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The Long Road of Coeducation in Spanish Legislation and how to Implement It in the EFL Classroom

Cecilia García San José

Tutor: Ana Isabel Alario Trigueros

Departamento: Filología Inglesa

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ABSTRACT

The purpose of this work is to investigate how coeducation and its ideas have gained relevance in Spanish legislation in the last decades. In order to do this, I will firstly analyse the constitutional laws of the LOGSE, LOE, LOMCE and LOMLOE and then move on to the Royal Decrees corresponding to Secondary Education of the LOGSE, LOE and LOMCE. The results show that these ideas have become more important and have therefore expanded and become more specific over time. Secondly, some information is provided on how schools could adapt to make their teachings and curricula more coeducational and finally, a didactic proposal is suggested to work on coeducation in the EFL classroom over the course of a three-month long term.

Keywords: Coeducation. Constitutional law. Royal Decree. Equality. Gender. Education.

El objetivo de este trabajo es analizar la coeducación y su papel en la legislación española de las últimas décadas. Para ello, primero analizaré las leyes orgánicas correspondientes a la LOGSE, LOE, LOMCE y LOMLOE y seguidamente los reales decretos que establecen el currículo de la ESO para las tres primeras leyes mencionadas. Los resultados mostrarán que el tiempo ha contribuido a que dichas ideas coeducativas calen y se especifiquen a medida que las leyes se sustituyen. En segundo lugar, proporcionaré información acerca de medidas coeducativas que podrían ser adoptadas por los centros educativos y finalmente, elaboraré una propuesta didáctica a implementar en la asignatura de Lengua Extranjera Inglés durante un trimestre.

Palabras clave: Coeducación. Ley Orgánica. Real Decreto. Igualdad. Género. Educación.

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INTRODUCTION

The passing of time has shown that societies change, and thus our modern society is different to the one of fifty years ago. However, the past twenty years have been particularly important due to huge changes in technology, ways of life, globalisation, etc. that have marked a new beginning in how we live. Despite these changes and major differences and improvements, there are underlying ideas and behaviours that resist and are passed down from generation to generation and that are at odds with the new times we live in. Coeducation is aimed at solving these hidden attitudes that foster discrimination and inequalities among different members of society due to gender, race, conditions or any other factor. According to the National Institute of Statistics (INE), the percentage of women occupying positions of power in Administration rose in the year 2020 to 43.5% and the number of women who run businesses has doubled in the last seven years. However, equality has not fully been achieved, as on the other hand, while it is males who have a higher rate of school dropout there is less female presence in Science degrees and inequalities also remain in the labour market, with a lower employment rate in women regardless of their level of studies. Overall, the employment rate for women aged 25-64 is 62.6% compared to 71.1% of men. Moreover, salaries also differ, as men's salaries are 19.3% higher than women's (Ministry of Education and vocational training, 2021). Fortunately, there is growing awareness of these discriminations, and simultaneously, people raise their voices against them, reaffirming the relevance and need for coeducation in society. As a result, it is an issue that has been gaining importance in society particularly in the last decades and therefore, there is growing worry on how to change the prejudicial, sexist and sometimes chauvinistic values and beliefs that are deeply enrooted in our community and date back millennia. In line with this idea, it is needless to say that no discrimination of any kind can be found in the legal sphere but nevertheless, discriminative attitudes can still be found daily in everyday life: sexist behaviours, racism, gender roles and stereotypes, etc., proving that there is still a long way to go when it comes to reaching equality. This raises the question on how to reshape society in order to favour ideas of equality, solidarity, tolerance, and acceptance, aiming to slowly evolve and abandon those negative attitudes and beliefs towards certain collectives, traits and people. An obvious answer would be that parents must educate their children in coeducational values, but families differ greatly and the common sphere for all children and young individuals is the educational context, schools. Consequently, these institutions play an important role in the tuition of the individuals that

will become the future once they grow up. Following this line, it is important that the different educational laws enacted by the government reflect the need for coeducation and all the ideas it conveys. It must be taken into account however, that it is not only important that coeducation makes its appearance in the laws and open curricula, but also in the hidden one, which is key because it implies the reality of what occurs in a school.

Taking into consideration all that has been said and the fact that this issue is relevant nowadays, the main aim of this dissertation is to design a proposal of educational intervention in the EFL classroom to promote critical thinking when facing gender roles and stereotypes through the use of literature, advertisements and commercials considering the relevance and implications of the term in Spanish legislation. In addition to this main aim, this paper also contemplates several specific aims:

- To analyse coeducation examples in the LOGSE (enacted in 1990), LOE (2006), LOMCE (2013) and LOMLOE (2020) in terms of their role and presence.
- To compare the results found in the constitutional laws and those in the Royal Decrees (excluding the Royal Decree belonging to the LOMLOE which has not yet been released).
- To determine effective coeducational measures to apply in schools.
- To explore the gender roles and stereotypes in the male and female characters of *Alice in Wonderland*, *Harry Potter and the Philosopher's Stone* and *After* as well as in the use of TV and news advertisements.

In order to carry out my analysis to find evidences of coeducation, a context on what this term implies must be provided. This will be done in the first chapter, titled 'COEDUCATION OR SIMPLY EDUCATION?' Following this, the second chapter, titled 'THIRTY-ONE YEARS, FOUR LAWS. COEDUCATION IS STILL A FAILED SUBJECT' dives into the different legislation that will be analysed. Finally, the third chapter, entitled 'DIDACTIC PROPOSAL: LOOKING CLOSELY' offers a didactic programme to apply coeducational values and ideas in the EFL classroom over the course of a three-month long term. The methodology of this paper, therefore, will be analytic and contrastive, as it takes into account each law and compares the results and different senses in which each coeducational term appears and refers to.

1. COEDUCATION OR SIMPLY EDUCATION?

This chapter deals with coeducation and how it is essential to fight sexual discrimination and break with the traditional stereotypes that society reproduces regarding both men and women. From an educational perspective, schools have to ensure that teachers are aware of how and what areas discrimination takes place in, and attention needs to be payed to the curricula to guarantee equality of opportunities for both sexes.

In society, every individual is different. Children grow up with different values, beliefs, customs and education depending on what they have been exposed to. It is no lie that when it comes to educating children, parents, family and their social circle exercise the most influence over them. In the formation of individuals, however, there is a common denominator: the education received at school. This agent of socialization is ironically the weakest of them all, despite teachers spending long hours with the same individuals five days a week for years. Nevertheless, the role of education at this institution is clear: to not only teach subjects but also prepare each individual for life, for society. And so, this is what has been done for centuries. However, society has changed over the years, and nowadays the traditional approach of the educational model proposed by this institution has been confronted. This model confused equality of access to education with education for equal opportunities. The educational system has had to face many challenges in recent years due to the vast changes in society: intercultural awareness, moving towards a greener environment, normalisation of a second language… Thus, the attention may have been deviated from ensuring equality of opportunity in education and in some cases it is not uncommon to hear the belief that equality between men and women has already been achieved. However, when a systematic and careful analysis of society is carried out, there is evidence that up to this day, there are still elements present in school that perpetuate and reproduce sexism and differences between the young men and women that will form future society.

Coeducation is a term that has been heard more frequently in the last few years, and there are people working from both inside and outside the school environment to guarantee equal opportunities for men and women. Coeducation, in summary, seeks to educate men and women taking into account their differences in sex but disregarding the traditional roles that are expected from them due to their gender. Thus, a new set of values that have been traditionally considered inappropriate for a specific sex will be encouraged, such as female ambition or male emotiveness (Moreno, 2017).

It is important to understand that it is not only the educational system that reinforces traditional stereotypes but that children are not a blank slate when they first go to school. The first stimuli they have been exposed to are in their family, children unconsciously reproduce what they hear or witness in their inner circle. Although society is changing and there is an increasing awareness of the ways in which boys and girls are treated and what is expected of them based on their sex, there are still stereotypes being reproduced. For instance, the expectations for them are different, women are expected to be understanding and gentle and men are expected to have big ambitions for their future. A clear example is seen in the different toys children play with (and companies sell, categorizing them as 'for boys' or 'for girls'). The latter are usually pink, and are often maternal (taking care of a baby) or have to do with manual activities (braiding, beading, make-up, domestic activities…). 'Boys' toys', on the other hand, are usually blue and represent jobs that demand construction skills (building blocks, etc.) or dynamic activities (racing cars). These stereotypes are so common and encouraged by families that in many cases, boys refuse to play what they understand as 'girls' games' and vice versa.

Outside family life, people interact with neighbours, friends, the city, etc. and socialization takes place. It is a process that begins when we are born and accompanies us throughout our life. Similarly to the sexist values that are reproduced in a family environment, boys and girls learn at a young age that their social image is closely related to their sex. Boys get told growing up to 'stop being such a girl' when they show emotion and girls get called tom-boys if they enjoy activities or develop a taste for traits that have been traditionally considered male (sports, not wearing or liking make-up, having short hair, taking part in activities that demand physical strength…). These differences between male and female roles that society and family reproduce manifest in adulthood as well. A consequence of this is the rate of domestic violence or sexual aggressions, many of which are caused by a sense of male dominance over women, a feeling that women are the property of men or that they enjoy playing hard to get. This leads to many women being afraid to walk by themselves in the street at night (for fear of harassment) but when they are accompanied by a man they instantly feel secure.

An essential part of the upbringing of individuals takes part in school. Children enter this institution at a very young age, and spend their childhood and teenage years here. Thus, it is also an agent of socialization and as it forms part of society, stereotypes are also affirmed.

Many of them are so deeply rooted in society that it is complicated to recognize them. School is often considered a neutral space, but it is important to be aware that not all forms of sexism are obvious and sometimes teachers need to know where to look to find those subtle yet dangerous forms of discrimination that jeopardize equal opportunity in education.

Sexism in schools can manifest in text books, language or the stereotypes and expectations teachers have of students. They can take place in the hidden curriculum or in the explicit curriculum. Sexual discrimination in the latter is less common, it is unusual to find official documents that state that education will be imparted differently to boys and girls. However, it is easier to find in the hidden curriculum due to the fact that it unconscious, meaning that the educational institution may be reproducing discriminating attitudes without being aware of it. Sexist language, textbooks with little to no female presence that give the idea that any important discovery throughout history was made by men, impunity towards sexist comments or lack of parental compromise regarding the education of children (normally mothers attend meetings with teachers, furthering the stereotype that women are in charge of taking care of their kids. As a result, it is essential for educators to gain consciousness of these matters, so they can critically analyse what they transmit with their attitude, what text books deal with and how they do it, if the explicit curriculum clashes with the hidden one when teaching or in the time students spend at school, etc. (the hidden curriculum will always have a bigger impact because it is what actually takes place and reflects our beliefs and thoughts, and teachers are models for children to follow). In order to do this, teachers need to be aware of coeducation and what it implies.

Despite school being an important agent of socialization in terms of the amount of time young individuals spend here, it is ironically not the most influential when it comes to their education. Initially, the main models children will follow are parents and they will therefore reproduce behaviour and attitudes that they observe in this environment. As they grow up and become teenagers, their peers will influence them, while family and especially school are left behind. Although this institution will not solve all the discrimination issues society has been reproducing for centuries, it can also play a part in fighting them. Education centres can be more implicated in the type of materials that are used in the classroom (women are often invisible and girls often have no inspirational models in some areas like science), curricula, language used, etc. It is also important that teachers are trained in coeducation so

they develop a critical sense that will allow them to rigorously analyse the reality of their classrooms and can be aware of any discrimination that takes place in them.

Although it is common to hear statements such as 'equality has already been obtained', it is evident that there is still plenty that can be done to change the attitudes society passes down to its youngest members. Consequently, the aim of coeducation is to bring feminist ideals and values into the classroom to help build a fair society that is not inactive when witnessing sexism but to build active individuals that do not tolerate any type of discrimination or inequality.

