisis es fomentar la coeducación en los institutos a través de una propuesta didáctica que examina la posición de las mujeres en la época de la Regencia, con el fin de que los jóvenes tomen conciencia de esta causa, y lo transmitan y defiendan en sus familias y futuras ocupaciones. De este modo, se dejarán atrás los estereotipos y roles de género arraigados en la sociedad durante siglos.

Palabras clave: coeducación, feminismo, Bridgerton, igualdad, roles de género.

Abstract

Feminism is a social position that has led to various opinions and positions, both positive and revolutionary, as well as negative and retrograde. The need to defend feminism and for the whole of society to fight for it is becoming increasingly evident, due to the increase in social, cultural and political problems, such as gender violence, discrimination or the wage gap. These social problems are a barrier to achieving gender equality. The aim of this paper is to promote coeducation in high schools through a lesson plan that examines the position of women in the Regency period, so that young people become aware of this cause, and transmit and defend it in their families and future occupations. In this manner, the stereotypes and gender roles rooted in society for centuries will be overcome.

Keywords: coeducation, feminism, Bridgerton, equality, gender roles.

INDEX

Introduction	6
1. Justification	8
2. Theoretical Framework	10
2.1. Gender segregation as a form of violence.....	10
2.1.1. Impact of gender segregation.....	12
2.1.2. Types of violence.....	13
2.1.3. Gender-based violence.....	15
2.2. Gender roles and gender stereotypes.....	16
2.2.1. Gender roles and stereotypes.....	16
2.2.2. Leadership in schools.....	18
2.2.3. Social status of women in society.....	19
2.3. Coeducation.....	21
2.3.1. Coeducation in high schools.....	22
2.3.2. Coeducation in the Educational Law.....	24
2.3.3. Emotional component in coeducation.....	25
2.4. TV series as a way of teaching.....	27
2.4.1. TV series in the foreign language.....	29
3. Lesson Plan	31
3.1. Context.....	31
3.2. Methodology.....	33
3.3. Legal framework.....	33
3.4. Planning.....	40
3.5. Evaluation.....	46
4. Conclusion	47
5. References	49
6. Annexes	55

INTRODUCTION

Feminism is a topic that has begun to be addressed in recent years due to the increase in cases of gender violence and inequality. This gives rise to major problems in society, such as ignorance and the position between one side or the other. This is a globalized problem, which is not exclusive to a few countries. Thus, it is necessary to educate in values, tolerance, respect and equality. Including movements such as feminism directly in the contents of the different grades of secondary education is essential. Teachers are in charge of covering these movements directly in their lessons. In this way, education is key to disseminating these values in society.

Through this paper, it is intended to demonstrate the power of coeducation in students and culture by showing the difficulties faced by women in society. First of all, the theoretical framework concerns with topics such as the segregation suffered by women, the types of violence, especially gender-based violence, the gender roles and stereotypes established by tradition that women have to deal with in order to be accepted, and how the current Spanish law, the LOMLOE, highlights the need for coeducation. After basing the paper on several sources, a lesson plan is presented for fourth grade students of a public high school in a rural area, 30 kilometers from the city of Valladolid. This setting has been chosen because rural areas lack resources and therefore, it is necessary to bring these important issues.

The lesson plan is entitled *Gender equality through Bridgerton TV series* as it seeks to make students reflect on gender equality through the series *Bridgerton*, which is set in London in the Regency era at the beginning of the 19th century. The lesson plan is designed for the English subject. This series has been chosen because it portrays how the position of women was at that time as they were objects controlled by men. Women were forced to marry a man too young and were totally dependent on them. Furthermore, it was frowned upon for women to study and become educated as this would make them critical and therefore, independent. In this way, this plan will lead students to reflect on how society has progressed since then, and what still needs to be changed. It will also encourage students to be more critical when watching movies or TV series and analyze other types of situations that they may not have noticed before.

Nowadays, kids and adolescents are surrounded by social networks and media such as television, especially paid platforms like Netflix or Disney+. This has a significant impact on their ideas and behaviors in society, so teachers should guide teenagers to develop critical thinking through these media. This is one of the main reasons why a TV series has been chosen. In this manner, it is appropriate for students to watch series for entertainment and disconnection, but with the idea that everything has a background that must be analyzed to understand how society works, worked or will work.

Ultimately, this paper aims to carve a niche for itself in the world of egalitarian, collaborative and reflective teaching and learning. This will move society forward by creating students who strive for respect and human rights. In order to ensure that this main objective will be extended to the whole of society, the collaboration of the educational center, teachers, families and, above all, the governing bodies is required.

1. Justification

Recognizing that one of the biggest social problems worldwide is gender inequality and what this causes in the same, it is intended that this lesson plan entitled *Gender equality through Bridgerton TV series* can raise awareness among adolescents through English as a first foreign language. It will be utilized a television series available on the Netflix platform called 'Bridgerton' because it is set in a different era, so students could observe how society has advanced and what still needs to be done. A TV series has been included since it is a teaching-learning tool that is ubiquitous in the daily life of adolescents, which will make them become more involved in the activities proposed and the fight for equality. This lesson plan is addressed to the students of the 4th year of ESO of a high school in a small town near Valladolid since it is important that people who live in rural areas also have access to this type of education. In this way, this paper presents a new proposal on how to teach coeducation in secondary education.

As for the structure of this lesson plan, there are six sessions distributed over two weeks of the second trimester. The first two sessions are more related to issues of power, which is held by men, and how this affects women. The next three sessions are more directed to students developing different proposals on how to promote equality in society. Finally, in the sixth session, the students will play a role presenting their created characters. All sessions prioritize communication in the English language, task-based approach, developing critical thinking and collaboration among students. Furthermore, despite being based on a television series, this proposal is expected to be related to real day-to-day situations, as it will broaden their knowledge about feminism, gender roles and stereotypes, problems faced by many women today, among others. This will lead students to support such an important social cause as feminism, and strengthen their arguments when dealing with these issues.

Furthermore, different objectives have been set and defined to focus the project and plan the different activities. The objectives have been divided into two categories, general and specific objectives. The following are three general and six specific objectives:

- a) General objectives:

- To explore the problems faced by women on a social and cultural level and eliminate gender roles and stereotypes established by society.
- To learn about other cultures through a television series.
- To develop the different linguistic skills in English as a first foreign language through a social cause such as feminism.

b) Specific objectives:

- To identify the position of women in society and what difficulties they face regarding gender inequality.
- To construct an equal and accessible education for all students through coeducation activities.
- To become aware of real-life situations regarding gender roles and stereotypes, feminism, gender violence, etc.
- To collaborate with peers to reach agreement on gender equality and develop decision making.
- To develop critical thinking and reflection through activities such as brainstorming, ranking, role-playing, personal opinion, etc.
- To examine how TV series can be a useful tool for teaching and learning processes of a foreign language in secondary education.

As seen above, one of the most relevant objectives of this lesson plan is to coeducate and that the students reflect on how society works in order to find solutions. Therefore, the teacher is in charge of promoting equality in the classroom.

2. Theoretical Framework

During the last few years, society has been full of opinions about feminism, gender violence, gender segregation, coeducation, gender roles and stereotypes. However, many of the people who have addressed these topics have conflated the terms, misunderstanding them. In addition, society has dealt with these topics in a rather superficial way. They only show a merely political position, without investigating its effect on society, and the ideas that adolescents and young people can get about it. In this way, it is essential to bring young people closer to these issues that surround us. As previously said, feminism, gender equality and/or gender violence have been submerged in politics, which has made society to become more divided than ever. Thus, throughout this theoretical framework and this lesson plan, it will be shown the importance and the need to teach coeducation regardless of political or social position. Therefore, topics such as gender segregation, gender roles and stereotypes in schools, coeducation, and how to include these topics in a class will be discussed.

2.1. Gender segregation as a form of violence

To talk about segregation it is necessary to first provide a definition. According to Merriam-Webster Dictionary (n.d., 2a), “segregation is defined as the separation or isolation of a race, class, or ethnic group by enforced or voluntary residence in a restricted area, by barriers to social intercourse, by separate educational facilities, or by other discriminatory means.” This definition explains that segregation can be of any kind and thus, it is a major problem in society because it alienates people and makes them compete to defend one side or the other. In such a way, segregation is considered a form of violence since it defends the exclusion, discrimination and limits the opportunities in any field. It drives people away from their own race and makes them unaware of what the other has to teach. Furthermore, segregation is a form of violence as it can occur in any area of life, such as in laboral, educational, social and cultural spheres.

Considering that segregation can occur in any part of the society, it will have a great impact on civilization as it will make the segregated group of people never be able to raise their voices, and thus, unlimited power will be given to the strong part of the society to dominate the weak one. This will have a negative effect on the culture and history of a country as it will be told only by those who control people, and never by those who are oppressed. This is what happens when we talk about gender segregation. As the Council of

the European Union (2017) states, gender segregation is defined as the grouping of one gender into specific spheres of life, which limits their opportunities in society, education and employment, resulting in wage gaps, reinforcement of gender stereotypes, and limited opportunities for certain jobs. According to Blackburn et al. (2002), gender segregation is related to patriarchy since they state that “men have dominated the positions of power in a society, and although this has been changing there is no country where women have gained equal access to power” (p. 520). With this quote, it can be observed that patriarchy, where the figure of power is the man, is one of the main causes of gender segregation since high positions have always been occupied by men, which has made women self-convince that they have to be separated from men as they are the one who can decide where and how to work. Furthermore, Hartmann (1982), Hamilton (1978), Middleton (1983) and Barratt (1988) (cited in Blackburn et al. 2002) support that “patriarchy is often linked with capitalism and class in the analysis of women’s oppression, as in the argument that men exclude women from the attractive occupations” (pp. 521-522). With these quotes, it can be perceived how women tend to be segregated directly or indirectly by men in power. A recent study made by Guinea-Martin et al. (2018) results in that

at the age of 16, women and men have yet to diverge, and all forms of segregation are at their lowest levels... Hence, their time segregation is also at its minimum value... Only five years later, at the age of 21, many women and men had already sorted themselves into diverging paths. Thus, although approximately one-fifth of the population remained enrolled in full-time education, economic segregation increases to 4 points. (pp. 1002-1003)

Several conclusions can be inferred from this study. First of all, it can be observed that gender segregation becomes more obvious as society moves into adulthood, which is when society starts working. Second and related to the above, it can be noticed that politics and economics intervene in gender segregation since women become more separated as positions are divided into higher and lower positions.

In this way, another type of segregation is being included as we are talking about gender segregation in education. This results in an unequal society full of injustices and limitations for both genders. However, it can be celebrated as an advance in society when analyzing gender equality. For example, in the Real Decreto 217/2022, one of the main

objectives is to promote gender equality, sexual affection education, mutual respect and cooperation in society. This includes prohibiting gender segregation in education since the work of each student will be taken into account equally, regardless of their sex. Nevertheless, Cejas et al. (2018) debate about how gender equality develops in the Spanish educational sphere, claiming that there cannot be discrimination of any type (p. 128). This led them to analyze segregation in schools as there is not always the support of all to overcome this discrimination, and they present that Navarro and Piñas (2017) speak that

in the case of the supporters [of segregation] of a system that guarantees, among other things, the constitutionality of the educational system and therefore there would be no reason not to arrange these schools, in this way, based on our sexist and stereotypical culture, mixed schools seek, even if unintentionally, to maintain the old traditional roles for men and women. On the other hand, according to the detractors [of segregation], we would be in the presence of true discrimination based on sex, which is why they do not agree with segregation (cited in Cejas et al. 2018, pp. 128-129).

