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Promoting Gender Equality through the Visibility of Women: The *Empowering Women* Project

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Abstract

The present dissertation aims at promoting gender equality through the empowerment of women's role in society by offering an educational proposal for EFL (English as a Foreign Language) in a secondary school. After an analysis of the past and present situation of the discrimination women have to face in their lives, the educational proposal consists of a project in which a selection of 24 English-speaking women are brought to light. Considering gender equality as a transversal topic, different subjects are involved in this project to highlight their relevance: EFL, Catalan, Spanish, ICT (Information and Communication Technologies), History and Art.

Key words: Gender equality, women, visibility, coeducation, project.

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1. Abbreviations

CEDAW: Convention on the Elimination of All Forms of Discrimination Against Women

DeSeCo: Definition and Selection of Competences

EFL: English as a Foreign Language.

EIGE: European Institute of Gender Equality.

ESO: *Educació Secundària Obligatòria.*

FP: *Formació Professional.*

FPB: *Formació Professional Bàsica.*

ICT (TIC): Information and Communication Technologies (*Tecnologies de la Informació i Comunicació.*

IES: *Institut d'Educació Secundària.*

LGE: *Ley General de Educación (1970).*

LGTBI: Lesbian, Gay, Transgender, Bisexual and Intersexual.

LOMCE: *Ley Orgánica 8/2013, de 9 de diciembre, para la Mejora de la Calidad Educativa.*

LOE: *Ley Orgánica 2/2006, de 3 de mayo, de Educación.*

MECD: *Ministerio de Educación, Cultura y Deporte.*

OECD: Organization for Economic Co-operation and Development.

PBAU: *Prova de Batxillerat per a l'Accés a la Universitat.*

PEC: *Projecte Educatiu de Centre.*

ROF: *Projecte Educatiu de Centre (PEC), Reglament d'Organització i Funcionament.*

UAB: *Universitat Autònoma de Barcelona.*

UN: United Nations.

2. Introduction

Despite of the many achievements reached in terms of gender equality until present-day (2018) in comparison with previous centuries, sexism continues to be a major issue in society as women are still discriminated on basis of their gender. Unacceptable rates of gender violence continue to exist, women are being abused, raped or even assassinated by men. A recent example is the shameful case of *La Manada*, in which five grown-ups, among them a police officer and a soldier, raped an 18-year-old girl while they recorded it. As if this was not horrifying enough, the responsible judges did not consider it rape but only abuse, and therefore the accused ones were let out of prison on parole.

Other manifestations of sexism are no that visible, but they still avoid gender equality to be achieved. Some of these more discrete, but still harmful, sexist issues are the undervaluation of women's role, sexual objectivization, gender pay gap, gender stereotypes and roles, sexist language, etc. This situation calls for action at any level of society, and education is not an exception in this respect. In order to achieve real equality of opportunities between women and man, a process of re-education is necessary, since people have been educated in a patriarchal society which ideals or behaviors with sexism ingrained. Regarding the new generations different standards and ideals should be incorporated, so that students become aware and reject gender discrimination from a very early age. Here is where coeducation comes into question as it is the best option to fight and to avoid gender discrimination (Rosàs 2001; Subirats 2010a, 2010b; Suberviola 2012; Fernández González & González 2015; Venegas & Heras 2016).

Having said this, the present dissertation is a small contribution to the fight of reaching gender equality by the visualization of women's role in history and in everyday life. The reason for choosing this particular topic is because it is of great relevance and recent popularity in society. Women have been discriminated in all aspects of life for centuries, and this needs to be stopped once and for all.

The structure of this study is divided in two main sections. The first one is aimed at setting the context of the topic in question by analyzing both the present

and the historical background of gender equality as well as discrimination. The second section is devoted to the presentation of the educational proposal. Firstly, a project carried out in the IES Damià Huguet, *Dones d'empenta*, is explained as it will be used as reference for my personal proposal. After explaining in detail my *Empowering Women* project, the experience of implementing it will be described and assessed.

3. Main aims

This dissertation consists of an analysis of the current situation of discrimination that women have to face each day in the current society and provides an educational proposal that could be implemented in any secondary school to challenge this situation of discrimination, particularly focusing on the empowerment of women's role in society. Therefore, this paper aims to:

- Present the current situation of gender discrimination by giving definitions of some of the main issues, such as sex, gender, gender roles and gender stereotypes, sexism, patriarchy, gender equality and feminism.
- Put emphasis on the importance and necessity of coeducational systems as well as the necessity of including feminist perspectives into the educational spheres in order to prevent and fight discrimination against women from early ages.
- Present and comment on the current educational law in regards of gender equality.
- Fight discrimination against women with the suggestion of an educational proposal.

Moving on to the main objectives of the educational project, the present proposal aims to:

- Give visibility, relevance and importance to relevant English-speaking women who have been constantly omitted and ignored throughout history as a result of patriarchy.

- Show their lives and achievements.
- Promote gender equality by emphasizing their importance in history.
- Achieve a critical attitude towards sexist and discriminatory practices.
- Promote autonomous and critical thinking.
- Make students aware of the importance of women in society and challenge their concept of gender roles and common stereotypes established in society.
- Address the issue of gender equality as a transversal topic by involving different departments such as history, arts, linguistic departments and ICT (Information and Communication Technologies).
- Promote respect and tolerance to fight discrimination against people, particularly women.
- Develop key competences stated by the LOMCE (2013) as learning methods and as assessment criteria. Some of these competences developed throughout this project are: social and civics rights, linguistic, learning to learn, digital competence, initiative and entrepreneurship, consciousness and cultural expressions and mathematical competence and basic competences in science and technology.

4. Background

4.1 Definition of key concepts

To begin with, it is necessary to briefly clarify some basic concepts that have been previously mentioned in the introduction and others that will be dealt with throughout the present dissertation, in order to avoid misunderstandings or wrong interpretations.

4.1.1 Difference between *sex* and *gender*

Throughout time these two concepts have been misused. They have mostly been used as synonyms or they have very often been confused. It is true that they are interrelated, but they are not the same. Dictionaries of Present-day English, however, define one of the terms as synonym of the other: “the physical and/or

social condition of being male or female” (Cambridge Dictionary Online 2018 s.v. *gender*). Simply speaking, *sex* makes reference to the biological and physical traits of a person, determined by nature, which make him or her male or female. These traits are their genitals and different amounts of hormones, among others. In contrast, *gender* refers to the social construction of behaviors, roles, practices, etc. which are attributed to men and women and which are not given by birth, but they are adopted and learned as people grow up and their identity is developed. A clear example of the difference between the two concepts is clarified by the statement of Virginia Prince, a pioneer of transgendering, who affirms that “my gender, [...] is between my ears, not between my legs” (2008, 30).

4.1.2 Gender roles and stereotypes

Once clarified that the concept *gender* is a social construction, it is important to talk about gender stereotypes and gender roles. These two notions have had an enormous influence on both women and men’s lives as they are still nowadays used, even if not always intentionally, as means to perpetuate gender discrimination and inequality. According to Parra, gender stereotypes can be defined as those values and beliefs about female and male features (attitudes, behaviors, practices, etc.) which are held to be true by the majority of members of a community (2009, 18). Examples of the most common gender stereotypes are that women tend to be kind, emotionally unstable or weak, as opposed to men who are usually defined strong, independent or aggressive. Directly related to gender stereotypes, gender roles are those functions which men and women are supposed to perform depending on their sex according to social beliefs. Some examples of the most traditional roles are, for instance, that women are supposed to stay at home, to do the household tasks and to take care of their children whereas men are responsible for financially maintaining their family. Fortunately, these gender roles have recently being questioned and challenged, but the truth is that they are still predominant.

4.1.3 Sexism

The concept of *sexism* is not easy to define because of its magnitude. According to the *Encyclopedia Britannica* it is defined as “prejudice or discrimination based on sex or gender, especially against women and girls [...] [and the] belief that one sex is superior to or more valuable than another sex” (Masequesmay, 2016). Consequently, women from all over the world are discriminated in almost every aspect of their lives because of the supposedly superiority of men, also known as patriarchy. Peter Glick and Susan Fiske (1996) classified sexism in two different types: hostile and benevolent sexism. The first one being the most evident, with violent behaviors, abuse and dominance towards women. The latter is considered as “a set of interrelated attitudes toward women that are sexist in terms of viewing women stereotypically and in restricted roles but that are subjectively positive in feeling tone (for the perceiver) and also tend to elicit behaviors typically categorized as prosocial or intimacy-seeking” (1996, 491). Some examples of this benevolent sexism are the fact that women are supposedly better caretakers, teachers, prettier than man, that every woman needs a man or that women have to behave as ladies.

Other scholars make reference to this type of sexism as *invisible sexism*, *subtle sexism*, or even *mircomachismos* in Spanish, term which was coined by Luís Bonino in the 1990s (Bonino 1995; Castañeda 2007; Ferrer *et al.* 2008, Gómez, n.d.). These sexism are considered invisible because they are unperceivable as they are so deeply rooted in society that they are even accepted as normal behavior. Ferrer *et al.* (2008, 342) argue that the aims of this type of sexism are “mantener el dominio y su supuesta superioridad sobre la mujer objeto de la maniobra” (i.e. to maintain a superior position towards women) by dominating them as well as to reduce considerable their autonomy.

Nevertheless, women are not the only victims of sexism as it also affects men. Sexism will also discriminate those men that do not fit in the *macho* category. Horrocks (1994) defines it as paradoxical as it oppresses their own collective as “[m]anhood [...] requires such a self-destructive identity, a deeply masochistic self-denial, a shrinkage of the self” (1994, 25). As a result, their

masculinity is so fragile that they cannot even express their feelings, be sensitive or cry.

4.1.4 Patriarchy

This concept is directly related to the concept of sexism, since it is considered the main reason. By defining patriarchy, their connection is evident, but their difference cannot be taken for granted. Gerda Lerner (1989) defines it as

the manifestation and institutionalization of male dominance over women and children in the family and the extension of male dominance over women in society in general. It implies that men hold power in all the important institutions of society and that women are deprived of access to such power (1989, 239).

Whereas sexism is the combination of behaviors and attitudes which discriminate women, the patriarchy is a whole hierarchical social structure, established thousands of years ago, which implies all aspects of private and public spheres: politics, education, culture, language, laws, business, to mention the most relevant ones. All in all, both phenomena nourish each other in a way that sexism exists and is perpetuated because of the patriarchal system and this system makes use of sexism in order to maintain its superiority towards women.

4.1.5 Gender equality and feminism

According to the European Institute of Gender Equality (EIGE), the notion of gender equality “refers to the equal rights, responsibilities and opportunities of women and men and girls and boys” (EIGE, n.d.). This state of equality has never been reached throughout history, not even nowadays when important advances in gender equality have been achieved and people consider that equality is present. This is not true as discrimination against women is still present in society as reflected in the gender pay gap, undervaluation, sexual objectivization, oppression or invisible sexism.

In order to reach gender equality, feminism comes into question. This term continues to be misunderstood and misinterpreted as the general belief is that feminism is the contrary of sexism, considering women as superior to men and therefore giving them privileges and more opportunities. Moreover, negative

connotations are adopted when people talk about feminism, considering it a movement that treats feminists as man-hating creatures. Despite the general belief, feminism is the social, political and ideological movement which fights for gender equality and women's emancipation, which is defined by Lerner as "freedom from oppressive restrictions imposed by sex; self-determination; and autonomy" (1989, 236).

Another aspect of feminism to take into account is that it does not only fight for women but also for other collectives. As its objective is to reach equality in all aspects of society, it also includes men, the LGTBI (Lesbian, Gay, Transgender, Bisexual and Intersexual) and other collectives that are threatened by the patriarchal system that has been dominating the world.

4.2 Historical background

After conceptualizing some relevant notions which will be dealt with in this dissertation, this section is devoted to a historical analysis of the main events that lead to the current feminist movement.

