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**The Gender-Based Consequences of Coeducation:
A Proposal for EFL Teaching**

Raquel De Pedro Negro

Tutor/a: Ana Isabel Alario Trigueros
Departamento de Didáctica de la Lengua y la Literatura

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ABSTRACT

This paper explores the role of gender in mixed educational institutions and how it affects the personal and academic development of the students. Coeducational centers are predominant nowadays and need to be addressed critically. Granted that education was originally created for males, the hidden curriculum will be presented as the guiding principle to overcome possible gender injustices and construct the future school. On these grounds, the proposed lesson plan is specifically designed to touch on these hindrances and to call attention to gender equality and stereotypes in real-life scenarios. This will be carried out with the aid of several teaching methodologies which promote collaborative learning and inductive thinking. Accordingly, young learners will acknowledge the importance of promulgating a healthy and fair set of conditions for men and women in their lives to come.

KEYWORDS: Coeducational centers, gender equality, gender stereotypes, hidden curriculum, the future school, collaborative learning.

RESUMEN

Este trabajo explora el papel del género en las instituciones educativas mixtas y cómo este afecta al desarrollo personal y académico de los estudiantes. Los centros coeducativos son predominantes hoy en día y necesitan ser abordados de manera crítica. Dado que la educación fue originalmente creada para los varones, el currículum oculto se tomará como guía para superar posibles injusticias de género y construir la escuela futura. Por estos motivos, se propone un plan de clases que está específicamente diseñado para responder a estos obstáculos y prestar atención a la igualdad de género y los estereotipos en situaciones de la vida cotidiana. Esto se llevará a cabo con la ayuda de varias metodologías de enseñanza que promueven el aprendizaje colaborativo y el pensamiento inductivo. En consecuencia, los jóvenes estudiantes reconocerán la importancia de promulgar un conjunto de condiciones saludables y justas para hombres y mujeres en sus vidas futuras.

PALABRAS CLAVE: Centros coeducativos, igualdad de género, estereotipos de género, currículum oculto, la escuela futura, aprendizaje colaborativo.

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1. Introduction

Foreign languages are usually taught in isolation and without taking into consideration the large variety of real scenarios which can come into place when using a new tongue. At the same time, they can be used to learn about a diverse number of topics which are not directly related to the subject area, but that can be benefited by it. In the case of this lesson proposal, the English language is used to familiarize students with gender equality and its implications in school, family and work environments.

Nowadays, there are still situations in which men and women are not treated as equals. Although society has made a significant and positive progress in this aspect, it is clear that both genders are not regarded or perceived the same under certain circumstances. Indeed, the educational, familiar and professional settings are relevant examples of this. In an attempt to make the young students understand the repercussions of these injustices, they will be working on personal and future contexts in which they might have been or will be affected by this.

In addition to what has been said, coeducational settings have been dominant for many years now, and it is crucial to consider the consequences of gender as to how boys and girls perform under the same conditions, and how they are perceived by the institutions. On numerous occasions, experts have detected significant differences in the way men and women are treated, as well as in the way they bond with each other. Consequently, this lesson plan aims to discover which are the real factors affecting one or the other gender and how the learners react towards the injustices of the current world. For this, they will be working both together and separately for the educators to discern the most successful methods of grouping their students and to analyze origins of these situations.

The aspiration of mixed education is to train students for the outside world where they will be facing the opposite gender continuously, and they will need to understand the implications this might have. Unfortunately, there still exists a clear gap between men and women in many everyday scenarios. Granted by these kinds of educational dynamics, both adults and younger learners can begin to make a change and this gender gap will finally disappear.

2. Justification

By virtue of language teaching, it is possible to train students in many different areas outside of linguistic and grammatical features. For this reason among others, this lesson proposal explores the topic of gender equality both in the classrooms and in the outside world with the purpose of educating students on how to perform and disseminate the idea of nondiscrimination and fair practices among men and women.

In the first place, there will be a theoretical background where the precedents of this issue will be displayed. As a matter of fact, coeducation occupies most of the educational centers nowadays, and boys and girls are expected to collaborate in order to achieve a proper education. Hence, this has led to discriminatory practices and unfair attitudes towards the personal and academic development of learners. The responses from the students to the prepared sessions will be further analyzed in the conclusions segment to see how different boys and girls react and understand the importance of these matters, as well as how they intend to transmit them outside of school.

Additionally, the concept of the hidden curriculum and the constituents to approach future educational goals will be delineated. These contemplations are necessary to appreciate the real necessities of modern education so that girls and boys feel secure and have the same level and types of opportunities to grow. As it will be recognized, the roles of the teacher are of great relevance since they are the ones transferring all of these values and seeking the success of all of their students.

Fundamentally, the lesson plan will be divided into different learning situations with their respective number of sequenced sessions. All of them are carefully arranged to fulfill the needs of the subject and cross-curricular contents and objectives determined all throughout the paper. Beyond that, all of the lectures are thought to be the prerequisites and groundwork for the final task in session number 8.

This final task will be a job interview in which the students need to grasp the gender stereotypes that may come to light under these scenarios and perform according to the non-biased attitudes they have seen for the duration of the unit. In other words, an elimination and overcoming of those social assumptions will be highly rewarded in their final marks, together with their oral fluency and ways of expressing in the target language.

2.1. Objectives

The leading objective of this academic dissertation is to convey the authentic consequences of mixed education. As it will be framed, the presence of both genders in an academic environment can have both positive and negative aftermaths. The end in view is to foresee the benefits of mixed schools as most social contexts encompass men and women and both need to be trained on working collaboratively. In other words, if they become accustomed to performing as a unit, the challenges they will encounter outside of schools will be lessened.

For that matter, coeducation needs to be delineated in such a way that conflicting gendered perceptions are unveiled and students have the opportunity to treat and be treated as equals. In an effort to understand what it means to be a man or a woman in this world, both instructors and learners ought to be coached on the possible injustices they may face and how to act towards them. Expressly, the desired result is to give an account of gender equality and the prospective paths to follow in the area of education.

For this same purpose, this paper compels to unmask the concept of the hidden curriculum as an indispensable medium to sustain fair practices in and outside of academic settings. That is to say teachers and educators are required to properly understand what it means to transmit equal and fair values with their language and actions. Identically, they are entitled to integrate contemporary social issues or public dilemmas into the classroom with the object of making the learners appreciate that education goes beyond textbooks and factual concepts.

As a whole, the intention is to construct an appealing communicative scenario in which the English language is seen as a tool for common understanding, and the proposed themes of discussion are linked to gender equality and stereotypes. More than that, the notion of coeducation will be methodically explained and put into operation with activities and tasks which will implicitly compare and contrast the attitudes and behaviors of female and male recipients. Along with it, the goal is to aid and support the current educational law which gives a fair amount of importance to the interactive and communicative aspect of foreign languages, and how these skills can be developed through the learning of cross-curricular matters.

3. Theoretical Framework

Until the 1970s, the Spanish education system was specifically designed for men. They were the target subjects for social prosperity so institutions and materials were created according to their characteristics and needs. Women had no place in terms of professional development and they were purely secondary in the social scale. Their objective in life was to aid and support male figures and to not intervene in their progress.

How women entered the education system is important to understand the current discussion on coeducation and equality. From 1812 and the Courts of Cadiz, all children were permitted to access education; yet, they were fundamentally thinking about boys (Subirats, 2010). Indeed, there was a section called “For the girls” (Subirats, 2010, p. 2)¹ which established females were only meant to learn “prayers and labor” (2010, p. 2)². This being the case, “the girls were totally ignorant for the most part, and would remain so for the rest of their lives” (2010, p. 2)³.

Feminist movements started to pay attention to education and legal rights by the end of the 19th century and they demanded the reorganization of the school system. Women claimed the same opportunities as men, including mixed education (Subirats, 2010). Throughout the 20th century, coeducational schools were created and the academic advancement of women has been outstanding since then. They demonstrated a major level of self-discipline and hard-work which often outshined men.

In 1970, the General Law of Education was the beginning of a “drastic change, based, above all, on the need for urban women to be able to find work and integrate into employment with acceptable levels of education” (Subirats, 2010, p. 3)⁴. As it might be expected, this was revolutionary for the time and women took advantage of this opportunity in order to become more self-sufficient.

It is interesting to note that even today, women are in the lead in terms of academic achievements. Making reference to Marina Subirats, “today, on average, female students in Spain obtain better grades than male students; a higher percentage of them graduate from

¹ “De las niñas” (Subirats, 2010).

² “rezos y valores” (Subirats, 2010).

³ “las niñas eran totalmente ignorantes en su gran mayoría, y lo seguirían siendo durante toda su vida” (Subirats, 2010).

⁴ “de un cambio drástico, basado, sobre todo, en la necesidad, para las mujeres de las ciudades, de poder encontrar trabajo e integrarse al empleo con niveles educativos aceptables” (Subirats, 2010).

school and they tend to do so in less time” (2010, p. 3)⁵. Nonetheless, this does not mean that women are favored at any stage of their academic careers. In fact, cultural models in education have not been altered since education was only intended for men (Subirats, 2010). In the following sections, the secondary role of women will be exposed as they are still performing under a masculine educational model (Subirats, 2010).

On the assumption that society keeps on evolving, education needs to be adapted to every period of time. In the 80s, the Spanish education system had the duty of assigning a more relevant role to girls at schools, in the educational practice, and in culture in general (Subirats, 2010). In reality, girls were treated as outsiders or complementary figures to men. Hence, what schools were attempting to do at that time was “rethinking the school from a new subject, from a new student body in which girls and boys would share the leading role and the teachers' attention ” (Subirats, 2010. p. 3)⁶. As a matter of fact, there has not been critical advances in this sense. Many years later, society is still fighting the same battle, or at least, a very similar one.

Once again, Marina Subirats emphasized on the idea that “textbooks are still androcentric, as well as the curricula, the teaching practices, and the teachers' hierarchies” (2010, p. 3)⁷. It is true that this source is fourteen years old and the situation has progressed to some extent; yet, education has preferred to include girls into the masculine curricula, instead of creating a new one, and this is something which still happens at present.

It is necessary to point out that the use of sexist language kept on diminishing and male teachers' attitudes towards coeducation were changing. By the mid 1990s, the Spanish political system did not really support this movement, and schools seemed to be taking steps backwards. It follows that problems of violence and sexism worsened and coeducation reappeared.

In point of fact, education is inevitably attached to politics and depending on how a specific government addresses the socio-educational sphere, there will be a more or less coherent structure in which equality is considered. In the current times, the applicable law, i.e. LOMLOE, is explicitly pointing at coeducation and the importance of creating a fair

⁵ “hoy las alumnas obtienen en promedio, en España, mejores notas que los alumnos; logran en un mayor porcentaje el graduado escolar y suelen hacerlo en menor tiempo.” (Subirats, 2010).

⁶ “repensar la escuela desde un nuevo sujeto, desde un nuevo alumnado en el que niñas y niños compartieran el protagonismo y la atención del profesorado” (Subirats, 2010).

⁷ “los libros de texto siguen siendo androcéntricos, igual que los curricula, las prácticas docentes, las jerarquías del profesorado” (Subirats, 2010).

educational organism. Therefore, the development of this paper will be concordant with the present day and how gender discrimination should be covered in the classroom.

Before the present law, there existed several documents which already alleged gender equality. By taking a look into those, it is noticeable that this has been on the cards for several decades and little change has happened. Although theoretically gender equality has been established and acknowledged in the educational sphere, it is not being practically developed. Citizenship education (RD, 2/2006) was included in the curriculum to prevent gender violence, as well as other kinds of harmful acts, and to create promising citizens who support equality and fair practices. In this same year, the law against gender violence was approved.

In the same line, the Spanish Organic Law for the effective equality of women and men (RD, 3/2007) was authorized in 2007 with various articles which advocated for the integration of the equality principle in the education policies. Actually, a very strong point was made in the seventh article of this document which calls for the initial and ongoing teacher training on equality (RD, 3/2007, Art. 7). If teachers are the ones transmitting the values, they should be carefully educated on the matter and have the tools to disseminate them. Similarly, educational inspection should bear in mind cases of discrimination and take them into account when visiting a center. This has been overlooked at some stages because of a lack of information or instruments to act upon those situations.

Correspondingly, sexism at school must be observed from within and emphasized on the curricular documents of every institution. The problem is found when the documents such as the educational project, the internal rules and regulations, the annual program, the curricular project, and the classroom programs, include segments on gender discrimination, but they are not being applied in everyday situations (Moreno, 2006). This documentation is referred to as the explicit curriculum. By contrast, the hidden curriculum is a modern concept that is acquiring more importance in the present education systems. According to this scholar, the hidden curriculum is “the set of unconscious norms and values that perpetuate stereotypes and that are transmitted in educational centers.” (Moreno, 2006, p. 5)⁸.

In the same line, the hidden curriculum is characterized by being unconscious because most of the time, neither teachers nor students are aware of biased acts that happen at school.

⁸ “conjunto de normas y valores inconscientes que perpetúan los estereotipos y que se transmiten en los centros educativos” (Moreno, 2006, p. 5).

In such a way that, “the entire educational institution may be transmitting a discriminatory teaching and not be aware of it.” (Moreno, 2004, p. 6)⁹.

For this reason among others, this author proposes the following steps to achieve a successful coeducational approach: “training, investigation, action and evaluation” (Moreno, 2006)¹⁰. These will be essential for the correct understanding of an egalitarian education since, as it has been mentioned above, it needs to be updated and adapted to each institution, resources and period of time. Educators need to be prepared for a constant reassessment of teaching practices and materials and because of this, they will need to keep on informing themselves about it.

In the consecutive sections, some aspects of coeducation will be specified and it will be seen to which extent this has an impact on the academic development of boys and girls and what are the benefits of treating them as equals. Correspondingly, the lesson proposal will be carried out with students from the second course of secondary education, i.e. they are thirteen or fourteen years old. It will be observed how they react towards the ideas of stereotypes, equality and cooperative work. In parallel, there will be a comparison between boys and girls, and how they interact, coordinate and respond to the different tasks.

⁹ “toda la institución educativa puede estar transmitiendo una enseñanza discriminatoria y no ser consciente de ello” (Moreno, 2004, p. 6).

¹⁰ “formación, investigación, acción y evaluación” (Moreno, 2006).

3.1. Coeducation

For all intents and purposes, it is necessary to give a definition to coeducation. Coeducating, according to María José Urruzola Zabalza, is “to educate girls and boys regardless of their gender, that is, to educate them based on the fact of their sex difference, but without taking into account the roles they are required to fulfill by a sexist society because they are of one or the other sex, giving the same opportunities to both boys and girls, promoting those aspects that gender roles usually hide: affectivity in boys, ambition and activity in girls” (Zabalza, 1995, p. 267)¹¹. In this rather extensive definition, there are various aspects that need to be highlighted.

Firstly, education needs to take into account gender differences but it does not need to make distinctions in terms of academic expectancies. Certainly, males and females have peculiarities which are assigned to their metabolism or biological characteristics. However, society has gradually established some discriminatory attitudes toward one sex or the other. In the education sphere, girls are attached to a well-defined assortment of job positions or type of insight, as well as boys have their own set of professional and intelligence prospects.

Secondly, there are some emotional features linked to the feminine side that prevent boys from showing how they really feel under certain circumstances. Men are always expected to be competitive or violent and this in fact is cultivated at school. Marina Subirats stated that “we continue to transmit to boys that virility must necessarily be aggressive and violent, and that aggressiveness -which is sometimes called courage, when it is something so different- far from being something negative, is the “honor” -as it is still said in some cultures- of a man.” (Subirats, 2010, p. 4)¹².

As a matter of fact, this is one of the reasons society is indulged in a constant battle for supremacy. There exists an urge for becoming the strongest that is built at school, from its very early stages, and it is often transmitted by the whole of an institution without being completely aware. Plus, women are not even considered when talking about becoming a leader, they are expected to proceed with their lives, assuming bigger responsibilities and

¹¹ “educar a chicas y chicos al margen del género femenino o masculino, es decir, educarles partiendo del hecho de su diferencia de sexo, pero sin tener en cuenta los roles que se les exige cumplir desde una sociedad sexista, por ser de uno u otro sexo, dando las mismas oportunidades tanto a niños como a niñas, potenciando aquellos aspectos que los roles de género suelen esconder: la afectividad en los varones, la ambición y la actividad en las mujeres” (Zabalza, 1995, p. 267).

¹² “seguimos transmitiendo a los niños varones que la virilidad tiene que ser forzosamente agresiva y violenta, y que la agresividad -a la que a veces se llama valentía, cuando es algo tan distinto- lejos de ser algo negativo, es el “honor” -como se dice todavía en algunas culturas- de un hombre.” (Subirats, 2010, p.4)

difficulties. To this, Subirats adds that this gradual deterioration of the school system “shows that the need to change some of the elements of our culture is not only a question of fairness and equality, but also a matter of survival and happiness” (Subirats, 2010, p. 1)¹³.

Nonetheless, it is not a matter of negativism, there have been clear advances in this department. Subirats remarks that “the path taken by education in Spain, and more specifically, by women in Spanish education, has been extraordinarily fast and positive” (Subirats, 2010, p. 1-2)¹⁴.

To the same degree, education nowadays has to point at the independence and autonomy of the students. Both boys and girls should be granted the fundamentals of knowledge but they should be able to work with it and apply it to their everyday lives. In order to achieve this, both genders need to be treated as equals and be given the same opportunities. According to Marina Subirats, “now they must be encouraged to discover their own capabilities, to build their own goals, to learn to work in teams. We must instill in them social and environmental responsibility, critical capacity, and collaborative relationships, as opposed to the excess of competition that has characterized educational messages in recent decades.” (Martori, 2019, p. 16)¹⁵.