Related to segregation in education, it is found segregation on race. An example of this kind of segregation is found in Coomans (2011) who states that teachers have to dedicate a lot of time and attention to addressing cultural differences among students, rather than teaching them the subject itself. As a result of lack of time, it is forgotten that classrooms are also places to learn on the basis of equality and address these issues of segregation. Teachers could feel overwhelmed since they may not have knowledge about the different cultures and ethics, so immigrant students are marginalized from the rest.

2.1.1. Impact of gender segregation

As mentioned before, gender segregation has a destructive effect in society for both genders as it affects education, labor and opportunities for minorities. First of all, according to the Council of the European Union (2017), gender segregation directly results in an increase of poverty and decrease of economic independence since gender segregation is associated with women working in lower-paid occupations. Another reason observed in the Council of the European Union (2017), women's job performance is affected because they are not able to participate as men, and they also tend to face more pressure in order to be paid the same as men, or even less. Moreover, women struggle to combine their work, handle their work and the personal and professional responsibilities that come with it. In addition, the Council of the

European Union (2017) stated that the participation of women in technological and scientific fields will make a more sustainable and environmentally-friendly economic system.

In a study conducted by Acosta-Ballesteros in 2021, the findings show that occupations that should be socially operated by women are compromised by underemployment, creating a great difference with male situations as they do not deal with these issues. With these results, it can be noted that women face the risk of losing their work and that they are not offered adequate working hours. In this manner, women will always be at a disadvantage regarding occupations.

According to the Parliament of Australia (2017), another challenge faced by society as a result of gender segregation is the economic and security of women and their families since segregation forces women to work extra hours and get lower incomes. In addition, this has a direct effect on retirement as part-time or reduced jobs will have an adverse effect on their income making them less financially secure.

2.1.2. Types of violence

As seen previously, segregation is a form of violence against a group depriving it of opportunities or facilities in any sphere of life. In this way, violence and segregation are inherently correlated since segregation leads to thoughts that enable the perpetuation of violence, such as tension, inequality, prejudice, exclusion between the two groups of people. Therefore, people segregated struggle violence of many different types. In the following, we are going to classify the various types of violence in order to determine the ways in which segregation and violence are perceived. According to Krug et al. (2002), there are three main groups in which violence can be categorized: first, self-directed violence (violence that an individual makes upon himself); second, interpersonal violence (violence that makes another person or a small group of people); and third, collective violence (violence that a big group makes to a person or group of people). Furthermore, these authors subdivide these three types of violence into other groups. First, self-directed violence is classified into the following two types: suicidal behavior and self-abuse. Then, interpersonal violence is also formed by these following two types: family and intimate partner violence, such as gender violence or abuse to children; and community violence, referring to rapes or violence in different areas of life. Finally, collective violence is made of three types of violence: social, political and economic.

Of course, as the latter type of violence includes topics more related to leading and influential positions, this type of violence results in wars and serious attacks that may involve an entire country or a large group.

The second type of violence mentioned above, interpersonal violence is going to be discussed in more detail as it is intrinsically related to gender segregation, a point that has been discussed previously. Waters et al. (2005) analyze interpersonal violence into six parts. They present child abuse and neglect, intimate partner violence, sexual violence, workplace violence, youth violence and violence facilitators, such as guns, alcohol, drugs, and gangs. Then, we are going to describe each of them in detail based on the ideas of Waters et al. (2005):

- “Child abuse and neglect” (p. 306): this kind of violence is difficult to measure since the majority of the cases are not registered. In addition, it is said that in high-income countries, the rates of homicide of children are lower than in middle-income countries, and of course than in Africa. Child abuse supposes a great costs for hospitalizations and paediatric care.
- “Intimate partner violence” (p. 307): intimate partner violence is also difficult to regulate because many countries consider it a taboo issue and another point is that many of them are not reported. Intimate partner violence involves high costs for health services regarding psychological help, hospitalizations, etc.
- “Sexual violence” (p. 308): the same that happens with child abuse and intimate partner violence occurs with sexual violence as many cases of rapes are unknown.
- “Workplace violence” (p. 308): this is the form of violence that causes the highest costs as it leads to absenteeism and reduced productivity, since most of the people who suffer it are women under 35 years of age.
- “Youth violence” (p 309): youth violence refers to the violence against people between 10 and 29 years old. It leads to an increase in costs in the legal area.
- “Violence facilitators – Guns, alcohol, drugs, and gangs” (p. 310): it is said that thousands of people die from the use of firearms in the United States, and thus, it is a direct cause of violence. The same happens with alcohol, drugs and

gangs as hospitalized victims revealed that alcohol and drugs were a factor in the occurrence of the violence.

With these ideas in mind, we can observe that violence can happen everywhere. Nevertheless, segregation is an important part of violence as segregated groups, such as many women, do not have the facility to denounce these cases of rape, violence in the workplace, and gender violence. In this way, violence is sometimes hidden and society is not able to see reality. Likewise, gangs tend to be groups of people segregated from the rest of the population, which can lead them to have a life based on violence, since they consume drugs, alcohol or weapons.

2.1.3. Gender-based violence

As we have seen in the previous section on the different types of violence, a large part of violence is directed towards women, for instance, child abuse, intimate partner violence, sexual violence or workplace violence. Consequently, it is necessary to comprehend the term gender-based violence.

Gender-based violence can be defined by the United Nations Population Fund (2020) as

an umbrella term for any harmful act that is perpetrated against a person's will and that is based on socially ascribed differences between males and females. It includes acts that inflict physical, sexual or mental harm or suffering, threats of such acts, coercion, and other deprivations of liberty. (p. 9)

In addition, the United Nations Population Fund (2020) categorize gender-based violence into five types: “sexual violence (...), physical violence (...), emotional violence(...), economic violence (...) and harmful traditional practices (...)” (p. 9). With sexual violence, we refer to sexual assaults, rapes or sexual harassment. Physical violence describes acts as beating. Emotional violence concerns acts that have an impact on the psychological sphere, such as insults, manipulation, humiliation, etc. Economic violence is an abuse that focuses on the restriction of any banking movement, denial of financial resources or labor related issues. Finally, harmful traditional practices refer to customs that include forced child marriage, genital mutilation, domestic violence, etc.

According to Russo & Pirlott (2006), gender-based violence is clearly related to power. Thus, women, who are socially considered weaker than men and more sentimental, tend to occupy positions of subordination to men, and thus, this affects their relationships as workers and employers, marriages, patients and doctors, or athletes and trainers. Moreover, according to Brinson (1992, cited in Russo & Pirlott, 2006), media such as films, and in general television, show rape myths by representing sexual violence against female characters reiterating these beliefs. In accordance with Burt (1980, cited in Russo & Pirlott, 2006), rape myths involve portraying the victim of violence as indiscreet being the victim's responsibility, showing that she wanted to be sexually assaulted, and in case of raping her, she is lying. Furthermore, Groth (1979, cited in Russo & Pirlott, 2006), notes that another rape myth showed in media is that the rapist cannot resist his sexuality since it is a matter of psychology and biology.

2.2. Gender roles and gender stereotypes

According to Blackstone (2003), "gender is constructed in individual, interactional, and structural ways to create environmental constraints and opportunities that usually benefit men more than women" (p. 335). Analyzing this quote, it can be observed that women are negatively shaped by the constructed societal ideas about them. In this way, it is essential to differentiate these two terms: gender roles and stereotypes, in order to avoid a misconception of them.

2.2.1. Gender roles and stereotypes

Blackstone (2003) interprets the term gender roles as "the roles that men and women are expected to occupy based on their sex" (p. 337). This definition reflects the idea that both women and men must comply with certain expectations that society has of them, i.e., these behaviors are not determined by the biological sex, but by the population of a particular culture. For example, society thinks that women should raise their children and take care of the house while men should work to earn money. On the other hand, Blackstone (2003), presents that "gender stereotypes are oversimplified understandings of males and females and

the differences between them” (p. 337). In this way, gender stereotypes are ideas that society has about how people are expected to act based on their gender. Like gender roles, gender stereotypes are associated with a particular culture, society and its tradition. In addition, stereotypes often lead to prejudice because they are usually not accurate. For example, society has the idea that women are sensitive and weak, while men, not being so emotional, anything can affect their emotional part. Furthermore, Blackstone (2003) mentions that people who do not follow the established gender roles tend to seek and create relationships in which there is more empathy and equality between males and females. In this way, through people who do not believe in the gender stereotypes or gender roles established by tradition, society’s thinking can be changed.

These gender stereotypes can be seen through society, and an example in which we can see it clearly are sports. Reimer & Visio (2003, cited in Chalabaev et al., 2013) considers that traditionally sports have been linked to male domain, for example, basketball is considered a masculine sport, while tennis or swimming a neutral category, and dancing or gymnastics a feminine one. Hardin & Greer (2009, cited in Chalabaev et al. 2013) expose that male sports include stereotypes such as aggressiveness, contact or force, while female sports include stereotypes such as expressiveness, elegance or artistry. Another reason linked to these differences in gender in sport is that according to Clément-Guillotín & Fontayne (2011, cited in Chalabaev et al. 2013), when women participate in sports that are socially accepted as masculines, these women tend to have physical masculine characteristics.

Álvarez (1995, p. 59, cited in Extremera & Montero, 2009), include some of the most known stereotypical traits,

Female-feminine	Male-masculine
<ul style="list-style-type: none"> - Spontaneity - Tenderness - Physical weakness - Intuition - Acceptance - Superficiality - Sensitivity - Submissiveness - Passivity - Self-denial - Fickleness - Dependence 	<ul style="list-style-type: none"> - Reason - Violence - Physical strength - Intelligence - Authority - Depth - Entrepreneurial spirit - Dominance - Activity - Nonconformity - Tenacity - Independence

- Little sexual needs	- Strong sexual needs.
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Source: Extremera & Montero (2009, p. 112).

Through this chart, we can observe that men tend to be described with stereotypes that reinforce their superiority over women, while women are described as weak and subordinated. In addition, one of the problems with gender stereotypes is that they are continually repeated.

Regarding gender roles, a way to observe the differences between men and women is the division of household work. According to a study carried out by Rizavi and Sofer (2008), the distribution of housework between men and women is centered 60% or 2/3 for women. This study includes different countries of Europe, including the United Kingdom, France, Sweden, Hungary, Belgium among others. Norway, Finland and Belgium are the most equal countries with regard to the division of domestic work. However, France is the country where we can see more inequality between women and men. In addition, the division of domestic work is as follows: women are in charge of cooking or washing, while men are in charge of repairing. It can be observed a more unequal situation when analyzing child care as women spend much more time with their children than men even if both are working.