To begin with, the feminist movement is divided in different waves. The first period is known as the first-wave feminism and it dates back to the end of the 19th century and the beginning of the 20th in the United Kingdom and the United States. As the *New World Encyclopedia* states under the entry "feminism", this first movement was centered in obtaining new opportunities for women in terms of political power, mainly suffrage. In the case of Britain, after campaigning for women's right to vote, the Representation of the People Act was approved in 1918 allowing women to vote, but only those over 30 who owned a house (*New World Encyclopedia*, 2017). In the case of the United States, women from different forms of activism took part in this early feminism, such as the abolitionists Sojourner Truth with her famous speech "Ain't I a woman?" (Rampton 2008, n.p.) and other abolitionists such as Elizabeth Cady Stanton and Susan B. Anthony supporting women's suffrage. By the 1920 the Nineteenth Amendment to the United States Constitution was passed and women were allowed to vote (*New World Encyclopedia*, 2017). Talking about the Spanish context, it was not until 1933, during the Second Republic that women could

actively vote, but this was rapidly suffocated with the Francoise Dictatorship (1939-1975) (Fernández Fraile 2008, 15).

Even if these events are considered the first-wave feminism, there are many other previous key points that are also relevant. Firstly, the implication of women in the French Revolution (1789) was crucial for the future feminism. According to the historian R. B. Rose, “these women militants were centrally involved in the mainstream movement for political democracy and social equality, and had even begun to ask for equal rights for women” (1995, 188). Unfortunately, despite their sacrifice, they “received no substantial benefit from the redistribution of rights after the destruction of the monarchy and aristocracy” (Silver 1973, 836). When the revolution ended in democracy, the *Declaration of the Rights of the Man and of the Citizen* (1789) was published. A few years later, the French Olympe de Gouges wrote *Declaration of the Rights of Woman and Citizen* (1792) as a response, in a more universal approach by defending women as equal to men. In 1797, Mary Wollstonecraft published *A Vindication of Woman’s Rights* making emphasis on the importance of women’s education. Both of these authors can be considered pioneers of feminism.

The second-wave feminism dates back to the 1960’s until the beginning of the 80’s coinciding with the Civil Rights Movement and the Vietnam War Protests. During this period the movement focused on sexuality and reproductive rights of women as well as issues of gender discrimination in public and private spheres. One of the most representative works of this period is *The Feminine Mystique* (1963) by Betty Friedan questioning traditional gender roles and promoting women’s autonomy (*New World Encyclopedia*, 2017). Considering the Spanish situation, the major advancements were achieved after the end of the dictatorship. In 1975, women no longer needed a permission of their husbands to get their driving license, to work or to administrate their own money. From that moment on, they had the opportunity and right to decide for themselves. Another major achievement is the legality of divorce in 1981 (Fernández Fraile 2008, 18-19), which was considered very controversial for most of the conservative sectors.

The last period is the third-wave feminism which began in the mid-80s until present day. Those daughters, metaphorically, of the first- and second-wave feminists, are known as the “Riot Grrls” for being strong, empowered and independent (Rampton 2008, n.p.). This period is characterized “by local, national, and transnational activism, in areas such as violence against women, trafficking, body surgery, self-mutilation, and the overall “pornofication” of the media” (Kroløkke & Scott 2006, 17). Additionally, the popularization of the use of the Internet had a great impact on feminism from the hand of the “netgrrls” or “cybergrrls” where responsible for its proliferation. One of the most relevant authors in this period was Rebecca Walker who wrote an article called “Becoming the Third Wave” containing her famous statement: “I am not a post-feminism feminist; I am the third-wave” (1992, 41). This article was a response to the sentence of Clarence Thomas who was accused of harassment by Anita Hill and was declared innocent.

Meanwhile in Spain, the major achievement was the passing of an abortion policy (1985), which granted women the right to abort only in case that the pregnancy would result detrimental for the health of the pregnant woman or the baby.

4.3 Present-day context

After this short historical background about the events that have led to the current situation of constant fight for putting an end to the patriarchal dominance and achieving gender equality, it can be said that these two objectives have not been accomplished yet. Therefore, an analysis of the current situation in Spain is necessary.

The company Spotahome carried out an investigation few months ago to determine which were the best countries and cities in terms of equal opportunities. Analyzing variables such as labor force participation, gender pay gap, quality of life, women in politics, political rights and civil liberties, among others. Spain occupied the 8th position of 36 countries, being ahead of France, the UK, Germany, etc. and after countries such as Norway and Denmark which occupied the first and second positions, respectively (Spotahome, 2018).

Nevertheless, this does not imply that equality between women and men exists. According to the *ABC* newspaper, between the period of 2003 and now, 924 women have been assassinated by their partner or ex-partner and there have been 119,213 victims of gender violence in the first nine months of 2017 in Spain (*ABC*, 2018). Talking about the gender pay gap, women in Spain earn almost 30% less compared to men and they suffer more job precariousness (Hernández, 2018). In terms of executive management, during 2016 only a 28.5% of women occupied these positions in the Spanish General Administration of the Government and only 19.1% of the leaders of the companies included in the IBEX 35 were women (INE, 2017). These examples, together with many others demonstrate that inequalities and discrimination towards women are still present in both public and private spheres, therefore, a lot of work needs to be done in order to achieve equal opportunities for both genders.

Another interesting point related to the educational proposal is the representation of women in school books. If recent studies about the presence of women in Spanish text books are taken into account, the results of their analysis point out that women are underrepresented compared to the predominance of men (Llorent-Bedmar & Cobano-Delgado 2014; López 2014; Blanco 2016; Vaíllo 2016). Only 7.5% of the people included are female characters (López 2014, 301). Similarly, in two of the most successful text books publishing companies, Anaya and Santillana, only 16.1% and 20% of the images present in the text books, represent women (Llorent-Bedmar & Cobano-Delgado 2014, 172). On top of that, this androcentrism is reinforced by the use of sexist language, gender roles and stereotypes (Martín 2006, 82-83). Consequently, patriarchy is perpetuated by the systematic undervaluation and discrimination of women. Considering that the educational process is a crucial period in which students' self-confidence and identity is shaped, having no, or minor female referents, which are considered less relevant or given secondary roles, limits female students' aspirations and ambitions.

To challenge this situation, the need of coeducation has to be emphasized. According to Rosàs (2001), it is defined as “an educational model designed to engineer a genuine social transformation through comprehensive development

of men and women as people rather than individuals of a particular gender, with the same opportunities for both sexes” (2001, 72-73). Nevertheless, it is important to mention that coeducation and mixed schools, concepts very commonly confused, are different types of education. Whereas the first aims at equal development of opportunities for both sexes, the latter makes only reference to girls and boys attending the same school and therefore promoting androcentrism and the patriarchy (Fernández Gómez & Gómez 2015, 247).

To accomplish this situation of equal opportunities, the coeducational system has to be based on three principles mentioned by Suberviola (2012): visibility of the differences of both sexes; a transversal approach to deal with the topic of discrimination from all aspects of society; and inclusion in order not to omit anyone (Suberviola 2012, 64). This author lists as well the principles that have to be taken into account so that coeducation becomes effective: to avoid gender discrimination and sexist language; to give visibility to the role of women in history as well as in everyday life; to fight gender roles and stereotypes; and to provide a balanced and cooperative personal development (Suberviola 2012, 65). All in all, coeducation is the best educational system to fight gender discrimination and to achieve real equal opportunities between women and men (Rosàs 2001; Subirats 2010a, 2010b; Suberviola 2012; Fernández González & González 2015; Venegas & Heras 2016).

Due to the magnitude of the problem of sexism and discrimination against women, other issues, that are part of these problems, would be also worth mentioning. These are the sexual objectivization of women, the difficulty women face to combine personal, work, family and domestic life, the culture of violence, etc. but because of space and time limitations of the present study they cannot be further described here.

4.4 Education legislation

This section is devoted to the analysis of the current educational law available considering how the issue of the discrimination of women is dealt with together with the impact this law has caused on the educational system.

The current law that rules the educational system is the *Ley Orgánica 8/2013, de 9 de diciembre, para la Mejora de la Calidad Educativa (LOMCE)*, which is translated into “Organic Law 8/2013, 9th of December, for the Improvement of the Educational Quality”, popularly also known as the “*Ley Wert*” because of the surname of the Minister of Education who enacted it, José Ignacio Wert. It has been a very controversial law for the whole educational community, as well as by scholars (Subirats 2014; Fernández González & González 2015; García 2016; Venegas & Heras 2016) as it seems to step backwards in some aspects. One of the most critical researchers is the sociologist and ex-professor of the *Universitat Autònoma de Barcelona (UAB)*, Marina Subirats. She considers the LOMCE as antidemocratic and more antiquated in some aspects as the educational law that applied during the Francoist dictatorship in 1970, known as *Ley General de Educación (LGE)* (2014, 52).

One of the arguments she uses to describe this educational law as antidemocratic is the fact that it is not based on equality of opportunities. For many years, and unfortunately still nowadays, people from higher social classes have had greater opportunities of succeeding in educational terms than people from lower social status since promotion is directly based on purchasing power rather than to competences and abilities (Subirats 2014, 48). More particularly, the issue of free education is also dealt with. There are several points that compromise the status of broad education, for example the fact that private education is funded by the Spanish Government even if they are already funded by private entities. This creates, again, inequality of opportunities as private education is based on the right of admission, avoiding complex situations such as overpopulation, immigration and poverty. As a result of these inequalities, the private education is perpetuating only high social classes (Subirats 2014, 50) and the fact that the government is funding this type of education indicates that it is willing to support these inequalities and therefore fostering elites (Subirats 2014, 50).

Another key point which is considered an alarming issue about this educational law, is the fact that the Spanish Government does not only subsidize

private educational institutions, but also single-sex institutions. This seems unacceptable if we take into account that we are in the 21st century¹. According to a study carried out by the *Science* magazine in 2011, there is no scientific evidence that single-sex schools benefit students since their academic results are very similar compared to students from mixed schools (Halpern *et al.* 2011, 1706). Actually, instead of benefiting students this type of schools is considered to be detrimental as “sex segregation increases gender stereotyping and legitimizes institutional sexism” (Halpern *et al.* 2011, 1706).

Defenders of same-sex schools, such as Maria Calvo Charro, argue that this type of schooling benefits both sexes as it provides equal opportunities to each sex by paying attention to their differences (Calvo 2013, 163). She puts great emphasis on remarking that single-sex schools are not based on gender roles and therefore not discriminatory at all, but an opportunity of individual freedom of choice, making reference to the fact that it is an optional and not imposed type of schooling (Calvo 2013, 187). Moreover, they are considered as a “*magnífica opción pedagógica*” (i.e. excellent pedagogical option) (Calvo 2013, 191) as it supposedly improves students’ academic results in comparison to students from mixed schools, contradicting the previously mentioned study carried out by the *Science* magazine.

In the same vein as Subirats, many other scholars consider the LOMCE as a setback in education as well as an attempt against gender equality (Fernández González & González 2015, Venegas & Heras 2016). Moreover, it is considered an attempt against the “Convention on the Elimination of All Forms of Discrimination Against Women” (CEDAW) approved by the United Nations (UN) in 1987 (Fernández González & González 2015). This “Convention establishes not only an international bill of rights for women, but also an agenda for action by countries to guarantee the enjoyment of those rights.” (CEDAW 1979, 1). It was signed and ratified by Spain in 1980 and 1984 respectively, and as its name

¹ This measure has been promoted by a right-wing political party. It can be understood as this party is trying to implicitly turn the country into a more confessional state, even if the Spanish Constitution (1978) states that Spain is a secular state.

indicates, its main objective is to fight the discrimination women suffer all around the world in order to guarantee equal and dignified human rights among men and women. After being ratified, each country has the obligation of presenting a report (the so-called “Shadow Report”) every four years in which the legal, administrative or judicial measures to fight discrimination against women taken during that period are detailed and justified. This report should also specify new goals for the future.