The idea of mixed education is to teach young learners the possibilities of working as a team, making no distinctions between men and women so that they would transfer this to the adult world. There is a wide-spread cultural stigma on men and women’s working options that prevents women from developing as far as they could just because it is assumed that they would not reach men’s level of expertise. This culture makes “a clear distinction between the sexes, attributing to them totally different social functions [...]” (Martori, 2019, p. 17)¹⁶.

In the following segment, it will be seen how single-sex and coeducational schools made an impact on boys and girls and why single-sex schools have almost disappeared, or at least reduced significantly, in Spanish education. For good measure, it will be observed how these types of schooling affect both genders and what are their feelings and expectations towards coeducation.

¹³ “nos muestran que cambiar algunos elementos de nuestra cultura no es sólo una cuestión de justicia y equidad, es también una cuestión de supervivencia y felicidad.” (Subirats, 2010, p. 1).

¹⁴ “el camino recorrido por la educación en España, y más en concreto, por las mujeres dentro de la educación española, ha sido extraordinariamente rápido y positivo.” (Subirats, 2010, p. 1-2).

¹⁵ “Ahora hay que animarles a que descubran sus propias capacidades, a que construyan sus objetivos, a que aprendan a trabajar en equipo. Hay que inculcarles la responsabilidad social y medioambiental, la capacidad crítica, las relaciones colaborativas, frente al exceso de competición que ha caracterizado los mensajes educativos en las últimas décadas.” (Martori, 2019, p. 16).

¹⁶ “una cultura que realiza una clara distinción entre los sexos, les atribuye funciones sociales totalmente diferentes” (Martori, 2019, p. 17).

3.2. Single-sex vs. Coeducational Schools

The transition from single-sex to coeducational schools have made a great impact on the attitudinal aspect of boys and girls. It is interesting to value how these different environments affect both genders since it has been clear that it has caused unequal opinions.

On the one hand, coed schools might be seen as a neutral space where both genders encounter and share a common ground and students are trained for the real world (Dale, 1969, 1971, 1974). However, there have been notable studies which demonstrate otherwise and seem to be having side effects for some students who opted for coeducation. Take for example when Coleman said that coeducation “may be inimical to both academic achievement and social adjustment” (Coleman, 1961, p. 51). In a similar manner, authors such as Bone or Lee & Bryck affirmed that coeducation may be detrimental to the academic or social development of girls (Bone, 1983; Lee & Bryck, 1986). In this segment of the paper, it will be analyzed to which extent these arguments are true or realistic and how education has evolved since coeducation was installed in the majority of the world.

In parallel with this, it is interesting to note that single-sex schools might be more academically challenging and more focused on intellectual success, whereas coed schools may also have the social aspect ruling and choose to give a greater level of importance to interpersonal bonds and extracurricular interests (Marsh, 1989). Although it is of great relevance to indicate that single-sex institutions held and still hold a financial component which prevents certain sectors of society from attending. Therefore, coeducation has also contributed to a more open school system which reconciles almost every branch of the population.

Over and above this, to be able to reach a conclusion or at least a positioning towards this matter, some scholars decided to take into account the students’ perceptions. In 2002, a study by the British educational research journal was carried out where both boys and girls were asked about their sentiments and impressions during mixed lessons.

In the case of the girls, some of them opined that having segmented classes was beneficial for them since most of them get embarrassed or laughed at if they commit mistakes during lessons. In fact, a female student clarified that being around girls took pressure off them and allowed them to participate without hesitation (Jackson, 2002).

In accordance with the previous statements, other female peers shared their opinions and supported the idea of a more relaxed environment when boys are not around. It also gives

them more confidence to interact in class when they go back to mixed lessons (Jackson, 2002).

Over and above this, it has been continuously found that girls have a civilizing role in mixed classrooms (Dale, 1969, 1971, 1974). Generally, they are in charge of alleviating the atmosphere of the group and they are usually assigned to perform a sort of “caretaking” part towards their male peers (Jackson, 2002). As a matter of fact, they “are accustomed to their roles as supporters of the boys, and whilst many girls often regard boys as nuisances or pests, many girls do seem concerned that boys should not suffer as a result of initiatives introduced by the school, even if the girls feel that they themselves benefit from such initiatives” (Jackson, 2002, p. 43-44).

With that being said, it is of great relevance to search through this assumed role of female students and how it can affect their social and academic expectancies. Similarly, Foster argued that “this sort of caretaking is a fundamental expectation of women within education” (1998, p. 3). She even proposes that girls “act to support the maintenance of male primacy and privilege in education” (1998, p. 5). Not the less, there exists a clear dilemma with these conceptions and they need to be addressed.

To some degree, girls have been implicitly taught to behave in a certain way. As it has been pointed out in a previous segment, education was firstly designed for boys and little change has happened since. Thus, for the benefit of these educational systems, girls are normally foreseen to perform in a specific manner. Even though times have changed and girls are gradually standing at the same level as boys, there are some aspects which are to be changed, mostly perceptions society has apropos of females.

Accordingly, most of the time girls enjoy being guardians, but this is somehow presumed by the system. Due to the lack of female models who took pride and leadership in the educational or professional sphere, female students usually do not claim their position or value compared to males. And this is not because there are not brilliant women who succeeded in many areas of study, but because they are usually overlooked or ignored by educators or institutions. At the end of the day, for the own benefit of the organism, girls need to keep on following the steps of supporters so that the boys can enjoy a much more stable academic path.

To the same degree, some of the male students in the same institution were asked about their opinions on mixed or single-sex classes. Firstly, most of them pointed out that “in boys-only classes there were more fights, more noise and more cheating” (Jackson, 2002, p.

44). Once again, the statements about the girls' presence in the classroom are being proved. They are the ones in charge of controlling the behaviors of the group, as well as trying to make their male classmates more responsible and respectful towards the professor or professors.

Uniformly, some authors suggested that "boys-only environments are characterized by an increased incidence of bullying because here weaker boys 'take the place' of girls and provide a 'a butt' for providing masculinity" (Askew & Ross, 1990, p. 39). Hence, this is denoting that if it was not for the girls, the schools would be a much more dangerous space. More precisely, girls' absence would be affecting those boys whose personalities are not imposing or authoritative.

In reality, the matter of sexuality is to be deeply discussed in educational environments. It can be used as a very powerful weapon by those who strictly follow society's standards. According to some scholars, "sexuality is often used by the harassers as a basis for assault, with any boys who do not live up to the hard, macho image being labeled a 'poofter' or a 'queer'" (Epstein, 1995, p. 161; Martino, 1999, p. 256). Even though this could be considered antiquated, most boys still are afraid of showing their emotions or sensibility since they could be categorized as feminine or weak. It is true that many educators are taking this into account and integrating the issue of equality and freedom of expression in multiple academic subjects. Not to mention, this should be nurtured in every field of society, starting from the household.

As it could be imagined, young boys are still building their identities and tend to keep up with what others are doing merely because they want to feel welcomed or admitted in the bigger groups or bands. Therefore, they opt for keeping "their emotional distance from each other, perhaps because they are afraid of each other and of their own emotionality" (Askew & Ross, 1990, p. 37). If truth be told, it is indispensable that school centers focus on emotional awareness and that they create an open space for every student to feel protected and supported when expressing their sentiments or points of view.

By doing this, society will be reducing "the macho or 'laddish' cultures evident in schools; in part, because they reinforce hegemonic forms of masculinity and also because they are purported to be linked to an anti-school ethos" (Jackson, 2002, p. 45). In point of fact, the influence schools have needs to be used in the proper ways. Incompatible with this are those teachers who are still reinforcing "traditional masculine identities", because they are

also reinforcing “attitudes and behaviors that contradict the academic ethos of the school” (Parry, 1997).

As it may be guessed, it is sometimes more comfortable to pursue the masculine prevalence that has been present over the years. Realistically, boys groups can be intimidating and are sometimes the majority in the classes. The problem is that in some cases, teachers choose to disregard some discriminatory behaviors since they feel pressured and flustered by the necessity to teach the contents of a specific subject. However, the main part an educator plays is the personal, close assistance of their students, taking responsibility for the social side and impact of the classrooms.

Recalling how boys’ academic performance is influenced by girls, various studies have proved that “boys may be distracted more by each other than they are by the girls” (Jackson, 2002, p. 46). They are extremely preoccupied with ‘fitting in’ with the rest of boys so that their manners are particularly determined in same-sex scenarios.

One way or the other, neither girls or boys should be blamed for any way of behaving since there is a whole system to promote or invalidate certain practices. Education should entail every angle of socialization among young learners. In doing so, both counterparts will be provided with an open space where they can be themselves and perform according to their instincts, as long as they do not entail any kind of discrimination or violence. For all that, always with a number of ground rules to be followed and showing mutual respect. Many investigators have reached this conclusion as well, declaring that “girls should not be blamed for the bad behavior of the boys, nor should girls be encouraged to adopt caretaking and civilizing roles” (Jackson, 2002, p. 46).

In addition to what has been said, whether or not schools decide to have single-sex or mixed classes, the problem should not be the arrangement of the lessons, but the principles of the institution and which values they are intending to disseminate among their students. For instance, “if single-sex classes are to begin to challenge problematic male behavior, they must include elements that encourage boys to reassess gender relations and challenge traditional notions of masculinity” (Jackson, 2002, p. 46). In that event, boys need to be cognizant of how damaging it is to be continually seeking others’ validation or to be in a constant battle with each other. Further, the idea of one gender being superior to the other must be once and for all eradicated.

Another conclusion that may be reached is that girls are usually accustomed and therefore, unaffected by a curriculum which indirectly thinks of boys as prominent. Although

there are instances where they prefer being only surrounded by girls, many of them gladly intervene if boys found complications in their boys-only lectures; “as caretakers, (they) attempt to alleviate boys’ upset by restoring an environment in which the boys may flourish” (Jackson, 2002, p. 44). To put in another way, girls lower their ambitions, or omit them temporarily, with the intention of helping their male peers. The reasons behind this are to be discussed, though there may be many personal or specific aspects which affect these types of conducts.

To begin with, it has been attested in previous segments that girls and boys are different by nature. In fact, girls are socially assumed to be more caring or empathetic. They normally take roles such as the one that has been described. Even with their professional orientations, they are often in pursuit of jobs which have this sheltering or nurturing component. As it happens, this ought to be regarded as a positive characteristic. Still, when talking about coeducation or other settings where boys and girls work together toward a similar goal, this might have some inefficient repercussions.

Be that as it may, in coed schools, girls are seen to be failing to take advantage of their full potential because they are too worried about others. Especially, about how their male peers progress when they show signs of disruption or disorientation. Nonetheless, due to the wide variety of studies that have been done on this topic, girls are not always accounted as the helpers, but also as multifaceted individuals who are able to cope with the functioning of the lessons and with their own, personal academic path. And this is highly favored by coeducational ambiances.

In general, the reasons behind the larger number of coed schools are found in how both boys and girls’ self-concepts are enhanced in these circumstances. According to multiple academics in 1986, “the benefits of transition to coeducation for both boys and girls in multiple dimensions of self-concept that are not at the expense of academic achievement” (Marsh H. W., et.al., 1988, p. 237). It goes without saying that self-concepts vary depending on the subject matter or the situation which the students may be under, “girls have higher self-concepts than boys in some areas and lower self-concepts than boys in other areas, and that these differences tend to be consistent with sex stereotypes” (Marsh H. W., et.al., 1988, p. 252).

Authentically, gender stereotypes are more than compelling in education, both mixed and single-sex. Making reference to the influence of sexuality which has been specified above, boys and girls are strictly linked to a selected group of subjects or areas of expertise.

This causes their self-perceptions to fluctuate depending on the theme. Traditionally, girls are associated with the literary, artistic side of education, and boys with the scientific or technological. Once again, tradition is due to be changed and both genders are expected to pursue whichever area they could be interested in.

Because of this, many researches have demonstrated that for boys and girls to share the same educational space is extremely beneficial. According to Marsh, “coeducational schools were perceived as more pleasant atmospheres, more conducive to the development of self-confidence, and reflecting less prejudiced and irrational thinking” (Marsh H.W., 1989, p. 71). The basis of coeducational schools is to educate young children to live together and cope with the challenges of teamwork and understanding. Coupled with this, it is very common to have disagreements between genders at those ages. Thus, if students are trained to accept and respect each other from the early stages of their academic path so that they know how to deal with these situations in the outside world. Evidently, schools are a very meaningful instrument for the social and personal preparation of society, but it cannot do it on its own. That being so, families and other forms of education, such as extracurricular activities, also provide a natural and supporting environment for children or young adults.

In terms of constructing gender equality in academic institutions, it is necessary to bear in mind the natural discrepancies that occur between boys and girls at such a vulnerable age. As it is commonly acknowledged, there are certain periods in the evolution of children which need further assistance. Normally, boys and girls go through phases when they want to be the exact opposite from each other. They are in an inner battle attempting to prove their femininity or their masculinity. What is more, “particular constructions of masculinity are invested with high-status, including ‘laddishness’ (where it’s not ‘cool’ to work hard or to achieve at school)” (Skelton et al., 2007, p. 6). In a similar manner, “school work, diligence and application are therefore constructed as feminine. Hence, some boys seek to disassociate themselves from it to bolster their constructions of masculinity” (Skelton et al., 2007, p. 18). These dynamics are highly common in schools and adopted by the majority of the pupils. It follows that being different or stepping out of these marked profiles is categorized as unnatural.

In addition to what has been said, to be able to favor these changes in schools, the figure of the teacher is crucial. More than that, the relationship between teachers and students impacts how the students will react and perform in and outside of the classroom. While demonstrating a measured level of authority, teachers ought to be understanding and

comforting. In fact, “some research shows how teacher-pupil perceptions and relations are also a significant feature in constructions of gender identity” (Skelton et. al, 2007, p. 189). Apart from being in control of their pupils, professors and educators in the centers need to be aware of further aspects which could be influencing their development.

Within those other aspects, gender stereotyping and equality should be incorporated in lessons or school practices. Every person with an assigned educational role in an institution must “reinforce gender stereotyping” (Skelton et al., 2007, p. 7). It is possible to include these matters in practically every subject, and most importantly, when the situation calls for it. For instance, if a group of students is engaged in an argument. Essentially, “gendered choices and subsequent school-to-work routes have strong consequences for young peoples’ future career trajectories in terms of job opportunities, status, and remuneration” (Skelton et al., 2007, p. 21).

Also, it is significant to emphasize on the different types of learning students may have. Strictly focusing on one method, or obliging certain groups to follow a specific technique to absorb content is usually a mistake. In the current times, education aims towards the personalization of schooling. In other words, to take into consideration each student or group’s abilities to learn or process information. It is advisable for teachers to “be aware of individual pupils’ preferred ways of learning, but these should not be labeled as ‘boys’ learning styles’ and ‘girls learning styles’, as this will only reinforce traditional masculine and feminine stereotypes of boys and girls as learners” (Skelton et. al, 2007, p. 9). Although it is sometimes true that biologically, girls and boys have preferences in terms of learning, this should not be a generalization nor a gendered classification of academic training. It would be a serious mistake to assume that for the mere fact of being a girl or a boy, one would prefer a fixed segment of subjects or approaches.

At the end of the day, educators are in charge of guiding the lives of their students and with a consistent set of ideas about equality and freedom, they will be more likely to succeed in the outside world. Still today “many teachers are adamant that gender differences in learning are non-existent or superficial” (Skelton et. al, 2007, p. 9). Allowing that the upcoming generations are considerably more sensitive to gender stereotypes, there is still a path to be pursued. As much as children have almost unlimited access to information of any kind and times have evolved tremendously, they are often misguided about what they see on the media so they still need face-to-face assistance.

To come to the point, teachers “should therefore be challenging stereotypical differences and encouraging the diversification of skills and interests to broaden horizons and thus improve the life chances of girls and boys” (Skelton et. al, 2007, p. 10). In the subsequent segment, it will be analyzed how gender stereotyping in schools affects the ambitions and expectancies of boys and girls due to their academic or professional aspirations and advancement.

3.3. Academic Performance and Attitudinal Aspects

Considering the previous sections, it is fundamental to comment on the academic and attitudinal side of coeducational schools and how they are influenced by the presence of both genders.

What happens in coeducational institutions, according to these authors is that for example, “women in science, mathematics, and engineering at coeducational institutions are often discouraged from pursuing science as a career because they have few interactions with role models that could support such a choice and further they perceive that science professors fail to take them seriously (Davis et al., 1996; Nelson & Rogers, 2004; Seymour & Hewitt, 1997). Hence, female students, as they do not have references of other women engaging in these roles, they simply fail to notice they could perfectly do as men. Not to mention, women’s colleges have resulted to benefit their quantitative skills which will lead to better-paid professional paths (Davis et al., 1996).

On this account, it is important that all educational centers encourage student-faculty interaction with every student who shall be interested (Kinzie, J. et.al., 2007). It would appear that, “women’s colleges appear to provide important support for women in fields where they are underrepresented.” (Kinzie, J. et.al., 2007, p. 160). What these scholars defend is the unified and warm environment developed in women’s colleges and how this contributes to their active involvement from first-year students to seniors (Kinzie, J. et.al., 2007). This is generally tied to men’s absence and how it has positive counter effects for females.