2.2.2. Leadership in schools

Having witnessed that gender roles and stereotypes affect all aspects of society, it can also be affirmed that this reaches schools. Ferreira (2017) studied the gender differences when using ICTs. This author concluded that in the use of technologies there are differences in gender. Firstly, he found that when adults sign their children up for ICT classes, it is usually the fathers who do so, since they are the ones who spend the most time using computer games. In addition, this author states that gender differences in ICT use become much more obvious as individuals grow up as males are more interested in computers and how they work. For example, one of the participants said that female teachers tend to always need someone's help to operate a computer. Another participant stated that when a female teacher asks a student for help with something related to technology, the volunteers are usually boys. These differences between genders make females stay in a subordinated situation than males, positioning them in the leader position.

Being a leader and having people subordinated creates relations of power among society. As previously seen, women and men are differentiated when using technologies in schools, being men more interested in this subject. Continuing with this idea of gender positions in schools, we are going to talk in depth about how it affects the type of leadership among students. According to Eagly and Johnson's meta-analysis (1990), the way of leading depends on gender stereotypes. The results of their meta-analysis evidence that women tend to assume leadership in a participative and egalitarian style making the rest of the group contribute, while men affront a more authoritarian and demanding style. In addition, it is said that the participative way in which women take in leadership, will make them gain self-reliance and be accepted by the rest, but since men will not be prejudiced by society, they do not need to change the way they lead. Linked to this idea that women need social support to lead, Eschenbeck et al. (2007) studied the gender differences when coping, and they concluded that girls got a higher score in requesting for social support and problem solving, while boys had a higher score in avoidant coping.

As a result, one of the best places in the school where power relations and gender differences in leadership can be seen is the playground. At the playground, it can be observed how students interact and what places they occupy. In 2003, Boyle et al. studied how children socialize at play, and they could recognize some gender differences when having fun at recess; first of all, they saw that most of the boys were physically active as they played sports while the girls were having conversations while walking. Boyce et al. were also able to observe a group of boys doing "girl" activities, such as talking or walking, but peer acceptance was not very clear. A similar study was carried out by Reimers et al. in 2018, and they came to the conclusion that girls are not as active as boys at recess when there are more boys because the presence of too many boys means that girls do not have enough space to play the same games as boys. Through this idea, we can observe how girls cannot lead in an authoritarian way because they have been taught from an early age that if an area is occupied by boys, they should not complain. Nevertheless, if girls occupy this area, they feel intimidated and therefore, inhibited from doing any activity.

2.2.3. Social status of women in society

eGyanKosh (n.d.) defines status of women as "the position of women vis-à-vis men in the social structure in terms of rights and obligations" (p. 29). In this way, it can be stated that

the status of women in society depends on men. Both genders are affected by society as they are assigned a social position regarding the culture or tradition. Moreover, eGyanKosh (n.d.) presents that the status in society is interconnected with power that an individual has in society. To compare the status of women and men in society, eGyanKosh (n.d.) focused on five main aspects: women's occupation; economic, health, politics and education control; sexual integrity; reproduction; and freedom. Ann Okley (1974, cited in eGyanKosh, n.d.) expresses that during industrialization, women got a lot of rights, but not enough since men completely separated from the housework, women depended on men economically and women had to take care of the house and children, this being her main occupation.

According to Krieger et al. (1997, cited in Bartley et al., 1999), "social stratification has different dimensions: three of the most important of these are social status or prestige, material resources and employment relations and conditions" (p. 100). These three dimensions affect women's life as they have to face the social stratification having in mind the inequality that they tend to suffer. Bartley et al. (1999) stated that the position of women in society has been based on the occupation of her partner following the conventional approach; however, with a more contemporary approach, the individual one, women are classified by their own career. In addition, this study conducted by Bartley et al. (1999) shows the combination of social position and social roles to represent the ideal-typical women: first, we have "the professional single woman" who lives alone and works full-time; the "married woman with children" who is a woman who lives with a employed partner, they have children and she works part-time; then, the "never married lone mother" who is woman who has children and lives without a partner; the "woman with non-employed partner" who lives with children and her partner and she works full-time; then, "previously married 'empty-nester'" who is a divorced or separated woman who does not have children. They concluded that never married women and 'empty nesters' are more likely to be in lower social positions (pp. 103-104).

In 2015, Klingorová & Havlíček directed a study regarding the relationship between the status of women and religion. They concluded that there was a tendency towards increased gender inequality in countries with higher religiousness. Therefore, it can be stated that religion is a form of making women to be in an inferior position to the man. Additionally,

Young (1987, cited in Klingorová & Havlíček, 2015), observed that in every religion the dominant gender is male affecting the organization of societies.

2.3. Coeducation

“Es tiempo de llevar adelante los proyectos de escuela coeducativa; la realidad nos lo está exigiendo” (Subirats, 2010, p. 1). This author shows the need for coeducation in today's society. Furthermore, Subirats (2010) states that we live in a very changing society, which implies a drastic contrast with the past, making people's differences greater. In order to achieve gender equality, education in educational institutions for equality, better known as coeducation, plays a very key role. According to Leiva (2010), coeducation is the entire development of all students, regardless of gender, focusing on the knowledge of the other sex and the mutual enhancement of both. In this way, the position of teachers and how they present the content to the class is crucial. In schools, teachers are the reference figures in charge of transmitting moral values and thoughts about equality. As a result, students will be able to observe possible problems regarding discrimination and know how to work on them.

In 2020, López et al. stated that coeducation is based on six fundamental pillars: recognizing and valuing the achievements of women, offering equal opportunities to both sexes, enabling students to express their own characteristics, allowing students to offer a non-stereotypical perspective based on their sex, being aware of the complex reality that is constantly changing, and promoting ties based on exchange and reciprocal recognition. Furthermore, these authors specified that the main objective of coeducation is to educate in gender equality in order to try to eliminate the inequalities present in society, promoting equality. Leiva (2010) also proposed the same objectives as López et al., stating that coeducation is focused on correcting gender stereotypes in order to develop individual skills without gender being a factor.

In agreement with Leiva (2010), coeducation is decisive in the youth phase as it is during these years, that the individual's personality determinedly develops and their social and moral ideology development is reinforced. Thus, it is necessary that high schools, which include E.S.O. and Bachillerato, focus on coeducation since adolescence is a stage in which students develop their ideals, they develop socially, often meeting new people, the stage of love partners begins and they become aware of what they want to work in the future. As a

consequence, by promoting and working on coeducation in classrooms, students will avoid gender bias, i.e., the stereotypes and roles explained above will be eliminated. In addition, students will feel free to choose any kind of study and therefore, a job that does not follow established gender roles. Nevertheless, this subject that surrounds coeducation in high schools will be explained in detail later.

2.3.1. Coeducation in high schools

After seeing the role that teachers play in coeducation to achieve equality in society, it is important to look at how coeducation takes place in educational institutions, especially in high schools.

As we indicated previously, Leiva (2010) stated that adolescent students develop their personalities based on their ideals. Thus, it is essential that equality is discussed in high schools and it should be treated as one of the main topics. Extremera & Montero (2009) consider that schools know more than anyone else about sexist and stereotypical behaviors since in the classroom and in the playground, students interact resulting in conversations, gender roles, games, etc. According to Vázquez and Álvarez (1990, cited in Extremera & Montero, 2009), who studied about Physical Education in schools, some possible solutions to work on coeducation would be to explain the positive biological and psychological aspects for women of practicing physical activities, and also that girls could plan physical activities so that they could participate as much as men in sports activities. Extremera & Montero (2009) also analyzed coeducation through contents, they claimed the idea of teaching based on tolerance, respect and acceptance, but also to include activities that motivate both girls and boys. Moreover, Contreras (1998, cited in Extremera & Montero, 2009) expressed that to ensure greater integration between boys and girls, and thus, avoid segregation, the groups formed for the different activities should be mixed.

Thus, we ask ourselves the question: how can we approach coeducation in an educational center without it being a problem? This question was answered by Leiva (2010) saying that first of all, teachers must be trained in the gender differences that exist in society, he also said that it is important that all departments of an educational center collaborate so that all include this issue in their assignments, and finally, collaborate with the guidance department since it is the one that through tutorials can reach the students. Nevertheless,

Leiva (2010) considers that this is only the first part because it only involves the educational center. When the center is united for this subject, it is time to educate in values within the classroom, giving rise to tolerance, respect and equality. In this way, both sexes interact through team work dealing with issues of equality, gender differences, gender violence, etc.

After analyzing these ideas, we observe that the studies mentioned above coincide on several points. In the first place, it is important that the teachers themselves know about this subject because if they are not formed, they will not know where and how to direct this topic. Secondly, it is important that both genders interact by proposing different topics in group works so that they can have the same opportunities and feel motivated. Finally, they should be educated in values, since without promoting tolerance and respect, there is no place for coeducation.

Another key aspect is the use of language, which is analyzed by García Meseguer (1988, cited in Alario & Anguita, 1999), claiming that the Spanish language is the means by which we transmit knowledge, and as a result, gender stereotypes. In this way, language can cause young people to grow up with ideas about what a person is like depending on their gender. For example, in tales, we find descriptions such as “the powerful here” and “the hero’s girlfriend.” The same happens with the English language since, despite not having grammatical gender, these descriptions are seen in songs, stories or on television. In addition, Moreno, Amparo (1986, cited in Alario & Anguita, 1999) considers that the educational system has been always transmitting knowledge in a way that divides society since knowledge has always been written by white men.

Browne, Naima & France, Pauline (1988, cited in Alario & Anguita, 1999) declare that boys and girls are described in a different and unequal way by teachers. Boys are described as aggressive, ingenious, restless and immature; while girls are more mature, attentive, calm and obedient. Consequently, teachers have to pay special attention to the manner they speak and how they communicate knowledge since many times, without realizing it, they are reinforcing stereotypes established by society.

2.3.2. Coeducation in the Education Law

Palao Tarrero (2012) studies the main laws that address the issue of equality and therefore, coeducation from the LOGSE to the LOE in Spain. First of all, Palao Tarrero states that the LOGSE (Ley Orgánica de Ordenación General del Sistema Educativo en España) was a more democratic, open-minded and modern law. However, society had lived in times full of inequality between men and women for years, and therefore, it was a long road. However, it was an advance towards coeducation. According to the Organic Law 1/1990 (LOGSE), the first and fundamental objective of education is to provide young people of both sexes, female and male, with a rich education that allows them to shape their own personal identity. This was a breakthrough in society and a first step in making the terms identity and education known.

Then, in 1995, the Organic Law 9/1995 (LOPEG: Ley Orgánica de la Participación, la Evaluación y el Gobierno de centros docentes) was presented, but it was repealed. This law makes no special mention of coeducation or gender equality. However, it does talk about the work that the governing bodies must do in the center, which is to develop the principles and values of the Constitution.