In their analysis of the LOMCE, Venegas and Heras as well as Fernández González and González identify several aspects that compromise the CEDAW. One of the major concerns, is, as mentioned before, the public funding of single-sex schools. The Spanish Shadow Report published in 2014 states that the LOMCE favors single-sex schools (Informe Sobra 2014, 16) even if the CEDAW states clearly that the government has to “encourag[e] coeducation and other types of education which will help to achieve [the elimination of any stereotyped concept of the roles of men and women at all levels and in all forms of education]” (CEDAW 1979, 4). The controversy lies in the ambiguity of “other types of education”, which could imply a segregated coeducation (Fernández González & González 2015, 251). On one hand, the CEDAW describes discrimination against women in the Article 1 as

any distinction, exclusion or restriction made on the basis of sex which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women, irrespective of their marital status, on a basis of equality of men and women, of human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field (CEDAW 1979, 2).

On the other hand, the LOMCE does not consider single-sex education as discrimination against women if the same conditions and opportunities are given to both sexes and if parents have the option of choosing among the different types of education (broad education, private schools, etc.) as stated in the Jurisprudence STS 4300/2006 (2006, 2).

Another major concern that compromises the CEDAW are the modifications in the school curriculum. The previous educational law LOE, short

for *Ley Orgánica 2/2006, de 3 de mayo, de Educación*, comprised, among others, two subjects that explicitly dealt with gender equality; each of them included one unit specifically devoted to this topic. These two subjects were *Educación para la Ciudadanía y los Derechos Humanos* (Education for the Citizenship and Human Rights) distributed in 1st, 2nd or 3rd of ESO and *Educación Ético-cívica* (Ethic and Civic Education) from 4th of ESO. With the introduction of the LOMCE, these two subjects have been replaced by *Valores Sociales y Cívicos* (Social and Civic Values) and *Valores Éticos* (Ethic Values). Not only the names have changed, but also their contents. These two new subjects deal with the issue of gender equality and discrimination of women with less priority and from a more superficial perspective as the two previous ones, since these issues are not seen as single units of the subjects and therefore not covered in depth. As a consequence, critical attitudes towards sexism cannot be fully achieved (Fernández González & González 2015, 255) and discrimination against women will continue being considered a minor issue or even as non-existent. Additionally, with the LOMCE these two subjects have become optional and students, or in this case their parents, have to decide whether to take the subject of Religion or Ethic Values. Therefore, those who choose Religion will not have the opportunity of being taught content about gender equality neither basic ethical and moral principles.

Considering the current educational law with the previous one, the LOE, it can be said that the LOMCE actually implies a setback in the fight for reaching gender equality (Subirats 2014; Fernández González & González 2015, García 2016, Venegas & Heras 2016). In order to move forward, the CEDAW indicates that the government should, focus and promote coeducation as it is, one of the best options to fight discrimination against women.

A positive measure recently taken in the public schools of the Balearic Island is the introduction of a “gender equality agent” from next year on. This person will be responsible of revising the *Pla d’Igualtat*, the content of school books so that they instruct other teachers not to be discriminatory, etc. (Serra 2018). Despite being a good measure to fight inequalities, this agent will be given a single hour per week to do this and other tasks, which is definitely not enough.

5. Educational proposal

5.1 Introduction

As previously mentioned, the main aim of this educational proposal is to promote gender equality and therefore to fight gender discrimination by giving visibility to women's role in history and everyday life. As my specialty is EFL (English as a Foreign Language), only English-speaking women will be taken into account. Nevertheless, as a transversal topic, other subjects will also be included in the project.

This section will be divided in three different parts. The first one will be devoted to the explanation of the project carried out in the high school where I did my school practicum, which will be taken as reference for the further educational proposal, described in the second part of this section. The third part will be the implementation done during the practicum, focusing on the high school, the participants, the activities carried out and finally the results obtained will be discussed.

5.2 High school practicum

5.2.1 Context

The high school where I did my teacher training, IES Damià Huguet, is situated in Campos, a rural village located nearby the coast. Students from Campos and the nearby villages, Sa Ràpita, Ses Salines and Colònia de Sant Jordi, attend this high school which offers secondary education, *batxillerat* and *FPB (Formació Professional Bàsica)*.

Formerly, these villages were characterized for its agriculture, fishery and cattle industry, but nowadays they are almost exclusively based on the service sector, mainly on tourism because of the proximity of the coastline, and also fostered by the great infrastructure of highways that connect the village with the rest of the island. For these reasons, and the increment of houses that have been built during the last decade, many families from other villages or towns from Mallorca, the mainland or even from abroad have decided to set their lives in Campos. Therefore, a great variety of cultures is present in the high school.

Talking about the social status of these families, the majority can be considered to belong to the middle class. Nevertheless, many families come from a lower social status as they have been affected by the recent economic crisis and have suffered financial problems.

According to the official documents of the high school (*Projecte Educatiu de Centre (PEC)*, *Reglament d'Organització i Funcionament (ROF)* and *Pla de Convivència*)² one of their major priorities is to focus on the diversity that is present among the students, paying attention to their capacities, needs and limitations, with the aim of reaching intellectual maturity of every single student and to fight academic failure (Barceló 2017, 3). Even though it may sound very promising, these objectives are difficult to achieve unless the appropriate measures are implemented and kept. Another relevant issue about the official documents is that one of them, the *Pla de Convivència*, is totally out-of-date and has not been revised since 2007. This document is aimed at stating the basic principles and interventions to ensure a peaceful and respectful interaction and coexistence among students as well as with teachers. It can be considered one of the most important pillars of a high school. As it was last modified eleven years ago, the correct functioning of the resolution of conflicts cannot be fully assured.

Making a deeper analysis of the documents in question, it is noticed that there is only one single reference to the topic of gender issues. It is present in the *ROF*, in the section of students' duties (*ROF*, n.d.). Only sexual harassment is mentioned, particularly in the correction of seriously harmful behavior for the coexistence within the high school. Not a single reference is made to the importance of gender equality and obviously practices, activities, interventions, to promote it are not mentioned. From my point of view, this is a huge mistake if we take into account that it is constantly becoming a current and necessary issue that should be dealt with. Even though feminist practices are not implicitly mentioned in the official documents of the high school, there are actually some projects that promote gender equality. One of them, entitled *Dale la Vuelta*, is a

² Among others such as *PGA (Programació General Anual)*, *PAD (Programa d'Atenció a la Diversitat)* or *PAT (Pla d'Acció Tutorial)*, but they are not the object of this study.

contest that was done to be published on the 8th of May (Women's day) by the students of 1st of *Batxillerat*, even if the whole high school had the opportunity to participate. The other project, called *Dones d'empenta*, was done only by the students of 1st of ESO.

5.2.2 *Dale la vuelta*

This project was organized by the Spanish department, particularly by the Spanish teacher Miquela Ollers López, as a contest which was presented in Saint Jordi. It consisted of choosing an advertisement that contained a gender discriminating message, and to give it a twist in order to make it non-discriminatory. Therefore, the main aims of this project were to develop some of the key competences, namely, to make students aware of the huge amount of discrimination present in advertisements, to make them critically think of a non-discriminatory version, to encourage collaborative as well as autonomous learning and to promote respectful and tolerant behaviors among people (Ollers 2018, 2-3).

This project was divided into 4 different tasks which were done during the Spanish subject. The first session was devoted to elicit previous knowledge about advertisements, as it was part of the curriculum of the subject, presenting some examples and asking students to classify them depending on whether they were modern, old, effective, discriminatory, non-discriminatory, etc. After that, the project was explained, mentioning its objectives, timing, final task and assessment. To end this first session, the students were divided in groups of three and the roles of coordinator, controller and designer were distributed. The coordinator was responsible for the material needed for the project and represented the spokesperson of the group. The controller was responsible for the time management and cleaning of the workplace. Finally, the designer was responsible of the more artistic tasks (Ollers 2018, 5).

The second session was devoted to the explanation of the theoretical contents of advertisements and the organization of a debate of the role of women in the 21st century and the influence and relation with advertising and stereotypes. During the third session an analysis of advertisements was done. Each student

had to choose one discriminatory advertisement and within their group to discuss which was the most discriminatory and why (Ollers 2018, 6).

Finally, the last session was devoted to the elaboration of a non-discriminatory advertisement, particularly a twisted version of the one that had been previously chosen as the most discriminatory. If students were not able to finish it at school because of lack of time, they had to finish it at home. The final version of the project had to be presented on a black A4 cardboard, with the original, discriminatory version on the left side and the twisted, non-discriminatory version on the right (Ollers 2018, 7)

While for the students from 1st of *Batxiller* it was part of their syllabus, therefore compulsory and part of their final mark, those students from other courses who participated voluntarily, got extra points in the final mark of the Spanish subject, which engaged them to participate. The winner was selected according to originality and creativity, and the group was rewarded with a voucher to be spent in a local shop for school material. Once corrected and marked, they were exhibited in to one of the walls of the building so that everyone could have a look at them. Some of the students even chose advertisements in English (Annex 1).

5.2.3 *Dones d'empenta*

This project will be used as a reference for the educational proposal of the present dissertation, which will be adapted according to different interests and preferences.

The *Dones d'empenta* project was again lead by Miquela Ollers López, but this time in collaboration with other departments such as the Arts and Mathematics departments. In this case it departed from the subject *Projecte de lectura* present in the 1st of ESO curriculum. The purpose of this project was to highlight the importance of relevant, but unfortunately disregarded, women from the Balearic Islands and to create awareness about those women who have struggled to combine their personal, work and domestic life. Additionally, many of the key competences, and therefore meaningful learning, were developed as

this project was carried out from different subjects. The duration of this project was of four weeks, approximately overall 13 and 15 hours considering all the subjects involved: *Projecte de Lectura*, Catalan, Math, and Arts.

This project was divided into four different stages. The first one was done in the *Projecte de Lectura* subject, in which the presentation of the project was carried out. The first activity was to elicit previous knowledge of the students. A list of names of important women from the Balearic Islands and their pictures in different sheets and different orders, were presented to the students and they had to match their names and faces (Annex 2). The next activity was a text of an adapted version of the CEDAW by the UN (United Nations) (1979). The third activity were two videos, one dealing with the historical events that led to the creation of the CEDAW and the other was about seven women that changed the world. Finally, the last activity of this stage and session was devoted to explain the structure of the project, the timing, the problems to be solved, the final task, the division in groups of four and the distribution of the roles of each member of the group: coordinator, designer, controller, which had the same functions as in the *Dale la Vuelta* project, previously described, and a secretary who was responsible of taking notes of the agreements, writing down the tasks and being the reminder of these tasks (Ollers 2018, 1).

The second stage was devoted to the domestic life of women. In the subject of Catalan, they had to prepare an interview with questions related to the role of women in the family environment, entitled “What do women do at your home?”. Once the interview was finished, the students had to interview to their mothers, grandmothers, aunts, and female referents of their houses and bring the answers to the next session to discuss them (Ollers 2018, 2).

The next stage was devoted to women’s public life, and it was divided in two different tasks. The first one, done in *Projecte de Lectura* and Catalan, was aimed at doing research of the previously selected women of importance. Each group was randomly given one woman and they had to do research on the internet, avoiding *Wikipedia*, and write a summary of their biography. The second task of this stage was the elaboration of a *Roulette* game. It was divided into three

different activities. The first one, done in the Catalan subject, was the formulation of five questions about every woman. The second one, done in two sessions of Maths, was the elaboration of the roulette, in which students learned about flat geometry. Finally, the last activity was devoted to play the roulette game (Ollers 2018, 2).

The last stage of this project was the elaboration of a calendar. The first activity of this last stage was done in the Arts subject, in which students were asked to do a portrait of the woman they were given, working with different textures, colors, shapes, etc. The second and last activity of this stage, was to write a short narrative in the Catalan subject, about the lives of each woman, in first person so that it would seem an autobiographical story. This calendar was the final task of this project, which joined the different portraits and narrative stories done by the students. It was displayed on one of the walls of the high school so that everybody could have a look at it (Ollers 2018, 2).