Apart from favoring their academic success, it has been discovered that single-sex centers for women usually favor their understanding of themselves and of each other (Kinzie, J. et.al., 2007). In other words, “students at women’s colleges report greater gains in self-understanding, including learning effectively on one’s own and working effectively with others, than women at coeducational institutions” (Kinzie, J. et.al., 2007, p. 160).

Insomuch as the big majority of schools nowadays are mixed, it is of great relevance that gender discrimination continues to be worked upon. As it was aforementioned, some authors embraced coeducation since it would seem like the most natural environment for boys and girls. Among other things, in coeducational settings students will be training for the outside world as they will be accustomed to work with each other from the early stages of education.

Once again making reference to these academics, they gave some solutions to these problematics. They suggested that coeducational schools ought to “invest more institutional attention to incorporating gender inclusive pedagogies in all courses, but particularly courses where women are underrepresented” (Kinzie, J. et.al., 2007, p. 162). Authentically, coeducational schools should not be looked at as the problem, but the methods to promote an equal education can be significantly improved. Both parties, educators and students, must embody fair practices in and outside the classroom, and for this, the figures of authority must also understand what it means to be tolerant.

On these grounds, coeducational centers are advised to take on some of the “out-of-class factors that seem to contribute to women developing skills in analyzing quantitative problems and self-understanding” (Kinzie, J. et.al., 2007, p. 162). Truth is men could also benefit from these practices as many of them were confessing the presence of girls was positive and it helped them during lessons.

3.4. The Hidden Curriculum

In accordance with the previous topics, it is compelling to talk about the idea of the hidden curriculum and why it is essential to start thinking about it in the educational sphere. It goes without saying that this notion has been deeply investigated already, yet for this essay, some aspects will be highlighted with the purpose of consolidating coeducation and the relationships founded in the classroom. As previously quoted, many pedagogical bases of education have been found to be antiquated in terms of social justifications. Therefore, the contribution of the hidden curriculum is of high priority.

First and foremost, a definition of hidden curriculum will be conveyed. “The hidden curriculum, namely the unstated norms, values and beliefs that are transmitted to students through the underlying structure of meaning in both the formal content as well as the social relations of school and classroom life” (Giroux & Penna, 1979, p. 22). As it can be noticed, this definition was composed many years ago and still embraces the principal factors of the concept and can be applied to today’s education. In simpler terms, this curriculum beholds the social elements of education and how it should be transmitted to students so that they become greater citizens.

The leading goal of the hidden curriculum’s implementation is linked to the relationship between schools and society. As a matter of fact, “schools do not exist in precious isolation” (Giroux & Penna, 1979, p. 23), but they depend on the society they live in, and it is necessary to observe how it affects the functioning of educational centers. For the creation of proper academic and nonacademic norms, it is vitally important to consider where the school is located, previous experiences of the students that attend, and of course, the target age groups and their way of thinking. In the case of secondary students, social studies have confirmed that they are going through the most vulnerable years of their lives. Thus, if educators do not have a set of guidelines to act upon complicated circumstances or simply instructing decent values to their pupils, education becomes problematic.

The major impediment for the accommodation of the hidden curriculum is that for many years schools were strictly considered to be for the transmission of knowledge. Hence, this big of a change causes revolts and people who would rather persevere with the traditional plans. However, “constructing curriculum requires that educators give attention to the social disciplines as a human product whose meanings are transmitted in social processes” (Giroux & Penna, 1979, p. 30). Meaning to say the composition of this curriculum bears in mind how

humans behave and what effects does this have on their academic fulfillment. By taking into account the feelings or inclinations of the students, the teaching process can be upgraded significantly.

To be more specific, beyond the institutional characteristics of the curriculum, it lays the student's record and how they undergo their educational journey. Case in point, "at the heart of the social educational encounter is a hidden curriculum whose values, shape and influence practically every aspect of the student's educational experience" (Giroux & Penna, 1979, p. 32). That is why this is one of the primordial steps to take if education intends to adapt to the current times, where students do not generally seek for secluded data, but for how these data would be applied in their everyday lives. Modern generations need to find a purpose for what they are being taught at school since they usually have access to information in their own time. And so, to be able to understand what they want and why they want it, it is necessary to get to know them, to know what interests they have and try to conform to those. All of this requires an urgent adaptation of the outdated contents in school materials and subjects.

That being the case, "the hidden curriculum should be seen not as an impassable boundary, but as providing a possible direction for focusing educational change" (Giroux & Penna, 1979, p. 32). It follows that new generations of teachers are also entitled to follow through with these ideas and transmit them to their students. Due to the magnitude of this change, small things can already be altered, and in fact, they are. Nowadays, education counts with many professors who are ready to keep up with today's world and try to make teaching and learning an enjoyable experience.

For good measure, the hidden curriculum can also have negative results if educators are not properly trained on the matter. As formerly mentioned, the values or beliefs transmitted to students can easily be biased by one's own ways of thinking. Thus, teachers need to make an effort and be as neutral as possible in their teaching. In point of fact, "teachers can make issue of the hidden curriculum and influence negatively in their students when they do not understand the hidden curriculum well" (Alsubaie, 2015, p. 125). Because of this, they need to understand what the hidden curriculum implies and know how to apply it.

Another scholar noted that a teacher who recognizes the value of the hidden curriculum will be the first to pay attention to their personal views with respect to their students (Jerald, 2006). This personal practice of recognizing which flaws you may have in

your teaching is indispensable to avoid misunderstandings in the classroom. Every educator ought to do a self-evaluation of their job and notice when they have committed mistakes in terms of individual preferences or the spreading of poor values. In general, teachers use hidden curriculum “without awareness through their behaviors and methods of teaching in the classroom” (Alsubaie, 2015, p. 127). In essence, teachers have to be role models in terms of relational skills so that their students will absorb their conducts and grow.

Supplementarily, within the roles of an educator, the way they express themselves in the academic environment has been referred to as “gender fair language, gender-inclusive language, non-sexist language, and antisexist language” (Vizcarra-García, 2021, p. 111). The idea is to promote a use of the language, such as nouns and pronouns, which will not isolate any gender (Vizcarra-García, 2021). In fact, after numerous researches, it was found that students are very willing to adopt these practices since they believe in the importance of non-sexist speech (2021). Therefore, it is likely that teachers will accept and incorporate this new linguistic perspective to the classroom dynamics. Indeed, many of them “strongly believe that gender-inclusive language is a medium to strengthen gender equality and emphasize its importance” (p. 113).

In the final analysis, “schools or professional educators should prepare many courses about hidden curriculum importance and how work with it and provide teachers with these knowledge and skills” (Alsubaie, 2015, p. 127). So not only students will benefit from the notion and integration of the hidden curriculum, but also teachers will be learning how to take a step forward in their career. Correspondingly, the consolidation of a non-sexist language in the educational sphere is of great relevance if we are trying to construct a fair, non-discriminatory space for all genders.

3.5. The Future School

The construction of a future school takes into account the current limitations as well as the prominent advances society has made in the last few years regarding equality and gender discrimination. This section will be mostly dedicated to one of the lead figures on coeducation, Marina Subirats Martori, and her article *Escuela Futura: Nuevo Currículo, Nuevos Espacios para Nuevas Vidas*. This author discusses the value of mixed education and how it should be restructured in order for it to be coherent with the personal and academic progress of both genders. In this segment, it will be argued why some aspects of education must be restored and some possible paths to follow.

One of her very first arguments is the fact that today, society counts with unlimited access to information and the freedom to use it in multiple forms (Martori, 2019). For this reason among others, it is due to take advantage of this extensive amount of data and take action with respect to the antiquated ways of working some educational institutions have. As it has been commented in previous sections, schools were originally created for men, and there are still some changes to be done aiming to make women participants of every educational dynamic. In the main, educators must be aware of the method they follow to teach both inside and outside the classroom. To this end, they are the prominent figures in charge of transmitting the idea of equality, avoiding any kind of discrimination and offering the same treatment and opportunities to each of their students.

On top of this, the present education system endorses the idea of the students' autonomy and self-growth. According to Marina Subirats, "now they must be encouraged to discover their own capabilities, to build their own goals, to learn to work in teams. We must instill in them social and environmental responsibility, critical capacity, and collaborative relationships, as opposed to the excess of competition that has characterized educational messages in recent decades" (Martori, 2019, p. 16)¹⁷. At any rate, students are not expected to work on their own, and professors as well as other figures of authority in a center, must collaborate and support the young learners' development.

It is true that education has experienced a big change in the last few years since technology is taking over many of the contents conveyed in the classrooms and almost everyone can obtain information in the blink of an eye. Therefore, what Marina Subirats is

¹⁷ "Ahora hay que animarles a que descubran sus propias capacidades, a que construyan sus objetivos, a que aprendan a trabajar en equipo. Hay que inculcarles la responsabilidad social y medioambiental, la capacidad crítica, las relaciones colaborativas, frente al exceso de competición que ha caracterizado los mensajes educativos en las últimas décadas"(Martori, 2019, p. 16).

recounting is that current education needs to embrace the computerized society and start appreciating how students work on and apply those facts in order to benefit from them. For the most part, schools are allowing space for nonacademic matters and taking into consideration the personal, social and moral features of students. The general idea is to build proper citizens, as well as successful workers.

The central problem is that even though coeducation should think more highly of those features mentioned, there are still many biased presumptions about the professional and personal paths for men and women. Making reference to Marina Subirats, “on average, women occupy lower levels than men in the public world, in companies and organizations, in universities and in the political sphere” (Martori, 2019, p. 17)¹⁸. In reality, women are still esteemed as secondary in many job positions and so the mainstream culture makes “a clear distinction between sexes, attributes totally different social functions to them and configures a rigid gender attributed to each of the two sexes” (Martori, 2019, p. 17)¹⁹.

In order to solve this, it is crucial that educational centers treat this matter consistently, making their learners aware of this reality and mentoring them on how to overcome these obstacles. Marina Subirats talks about *La Mirada Violeta*, which consists of “being able to observe what happens in the educational field and wonder why women are not visible in it” (Martori, 2019, p. 17)²⁰. For that matter, this can be done in everyday lessons or practices by disseminating the essence of equality and the reasons why it is not only necessary, but also natural for humankind. Authentically, male students need to understand that this is not an attempt to eclipse them, but a fight for girls to be at their same level and cooperate for a common goal.

Necessarily, educators need to be prepared for a constant monitoring of what happens in and out of the classrooms, taking into account the playgrounds, the games that are being played, who plays them, and which roles do the children carry out in them (Martori, 2019, p. 17)²¹. Once again, the social contribution of teachers is fundamental to construct an equal educational path for both genders. That is why a good instructor is much more than one that

¹⁸ “En promedio, las mujeres ocupan niveles inferiores a los hombres en el mundo público, en las empresas y organizaciones, en las universidades, en el ámbito político.” (Martori, 2019, p. 17)

¹⁹ “Se trata de una cultura que realiza una clara distinción entre los sexos, les atribuye funciones sociales totalmente diferentes y configura unos géneros de carácter rígido atribuidos a cada uno de los dos sexos.” (Martori, 2019, p. 17)

²⁰ “ser capaz de observar lo que ocurre en el ámbito educativo y preguntarse por qué razón las mujeres no son visibles en él” (Martori, 2019, p. 17)

²¹ “Observar qué ocurre en los patios, qué tipo de juegos son predominantes, quién ocupa los espacios, quién actúa y quién solo mira” (Martori, 2019, p. 17)

controls a subject matter, they also need to have interpersonal skills which will lead to building good relationships and a proper environment for students.

The future school does not need to be single-sex. Without implying that single-sex centers are unfavorable, it is true that due to the vast majority of coeducational schools, the creation of a non-discriminatory academic scenario is inevitably aimed towards these. As it happens, single-sex institutions are generally well-formed in terms of relational bonds and access to opportunities. Mostly, they do not have to worry about gendered fallouts since they are immediately associated with the same characteristics.

Nonetheless, single-sex centers can sustain certain morals which contradict the whole purpose of this proposal and others that have been carried out. As it has been stated, only-women institutions seem to be highly beneficial for girls. These are the places where they can express themselves freely, be the leaders, and follow their instincts in terms of academic interests. However, in the present times this is also being achieved in coed schools, and over again, they are in the process of becoming the ideal scenario for both genders.

Indeed, single-sex schools can also “reinforce traditional stereotypes of men and women” (Mael, F. et.al., 2004, p. 4), as well as “traditional and stereotypical gender roles” (2004). Sometimes, it can be perceived that these schools disseminate the idea of competitiveness against the opposite sex. Subconsciously, a gender barrier is formed when students believe in their gender superiority, and these attitudes can transfer to their everyday lives. On the contrary, if students come to the realization that real-life will hold both men and women and understand how to promote equality, the adaptation process will be eased. Learning to confront those discriminatory attitudes that can still take place in education is highly significant for children. They do not only learn to take action, but also see how the adults do so. In this way, their adjustment to realistic circumstances will not be as unpredictable.

Additionally, once they finish their studies, they will inevitably be in constant contact with people of the opposite gender. In other words, “SS schools do not prepare students for mainstreaming into the mixed-sex workplace and society” (Mael, F. et.al., 2004, p. 4). Conversely, there are still many argumentations against this claim. Some scholars state that even coeducational schools lead to sex segregation (Lockheed and Klein, 1985). On top of this, it is crucial to take into account the dates of these authors’ affirmations. Due to the pronounced advancements that have been made in this department, it is pressing to reevaluate this matter and denote the positive side of coeducation.

Into the bargain, the apparent profit from women-only schools may lead to an antipathy towards boys. According to Woody, “girls in SS schools tend to make generalizations about boys [...] given that the heightened sense of community and cohesion that girls find appealing in SS schools will lead to some disdain for the outgroup (boys)” (Mael, F. et.al., 2004, p. 30). This is a corroboration of the downgrades from single-sex schools and it is not far from the truth in many cases. Similarly, Heather declared that even some parents intend for their daughters to take on some feminine roles when sending them to same-sex centers (2002). On the whole, they are supporting outdated values which must be eradicated.

Predominantly, in the present times it seems fair and logical to allow girls and boys to study and grow together, under the same circumstances. This will make their academic and personal progress more enriching as they will learn how to cope with a larger amount of obstacles. Being aware of inequality and being able to speak up is something which is easily achieved when coexisting with the opposite sex. Nonetheless, the previous segment had no intention of diminishing single-sex schools since they can prove to be beneficial to some extent. Regardless, many authors sustain that their emergence was mainly because of the excessive gender discrimination that was happening outside of schools. Take for instance the following assertion by a group of scholars who carried out a study on the advantages and disadvantages of single-sex and coeducational schools: “some people see SS schools as places that reinforce roles and expectations that are outmoded and backward thinking” (Mael, F. et.al., 2004, p. 31).

This dilemma can be gradually rectified within mixed centers by a proper instruction of morals which support non-discrimination practices of any kind. As aforementioned it all resumes in the role of the teacher or educator. They should be encouraging female students to unveil their talents and ambitions, and male students to be vulnerable or sensitive if necessary. Most of all, both must be educated on respecting each other and accepting that everyone deals with situations in a different manner and they are all acceptable as long as they are not harming others.

4. Lesson Proposal

This lesson proposal is titled *Shared Spaces* and it is aimed at students in the second year of secondary education. As it has been discussed, the topic will be related to gender stereotypes and equality in the classroom. To be able to work upon this theme appropriately, they will be operating in groups for most of the activities and tasks. In fact, the influence of their peers will be analyzed and commented on as a means to comprehend the obstacles or privileges from working in mixed or single-sex teams. As it has been previously noted, girls and boys do not have the same feelings and reactions towards working with each other. Normally, girls tend to feel more comfortable when they are only surrounded by girls. In the following sections, it will be seen how real this is and how it can be improved or reinforced if necessary.

The proposal will last for eight consecutive sessions and each one of them will count with an introductory or recapitulation activity, two or three tasks as the main course of action, and a closing dynamic by the end. The activities which will predominate for the whole duration of the unit will be debates, brainstormings, role-plays, and reflections. All of them will be controlled and guided by the teacher, even though students must be the protagonists at all times. The purpose is that they get out of their comfort zones and try to speak in the target language as much as possible. Also, it is expected that they will be motivated by the chosen topic since the majority of situations are closely related to their everyday lives or something that they will be constantly experiencing in their adulthoods.

In addition to that, every lesson will be firmly connected to the academic contents of the second term of their school year. In this case, they will be assimilating the vocabulary and situations of jobs and family, as well as the grammatical structures related to past notions. So they will acquire the skills to narrate past events and talk about past situations they may have been indulged in. Together with this, according to the curriculum, they will also need to know how to express taste, interest or basic emotions. Also, they will take in how to offer, accept and reject help, proposals, or suggestions. All of these will be developed through the interactive activities and it will be observed how they manage their communicative abilities in different scenarios.

The area under discussion will be carefully explained to the class at the beginning of the unit, as well as the final task they will be doing in the last sessions. To the greatest extent,

the students will be put under specific circumstances where they will need to overcome using the English language and then retell these experiences to their partners using past structures.

The first learning situation will be destined to lay the foundation of the lesson. This means talking about gender and how they had perceived gender differences throughout their past experiences with brainstormings and debates. Along with this, they will be gradually engaging with the issue of gender in schools, families and workplaces with a view to the upcoming lectures and final task. The second learning situation will be strongly linked to the work environment. They will be presented with a series of activities which will lead to the end product, i.e. the simulation of a job interview.

As stated above, for this final task, they will need to perform a role-played interview in pairs. They will be asked to integrate the concepts of gender equality and how to overcome discrimination within them. Nonetheless, more detailed explanations will be done in the activity charts at the end of this paper.