In 2006, the Organic Law 2/2006 (LOE: Ley Orgánica de Educación) was introduced in Spain as the actual educational law. In Chapter I of the LOE, it is found the principles and purposes of education. Here, we can analyze objectives based on coeducation: the quality of education for all students without discrimination based on sex, sexual orientation or sexual identity, equal rights between women and men, or favoring personal freedom, tolerance, equality and overcoming any type of discrimination. These proposals represent an improvement in education, since the importance of non-discrimination is beginning to be discussed in greater depth and that this is a main topic to be dealt with in the educational centers. Non-discrimination cares about any type of segregation, violence, negative attitudes, etc.

In 2013, the new educational law LOMCE or Organic Law 8/2013 was enacted. This law involves some modifications to the LOE, the previous education law, but it also talks about promoting effective equality between men and women, and also includes the prevention of gender violence. Including this remark on gender violence makes the educational centers

show the reality that women had to face. In this way, even if it is mentioned without going into depth, it already implies a change in the mentality of teachers and students.

Finally, the latest education law in effect in Spain is the LOMLOE approved in 2020. The LOMLOE or Organic Law deepens education in equality, as

[it] adopts a gender equality approach through coeducation and promotes at all stages the learning of effective equality of women and men, the prevention of gender violence and respect for affective-sexual diversity, introducing in secondary education the educational and professional orientation of students with an inclusive and non-sexist perspective (LOMLOE, 2020, p. 122871).

This law represents a radical change in education since the term coeducation is introduced for education so that the centers can include it in their activities. In addition, it focuses on the formation of students on sexuality and the prevention of gender violence. The idea of coeducation and equality is represented throughout this educational law, being one of the fundamental pillars for education.

Throughout the Spanish educational laws, it can be seen how, at the beginning, the need for equality was simply mentioned, without specifying it, which was a barrier for the educational centers to educate students on the basis of coeducation. Nevertheless, when the LOMLOE (2020) was published as a modification of the LOE (2006), we can observe a greater specification of equality between men and women, and the concept of coeducation is presented. In addition, by deepening, high schools and especially teachers know how they can direct their activities to coeducate.

2.3.3. Emotional component in coeducation

Something that connects us as a society is emotions. Emotions have been studied over the years in different stages of life. Furthermore, through gender stereotypes, it has been understood throughout history that the emotions of women and men are opposites; for example, a woman is sensitive while a man is aggressive. As a consequence, emotions and coeducation are interrelated. However, Suberviola (2020) differentiate two concepts that may cause confusion: emotional coeducation and emotional education.

As indicated, emotional coeducation and emotional education are not the same concepts since coeducation is a part of education. Therefore, it is essential to define emotional education

a continuous and permanent process that aims to enhance emotional development as an indispensable complement to cognitive development, both constituting the essential elements of the development of the integral personality. To this end, the development of knowledge and skills about emotions is proposed in order to enable the individual to better face the challenges that arise in daily life. All of this is intended to increase personal and social well-being (Bisquerra, 2009, p. 158; cited in Suberviola, 2020, p. 195).

Through this definition, some conclusions can be drawn, such as that with emotional education, society can identify their feelings and how to respond. Thus, this can affect the relationship with others since by comprehending how to deal with these feelings, they can help those around them, being more empathetic and tolerant. Having seen these conclusions, Suberviola (2018, cited in Suberviola, 2020) stated that educational institutions must promote situations that enable the development of the sensitivity of the students, on the basis that education involves both the physical and the psychological, the emotional and the social.

Regarding this idea, it can be deduced that a teacher does not have to teach only contents, but must also include emotions and should take into account the student's personality. As seen before, when talking about how teachers can coeducate, we observed education in values such as respect, tolerance, equality, among others. This is interpreted as emotional education, and therefore, to coeducate in schools, emotional education is necessary. In 2020, Suberviola saw that if educators know how emotional competencies interfere in children's behavior, this would enable a more egalitarian intervention in this regard. In addition, Extremera & Fernández-Berrocal (2003, cited in Suberviola, 2020) stated that women have more difficulties when regulating negative emotions compared with men. In this way, teachers have to pay attention to this, making both girls and boys work on these emotions in one way or another.

Suberviola (2020) affirms that the role of the teacher is the most important point to coeducate since they have to be aware that students are people influenced by their body and their mind, and the teacher should allow them to feel comfortable to give their opinions and to

show their feelings. In addition, Suberviola (2020, pp. 198-199) enlists ten objectives for emotional coeducation:

1. Develop all individual qualities regardless of gender
2. Know how emotions and feelings are developed and learn to express them independently of those established for the different genders by society.
3. Consider activities that develop behaviors of cooperation, empathy and respect towards different genders.
4. Promote a critical attitude in our students against the emotional sexism that is transmitted through language, entertainment, traditions, communication, etc.
5. Accept one's own gender identity, so that each individual can build their own social authenticity from a positive self-concept regardless of gender.
6. Participate in recreational-educational and/or sports, establishing constructive and balanced relationships between men and women.
7. Contribute to the enrichment of students' skills by eliminating the traditional vision of activities for boys and activities for girls.
8. Overcome the resistance to change offered by stereotypes and dominant social models.
9. Avoid relationships of dependency and emotional dominance.
10. Educate for responsible, non-sexist consumption, thus neutralizing the influence of advertising campaigns portrayed by the media.

As has been seen, education is not only based on the teacher explaining content, but she/he must also commit to promoting emotional education so that coeducation can take place in the classroom. As a result, every student will learn to manage their emotions and therefore, to perceive them in others and thus, improve their social relationships. To coeducate, there must be several previously mentioned objectives in mind, which include expressing emotions regardless of gender, accepting oneself and others, cooperating to encourage others, or avoiding sexist attitudes produced by society.

2.4. TV series as a way of teaching

In the educational field, different resources are used and a very common practice is the use of series or films. In addition, the use of audiovisuals is becoming more and more

common since almost all classrooms in educational centers have a digital whiteboard on which to project a TV series, film or video so that the whole class can watch it. Furthermore, introducing series in the classroom can appeal to the interests of students, thus making them more motivated and intrigued. In addition, the use of movies or series in class promotes other types of activities that encourage communication and cooperation among students.

In 2017, Nicolas-Gavilan et al. directed a study regarding the use of television series in teaching and learning. The results they reached were that by using series to teach, the teacher observed it as a practice to improve their way of teaching since it proposed innovative strategies and led them to develop the contents in a different way that could interest and motivate the students. Moreover, by analyzing the characters, they could empathize more with the story that was being told and, therefore, concentrate more on the ideas that they wanted to show. Another point that these authors noted was the change in evaluating as the teacher stated that she always did an exam in which the students learned the contents by heart without reflecting on them, so that they forgot them from one day to the next; however, by using a TV series, she had to change the type of evaluation for a project in which the series was analyzed. In this way, including series in class changes both the way of teaching and learning, since the teacher acquires new knowledge, leading her to implement new techniques and strategies such as continuous evaluation, and for the student, since they go from being a mere spectator to the protagonist of their own learning. Nevertheless, in this study conducted by Nicolas-Gavilan et al. (2017), students found this a very interesting and positive way of learning, but they believe it is important to watch series from countries other than the United States as they are very familiar with this culture.

Nevertheless, there has always been a struggle between using traditional resources, such as literature or translation, and technological resources, such as television series or films. However, Simon Egenfeldt-Nielsen, Jonas Heide Smith, and Susan Pajares Tosca discuss that

an almost instinctive skepticism leveled at new media. ... Many issues factor into the battle for cultural acceptance that most new media must fight. Some are formal, for example, a strong visual basis usually does not help, as this hints that the medium may be one suited for the illiterate; others are social, for instance, the perceived intentions of the producers. Media that are seen as primarily market-driven fare poorly in the quest for acceptance as a culturally valuable activity (2013, 158, cited in Winckler & Huertas-Martín, 2021, p. 21).

As a result, it can be observed how it is frowned upon to use movies and series instead of literature since these resources are seen as mere marketing. Nevertheless, TV series and films are increasingly being used for teaching and learning all kinds of subjects, from learning a foreign to learning physics. Besides, one of the most important reasons to use them is to learn a foreign language and culture, since through TV series students can acquire the language, learn vocabulary, colloquial expressions, culture and history of that country, etc.

2.4.1. TV series in the foreign language

As mentioned above, using TV series in a classroom to teach implies a change in the teacher's methodology and strategies, since it involves other types of activities and evaluation. In addition, the use of audiovisuals in a foreign language class can be a great help in acquiring the language and its own expressions. Moreover, through the foreign language, students can learn about any topic, such as history, culture, religion, mathematics.

A study carried out by Zanon (2006, cited in Sert, 2009) proved the effectiveness of using TV series in the foreign language. She noticed that students communicated more coherently in social situations. In addition, Peres Basanta (1997, cited in Sert, 2009) emphasizes that these types of resources, such as TV series, provide a bridge between the external world and the classroom as they make the activities developed in the classroom relevant for students' real life. As a result, students will feel more interested in the foreign language subject, in this case English language, as they will be acquiring the language rather than learning it. In addition, students can see how useful this is for real life and will be empowered to develop their critical thinking. Nevertheless, Sert (2009) indicates that there are some difficulties when choosing a TV series to teach a foreign language as teachers have to be aware of the linguistic level in the second language of the students, the age, their interests according to the society, and the ideas that are going to be depicted.

Miščin & Miščin (2018) defend the idea of including TV series in English lessons, as a foreign language, since they state that using it to teach English can help students to learn more about the target culture, manners or celebrations since when audiovisual content is involved, it also shows the behaviors of the characters of a given culture. They also remark on

Universidad de Valladolid
Celia Gutiérrez López

the idea that TV series can make students want to learn on their own outside of the classroom because a series may intrigue them and they may want to continue watching it elsewhere. Moreover, according to Berk (2009, cited in Miščin & Miščin, 2018), it is essential to pay attention to different points when including TV series in the classroom as the teacher has to pay attention to choose an appropriate show that adjust to the aim of the class, to think about what type of vocabulary she wants to include, the level of the students in the foreign language, the ideas shown in the video, the length, etc.

In 2022, Rybalka & Herasymenko analyzed TV series as an actual didactic tool when teaching a foreign language claiming that the use of audiovisuals in teaching a foreign language is a source full of knowledge and supports the learning process, inculcates values and broadens the linguistic scopes of the students. Nevertheless, they point out a main disadvantage that is the lack of time to watch a TV series during the class, and this means that students have to watch it at home, but these authors also see it as something positive since each student requires certain repetitions, so they can watch it at home as many times as they need. In addition, Rybalka & Herasymenko (2022) enlist several criteria that a TV series has to fulfill as a didactic tool: it has to be adapted to the group, the teacher has to pay attention to the language level in the foreign language of the students, it has to be relevant to the actual reality, the topic has to be applicable for the students, the teacher has to pay attention to the culture depicted in the series, the topic has to be adequate to the educational stage, it has to represent a real speech with natives, characters can use different accents, students can analyze the dynamics and the situations in which characters are living, the teacher also has to consider the popularity of the series and the series can evoke emotions to make them more real.