During an interview with the organizer of this project, Miquela Ollers López, she told me that this project was an idea she had after reading the book *Good Night Stories for Rebel Girls* (2017) by Elena Favilli and Francesca Cavallo. She thought that it would be an interesting project to develop at the high school, as it could be eye-opening, revolutionary and activist. Nevertheless, she admitted that she was not satisfied with the project as the results were not as expected. When she first thought about this project, her idea was to include women from all around the world, or at least from Spain, and not only from the Balearic Islands. Moreover, she wanted to include women that students would know to make the activity more engaging because they would feel more interested about. But, once the organizing group decided to include only women from the Balearic Islands, both the list and the scope of the project were reduced.

She also complained about many difficulties they faced during this project. First of all, everyone involved in this project saw her as the leader and instead of taking initiative, they expected her to constantly take action on everything. When talking about the involvement of the different departments, some teachers were unwilling or made it very difficult to collaborate which directly compromised the

correct development of the project. One of the complaints was about the material for creating the roulette (plastic tray, foam board, cardboard and glue), because they did not want to bear the costs and even because of the actual elaboration of it beyond the scope of their daily duties. Another problem was that some of the departments involved could not carry the activity of the autobiographical story due to lack of time. Eventually, this activity was not done, and the project could not be finished. Finally, none of the involved departments, apart from *Projecte de Lectura*, assessed the activities done in their subjects.

These two projects carried out in the high school, which were actually lead by the same teacher, were the only activities or intervention that dealt with the topic of gender equality in this high school.

5.3 Personal proposal: *Empowering Women*

5.3.1 Introduction

My educational proposal *Empowering Women* is an adaptation of the previously mentioned project, *Dones d'empenta*, carried out in the 1st of ESO subject *Projecte de Lectura*, in the IES Damià Huguet. Nowadays, people live in a society surrounded by technology with which they can immediately get any type of information with just one click. Nonetheless, people are unaware of many of the achievements and the importance of relevant women all over the world compared to men. This is an alarming issue that needs to be changed by fighting gender discrimination in order to achieve gender equality.

As previously mentioned, one of the main aims of this project is to give visibility, relevance and importance to outstanding English-speaking women who have been constantly, silenced and ignored throughout history as a result of the patriarchy. As promoting gender equality is another of the main aims, this project will be divided into eight stages, distributed and taught in different subjects. In my opinion, this issue has to be dealt with from a transversal approach. At the same time, different key competences stated by the LOMCE will be developed. Its duration will be of six weeks if every stage is developed as planned. The final task will be exposed on the 8th of March, the International Women's Day. Therefore, it should be started after the Christmas holidays, around the 15th of

January, so that there is some leeway in case unforeseen circumstances coming up.

As in any cooperative project, there is the formulation of a problem that needs to be solved. This problem, sometimes real and sometimes hypothetical, becomes the basis of the whole project and all the activities and procedures are aimed at solving it. In this case, the problem that is tackled is the lack of awareness of relevant women throughout history compared to men and the undervaluation of women's role in everyday life. Besides, every project must have a final task, and, in this case, it will be a timeline which will classify the selected women according to their historical period, including a portrait of each woman in question and a short story about their lives.

This particular project was designed for a 4th of ESO course. This decision was taken because this course has higher academic level than lower courses. Additionally, their level of English is also higher, and taking into account that this project will be mainly conducted in the EFL subject, apart from others, it is important that they have a certain command of the language. Having said this, doubts may arise on why this project was not designed for *Batxillerat*. The reason lies in the fact that these two courses are almost exclusively *PBAU (Prova de Batxillerat per a l'Accés a la Universitat)* oriented, hence there is little time for working with projects. However, this does not mean that this project is exclusively for 4th of ESO, as it can be adapted to any other level, including other activities or even other subjects. Additionally, it is important to incorporate these values as early as possible to then apply them progressively.

Depending on the high school where the project is carried out, it would have to be adapted to the high school's particular features. For example, the number of students in each group and even the number of groups of 4th of ESO varies from one center to the other. In the same line, the subjects taught can also be different. In order to design this project, the IES Damià Huguet will be used as a reference as it is the center in which I was doing my teacher training practices. There are four 4th of ESO groups, ranging from 22 to 26 students, three that are

focused on advancing to *Batxillerat* and the other to *FP*. Moreover, the subjects that will be mentioned in the project are all taught in this particular center.

5.3.2 Interdisciplinarity

As gender equality is a transversal topic, it is necessary to work towards it from every subject. This project was designed trying to involve as many departments as possible, bearing also in mind the development of the different key competences stated by the LOMCE.

This project will be driven from the EFL subject. A number of relevant English-speaking women will be brought to light in order to pay tribute to them. Moreover, the role of women in everyday life will be acclaimed. To do so, first of all the presentation of the selected women will be done, followed by elaboration of a summary of their biography. Additionally, some questions will be formulated for a game similar to “Alphabetical” game. Finally, a short story as an autobiography of every woman will be done.

Both language departments will also take part in this project. In the subject of Catalan, for example, questions for an interview to become aware of gender roles will be prepared, so that students can interview their relatives at home. From the Spanish subject, they will develop a similar activity, but this time they will prepare questions and answers to design a questionnaire that will be carried out through “Google forms” in the ICT subject. The students will have to share the questionnaire on their social media profiles to reach as many people as possible. Apart from the online questionnaire, in the ICT subject students will also design “Alphabetical” game.

Another subject that is involved in this *Empowering Women* project is Art, in which, as in the *Dones d'empenta* project, students will draw a portrait of a given relevant woman. Finally, the last involved subject is History, in which students will learn the historical context of each relevant woman and the historical events that have led to the current situation women face today. With this information, students will create a timeline including the portrait, the

autobiographical story and the main historical events which will be exposed at the high school.

5.3.3 Selection of women

After doing some research of the most important women, the results turned out endless. Obviously not all relevant women can be included in the project because of time and space limitations. Taking the IES Damià Huguet as a reference, a selection, not an easy one, of only 24 women has been done to carry out the project. In this case each of the four 4th of ESO groups will work on six women. As mentioned before, each group is formed approximately by 22 and 26 students, so for the project groups of four will be done.

The criteria to select the 24 relevant women were, first, that they had to be English-speaking as my specialization is English as a Foreign Language, secondly, some of them had to be known by the students so that they could feel more identified with them and that they could feel closer to them. Lastly, it was important to select women from all branches and disciplines, from scientists to fashion bloggers and from activists to queens. Taking Kathleen Kuiper's book *The 100 Most Influential Women of All Times* as a point of departure reference (2009) and adding some of my own choice, hereafter is a list of the 24 women, arranged according to date of birth together with their relevance:

Year	Name	Relevance
1533	Queen Elisabeth I	British queen who refused to marry and who managed to create an atmosphere of stability in the new Protestant England. Reigned during the defeat of the Spanish Armada, which marked the decline of the Spanish Empire and the success of the English one (O'Driscoll 2009, 21)
1759	Mary Wollstonecraft	English writer who wrote <i>A Vindication of the Rights of Women</i> , one of the most important works in the early feminist movement (Freedman 2002, 64)
1815	Ada Lovelace	Mathematician and computer pioneer considered the first computer programmer (English Heritage, n.d.)
1819	Queen Victoria	The most long-reigning Queen of England after the current Queen Elisabeth II. Her reign was marked by her

		popularity and dignity, becoming the representative of Victorian values (Kuiper 2010, 160-170).
1821	Elizabeth Blackwell	First Anglo-American physician woman who became a doctor in modern times after graduating from the medical school in 1849 in New York (Kuiper 2010, 184-186).
1878	Lilian Bland	“First woman in the world to design, build and fly an aircraft” (Women’s Museum of Ireland, n.d.).
1897	Amelia Earhart	The first woman who managed to cross successfully the Atlantic Ocean by air on her own, from Newfoundland to Ireland. She also flew from Hawaii to California, route which was not covered successfully by that time (Kuiper 2010, 270-271).
1900	Cecilia Payne	Astronomer who discovered that stars were made of hydrogen and helium. Moreover, she was the first astronomer to publish a PhD in astronomy in the Radcliff College (SINC ³ 2014).
1910	Dorothy Hodgkin	Winner of the 1964 Nobel Prize for Chemistry because of her scientific contributions to contemporary science studies. Among her achievements are the determination of the structure of penicillin and vitamin B ₁₂ , X-ray development and research on insulin (Kuiper 2010, 284-287).
1913	Rosa Parks	One of the most famous and relevant activists during the Civil Rights Movement in America. Her unwillingness of ceding her seat to white man on public transport, gave way to the beginning of this movement (Kuiper 2010, 291-292).
1920	Henrietta Lacks	American woman who was diagnosed with cervical cancer. Her affected cells, known as HeLa, were crucial on the development of other scientific advances to fight other diseases such as polio, Parkinson and leukemia (Álvarez 2013, 727-728)
1920	Rosalind Franklin	“British scientist [...] [that] was an unacknowledged contributor to the discovery of the molecular structure of deoxyribonucleic acid (DNA)” (Kuiper 2010, 303-302).

³ Servicio de Información y Noticias Científicas

1930	Beulah Henry	American inventor who patented 49 utensils and invented around 110 including the ice-cream machine, sewing machine, umbrella, etc. (Pintado, n.d.).
1943	Billie Jean King	American tennis player who has won on around 40 major titles and has been a great influence to promote women's tennis (Kuiper 2010, 324-327)
1947	Katherine Switzer	First woman to officially compete in the Boston Marathon in 1967 after Bobbi Gibb did it unofficially the previous year (Torres 2017)
1951	Kathryn Bigelow	One of the few successful and female movie directors in Hollywood, and the first woman to obtain the Academy Award for Best Director (2010) (Epitropaki & Mainemelis 2016, 278-283).
1954	Oprah Winfrey	Considered as one of the most successful businesswomen in America as well as very popular and influential in media entertainment. She is also engaged in numerous charitable projects (Kuiper 2010, 338-340).
1954	Susan Kare	Graphic designer responsible for developing part of the Macintosh (Mac) interface, owned by Steve Jobs. She also made significant contributions to Windows and Facebook (Castaño 2017).
1958	Ellen DeGeneres	Very popular comedian and talk show host who publicly admitted being gay, becoming the first openly gay figure on prime-time TV (<i>Encyclopedia Britannica</i> 2017).
1961	Diana Frances Spencer	Most popular royal member of the British Monarchy due to her numerous involvements in philanthropic projects, affection for children, her warm-hearted interaction with people, etc. (Kuiper 2010, 342-344).
1965	J.K. Rowling	Author of the most famous book series in the entire world: <i>Harry Potter</i> .
1972	Mia Hamm	Female soccer player who was considered the best player in the world two consecutive years (2001 and 2002) by the FIFA (<i>Encyclopedia Britannica</i> 2018).
1987	Ashley Graham	Plus size model and body activist who is currently trying to challenge beauty cannons and standards.
1990	Emma Watson	Famous actress not only for her performance in the <i>Harry Potter</i> saga, but also for her activism for gender equality and women's rights.

5.3.4 Stages

As the duration of this project will be of 5 to 6 weeks, it is divided into different stages and tasks which mostly correspond to different subjects. They are all to some extent interrelated with each other as each stage represents an essential part of the final task. There are two outlines attached at the annex where all the information is detailed, one corresponding to the whole project including all subjects (Annex 3), and the second one corresponding to the EFL subject (Annex 4) in which each activity is explained.

a) Stage 1: Sparking interest and Elicitation

This stage, which is divided in two different tasks, is devoted to capture the student's attention as well as to elicit previous knowledge.

The first task of this project will be carried out during one session of the EFL subject. The first activity of the first task will consist in asking: "Tell me the name of a ..." including a poet, a scientist, movie director, inventor, president, athlete, etc. Each name will be written on the board so that students can have a look at it at the end of the activity. When finished, it is expected that the majority, if not all, of the named people will be men. After making students aware of it, they will have some minutes to think about the reason behind it in pairs and it will eventually be discussed as a whole group. The second activity of this stage will consist of a word cloud of the 24 selected women (Annex 5) to know if students are familiar with some of them. After asking them who they know, they will be given a sheet with pictures of the 24 women and two extra ones (Annex 6) to confuse them a bit and they will have to match the names with the pictures.