On another note, it is important to keep on reminding the students of the authentic intention of the sessions as every activity has a deeper meaning other than learning a foreign language. Along with this, the objective of these kinds of lesson proposals is to see the language as a tool or instrument for communication, to make a profitable use of a new tongue in normal day-to-day situations, and to be able to interact with other people.

4.1. Context and Temporalization

Educational lesson plans must take into account the ‘Supra’ level, the ‘Macro’ level and the ‘Meso’ level according to educational regulatory laws. The ‘Supra’ level corresponds to the international regulations and agreements which must be regarded. The ‘Macro’ level refers to the province or state guidelines. And finally, the ‘Meso’ level accounts for the institutional procedures. The three levels will be distinguished apropos of this specific lesson proposal and how it angled for the introduction, reinforcement and practice of the necessary principles marked by the curriculum.

The most important document at an international level would be the *Common European Framework of Reference for Languages* (CEFR). Making reference to its Companion Volume, it is compelling to touch on the widespread set objectives for the teaching and learning of foreign languages. The central purpose of this document is to establish a good assortment of valuable norms which correspond in every nation. Therefore, in the teaching of foreign languages, the CEFR “takes an innovative stance in seeing learners as language users and social agents, and thus seeing language as a vehicle for communication rather than as a subject of study” (CEFR, 2020, p. 29).

With this in mind, lesson proposals for foreign languages must embrace the idea of applying the language to real-life scenarios where the students can actually make a profitable use of it. Once again, “the idea is to design curricula and courses based on real-world communicative needs, organized around real-life tasks and accompanied by “can do” descriptors that communicate aims to learners” (CEFR, 2020, p. 28). This being said, the general aim of the following didactic unit is to promote the active use of the foreign language within a relevant topic that affects everyone and can take place in their present and future lives.

Moving forward, the ‘Macro’ level is regulated by the Real Decreto 217/2022 published on March 29th, which establishes the curriculum of Educación Secundaria Obligatoria and Bachillerato. More specifically, in the Article 7 of this document, there are the main objectives in secondary education as a whole. However, in the upcoming sections, the applying objectives for this dissertation will be specified.

Finally, at the ‘Meso’ level, we are committed to the guidelines in Castilla y León. Therefore, the Orden EDU 363/2015, of May 8th, which establishes the curriculum for the high schools in Castilla y León is the document that we need to pay attention to here.

According to the Anexo II, the First Foreign Language subject in secondary education is 3 hours per week. Thus, the lessons will be carried out on Mondays, Thursdays and Fridays.

Once the regulatory laws are discussed, it is significant to talk about the target group and the characteristics of the space, resources and timings. This lesson plan could be conducted in any group with an English A2 level from the CEFR, although it will be convenient that they are also about the same age range as the one at hand. The reasons behind this are that the topics and ways of working are assembled in a specific form so that young teenagers would understand and be guided by them.

This lesson proposal was developed from February 15th until March 1st. The target group were 20 students from the second course of secondary education, i.e. most of all are 13 and 14 years old. The duration of the whole didactic unit was eight consecutive sessions according to their timetable. The period of the classes influenced their concentration and commitment to work so some of the lectures were designed in proportion to the time of the day to favor their involvement and motivation.

In this class, there are 6 students with specific needs. Nonetheless, the center recommends teachers to treat them as equals with the aim that they do not feel distinguished or marginalized in any way. In fact, they themselves ask for the same work and tasks as their classmates since they feel perfectly capable of reaching the appointed standards of the subject. As it happens, the majority of the time, they will be working in small groups and the attempt is to divide these students into different teams so that they can benefit and learn from their peers.

Taking everything into consideration, the lesson plan is thought to be carried out by the end of the second term. By this time, students have already been working upon some vocabulary related to the unit, as well as a good part of the grammatical contents.

4.2. Curricular Framework

According to the royal decree *Real Decreto 217/2022, de 29 de marzo, por el que se establece la ordenación y las enseñanzas mínimas de la Educación Secundaria Obligatoria*, the central components of curricular design are key competences, specific competences and basic knowledge. In this segment of the dissertation, these elements will be explained and identified taking into consideration the topic for discussion, the subject contents and the target group and contextualization.

Key competences are the “performances that are considered essential for students to progress with guarantees of success in their training itinerary, and to face the main global and local challenges” (Portal del Sistema Educativo Español)²². There are a total of eight key competences that are advised to be cultivated along the duration of the didactic program. Be that as it may, it is likely that some of them would be developed in a much more consistent way than others.

Taking for instance the case of foreign languages, there are five which are easily implemented in the planification of every lesson proposal. With respect to the present teaching unit, it copes with the following in a more advanced manner: the linguistic communication competence, the plurilingual competence, the personal, social, and learning to learn competence, the citizenship competence, and the cultural awareness and expression competence. The rest of them, although they are not immediately related to the learning of languages, can be implemented if the activities, tasks or projects are properly combined. As a matter of fact, didactic programs should seek the integration of the eight key competences since they cover the whole academic year. It is assumed that the planning would be more varied and open for other areas of study outside of the basic contents of the subject.

In the first place, the linguistic communication competence copes with oral and written interaction in the foreign language. As it should be assumed, the objective of language teaching should be aimed towards communicative skills so that the students would be able to perform successfully by making use of this linguistic instrument they are learning or have learnt in previous occasions. What this lesson proposal pursues is to evoke in the young learners the capacity to speak their truths about an interesting and prevailing topic of today’s world. With this focus, they will be taught on how to put these themes into action. To

²² “Desempeños que se consideran imprescindibles para que el alumnado pueda progresar con garantías de éxito en su itinerario formativo, y afrontar los principales retos y desafíos globales y locales” (Portal del Sistema Educativo Español).

be more specific, the grammatical contents will be adapted to the predominant topic and they will be using those while talking about the topics assigned. Also, in regards to communication, even though they will always be communicating to the whole class, they will also be working on smaller groups to favor their affective filter.

Secondly, the plurilingual competence is present to some extent. Due to the multicultural context held in the target classroom, there will be instances when some students will act as mediators with their native tongues. It is important to bear in mind that some students have just started their educational journey and may need extra help. Thus, having a group of students who will be willing to assist them at some stages is beneficial for the development of the class. In addition to this, it is significant to point out that because of this linguistic variety, Spanish is also used eventually. Although it is highly recommended to speak in the foreign tongue at all times, there will be situations when it will ease the progression of the lecture in an attempt to not interrupt the learning dynamic.

In the third place, the personal, social, and learning to learn competence is broadly included in this proposal. The reasons behind this are that all of these values are inseparable from the main topic for discussion which is equality and gender stereotypes. Largely, the ideas spread in these lessons are all associated with how to be a reliable, fair and reasonable citizen. Whilst using the foreign language to express themselves, they are learning about the outside world, how men and women are perceived and what they can do to promote gender equality.

Accordingly, the citizenship competence is another driving force of this proposal. Students will be trained on social values and on how to understand and interpret social structures. With the aid of the foreign language, they will be giving attention to their civic commitment, as well as recognizing the pending battles to be fought in terms of gender equality. It is also relevant that they identify these injustices at an international level so they would perceive a bigger picture of the world we live in. For this, the foreign language is necessarily integrated as it would be their tool to communicate around the globe.

Finally, the cultural awareness and expression competence is also tangible in this proposal. In the main, students are presumed to value and respect each others' beliefs due to the heterogeneity of the class. Also, relative to the topic of discussion, all of them will be allowed to express their opinions and show how they take care of discrimination in their own personal environments. Freedom of expression in the lectures will be welcomed as long as it

does not interfere with the class dynamics, they make use of the proper language and register, and they do not undervalue each others' way of thinking.

4.2.1. Specific competences

With all of this in mind, it is essential to call attention to the specific competences of the subject area which in this case is English as a foreign language. These are divided into six domains. In practical terms, they all should be included in didactic programming, it is frequent that lesson proposals will give focus to a group of them. As far as this proposal goes, the specific competences chosen were numbers one, two, three, five and six. In other words, comprehension, production, interaction and interculturality.

To be more specific, the selected specific competences are subdivided into those which correspond with the can-do statements created for the assessment of the lesson. Therefore, the most relevant ones will be explicitly described so that the purpose of the learning and evaluation process can be properly understood.

Firstly, the specific competence 1.1. claims the student should be able to: “1.1 interpret and analyze the global meaning and the specific and explicit information of short and simple oral, written and multimodal texts on frequent and everyday topics of personal relevance and close to the student's experience, typical of the fields of interpersonal relationships, learning, media and fiction expressed clearly and in the standard language through different media.” (D39/2022, p. 49265).²³

As well as that, within the specific competence number 2, it is necessary to draw attention to 2.4. which states that the learners are expected to: “use vocabulary related to everyday matters related to one's own interests, adapting it to the communicative situation and with a variety appropriate to the level.” (D39/2022, p. 49265).²⁴

Over and beyond that, in relation to the specific competence number 3, this lesson proposal alludes to 3.1. which establishes that the student can: “plan and participate in short and simple interactive situations on everyday topics, of personal relevance and close to the student's experience, through various media, relying on resources such as repetition, slow pace or nonverbal language, and showing empathy and respect for linguistic politeness and

²³ “1.1 Interpretar y analizar el sentido global y la información específica y explícita de textos orales, escritos y multimodales breves y sencillos sobre temas frecuentes y cotidianos, de relevancia personal y próximos a la experiencia del alumnado, propios de los ámbitos de las relaciones interpersonales, del aprendizaje, de los medios de comunicación y de la ficción expresados de forma clara y en la lengua estándar a través de diversos soportes”(D39/2022, p. 49265).

²⁴ “Utilizar léxico relativo a asuntos cotidianos relacionados con los propios intereses adecuándolos a la situación comunicativa y con una variedad adecuada al nivel” (D39/2022, p. 49265).

digital etiquette, as well as for the different needs, ideas, concerns, initiatives and motivations of the interlocutors.” (D39/2022, p. 49266).²⁵

Moreover, the specific competence number 5 is fundamentally included because of the peer assessment the students carry out during the final task. Still and all, the sixth specific competence needs to be highlighted since it applies to almost all of the tasks in the lectures. In particular, the specific competence 6.3. declares the learners skillful enough to appreciate the value of equality, which is the main topic for discussion in the proposal: “apply, in a guided way, strategies to explain and appreciate linguistic, literary, cultural and artistic diversity, taking into account eco-social and democratic values and respecting the principles of justice, equity and equality.” (D39/2022, p. 49267).²⁶

As a final point, the specific competences need to be carefully prearranged in order for the lesson plan to make sense and for the assessment process to be coherent. Depending on the themes for discussion, the students are meant to assimilate a particular set of ideas, concepts and skills. In this case, the learners will develop their comprehension, production and interaction skills in the foreign language, but they will also become cognizant of a very notable social misfortune which is gender inequality.

²⁵ “Planificar y participar en situaciones interactivas breves y sencillas sobre temas cotidianos, de relevancia personal y próximos a la experiencia del alumnado, a través de diversos soportes, apoyándose en recursos tales como la repetición, el ritmo pausado o el lenguaje no verbal, y mostrando empatía y respeto por la cortesía lingüística y la etiqueta digital, así como por las diferentes necesidades, ideas, inquietudes, iniciativas y motivaciones de los interlocutores.” (D39/2022, p. 49266).

²⁶ “Aplicar, de forma guiada, estrategias para explicar y apreciar la diversidad lingüística, literaria, cultural y artística, atendiendo a valores ecosociales y democráticos y respetando los principios de justicia, equidad e igualdad” (D39/2022, p. 49267).

4.2.2. Contents

With regard to subject contents, it is crucial to point out the lesson proposal covers some of the most relevant sections of the curriculum. According to the Decree 39/2022, *de 29 de septiembre, por el que se establece la ordenación y el currículo de la educación secundaria obligatoria en la Comunidad de Castilla y León*, the contents are divided into communication, plurilingualism, and interculturality. As it might be expected, this proposal considered the three of them on balance.

Corresponding to communication, the necessary communicative functions for interaction will be seen, together with their contexts to favor situational learning. It will also be intended to create scenarios where the students will be engaged and motivated to make use of the foreign language. According to the curriculum, this lesson plan is supported by several communicative contents, but one of them will be emphasized since it comprises the overall purpose. That is, the students will be taught on, “contextual models and basic discourse genres in the comprehension, production and co-production of oral, written and multimodal texts, short and simple, literary and non-literary: characteristics and recognition of the context (participants and situation), expectations generated by the context; organization and structuring according to genre and textual function.” (D39/2022, p. 49267).²⁷

As regards to plurilingualism, a few strategies and techniques to ease interactions will be identified so that they would know how to make themselves understood by the listener. Making reference to the curriculum once again, the learners will be instructed on “strategies and techniques to respond effectively to a basic and concrete communicative need in a comprehensible manner, despite the limitations derived from the level of competence in the foreign language and in the other languages of one's own linguistic repertoire.” (D39/2022, p. 49268).²⁸

And speaking of interculturality, the foreign language will be presented as an instrument for personal and cultural enrichment so that they would assimilate the benefits of endorsing other languages and other cultures. In the words of the curriculum, “the foreign

²⁷ “Modelos contextuales y géneros discursivos básicos en la comprensión, producción y coproducción de textos orales, escritos y multimodales, breves y sencillos, literarios y no literarios: características y reconocimiento del contexto (participantes y situación), expectativas generadas por el contexto; organización y estructuración según el género y la función textual.” (D39/2022, p. 49267).

²⁸ “Estrategias y técnicas para responder eficazmente a una necesidad comunicativa básica y concreta de forma comprensible, a pesar de las limitaciones derivadas del nivel de competencia en la lengua extranjera y en las demás lenguas del repertorio lingüístico propio.” (D39/2022, p. 49268).

language as a means of interpersonal and international communication, as a source of information and as a tool for personal enrichment.” (D39/2022, p. 49268).²⁹

In parallel with the aforementioned contents, it is appropriate to discuss the syntactic-discourse structures also pertaining to the curriculum. In the case of this proposal, the principal structure will be the narration of past events, including past simple, past continuous, and the use of when and while. All of this will be accompanied by the previous knowledge of the learners which covers present simple and continuous, some adverbs of time, and partially expressing likes and dislikes, opinions, emotions and basic interests.

For the most part, the current English as a foreign language curriculum aims towards the application of the language in real-life situations. Making reference to the present-day law LOMLOE, it is essential that students will figure out how to properly interact with foreign people or simply use the foreign language in an ordinary scenario. In order to achieve this, the cultivation of the eight key competences is requisite. Once again, this lesson proposal puts the students under real circumstances, with a common purpose to be remedied, and they are entitled to use English to outreach the activities.

²⁹ “La lengua extranjera como medio de comunicación interpersonal e internacional, fuente de información y como herramienta para el enriquecimiento personal.” (D39/2022, p. 49268).

4.3. Aims of the proposal

The main goal of this proposal is to go beyond traditional methods of teaching and to make the students react towards gender stereotypes and understand the idea of gender equality. It is important that future generations have knowledge of how men and women are viewed in the current society. Also, gender discrimination has improved considerably and it is necessary to emphasize on how the population is evolving. However, there still exists a gender gap which should be eradicated and education is one of the better tools to do it. What is more, gender stereotyping will be the base to teach the past tenses, as well as the vocabulary on jobs and family members. Thus, all of these language contents are going to be studied through the training on gender equality.

Because the aim of this dissertation is to analyze coeducation and how male and female students work together, it is deemed to combine these conceptions in the foreign language lessons. In fact, for a good number of tasks, the students will be divided into groups. In some cases, this division would be between boys and girls, and other times they would be mixed. The purpose of this is to observe how they would work in these different scenarios.

As educators, it is required to notice how girls and boys respond to these different circumstances. As it has been mentioned in previous sections of this study, girls tend to feel more secure when they are surrounded by other girls. Nonetheless, boys are prone to work with girls since they bring serenity to the group and often favor the completion of the tasks. On top of that, due to the heterogeneity of coeducational groups, it is common to find a great variety of realities.

After the implementation of this teaching unit, the students are expected to discern the different social settings in which gender discrimination is noticed and to react towards them by means of the foreign language. In due course, it is crucial that the learners learn to communicate fluently and coherently making use of multiple ways of expression. Ideally, they would know how to disseminate the ideas of equality in the foreign language and work on these dynamics outside the classroom.

To be able to achieve all of these objectives, activities are multidisciplinary, while having a common moral. The big majority of tasks, although they are planned to enhance the learning of the language, also intend to stimulate the exposure to gender discriminations and foster opinions towards them. Students are invited to opine apropos of these notions and they

are free to ask or suggest whichever related theme that comes to their mind as long as it will not interrupt the development of the lectures.

By these means, it is interesting to point out that grammatical and vocabulary content is implemented at all times since this didactic proposal will take place in the midst of the academic year and they are required to follow a specific guideline of materials. In this specific case, they will be taught to narrate past events, to offer, accept and reject help, proposals and suggestions, and to partially express taste or interest and basic emotions according to the Royal Decree 39/2022.

In that event, the topics to be discussed will majorly be connected to gender equality and both male and female students will be presented with multiple scenarios where they will need to make use of their English language knowledge and try to convey meaning, solve a dilemma or simply state their opinions. The value of debates or brainstorming is fairly significant since it is when the students' positioning or understanding of the topic is detected. Hence, most of the sessions will combine these types of dynamics with the aim of favoring the students' own way of thinking and interest.