Thus, using TV series for foreign language learners to acquire the language is a very useful didactic tool as they have direct contact with native speakers. Moreover, this makes the students more intrigued as the teacher has to make sure that what she uses is useful for real life, and somehow the students can relate it to different aspects of their lives. However, it is important that the language level of the students is taken into account when selecting the TV series, and it has to involve something educational.

3. Lesson plan

3.1. Context

The lesson plan to be explained is entitled *Gender equality through Bridgerton TV series*. To design a lesson plan, it is essential to establish the context in which the center is located, i.e., its surrounding environmental context; the context of the center itself, i.e., its characteristics; and the context of the group to which this plan will be addressed, that is, the educational stage, the grade and the duration.

Regarding the environmental context, the chosen high-school is located in the municipal district of Tordesillas, a town of almost 9,000 inhabitants, a town located 30 kilometers from Valladolid. This high school is located on the outskirts of the town and offers lessons from 1st ESO to 2nd Bachillerato. Being a town central to other small towns, makes it very accessible for everyone. In this way, it is also worth mentioning that this center welcomes hundreds of students from more than thirty small villages near Tordesillas since these villages are too small and do not dispose of a high school. Some of the small villages are Rueda, Pollos, Castronuño, Alaejos or Serrada, among others. According to the PEC (from its Spanish acronym Proyecto Educativo de Centro), it was inaugurated in 2006 and the socioeconomic level of the students they have welcomed since then is very heterogeneous.

In accordance with the context and characteristics of the educational center, it is important to mention that it is a public secondary school that welcomes more than 300 students per year. As mentioned above, it has all the courses of ESO and Bachillerato, with three or four classes per course, except for Bachillerato, where there are two classes per course, one dedicated to the Bachillerato of literacy and arts, and social sciences, and the other dedicated to the Bachillerato of sciences (biology and technology). Having these two Bachillerato options means that students who have studied from 1st to 4th of ESO do not have to change to another center to pursue higher studies. Nevertheless, this high school does not offer any professional degree, so if students do not want to continue with Bachillerato, they will have to move to another center. As for the facilities offered to teachers, there is a department for each subject, i.e. all English teachers can meet in their own room to discuss common issues and agree on what is going to be done for each course. Furthermore, teachers can include technologies in their subjects as there are several rooms with computers. This

means that all students have the same opportunities with acquiring the digital competence since not all students have a cell phone, laptop or tablet.

Considering the context of the group to which this lesson plan will be addressed, it is the 4th grade of ESO. This year has been chosen because it is a group of 25 students in which there are 13 boys and 12 girls, i.e., a good group to deal with gender equality. In addition, this group has the problem that boys and girls are very distant because they do not want to collaborate with each other, i.e., the girls always make groups among themselves and the boys make groups among themselves. The issue of equality and cooperation is being addressed in tutoring hours, but more than one hour a week is needed to make them aware. Moreover, the tutor has assigned this group to be in charge of making posters for March 8, Women's Day, so dealing with these topics will be of great help to them. In this way, the lesson plan will take place in the second trimestre.

Regarding the context of the TV series chosen, *Bridgerton* series depicts the gender roles and stereotypes established by high society in London in the Regency period. In the 19th century, women and men were very different as society treated them in a different manner. For instance, according to Rendall (2004), women and men did not experience society in the same way since women could not contribute to politics. In this way, the roles that males and females play in the series are completely different. This lesson proposal will focus mainly on the female characters as they are very varied and represent all kinds of difficulties of the time. Thus, the main female characters are going to be described. First, Daphne Bridgerton enjoys going to social events to meet her suitors as she wants to find a good husband to have an adult life. In general, Daphne is seen as a woman who has accepted her destiny and the rules of society. She represents the ideal women of that era as she seeks marriage as the only possible choice in life. Secondly, Eloise Bridgerton is very different from her sister Daphne. Eloise does not want to go to social events as she prefers to spend most of her time reading. Moreover, she cannot understand how her sister would want to marry any of her suitors and have children. In this way, Eloise portrays a character that breaks with the rules imposed by society as she does not focus on balls or wealth, and she wants to be an educated woman. Then, Marina Thompson came to the Featherington family to be part of the high society and thus, be able to find a husband who would give her economic stability. Moreover, she was pregnant by a man who had gone to war and therefore, the Featherington family was forcing

her to marry as soon as possible to any suitor. Through this character, it can be observed how pregnancy was considered inappropriate as it means that a woman is not “pure.” Finally, Penelope Featherington is a girl who keeps a big secret as she is Lady Whistledown, a woman who goes against the rules of high society and does not hesitate to show the harsh reality where there are scandals frowned upon by the rest. She looks for independence and education. Through these characters, we see the context of why this series has been chosen and the relationship to gender equality. Each character plays a role in high society and they reflect the reality of being judged by society.

3.2. Methodology

The methodology of this lesson plan is based on the task-based approach since it is intended that the students are placed in the focus of learning, i.e., that they can participate and are not mere spectators. In addition, all activities have a communicative purpose and are part of the final task. Thus, they understand that the sessions have a connection with each other and that they can learn new things from the first to the last day. Another approach adopted is the communicative one since the main objective of this lesson plan is that the students use the foreign language, in this case English, to communicate in a real way with their classmates. Another reason why these two approaches have been chosen is that the students will work in almost all the sessions in small groups that will be formed from the first session. Thanks to the collaborative work, students can interact and find a point of interest for all. Moreover, they have to negotiate meanings and make decisions.

3.3. Legal framework

Since the school is located in Spain and in order to comply with the current educational law in Spain, the objectives, contents and competencies established by the LOMLOE will be followed. In this way, the Real Decreto 217/2022 and the Decreto 39/2022 will be used. In addition, since the subject is English as a first foreign language, the Common European Framework of Reference for Languages will be considered.

In order to carry out a lesson plan that complies with the requirements stated by the Spanish law, the LOMLOE must be taken into account. This states that they must be evaluated by competences and not by contents. Since this lesson plan is going to be implemented in the 4th year of ESO, at a state level we have to take into account the Real

Decreto 217/2022, of March 29th; and at a regional level, since this center is located in Castilla y León, we will take into account the Decreto 39/2022, of September 29th. According to the Common European Framework of Reference for Languages, the linguistic level in the foreign language, in this case English, of the students of 4th of ESO is A2. The Real Decreto 217/2022 will be taken into account when selecting the educational stage objectives found in section 7 (BOE: pp. 8-9) and the transversal contents in section 6.5 (BOE: p. 8). The Decreto 39/2022 will be used to choose the specific competences, to set the grading criteria, the contents (subject contents and syntactic-discursive structures).

The proposed lesson plan theme is *Gender equality through Bridgerton TV series*, which is intended to teach on coeducation and mutual respect. Thereby, it is required to analyze what the law says about coeducation. In the Real Decreto 217/2022, reference is made to coeducation only in two subjects, Economics and Entrepreneurship, and Physical Education. The same happens when analyzing the Decreto 39/2022 as it also only makes reference to the term coeducation in the subjects mentioned above. This presents a problem because subjects such as English, a discipline in which all kinds of topics can be dealt with through the foreign language, are neglected. Nevertheless, through the transversal contents in both decrees, the topic of gender equality is treated as a necessary theme for all subjects. In the Real Decreto 217/2022, it is stated that "without prejudice to its specific treatment, (...) gender equality (...) will be worked on in all subjects (BOE: p. 8). In the Decreto 39/2022, it is established that educational centers will promote (...) the values that support freedom, justice, equality, (...) and the rejection (...) of any type of violence (BOCYL: p. 48860).

3.3.1. Educational stage objectives

Five educational stage objectives have been set for 4th grade students to achieve after implementing this lesson plan entitled *Gender equality through Bridgerton TV series*. To select the stage objectives, it has been made use of the Real Decreto 217/2022.

First of all, it is a) "To assume their duties responsibly, to know and exercise their rights with respect for others, to practice tolerance, cooperation and solidarity among individuals and groups, to practice dialogue, strengthening human rights as common values of a pluralistic society and to prepare for the exercise of democratic citizenship" (BOE: p. 8). This objective has been chosen because before acquiring any content of the subject, it is

essential that everyone works on respect for other people, especially when dealing with a gender equality issue. Secondly, there is the objective c) "To value and respect the difference between sexes and the equality of rights and opportunities between them. Reject stereotypes that involve discrimination between men and women" (BOE: p. 8). This objective is the one that best suits the proposed lesson plan since it is intended that students recognize and work to achieve gender equality. Thirdly, there is objective d) "To strengthen their affective capacities in all areas of their personality and in their relationships with other people, as well as to reject violence, prejudices of any kind, sexist behaviors and to resolve conflicts peacefully" (BOE: p. 8). This objective is necessary since there is a very big division between boys and girls in the class so it is important that they strengthen their relationships. Fourthly, the objective i) "To understand and express oneself in one or more foreign languages in an appropriate manner has been chosen" (BOE: p. 9). This objective is essential since the lesson plan will take place in the English class and the students will have to express themselves in the foreign language English. Finally, objective j) "Know, value and respect the basic aspects of one's own and other people's culture and history, as well as the artistic and cultural heritage" (BOE: p. 9) since students will learn about the Regency period that took place in London in the 19th century, so they will get to know another culture.

3.3.2. Key competences

Key competencies are the skills that students must achieve in order to meet the established educational stage objectives. To select them, the Real Decreto 217/2022 has been considered since they are listed from a) to h) in article 11 (p. 11). The key competences chosen, which are seven of the eight presented to us, are listed below:

a) Literacy competence is present in every session since students must interact and express themselves orally and in writing during all sessions in the foreign language. In addition, this also involves understanding oral and written texts.

b) Plurilingual competence implies that students use the first foreign language, in this case English, to collaborate with their peers, communicate based on their needs and interests, and know how to transfer from one language to another.

d) Digital competence will be included in the lesson plan since students will be able to use computers and the Internet to work on the different activities proposed.

e) Personal, social and learning to learn competence will be developed during all sessions as it is essential that students reflect on the topic being addressed in order to be aware of the unequal situation faced by women.

f) Citizenship competence is aimed at having students analyze real social situations so that they can reflect and make decisions that respect people, culture and democratic values.

g) Entrepreneurship competence is presented so that students can recognize needs and, thus, become aware of and help the environment. In addition, students will work in groups which makes them able to create solutions and cooperate with others.

h) Cultural awareness and expression competence is represented in all the sessions since the student must know how the culture of the 19th century worked and how it has changed until now. In addition, they should be interested in changing the aspects that have not yet improved so that they become involved with the culture.

3.3.3. Specific competences

The specific competencies refer to the skills that students must develop and achieve in the proposed activities related to the subject. To consult the specific competences of each subject, the Decreto 39/2022 should be used since it is the document in force for ESO, and the chosen course has been the 4th year of ESO. The specific competences referring to foreign languages can be found in the BOCYL numbered from one to six (pp. 49252-49255). These competences have been carefully analyzed and chosen in order to develop the activities proposed in the didactic unit. Five of the six competences have been chosen, 1, 2, 3, 4 and 6. The five competences chosen to develop this didactic unit will be presented below.