The second task of this stage will be devoted to the explanation of the whole project. First of all, the title *Empowering Women*, the timing, the different subjects involved, the problem to be solved, assessment and the final task. Moreover, the distribution of six women for each 4th of ESO group will be randomly done and finally groups of four students will be arranged as well as their roles within the group: the secretary, who will be the reminder of tasks and their deadlines and the responsible for taking notes; the coordinator, who will be the

supervisor of the tasks to be done and the spokesperson of the group; the controller, who will manage the time and the material needed for the project; and finally the designer who will be in charge of the more artistic and creative part of the project. When forming the groups, it has to be taken into account that in each group there has to be at least one student who courses the subject of Art and at least another one that courses the ICT subject.

b) Stage 2: “Unnoticed heroes”

This second stage will be carried out in the Catalan subject and is aimed at challenging gender roles and fight the undervaluation women suffer in everyday life. To do so, students will have to interview their relatives to know who does the home chores so that they will become aware of the work overload women experience compared to men.

In this case, this stage will be divided in two different tasks, distributed in three subjects, Catalan, Spanish, and ICT. The first task, divided into two activities, will be carried out in the Catalan subject. The first session will be devoted to the explanation of the structure and purpose of an interview, followed by the formulation of questions the students have to ask. The interview has to include personal information of the interviewed person, such as sex, age, job, hours devoted to their job, hours devoted to the household, spare time, etc. as well as specific questions of their own choice. The teacher can give some examples such as: “Who does usually the cooking at home?”, “Who comes usually to school meetings?” or “With which frequency does your father go out with his friends? And your mother with her friends?”, etc. Once the questions are stated they have to do the interview at home to their parents and bring the answers back the next session. If they have not finished the questions during the first session, they will have to finish them as homework before doing the interview.

During the next session the second activity will be carried out. This one is devoted to the exchange of answers of the previous interviews. It is expected that the majority of the answers will show that women do more household tasks, cooking, taking care of the children, that they have less spare time, etc. compared to men. After sharing the answers, a discussion will take place about why this

inequality exists, talking about gender roles, and why it is important to change this situation.

Moving on to the second task of this stage, it will be divided in three activities, carried out in the Spanish and ICT subjects. It is a very similar activity to the previous task done in the Catalan subject but instead of interviewing their parents, this time students will create an online questionnaire to reach as many people as possible. Another difference with the previous activity is that they will not do it individually, but as a whole class. During the first session, in which the first activity will be developed, the explanation of the structure, features and purpose of questionnaires will be done. After this, the formulation of questions and possible answers will be done all together, so that everyone has the same questionnaire. Again, it has to include information of age, sex, job, amount of spare time, etc. about the answerer and other questions related to the topic.

Once the questions are stated, it is time to involve the ICT subject. The second activity, which will last one session, consists of learning how to use “Google forms” and create the questionnaire with the previously agreed questions. Considering that all students of the group may not course the ICT subject, those attending it will be responsible of doing the questionnaire and afterwards they will have to share their acquired knowledge to explain the functioning of the questionnaire creator to the rest of the group. When the questionnaire is finished, students will have to share the link on their social media profiles and their contacts through Facebook, Instagram, Twitter or Whatsapp. They can also include some identifying hashtags such as *#WomenMatter* *#EmpoweringWomen* or *#GenderEquality* to reach as many users possible.

The third and last activity of this stage will be carried out during one session of the Spanish subject. Similar as in the previous stage, the results of the questionnaire will be analyzed according to the statistics and graphics tool included in “Google Forms” followed by a discussion of these results. Additionally, it is a great opportunity to promote responsible and thoughtful use of social media by making students aware of how far something posted on the internet can go.

At the end of this stage students should have become aware of the difficulties many women have to face to combine their private lives with their workplace and domestic life and they should be willing to change this situation.

c) Stage 3: “Who is this awesome woman?”

This stage is aimed at doing research on the 24 influential women selected to know their relevance and some curiosities about their lives. It will be divided into two sessions, and it will be carried out in the EFL subject.

During the first activity, the groups of students will be asked to do research on their smartphones about the women they were given. It is important to warn them that there are other sources apart from *Wikipedia* and suggest them to avoid using this source as it is not always reliable. To prove this, students will be asked to open a link⁴ which directs them to a page where fake *Wikipedia* entries are listed. During the research process they have to pay attention to information such as age, origin, period in which they live (or lived), relevance and some anecdotes by writing an outline for the further activity. After gathering relevant information about the women in question, students will be asked to do the second activity, which consists of writing a short summary of their biography. Before that, they will be reminded of the features of a biography. They will have the rest of the session after doing some research and the next session to write it.

d) Stage 4: “Giving context”

This stage will be carried out in the History subject during four sessions, preferably simultaneously to stage 3 so that students will be aware of their relation. Its main aim, as its name indicates, is to give context to the lives the students are learning about. After they have researched about these women, it is important to set them in their historical framework in order to understand the

⁴ “10+ Of The Funniest Wikipedia Edits By Internet Vandals”
<https://www.boredpanda.com/funny-wikipedia-edits/>

circumstances and their relevance in the period they were living in or even the impact they had on future events.

e) Stage 5: “Can you guess?”

This stage, similar to the one in the *Dones d’empenta* project, will be devoted to the creation of a game similar to “Alphabetical” in order to test students’ knowledge about the 24 relevant women. It will be divided in three tasks and three sessions.

The first session will be carried out in the EFL subject, in which each group of students will have to think of four questions about their relevant women, whose answers have to start with a given letter, or at least contain it. The distribution of letters will be done by the teacher. In each 4th of ESO course there are six groups of students, so each group will be given a letter of the alphabet correlatively. That is, group 1 will have the letters *a, g, m* and *s*. Group 2 will have *b, h, n* and *t*. Group 3 will have *c, i, o* and *u*. Group 4 will have *d, j, p* and *v*. Group 5 will have *e, k, q* and *w* and group 6 will have *f, l, r* and *x*. Finally, letters *y* and *z* will be distributed to those groups who have more than four participants or randomly. Before starting with the question formulation, they will be asked to provide the structure of interrogative sentences in English. After that, they will start with the questions, bearing in mind the previously elaborated biography. If they do not have enough time, they will have to finish the questions at home as homework.

The next activity will be again done in an ICT session. Once the questions are ready it is time to design the game. With the help of a Power Point template (source) students will have to create the game. The ICT teacher will have all the questions from all 24 groups, and each 4th of ESO group will be responsible of creating one game with questions of the other 4th of ESO groups. Moreover, in each “Alphabetical” game (there will be four different ones, one per course) each letter will represent a different woman so that in one round all women can be included.

The last activity of this stage will be devoted to play the “Alphabetical” game. As all courses have to play together, because each course has only

worked with six women, this activity will be delayed until the last day before the Easter break, when the high school does special activities to celebrate the coming holidays. The final task will be displayed on a wall on the International Women's Day, 8th of March, so that everyone has the opportunity to learn about all 24 women. If the dates for playing the game do not fit, an alternative day will have to be set but it obviously depends on each high school.

f) Stage 6: Portrait

The sixth stage is devoted to the elaboration of a portrait in two sessions of the Arts subject, like in the *Dones d'empenta* project, so that students learn about dimensions, different textures, colors, etc. and to spread the importance of these women through a painting. Evidently, not all of the members of the group will do this subject, therefore those attending it will be responsible of the creation of this portrait. Nevertheless, if the other students are willing to do it as well, it will be greatly appreciated, and extra points will be added to the final mark. If there is more than one portrait in each group, the members have to make a selection to decide which one is the best one.

g) Stage 7: "Once upon a time..."

This will be the last stage done in the EFL subject, again similar as in the *Dones d'empenta* project. Firstly, a listening activity will be done, in which the teacher will read twice one of the stories of the *Good Night Stories for Rebel Girls* by Elena Favilli and Francesca Cavallo. Then, students will be given a sheet containing questions related to the story and they will have to answer them. After the correction of these questions, each group will be asked to write a short story, similar to the one previously listened, in first person about the assigned women, creating an autobiographical story. They will have two sessions to elaborate it.

h) Stage 8: Timeline

This last task, actually the final task of the whole project, will be done during two History sessions. Once all the previous stages are completed and therefore all products finished, the timeline will be designed. It will be done with striking carboards and markers and it will include the most relevant historical events

learned in stage 4, together with the 24 influential women arranged according to their date of birth, their portrait elaborated in stage 6 and their autobiographical story written in stage 7. Once all parts of the timeline are arranged, the whole project will be hung on one of the walls of the buildings, so that every member of the school community can enjoy it.

5.3.5 Assessment

As any didactic task, this project needs to be assessed in order to know if students have fulfilled the established objectives for the project. However, assessment is not only necessary for grading students, but it can also be useful as self-awareness to determine which aspects of the project have not been developed as expected and therefore need to be improved.

As several subjects are included in this project, it will have a mark as a whole formed by the percentages of each subject involved. Evidently, the percentages will be different depending on the number of hours invested on the project. Having said this, for the EFL and the History subjects it would represent 30% of the project mark for and all the other subjects, Catalan, Spanish, ICT and Arts, 10%.

Each department will be responsible of deciding which percentage of the subject's mark the project will stand for. Apart from this, they will also decide the parameters that will be assessed in each stage and activity. On top of that, the key competences, which will be developed after this section, will also be assessed. They will stand for the 40% of the subject's mark of the project.

To clarify this assessment section, the example of the EFL subject will be detailed. Within the project, this subject will count 30% of the final mark. Of this percentage, 40% will stand for the key competences, and the other 60% for the products developed in each stage in which this subject was involved. If we talk about the worth of the project in the EFL subject, it will stand for a 60% of the mark of the second trimester.

5.3.6 Key competences

The key competences were introduced in the educational system in 2003 through the DeSeCo report (Definition and Selection of Competences) in the European Community by the OECD (Organization for Economic Co-operation and Development). According to this organization, these key competences are “more than just knowledge and skills. [They] involve the ability to meet complex demands, by drawing on and mobilizing psychosocial resources (including skills and attitudes) in a particular context.” (OECD 2005, 4). In other words, they stand for the idea of “knowing how to do”, “knowing how to be” and “knowing”.

In the Spanish educational system, the competences were first introduced with the LOE (2006) known as “basic competences”. With the introduction of the LOMCE (2013), these competences became “key competences” with minor modifications in their names. Nevertheless, 12 years after their implementation within educational laws, students are not assessed according to these standards as key competences are still not present in school reality (Cortés 2014, 31).