2. THIRTY-ONE YEARS, FOUR LAWS. COEDUCATION IS STILL A FAILED SUBJECT

Education in Spain has been in constant change since 1970. From that year until the present, this country has had eight different education laws resulting from the incapability of the two main political parties in the country Partido Popular (right) and Partido Socialista (left) to agree on a common law for education. In this chapter, I select the four that are the most important or relevant, starting in the year 1990 with the LOGSE (Ley Orgánica de Ordenación General del Sistema Educativo), enacted by the Socialist Party. This was followed in 2006 by the Spanish Organic Law (LOE), alsoenceted by this same party and which was replaced by the LOMCE (Ley Orgánica para la Mejora de la Calidad Educativa) in 2013. This third law was passed by the Popular Party. Finally, in 2020, the Government (formed by the Socialist Party) enacted the newest (and current) law, known as LOMLOE (Ley Orgánica de Modificación de la LOE). The aim of this chapter is to analyse and look into how Coeducation has been considered in each of these education laws and how it has evolved since 1990. In order to do this, I select the keywords "coeducation", "gender", "violence", "discrimination", "sexism", "feminism", "sex", "difference", "equality" (showing results for inequality as well), "stereotype" and "diversity". I then go through the constitutional law first and then through the royal decree corresponding to Compulsory Secondary Education in each law to see the evolution. It is important to mention that only the constitutional law of the LOMLOE has been published. Thus, the analysis of each Royal Decree excludes this law, as it is expected to be published in the year 2022.

2.1. Coeducation in the constitutional laws

The concept of coeducation is very broad and includes many ideas, not just equality of opportunities between the two sexes but also the principle of non-discrimination towards the LGTB collective, people with disabilities, different cultures and customs, etc. Thus, the best way to analyse it is to go from generic words such as "sex" or "equality" to the term "coeducation" itself. Therefore, as coeducation is closely related to discrimination due to sex, this term was the first to be analysed.

TABLE 1: **Sex**			
LOGSE	LOE	LOMCE	LOMLOE

(1990)	(2006)	(2013)	(2020)
Results: 6	Results: 6	Results: 4	Results: 5

🟥	Law enacted by the Socialist Party (Partido Socialista Obrero Español, PSOE)
🟦	Law enacted by the Popular Party (Partido Popular, PP)

This term appeared initially in the LOGSE's preamble:

"The first and fundamental aim of education is to provide boys and girls, teenagers of both sexes a holistic education that will allow for them to form their identity as well as an understanding of reality that integrates its assessment and its ethical and moral knowledge. This integral education must be oriented to the critical exercising of tolerance, freedom and solidarity in an increasingly plural society." (Ley Orgánica 1/1990, 3 de octubre, de Ordenación General del Sistema Educativo).

It is interesting to note how this paragraph uses **inclusive language**, not the general masculine that is used in Spanish to refer to both sexes. The use of language is also a matter that coeducation addresses, due to the stereotypes it often creates and the evident sexism present in it.

The next results were interesting, as they introduced new terms such as "**discrimination**" and "**stereotypes**". The law states "education promotes the fight against discrimination, whether it be for birth reasons, race, sex, religion or opinion, whether it has a social or family origin, has been handed down by tradition or is part and parcel of social dynamics" (p.28927; my translation). The word "**discrimination**" is relevant, as it also addresses an issue that coeducation fights against. The third result included another interesting term: "[the aims of education] are a decisive element to overcome the social stereotypes associated to the differences in sex, starting with the construction and use of language" (p.28928; my translation). **Stereotypes** are also an issue that coeducation addresses, as there are many in our society that perpetuate the discrimination of certain collectives. In relation to this, the term also appears in the next results, referencing didactic materials. The law states that the educational system must be oriented towards "equal rights for both sexes, rejection of discrimination and respect to all cultures" (p.28936; my translation). Also, "didactic materials must be elaborated in such a way that any discriminatory stereotypes are eliminated, emphasizing equal rights for both sexes" (p.28936; my translation).

Moving on to the LOE over a decade later, the preamble mentions how the main aim of education is to offer a prolonged and ambitious education for both sexes. This law mainly ratifies the ideas expressed in the previous law. Following this, it emphasizes the importance

of offering "quality education for individuals of both sexes in all levels of the educational system" (p.17159; my translation), referencing as well the changes first made by the LOGSE, which made it compulsory and free for students (regardless of their sex) to attend school until the age of sixteen. Similarly to the LOGSE, this law states that one of the aims of Compulsory Secondary Education is to "appreciate and respect the difference in sexes and equality of rights and opportunities between them, rejecting stereotypes that promote discrimination between men and women" (p.17169; my translation). The last sense in which the term appeared was also promulgated in the LOGSE, maintaining in this law that there shall be no discrimination in schools due to birth reasons, race, sex, religion, opinion or any other social or personal reasons (p.17181; my translation).

Thirdly, the LOMCE was the law that showed the least results (only four) when searching for this term in the constitutional law. It firstly addresses (as did the LOGSE and LOE) that "in no case will there be discrimination for birth, race, sex, religion, opinion or any other social or personal reasons" (p. 98797; my translation). The next three results refer to the option of schools that prefer education according to sex, stating that these institutions and families or students should not be discriminated by educational authorities and that these schools must state the academic measures they propose to fight against inequality as well as reasons for the way of organization they have prioritised. For the first time in democracy (since 1975), the LOMCE introduces the idea of gender-separate education as a valid option. Thus, the LOMCE agrees with the previous two laws in the general idea of education as a tool for fighting discrimination but also introduces the option of separating students according to their gender.

Lastly, the LOMLOE showed five results for this item. As with the previous laws, this one also states "non-discrimination for reasons of birth, sex, racial, ethnic or geographical origin, disabilities, age, illness, religion or beliefs, sexual orientation or identity or any other social or personal circumstance" (p.122880; my translation). The last sense this term has refers to the promotion of a balance of men and women in the different areas: "promoting a balanced presence of both sexes in the different fields of study." This is an important idea from the perspective of coeducation, because often there are areas (such as engineering) where female presence is almost non-existent.

In comparison with the term "**sex**", the word "**gender**" was also interesting to analyse, as they are often used indistinctly.

TABLE 2: **Gender**			
LOGSE (1990)	LOE (2006)	LOMCE (2013)	LOMLOE (2020)
Results: 0	Results: 5	Results: 9	Results: 31

In the LOGSE, no results were found. However, a decade later, the LOE shows five results mentioning the importance of education to avoid gender-based violence. This will be done by "teaching individuals to respect the fundamental rights of people as well as equality of opportunities for both men and women" (p. 17162; my translation). Thus, the contents of the 2004 Comprehensive Measures against gender-based violence are assumed. In relation to this idea, the remaining mentions reference these measures, insisting on the importance of fighting gender-based violence. Moving to the LOMCE, the results are very similar, although the number of results shown increases to a total of nine. They do not address the 2004 Comprehensive Measures, but the importance of education to prevent gender-based violence is evident and therefore the idea is present. It states: "the fostering in schools of values that promote equal opportunities for men and women, as well as gender-based violence prevention" (p.97867; my translation). This idea is also repeated when the aims of education are stated, emphasizing the need of paying specific attention to this issue and how to prevent it. It appears again in the organization, cohabitation and functioning rules; as well as in the school board's competences (stressing the importance of prevention and teachers' roles in this).

Finally, regarding the LOMLOE, this law showed the most results for the term. As expected, it addresses gender equality in education as well as gender-based violence prevention. Related to the latter, the law states that as well as providing quality education, the system also takes into consideration the proposals for a State Treaty regarding gender-based violence included in the 2017 Report of the Subcommittee for Congress. One of the aims of education therefore is "to promote, apply and develop social norms that promote gender equality" (p.122885; my translation). It is important to mention that this law includes a sense that had not appeared in the previous constitutional laws: gender identity. This term therefore now considers the LGBT community and promotes non-discrimination for those students who may be rejected due to their gender (transsexuals, for example).

When the term "**sexism**" was searched, the results were interesting.

TABLE 3: **Sexism**			
LOGSE (1990)	LOE (2006)	LOMCE (2013)	LOMLOE (2020)
Results: 0	Results: 3	Results: 0	Results: 2

Firstly the LOGSE provided no results. The LOE provided three, addressing the importance of education to fight sexist stereotypes: "[…] critically assess inequalities that will allow for the overcoming of sexist stereotypes" (p. 17162; my translation). Interestingly, the LOMCE provided no results, despite it being a very recent law. In relation to this, none of the three laws mention "**feminism**". However, the idea of inclusion and equal opportunity is present in all of them. When searching for the term "sexism", the result cited above mentioned another word that would also be interesting from the coeducational perspective: **stereotype**. As has been said, one of the main aims of coeducation is to fight the social stereotypes that dominate our lives, relationships, ideas, etc. These stereotypes can affect not just in terms of sex but also sexual orientation and the LGBT community. Thus, it is an important item that should be referenced. Both the LOGSE and LOE each showed two results, both addressing the overcoming of sexist stereotypes to achieve equality between men and women. The LOMCE on the other hand, showed none.

Lastly, the LOMLOE showed two results corresponding to sexism, one of which is particularly interesting from the perspective of coeducation as it refers to the curriculum and textbooks: "the Administrations will promote curricula, textbooks and other materials which foster equality between men and women and do not contain sexist or discriminatory stereotypes" (p.122934; my translation). In relation with this, the term "stereotype" showed three results in total, addressing gender discriminatory stereotypes that challenge real equality. The word also refers to culture, aiming to reduce cultural stereotypes that affect tolerance and respect for other races, cultures and collectives. Again, the LOMLOE showed no results for terms like "feminism".

The next term that was searched for in each constitutional law was **equality** (also showing results for inequality).

TABLE 4: **Equality**

LOGSE (1990)	LOE (2006)	LOMCE (2013)	LOMLOE (2020)
Results: 14	Results: 59	Results: 27	Results: 70

This was also a very interesting item for this particular analysis, as equality between men and women is one of its basic pillars of coeducation. This was also the term that showed most results in all the laws. The LOGSE, being the oldest, showed fourteen in total, addressing first the progress towards equality of opportunities due to the increase in the number of scholarships, and equal rights to education. Inequality is also addressed as one of the main traits education must fight against. Following this idea, inequality in sex or social class must be dealt with in educational institutions to guarantee equal opportunities for all individuals. Over a decade later, the LOE was published, and this term prompted fifty-nine results. As with the LOGSE, this law also begins by stating the need for education to be carried out guaranteeing equal rights and opportunities for all students. This idea is largely repeated throughout the document. Then, the law dives deeper into this idea, referencing the importance of educating individuals in principles like justice, respect and equality. Special attention is paid to the fight against gender inequality, with twenty-seven results dealing with this issue. For the first time, the law includes activities that will be carried out in educational institutions that are aimed at compensating any inequalities that may be present in society (personal, cultural, economic, social or those dealing with physical disabilities). Equality is also addressed in the sense of guaranteeing equality and non-discrimination regarding presence and access to education for those students with special educative needs. Also, the differences in education in rural and urban areas are referenced. In this sense, it is obvious that equal opportunities must be guaranteed in both scenes. Thirdly, the LOMCE was analysed, and twenty-seven results were referenced. Similarly two the previous laws, this one also begins by stating the role of education as a means to obtain equality and social justice to guarantee equal opportunities for individuals. Thus, the main aim of education is to eliminate inequalities (social, cultural, personal, economic and special attention to those derived from physical disabilities). Together with non-discrimination and equality for those students with learning difficulties, the fight against gender inequality is also addressed, this time in nine results.

The LOMLOE showed the most results. Firstly, the term addressed equality of opportunities for all individuals regardless of race, sex or any other condition: "equal treatment and non-discrimination of people for birth reasons, racial or ethnic origin, religion,

conviction, age, disabilities, sexual identity and/or orientation, illness or any other social or personal circumstance" (p.122881; my translation). Diving deeper into this statement, the law first refers (with forty results) to "focusing on gender equality through coeducation and promote in all stages effective equality for men and women, gender violence prevention and respect for sexual diversity […]" (p.122871; my translation). Secondly, the term referenced those students with special educative needs and equality in the access to education and permanence in the educational system with the aim of guaranteeing equal conditions for them.

One of the most interesting items to search was "**difference**".