With that in mind, it is indispensable to take advantage of cooperative work during lessons. As it was stated above, learners will be continually working with each other since this will contribute to their self-growth and academic success. Yet, the proper distribution of these teams or groups is of great relevance as this can highly influence the efficacy of the activities. In fact, this can alter the affective filter of some students who do not feel confident to express themselves or collaborate with unknown classmates. They may feel scared to participate or share their thoughts, and thus, their contribution to the team will be limited or scarce.

All together, the principal topic for discussion of this lesson plan is intended to raise the interest of the students. The world they live in can also be changed by the little things they achieve, and it is pertinent to stimulate their will to learn and spread their knowledge about it. Based on this, transversal contents will be worked upon and they will be applying the English language for an up-to-date theme which concerns all of us.

Generally speaking, the lesson proposal will consist of eight sessions with an average of five activities per lesson, counting with the introductory and the closing activities. The reinforcement activities are of longer duration since they convey the leading part of the lecture and it is when the students are expected to work the most, applying the content and collaborating with each other.

4.4. Methodologies

For this lesson plan, a good variety of methodologies have been implemented. All of them support inductive learning, collaborative work and communication since those approaches have been proven to be highly successful in the learning of a foreign language. Among other secondary methods, these are the principal ones which will be described: Communicative Language Learning (CLL), Task-Based Learning (TBL), Content-Based Instruction (CBI), Community Language Learning (CLL) and Role-play and simulation.

In the first place, Communicative Language Learning and Community Language Learning can be considered to be particularly related. Both methodologies aim at the participation and interaction of every student by making use of the foreign tongue. They also value how learning can be derived from each other by sharing own experiences or points of view. In these cases, the role of the teacher is limited to a guide or mentor who is essentially assisting the students and controlling the proper development of the class.

On another note, Content-Based Instruction has its fundamentals in the introduction of a valuable theme for discussion, generally related to topics outside of the classroom, and its understanding and ways of working upon it. At the beginning of the lesson, it is expected for the teacher to introduce certain pieces of information to favor the realization of the following activities and tasks. For this particular instance, the teacher makes open explanations about gender equality and gender stereotypes both at the start of some lectures and at the end of some tasks. In this way, they are contributing to the assimilation of ideas of the learners.

For the most part, Task-Based Learning is being exercised all throughout the lesson plan. While communicating and learning from each other, the students are in the process of completing a task. The main objective of this methodology is to praise the route taken to achieve something, rather than the final product. Indeed, how learners choose to act towards situations of stress or the obstacles which may come along the way is what will be most valued by the educator.

Not least of all, the adoption of Role-plays and Simulations is fairly popular because of their efficacy. The students are asked to perform, using the foreign tongue, under very specific circumstances to which they need to accommodate. One of the most relevant aspects of these strategies is to make the scenarios as realistic as possible. In the case of this lesson, they will be putting this into practice in the final task.

4.4.1. Materials and resources

The materials and resources used for this lesson proposal will be specified in this section. By and large, it is significant to point out that the target classroom will have a smartboard with internet connection to work with. Thus, every session will be accompanied by a presentation put on the screen. Certainly, having visual support all throughout a class makes the development and understanding of the lecture more straightforward. As a whole, the smartboard will mainly be used by the teacher to put on images, short specifications of the rules to follow for the tasks, or explanatory videos both before and after some dynamics.

Beyond that, the conventional blackboard can also be used for sudden clarifications that the students might need, such as the spelling of words or the drafting of some tasks. It is important not to forget about the potential of blackboards and knowing how to use them since we should not always trust technology.

In terms of tangible materials, one may assume textbooks will take the lead. However, this lesson plan avoids the use of the traditional textbook and the teacher is in charge of creating a small assortment of materials which will aid the correct functioning of the assignments. These will be mainly in the form of templates or simple outlines to support the execution of the role-plays, for example. More specifically, the teacher will design mind maps, flashcards, a vision board and a timeline, for the students to fill in. On a separate note, for the modeling of the students' CV, there will be a CV template made by the professor with the most relevant points they intend to emphasize on. And finally, for the role-play at the end of the lesson plan, the scripts will also be designed by the teacher.

On these grounds, it can be concluded that even though this lesson proposal does require an arrangement of materials and resources, they are pretty clear and easy to work with. As might be expected, they can always be altered and adapted to the students' needs in case they have any suggestions to elevate the contents being divulged. Most of all, for the proper culmination of these lectures, the work and implication of the students is what would make the materials more efficient, rather than the material itself.

4.5. Planning of activities and tasks

As it was aforementioned, the lesson proposal will be composed of eight sessions. These sessions will be within two learning situations. The first one including sessions 1 to 4 is called “Together we thrive”, the second which is named “Unveiling bias at work”, carries sessions 5 to 7. And finally, the eighth session, “Role-playing gender equality”, is destined for the presentation of the final task. In this upcoming segment, sessions and activities will be further explained with the purpose of providing a more detailed account of the development of the lectures, apart from the ones in the appendixes at the end of this paper.

First and foremost, session 1 is named “Gender harmony”. The intent is to make students reflect about their academic path and make sure they notice the differences and obstacles, as well as the advantages and privileges, found in coeducational settings.

Down the line, in session number 2, “Gendered learning”. This lecture will consist of a debate between boys and girls. They will be asked about their previous experiences at school. Since they are in their second year of secondary education, most questions will relate to primary school. They will be given green and red cards to determine if they agree or disagree with the statement proposed. Later on, a comparison of results will be carried out to observe the difference between genders.

In session number 3, “Exploring familial labels”, they will be doing an information gap activity about the academic or work-related experiences of their family members in their past. The goal is to analyze and give thought to how different were the experiences of the men and the women in their families when they were young. Also, to see how times have changed and induce a positive perspective in the development of equality in the education and work environment for both genders.

Finally, in the last session of the first learning situation, the students will be asked to work in mixed pairs, preferably. This will be called “Role reversal”. They will put themselves in the others’ shoes and deliberate on what the other would want to be in their future. They will need to write a small text giving reasons why they think their classmate would want to dedicate their lives to certain occupations, and then, read it to the rest of the class.

Moving forward to the second learning situation, they will be learning about gender stereotypes in the workplace. Since the assigned contents for this time of the school year are related to jobs and family, the final task of this learning situation will be a role-play interview

in which they will need to act as if they were applying for a job in the context of being a man or a woman.

In session number five, “Career Quest”, the students will be working on their own and wondering about what they would want to be in the future. Along with this, they will be sharing the occupations of their relatives, i.e. mother, father, uncle, aunt, grandparents... With these means, the teacher will clarify the importance of gender awareness in the job market and what are the implications for the professional path.

Next in order, session number 6, “Profile Power-up”, will be dedicated to the creation of a CV. Once they have decided which job interests them the most, they will be given a template to fill out in which the main sections of a curriculum will be laid out. The purpose of this activity is to familiarize students with the format of a very important document they will have to design in their future.

Consequently, in session number 7, they will have time to prepare for the interview they will be doing for the final task. This session will be called “Unlocking your potential”. The idea is to encourage students to find their strengths in terms of professional and teamworking skills. Once again, they will be given two scripts, one for the interviewer and another for the interviewee, with some prompts to follow when they are doing the simulation interview. In fact, they will be divided into pairs and their roles will alternate so that they will perform both parts of the scenery.

As it was specified before, session number 8 will be devoted to the realization of the final task. The name of the final assignment is “Role-playing gender equality”. The reasons behind this name are the gender implications in job interviews and how they influence the choosing of candidates for a job position. After carrying out the interviews, a series of topics for discussion will be asked by the teacher about what are the implications of gender when requesting a job. This will be a guided debate since they may not know a lot about job interviews.

4.5.1. Final task

As specified before, the final task, “Role-playing gender-equality”, goes in relation to the two learning situations and it is thought to be a job interview. The previous sessions are intended to be highly collaborative and to enhance the students’ speaking abilities. In this manner, they will be more prepared to face the challenge of the interview. Also, the workplace is a very realistic environment where gender roles play a huge part. The overall intention with this lesson proposal is to make the students aware of this reality while teaching them how to overcome these stereotypes or social conceptions.

In the interview, they will be working in pairs. Each pair will perform twice so that they can take upon both roles, the interviewer and the candidate. The interviews will be of about 2 or 3 minutes since the number of students is rather large and there is not enough time to make them longer. Under these circumstances, they will have to make use of the target language in a real-life setting which they will most likely face in their future careers.

The assessment process of this exercise will be both from their classmates and from the teacher. They will be completing a simple checklist evaluating each others’ performances in terms of fluency, accuracy, body language and originality. Likewise, the teacher will mark their work, both oral and written, since they will be handing their scripts.

On the whole, all of the sessions will be gradually aiming for this final result. The students will be working on grammatical contents, as well as their speaking abilities all throughout the lesson. Most of all, the applicability of the foreign language in this proposal is of prime importance since all of the activities are within a real-life context which they have faced or will face at some stage in their lives.

4.6. Attention to diversity

On account of the fact that every class of students presents heterogeneity, this fragment will be dedicated to clarifying the curricular and instructional adaptations which may need to be made. Every lesson proposal must be equipped correctly for students with special educational needs. On this occasion, the lectures will be thought to be inclusive of every student's profile and style of learning. Hence, there will not be a significant curricular adaptation from the start. These modifications would take place if a student resulted to not be capable of reaching the same level as their partners.

To put it another way, there will not be an open significant curricular variation, since every task or activity is destined to be carried out in pairs or small groups. That being the case, the students are expected to contribute and help each other for the completion of their duties. Nonetheless, if the situation calls for extra assistance, the teacher will be in charge of restructuring the task or the groups. In point of fact, there are no sessions in which the content may interfere in the students' comprehension since all of the lectures are pretty visual and unambiguous.

What can happen and it is something teachers should be trained for, is that in the moment of producing orally, some students may refuse to do it in front of the whole class. In any event, the classroom atmosphere and how everyone tends to react towards each others' actions plays a huge role. But still, if a particular student repels speaking in public, some alternatives ought to be given to them.

To put it concisely, there will always be students who need further and closer assistance from the teacher. Necessarily, while working in small groups or pairs, the teacher is presumed to walk around the class to check if everyone is operating correctly. For all that, they need to pay special attention to those who might struggle a little more with the foreign language or with any other academic matter. This can be denominated as real integration. As this happens, there are no tangible alterations being made for those students as they are performing under the same circumstances as the rest, but they are implicitly given more guidance and supported in more ways than other classmates.

On balance, every task and activity in this lesson plan can be easily restructured for those who need it urgently. Even so, the intention is for those students who present difficulties to try to keep pace with the rest of the class with the purpose of not marking a clear learning gap between the learners as this could easily affect their self-esteem.

4.7. Assessment process

In terms of the assessment system for this lesson proposal, it is requisite to distinguish between the several parts that go into the evaluation of the students and the reasons behind them. Starting from the evaluation of the whole process, it will take 60% of the final grade. The final task will count for 30% of the final grade. And the remaining 10% goes into active participation during the lessons. Also, within the 30% of the final task, the co-assessment checklist completed by their partners will be included.

Strictly speaking, within the bounds of the 60%, the teacher will take into account the following aspects: the application of the subject contents into the specific tasks, the student's expression of statements and opinions related to the tasks, and most of all, the exchanging of information and teamworking using the foreign language.

In similar fashion, for the evaluation of the final task, the teacher will value how much the student is able to produce orally while fulfilling the aim of the activities. Plus, if the student is ready to adapt to a specific communicative context, i.e. if they can satisfy certain communicative needs by making use of the assigned grammatical structures. Equivalently, the students need to show respect towards their partners at all times during the performance, both as the speaker and as the audience. They also need to comprehend the gender implications attached to the task and impersonate them. Just as importantly, as it was aforementioned, the co-assessment segment will be included in this part of the evaluation.

Moreover, active participation and partaking during the lectures will be highly praised. For this reason, there is a distinct rubric for the evaluation of this dimension. Other than having a proficient linguistic level, the learning process of a foreign language must look for those apprentices who are excited to actively use the language in real settings, regardless of grammatical mistakes. Which is why this category should be included in every assessment process for languages.

Correspondingly, all of these assessment procedures are thought to reward those students who are motivated to learn, but most of all, those who are excited to produce orally and communicate using the foreign tongue. The idea of modern language teaching is to inspire learners to find the functionality of the language in the outside world, in those situations where they can put it into action.

5. Conclusion

This dissertation set out to explore the notions of gender equality in the context of an EFL classroom among teenagers, more specifically of around 13 and 14 years old. The proposal intended to demonstrate how thanks to the wide range of didactic and methodological possibilities that can be accomplished in foreign language lectures, cross-curricular contents such as gender equality can be easily introduced and discussed under academic conditions. As a matter of fact, languages should be looked at as vehicles for common conversations, hence, in the case of these English lessons, students are primarily given topics and sets of circumstances to comment on. Once the learners find themselves engaged with the meanings of the classes, it is likely they will feel motivated to participate and share their thoughts.

After the implementation of this lesson plan, a good variety of features were detected pertaining to the reactions of the boys and the girls of the group. As it was clarified in the theoretical background, there exists a significant difference on how each of the genders perform or carry themselves when given a specific task or asked a specific question. However, the results were favorable in terms of the relationships among them and with the teacher. They showed themselves open to work on these topics and gave very interesting insight when they were asked to share or give responses to any queries. In the following segment, some of the most substantial activities or dynamics will be highlighted with the purpose of encompassing the resolutions of the didactic proposal.

To be exact, in session number two, a debate on their past academic experiences was conducted. The questions coped with feelings, relationships and grades. At this point, they were divided into girls and boys so that the results could be easily estimated for later analyses. The outcome was corresponding to previous studies and calculations, meaning that girls presented themselves as more open to show emotions and were affected by lower grades or possible punishments. And yet, very few boys revealed themselves distressed by anything in their earlier school-related events. On that, one could assume stereotypes are taking place and the educational environment causes some of them to be true.

Moving forward, in the fourth session, as they had been working in small groups and pairs for some of the lessons, it was observed how the bonds formed among them were flourishing. In this case, they were requested to compose a small text about some past life events of their partner. Given that most of the pairs were mixed, they were implicitly

sympathizing with the perspectives a girl or a boy has, and the importance they give to particular aspects. It is overall a way to put oneself in the other's shoes.

In session five, they were asked to explore the professional paths of their relatives and subsequently reflect upon their own aspirations. Taking note of this, they speculated on how incompatible the experiences from the female and male members of their family were, and how that is mirrored in their own visions. With the aid of the teacher, they gradually understood the real meaning of gender in today's society and the reasons why change is necessary. They demonstrated a great level of awareness, and some of them even expanded their professional goals including a few occupations they had not contemplated before.

Be that as it may, they also included those new career ambitions in their CV templates, stating that they feel capable of succeeding in some fields which they had never considered.

Finally, during the realization of the final task, most of the pairs made evident they had embodied the real purpose of the lesson plan. As it was detailed above, the job interview was specifically designed to break down the gendered barriers which many times manipulate the process of appliance for a job. Some of the female students came across them and stood up for themselves by making their claims clear and interviewing for "male" job positions, according to the societal stereotype, indeed. Meanwhile, most male integrants of the group were not so pronounced when confronting social assumptions. Even though they performed accordingly, they did not emphasize the idea that men and women are not offered the same treatment under those circumstances.

In the final analysis, it can be declared that schools are a very favorable environment to transmit fair gender perceptions. Not to mention, teachers are also being educated in equality since their training will be continuous and applicable to their lessons. If educational institutions pay attention to social dilemmas or controversies which students face in their ordinary lives, education will be favored and learners will be encouraged not only to get the highest grade, but to be a better person and citizen.

With respect to the EFL classroom, or any other foreign language, it can be attested that the linguistic training can be done by giving the students a certain problematic or situation in which they will be reflecting on non-linguistic matters, such as gender justice, while bringing the foreign tongue into play. On this basis, the teaching and learning of non-native languages is enlarged and recommended by modern, globalized education.

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7. Appendixes

Lesson Proposal “Shared Spaces”

Appendix A: General chart, Sessions chart, Activities chart

Level: ESO	Level/course: 2 nd	Time: Second Term
Aims: a, c, d, i		
<p>Key Competences</p> <p>CCL, CP, CD, CPSAA, CC, CE, CCEC</p>	<p>Specific Competences</p> <p>SC1, SC2, SC3, SC5, SC6</p>	
<p>Contents</p> <p>A3</p> <p>A4</p> <p>A6</p> <p>A10</p> <p>A13</p> <p>B1</p> <p>C1</p>	<p>Assessment Criteria</p> <p>1.1.</p> <p>2.1.</p> <p>2.3.</p> <p>2.4.</p> <p>3.1.</p> <p>5.3.</p> <p>6.3.</p>	

Learning Situation 1 Together we Thrive					Learning Situation 2 Unveiling Bias at Work			Final task Role-playing Gender Equality	
Session 1 Gender Harmony	Session 2 Gendered Learning	Session 3 Exploring Familial Labels	Session 4 Role Reversal	Session 5 Career Quest	Session 6 Profile Power-up	Session 7 Unlocking your Potential	Session 8 Role-playing Gender Equality		

SESSION 1 CHART

Session 1 “Gender Harmony”	
Specific Competences	Can-do statements
SC1	1.1.1. The student comprehends the message being transmitted.
SC2	2.3.1. The student applies the contents to a specific task and communicative situation.
SC3	2.4.1. The student expresses clear statements and/or opinions related to the activity’s content.
SC6	3.1.1. The student exchanges information related to the activity while working with peers. 6.3.1. The student is able to appreciate the value of equality and its social consequences. 6.3.2. The student can recognize gender prejudices in the familial and professional spheres.