To challenge this, my educational proposal will include, develop and assess the key competences in order to improve students’ capacity of responding to common situations, to carry out tasks in everyday life and to acquire meaningful knowledge. As mentioned previously, the key competences will stand for a 40% of the mark of each subject involved in this project. Hereafter, the activities that will develop these key competences are mentioned:

a) Linguistic competence

This competence makes reference to the capacity of using a language, either oral or written, as a tool to communicate efficiently in different contexts (MECD⁵, n.d.). It will be developed through every activity carried out in the project as language is the fundamental principle axis of communication. Nevertheless, there are some activities that are mainly focused on the development of this competence, for example, stage 2, with the formulation of questions for the interview and questionnaire and the following class discussions in which students will have to

⁵ Ministerio de Educación, Cultura y Deporte

express their thoughts and appreciate other points of view. Another example are stages 3 and 7, in which students will have to write a summary of the biography of the woman in question, and later the autobiographical short story.

b) Digital competence

Considering that students are already digital natives, it is important that from an early age they acquire the ability of using technologies in a responsible way so that they can benefit from them. One of the main skills is to look for information and to process it critically in order to transform it into meaningful knowledge (MECD, n.d.). This competence will not only be developed in the ICT subject, with the elaboration of the “Google Forms” questionnaire and its broadcast and spread in stage 2 as well as the Power Point design for the game in stage 5, but also with the biographical research of every woman in stage 3 and its selection of relevant information.

c) Social and civics competence

Through the development of this competence students will acquire knowledge and abilities about how their social environment functions and as a consequence they will learn how to behave in their society, taking into account different cultures, opinions, values, social issues, etc. (MECD, n.d.). As gender equality through the empowerment of women’s role in society is the central topic of this project, students will become aware about gender discrimination present in society and they will develop a critical attitude towards it. Therefore, this competence will be developed throughout the whole project by solving the central problem stated in the introduction of the project.

d) Learning to learn

This competence is a metacognitive process in the sense that students will question about their own cognitive development. It deals with the ability of acquiring, administrating and interconnecting knowledge together with the feeling of eagerness to learn more, as well as the process of self-questioning and self-evaluation (MECD, n.d.). In this project, students will have to administer the workload according to the roles that they are given within the group and they will

have to relate new knowledge acquired during this project, for instance in the research task or in the “Giving Context” stage, with previous knowledge they already had.

e) Initiative and entrepreneurship

According to the MECED website, this competence makes reference to the capacity of applying knowledge into practice. It implies skills and abilities such as analysis, organization, adaptation, leadership, autonomy and self-evaluation, among many others, in order to become successful in any aspect of life, either professional or personal (MECD, n.d.). This competence will be developed throughout the whole project as in all the activities in which group work is carried out every student has its role and therefore a certain degree of responsibility.

f) Consciousness and cultural expressions

This competence is defined as the ability of distinguishing, appreciating, accepting and tolerating any cultural expression present in the world (MECD, n.d.). It will be mainly developed through the biographical research process together with the “Giving Context” stage, the portrait and the timeline, by analyzing the cultural context of each woman.

g) Mathematical competence and basic competences in science and technology

Finally, this last one implies the ability of using mathematical and logical reasoning in order to solve everyday problems (MECD, n.d.). Despite being a competence that teachers almost exclusively relate to the Maths subject, it can be developed from any other subject. Particularly in this project, students will have to analyze the graphics obtained from the “Google Forms” questionnaire by interpreting and deducing the obtained results.

5.3.7 Limitations and difficulties

As in any educational project there are present limitations and very often difficulties that come up during the development of the activities. To avoid the

incorrect development of the project, some problems will be anticipated in order to offer a possible solution.

Beginning with the limitations of the present study, first of all it has to be considered that this project was designed for a 4th of ESO course because of the subjects involved that will not be taught in other courses. Nonetheless, it can be adapted with the introduction of other departments and the adjustment of some of the activities. Talking about involved departments, only six subjects were involved in this project because of time and space limitations of the present study, but it would have been very interesting to include others such as Physical Education or the *Valors Ètics*.

The selection of women could have been greater as there are many others that are relevant, but in order not to overload the students with too much work and only as a pioneering project to see how it worked, only six women per class were selected. Another drawback of the project is that in the case of the EFL subject, not many activities are devoted to listening and speaking skills so that they cannot be developed in depth.

Moving on to the difficulties that may appear, some have already been mentioned in the *Dones d'empenta* section. In order to ensure the correct functioning of the project, organization is a key point. Every teacher involved in it has to know their responsibilities and tasks to be carried out. Moreover, they have to take initiative and be willing to participate throughout the whole project. It is very important that all the departments work together as a team, otherwise the project will be unsuccessful. Therefore, communication between departments as well as teachers is another key element for success and delegating tasks or decisions will compromise the correct development of it.

Another important aspect to bear in mind is the assessment of the project. Each teacher involved is responsible of assessing both the final products of each stage as well as the development of the key competences of each group in order to obtain a mark that will be included in the respective subject and it will be part of the final mark of the project. If teachers do not take assessment seriously, all the invested time and effort will be useless.

5.4 Implementation

While doing my teacher training at the high school, I decided to take advantage from it and to put part of the project into practice. Evidently, the whole project could not be implemented due to time limitations as well as the fact that other subjects could not be involved. However, one stage of the project, even if adapted, was carried out together with two other activities related to the topic. The reason of applying part of the project, was because of the interest of putting it into practice in order to know if it is successful or not by getting real feedback.

5.4.1 Participants

These three activities were carried out in a 4th of ESO group from the IES Damià Huguet, in particular group B, which was formed by 22 students, 8 male students and 14 female students (main age: 15.8). This high school and this particular group were selected because it is one of the groups I taught during my teacher training, it was a group that I already knew, and I felt quite confident with. Also, because after experiencing some lessons with them I considered that the obtained results would be very interesting due to their different ideologies. Moreover, the selection of this specific course was made because their academic level and their advanced language level compared to lower courses.

5.4.2 Procedure

A reduced version of the previously presented project will be carried out with this particular group. This version consists of three different stages and will be developed throughout 4 sessions of the EFL subject.

During the first stage, coinciding with session number one, students will have to fill in a test about invisible sexism in order to elicit previous knowledge. The second stage, which will be carried out during another session, will be devoted to write an opinion essay about the topic of coeducation. Finally, the last stage, which will be carried out during two sessions, will be a reduced version of the “Who is this awesome woman?” stage explained previously.

a) Invisible sexism

As defined previously, invisible sexism are those sexism that are so deeply rooted in our society and everyday lives that people are not aware of them, they are not considered as sexism or discriminatory as they are seen as normal behavior.

Students will be presented with a list of different situations each of them containing invisible sexism (Annex 7). Without telling them what the test is about in order not to influence them beforehand, they will be asked to choose one of the multiple-choice answers and to justify their answer. After that, there will be some time devoted to share and discuss their answers. The aim of this activity is to measure their implication with gender equality, to make them aware of the existence of hidden sexism and to question and challenge this type of behavior in order to abolish it.

b) Opinion essay

Students will be asked to write an opinion essay in class about the topic of coeducation. The title of the composition will be: "Should boys and girls be separated in different schools? Why?", they will be asked to write a composition of 100/120 words and to choose one position, whether in favor of single-sex schools and against mixed schools or in favor of mixed schools and against single-sex schools, as it is an opinion essay and not a for and against essay.

c) *Empowering Women*

This stage will be divided in two sessions and three different activities. The first one will be devoted to a brainstorming activity asking students to list poets, scientists, movie directors, inventors, presidents, athletes, etc. Again, the expected results are that mostly male characters will come up. After making students aware of this inequality, a short debate will take place on the reasons behind it. The second activity will be devoted to present the students with a list of five relevant women from approximately their period (Emma Watson, Ashley Graham, Mia Hamm, Billie Jean King and Rosalind Franklin). During the time left from the first session, each group of four students will be assigned one of the five

women and they will have to do some research with their smartphones about the woman in question. Finally, during the last session, instead of writing an autobiographical story as in the before mentioned project, students will be asked to write a short story about what would have happened with these women if they were given the importance and attention they deserved. To do so, they will be asked to use conditional sentences, as it is one of the grammar points included in the unit taught during my teacher training.

5.4.3 Expected results

This section makes mostly reference to the activity about invisible sexism and the composition about coeducation. Being honest, the expected results are that students will have sexist behaviors, especially male students. In the test including invisible sexism, many situations are expected to be noticed as normal and not as discriminatory. By contrast, the expected results of the opinion essay about coeducation are that the majority of students will be in favor of it, rejecting single-sex schools as they are used to be taught in mixed schools. Talking about the *Empowering Women* activity, the expected results are that students will only know Emma Watson, because she is the youngest and may be the closest to them. From my point of view, students are expected to enjoy this project as they are given the chance to learn about relevant women and because it is an alternative activity to traditional teaching.

5.4.4 Results and discussion

The results of the test are included in Figure 1:

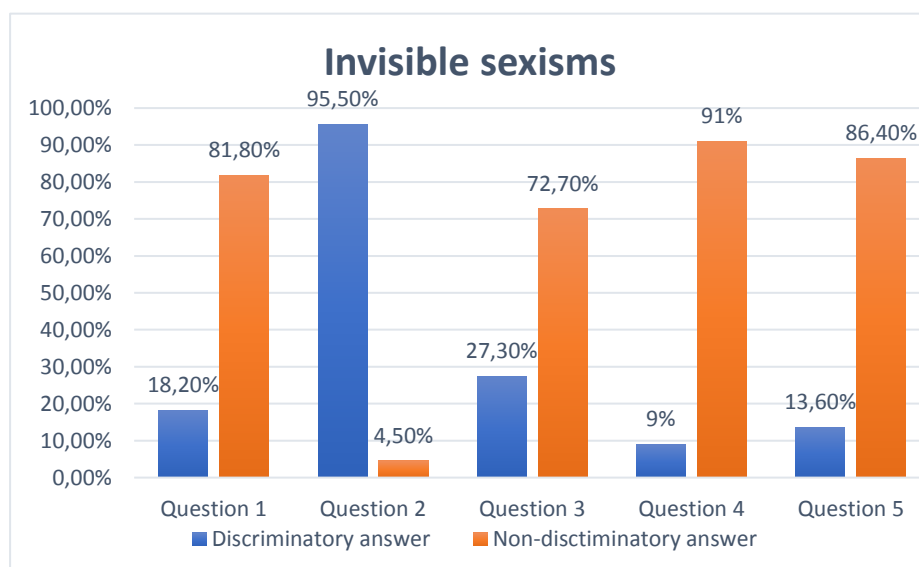


Figure 1. Responses to the questions of the invisible sexism sheet. (Own creation)

Surprisingly, these show that students of this 4th of ESO course are aware of the majority of the invisible sexism presented in the test, and therefore conscious about gender equality. The two first questions (Annex 7) turned out as expected. Despite that the majority of students (81.8%) selected the non-discriminatory answer in question 1⁶, during the discussion after the test they argued that that situation was not fair. Surprisingly, they did not consider that it was unfair for women, but for men. They did not understand that there was discrimination in women being objectivized and used as a marketing strategy to attract men. One of them even admitted that it was “a good idea of marketing” but arguing that it was not discriminatory against women. After making them aware that it is indeed discrimination, some of them agreed skeptically while others were of different opinion.

The second question⁷ was again not fully understood. Even if the word *help* was underlined, in capital and bold letters, 95.5% argued that men had to help with the household tasks. Only one single person became aware of the implication of the word *help* and argued that both have the same responsibilities. Nonetheless, if the justification of the 21 other students is considered, it is clear that everyone considered that the couple had to equally divide the domestic tasks, but none of them thought thoroughly about the meaning of the word *help*. After explaining them that the word implied that the household tasks were a women’s duty and therefore men only helped them, the majority thought it was too forced and therefore they did not consider it discrimination against women. Notwithstanding, a minority agreed that using this verb was discriminatory and they tried to convince the rest of the class, unsuccessfully.

Interestingly, question number three⁸ was considered the most evident case of invisible sexism and therefore the one that students would mostly agree

⁶ “On Saturday night you want to go out with your friends (both men and women). When you are at the club’s door, there is a huge advert: **Women: FREE ENTRANCE**, Men: 15€. What do you decide to do? A) We all enter the pub B) We leave. Why?”

⁷ “When a couple lives together, men have to **HELP** with the domestic tasks. A) I Agree B) I disagree. Why?”

⁸ “There is a couple having dinner at a restaurant. She wants to pay the bill and asks the waiter to bring it. When he does so, he hands the bill to him. Who has to pay? A) She B) He. Why?”

upon. Nevertheless, more than a quarter of the students (27.3%) considered that the man should invite to dinner even if the woman had asked for the bill, therefore willing to invite. Some of the justifications are that he should be a gentleman or even a *macho* and invite his girlfriend.

In question number four⁹, the vast majority (90.9%) chose the non-discriminatory answer arguing that women can wear whatever they want to independently of what their boyfriends say. The other 9% (two students), considered that it was necessary that the woman changed her skirt arguing that “if the girl has a boyfriend why does she want to wear a short skirt?” or even “sometimes women exaggerate and then they look slutty”. After these two discriminatory answers a heated discussion took place between these two students and the rest of the class, who rejected immediately their opinions defending women’s freedom of choice.