TABLE 5: **Difference**			
LOGSE (1990)	LOE (2006)	LOMCE (2013)	LOMLOE (2020)
Results: 3	Results: 11	Results: 7	Results: 6

This is also a term that is relevant for coeducation, as it also addresses differences between people and seeks to educate in tolerance and respect despite them. The LOGSE only showed three results. The first addresses the importance of taking into account the different interests and needs of students in order for them to achieve the aims of education. The second result has already been cited above and referenced the overcoming of stereotypes associated to the differences in sex. The LOE showed eleven results in total. Similarly to the LOGSE, the sense it addresses is the importance of "promoting democratic coexistence and respecting individual differences to foster solidarity and avoid discrimination with the aim of achieving social cohesion" (p.17158; my translation). This idea is much repeated throughout the constitutional law, insisting of respect and tolerance of individual differences and differences according to sex. On the contrary, the LOMCE showed seven results referring to the importance of having the option of offering and providing a differentiated education for students. Finally, the LOMLOE showed six results addressing individual differences and the importance of respecting them to promote solidarity and avoid discrimination. Secondly, the law refers to cultural differences: "to understand and respect the different cultures and differences between people, equal rights and opportunities of men and women and non-discrimination for ethnic, orientation or sexual identity reasons, religion or beliefs, disabilities or other conditions" (p. 122886; my translation). The term appears regarding physical

appearance and the importance of respecting physical differences between individuals to favour personal and social development of students.

Diversity is another quality that coeducation covers.

TABLE 6: **Diversity**			
LOGSE (1990)	LOE (2006)	LOMCE (2013)	LOMLOE (2020)
Results: 1	Results: 25	Results: 3	Results: 19

In our plural society, there are many individuals with different needs, traits and backgrounds, and these must be taken into account. Traditionally, sometimes diversity has been a cause for discrimination and therefore coeducation also includes accepting diversity of students to guarantee equal opportunities. Firstly, the LOGSE showed only one result addressing the new reforms made to the two high school diploma years. The LOE on the other hand, showed twenty-five, and thus for the first time, attention to diversity is addressed. The law states "in order to guarantee a common education for students, the principle of attention to diversity will be adopted as a fundamental aim. When said diversity requires it, curricular and organisational measures will be implemented according to what this Law states" (p.17162; my translation). Thus, pedagogical principles must take into account individualised attention, prevention of learning difficulties and reinforcement measures as soon as those difficulties are detected. Another sense this law addressed was not in the difficulties or needs students may need to improve the quality of their education but in the importance of transmitting the dimension of human sexuality in all its diversity. The LOMCE, however, showed only three results, all three with the same sense: recognition of students' diversity in terms of abilities and expectations. There is no mention in the constitutional law to those students with special needs. The LOMLOE addressed a general sense of diversity regarding the different levels and interests of the students, but it also refers to the coeducational sense in regard to sexuality: "[…] respect affective-sexual diversity by introducing educative and professional orientation with an inclusive, non-sexist perspective for students in secondary education" (p.122871; my translation). In this line, the term also appears to address a respect for diversity in general, promoting "a peaceful and non-violent culture and critical thinking" (p.122874; my translation). Evidently, attention to diversity is also mentioned in this law as it

was in the previous three. As did, the LOE, the LOMLOE also mentions the importance of "assessing the human dimension of sexuality in all its diversity" (p. 122890; my translation).

As has been said, coeducation seeks to fight against **discrimination** in general.

TABLE 7: **Discrimination**			
LOGSE (1990)	LOE (2006)	LOMCE (2013)	LOMLOE (2020)
Results: 4	Results: 15	Results: 16	Results: 26

Thus, this term was also very relevant to search for. The first law showed the least results, four. The idea that is repeated is that "education must teach students to respect each other and thus they must reject any type of discrimination, whether it be due to sex, religion, race, culture or any other reason" (p.28927; my translation). Following this line, the LOE showed fifteen results. In this case, this law references not just the general sense that was presented in the LOGSE addressing non-discrimination in any way, but it also references on several occasions the importance of teaching and implementing the non-discriminative principle in those students with special needs and disabilities so that they may be regarded as equals by other students. Apart from this sense, the LOE also addresses the role schools play in the fight against gender discrimination. Thirdly, the LOMCE showed the most results out of the three, sixteen in total. As with the LOGSE and LOE, This law also referred to avoiding discrimination in general, stating the importance of education to promote a set of values that will help individuals reject it. Similarly to the LOE, it also addresses the principle of non-discrimination for those students with disabilities and special needs. Finally, it also expressed the need to guarantee equal opportunities and avoid gender discrimination.

The LOMLOE begins by stating a similar meaning as the previous laws. Thus, there must be "a rejection of discrimination due to birth, sex, racial, ethnic or geographic origin, disability, age, illness, religion or beliefs, sexual orientation or identity or any other social or personal circumstance" (p. 122897; my translation). It must be noted that this law mentions reasons that had not been mentioned in the previous laws, such as sexual identity and/or orientation or illness. Apart from this general sense, the law dives into concrete situations, addressing gender discrimination "[…] equality between men and women, equality of treatment and non-discrimination and prevention against violence against girls and women […]" (p. 122922; my translation); discrimination against students with special needs "the

schooling of students with socio-educative vulnerability will operate by the principles of participation and inclusion and will guarantee non-discrimination or segregation as well as equality in access and permanence in the educative system" (p. 122877; my translation). Lastly, the term addressed non-discrimination for those students belonging to backgrounds with economic problems.

"**Violence**" is a key word that would be closely related to many of the terms that have appeared above, making it a generic term. It can therefore be associated to gender when addressing gender-based violence, or to discrimination, which can also lead to violent acts.

TABLE 8: **Violence**			
LOGSE (1990)	LOE (2006)	LOMCE (2013)	LOMLOE (2020)
Results: 0	Results: 9	Results: 8	Results: 31

However, apart from these mentions, violence in general, whether it be terrorist or any other is also referred to. In the LOGSE, again no results were found. The next two laws on the other hand, mention this second sense (apart from gender-based which has already been analysed above). The aims of education (for both Primary and Secondary Education) stated in the LOE promote the idea of "strengthening their affective abilities both personally and socially to reject violence, prejudice, sexist behaviour and resolve conflicts peacefully" (p.17168; my translation). Following this line, the LOMCE states the importance of education to "prevent conflicts and to solve them peacefully, promoting non-violence in all aspects of students' personal, social and family lives, especially school bullying" (p.97867; my translation). The remaining mentions in both laws address gender-based violence, yet the idea of problem-solving and rejection of any type of violence is present in both.

Finally, the LOMLOE showed the most results for this term. Out of the total number (thirty-one), sixteen addressed gender violence and its prevention as one of the main aims of education. However, other senses are mentioned, such as violence on the Internet: "the educational Administration must prepare the conditions to eliminate hazardous situations in the school environment regarding ill use of technologies, with special attention to violence in the net" (p.122920; my translation). Thirdly, a third sense (showing twelve results) refers to a more general meaning of rejecting any violent situation of any nature. Finally, the term also appears regarding bullying occurring in the school environment and its rejection.

The last term that was introduced in each constitutional law was "**coeducation**".

TABLE 9: **Coeducation**			
LOGSE (1990)	LOE (2006)	LOMCE (2013)	LOMLOE (2020)
Results: 0	Results: 1 *"To promote equality of rights and opportunities and encourage equality between men and women, schools that carry out the principle of coeducation in all stages will be prioritised in accordance with what this law establishes [...]."*	Results: 0	Results: 3

However, there were no results found in the LOGSE (1990). This would indicate that this term is more modern and was likely not yet used at the time. When the LOE was enacted in 2006, the constitutional law showed one result corresponding to this key word: "to promote equality of rights and opportunities and encourage equality between men and women, schools that carry out the principle of coeducation in all stages will be prioritised in accordance with what this law establishes […]" (p. 17200; my translation). As was said, this was the only allusion to this term in the constitutional law. When the LOE was replaced in 2013 by the LOMCE, this word disappeared again from the constitutional law. This evolution would seem to indicate that in the early 90s, the term was not yet used and was therefore firstly employed a decade later. These two laws had the support of the left in the country, which have always been more concerned with social policies and this may be the reason why they appear. The LOMCE, however, was enacted by the conservative party (Popular Party).

Coeducation is finally mentioned in the LOMLOE. This being the most modern law, it is likely that this term would appear. The three results reference the importance of following the principle of coeducation in all stages of education. Firstly, to "favour equality of rights and opportunities between men and women and therefore public schools will not separate students according to their gender" (p.122934; my translation). Also, it is important to introduce coeducation "to avoid gender violence and to promote respect for affective-sexual diversity" (p. 122871; my translation). All results address the term in the same sense: gender equality.

Before diving into each Royal Decree corresponding to Compulsory Secondary Education, which are evidently more concrete that the constitutional laws, evidence seems to

show than in the latter, coeducation has left its mark. The terminology is in some of them less specific due to both ideology and the year in which the law was enacted, the law passed by the Popular Party also includes gender-separate education, which is not referenced in those passed by the Socialist Party. Also, the newest law is clearly the most modern, as results for "coeducation" are shown and the LGBT community is included in many of the senses of the searched terms. However, despite the differences, coeducation and its ideas appear in all these laws, which all promote and defend the role of education to instruct in respect, tolerance and guarantee equal opportunities to all individuals regardless of race, sex, religion, culture and or other social factors.

2.2. Coeducation in the Royal Decrees

Compared to constitutional laws, Royal Decrees are extensive documents that carefully cover all aspects of Compulsory Secondary Education and thus the results will be more concrete than those found in the constitutional laws. For this analysis, the same order of the terms was followed. It is important to mention that the LOGSE, being the oldest law, was published in three separate documents. The first is a four page long document giving an overview; the second are the annexes corresponding to the curriculum and the third and last is a modification of the second document. The charts below show the total results in all three documents.

TABLE 10: **Sex**		
LOGSE (1990)	LOE (2006)	LOMCE (2013)
Results: 18	Results: 7	Results: 12

Starting with the LOGSE, the law states that "the comprehensive nature of the curriculum incorporates basic educative elements that society demands such as education for peace, environment and health, for equality of sexes, sex education, consumer and road safety education" (p.30228; my translation). Also, one of the aims of Compulsory Secondary Education is for students to "interact with each other and cooperate […] rejecting any discrimination based on differences in race, sex, social class, beliefs or any other social or individual characteristics" (p. 30229; my translation).

Moving to each subject, in the contents of the subject of Natural Science (Ciencias de la Naturaleza) where students should learn when dealing with the topic of people and health about "sex as a discriminative factor in society". Secondly, regarding the subject of Social Science, Geography and History, one of the aims of the subject is to "develop students' capacities to identify and appreciate the plurality of the community they belong to […] and reject existing discriminations due to birth, race, sex, religion, opinion or any other social or personal circumstance" (p. 48; my translation). In this same subject, this idea is repeated several times regarding the different topic such as economy and actual jobs or participation and political conflict in the world among others. To finish with Social Science, Geography and History, the last assessment criteria was to elaborate reports and participate in debates dealing with daily conflicts manifesting their opinion with tolerance and respect. In this line, the aim of this criterion is to "guarantee student sensitiveness to social problems in everyday life, sexual, race or origin discriminations and problems that particularly affect young people that they must address with tolerance and respect" (p.55; my translation).

Regarding the subject of Ethics, the introduction to the subject states that one of the principles that orientate the educational activity is the equality of opportunities between sexes. Similarly to the other subjects, students must be able to "identify and appreciate the plurality of our society and reject discriminations due to sex, beliefs, culture or any other personal or social circumstance." As for assessment criteria, the same criterion that appeared in the previous subject is repeated in this one. However, another criterion in Ethics states the importance of student participation in the search for fair solutions to mundane problems that involve moral conflict. Thus, "this criterion will evaluate students' capacity to solve moral situations that are relevant in our society (discrimination due to sex, culture or origin, etc.) […]" (p. 28005; my translation).