First of all, there is 1) comprehension, since the student will have to understand and interpret both written and oral texts. These texts will always be adapted to the level of the students since the input will be i+1 in order to be understandable and challenging at the same time. This specific competence is developed in activities such as understanding the teacher's explanations, understanding their classmates when working in groups, reading written texts, and watching and listening to videos in the foreign language. Secondly, 2) expression has been chosen since the student will have to produce oral and written texts. Some of the activities that develop this specific competence are brainstorming, describing characters, or role-playing. Thirdly, there is 3) interaction, that is, the student will work with their peers to develop the different activities since it includes cooperation to deal with different topics. We

find this competence in group work activities such as role-plays, making a poster, sharing information found on the Internet with a partner, etc. Fourth, we have chosen the specific competence of 4) mediation, which involves facilitating the comprehension of messages in written and oral form. In this lesson plan, one of the mediation activities is the jigsaw. Finally, the specific competence 6) culture is developed. Through this competence, it is intended that students analyze and value other cultures and their languages in order to be able to see the similarities and differences so that they can develop values such as respect and tolerance.

3.3.4. Grading criteria

After determining the specific competencies, it is necessary to establish the grading criteria for the different activities proposed. Unlike the specific competences, which are the same for all ESO courses according to the foreign languages section, the grading criteria are different for each year of ESO. The grading criteria, as well as the specific competences, can be found in the Decreto 39/2022. Since the chosen course is 4th year of ESO, the grading criteria can be found in that section (BOCYL: pp. 49287-49289). Nine evaluation criteria have been chosen for the lesson plan.

According to the first specific competence that deals with text comprehension, there are two grading criteria, 1.1. and 1.2. Some examples are these three can do statements: 1.2.1.: The student understands the teacher's oral instructions correctly; 1.1.1.: The student identifies the general meaning of the written and oral text; and 1.1.2.: The student extracts the main ideas of the written text in order to choose the most relevant information. Regarding the second specific competence that focuses on expression, there are one evaluation criteria, 2.4. Some examples are the following can do statements: 2.4.1.: The student orally expresses at least one idea regarding which concepts they would think of regarding women's life in 1800; 2.4.2.: The student orally expresses at least one idea regarding similarities and differences between men and women in the Regency period; and 2.4.3.: The student elaborates a written text describing a character from the series. For the third specific competence that refers to interaction, there are four evaluation criteria: 3.1., 3.2., 3.3. and 3.4. Some examples of can do statements are the following: 3.1.1.: The student orally collaborates with their group to extract the main ideas from the video presented; 3.2.1.: The student works cooperatively on the ranking of six issues that women of the Regency period had to face; 3.3.1.: The student orally elaborates a definition with their group to make their classmates understand it; and 3.4.1.: The

student shares the information found on the Internet to complete the guided information sheet about a character contrasting it with their group. According to the fourth specific competence that is about mediation, there is only one grading criterion, 4.4. The example is the following can do statement: 4.4.1.: The student orally summarizes the text explaining the main ideas to the rest of the group. Finally, the grading criteria in reference to the sixth specific competency is 6.2. An example of a can do statement from this grading criterion is the following: 6.2.2.: The student adapts to the cultural differences and rejects stereotypes of the character created.

Due to these evaluation criteria, the teacher can evaluate the level of the students in a more specific manner, in addition to specifying the objective of the activity. All the ‘can do statements’ used, which total 19, will be listed below:

Session 1
<p>2.4.1.: The student orally expresses at least one idea regarding which concepts they would think of regarding women’s life in 1800.</p> <p>3.3.1.: The student orally elaborates a definition with their group to make their classmates understand it.</p> <p>3.2.1.: The student works cooperatively on the ranking of six issues that women of the Regency period had to face.</p> <p>6.2.1.: The student appreciates the cultural diversity of the Regency period regarding the position of women.</p>
Session 2
<p>2.4.2.: The student orally expresses at least one idea regarding similarities and differences between men and women in the Regency period.</p> <p>3.1.1.: The student orally collaborates with their group to extract the main ideas from the video presented.</p> <p>3.3.2.: The student collaborates orally with their group to perform a role-play.</p>
Session 3
<p>1.2.1.: The student understands the teacher’s oral instructions correctly.</p> <p>3.4.1.: The student shares the information found on the Internet to complete the guided information sheet about a character contrasting it with their group.</p> <p>6.2.2.: The student adapts to the cultural differences and rejects stereotypes of the character created.</p> <p>3.2.2.: The student applies their character’s features to collaborate with their group to create improvements for a fair society.</p>

Session 4
<p>1.2.1.: The student understands the teacher's oral instructions correctly.</p> <p>1.1.1.: The student identifies the general meaning of the written and oral text.</p> <p>2.4.3.: The student elaborates a written text describing a character from the series.</p> <p>4.4.1.: The student orally summarizes the text explaining the main ideas to the rest of the group.</p>
Session 5
<p>1.2.1.: The student understands the teacher's oral instructions correctly.</p> <p>1.1.2.: The student extracts the main ideas of the written text in order to choose the most relevant information.</p> <p>3.4.2.: The student makes a poster with their group using the Internet to show the problems that a character suffers as a woman.</p> <p>6.2.1.: The student appreciates the cultural diversity of the Regency period regarding the position of women.</p>
Session 6
<p>1.2.1.: The student understands the teacher's oral instructions correctly.</p> <p>3.2.2.: The student applies their character's features to collaborate with their group to create improvements for a fair society.</p> <p>3.3.3. The student interviews/answers other groups about their experience as characters and how they created their project.</p> <p>2.4.4.: The student answers the questions proposed by the teacher.</p> <p>2.4.5.: The student rates and reflects on their own expressing their opinion.</p> <p>6.2.2.: The student adapts to the cultural differences and rejects stereotypes of the character created.</p>

3.3.5. Contents

Following the contents to be included in the foreign language in the 4th grade, it can be found three sections: communication (A), plurilingualism (B) and interculturality (C), from which different points have been chosen for the didactic unit. The contents are also listed in the Decreto 39/2022 (BOCYL: pp. 49289-49291). In this section, we are going to deal with the subject contents, the syntactic-discursive structures and the transversal contents.

According to A. Communication contents, three items have been selected: 3, 6 and 15, which read as follows:

- 3: Communicative functions of everyday use appropriate to the communicative environment and context: expressing opinion.

- 6: Everyday used vocabulary of interest to students related to personal identity, interpersonal relationships
- 15: Learning resources and commonly used strategies to search and select information: digital resources and online dictionaries.

Continuing with section B. Plurilingualism, one item, 3, has been chosen, that states as follows:

- 3: Commonly used strategies and tools for self-evaluation, co-evaluation, individual and cooperative evaluation.

Finally, with section C. Interculturality, it has been selected two items: 1 and 3 that read as follows:

- 1: The foreign language as a means of interpersonal and international communication, source of information, and a tool for social participation and personal enrichment.
- 3: Sociocultural and sociolinguistic aspects of everyday life, living conditions and interpersonal relationships; social conventions and values of the countries where the foreign language is spoken.

Regarding the syntactic-discourse structures referring to the English language (BOCYL: pp. 49294-49296), two points have been selected, 2 and 14, which will be dealt with throughout the sessions. Item 2 is “Describe people, objects, places, phenomena and events: Be and have (got), Present simple/present continuous, demonstratives, personal pronouns, determiners and possessive pronouns.” Item 14 is “Expressing opinion: I think, in my opinion, from my point of view, etc.”

In accordance with the transversal contents to be dealt with throughout the sessions, both the Decreto 39/2022 and Real Decreto 217/2022 have been used. Regarding the Real Decreto 217/2022, the chosen content concerns the “Emotional and values education and gender equality” (BOE: Article 6.5., p. 8). Another transversal content was taken from the Decreto 39/2022 that says “To promote the values that underpin freedom, justice, equality, respect for human rights and the rule of law” (BOCYL: Article 10. p. 48860).

3.4. Planning

This lesson plan entitled *Gender equality through Bridgerton TV series* is aimed at 4th ESO and is designed for 2 weeks, which is equivalent to six sessions of 50 minutes each. The purpose of this lesson plan is to teach coeducation, so it has been chosen a series, Bridgerton, Universidad de Valladolid
Celia Gutiérrez López

in which women were valued for their physical qualities, their social class, their lives depended on men and they were forced to marry, among other issues. Through this, it is intended to raise awareness of the problems faced by women.

3.4.1. Learning situations

This didactic unit is organized into two learning situations and a final task in the sixth session. According to the Decreto 39/2022, learning situations are presented in the educational, personal, social and professional fields, and are based on the fact that students must face real situations (BOCYL: p. 49251). The first two sessions constitute the first learning situation called “Relationship between power and gender in society,” while the next three sessions form the second learning situation “Promoting equality in society.” Finally, in the sixth session, the students are going to have to perform a final task entitled “Presenting to society” in which the students will do a role-play.

3.4.2. Sessions and activities

As mentioned above, the didactic unit will consist of six sessions. All sessions will take place in the classroom, except for session 3, which will take place in the computer room. In addition, every session will last 50 minutes. All sessions will have a minimum of three activities and a maximum of four activities.

According to the first session, it will have four activities. We will start with a brainstorming as an introductory activity in which the students propose an idea according to the following question: “What do you think women's life was like in 1800 in London?” This activity will last around 10 minutes. Then, there will be two reinforcement activities which will be made in groups of five (five groups of five students). The groups will be made by the teacher paying attention to the different linguistic levels in the second language of the students, that is, trying to mix the different levels, also paying attention to the personal relationships between them; and of course, the groups will be made so that each group consists of girls and boys so that they can share opinions and promote gender equality. The first one consists of the teacher giving the students six expressions about Bridgerton TV series, such as arranged marriages or economic dependence, and they have to create a definition for each. Then, each group will read a definition out loud and the rest will have to guess what concept it is. This activity is designed to take 20 minutes. The second consists of

having the students make a ranking of these concepts in which the first one is the most problematic for women's lives and the last one is the least problematic. Afterwards, they will have to explain the reasons for their choice and their opinion. The time for this activity is 15 minutes. Finally, there will be a closing activity in which the teacher will make a brief summary of what has been seen and if there are any doubts, they will be asked. This activity will take the final 5 minutes.

Regarding the second session, it will also have four activities. We will open the session with a brainstorming activity in which students will be asked the question "What do you think are some differences between men and women in the Regency era in 1800?" This activity is designed to last 10 minutes. Then, there will be two reinforcement activities. The first one consists of showing two videos of how some of the female protagonists have to debut in society in order to attract attention so that they can get married and how a man tries to abuse Daphne. After watching the videos, students in their groups of five should discuss why women are considered objects in these videos. This activity will last around 20 minutes as 6 minutes are for the videos; then, 8 minutes for the students to put their ideas in common as they will work in groups, and finally, 6 minutes to comment out loud their ideas with the rest of the class. As for the second reinforcement activity, the students will stay in their groups and each member of the group will have a role, for example, one will be the lady who wants to be desired, another a rich prince who thinks that anyone would want to marry him, another a mother who is demanding of her daughter, etc. The teacher will tell them a situation and they have to act as if they were in that situation, for example, act as if you were in the Queen's Ball. The teacher is going to give 15 minutes for this activity, 8 minutes for the preparation and 7 for the role-play itself. The last 5 minutes are dedicated to a closing activity where a summary of what has been seen so far will be made.