Finally, the last question¹⁰ was again unexpected. 86.4% of the students considered that “You run like a girl” is a contemptuous comment for the female collective. The other 13.8% (three students) considered that this sentence is acceptable because “biologically women are weaker than men, so it makes sense”.

Moving on to the opinion essay about coeducation, the results are as expected. All students considered that mixed schools are the best option in terms of education and that single-sex schools are setback in history. Nevertheless, despite indicating students that they had to write an opinion essay choosing only one option, or in favor or against coeducation, many of them wrote a for and against essay, giving arguments to defend both options. Some argued that single-sex schools would be beneficial as students would not get distracted by the opposite sex, and others argued just the contrary, that students in single-sex schools would talk too much among them, both boys and girls.

⁹ “A couple wants to go out to a nightclub party. She wants to wear a skirt, but when he sees it, he asks her to change the skirt for pants. A) She should change her clothes B) She shouldn’t change her clothes. Why?”

¹⁰ “The expression “You hit/run like a girl”... A) Is correct B) Is not correct. Why?”

The majority of students defended mixed schools with the argument that it is necessary to raise children together because in real life women and men are also together, and if they were raised separately in the future they would have difficulties to coexist. Some of the students even exemplified real experiences from their relatives and friends. One student shared the situation her grandparents experienced, arguing that it was not beneficial. Another student commented on the experience of one of her friends in Colombia. Her friend attended a single-sex school in which they were forced to take a sewing course, whereas boys could choose in between mechanics and gardening. The student writing the composition felt very upset and frustrated due to this discriminatory inequality.

Considering the last activity, it roughly turned out as expected. Most of the students were interested in learning about the five selected women, with the exception of three students who did not enjoy the activity. First of all, after the brainstorming of the famous characters, students felt baffled after making them aware that not a single woman was on the board, as predicted. The reaction of some students was very interesting, as some of them even affirmed that they felt guilty about not mentioning any women. Nevertheless, others felt totally indifferent about this fact.

After explaining what the activity was about, some students, actually male students, grumbled a bit and were not very keen on the activity. When the groups started the research process about the given woman, three students, again male students, began to complain about the usefulness of that activity and the relation with the unit. They were told that women are undervalued in society, discriminated and left out from school books, as Llorent-Bedmar & Cobano-Delgado (2014), López (2014), Blanco (2016) and Vaíllo (2016) have demonstrated in their studies, and that it is necessary to emphasize the importance of giving them a voice and finally that it was related to the unit because they had to write conditional sentences and they could made use of adjectives related to personality previously learned in that unit. After this explanation, one of the students still considered that that activity was a waste of time, arguing that nowadays women are already equal to men. Leaving these

cases aside, the rest of the class enjoyed the activity and felt quite interested and confident about it.

6. Conclusion

This project was designed with the aim of promoting gender equality by giving students the opportunity of learning about relevant women that somehow influenced our present day.

As the whole project could not be implemented due to lack of time and the fact that the other subjects could not be involved, a reduced version of the proposed project was instead implemented in order to prove its effectiveness. This reduced version consisted of three different activities carried out in a 4th of ESO group. The first activity was aimed at measuring their level of implication regarding gender equality as well as to make them aware of the existence of invisible sexism. To do so, a list of five situations including invisible sexism were presented and students had to choose one of the options given and justify their answer. In the second activity students had to write an opinion essay choosing between sex-segregated or mixed schools. Finally, the last activity was aimed at giving visibility to five of the selected women: Rosalind Franklin, Billie Jean King, Mia Hamm, Ashley Graham and Emma Watson. Therefore, students had to do research about their lives and finally write a short story about how their lives would have changed if they were given the importance and attention they deserved.

When analyzing the obtained results, they were not as expected, showing that, even if these students presented minor sexist issues, they became aware of this type of discrimination and were willing to change it, at least the majority of them. Moreover, their level of involvement in the project and their engagement with the topic was more than satisfactory.

This implementation has given the opportunity of experiencing part of the project, in first person, contributing to the fight towards gender discrimination in order to achieve gender equality.

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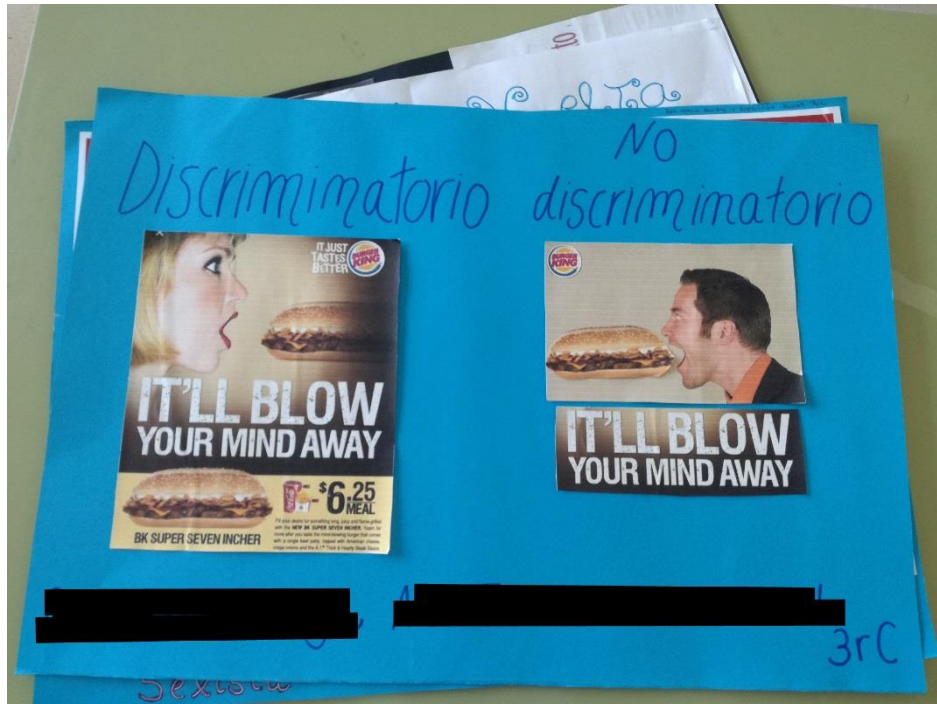
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8. Annex

Annex 1: Dale la vuelta

Example 1:



Example 2:



Annex 2: Dones d'empenta

Selected women, images and names:



DONES

1. Esclaramonda de Foix
2. Aina Moll
3. Alberta Giménez
4. Antònia Real
5. Antònia Vicens
6. Aurora Picornell
7. Beatriu de Pinós
8. Carme Riera
9. Catalina Homar
10. Catalina Tomàs
11. Catalina Valls
12. Cesca Moll
13. Clara Hammerl
14. Constança de Mallorca
15. Emília Sureda
16. Francina Armengol
17. George Sand
18. Madò Antònia Buades
19. Magdalena Bonet
20. Margalida Fullana
21. Maria Antònia Oliver
22. Maria Antònia Salvà
23. Maria Comes. *Margarida Comes.*
24. Maria del Mar Bonet
25. Maria Mayol Colom
26. Rosa Colom
27. Sor Francinaina Cirer
28. Sor Isabel Cifre
29. Sor Maria Rafela
30. Joana Maria Roque

Annex 3: Project outline

STAGE 1: Sparking interest and Elicitation

Stage/ Activity	Interaction	Procedure	Aim	Skills/ Competences
SESSION 1 (EFL)				
Task 1: 1. Brainstorming	T-S	Teacher (T) asks students (SS) to name a poet, scientist, athlete, inventor, etc.	To elicit previous knowledge.	Listening Speaking Linguistic Competence Social and civics competence Consciousness and cultural expression
1.1 Pair discussion	Pairs	T asks SS to discuss in pairs why there are less women than men on the list of characters.	To promote critical thinking.	
1.2 Group discussion	SS	T asks SS to share their answers.	To promote critical thinking.	
2. Word Cloud	T-SS	T asks SS if they know any of the listed names.	To elicit previous knowledge.	
3. Picture matching	SS	T asks SS to match the names with their respective pictures.	To introduce the 24 women.	
3.1 Correction	T-SS	T gives the solution to the previous activity.	To correct the previous activity.	
Task 2: 1. Explanation	T	T explains the methodology of the project: title, timing, subjects involved, problem, assessment, final task.	To explain the project.	Listening Initiative and entrepreneurship competence Social and civics competence
2. Group division	T-SS	Groups (G) of 4 students will be created, each student having a role: secretary, designer, controller and coordinator. Each group will be randomly given one of the selected women.	To divide the class in groups and to appoint their roles.	

STAGE 2: “Unnoticed heroes”

Stage/ Activity	Interaction	Procedure	Aim	Skills/ Competences
SESSION 2 (Catalan)				
Task 1: 1. Interview	T	T explains the structure and purpose of interviews.	To know the purpose and structure of interviews.	Linguistic competence

1.1 Structure				Consciousness and cultural expressions Social and civics competence
1.2 Formulation of questions	SS	SS write the questions, including information such as sex, job, age, hours devoted to job and household, spare time, etc.	To design the interview.	
1.3 Interview (at home)	SS	SS do the interview to their relatives.	To obtain answers to their questions in order to know the situation at their homes.	
SESSION 3 (Catalan)				
1. Exchange of answers	SS	SS exchange the results obtained from their interviews at home.	To share the results.	Linguistic competence Consciousness and cultural expression Social and civics
2. Discussion	SS	T asks to discuss the reason behind the findings introducing the different gender roles	To discuss the results in order to create awareness about gender roles.	
SESSION 4 (Spanish)				
Task 2: 1. Questionnaire 1.2 Structure	T	T explains the structure, features and purpose of questionnaire.	To know the purpose and structure of questionnaires.	Linguistic competence Social and civics competence Learning to learn Consciousness and cultural expressions
1.3 Formulation of questions	Whole Group (WG)	SS formulate the questions for the questionnaire all together, including sex, age, hours devoted to job and household, spare time, etc. There will be one single questionnaire for all the class.	To formulate the questions for the questionnaire.	
SESSION 5 (ICT)				
2. Google Forms 2.1 Learn its functioning	T	T explains how to use Google Forms.	To know how to use Google forms.	Linguistic competence Digital competence Learning to learn
2.2 Creation of questionnaire	G	SS create the questionnaire with the previously agreed questions.	To create the questionnaire.	Consciousness and cultural expressions

2.3 Social Media	SS	SS post the questionnaire on their social networks to that it reaches as many people possible. The can include identifying hashtags such as <i>#WomenMatter #EmpoweringWomen or #GenderEquality</i>	To spread the questionnaire on the Internet in order to reach as many users possible.	
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SESSION 6 (Spanish)

1. Analysis of results	SS	SS analyze the results using the graphics provided by Google Forms.	To get an overview of the results obtained.	Linguistic competence Digital competence Social and civics competence Learning to learn Consciousness and cultural expressions Mathematical competence
1.2 Discussion	WG	SS discuss the results of the questionnaire.	To become aware of the difficulties women face to combine private life with their workplace and domestic life. To promote thoughtful and responsible use of the Internet	

STAGE 3: “Who is this awesome woman?”

Stage/ Activity	Interaction	Procedure	Aim	Skills/ Competences
SESSION 7 (EFL)				
Task 1: 1. Research 1.1 Wikipedia	SS	SS are asked to enter the link and have a look at the images.	To make students aware that <i>Wikipedia</i> is not always reliable	Reading Writing
1.2 Research	G	SS are asked to do research on the given women, pay attention to information like age, origin, period in which they live, relevance, anecdotes, etc.	To know specific traits of each woman.	Linguistic competence Digital competence Social and civics competence Learning to learn Initiative and entrepreneurship
2. Biography 2.1 Structure	T	SS are reminded the structure of a biography.	To remind SS the structure of a biography.	Consciousness and cultural expressions
2.2 Writing	G	SS have to write a summary of the biography of the given woman.	To write a coherent biography.	