Moving on to the LOE, the first result addressed how one of the main aims of this stage is to "appreciate and respect the differences in sex and the equality of rights and opportunities between them, rejecting stereotypes that involve gender discrimination" (p. 6; my translation). Another sense in which the term appeared was in the contents of the third year of this stage, where the topic of human sexual response, sex and sexuality and sexual hygiene are dealt with in the subject of Natural Science (Ciencias Naturales). In this same line, in Biology (Biología y Geología) also deals with this term regarding genetics. As in the LOGSE, this law also addresses regarding Ethics "the equality of all individuals and rejection

of discrimination due to birth, race, sex, religion, opinion or any other personal or social circumstance" (p. 69; my translation).

Thirdly, the LOMCE also states the same aim as the LOE. Also, the genetic sense of the word appears in Natural Science, although more topics regarding this theme are added in this subject and in Biology for 2nd year of high school diploma.

Moving on to the term "gender", the chart below shows the overall results for each Royal Decree.

TABLE 11: **Gender**		
LOGSE (1990)	LOE (2006)	LOMCE (2013)
Results: 1	Results: 1	Results: 7

As has been mentioned in the constitutional law analysis, this term is often used instead of "sex". Therefore, in the LOGSE this sense is mentioned in regards to the subject of Physical Education (Educación Física) where the law states once again that gender discrimination should be avoided in the particular context of cooperative work that is frequent in sporting activities. However, this is the only relevant result found, as the rest deal with gender in the area of literature (Spanish for literary genres) and the lexical sense in regards to the subject of Language (gender and number).

Similarly, only one result in the LOE corresponds to the coeducational sense of this term. One of the aims of the subject of Mathematics is to get students to "apply the acquired mathematical competences to analyse social phenomena such as cultural diversity, environmental awareness, health, consumerism, gender equality or peaceful cohabitation" (p.128; my translation). The rest of the senses are again lexical, literary and musical.

The LOMCE showed the most results compared to the two previous laws. In the general dispositions of the law, Article 6 deals with transversal elements. The coeducational sense of this term appears here in three different results dealing with gender discrimination prevention in the educative administration. This sense appears again when dealing with the subject of Ethics in first year of Compulsory Secondary Education. Some of the learning standards of this subject are "to identify the economic and sociocultural patterns that have fostered gender inequality and violence" (p. 174; my translation), "to elaborate a campaign

against female discrimination and gender violence in the domestic, educative and social spheres (p. 200; my translation)" and "to investigate Civil Rights regarding intolerance, social exclusion, gender discrimination and attitudes such as homophobia, racism, xenophobia or bullying" (p. 174; my translation). In total, only seven results reference the coeducational sense of the term. The rest address the same as in the previous laws (literary, lexical, and musical).

TABLE 12: **Sexism**		
LOGSE (1990)	LOE (2006)	LOMCE (2013)
Results: 2	Results: 4	Results: 2

The LOGSE showed two results in the Royal Decree (none had appeared in the corresponding constitutional law). Both results address the same sense: elimination of sexist prejudices and stereotypes. The LOE states that one of the aims of this educative stage is to "reject violence, prejudices and sexist behaviours to solve conflicts peacefully" (p. 6; my translation). Also, the subject of Language (Lengua Castellana y su Literatura) aims to avoid linguistic stereotypes that lead to classist, racist or sexist prejudices. In this line, when the term "feminism" was introduced, only the LOGSE showed two results (the constitutional law had shown none). The word first appears in the contents of the subject of Ethics "some contemporary ethical projects: human rights, pacifism, feminism, environmentalism" (p. 28004; my translation). The term appears again in this same subject, this time in the aims. The idea is very similar to the first quote: "analyse the aims of a contemporary ethical project (human rights, pacifism, feminism, environmentalism) relating them to social situations and problems it means to solve" (p. 28005; my translation).

TABLE 13: **Stereotype**		
LOGSE (1990)	LOE (2006)	LOMCE (2013)
Results: 5	Results: 12	Results: 12

The LOGSE's first result is interesting. It is shown in the introduction to the subject of Physical Education for Compulsory Secondary Education. Here, the law states "avoid any discrimination among sexes, avoid stereotypes that form the hidden curricula of Physical Education that identifies with a masculine body type and its associated attributes: strength, competitiveness, etc." (p.57; my translation). This is the first example of a sexist stereotype that is present in our society and that coeducation seeks to overcome. Until this result, the previous findings of the term were very general, expressing the importance of overcoming sexist stereotypes but not specifying. The next three results addressed the subject of Art (Educación Plástica y Visual) for this stage, but the sense in which it appears is artistic and not relevant to coeducational ideas. Finally, the subject of Technology mentions the coeducational sense again: "acquire knowledge […] that tends to correct the traditional segregation of future professional options based on gender, favouring change in attitudes and stereotypes in this area" (p. 86; my translation).

Moving on to the LOE, as expected and as previous results have shown, the first result is in the aims of Compulsory Secondary Education: "to reject stereotypes that promote discrimination between men and women" (p. 6; my translation). This idea is repeated in many results. In the annex corresponding to the competences, one of the aims of the linguistic competence is to eliminate sexist stereotypes and expressions. The results also show a rejection of discriminative stereotypes corresponding to cultural or linguistic differences, which is also an idea that is much repeated throughout this Royal Decree.

Thirdly, while the LOMCE had provided no results in the constitutional law, twelve are now shown in the Royal Decree. The first appears in the general dispositions. When Article 6 is mentioned (dealing with transversal elements), the law states that "sexist behaviour and contents are to be avoided as well as stereotypes that involve discrimination" (p. 174; my translation). Article 11, showing the aims of this educative stage, includes the importance of rejecting stereotypes that promote discrimination between men and women, as well as any violent manifestation against the latter. However, these were the only two results corresponding to the coeducational sense of the word. The remaining refer to the term in the context of the subjects of Latin, Technology and Language.

TABLE 14: **Equality**

LOGSE (1990)	LOE (2006)	LOMCE (2013)
Results: 17	Results: 36	Results: 31

The first mention to this term in the LOGSE specified that "moral and civic education, peace, health and environmental education, sexual, consumerism, road safety education and education in equality between sexes should be taught throughout the Compulsory Secondary Education stage" (p. 30230; my translation). The term is also mentioned in the subject of Social Science, Geography and History corresponding to this stage addressing an acknowledgement of the economic inequalities depending on countries as well as those originating from country of residence as well as social inequalities in economy and jobs in current society. In the subject of Ethics, the introduction to the subject states the importance of giving students an education that "promulgates the equality of rights for men and women, rejection of any type of discrimination, respect for other cultures and fomenting democratic habits […]" (p.28003; my translation). This sense is repeated throughout Annex corresponding to this subject.

The LOE once again shows its first result in the aims of this educational stage, stating among other things the importance of respecting the equality of rights and opportunities between men and women. Also, in Article 4 stating the organization of the first three years, special attention will be paid to gender equality in the subject of Education for Citizenship and Human Rights (Educación para la ciudadanía y los derechos humanos). This idea is also repeated in ethical-civic education, Language, Social Science, Physical Education, Mathematics and Professional Orientation and Entrepreneurship. In the section corresponding to social and civic competence, the law states "this competence implies recognising the equality of rights between the different collectives, especially between men and women" (p. 24; my translation).

The LOMCE showed in total forty-five results for this term, but only thirty-one were relevant for the topic of coeducation. The law begins by stating that the new system it implements "guarantees equity and equality of opportunities as well as educational inclusion" (p. 169; my translation). As expected, it also states the importance of "promoting equality between men and women, gender violence prevention as well as prevention of violence against people with disabilities and promotion of value that embrace the principle of non-

discrimination" (p. 174; my translation). There is special emphasis on encouraging "real equality". These two senses are much repeated throughout the Royal Decree as well as the idea of equality for those students with learning difficulties to guarantee the continuation of their education. The term appears again in curricula of Ethics in all four years of the stage of Compulsory Secondary Education.

TABLE 15: **Difference**		
LOGSE (1990)	LOE (2006)	LOMCE (2013)
Results: 3	Results: 14	Results: 7

The first coeducational sense in which this term is used in the LOGSE is stated in the main aims of Compulsory Secondary Education: "interact with others and participate in group activities with a tolerant and solidary attitude, overcoming prejudices and critically assess social differences and reject any discrimination based on race, sex, social class or belief differences" (p.30229; my translation). In this line, the subject of science defends attitudes such as "tolerance and respect for individual differences that originate from physical characteristics such as age or size, as well as psychic differences" (p. 27988; my translation). Another sense addresses the importance of recognising the differences in students and considering them as teachers. In this sense, culture as well as motivation or interests is mentioned. This law showed 50 total results, but only three are relevant from the coeducational perspective.

The LOE showed 96 total results, out of which only 14 are relevant to coeducation. This Royal Decree also shows its first sense in the aims of this educative stage: "to assess and respect the difference in sexes and equality of rights and opportunities between them" (p. 6; my translation). It also includes the importance of accepting and respecting differences between individuals and body types. Similarly to the first sense, the law reiterates the "assessment of differences as well as the acknowledgement of equal rights for the different collectives, particularly between men and women" (p. 24; my translation). In the subject of Physical Education, the law states "show attitudes of respect, cooperative work and sportsmanship despite cultural, social and ability differences" (p. 62; my translation). In the subject of Ethics, aspects such as equality of individual rights, recognition of differences, and

rejection of discrimination and fostering of solidarity are promoted. In this line, once again the sense of respecting gender difference appears as well as a rejection of intolerance, injustice and exclusion.

Moving on to the LOMCE, the Royal Decree showed 396 total results, out of which only seven are interesting from the coeducation perspective. The first sense also appeared in the aims, being the same as in the LOE and cited above. In this section, this law also mentions the need to respect and accept the differences between individuals and body types. Another sense appears in the subject of Physical Education in the fourth year of this stage, where students should be able to "acknowledge the merits of other participants and respect motor competence differences between individuals" (p. 485; my translation). It also insists on students "facilitating inclusion of other students encouraging their participation and respecting their differences" (p. 485; my translation).

TABLE 16: **Diversity**		
LOGSE (1990)	LOE (2006)	LOMCE (2013)
Results: 6	Results: 18	Results: 12

The LOGSE showed the least results. It addresses the importance of this educative stage to continue with the attention to diversity that had been given in Primary School to those students with special educative needs. Another sense relates to the importance of respecting cultural and linguistic diversity, embracing values such as tolerance or respect for other cultures.

As with the LOGSE, the LOE also addresses attention to diversity and its importance in Secondary Education to guarantee a personalized education. This Royal Decree dedicates an Article to this matter (Article 12), stating "attention to diversity measures will seek to answer to the educative needs of the students and aims of Compulsory Secondary Education and cannot in any way involve a discrimination that prevents them from obtaining said aims" (p. 10; my translation). Similarly to the previous law, cultural diversity and the importance of respecting it is also referenced. A third sense is also mentioned in relation to equality between men and women: "dignity, equality in freedom and diversity" (p. 74; my

translation). In this line, the law also states "discriminate between equality and diversity and causes and factors of discrimination" (p. 75; my translation).

Similarly, the LOMCE also dedicates an article to the subject of students with special educative needs (Article 9). It also dedicates a second article to educational measures for attention to diversity and flexible organization of teaching (Article 16). As the previous laws, the LOMCE also addresses the importance of accepting and respecting cultural diversity.

TABLE 16: **Discrimination**		
LOGSE (1990)	LOE (2006)	LOMCE (2013)
Results: 14	Results: 27	Results: 18

The LOGSE first addresses this term in the aims for Compulsory Secondary Education: "interact with others and participate in group activities with a tolerant and solidary attitude, overcoming prejudices and critically assess social differences and reject any discrimination based on race, sex, social class or belief differences" (p. 30229; my translation). One of the aims of the subject of Social Science, Geography and History is to develop in students the capacity to "identify and appreciate the plurality of the social community they belong to […] rejecting existing discriminations due to birth, race, sex, religion, opinion or any other personal or social circumstance" (p. 28004, my translation). This idea is repeated in the aims of many subjects such as Ethics or Natural Science. The subject of Economy insists on the understanding of sexual discrimination in the labour market" (p.52; my translation). The subject of Physical Education states that "participation in sporting activities must not be conditioned by a student's sex, abilities, or other discriminative factors" (p.52; my translation). In this line, it also states that "any gender discrimination must be rejected to avoid stereotypes that have conformed the hidden curriculum of Physical Education that address a masculine body type and the attributes associated to it: competitiveness, strength…" (p.57; my translation). For the area of Foreign Languages, in regards to sociocultural aspects, students must "critically analyse sociocultural behaviours that involve discrimination or rejection" (p.73; my translation).