Subject contents		Cross-curricular contents		
<p>A3</p> <p>A4</p> <p>A6</p> <p>B1</p> <p>C1</p> <p>Syntactic-discourse strategies</p> <p>2. Describe people, objects, and places.</p> <p>4. Placing events in time.</p> <p>5. Locating objects, people and places in space.</p> <p>6. Ask for and exchange information on everyday issues.</p> <p>9. Partially express taste or interest and basic emotions.</p>		<p>Without prejudice to their specific treatment, reading comprehension, oral and written expression, audiovisual communication, the promotion of critical spirit, mutual respect and cooperation among equals will be promoted in a cross-curricular manner. (Art. 6, RD217/2022).</p> <p>2. Likewise, all subjects and areas will work on education for proactive school coexistence, aimed at the respect of diversity as a source of richness. (Art. 10, D39/2022).</p> <p>4. Likewise, (schools) shall guarantee the transmission of the values and opportunities of the Community of Castile and Leon to students, as a favorable option for their personal and professional development. (Art. 10, D39/2022).</p>		
Activities/Tasks		Specific Competences	Contents	Can-do statement
Activity 1: Take a look at this	<p>Resources: Smartboard.</p> <p>Time: 10 minutes.</p> <p>Classroom management: The class as a whole.</p>	<p>SC1</p> <p>SC2</p> <p>SC3</p> <p>SC6</p>	<p>A4</p> <p>A6</p> <p>B1</p> <p>C2</p>	<p>1.1.1. The student comprehends the message being</p>

				<p>transmitted.</p> <p>2.4.1. The student expresses clear statements and/or opinions related to the activity's content.</p> <p>3.1.1. The student exchanges information related to the activity while working with peers.</p> <p>6.3.1. The student is able to appreciate the value of equality and its social consequences.</p>
			<p>2. Describe people, objects, and places.</p> <p>6. Ask for and exchange information on everyday issues.</p> <p>9. Partially express taste or interest and basic emotions.</p>	
Activity 1: "Take a look at this" Explanation				<p>For this activity, the teacher will introduce the overall topic of the lesson proposal which is gender equality. They will also point out the realization of a final task which will consist of a job interview in pairs.</p> <p>After these explanations, they will be shown a series of images of different work environments and the employees within. They will be asked a group of questions in</p>

<p>relation to the characteristics of the settings, the specific occupations and qualities of the people working.</p> <p>The questions will be designed to meet some purposes and to introduce the topic of gender stereotypes in the professional world.</p>					
Activity 2: Workplace revolution	<p>Resources: Smartboard, piece of paper.</p> <p>Time: 15 minutes.</p> <p>Classroom management: Small groups.</p>	<p>SC1</p> <p>SC2</p> <p>SC3</p> <p>SC6</p>	<p>A3</p> <p>A4</p> <p>5. Locating objects, people and places in space.</p> <p>9. Partially express taste or interest and basic emotions.</p>	<p>1.1.1. The student comprehends the message being transmitted.</p> <p>2.4.1. The student expresses clear statements and/or opinions related to the activity's content.</p> <p>3.1.1. The student exchanges information related to the activity while working with peers.</p> <p>6.3.1. The student is able to appreciate the value of equality and</p>	

					its social consequences. 6.3.2. The student can recognize gender prejudices in the familial and professional spheres.
Activity 2: “Workplace revolution” Explanation		In small groups, they will be assigned one picture from the previous activity and they will need to make adjustments to create a scenario where men and women are seen as equals. They will be asked to describe it in a small paragraph.			
Activity 3 : Perspectives in Dialogue	Resources: Smartboard, piece of paper. Time: 15 minutes. Classroom management: Small groups.	SC2 SC3 SC6	A3 A4 B1	2.4.1. The student expresses clear statements and/or opinions related to the activity’s content. 3.1.1. The student exchanges information related to the activity while working with peers.	

				<p>6.3.1. The student is able to appreciate the value of equality and its social consequences.</p> <p>6.3.2. The student can recognize gender prejudices in the familial and professional spheres.</p>
Activity 3: “Perspective in Dialogue” Explanation	With the work they had been doing in small groups, it is now time to share it with the rest of the class. Each group will come to the front of the class to explain which arrangements they would make to better the job settings and give reasons why.			
Activity 4: Reflection	<p>Resources: Flashcards.</p> <p>Time: 10 minutes.</p> <p>Classroom management: Individually.</p>	<p>SC1</p> <p>SC6</p>	<p>A3</p> <p>C1</p>	<p>1.1.1. The student comprehends the message being transmitted.</p> <p>6.3.1. The student is able to appreciate the value of equality and</p>

				its social consequences. 6.3.2. The student can recognize gender prejudices in the familial and professional spheres.
Activity 4: “Reflection” Explanation				<p>To finish off the lesson, they will be given a flashcard with the following prompts:</p> <ul style="list-style-type: none"> - Reflect on a time when you may have conformed to a gender stereotype. - How have gender stereotypes influenced your own choices and behaviors? - Are there any stereotypes you have internalized without realizing it? <p>They will hand in these flashcards to the teacher at the end of the class.</p>

SESSION 2 CHART

Session 2 “Gendered learning”	
Specific Competences	Can-do statements
SC1	1.1.1. The student comprehends the message being transmitted.
SC2	2.3.1. The student applies the contents to a specific task and communicative situation.
SC3	2.4.1. The student expresses clear statements and/or opinions related to the activity’s content.
SC6	3.1.1. The student exchanges information related to the activity while working with peers. 6.3.1. The student is able to appreciate the value of equality and its social consequences.

Subject contents		Cross-curricular contents		
<p>A3</p> <p>A4</p> <p>A10</p> <p>B1</p> <p>C1</p> <p>Syntactic-discourse strategies</p> <p>3. Comparing people and objects.</p> <p>4. Placing events in time.</p> <p>5. Locating objects, people and places in space.</p> <p>6. Ask for and exchange information on everyday issues.</p> <p>9. Partially express taste or interest and basic emotions.</p>		<p>Without prejudice to their specific treatment, reading comprehension, oral and written expression, audiovisual communication, the promotion of critical spirit, mutual respect and cooperation among equals will be promoted in a cross-curricular manner. (Art. 6, RD217/2022).</p> <p>2. Likewise, all subjects and areas will work on education for proactive school coexistence, aimed at the respect of diversity as a source of richness. (Art. 10, D39/2022).</p> <p>4. Likewise, (schools) shall guarantee the transmission of the values and opportunities of the Community of Castile and Leon to students, as a favorable option for their personal and professional development. (Art. 10, D39/2022).</p>		
Activities/Tasks		Specific Competences	Contents	Can-do statement
Activity 1: Recapping Gender Roles	<p>Resources: Smartboard, cell phones.</p> <p>Time: 10 minutes.</p> <p>Classroom management:</p>	SC1	A3	1.1.1. The student comprehends the message being

	The class as a whole.			transmitted.
Activity 1: “Recapping Gender Roles” Explanation				<p>As it was anticipated in the previous session, gender roles in the academic environment, as well as in the professional one, are very relevant and should be understood from a perspective of change and positive progress.</p> <p>Therefore, in this activity, they will be asked to give a brief definition to gender roles and type it on a <i>padlet</i> link that the teacher will provide so that it will appear in the smartboard.</p> <p>Afterwards, a small debate will be raised in relation to the answers provided by the students.</p>
				<p>1.1.1. The student comprehends the message being transmitted.</p> <p>2.4.1. The student expresses clear statements and/or opinions related to the activity's content.</p> <p>3.1.1. The student</p>
Activity 2: Learning without Labels	<p>Resources: Smartboard.</p> <p>Time: 15 minutes.</p> <p>Classroom management: Groups of boys and girls.</p>	<p>SC1</p> <p>SC2</p> <p>SC3</p> <p>SC6</p>	<p>A10</p> <p>B1</p> <p>C1</p> <p>4. Placing events in time.</p>	

				exchanges information related to the activity while working with peers. 6.3.1. The student is able to appreciate the value of equality and its social consequences.
Activity 2: “Learning Without Labels” Explanation	<p>Once the debate finishes, the teacher will distribute a green and a red card to each of the students. Then, they will be asked to divide themselves into boys and girls, and a captain from each of the teams will be chosen to count the green and red cards raised for each question and take record on the blackboard.</p> <p>A series of yes/no questions will start appearing on the screen. The questions will be related to the presence of gender roles in their previous academic path, i.e. first year of secondary school, primary school...etcetera.</p> <p>The answers will be recounted and at the close of the activity, they will compare the</p>			

results from the boys and from the girls, and see how similar or different they are.		
Activity 3: Mirror of the Other	<p>Resources: Piece of paper. Time: 15 minutes. Classroom management: Groups of boys and girls.</p>	<p>SC1 SC2 SC3 SC6</p> <p>A3 A4 A10 B1 C1</p> <p>3. Comparing people and objects. 6. Ask for and exchange information on everyday issues.</p> <p>1.1.1. The student comprehends the message being transmitted. 2.3.1. The student applies the contents to a specific task and communicative situation. 2.4.1. The student expresses clear statements and/or opinions related to the activity's content. 3.1.1. The student exchanges information related to the activity while working with peers. 6.3.1. The student is</p>

					able to appreciate the value of equality and its social consequences.
Activity 3: “Mirror of the Other” Explanation	<p>Now, in the same groups of boys and girls, they will be asked to compose three sentences comparing some of the responses from the previous activity.</p> <p>The teacher will facilitate an example for them to understand the dynamic of the task, such as: “We were playing football in the playground while the girls were making choreographies” .</p> <p>These types of sentences will reinforce their grammatical and expressive skills in the target language, as well as their abilities to compare and contrast each others’ experiences.</p>				
Activity 4: Towards Change	<p>Resources: Piece of paper.</p> <p>Time: 10 minutes.</p> <p>Classroom management: Groups of boys and girls.</p>	<p>SC1</p> <p>SC2</p> <p>SC6</p>	<p>A3</p> <p>B1</p> <p>C1</p> <p>C3</p> <p>9. Partially express taste or interest and basic emotions.</p>	<p>1.1.1. The student comprehends the message being transmitted.</p> <p>2.4.1. The student expresses clear</p>	

					statements and/or opinions related to the activity's content. 6.3.1. The student is able to appreciate the value of equality and its social consequences.
Activity 4: "Towards Change" Explanation					<p>On that note, each group will share their sentences with the rest of the class. The other group will raise the green card if they think they are on the right track, or the red if they think otherwise.</p> <p>The teacher will be there to assist and respond to any queries that could come up.</p>

SESSION 3 CHART

Session 3 “Exploring Familial Labels”	
<p>Specific Competences</p> <p>SC1</p> <p>SC2</p> <p>SC3</p> <p>SC6</p>	<p>Can-do statements</p> <p>1.1.1. The student comprehends the message being transmitted.</p> <p>2.3.1. The student applies the contents to a specific task and communicative situation.</p> <p>2.4.1. The student expresses clear statements and/or opinions related to the activity’s content.</p> <p>3.1.1. The student exchanges information related to the activity while working with peers.</p> <p>6.3.1. The student is able to appreciate the value of equality and its social consequences.</p> <p>6.3.2. The student can recognize gender prejudices in the familial and professional spheres.</p>
<p>Subject contents</p> <p>A3</p> <p>A4</p> <p>A6</p>	<p>Cross-curricular contents</p> <p>Without prejudice to their specific treatment, reading comprehension, oral and written expression, audiovisual communication, the promotion of critical spirit, mutual respect and cooperation among equals will be promoted in a cross-curricular manner. (Art. 6,</p>

RD217/2022).		2. Likewise, all subjects and areas will work on education for proactive school coexistence, aimed at the respect of diversity as a source of richness. (Art. 10, D39/2022).		4. Likewise, (schools) shall guarantee the transmission of the values and opportunities of the Community of Castile and Leon to students, as a favorable option for their personal and professional development. (Art. 10, D39/2022).	
A10 B1 C1		Syntactic-discourse strategies			
4. Placing events in time.					
6. Ask for and exchange information on everyday issues.					
9. Partially express taste or interest and basic emotions.					
Activities/Tasks		Specific Competences	Contents	Can-do statement	
Activity 1: Family Constellations	Resources: Smartboard. Time: 15 minutes. Classroom management: The class as a whole.	SC1 SC6	A3 A6 B1	1.1.1. The student comprehends the message being transmitted. 6.3.1. The student is able to appreciate the value of equality and its social consequences.	

					6.3.2. The student can recognize gender prejudices in the familial and professional spheres.
Activity 1: “Family Constellations” Explanation	In this session, the students will be meditating on their families and how they grew up regarding gender stereotypes and implications. In order to do this, the teacher will have prepared a presentation with several media forms in which family roles are present. For example, a cleaning product commercial, magazine advertisements, or Christmas gift shopping short films. These examples will be played on the screen and a small debate will be carried out with the teacher asking continuous questions to guide the discussion.				
Activity 2: Under the Same Roof	Resources: Smartboard, piece of paper. Time: 10 minutes. Classroom management: Individually.	SC2 SC3 SC6	A6 B1 4. Placing events in time.	2.3.1. The student applies the contents to a specific task and communicative situation. 3.1.1. The student exchanges information related to the activity while working with peers.	

			<p>6. Ask for and exchange information on everyday issues.</p> <p>9. Partially express taste or interest and basic emotions.</p>	<p>6.3.2. The student can recognize gender prejudices in the familial and professional spheres.</p>
Activity 2: “Under the Same Roof” Explanation	<p>In the following, they will be asked to answer a group of questions related to their family members and how their experience was growing up. Various examples of questions would be shown to the students, such as: “<i>in your house, who is in charge of preparing the meals on a very busy day?</i>” .</p> <p>If they are given a series of example questions, it will be easier for them to build their own ones or simply adapt the ones proposed by the teacher.</p>			
Activity 3: Find Someone Who	<p>Resources: Piece of paper.</p> <p>Time: 15 minutes.</p> <p>Classroom management: The class as a whole.</p>	<p>SC2</p> <p>SC3</p> <p>SC6</p>	<p>A3</p> <p>A6</p> <p>B1</p> <p>C1</p>	<p>2.3.1. The student applies the contents to a specific task and communicative situation.</p> <p>3.1.1. The student exchanges information related to the activity while working with peers.</p> <p>6.3.1. The student is able to appreciate the value of</p>

				<p>6. Ask for and exchange information on everyday issues.</p> <p>9. Partially express taste or interest and basic emotions.</p>	equality and its social consequences.
<p>Activity 3: “Find Someone Who” Explanation</p>		<p>After answering the questions in the previous activity, they will be asked to walk around the class finding someone who has a similar or the same answer as their own.</p> <p>The questions were composed strategically to look for comparable answers or experiences from a significant number of students. In this way, they can relate to each others’ life events and discover how society has a very deep effect on our familial views and how a household is supposed to work.</p>			
<p>Activity 4: Family Harmony</p>	<p>Resources: Time: 10 minutes. Classroom management: The class as a whole.</p>	<p>SC1 SC2 SC6</p>	<p>A3</p> <p>6. Ask for and exchange information on everyday issues.</p>	<p>1.1.1. The student comprehends the message being transmitted.</p> <p>2.4.1. The student expresses clear statements and/or opinions related to the activity’s content.</p>	

				<p>9. Partially express taste or interest and basic emotions.</p>	<p>6.3.1. The student is able to appreciate the value of equality and its social consequences.</p> <p>6.3.2. The student can recognize gender prejudices in the familial and professional spheres.</p>
Activity 4: “Family Harmony” Explanation	<p>Once they have found the corresponding classmates with the same answers as them, they will go back to their seats and listen to the teacher’s reflection on this activity.</p> <p>More than that, the teacher will raise a couple of questions to prove that the students have understood the deeper meaning of the activities carried out during the session.</p>				

SESSION 4 CHART

Session 4: “Role Reversal”	
<p>Specific Competences</p> <p>SC1</p> <p>SC2</p> <p>SC3</p> <p>SC6</p>	<p>Can-do statements</p> <p>1.1.1. The student comprehends the message being transmitted.</p> <p>2.3.1. The student applies the contents to a specific task and communicative situation.</p> <p>2.4.1. The student expresses clear statements and/or opinions related to the activity’s content.</p> <p>3.1.1. The student exchanges information related to the activity while working with peers.</p> <p>6.3.1. The student is able to appreciate the value of equality and its social consequences.</p> <p>6.3.2. The student can recognize gender prejudices in the familial and professional spheres.</p>
<p>Subject contents</p> <p>A3</p> <p>A4</p>	<p>Cross-curricular contents</p> <p>Without prejudice to their specific treatment, reading comprehension, oral and written expression, audiovisual communication, the promotion of critical spirit, mutual respect and cooperation among equals will be promoted in a cross-curricular manner. (Art. 6,</p>

<p>A10</p> <p>B1</p> <p>C1</p> <p>Syntactic-discourse strategies</p> <p>4. Placing events in time.</p> <p>6. Ask for and exchange information on everyday issues.</p> <p>9. Partially express taste or interest and basic emotions.</p> <p>12. Express future events.</p> <p>13. Express opinion, possibility, ability, capacity, obligation and prohibition.</p>		<p>RD217/2022).</p> <p>2. Likewise, all subjects and areas will work on education for proactive school coexistence, aimed at the respect of diversity as a source of richness. (Art. 10, D39/2022).</p> <p>4. Likewise, (schools) shall guarantee the transmission of the values and opportunities of the Community of Castile and Leon to students, as a favorable option for their personal and professional development. (Art. 10, D39/2022).</p>		
Activities/Tasks		Specific Competences	Contents	Can-do statement
Activity 1: My Timeline	Resources: Computers.	SC1	A3	1.1.1. The student comprehends the message