Continuing with the third session, which is the first session of the second learning situation, it also has four activities. First, as an introductory activity, the teacher will present a character created by her in which she includes her character's name, age, personality, hobbies, her family's economic situation, the role she plays in the family, educational background, etc. This introductory activity will last 8 minutes. Afterwards, two reinforcement activities will be presented. In the first, the students will have to individually create a character that fits the series using the Internet. This activity is thought to be 17 minutes. In the second activity, they

will have to get into their groups of five, and have their individual characters collaborate with the group to create a project that suits the era and helps to improve the position of women in society. As this activity has to be completed in groups, it will last 20 minutes. Finally, the session will end with a closing activity in which the teacher gives a brief summary of what they have seen so far in 5 minutes.

As for the fourth session, the teacher will begin with an introductory activity in which she will summarize everything seen previously in 5 minutes. Then, there will be two reinforcement activities. As for the first one, the students will watch a video presenting how one of the female characters of Bridgerton series acts. The students will also have the text transcribed so that they can analyze it more closely. In their groups of five, they will have to make a description of that character. The teacher will dedicate 20 minutes for this activity: 2 minutes to watch the video and 18 minutes to read the transcript and to write a brief description in groups. As for the second reinforcement activity, the students will make a jigsaw; they will form their groups of five and will be given a text fragment that they will read and then give back to the teacher; then, the groups will be remixed so that they can find the correct structure of the text. This activity will last 20 minutes: 2 minutes to read their part of the text, 12 minutes to explain the text to the rest of the groups to put the text in order and 6 minutes to correct it out loud with the teacher. Finally, there will be a five minute closing activity that will summarize the most important points of the session.

As the last session of the second learning situation, the fifth session consists of four activities. The first one is introductory with a brief summary of what will be done. It will be very brief and will last 5 minutes. For the two reinforcement activities, the students will be put into their groups of five. For the first one, each group will be given a text with different descriptions of female Bridgerton characters to read and choose one. The teacher will give them 10 minutes to read all the descriptions and choose one. When they have chosen a character, the second reinforcement activity will take place, which is to make a mini-poster on a poster board showing the main ideas of the chosen character, i.e., the problems she faces in society, her hobbies, etc. Then, they will expose it in a very brief way and each group will vote for their favorite. They will have 30 minutes to do the poster, to present them and to vote for the best. For the last 5 minutes, there will be a closing activity in which the teacher will summarize the session of what has been seen and what they will do in the final task.

To complete the lesson plan, the sixth session takes place, which is mainly made up of a final task, which is a role-play. As an introductory activity, the teacher is going to recall everything seen in these two weeks, remember important points and the most significant tasks they have done such as character descriptions, creating a character, creating a collaborative project, etc. This will take the first 5 minutes of the session. Afterwards, the teacher will start with the reinforcement activity. She will start explaining what it is about since they are going to present their characters as if they were presenting themselves in society. In addition, this presentation will be done in groups since they will also have to explain their project as a group. Then, the teacher will give them 17 minutes to prepare it. When they have everything ready, the groups will go in front of the class to do the role-play. Furthermore, the teacher will ask questions to all the groups and they will have to reach an agreement to answer. This part of the final task will last around 20 minutes. Finally, as a closing activity, the students will do a self-evaluation in the last 8 minutes and the teacher will give them some general feedback regarding their performance in the lesson plan.

3.4.3. Resources

In order to carry out the lesson plan, different resources are needed, both from the high school and from the students', as well as those provided by the teacher.

As for those provided by the high school, a class is required, which will be the one in which the students normally have class. In this classroom, there will be individual tables and chairs that can be moved easily to work in groups, as well as enough space for them to work in groups without disturbing the rest of the groups. It is also necessary for the class to have a traditional blackboard to write down key words, activity times, etc. Along with this board, a screen and projector are also needed as the teacher will show videos, resources she brings, etc. Leaving the usual classroom, the computer room will also be used for the third session as each student needs an individual computer to complete the activities. Besides, for the fifth session, students will also need internet access to complete their mini-poster, but since they will be working in groups, the high-school will lend a tablet for each group, so they can stay in their regular classroom. In addition, if necessary, students will be able to use the computer intended for the use of the teacher who is in the classroom.

As for the material that students should bring, they will only need to buy one poster board per group for the fifth session. As for the materials brought by the teacher, she will bring worksheets for the students to complete and carry out the activities presented, for example, slips of paper with the role to be played in the second session, the templates to create a character and a project in the third session, the jigsaw in the fourth session, the descriptions of the female characters in the fifth session, or the self-evaluation in the sixth session.

3.4.4. Classroom management and measures for treating diversity

As previously mentioned, there are 25 students in this 4th ESO classroom and for some activities they will have to work individually, and for others in groups that the teacher will form. The teacher will choose the groups paying attention to the different linguistic levels in the foreign language and the personal relationships among them. In this way, the groups will be able to work better than if they are made randomly. There will be five groups of five students each. Moreover, to create the groups, the teacher will pay special attention to grouping boys with girls so that they can share their thoughts according to feminism and the ideas proposed in the different activities. Thus, the resolution of conflicts will be promoted from the point of view of tolerance, equality and respect, as well as improving their relationships as a class. Some of the activities that will be done as a group will be the two reinforcement sessions from lessons one, two, four and five; the second reinforcement activity of the third session, and the final task of the sixth session. As seen, group work will be prioritized. Furthermore, the students will always work in the same groups, except for the jigsaw, when redoing the groups to find the correct order of the text, they will have to change groups.

The classroom management is also important to address diversity since in this class, there is a student with hearing problems and a student with reduced mobility. So that the student with hearing problems does not have difficulties when carrying out the activities, he will always be in the front row, and when working in a group, there will be more distance between this group and the rest so that the background noise does not bother him. Additionally, when watching videos, subtitles will be added so that he can follow at the same pace. For the student with reduced mobility, for group work, she will not move from her seat, that is, the group will go to her work area. Furthermore, when we have to move to the

computer room, there will be no problem since that room is on the same floor as the classroom, and the teacher will help her move her belongings. For the final task, the students will have to stand in the teacher's area to role-play, but this student will be allowed to sit in a chair.

3.5. Evaluation

The evaluation implies an improvement in the teaching-learning process and therefore, it will be continuous, since every day the teacher will take notes of how the students work individually and how the different groups work; it will also be formative, that is, the teacher will provide feedback to the students guiding them in the activities that are carried out, so that they can improve their learning process; and finally, it will be integrative, that is, through this evaluation, the established objectives and competencies will be evaluated.

The following three types of evaluation have been differentiated in this lesson plan: daily evaluation, final evaluation and self-evaluation. Regarding daily evaluation, the teacher has a checklist with the names of all students and items such as participation, group collaboration, class behavior, creativity, among others. In this way, the teacher will be able to observe how the students behave when facing different types of activities, in order to see how each type of activity works. For the final evaluation, there will be a rubric which is divided horizontally into four can do statements that will be graded vertically in four sections from 1 to 4, with 1 indicating the lowest grade and 4 the highest. The four can do statements that are in the rubric are the following: 3.2.2.: The student applies their character's features to collaborate with their group to create improvements for a fair society; 2.4.4.: The student answers the questions proposed by the teacher; 3.3.3. The student interviews/answers other groups about their experience as characters and how they created their project; and 6.2.2.: The student adapts to the cultural differences and rejects stereotypes of the character created. The first three can do statements are more objective so they will count 30% while the last one will count 10%. This lesson plan will represent the 20% in the final evaluation of the second trimester. Finally, according to self-evaluation, the students will evaluate themselves in the final session, so they can reflect on their own learning.

4. CONCLUSIONS

After dealing with different issues faced by women in society through time such as segregation, roles and stereotypes established by tradition, and the role of coeducation in high schools and in the Spanish Educational Law, the need and urgency of addressing coeducation in a straightforward manner is evident. To this end, this paper presents a lesson plan for students in the 4th year of ESO, based on reflecting on the position of women in society and how to solve these problems. Furthermore, a television series, *Bridgerton*, available on the Netflix pay platform has been used. This series portrays the life of high society in London, and emphasizes what the role of women was like in the Regency era (1813-1825). *Bridgerton* series shows different female characters and the role they must fulfill in society, for example, one of the *Bridgerton* sisters, Eloise, is not willing to follow the path of the rest, i.e., she does not intend to marry just anyone and give up her education. In this way, women play a leading role and it is necessary to reflect on the practices that were carried out in the past and compare them with the present.

The designed lesson plan, entitled *Gender equality through Bridgerton TV series*, is intended to be carried out in a public educational center that is located in a small town, Tordesillas, 30 kilometers from the city of Valladolid. It is interesting to deal with topics such as the position of women, feminism, gender roles or stereotypes, in centers in rural areas since there are often not so many resources and information on these topics, which would change their mentalities and therefore, their tradition. Furthermore, this high school welcomes numerous students from smaller towns surrounding Tordesillas, making it even more useful to reach more remote and isolated areas. This plan will be carried out in six sessions of the English course in the second trimester, which is equivalent to two weeks of the academic year. This trimester has been chosen to coincide with Women's Day so that fourth graders can learn about and defend different subjects.

Since this lesson plan has not been implemented, no exact conclusions can be drawn. Nevertheless, the type of activities proposed focus on the student's position by making them more participative and collaborate in an active way with their peers. In addition, reflection, creativity and self-evaluation are encouraged as the teacher acts as facilitator and guide. In addition, it can be assured that students will achieve very positive knowledge as they will reflect on the position of women, which will make them more respectful, tolerant and always

seek equality of both genders. This project represents a breakthrough in society since English classes usually deal with more linguistic issues and never with the topic of equality. Thanks to this type of plan, students are more aware of how society acts, the progress that has been made and the progress that still needs to be made.

Another key aspect for this lesson plan to work is that everything needs to be adapted to the language level of the students' first foreign language, English, in order for them to be successful and challenging at the same time. These types of activities will improve their critical thinking, not only helping them to improve their level in English, but also in any area of their life, especially in the social, political and cultural spheres.

By coeducating, we are exposing many benefits; we are fighting for all students to have equal opportunities in academics and in any aspect of life. Besides, through this lesson plan, we have observed how women could not study and how that made them dependent on men. We have also made respect and tolerance prevail in the classroom, improving social relations between both genders as girls and boys tend to be separated. Another benefit is that traditional stereotypes and gender roles established by culture and society are avoided.

Little by little, with the collaboration of all teachers and the high school itself, this type of plan can be implemented, making it an everyday issue that everyone must fight for. Since we teachers work in an educational center, our main role is to educate, mainly in values that defend equity and equality. Moreover, through this type of activities, students can share personal or other people's experiences related to these topics, which will make everyone aware of different situations they go through, showing real issues and therefore, making everyone go deeper into it.