Moving on to the LOE, discrimination in several areas is addressed. Firstly, the law addresses "assessment of human rights and rejection of any form of injustice, discrimination or genocide" (p. 57; my translation). This is a very general sense of the term. However, the Royal decree dives deeper, addressing more specifically gender discrimination: "reject stereotypes that involve discrimination between men and women" (p. 71; my translation). Next, discrimination is addressed in attention to diversity: "these measures must respond to the educative needs of these students and to the attainment of the basic competences and aims of Compulsory Secondary Education and cannot involve a discrimination that prevents them from these aims" (p. 10; my translation). Thirdly, the term is addressed in regards to religion and beliefs: "[…] guaranteeing that the choice of studying religion or not does not lead to any discrimination" (p. 16; my translation). Also, discrimination due to origin or race is also addressed in this law. As the LOGSE stated, one of the aims of Physical Education in the LOE is to avoid any discrimination to body type and abilities. Similarly, Foreign Languages also refer to discrimination and its rejection: "appreciate languages as a means of communication between people from different cultures and avoid any discrimination and linguistic stereotypes" (p. 113; my translation).

Lastly, the LOMCE also addresses a general sense of the term: "educational Administrations will foster the standards of equal treatment and non-discrimination of any personal or social circumstance" (p. 174; my translation). However, similarly to the LOE, this Royal Decree delves into more concrete situations, referencing gender discrimination in seven results in total: "reject stereotypes that promote discrimination between men and women as well as any violent manifestation against the latter" (p. 177; my translation). Also, five results refer to discrimination against students with special needs: "the schooling of students with special needs will be governed by the principles of normalisations and inclusion and will guarantee non-discrimination and equality in the access and permanence in the education system" (p. 175; my translation). In this line, discrimination against people with disabilities is also referenced: "promote non-discrimination of people for any condition or personal and social circumstance, with special attention to people with disabilities" (p. 188; my translation). Again, discrimination appears in connection with the subject of Physical Education as well as in the assessment criteria of Art "to show a critical attitude towards consumption needs created by publicity rejecting its sexual, social or racial discriminative elements" (p. 485 and 491; my translation).

TABLE 17: **Violence**		
LOGSE (1990)	LOE (2006)	LOMCE (2013)
Results: 2	Results: 6	Results: 19

When searching this term, the LOGSE showed two results (the constitutional law had shown none.) These results refer to the subject of ethics and are referenced in the assessment criteria of the subject "elaborate reports and participate in debates regarding problematic issues in everyday life (discriminative situations, violence, racist and xenophobic behaviours…)" (p.28005; my translation) and in the contents addressing social violence.

Secondly, the LOE first mentions this term in the aims of this educational stage, stating the importance of rejecting violence and prejudices, sexist behaviour and of pursuing a peaceful resolution of conflicts. It is also mentioned in the subject of Physical Education and the violence present in sport that the subject aims to eradicate. Similarly to the LOGSE, "violence" also appears in the context of ethics, which aims to install in students a rejection of violence, prejudices and stereotypes. Also in this subject, attention is paid (in two results) to violence regarding women: "prevention and integral protection of violence against women" (p. 74; my translation). The second result stated "reject any discrimination or violence against women" (p. 75; my translation).

Moving on to the LOMCE, the law shows nine results addressing gender violence "critically analyse existing inequalities and discrimination, especially against women, and to drive real equality and non-discrimination" (p. 188; my translation). Three results referenced violence against people with disabilities: "prevention of gender violence or against people with disabilities and develop values that foment the principle of equal treatment and non-discrimination for any social or personal circumstance" (p. 174; my translation). A third sense addressed violence in a broader meaning, rejecting violence in general, as well as terrorist, racist and xenophobic originated violence and domestic, school and labour.

Finally, the term "coeducation" was searched in each Royal Decree, but no results were shown in any of the three laws. In the constitutional law, only one result was shown in

the LOE. However, there are none in the Royal Decrees, although coeducation appears in the ideas expressed in all three laws, even if it is under another name.

After this analysis, it is safe to conclude that although the term "coeducation" hardly appears in any legislation, the ideas that it promotes are present in all four laws very similarly, both in the constitutional laws and in the Royal Decrees corresponding to Compulsory Secondary Education. In many cases there are no significant differences between how these values and ideas are expressed in each educational law, but overall the LOMCE includes an idea that is not reflected in the other laws passed by the Socialist Party: gender-separate education as a valid option and non-discrimination for those families and the students that take this option.

2.3. Necessary actions in Compulsory Secondary Education

In our plural and diverse society, the need for coeducation becomes more evident day by day. As has already been mentioned, one of the main models that children replicate is the stimuli they receive in the domestic sphere. However, schools and the education system also play a part in the education of individuals, despite them being a secondary factor. As a result, there are some actions that educative institutions should take in order to promote coeducational values and ideas in students so that they may recognize and reject discrimination in any form. For example, one of the most evident is coeducational language (in Spanish). This can be difficult at some points, as it can become repetitive to address boys and girls constantly instead of the masculine used for plural. However, it must be considered that by using this masculine plural form many people may feel excluded. Thus, a balance needs to be achieved by using impersonal phrases that avoid this plural form. Also, addressing both men and women can be done, as well as using any other form that is plural but not always masculine.

Secondly, it is imperative that school revise the textbooks and materials used in the different subjects, as many can carry sexist or discriminative ideas without realising it. Also, many textbooks do not show any female models. It is important for young female students to understand that it is not that men have invented, discovered or written anything that is important and not women, but the fact that women were not allowed to follow these

professions and were relegated to other chores and the domestic sphere. The campaign "No More Matildas", for example, was created by the Association of Female Investigators and Technologists (AMIT). As the president of the association Carmen Fenoll states, the aim is "to raise awareness of the lack of female models in science and the perpetuation of stereotypes. We want our colleagues, teachers and families to be aware that the Matilda effect exists and women in science are still doubted." She also states that "if Einstein had been a woman this surname would hardly be known today." In this case, the Matilda effect refers to the many brilliant female scientists that have been silenced, ignored or their achievements have been attributed to someone else throughout the decades. However, this can be applied not just to science but also to literature or art among others. The result is that many girls feel like everything important has been done by men, demotivating them. Therefore, educative institutions must include materials that show women and their achievements, creating models for young girls to relate to.

Thirdly, another action would be to introduce coeducational talks and activities in the curriculum or during hours such as tutorial classes (which take place once a week in Secondary Education.) To engage students in these activities, they must be related to their interests. For example, many students play videogames that reproduce sexist and racist stereotypes. Also, many beauty Youtubers reproduce both male and female beauty canons that are in many cases unachievable. In this line sex education is also very important and is barely considered. It is crucial that both male and female teenagers understand their sexuality and do not discriminate others in this sense. Also, young individuals have idealised ideas of sexual intercourse and pleasure, leading to sexist stereotypes that are reproduced and could easily be avoided by informing them appropriately. Thus, sex education should adopt a feminist viewpoint, so that students understand that women in sex are not object to pleasure men, but that it is an act that should be enjoyed and shared by both individuals.

Finally, it is also significant to address the hidden curricula, as all the measures above affect the explicit curricula, but actions also need to be taken in the former, which is the reality of education. Therefore, teachers and educators need to pay close attention to their own standpoint and convictions as well as those of the students in order to instantly reject any discriminative attitudes that take place on the school grounds. Regardless of their lesser importance when it comes to influencing young individuals, teachers are the models in the educative sphere that students are going to follow, so it is vital that they reproduce

coeducational values to their students, as if they do not, it cannot be expected that they will follow in an example that they do not embody and demonstrate.

3. DIDACTIC PROPOSAL: 'LOOKING CLOSELY'

After having analysed coeducation and its role in the educational laws of Spain, a didactic proposal was needed to incorporate these ideas into the subject of English in Secondary Education. Thus, this chapter offers an educative programme to be implanted in third year of Compulsory Secondary Education over the course of a three-month long term. It is important to mention that coeducation in this proposal is planned to be worked on once a week (third year students take English three times per week). The two remaining hours of the week corresponding to this discipline will deal with the normal curriculum of the subject. As a result, the following programme focuses particularly on the coeducational aspect. Thus, an educational context is created, as well as the methodology, legal framework, objectives, contents and planning. Finally, the annex includes the four last sessions in detail, exemplifying with names and description of activities, aims, assessment criteria, contents and key competences.

3.1. Educational context

As has already been mentioned, this didactic proposal is to be implanted in third year of Secondary Education. Specifically, the class has a total number of twenty students aged fourteen and fifteen. All the students have a similar socio-economic status (middle-lower class) and there are no students with special needs, although some students have a lower English level than that of their peers and need special attention and extra activities from the teacher in order not to be left behind. The school that has been chosen is the 'IES Juan de Juni' in Valladolid. This high school offers courses in Compulsory Secondary Education and Baccalaureate. It is located southwest of the neighbourhood of 'La Rondilla', specifically in the Santa Teresa Avenue, very near the Pisuerga River. In regards to the facilities, the building has a total of six floors and thirty-two classrooms, four laboratories, three computer rooms, two music rooms, three art rooms, specific classrooms for Technology and three classrooms for English, French and Spanish, all equipped with a DVD player. The school also possesses six classrooms with digital boards, a gym, two sports tracks surrounded by a green area, a theatre, library, workshop and didactic departments for each subject. The classroom this particular group has been assigned has a traditional blackboard and no whiteboard or computer system. Each student has been assigned a particular desk due to the pandemic,

although there are extra desks around the class. Thus, the classroom is ample and has got good lighting.

Regarding the timetable, lessons begin daily at half past eight and finish at twenty past two, although due to the Covid pandemic and the measures the board has established, this year classes finish five minutes earlier to avoid crowding and to give enough time to those students that need to take public transport to go back home. At ten past eleven students go on a half an hour break that separates the first three periods from the three last. Each lesson is fifty minutes long, with five minutes to spare in between classes to give the students time to relax and change classrooms if necessary.

3.2. Legal framework

Despite the LOMLOE being enacted in 2020, since the Royal Decree corresponding to Compulsory Secondary Education has not been published and the different Autonomous Regions have not developed the curricula either, in practice this law is not yet in force. Due to this, the following didactic proposal takes into account the terms set by the 2013 LOMCE's constitutional law as well as the terms established by the Royal Decree 1105/2014, which sets the basis of the Compulsory Secondary Education and Baccalaureate curricula. As this proposal is aimed at a foreign language, the international standards set by the Common European Framework of Reference for Languages (CEFR) were also considered. These standards aim for a development and progress based on the acquisition of different competences. Additionally, the goals students must achieve in the corresponding foreign language are stated, defined in four basic skills: written comprehension, written expression, oral comprehension and oral expression.

3.3. Methodology

In regards to the methodological approach of this proposal, the Royal Decree 1105/2014 establishes the main competences which will be achieved by means of the different activities and tasks and thanks to which students will develop both professionally and personally. These key competences are: linguistic competence, mathematical and basic competences in science and technology, digital competence, learning to learn, social and civic competence, sense of

initiative and entrepreneurship competence and finally cultural expression and awareness competence. Additionally, each Autonomous Region establishes their own competences for each course in this educational stage. The law ORDEN EDU 362/2015 exhibits the competences set for the Autonomous Region of Castile and Leon, specifically for the third year of Compulsory Secondary Education. The following have been chosen for this particular proposal: cooperative work, game-based and real situation simulation learning, use of ICTs, sense of initiative and creativity, knowledge of other realities and comparison with their own and finally, self-learning. All of them are oriented to promote learning in an engaging, active and participative manner. Each student must adopt an autonomous role, as autonomy is essential for developing useful and meaningful learning. Bearing this in mind, throughout the different weeks, various teaching strategies have been implemented. Firstly, collaborative learning and group work. This is one of the most important strategies, since it encourages student-student interaction instead of the more traditional teacher-student link which often dominates the teaching and learning process. Additionally, collaborative learning helps to develop student autonomy. For this first strategy to take place, the classroom will be divided into five groups of four students. The teacher will be in charge of creating them, aiming to sort the students into heterogeneous and mixed groups and thus avoiding students assembling with friends. In these groups, students must complete a final task at the end of the semester. Nevertheless, this proposal is not just based on collaborative learning, individual or pair work activities are also included. Secondly, game-based teaching was also considered. It is an important aspect that contributes to promote student motivation and participation, as well as it being an innovation for the class. Thus, this proposal aims to present attractive activities for students to partake in, hoping to break with the daily routine of the lessons they may find repetitive and tedious. In this line, tasks using ICTs were also taken into consideration, as new technologies and digital devices are considered to be innovative tools for educational enrichment.