	Time: 10 minutes. Classroom management: Individually.	SC6	4. Placing events in time. 9. Partially express taste or interest and basic emotions.	being transmitted. 6.3.1. The student is able to appreciate the value of equality and its social consequences. 6.3.2. The student can recognize gender prejudices in the familial and professional spheres.
Activity 1: "My Timeline" Explanation		<p>For this session, the students will be working in the computer laboratory. Almost every activity involves technology so it is necessary that they have a computer to use.</p> <p>In the case of the first activity, they will be asked to open the virtual campus of the school and search for "<i>My Timeline</i>". A canva template will open for them to edit and adjust to their interests.</p> <p>The teacher will explain that they will have to complete the timeline with some of the main events or most significant experiences they have had throughout their lives. There will be different sections, including academic goals, personal and interpersonal chances, future aspirations...</p>		
Activity 2: Breaking Barriers	Resources: Computers. Time: 10 minutes. Classroom management: Individually.	SC1 SC2 SC3 SC6	A3 A10 B1	<p>1.1.1. The student comprehends the message being transmitted.</p> <p>2.3.1. The student applies the contents to a</p>

			<p>C1</p> <p>4. Placing events in time.</p> <p>6. Ask for and exchange information on everyday issues.</p> <p>9. Partially express taste or interest and basic emotions.</p>	<p>specific task and communicative situation.</p> <p>3.1.1. The student exchanges information related to the activity while working with peers.</p> <p>6.3.1. The student is able to appreciate the value of equality and its social consequences.</p> <p>6.3.2. The student can recognize gender prejudices in the familial and professional spheres.</p>
Activity 2: “Breaking Barriers” Explanation	<p>This activity is related to the steps and efforts the students will probably need to take to become the person they want to be in all spheres of their lives.</p> <p>Once again, they will be asked to click on the “<i>Breaking Barriers</i>” link uploaded in the virtual campus. In this case, based on the information they put in activity 1, they will need to create a vision board with canva.</p> <p>In this vision board, they will need to determine all of those aspects they are willing to fulfill to</p>			

		achieve their life expectancies.		
Activity 3: Breaking Character Part 1	Resources: Computers. Time: 10 minutes. Classroom management: Small groups.	SC2 SC3 SC6	A3 A6 A10 B1 C1 4. Placing events in time. 6. Ask for and exchange information on everyday issues. 9. Partially express taste or interest and basic emotions. 12. Express future events. 13. Express opinion, possibility, ability,	<p>2.3.1. The student applies the contents to a specific task and communicative situation.</p> <p>2.4.1. The student expresses clear statements and/or opinions related to the activity's content.</p> <p>3.1.1. The student exchanges information related to the activity while working with peers.</p> <p>6.3.1. The student is able to appreciate the value of equality and its social consequences.</p> <p>6.3.2. The student can recognize gender prejudices in the familial and professional spheres.</p>

			capacity, obligation and prohibition.	
Activity 3: “Breaking Character Part 1” Explanation	<p>Once they have downloaded and uploaded both of the previous tasks to the virtual campus, they will be asked to work in small groups of 4 to 5 people.</p> <p>They will start by sharing their timeline and vision board one by one. They will explain to their partners why they chose those events and experiences, and how they are relevant for them in the present.</p> <p>With aid of this group dynamic, they will be making use of the foreign language while talking about their personal interests and goals.</p>			
Activity 4: Breaking Character Part 2	<p>Resources: Computers, piece of paper.</p> <p>Time: 15 minutes.</p> <p>Classroom management: In pairs or groups of three.</p>	<p>SC2</p> <p>SC3</p> <p>SC6</p>	<p>A3</p> <p>A6</p> <p>A10</p> <p>B1</p> <p>C1</p> <p>9. Partially express taste or interest and basic emotions.</p>	<p>2.3.1. The student applies the contents to a specific task and communicative situation.</p> <p>3.1.1. The student exchanges information related to the activity while working with peers.</p> <p>6.3.1. The student is able to appreciate the value of equality and its social consequences.</p> <p>6.3.2. The student can recognize gender</p>

				12. Express future events. 13. Express opinion, possibility, ability, capacity, obligation and prohibition.	prejudices in the familial and professional spheres.
Activity 4: “Breaking Character Part 2” Explanation				After the group activity, they will be working in mixed pairs (or groups of three if necessary). The pairs need to be formed within the same small group they were in activity 3. Since they have been listening to each others’ goals and ambitions, they will be asked to compose a small paragraph (50-75 words) about their classmate, commenting on why they think they want to follow that specific path, specially relating to professional purposes, and some ideas to ease their process.	
Activity 5: Gender Horizon	Resources: Computers, piece of paper. Time: 5 minutes. Classroom management: In pairs or groups of three.	SC1 SC6	A3 C1 9. Partially express taste or interest and basic emotions.	1.1.1. The student comprehends the message being transmitted. 6.3.1. The student is able to appreciate the value of equality and its social consequences. 6.3.2. The student can recognize gender	

					prejudices in the familial and professional spheres.
Activity 5: “Gender Horizon” Explanation	<p>Finally, some of them will be reading out loud their small paragraphs to the rest of the class. The idea is that the students make use of the grammatical tenses and structures learned throughout previous lectures and that they contribute original and realistic ideas for their classmates to become the best version of themselves.</p>				

SESSION 5 CHART

Session 5 “Career Quest”	
Specific Competences SC1 SC2 SC3 SC6	Can-do statements 1.1.1. The student comprehends the message being transmitted. 2.3.1. The student applies the contents to a specific task and communicative situation. 2.4.1. The student expresses clear statements and/or opinions related to the activity’s content. 3.1.1. The student exchanges information related to the activity while working with peers. 6.3.1. The student is able to appreciate the value of equality and its social consequences. 6.3.2. The student can recognize gender prejudices in the familial and professional spheres.
Subject contents A3 A4	Cross-curricular contents Without prejudice to their specific treatment, reading comprehension, oral and written expression, audiovisual communication, the promotion of critical spirit, mutual respect and cooperation

<p>A6</p> <p>B1</p> <p>C1</p> <p>Syntactic-discourse strategies</p> <p>4. Placing events in time.</p> <p>6. Ask for and exchange information on everyday issues.</p> <p>9. Partially express taste or interest and basic emotions.</p> <p>12. Express future events.</p> <p>13. Express opinion, possibility, ability, capacity, obligation and prohibition.</p>		<p>among equals will be promoted in a cross-curricular manner. (Art. 6, RD217/2022).</p> <p>2. Likewise, all subjects and areas will work on education for proactive school coexistence, aimed at the respect of diversity as a source of richness. (Art. 10, D39/2022).</p> <p>4. Likewise, (schools) shall guarantee the transmission of the values and opportunities of the Community of Castile and Leon to students, as a favorable option for their personal and professional development. (Art. 10, D39/2022).</p>		
Activities/Tasks		Specific Competences	Contents	Can-do statement
Activity 1: Inner Mirror	Resources: Smartboard.	SC1	A3	1.1.1. The student comprehends the

	Time: 5 minutes. Classroom management: The class as a whole.	SC2 SC6	C1 12. Express future events. 13. Express opinion, possibility, ability, capacity, obligation and prohibition.	message being transmitted. 2.3.1. The student applies the contents to a specific task and communicative situation. 6.3.1. The student is able to appreciate the value of equality and its social consequences. 6.3.2. The student can recognize gender prejudices in the familial and professional spheres.
Activity 1: “Inner Mirror” Explanation		<p>The students will watch a video of a group of teenagers talking about their future aspirations and goals. Without getting into anything that they would not want to share, they will be asked to respond to similar ones. Most of them will be related to their professional aspirations and their family environment.</p> <p>Link: https://www.youtube.com/watch?v=LKKp9uU9LbQ</p>		

Activity 2: Self-Portrait	<p>Resources: Smartboard, piece of paper.</p> <p>Time: 15 minutes.</p> <p>Classroom management: Individually.</p>	<p>SC1 SC2 SC6</p>	<p>A3 A6</p> <p>4. Placing events in time.</p> <p>6. Ask for and exchange information on everyday issues.</p> <p>9. Partially express taste or interest and basic emotions.</p> <p>12. Express future events.</p> <p>13. Express opinion, possibility, ability, capacity, obligation and prohibition.</p>	<p>1.1.1. The student comprehends the message being transmitted.</p> <p>2.3.1. The student applies the contents to a specific task and communicative situation.</p> <p>6.3.1. The student is able to appreciate the value of equality and its social consequences.</p> <p>6.3.2. The student can recognize gender prejudices in the familial and professional spheres.</p>
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<p>Activity 2: “Self-Portrait” Explanation</p>	<p>For the creation of this self-portrait, they will follow some guidelines provided by the teacher. It is crucial that they remember the influence of their loved ones when talking about themselves, and how this can have positive and negative effects.</p> <p>For this, they will write a list of personal features using expressions, tenses and vocabulary seen in previous lectures. Most of all, they will integrate their opinions, abilities, obligations and interests. All of them included in the contents marked by the curriculum.</p>			
<p>Activity 3: Family Workscope</p>	<p>Resources: Mind map template. Time: 10 minutes. Classroom management: Individually.</p>	<p>SC1 SC2 SC6</p>	<p>A3 A6 C1</p> <p>4. Placing events in time.</p> <p>9. Partially express taste or interest and basic emotions.</p> <p>12. Express future events.</p> <p>13. Express opinion, possibility, ability,</p>	<p>1.1.1. The student comprehends the message being transmitted.</p> <p>2.3.1. The student applies the contents to a specific task and communicative situation.</p> <p>6.3.1. The student is able to appreciate the value of equality and its social consequences.</p> <p>6.3.2. The student can recognize gender prejudices in the familial and professional spheres.</p>

				capacity, obligation and prohibition.	
Activity 3: “Family Workspace” Explanation		<p>As the topic of the family has been already introduced, this time they will work on their parents and grandparents professional paths.</p> <p>They will be provided a mind map in which they will need to write small texts or paragraphs summarizing their relatives’ occupations during their younger years. Also, in the case of the parents, if they are still working or if their job is linked to what they had studied. This is highly significant since they need to understand the correlation between what one studies and its professional opportunities.</p>			
Activity 4: My Dreamscape	<p>Resources: Mind map template.</p> <p>Time: 10 minutes.</p> <p>Classroom management: Individually.</p>	<p>SC2</p> <p>SC3</p> <p>SC6</p>	<p>A3</p> <p>A6</p> <p>A10</p> <p>9. Partially express taste or interest and basic emotions.</p> <p>12. Express future events.</p>	<p>2.3.1. The student applies the contents to a specific task and communicative situation.</p> <p>2.4.1. The student expresses clear statements and/or opinions related to the activity’s content.</p> <p>3.1.1. The student exchanges information related to the activity while working with peers.</p> <p>6.3.1. The student is able to appreciate the value of equality and its social consequences.</p>	

				13. Express opinion, possibility, ability, capacity, obligation and prohibition.	6.3.2. The student can recognize gender prejudices in the familial and professional spheres.
Activity 4: “My Dreamscape” Explanation		Posterior to activity 3, they will be given a different mind map with several aspects about their professional, personal and interpersonal aspirations that they will need to complete. Then, they will compare the information gathered about their family members with their own.			
Activity 5: Job Reflection	Resources: Time: 10 minutes. Classroom management: The class as a whole.	SC1 SC6	A3 13. Express opinion, possibility, ability, capacity, obligation and prohibition.	<p>1.1.1. The student comprehends the message being transmitted.</p> <p>6.3.1. The student is able to appreciate the value of equality and its social consequences.</p> <p>6.3.2. The student can recognize gender prejudices in the familial and professional spheres.</p>	

Activity 5: “Job Reflection” Explanation		<p>The class will finalize with a collaborative debate about the mind maps they had completed. With the assistance of the teacher, they will be asked some questions about the gender implications they see when comparing the male and female integrants of their family. And also, they will be proposed to share their thoughts on how to combat those stereotypes.</p>			

SESSION 6 CHART

Session 6 “Profile Power-up”	
Specific Competences SC1 SC2 SC3 SC6	Can-do statements 1.1.1. The student comprehends the message being transmitted. 2.3.1. The student applies the contents to a specific task and communicative situation. 2.4.1. The student expresses clear statements and/or opinions related to the activity’s content. 3.1.1. The student exchanges information related to the activity while working with peers. 6.3.1. The student is able to appreciate the value of equality and its social consequences. 6.3.2. The student can recognize gender prejudices in the familial and professional spheres.
Subject contents A3 A4 A6	Cross-curricular contents Without prejudice to their specific treatment, reading comprehension, oral and written expression, audiovisual communication, the promotion of critical spirit, mutual respect and cooperation among equals will be promoted in a cross-curricular manner. (Art. 6,

<p>A13</p> <p>B1</p> <p>C1</p> <p>Syntactic-discourse strategies</p> <p>4. Placing events in time.</p> <p>6. Ask for and exchange information on everyday issues.</p> <p>8. Offering, accepting and refusing help, proposals or suggestions.</p> <p>9. Partially express taste or interest and basic emotions.</p> <p>12. Express future events.</p> <p>13. Express opinion, possibility, ability, capacity, obligation and prohibition.</p>	<p>RD217/2022).</p> <p>2. Likewise, all subjects and areas will work on education for proactive school coexistence, aimed at the respect of diversity as a source of richness. (Art. 10, D39/2022).</p> <p>4. Likewise, (schools) shall guarantee the transmission of the values and opportunities of the Community of Castile and Leon to students, as a favorable option for their personal and professional development. (Art. 10, D39/2022).</p>
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Activities/Tasks		Specific Competences	Contents	Can-do statement
Activity 1: What is a CV?	Resources: Smartboard. Time: 10 minutes. Classroom management: The class as a whole.	SC1	A3	1.1.1. The student comprehends the message being transmitted.
Activity 1: “What is a CV?” Explanation				Before moving forward with the lesson plan, it is likely that the students of second of ESO will not be fully cognizant of what a CV is. For this reason, the teacher will have prepared a very detailed presentation in which they will show different models of a curriculum and give an extensive explanation of the meaning of each section and segment of the document.
Activity 2: Professional Passport Part 1	Resources: Piece of paper. Time: 10 minutes. Classroom management: Individually.	SC1 SC2 SC3	A3 A6 4. Placing events in time. 6. Ask for and exchange information on everyday issues.	1.1.1. The student comprehends the message being transmitted. 2.3.1. The student applies the contents to a specific task and communicative situation. 3.1.1. The student exchanges information related to the activity while working with peers.

			<p>9. Partially express taste or interest and basic emotions.</p> <p>12. Express future events.</p> <p>13. Express opinion, possibility, ability, capacity, obligation and prohibition.</p>		
Activity 2: “Professional Passport Part 1” Explanation		<p>For this first part of the creation of a CV, they will be asked to take out a piece of paper and make a list of their strengths in terms of academic knowledge, interpersonal relations and personal qualities as a whole.</p> <p>This will be very practical for the following activities as they will recognize which aspects to choose when completing the actual document. It is also a good opportunity to reflect and get to know themselves better.</p>			
Activity 3: Professional Passport	Resources: template.	CV	A3 A6	1.1.1. The student comprehends the message	

Part 2	Time: 20 minutes. Classroom management: Individually.	SC2 SC3 SC6	<p>4. Placing events in time.</p> <p>6. Ask for and exchange information on everyday issues.</p> <p>9. Partially express taste or interest and basic emotions.</p> <p>12. Express future events.</p> <p>13. Express opinion, possibility, ability, capacity, obligation and prohibition.</p>	<p>being transmitted.</p> <p>2.3.1. The student applies the contents to a specific task and communicative situation.</p> <p>3.1.1. The student exchanges information related to the activity while working with peers.</p> <p>6.3.1. The student is able to appreciate the value of equality and its social consequences.</p> <p>6.3.2. The student can recognize gender prejudices in the familial and professional spheres.</p>
Activity 3: “Professional Passport Part 2” Explanation	In this activity, the students will familiarize themselves with the format of professional CV or curriculum. This is a critical document they will need to keep on editing and molding in their			

<p>professional path. Thus, becoming aware of the sections it has and how it should be distributed is vastly helpful for their future careers.</p> <p>In this case, they will be given a CV template which they will need to fill with both real and imaginary experiences and characteristics about themselves, keeping in mind the job they will apply to in the final task.</p>		
Activity 4: Share and Shine	<p>Resources: CV template.</p> <p>Time: 10 minutes.</p> <p>Classroom management: In pairs.</p>	<div>SC2 SC3</div> <div>A3 A6 A13 B1 C1</div> <div> <p>2.3.1. The student applies the contents to a specific task and communicative situation.</p> <p>2.4.1. The student expresses clear statements and/or opinions related to the activity's content.</p> <p>3.1.1. The student exchanges information related to the activity while working with peers.</p> </div> <div> <p>6. Ask for and exchange information on everyday issues.</p> <p>8. Offering, accepting and refusing help, proposals or suggestions.</p> <p>13. Express opinion, possibility, ability,</p> </div>

			capacity, obligation and prohibition.	
Activity 4: “Share and Shine” Explanation		<p>At the close of the previous activity, they will be working with the partner they chose for the final task. In pairs, they will be interchanging their CV templates so that their classmate can assess and comment on whichever aspect they consider necessary.</p> <p>It is important that they know the details appearing in each others’ CVs since they will be working over that information for the final task.</p>		