In the future, this didactic unit could help foreign language learners, future teachers and teachers. For people who want to learn the English language, this plan can enhance their knowledge as they can do it in an autonomous way and choose a series of their choice. As for future teachers and professors, this plan can inspire them to deal with issues related to coeducation. Moreover, since it is based on a television series, it is much more accessible and can allow them to analyze it from other points of view.

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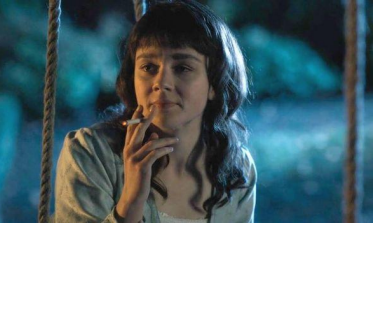
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6. Annexes

Session 1 — Activities 2 and 3: Define and classify the following expressions

		
Arranged marriages	Limited education	Physical appearance
		
Women's chores	Economic dependence	Social rules

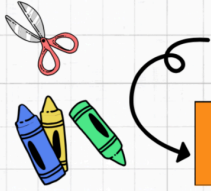
Session 2 – Activity 2: Watch the following videos

<https://www.youtube.com/watch?v=Spzm4ZSjzsM>

<https://www.youtube.com/watch?v=AQCCjhyaMFU>

Session 2 – Activity 3: Choose a role

CHOOSE A ROLE



	1ST CHARACTER	2ND CHARACTER	3RD CHARACTER	4TH CHARACTER	5TH CHARACTER
FEATURE 1	Rebellious daughter	Prince	Obedient daughter	Demanding mother	Rebellious daughter's best friend
FEATURE 2	Desire of being independent	Manipulative	Beautiful	Widow	Desire of economic independence
FEATURE 3	Being educated	Rich	Wants to get married	Caring for her children's future	Loves writing
FEATURE 4	Fights for gender equality	Wants to get married	Desire of create a family	Wants her daughters to marry	Wants to find true love

Session 3 – Activity 1: Introductory character



Name: Alice
Age: 17 years old
Gender: Female
Class: Lower class

PERSONALITY

- REBELLIOUS
- INTELLIGENT
- INDEPENDENT

CHARACTER GOALS

- She wants to achieve gender equality.
- To be recognized as a writer.
- Leaving class differences behind.
- She dreams of going to college

BACKGROUND

- She lives in the slums of London.
- She lives in a small apartment with her family.
- She works taking care of children.

HOBBIES

- Reading
- Writing poems
- Activist to promote empowerment for women
- Teacher

RELATIONSHIPS

- The whole neighborhood loves her.
- She falls in love with a high-society boy.
- He helps her financially.

CHALLENGES

- She is persecuted for bringing together and teaching women.
- High society rejects her.
- Her poems do not become famous as she does not have resources.

Session 3 – Activity 2: Create a character

The worksheet is a light beige rectangular form. At the top left is a white-bordered square placeholder for a character's photo. To its right is a rounded rectangular box containing the following labels: "Name:", "Age:", "Gender:", and "Class:". Below these are six more rounded rectangular boxes arranged in two columns. The left column contains "PERSONALITY" (with three dots), "CHARACTER GOALS" (with four dots), and "BACKGROUND" (with three dots). The right column contains "HOBBIES" (with four dots), "RELATIONSHIPS" (with three dots), and "CHALLENGES" (with three dots).

Women's empowerment

Focus of your project

Choose one:

- Economy
- Education
- Health
- Employment

Main objectives:

-
-
-

Challenges:

-
-
-

Resources to reach audience:

-
-
-

Activities for your project:

-
-
-

Names:

Session 4 – Activity 2: Watch the video about Eloise

<https://www.youtube.com/watch?v=p9ph7keo6fM>

Eloise's video

- Eloise: If one of you utters a single word...Let us get this over with.
- Eloise: I cannot think of any cleverer way to say this, but no.
- Eloise: Uh, it is a delightful ball, Your Majesty. Very diamond-y. Though, I must admit, I am more of an emerald person myself.
- Eloise: Do I really wish to know? Do not answer that.
- Francesca: Oh, come and see the baby, Eloise. – Eloise: Why? has he changed since I saw him last?
- Colin: Do not mind your Auntie Eloise. She's too busy reading to notice anything else, as usual. Is it not nape time? – Eloise: Perhaps Uncle Colin will lull you to sleep with his many, many tales from his travels.
- A woman: I may have an opening. – Eloise: I would rather die.
- A man: May I have the honor? – Eloise: Oh what?
- Kate: Can I ask you something, Miss Eloise? – Eloise: Did I purposely make the third wicket two inches narrower than last year? Yes, I did.
- Eloise: Not even a little excited to see me, then?
- Eloise: Oh, I do hope so. It'll be a boon to have another intelligent woman in the house. – Benedict: Another? Mm. You're over counting.
- Kate: There seems to be no place in society for us, except at the edge of things. – Eloise: That rather seems to be society's flaw, not a woman's.
- Anthony: I thought you ladies were taught to dance. – Eloise: I thought you gentlemen capable of worthwhile conversation. How sad both of our hopes were dashed.
- Eloise: Have you a pencil? Nevermind. You may borrow mine.

Session 4 – Activity 2: Describe Eloise

NAMES: _____ DATE: _____

DESCRIBE ELOISE



Session 4 – Activity 3: Jigsaw

E.

Evelyn is a young woman who belongs to a high-society family. Her mother is desperate all day long to get Evelyn to prepare herself for her debut and get a husband. Nevertheless, Evelyn prefers to ride horses, read by the river and enjoy her youth. Her siblings criticize her and warn her that she will never be an important woman unless she marries. Meanwhile, she travels in her thoughts, dreaming of one day being a famous writer who fights for women's rights.

C.

One day, while her family was having fun at the big ball, she decided to leave the house with her mare Lady, and run away to a poor neighborhood several miles away. Evelyn was determined to get to know that neighborhood and be able to financially help women who wanted to become educated. When she arrived in the neighborhood, she got off her horse and three men tried to capture her. Lady became very nervous and ran away towards Evelyn's house.

A.

As Evelyn got used to the darkness, she could glimpse a gloomy and noisy place where there were more women. These women were working serving men, while they drank alcohol and insulted and laughed at them. Suddenly, a woman approached her and helped her to stand up. This woman was a waitress who seemed to have been there for a long time. Evelyn looked around trying to figure out what had happened and where she was. She also thought about Lady and what would have become of her.

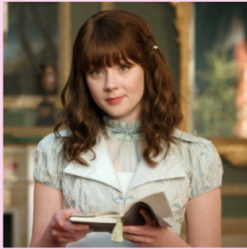
B.

While Evelyn was in that place, Lady ran to the big house to call for help. When Lady arrived, Evelyn's family was alarmed and called the police. Lady led them to that neighborhood and thanks to local people, they were able to find Evelyn. When Evelyn saw her family, she started to cry.

D.

After inspecting that dangerous place, the police took Evelyn home. Meanwhile, Evelyn asked for help for the other women, but the police ignored her words as they did not usually help lower class women. That day, Evelyn became more aware of the difficulties women faced on a daily basis and that the lack of money made them more vulnerable. Evelyn promised herself to fight for gender equality and to get these women out of there.

Bridgerton: Female characters



Eloise Bridgerton is the second daughter of the Bridgerton family. She stands out for her **independent** personality, her desire to learn and her **intelligence**. In addition, she **breaks** the **rules** that society imposes on women; for example, she does not seek to marry a man and have children as the ultimate goal in her life and spends her time reading. Her best friend is Penelope Featherington, with whom she shares most of her time.



Marina Thompson is a young woman who grew up in the countryside, but came to London to present herself in society. In London, she lives with the **Featherington** family, as they are cousins. She hides one of her biggest **secrets**, as she is **pregnant** without getting married. Thus, she seeks a **husband** so that her baby will have a respectable future without being judged by society.



Siena Rosso is an **opera singer** who is romantically involved with **Anthony** Bridgerton. However, their relationship has no future because society judges her for her **profession** and her **low social status**. Thus, despite being a talented woman, society rejects her as a woman who "shows off" in front of people.



Penelope Featherington is an **intelligent** woman who does not show her feelings, but **observes** everything that happens around her. Her best friend is Eloise Bridgerton with whom she shares great secrets and adventures. Penelope keeps one of the biggest **secrets** as she is the one who publishes a newsletter full of high society secrets under the pseudonym 'Lady Whistledown'.



Daphne Bridgerton is one of the main characters of the series. She is the older sister of the **Bridgerton** family. Daphne is a **charming** girl looking to find love, **marry** and have children in London's high society. She faces many difficulties such as having to meet men she doesn't like, but who, according to her family, could benefit her financially and socially.

name:

MY SELF EVALUATION

Read each statement below. Place a check mark in the box that best match your development in this unit.

	1	2	3	4	5
How much did you participate in your group?					
How well did you understand the teacher's instructions?					
How well did you understand the different activities?					
How well do you think you represented your character in the role-play?					
How interesting did you find the activities?					
Have you spoken in English more than you usually do?					
How well have these activities promoted equality and respect?					

Rubric

Name of the student:				
	1	2	3	4
3.2.2.: The student applies their character's features to collaborate with their group to create improvements for a fair society. (30%)	The student does not apply their character's features nor do they orally collaborate with their group to improve for a fair society. (0.75 p.)	The student does apply their character's features to collaborate with their group to create improvements for a fair society, but does not give details about the project. (1.5 p.)	The student applies their character's features to collaborate with their group to create improvements for a fair society, and gives some details about the project. (2.25 p.)	The student applies their influencer's abilities to orally collaborate with their group to design a project with many details (3 p.)
2.4.4.: The student answers the questions proposed by the teacher. (30%)	The student does not answer the questions proposed by the teacher. (0.75 p.)	The student answers the questions proposed by the teacher in a non-detailed manner. (1.5 p.)	The student answers the questions proposed by the teacher giving some details. (2.25 p.)	The student answers the questions proposed by the teacher giving many details. (3 p.)
3.3.3. The student interviews/answers other groups about their experience as characters and how they created their project. (30%)	The student does not interview or answer other groups about their experiences as characters and how they created their project. (0.75 p.)	The student interviews other groups about their characters and projects, but he/she does not answer any questions asked to their group. (1.5 p.)	The student interviews and answers other groups about their experience as characters and how they created their project, but with some mistakes. (2.25 p.)	The student interviews and answers other groups about their experience as characters and how they created their project, and they ask and answer with fluency. (3 p.)
6.2.2.: The student adapts to the cultural differences and rejects stereotypes of the character created. (10%)	The student does not adapt to the cultural differences and does not reject stereotypes of the character created. (0.25 p.)	The student adapts to the cultural differences, but he/she does not reject stereotypes of the character created. (0.5 p.)	The student adapts to the cultural differences and rejects stereotypes of the character created, but with some difficulties. (0.75)	The student adapts to the cultural differences and rejects stereotypes of the character created. (1 p.)
Total:				