3.4. Aims

Royal Decree 1105/2014 establishes the aims for Compulsory Secondary Education. As the focus of this proposal remains on the coeducational part (and thus in teaching empathy, equality and understanding) the following aims were selected:

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

- To develop and consolidate habits of discipline, study and both individual and team work as a necessary condition for the effective performance of learning tasks and as a means of personal development.

- To value and respect the difference between sexes and the equality of rights and opportunities between them. To reject discrimination against people on the grounds of sex or any other personal or social condition or circumstance. To reject stereotypes that discriminate between men and women, as well as any manifestation of violence against women.

- To strengthen their affective skills in all areas of their personality and in the relationships with others, as well as to reject violence, prejudices of any kind, sexist behaviour and to be able to resolve conflicts peacefully.

- To develop basic skills in the use of information sources in order to acquire new knowledge with a critical sense. To acquire a basic preparation in the field of technologies, especially in information and communication technologies.

- To develop entrepreneurial spirit and self-confidence, participation, critical sense, personal initiative and the ability to learn to learn, plan, make decisions and take responsibility.

These aims are implemented in the different tasks and activities that take place in each of the twelve different sessions dedicated to this proposal. As can be seen, the coeducational nature of most of them is key, as developing coeducation is the main aim of this programme. Needless to say, however, that all these activities will be carried out in the target language, and therefore students will acquire the ability to express themselves adequately in English.

3.5. Contents

Throughout these twelve sessions the students will be repeatedly using descriptive functions of language (qualifying adjectives, narration and description of events, situations, people, etc.)

Moreover, they will also need to use modal verbs to express ability, possibility and prohibition (can, cannot, might, may) and will also need to use hypotheses with an inferential aim. Throughout all these sessions the students must be able to give their opinion in an organised, critical and coherent manner, as well as to be able to justify them accordingly. Finally, students will make use of both verbal and non-verbal strategies to express different feelings and emotions in the final activity (representation of a five-minute long coeducational scene of their choice).

3.6. Planning

As has been previously mentioned, this proposal is intended for students in the third year of Compulsory Education and will be implemented throughout an entire semester, once per week. As a result, the following plan only includes those activities that would be carried out during that day of the week, whereas the remaining two days would focus on the curriculum of the subject. This proposal would be conducted on the first day of the week, just after the weekend in order to give students time to read at home if necessary.

The proposal is divided into three different sections, one for each month in the term. The first revolves around two pieces of literature: *Harry Potter and the Philosopher's Stone* by J.K. Rowling and *Alice in Wonderland* by Lewis Carroll. Taking into account the fact that realistically speaking, the English level of third year students is in general rather low and considering that it would be unrealistic to ask for them to read both novels, the teacher would work with extracts and adaptations. Sometimes the extracts will be worked on in class and sometimes students will have read them at home and carry out activities and reflections in class based on their reading. Secondly, the proposal will focus on a teen bestseller: *After*, by Anna Todd. Again, students will be working with excerpts from the novel. Lastly, commercials and advertising will be dealt with in the last four sessions. The aim is that on this day, students focus on the roles the female and male characters play in each novel, noticing the differences between them and how men and women are regarded as well as to develop critical thinking when faced with certain ads. Consequently, students are encouraged to reflect on equality and gender roles and stereotypes. In the final activity, students will have to prepare a short five minute scene of their choice (they will create the characters, setting, etc.) and the corresponding draft in groups that reflects all the ideas of equality that have been

worked on in class. Then they will have to represent it on the last day of the lesson (session 12). As for the assessment criteria, this proposal will amount to 20% of the final mark. Students will be awarded a point for participation and another for the final group task.

Session 1 is an introductory lesson. The main aim of the session is to develop students' interest in the topic of gender equality related to juvenile and classic literature. As for the contents, in this first session, students will deal with qualifying adjectives to describe people and lexical items (vocabulary) related to the two novels. The chart below shows the activities that will be carried out during the session, timing and description.

TABLE 18: **Session 1**		
Activity number	**Timing**	**Description**
1. Introduction	5 min.	In this first activity the teacher will greet the students and inform them of what they will be working on once a week until the end of the term: gender roles and equality based on fragments from *Harry Potter* and *Alice in Wonderland* as well as the final activity and what they will do in this first session.
2. Questionnaire	15 min.	The teacher will give each student an anonymous questionnaire for them to complete. They will have to write what they expect to do during these sessions and write if they have read the first *Harry Potter* book and *Alice in Wonderland* as well as different coeducational questions (if they have ever felt discrimination due to gender, if they think they have sexist traits, if they have read anything that surprised them because the roles were different…). After the questionnaires are collected, the teacher will read aloud the students' expectations and check how many male and female students have read *Harry Potter* (male protagonist) and *Alice in Wonderland* (female protagonist).
3. How much do you know?	10 min.	The teacher will as questions regarding characters and features from each book to check how much the students know about these novels, as there may be some that are unfamiliar with them, especially with *Alice in Wonderland*.
4. Brainstorming	20 min.	The first 10 minutes will be dedicated to *Harry Potter* and the next 10 to *Alice in Wonderland*. The students will be split into two halves. One represents Harry and the other Hermione. They will have to brainstorm words, ideas, comments, etc. that describe each character. All the class must do the same regarding Alice.

In the second session of the proposal, students should be able to understand the stereotypes and gender roles associated to women in regards to the novel by Carroll. As for the contents of this session, students will again deal with qualifying adjectives, modal verbs to express possibility and prohibition, formulation of hypotheses with an inferential aim and expressions of opinion.

TABLE 19: **Session 2**		
Activity number	**Timing**	**Description**
1. Reading	15 min.	In this first activity students will read fragments from the novel by Carroll and in small groups of four they will have to discuss what information they get from the main characters, both male and female, contrasting them (traits, personality...)
2. Discussion	20 min.	Now the students will discuss if Alice breaks with the traditional female stereotype, what role they think the Red Queen has and what she represents, how the Duchess is presented and what the female characters imply.
3. Role-play	15 min.	In this last activity students will role-play in pairs, inverting the roles. From the traits that have been discussed, they will invert them, presenting the male character with female traits and vice versa in a scene of their choice.

While the second session dealt exclusively with *Alice in Wonderland*, this third session focuses on *Harry Potter*. The main aim of the session is again to understand the gender roles and stereotypes associated with the characters of the first novel of the saga. As for contents, the students will again be using qualifying adjectives, modal verbs expressing possibility and prohibition, formulation of hypotheses and expressions for giving opinion.

TABLE 20: **Session 3**		
Activity number	**Timing**	**Description**
1. Reading	15 min.	In this first activity students will read fragments from the novel by Rowling and in small groups of four they will have to discuss what information they get from the main characters, both male and female, contrasting them (traits, personality...)
2. Discussion	20 min.	Now the students will discuss if they think Harry Potter would have survived without Hermione, what each of their roles are, both in the story and in regards to their gender, etc.
3. Role-play	15 min.	In this last activity students will role-play in pairs, inverting the roles. From the traits that have been discussed, they will invert them, presenting the male character with female traits and vice versa in a given scene of their choice.

The fourth session aims for students to evaluate female and male roles in literature and the main characters' roles in each story. As for the contents, students will be using lexical items (vocabulary) related to the novels, narration and description of present states, situation and opinions regarding the novels, qualifying adjectives, expressions to state an opinion and both verbal and non-verbal strategies.

TABLE 21: **Session 4**		
Activity number	**Timing**	**Description**
1. Brainstorming	10 min.	The teacher will ask the students to reflect on what would happen if Alice went into Harry's world and vice versa. The aim is to see what makes each character special and how the story would change. Their ideas will be written on the board.
2. Writing	20 min.	Students will assemble in groups of four and write a small two-minute scene where they represent Alice in a Harry Potter scene or Harry in an Alice in Wonderland scene to see how the story changes and the roles characters play.
3. Drama	20 min.	After writing the script, the groups will represent them in front of the class.

Moving on to the next month, as has been mentioned, the next four sessions will revolve around the teenage novel *After*. Again, the students will be working with extracts and fragments from the novel, as it is not expected of them to read the whole book. The aim of this fifth session is to reflect on the gender roles and stereotypes of the male and female protagonist in the novel. Students will have to use expressions to state their opinion as well as descriptive functions of language.

TABLE 22: **Session 5**		
Activity number	**Timing**	**Description**
1. Introduction	5 min.	The teacher will introduce the next text they will be working with: *After*. Then she will describe the aims of the next four sessions and what the students are expected to do.
2. What do you know?	10 min.	The teacher will check how much the students know about the novel, going over the main points, characters and events to introduce it to those students who are unfamiliar with it.
3. Drawing roles	10 min.	The teacher will draw two silhouettes on an A2 sheet of paper, one male and one female. The female students will have to write in the male silhouette what they expect to find in a man and the male students what they expect to find in a woman, writing in the female figure.
4. Discussion	25 min.	The first 10 minutes will be dedicated to discussing the results of the previous activity paying attention to stereotypes. Then, a comparison will be done with what they have written and the gender roles of the two main characters in the novel.

After this first session with the new text, the next session will deepen into the stereotypes and roles that dominate the narrative. Thus, the aim of this session is to question the male and female stereotypes in different moments in the lives of characters. Students will again use descriptive functions of language (adjectives, etc.), modal verbs of ability,

possibility and obligation, comparative adjectives and expressions to state their opinion and justify it accordingly.

TABLE 23: **Session 6**		
Activity number	**Timing**	**Description**
1. Reading	15 min.	The students will read different fragments from the novel corresponding to different areas of life (social life, romantic, sexual, etc.) and think about the differences in behaviour of the male and female characters.
2. Change the story	15 min.	In small groups, the teacher will give each group one of the fragments they have previously read. Students will have to orally change the story to foster equality and eliminate the traditional gender stereotypes.
3. Developing empathy	10 min.	The students will now have to put themselves in the shoes of the characters. First they will think about how the character of their sex behaves and what they think. Then, they will put themselves in the shoes of the character from the opposite sex and do the same.
4. Reflection	10 min.	In this last activity students will compare the male and female roles and stereotypes of the novel with those in traditional stories; *Cinderella, Sleeping Beauty, The Little Mermaid*… and observe if they have changed over time or not.

The next session is aimed at developing the creativeness of students based on the novel. Furthermore, critical thinking is also encouraged. Students will be using expressions to state their opinion and give reasons for it, specific vocabulary from the text and verbal and non-verbal strategies.

TABLE 24: **Session 7**		
Activity number	**Timing**	**Description**
1. Scene planning	15 min.	In pairs, students will now have to choose a scene in the text from a list given by the teacher with different moments in the story. The teacher will give them the excerpt corresponding to the scene and students will have to turn it into a play changing the roles. The female character will behave like the male and vice versa.
2. Drama	20 min.	Each pair will now represent their scene in front of the class. Each scene should be no longer than 3 minutes.
3. Discussion	15 min.	The class will now state their opinion on the change of roles: did they find it ridiculous? Why? Why is it not perceived as ridiculous when the males and females have certain roles?

The next and final session on literature (the following four sessions focus on advertising) is aimed at fostering communication and reflection regarding what the students have learned in the past eight lessons regarding gender stereotypes and the behavioural attributes or traits that characterize the novels and their characters. As a result, students will need to clearly express their ideas, descriptions and narration of events related to the literature read.