SESSION 7 CHART

Session 7 “Unlocking your Potential”	
Specific Competences SC1 SC2 SC3 SC6	Can-do statements 1.1.1. The student comprehends the message being transmitted. 2.3.1. The student applies the contents to a specific task and communicative situation. 2.4.1. The student expresses clear statements and/or opinions related to the activity’s content. 3.1.1. The student exchanges information related to the activity while working with peers. 6.3.1. The student is able to appreciate the value of equality and its social consequences. 6.3.2. The student can recognize gender prejudices in the familial and professional spheres.
Subject contents A3 A4	Cross-curricular contents Without prejudice to their specific treatment, reading comprehension, oral and written expression, audiovisual communication, the promotion of critical spirit, mutual respect and cooperation among equals will be promoted in a cross-curricular manner. (Art. 6,

<div data-bbox="236 1812 264 1859">A6</div> <div data-bbox="317 1807 346 1865">A10</div> <div data-bbox="399 1818 427 1856">B1</div> <div data-bbox="480 1818 509 1856">C1</div> <div data-bbox="561 1632 598 2040"> Syntactic-discourse strategies </div> <div data-bbox="644 1628 679 1951">4. Placing events in time.</div> <div data-bbox="726 1579 817 2092">6. Ask for and exchange information on everyday issues.</div> <div data-bbox="863 1579 954 2098">8. Offering, accepting and refusing help, proposals or suggestions.</div> <div data-bbox="1000 1547 1090 2125">9. Partially express taste or interest and basic emotions.</div> <div data-bbox="1136 1671 1173 2000">12. Express future events.</div> <div data-bbox="1219 1523 1310 2148">13. Express opinion, possibility, ability, capacity, obligation and prohibition.</div>	<div data-bbox="207 721 236 902">RD217/2022).</div> <div data-bbox="288 228 379 1395">2. Likewise, all subjects and areas will work on education for proactive school coexistence, aimed at the respect of diversity as a source of richness. (Art. 10, D39/2022).</div> <div data-bbox="426 244 571 1426">4. Likewise, (schools) shall guarantee the transmission of the values and opportunities of the Community of Castile and Leon to students, as a favorable option for their personal and professional development. (Art. 10, D39/2022).</div>
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Activities/Tasks		Specific Competences	Contents	Can-do statement
Activity 1: Dynamic Duets	Resources: CV template, smartboard. Time: 10 minutes. Classroom management: In pairs.	SC1	A3	1.1.1. The student comprehends the message being transmitted.
Activity 1: “Dynamic Duets” Explanation		<p>For this activity, the teacher will ask the students to sit once again with the partners they were working with in the previous lecture, and to take their CV templates.</p> <p>They will interchange the CVs again and review the information their classmate wrote to make sure they understand everything and have a clear idea of what to ask and what to expect in the final job interview they will be doing in these pairs.</p> <p>Following that, 2 compatibility questions will be written on the smartboard. The pairs will need to answer them among each other. These are to prove they have created a good bond and have gotten to know their partner a little bit better.</p> <p>The job of the teacher here will be to walk around the class and assist them in case they need any help.</p>		

Activity 2: What a Job Interview Entails	Resources: Smartboard. Time: 15 minutes. Classroom management: The class as a whole.	SC1 SC2 SC6	A3 A6 8. Offering, accepting and refusing help, proposals or suggestions. 9. Partially express taste or interest and basic emotions. 12. Express future events. 13. Express opinion, possibility, ability, capacity, obligation and prohibition.	1.1.1. The student comprehends the message being transmitted. 2.3.1. The student applies the contents to a specific task and communicative situation. 2.4.1. The student expresses clear statements and/or opinions related to the activity's content. 6.3.1. The student is able to appreciate the value of equality and its social consequences. 6.3.2. The student can recognize gender prejudices in the familial and professional spheres.
Activity 2 “What a Job Interview Entails” Explanation	During this activity, the students will be watching an explanatory video of the fundamentals of a job interview. The video would have been carefully chosen by the teacher since they consider it			

		<p>necessary for the complete understanding of the final task.</p> <p>The characters in the video will specify the needs and requirements of partaking in a job interview from the perspective of the interviewer and the candidate.</p> <p>Afterwards, they will be asked to reflect on some gender implications or stereotypes that can come to mind when applying for a specific job position. This will be a general brainstorming with a posterior debate with the guidance of the teacher.</p> <p>Link: https://www.youtube.com/watch?v=HG68Ymazo18</p>		
Activity 3: Time to Rehearse	<p>Resources: CV template, scripts.</p> <p>Time: 25 minutes.</p> <p>Classroom management: In pairs.</p>	<p>SC2</p> <p>SC3</p> <p>SC6</p>	<p>A3</p> <p>A6</p> <p>A10</p> <p>C1</p> <p>6. Ask for and exchange information on everyday issues.</p> <p>8. Offering, accepting and refusing help, proposals or suggestions.</p>	<p>2.1.1. The student produces texts fulfilling the aim of the activity.</p> <p>2.3.1. The student applies the contents to a specific task and communicative situation.</p> <p>3.1.1. The student exchanges information related to the activity while working with peers.</p> <p>6.3.2. The student can recognize gender prejudices in the familial and professional spheres.</p>

			<p>9. Partially express taste or interest and basic emotions.</p> <p>13. Express opinion, possibility, ability, capacity, obligation and prohibition.</p>	
Activity 3: “Time to Rehearse” Explanation	<p>Finally, as the students are already sitting in the corresponding pairs, they will be given time to practice for the final interview they will be presenting in the following session. Also, the teacher will facilitate two interview scripts for each pair to have a guide to follow in the presentation of the final task. They will have to complete the script for the final presentation.</p> <p>Once again, the teacher will be there if they need further assistance.</p>			

SESSION 8 CHART

Session 8 “Role-playing Gender Equality”	
Specific Competences	Can-do statements
SC1	1.1.1. The student comprehends the message being transmitted.
SC2	2.3.1. The student applies the contents to a specific task and communicative situation.
SC3	2.4.1. The student expresses clear statements and/or opinions related to the activity’s content.
SC5	2.4.2. The student adapts to the communicative context making use of the assigned grammatical structures.
SC6	3.1.1. The student exchanges information related to the activity while working with peers.
	3.1.2. The student actively participates, showing empathy and respect towards their interlocutors.
	5.3.1. The student is able to evaluate other classmates’ performance of a task.
	6.2.1. The student understands all of the implications of gender stereotypes and inequities within society.

Subject contents	Cross-curricular contents
<p>A3</p> <p>A4</p> <p>A6</p> <p>A10</p> <p>B1</p> <p>C1</p> <p>Syntactic-discourse strategies</p> <p>4. Placing events in time.</p> <p>6. Ask for and exchange information on everyday issues.</p> <p>8. Offering, accepting and refusing help, proposals or suggestions.</p> <p>9. Partially express taste or interest and basic emotions.</p>	<p>Without prejudice to their specific treatment, reading comprehension, oral and written expression, audiovisual communication, the promotion of critical spirit, mutual respect and cooperation among equals will be promoted in a cross-curricular manner. (Art. 6, RD217/2022).</p> <p>2. Likewise, all subjects and areas will work on education for proactive school coexistence, aimed at the respect of diversity as a source of richness. (Art. 10, D39/2022).</p> <p>4. Likewise, (schools) shall guarantee the transmission of the values and opportunities of the Community of Castile and Leon to students, as a favorable option for their personal and professional development. (Art. 10, D39/2022).</p>

12. Express future events.				
13. Express opinion, possibility, ability, capacity, obligation and prohibition.				
Activities/Tasks		Specific Competences	Contents	Can-do statement
Final Task Presentation	Resources: CV template, scripts. Time: 50 minutes. Classroom management: In pairs.	SC1 SC2 SC3 SC5 SC6	A3 A4 A6 A10 B1 C1 4. Placing events in time.	1.1.1. The student comprehends the message being transmitted. 2.3.1. The student applies the contents to a specific task and communicative situation. 2.4.1. The student expresses clear statements and/or opinions related to the activity's content. 2.4.2. The student adapts to the communicative context making use of the assigned grammatical structures. 3.1.1. The student exchanges information related to the activity while working with peers.

			<p>6. Ask for and exchange information on everyday issues.</p> <p>8. Offering, accepting and refusing help, proposals or suggestions.</p> <p>9. Partially express taste or interest and basic emotions.</p> <p>12. Express future events.</p> <p>13. Express opinion, possibility, ability, capacity, obligation and prohibition.</p>	<p>3.1.2. The student actively participates, showing empathy and respect towards their interlocutors.</p> <p>5.3.1. The student is able to evaluate other classmates' performance of a task.</p> <p>6.2.1. The student understands all of the implications of gender stereotypes and inequities within society.</p>
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<p>Final Task Presentation: “Role-playing Gender Equality”</p>	<p>The final task will consist of two role-played job interviews in which the students will be divided into pairs. They will switch roles for each one of the performances, i.e. they will act as the interviewer and as the interviewee. They will be provided a script by the teacher with several prompts they will need to follow, including ways of expressions as well as personal qualities of their character.</p> <p>The nature of gender discrimination will be appointed in the scripts, however the students were invited to come up with their own ideas, as originality will be rewarded in the final mark.</p> <p>To give an instance, the interviewee can be a woman applying for a CEO (Chief Executive Officer) position in a very important enterprise. In this case, the interviewer will be a man who refuses to hire her. As appointed before, with this information, the learners can improvise and try to make it more interesting by using the contents and conceptions learned throughout the lesson.</p> <p>The overall purpose of this activity is to make the young students aware of how these types of situations still take place in the outside world, especially in the professional field. And most of all, the intention is that they know how to overcome and react against them.</p>
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Appendix B: Assessment rubrics

ASSESSMENT RUBRIC FOR THE WHOLE PROCESS (70% continuous assessment)

CAN-DO STATEMENTS	MAXIMUM LEVEL OF ACHIEVEMENT 70%	HIGH LEVEL OF ACHIEVEMENT 55%	SUFFICIENT LEVEL OF ACHIEVEMENT 40%	INSUFFICIENT LEVEL OF ACHIEVEMENT 30%
2.3.1. The student applies the contents to a specific task and communicative situation.	The student constantly cooperates to create perfectly coherent texts suitable to the communicative situation.	The student cooperates most of the time to create coherent texts suitable to the communicative situation.	The student barely cooperates to create slightly coherent texts suitable to the communicative situation.	The student does not cooperate at all to create texts suitable to the communicative situation.
2.4.1. The student expresses clear	The student expresses very clear statements and/or opinions related to the activity's	The student expresses clear statements and/or opinions related to the activity's content,	The student expresses statements and/or opinions related to the activity's content, committing	The student does not express any statements and/or opinions related to the

statements and/or opinions related to the activity's content.	content without committing mistakes.	committing few mistakes.	some mistakes.	activity's content.
3.4.1. The student exchanges information related to the activity while working with peers.	The student constantly contributes with useful information and interacts with their peers.	The student contributes with some useful information and interacts with their peers.	The student barely contributes with information and rarely interacts with their peers.	The student does not contribute or interact with their peers.

ASSESSMENT RUBRIC FOR THE FINAL TASK (20% final task)

CAN-DO STATEMENTS	MAXIMUM LEVEL OF ACHIEVEMENT 20%	HIGH LEVEL OF ACHIEVEMENT 15%	SUFFICIENT LEVEL OF ACHIEVEMENT 10%	INSUFFICIENT LEVEL OF ACHIEVEMENT 5%
2.1.1. The student produces texts fulfilling the aim of the activity.	The student produces perfectly structured texts of considerable length fulfilling the aim of the activity.	The student produces well structured texts related to the aim of the activity.	The student produces not so well structured texts which are slightly related to the aim of the activity.	The student produces non-structured texts not fulfilling the aim of the activity.
2.4.2. The student adapts to the communicative context making use of the assigned grammatical structures.	The student perfectly adapts to the communicative context using the grammatical structures seen in the lesson.	The student adapts well to the communicative context using most of the grammatical structures seen in the lesson.	The student partially adapts to the communicative context, rarely using the grammatical structures seen in the lesson.	The student does not adapt to the communicative context and does not use the grammatical structures seen in the lesson.

3.1.2. The student actively participates, showing empathy and respect towards their interlocutors.	The student actively participates during the whole activity showing empathy and respect towards their interlocutors.	The student actively participates during most of the activity showing empathy and respect towards their interlocutors.	The student rarely participates during the activity showing empathy and respect towards their interlocutors most of the time.	The student does not participate during the activity lacking empathy and respect towards their interlocutors.
5.3.1. The student is able to evaluate other classmates' performance of a task.	The student properly completes the co-assessment checklists reaching an agreement with the rest of their team.	The student completes the co-assessment checklists having small disagreements with the rest of their team.	The student completes part of the co-assessment checklists by barely collaborating with the rest of their team.	The student does not complete the co-assessment checklists and does not discuss with the rest of their team.
6.2.1. The student understands all of the implications of gender stereotypes and inequities within society.	The student perfectly understands all of the implications of gender stereotypes and inequities within society.	The student understands most of the implications of gender stereotypes and inequities within society.	The student understands some of the implications of gender stereotypes and inequities within society.	The student does not understand the implications of gender stereotypes and inequities within society.

ASSESSMENT CHECKLIST FOR ACTIVE PARTICIPATION IN CLASS (10%)

Criteria	Always 10%	Sometimes 5%	Never 0%
The student is actively responding to questions and continually interacting with the teacher and their classmates.			
The student shows initiative when completing a task in small groups.			
The student behaves according to the teacher's commands.			
The student brings the materials to class and takes care of the ones provided by the teacher.			

CO-ASSESSMENT CHECKLISTS OF THE FINAL TASK (included in the 20% of the final task assessment process)

Criteria	Always	Sometimes	Never
My classmates spoke fluently.			
My classmates used their bodies and made gestures.			
My classmates were original in terms of content.			
My classmates were respectful with each other.			
My classmates understood the gender implications in the job environment.			

Appendix C: Other materials and resources

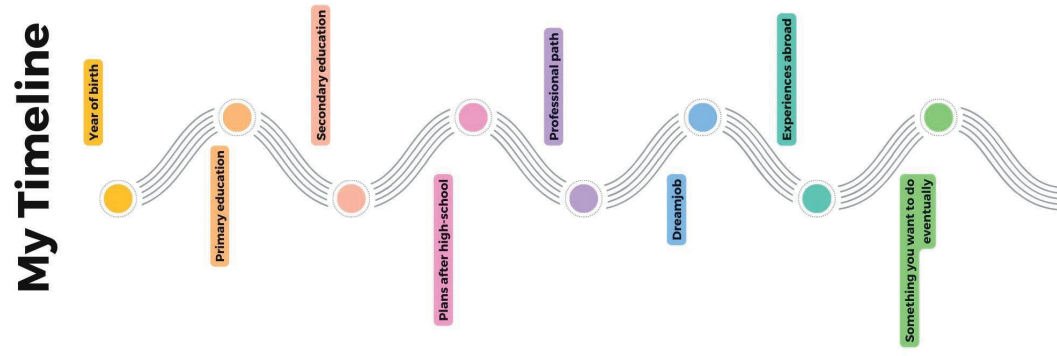
1. Flashcard Session 1, activity 4.

Reflect on a time when you may have conformed to a gender stereotype.

How have gender stereotypes influenced your own choices and behaviors?

Are there any stereotypes you have internalized without realizing it?

2. My timeline Session 4, activity 1.



3. Vision board Session 4, activity 2.

Action Item	Point Person
Create an actionable task	Assign the responsibility

Vision board

01 Create a collage of pictures that can serve as inspiration.

Below the collage is a section titled 'Vision board' with a sub-header '01 Create a collage of pictures that can serve as inspiration.' and a list of images including a banana, a cloud, a pink square with the word 'Bright', tomatoes, and a landscape with hills and clouds.

4. Mindmap Session 5, activity 3.



5. Mindmap Session 5, activity 4.



6. CV template Session 6, activity 3.

NAME
Student

PROFILE DESCRIPTION

CONTACT ME
📞 ✉️ 📍

➤ EDUCATION

➤ LANGUAGES

➤ SKILLS

➤ ADDITIONAL EXPERIENCES

7. Interview script Session 7, activity 3.

INTERVIEW SCRIPT	YOUR SCRIPT
Opening Questions 1. Introduction <ul style="list-style-type: none"> o "Can you tell me a little about yourself?" o "What motivated you to apply for this position?" 2. Background and Experience <ul style="list-style-type: none"> o "Can you walk me through your resume?" 	Name of the interviewer: Name of the candidate:
Role-Specific Questions 1. Current/Past Role <ul style="list-style-type: none"> o "What are your primary responsibilities in your current/previous role?" 	
Behavioral Questions 1. Teamwork and Collaboration <ul style="list-style-type: none"> o "Can you give an example of a time you worked successfully within a team?" o "How do you handle conflicts within a team?" 	
2. Problem-Solving and Decision-Making <ul style="list-style-type: none"> o "Describe a challenging problem you faced at work and how you resolved it." 	
3. Adaptability and Flexibility <ul style="list-style-type: none"> o "How do you handle pressure and stressful situations?" 	
Future Goals 1. Career Aspirations <ul style="list-style-type: none"> o "Where do you see yourself in five years?" 	
Closing Questions 1. Final Thoughts <ul style="list-style-type: none"> o "Do you have any questions for us?" o "Is there anything else you would like to share that we haven't covered?" 	
1	2