TABLE 25: **Session 8**		
Activity number	**Timing**	**Description**
1. Recollection	10 min.	Students will begin by brainstorming the different roles and gender stereotypes (or lack of them) of the male and female main characters in all the novels read: Alice, the Red Queen, Hermione, and Tessa; the Rabbit, Harry, Hardin. The teacher draws or writes on the board.
2. Discussion	25 min.	As a class, the students will have to reflect on what ideas, feelings or emotions the different characters evoke, which they identify with and why, which they would like to resemble and which they would not, etc.
3. What have you learned?	15 min.	Finally, the teacher will give the students a final questionnaire to check if the literature sessions have motivated and interested the students. The aim is to promote reading for pleasure and to check if they have developed critical thinking when faced with different situations that perpetuate gender stereotypes and traditional roles for men and women.

As has been said, after these eight sessions dealing with children's and teenage literature, the last four sessions deal with advertising and will continue to focus on the gender stereotypes regarding body image and social roles associated to both men and women. This is especially important because with an increase in new technologies and technological devices, the Internet, etc., online users consume ads constantly, and many are full of stereotypes that can be approached by coeducation to help promote critical thinking when it comes to buying certain products or targeting audiences. The aim of the following sessions, therefore, is not to persuade the students to buy or not buy products based on the advertising, but to make them aware of the strategies used and what roles are expected of them according to the commercials, which is particularly relevant due to their age and their naïveté. It is also important to mention that these last sessions are fully developed in the annex. At the end of each session the students will dedicate some time to plan and write their script in order for the

teacher to be able to correct mistakes or solve questions. The last session (12) will be dedicated to each of the four groups to represent their five minute scene or situation.

Session 9 therefore is clearly different to those that have been worked on until now. The aim of this first session dealing with commercials is to check the students' knowledge and ideas regarding gender stereotypes in advertising and provide examples. Students will have to use descriptive functions of language (qualifying adjectives, narration and description of scenes and events in ads) and expressions to give opinion and justify them accordingly.

TABLE 26: **Session 9**		
Activity number	**Timing**	**Description**
1. Introduction	5min.	The teacher will begin by introducing these last sessions of the coeducational proposal and what the students are going to be working on in them and specifically in this one.
2. How much do you know?	20 min.	The teacher will check the opinions of the students regarding advertising, what kind of ads they enjoy, products they know… the teacher will then form small groups and give them a product (perfume, clothes, dishwasher soap, car…). They will have to decide what ad they would create for it and describe it. Finally, the topic of stereotypes will be introduced in relation to the ads created.
3. Stereotypical ads	10 min.	On the digital board, the teacher will display different ads that show stereotypes for both men and women regarding physical appearance and roles in domestic areas or socially acceptable behaviours. The class will discuss them and state their opinions on them, stating their feelings and emotions towards them.
4. Script-writing and homework	15 min.	The first 5 minutes teacher will ask the students to search for an ad in the target language that perpetuates gender stereotypes and or roles (perfume ad, car ad, lingerie, energy drinks, domestic utensil…). They will be working with them in the next session. The last 10 minutes the students will assemble into groups of four and begin brainstorming ideas for the script and small scene they will represent in the last session.

For the next session, the main aim is to analyse the ads brought by each of the students, focusing on the gender roles present in them and stereotypes regarding physical appearance, social norms, the attitudes of the men and women, etc. Students are going to need to use descriptive language, narrate events or describe them and people and state and justify their opinions using the appropriate structures.

TABLE 27: **Session 10**		
Activity number	**Timing**	**Description**
1. Catch-up questions	5min.	The teacher will begin by greeting the students and explaining what they will be working on in this session.
2. Analysing your ads	25 min.	The teacher and class will analyse together the different ads each of the students researched at home and have brought to class either printed out or in a USB. The teacher will ask questions such as how are the men and women represented and what are the differences, if they are positive or negative, what role men and women have, what stereotypes are present, etc.
3. Script writing	20 min.	The students will assemble into their groups and continue working on the script for the small scene they will have to represent in the last session.

The following session is the last in which the students will be analysing and reflecting, as the last will focus on the representation of the scenes and peer assessment. Consequently, the aim of this eleventh session is to judge the importance of gender roles and stereotypes and create an ad without stereotypes. Students will need to state their opinions using the appropriate structures and use both verbal and non-verbal strategies.

TABLE 28: **Session 11**		
Activity number	**Timing**	**Description**
1. Catch-up questions	5min.	The teacher will begin by greeting the class and explaining what students are going to be doing in this particular session.
2. Acting out an ad	10 min.	The teacher asks for a few volunteers. These students will be given a sexist ad and they must exchange the roles and reproduce the scene in front of the class. Then the class will discuss if they think the scene is ridiculous or silly and why.
3. Creating a coeducational ad	15 min.	In small groups, the teacher will ask the students to create an ad for the same products that were worked on in session 9. The aim is to create an ad that does not foster stereotypes or gender roles.
4. Script writing	20 min.	The students will assemble in their groups and continue working on the script for the small scene they will have to represent in the next session.

The last session is aimed at demonstrating understanding of the stereotypes and gender roles that often dominate advertising by creating and representing a short coeducational scene in front of the class. Students will be using both verbal and non-verbal strategies, descriptive functions of language and a clear expression of the message, adapting it to the formulas and models of the type of text.

TABLE 29: **Session 12**		
Activity number	**Timing**	**Description**
1. Catch-up questions	5 min.	The teacher will begin by greeting the class and explaining what students are going to be doing in this particular session.
2. Let's act!	30 min.	Students will represent their scene in the first 20 minutes. The remaining 10 will be dedicated to peer assessment, where the rest of the class will write what they liked and something that could have been improved.
3. Awards	15 min.	The class will vote for who they thought was the best actor, actress and which story was the best.

CONCLUSIONS

The aim of this paper was firstly to explore how coeducational ideas have evolved or been implemented in education in Spain throughout time by analysing different educational laws of the country, starting in the year 1990 with the LOGSE until 2020 with the newly enacted LOMLOE. Secondly, a proposal to include these ideas in the EFL classroom was designed for Secondary Education students. This idea originates from my interest in coeducation, as I believe it is a key element to improve our society and the growing importance it has in it to help educate young individuals in values such as respect, tolerance and solidarity, rejecting discrimination and violence of any kind.

In order to correctly analyse the evolution of coeducation in the education sphere, a brief introduction and definition of what exactly this complex term implies was needed, as the paper revolves around this term. Secondly, I downloaded and inspected the constitutional laws corresponding to the LOGSE (1990), the LOE (2006), the LOMCE (2013) and finally the LOMLOE (2020), introducing different key terms related to coeducation to see what each law states and how these ideas change, evolve or remain. After this analysis, the Royal Decrees corresponding to the curricula for Compulsory Secondary Education were considered according to each law. Again, the key terms were introduced. The final step in this theoretical part of this paper was to briefly comment on how schools and similar institutions could include coeducational activities and measures that guarantee equality of opportunities for both sexes, as there is still a long road to go in order for coeducation to be fully included in the programme and amongst children and young adults or teenagers, gender, racial and sexual stereotypes are still being reproduced. Following this idea, a didactic proposal to be included in the subject of English in the third year of Compulsory Education was suggested. Consequently, coeducation would be worked on in an English-speaking context over the course of three months, each month based on a different topic: the first two months revolve around literature, with *Alice in Wonderland* and *Harry Potter and the Philosopher's Stone* in the first month, and teenage bestseller *After* in the second. The third month focused on coeducational ideas through the use of commercials and advertising.

The results show that time has been a conditioning factor when it comes to coeducation, which has indeed changed as each law deepened into the ideas and values it promotes as they replaced each other throughout the years. However, this evolution happens mainly at a superficial level, as there have been coeducational notions in all the laws that have

been analysed. However, new concepts have been included and expanded, broadening the sense and making these ideas more specific. The main change has been in terminology, as the only law that included the term 'coeducation' was the LOMLOE, being the newest. Nevertheless, despite this, coeducation is present in all laws; while it may be under different names, the idea remains unchanged. Regarding the didactic proposal, classic literature together with young adult literature and commercials were chosen as they are all relevant and appealing for the students and would allow them to face the topic of coeducation, which they may have disregarded, to see if gender stereotypes are alive or not and reflect on the importance of literature and advertisements.

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ANNEX

Session 9	
Aims The students should be able to: Greet the teacher and class using polite set expressions to answer adequately to the teacher's questions in the target language. Explain their opinion regarding advertising in general. Create an ad for a given product and analyse it in terms of stereotypes and gender roles. Plan the script and short scene based on group work and cooperative skills	**Contents** Narration and description of people, events and situations. Clear expression of personal opinions regarding advertisements.

Assessment criteria
The students will be able to: Utilize at least two polite set expressions and respect speaking turns when answering the questions posed by the teacher. Justify their personal opinions regarding advertising. Elaborate an advertisement for a given product. Elaborate an appropriate writing when developing the script for the short scene in a participative and active manner.

Activities	Timing
Catch-up questions	**2 min.**
Let's start something new!	**3 min.**
How much do you know?	**20 min.**
Stereotypical ads	**10 min.**
Script-writing and homework	**15 min.**

Activity/task 1 – **Session** 9

Catch-up questions	**Type**: Routine	**Timing**: 2 min.

Classroom organization: Whole class	**Resources**: None

Aims:

The students should be able to:

Greet the teacher and the class by making use of polite set expressions to answer the teacher's questions in the target language correctly.

Description:

In this activity which takes place at the beginning of every session, the teacher will begin by asking the students some questions about their weekend, their plans, studies, exams, etc. They must be questions that are unrelated to the subject or what they are going to work on in the session, in order to get students talking and break the ice every day before starting to work.

Activity/task 2 – **Session** 9

Let's start something new!	**Type**: Introduction	**Timing**: 3 min.

Classroom organization: Whole class	**Resources**: None

Aims:
The students should be able to:
Understand the teacher's aims and intentions for the next four sessions dealing with advertising.

Description:
After the previous activity, the lesson begins. The teacher will begin with this introductory activity in order to inform the students of the aim of the next four sessions, which are different from the ones that they would have been working on until this point. Consequently, the teacher would inform them that the aim of the sessions is to analyse inequalities and gender stereotypes or roles in advertising and the different aims of the activities in this session.

Activity/task 3 – **Session** 9

How much do you know?	Type: Warm-up	Timing: 20 min.

Classroom organization: Group work (groups of four)	Resources: A coloured cardboard, felt tip pens in different colours.

Aims:
The students should be able to:
Explain their opinion regarding advertising and design an ad for the given product.

Description:

The teacher will begin this third activity by asking the students their opinion on ads: if they think they are useful, what type of ads they enjoy, which ones they watch and if they have ever bought a product because they saw an ad for it. If so, the students must tell the teacher which product that was. Ideally, the students will answer voluntarily, but if there is little participation, the teacher must elicit an answer from different students.

After these questions, the students will assemble into small groups of four students. The teacher will give each group a colours cardboard and different coloured pens as well as a different product for each of the five groups: perfume, lingerie, energy drink, male deodorant, soap. The learners will have to create an ad for it on the cardboard in the next 10 minutes. After this time, the different groups show the rest of the class their ads while the rest of the class and teacher comment on them positively.

Activity/task 4 – **Session** 9

Stereotypical ads	**Type**: Development	**Timing**: 10 min.

Classroom organization:
Whole class

Resources:
The teacher will need a computer set and digital board to project the different ads to the students.

Aims:

The students should be able to:

Identify the different gender roles and stereotypes that dominate the ads.

Description:

After the last activity, the teacher will show the students some real ads that appeared either on TV or in the news and the class will discuss them afterwards. The first ad deals with Covid, and thus is recent. The teacher will ask the students the following questions:

-What do you think of this ad?
-Do you think it shows gender roles or stereotypes?
-How are women presented in this ad? What are they doing? What does it imply?
-What do you think the male is doing, where is he?

The students will discuss the questions for a few minutes, giving their opinions in an organized manner and respecting speaking turns. The teacher moves onto the second ad: *Invictus* perfume by Paco Rabanne. After watching the ad on YouTube, the teacher will ask the following questions:

-How is the man presented?
-What role do the women play? Is it active or passive?
-What do you think of the last scene?
-Do you think this ad is sexist? Why or why not?
-What can you say of the male and female body types in the ad? Do you think most men and women look like that? Is it realistic? What do you think this means?

The students will again discuss and state their thoughts for a few minutes. Finally, the teacher will show them the last ad: Mr. Clean for Women's Day; and ask them the following questions:

-What do you think of this ad?
-What can you say of the gender roles in it?
-How does it make you feel?

The students discuss again and then the teacher will ask them to look at the ads they created in the previous activity. The aim is to see if there are any stereotypes in the ones they created and discuss them bearing this in mind.

Activity/task 5 – **Session** 9

Script-writing and homework	**Type**: Development	**Timing**: 15 min.
Classroom organization: Whole class (first 5 minutes), group work (last 10 minutes)	**Resources**: Students may need paper and pens to plan their script and write down their ideas.	

Aims:

The students should be able to:

Plan the script following the teacher's guidelines.

Description:

From this session onward, the teacher will allow the students to work in their groups on the script for the short coeducational scene they must present in the last session. Normally it will be the last 20 minutes of the class, but in this session it is only 15. Therefore, this day the students will only have time to brainstorm ideas. If the students do not finish writing and planning in these minutes of class, they must finish independently outside class.

Before they begin, the teacher will ask the students to search individually for an ad in the target language that clearly shows some type of stereotype or gender role and bring it to class the following Monday either printed out or in a USB (if it is a video or digital ad). This is important because they will be working on them in the following session.

When the students begin working on the script, the teacher will walk around the classroom helping if they need it or simply supervising their work and giving advice.

Session 10

Aims	Contents
The students should be able to:	Narration and description of people, events and situations (descriptive language functions).
Greet the teacher and class using polite set expressions to answer adequately to the teacher's questions in the target language.	Clear expression of personal opinions.
Analyse advertisements critically taking into account the stereotypes and gender roles in them.	
Plan the script and short scene based on group work and cooperative skills.	

Assessment criteria

The students will be able to:

Utilize at least two polite set expressions and respect speaking turns when answering the questions posed by the teacher.

Narrate the events and situations in different ads.

Determine the stereotypes and gender roles present in their chosen ads.

Discuss the feelings, emotions or ideas evoked by the ads worked on.

Elaborate an appropriate writing when developing the script for the short scene in a participative and active manner.

Activities	Timing
Catch-up questions	**5 min.**
Analysing your ads	**25 min.**
Script-writing	**20 min.**

Activity/task 1 – **Session** 10

Catch-up questions	**Type**: Routine	**Timing**: 5 min.

Classroom organization: Whole class	**Resources**: None

Aims:

The students should be able to:

Greet the teacher and the class by making use of polite set expressions to answer the teacher's questions in the target language correctly.

Description:

The class will begin with the daily questions the teacher poses to the students about their life and school to transition from one lesson into another smoothly.

Activity/task 2 – **Session** 10

Analysing your ads	**Type**: Development	**Timing**: 25 min.

Classroom organization: Whole class	**Resources**: Each student needs to have an ad that they have searched for on the Internet printed out or if it is a video, on a USB. The teacher will need a computer set and digital board to project them.

Aims:

The students should be able to:

Analyse advertisements from a critical point of view paying attention to stereotypes, gender roles and sexism.

Description:

This activity will focus on the ads each student must have searched for and printed or brought in a USB to class. The teacher will begin by letting students know that the aim of this is to examine each ad and discuss the different stereotypes present in them and that affect both men and women. The students show their ads one by one, and the teacher will ask the rest of the class the following questions:

-What can you see in this ad?
-In what way are men and women represented?
-Are the differences between them positive or negative? Why?
-Are stereotypes perpetuated? Which and why?
-Are gender roles perpetuated?
-Is this ad intended for men or women? Why?
-Do men have an active or passive role? And the women?

The students discuss each of their ads for a few minutes. Then the teacher will draw attention to the fact that as they can see, ads are full of stereotypes and gender roles that we do not notice but consume repeatedly. She will also ask them if they had ever thought of this, of gender roles and stereotypes being fostered without them noticing.

Activity/task 3 – **Session** 10

Script-writing	**Type**: Development	**Timing**: 20 min.

Classroom organization: Group work	**Resources**: Students will need paper and pens to draft and plan their script and ideas.

Aims:

The students should be able to:

Plan the script following the teacher's guidelines.

Description:

The teacher will again ask the students to assemble into their groups and work on the script and planning of the short scene, encouraging and reminding them to use the target language and to solve any possible questions or ask for advice if needed.

Session 11	
Aims	**Contents**
The students should be able to:	Narration and description of events, people, feelings, emotions and situations (descriptive language functions).
Greet the teacher and class using polite set expressions to answer adequately to the teacher's questions in the target language.	Clear expression of personal opinions regarding advertising.
Utilize both verbal and non-verbal strategies to reproduce an ad.	
Infer their opinions and feelings regarding a change or roles in the ad.	
Create an ad taking into account the different gender stereotypes and roles.	
Plan the script and short scene based on group work and cooperative skills.	

Assessment criteria

The students will be able to:

Utilize at least two polite set expressions and respect speaking turns when answering the questions posed by the teacher.

Express at least one valid argument to justify their opinion regarding their ideas or feelings evoked by ads.

Create a coeducational ad that eliminates gender roles and stereotypes.

Elaborate an appropriate writing when developing the script for the short scene in a participative and active manner.

Activities	Timing
Catch-up questions	**5 min.**
Acting out and ad	**10 min.**
Creating a coeducational ad	**15 min.**
Script-writing	**20 min.**

Activity/task 1 – **Session** 11

Catch-up questions	**Type**: Routine	**Timing**: 5 min.

Classroom organization:
Whole class

Resources:
None

Aims:

The students should be able to:

Greet the teacher and the class by making use of polite set expressions to answer the teacher's questions in the target language correctly.

Description:

The teacher will ask the students questions about their weekend, plans, studies, etc. to transition smoothly into the lesson.

Activity/task 2 – **Session** 11

Acting out and ad	**Type**: Reinforcement	**Timing**: 10 min.

Classroom organization:
Whole class

Resources:
The teacher will need to have a printed picture showing the ad (see Materials).

Aims:

The students should be able to:

Understand and critically analyse the stereotypes and gender roles present in advertising.

Description:

For this activity, the teacher will ask for four volunteers, a girl and three boys. Once they have been selected, the teacher will show them a printed ad (see Materials) making sure that the rest of the class cannot see it or hear what she will tell the volunteers. These students will have to switch the roles in the ad. That is, the girl must be in the center imitating the male's posture and gestures and the three boys must surround her imitating the original models' postures and gestures. They will do this in front of the class so that the rest of the students can see. Then, she will ask the rest of the class:

-What do you think of this? What are they doing? What type of product do you think this ad corresponds to? Why?
-Do you find this scene your peers are representing funny? Why?
-What feelings or emotions are you experiencing?

After some discussion, the teacher will show the rest of the class the original scene and ask:

-What do you think now? This is the real ad.
-Do you still find it funny?
-Why or why not?
-Why is it ridiculous if you switch roles but not in the original? What are the differences?

The students discuss the feelings and emotions each scene made them feel, diving into possible reasons and comparing them.

Activity/task 3 – **Session** 11

Creating a coeducational ad	**Type**: Development	**Timing**: 15 min.

Classroom organization: Group work	**Resources**: Students will need a cardboard and different coloured pens.

Aims:

The students should be able to:

Create a coeducational ad that does not promote stereotypes or roles.

Description:

Now the students will create another ad, as they did in session 9. They will assemble in the same groups as then and work on the same product they did in that session for 10 minutes. The aim now is to create another ad for that product bearing in mind the stereotypes and gender roles that they have seen, aiming at eliminating them. When time is up, the teacher will again ask each group to show their ad to the rest of the class, commenting them all together and comparing them to the ad they created in session 9.

Activity/task 4 – **Session** 11

Script-writing	**Type**: Development	**Timing**: 20 min.

Classroom organization:
Group work

Resources:
The students may need paper and pens to write the script and/or ideas.

Aims:

The students should be able to:

Plan the script and short scene following the teacher's guidelines.

Description:

Once again, the students will work on the short coeducational scene in their groups, asking the teacher for help if necessary.

Session 12	
Aims	**Contents**
The students should be able to:	Expressing the message clearly and adequately adjusting to the models and formulas of the type of text.
Greet the teacher and class using polite set expressions to answer adequately to the teacher's questions in the target language.	
Demonstrate understanding of the coeducational values worked on in class through the creation and representation of a short scene.	
Develop autonomy and critical thinking when assessing their performance and that of others.	

Assessment criteria

The students will be able to:

Utilize at least two polite set expressions and respect speaking turns when answering the questions posed by the teacher.

Include in the short scene at least one coeducational aspect (change of roles, elimination of stereotypes, etc.)

Express at least one valid argument when justifying their peer assessment.

Activities	Timing
Catch-up questions	**5 min.**
Let's act!	**30 min.**
Awards	**15 min.**

Activity/task 1 – **Session** 12

Catch-up questions	**Type**: Routine	**Timing**: 5 min.

Classroom organization: Whole class	**Resources**: None

Aims:

The students should be able to:

Greet the teacher and the class by making use of polite set expressions to answer the teacher's questions in the target language correctly.

Description:

The teacher will ask the students questions about their school life or what they did at the weekend, engaging in a conversation for five minutes to transition into the lesson.

Activity/task 2 – **Session** 12

Let's act!	**Type**: Production	**Timing**: 30 min. Short scene display: 20 min. Peer assessment: 10 min.

Classroom organization: Whole class	**Resources**: The students will need the assessment template (see Materials).

Aims:

The students should be able to:

Develop verbal and non-verbal strategies to create a coeducational scene of their choice.

Description:

Now in their groups the students will represent the small coeducational scene in front of the rest of the class. It must be five minutes long and after each performance, the rest of the class will take a couple of minutes to feel in the peer assessment template (see Materials) to evaluate what they liked about that group's scene and something they think could have been improved. After everyone has acted and rated their peers, the teacher will collect the templates.

Activity/task 3 – **Session** 12

Awards	Type: Production	Timing: 15 min.

Classroom organization:	Resources:
Whole class	The teacher will need stickers to award to the winners of each category. Also, each student will need three small pieces of paper to vote for a person or group in each category.

Aims:

The students should be able to:

Construct and justify an objective opinion on the classmates' performances and scenes.

Description:

The Awards Ceremony will begin. Students will be voting for three different categories: best actor, best actress and best scene. The teacher will call out the first category and give the students a small piece of paper to write the name of the person they would like to vote for. The teacher will remind the students to vote critically, thinking about their performance and not about voting for friends. The votes will be collected in a bag and then two volunteers are elected: one will unfold the votes and read them aloud and the other will keep count and announce the winner. Once this has been done, the teacher will ask said winner to collect a sticker as a prize. The members of the group that wins the last category (best scene) will get a sticker each.

<u>MATERIALS</u>

Session 9

Activity/task 4: Stereotyped ads.

Ad 1

THE GUARDIAN (2021, January 28). No 10 pulls 'sexist' Covid ad showing all chores done by women. Retrieved May 25, 2021 from https://www.theguardian.com/uk-news/2021/jan/28/no-10-pulls-sexist-covid-ad-showing-all-chores-done-by-women

Ad 2

Paco Rabanne. (2018, January 29). *Invictus Aqua*. [Video]. YouTube. Retrieved May 27, 2021. https://www.youtube.com/watch?v=y7fPXTd-k2U

Ad 3

BEDROSS, M. (2016, February 24). Gender analysis of Mr. Clean advertisement. *Wordpress*.
https://marilinabedros.wordpress.com/2016/02/24/gender-analysis-of-mr-clean-advertisement/

Session 11

Activity/task 2: Acting out an ad.

Axe deodorant ad (2018) VERZAMELING. Retrieved 25 May 2021 from https://thecakeboutiquect.com/

Session 12

Activity/task 2: Let's act!

ASSESSMENT TEMPLATE	
Group number:	Mark out of 10:
Positive aspect(s) I enjoyed: Something that could be improved: 	