SESSION 8 (EFL)

2.3 Writing	G	SS have to finish the biography.	To write a coherent biography.	“
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STAGE 4: “Giving context”

Stage/ Activity	Interaction	Procedure	Aim	Skills/ Competences
SESSION 9, 10,11 and 12 (History)				
Task 1: 1.Giving context	T	T explains the historical context of each women and their relevance within the period.	To contextualize the given women in their period.	Linguistic competence Social and civics competence Learning to learn Consciousness and cultural expressions

STAGE 5: “Can you guess?”

Stage/ Activity	Interaction	Procedure	Aim	Skills/ Competences
SESSION 13 (EFL)				
Task 1: 1. Questions 1.1 Distribution of letters	T	Each group will be given a letter of the alphabet correlatively. That is, group 1 will have the letters <i>a, g, m</i> and <i>s</i> . Group 2 will have <i>b, h, n</i> and <i>t</i> , and so on.	To distribute the letters of the alphabet	Linguistic competence Learning to learn Initiative and entrepreneurship Consciousness and cultural expressions
1.2 Interrogative sentence	T	SS will be asked to provide the structure of interrogative sentences in English.	To remind the structure of interrogative sentences	
1.3 Questions	G	SS are asked to write 4 questions starting with the given letter, or at least containing it, about their given woman.	To create questions for the “Alphabetical” game.	

SESSION 14 (ICT)

Task 2: 1. <i>Alphabetical</i> 1.2 Power Point	SS	SS design the game with the previously stated questions.	To practice the use of Power Point design.	Linguistic competence Digital competence Learning to learn Initiative and entrepreneurship Mathematical competence
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SESSION ¿? (All subjects involved)

Task 3: 1. <i>Alphabetical</i>	All courses	All the 4 th of ESO courses play together the <i>Alphabetical</i> game.	To prove SS knowledge about the 24 women. To have some fun.	Linguistic competence Digital competence Social and civics competence Learning to learn Initiative and entrepreneurship Consciousness and cultural expressions Mathematical competence
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STAGE 6: Portrait

Stage/ Activity	Interaction	Procedure	Aim	Skills/ Competences
SESSION 15 and 16 (Arts)				
Task 1: 1. Giving context	T	SS have to do a portrait of the given woman, using different structures, colors, dimensions, etc.	To give women visibility through paintings.	Learning to learn Initiative and entrepreneurship Consciousness and cultural expressions Mathematical competence

STAGE 7: “Once upon a time...”

Stage/ Activity	Interaction	Procedure	Aim	Skills/ Competences
SESSION 17 (EFL)				
Task 1: 1.Listening 1.1 Story	T	T reads out loud one of the stories contained in the book while SS listen carefully.	To make students aware that <i>Wikipedia</i> is not always reliable	Listening Writing
1.2 Questions	G	T gives SS a sheet with questions about the story and they have to answer them.	To know specific traits of each woman.	Linguistic competence
1.3 Correction	T-SS	The correction of the questions is provided.	To remind SS the structure of a biography.	Social and civics competence Learning to learn
2. Autobiography	G	SS are asked, bearing in mind the biography done in stage 3, to write an autobiographical story about their given woman, similar to the previously read story.	To write a coherent autobiography.	Consciousness and cultural expressions
SESSION 18 (EFL)				
2.1 Autobiography	G	SS have to finish the autobiographical story.	To write a coherent autobiography.	

STAGE 8: Timeline

Stage/ Activity	Interaction	Procedure	Aim	Skills/ Competences
SESSION 19 and 20 (History)				
Task 1: 1.Timeline (Final task)	WG	SS design the timeline including the most relevant historical events learned in stage 4, together with the 24 influential women arranged according to their date of birth, their portrait elaborated in stage 6 and their autobiographical story written in stage 7.		Linguistic competence Social and civics competence Learning to learn Consciousness and cultural expressions

Annex 4: EFL outline

EFL – STAGE 1: Sparking interest and Elicitation

Stage/ Activity	Material	Time	Interaction	Procedure	Aim	Skills/ Competences
SESSION 1 (EFL)						
Task 1: 1. Brainstorming	Board	5'	T-S	Teacher (T) asks students (SS) to name a poet, scientist, athlete, inventor, etc.	To elicit previous knowledge.	Listening Speaking Linguistic competence Social and civics competence Learning to learn Initiative and entrepreneurship Consciousness and cultural expressions
1.1 Pair discussion		2'	Pairs	T asks SS to discuss in pairs why there are less women than men on the list of characters.	To promote critical thinking.	
1.2 Group discussion		5'	SS	T asks SS to share their answers.	To promote critical thinking.	
2. Word Cloud	Word cloud containing the 24 selected women.	3'	T-SS	T asks SS if they know any of the listed names.	To elicit previous knowledge.	
3. Picture matching	Pictures of the 24 women + 2 extra ones Word cloud	5'	SS	T asks SS to match the names with their respective pictures.	To introduce the 24 women.	
3.1 Correction		3'	T-SS	T gives the solution to the previous activity.	To correct the previous activity.	
Task 2: 1. Explanation		15'	T	T explains the methodology of the project: title, timing, subjects involved, problem, assessment, final task.	To explain the project.	
2. Group division		10'	T-SS	Groups (G) of 4 students will be created, each student having a role: secretary, designer, controller and coordinator. Each group will be randomly given one of the selected women.	To divide the class in groups and to appoint their roles.	

EFL – STAGE 3: “Who is this awesome woman?”

Stage/ Activity	Material	Time	Interaction	Procedure	Aim	Skills/ Competences
SESSION 2 (EFL)						
Task 1: 1. Research 1.1 Wikipedia	Link of fake <i>Wikipedia</i> entries: https://goo.gl/FMy3Jy	10'	SS	SS are asked to enter the link and have a look at the images.	To make students aware that <i>Wikipedia</i> is not always reliable	Reading Writing
1.2 Research	Smartphones	25'	G	SS are asked to do research on the given women, pay attention to information like age, origin, period in which they live, relevance, anecdotes, etc.	To know specific traits of each woman.	Linguistic competence Digital competence Social and civics competence Learning to learn Initiative and entrepreneurship Consciousness and cultural expressions
2. Biography 2.1 Structure		5'	T	SS are reminded the structure of a biography.	To remind SS the structure of a biography.	
2.2 Writing		10'	G	SS have to write a summary of the biography of the given woman.	To write a coherent biography.	
SESSION 3 (EFL)						
2.3 Writing		50'	G	SS have to finish the biography.	To write a coherent biography.	“

EFL – STAGE 5: “Can you guess?”

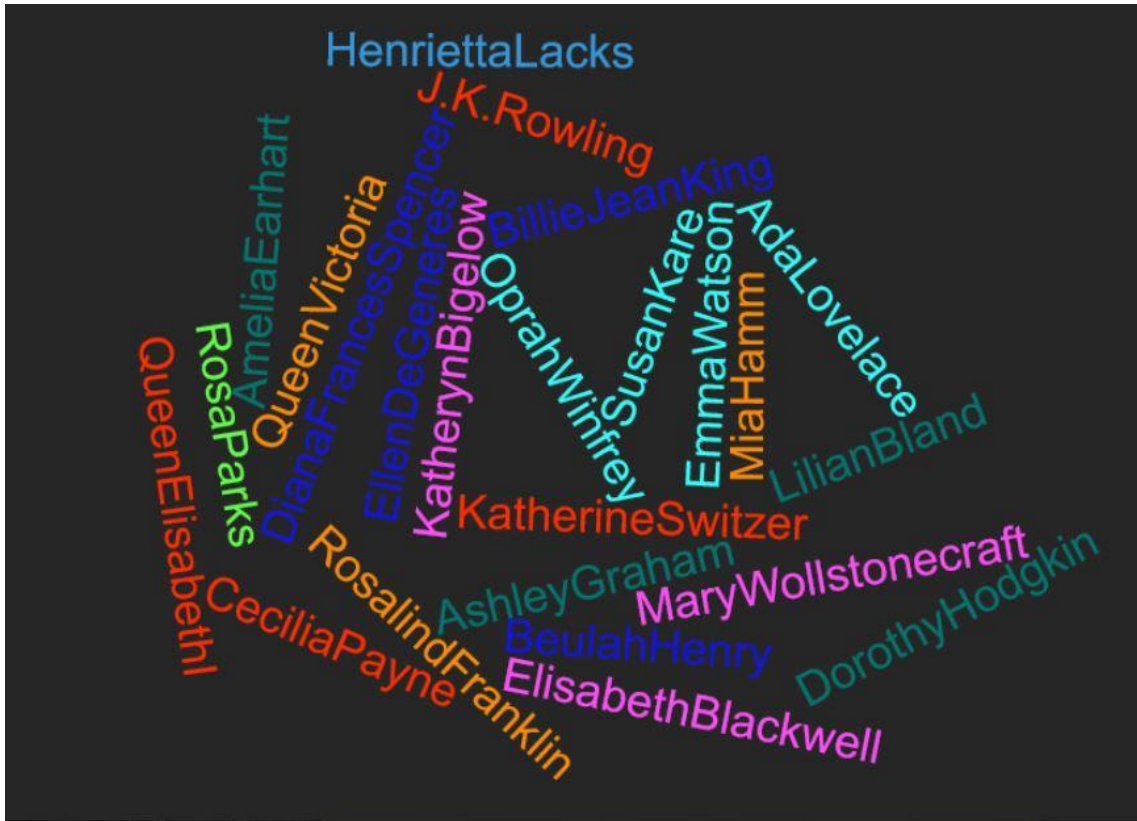
Stage/ Activity	Material	Time	Interaction	Procedure	Aim	Skills/ Competences
SESSION 4 (EFL)						
Task 1: 1. Questions 1.1 Distribution of letters		5'	T	Each group will be given a letter of the alphabet correlatively. That is, group 1 will have the letters <i>a, g, m</i> and <i>s</i> . Group 2 will have <i>b, h, n</i> and <i>t</i> , and so on.	To distribute the letters of the alphabet	Linguistic competence Learning to learn Initiative and entrepreneurship

1.2 Interrogative sentence		5'	T	SS will be asked to provide the structure of interrogative sentences in English.	To remind the structure of interrogative sentences	Consciousness and cultural expressions
1.3 Questions		40'	G	SS are asked to write 4 questions starting with the given letter, or at least containing it, about their given woman.	To create questions for the <i>Alphabetical</i> game.	

EFL – STAGE 7: “Once upon a time...”

Stage/ Activity	Material	Time	Interaction	Procedure	Aim	Skills/ Competences
SESSION 5 (EFL)						
Task 1: 1. Listening 1.1 Story	Story from <i>Good Night Stories for Rebel Girls</i>	10'	T	T reads out loud one of the stories contained in the book while SS listen carefully.	To make students aware that <i>Wikipedia</i> is not always reliable	Listening Writing
1.2 Questions	Questions about the read story	10'	G	T gives SS a sheet with questions about the story and they have to answer them.	To know specific traits of each woman.	
1.3 Correction		5'	T-SS	The correction of the questions is provided.	To remind SS the structure of a biography.	Linguistic competence Learning to learn Initiative and entrepreneurship Consciousness and cultural expressions
2. Autobiography	Biography from Stage 3	25'	G	SS are asked, bearing in mind the biography done in stage 3, to write an autobiographical story about their given woman, similar to the previously read story.	To write a coherent autobiography.	
SESSION 6 (EFL)						
2.1 Autobiography		50'	G	SS have to finish the autobiographical story.	To write a coherent autobiography.	“

Annex 5: Word cloud



Annex 6: Pictures



*They can be distributed in two different sheets so that there is more space between the pictures.

Annex 7: Invisible sexism

1. On Saturday night you want to go out with your friends (both men and women). When you are at the club's door, there is a huge advert: **'Women: FREE ENTRANCE, Men: 15€'**. What do you decide to do?

- A) We all enter the pub B) We leave

Why? _____

2. When a couple lives together, men have to **HELP** with the domestic tasks.

- A) I Agree B) I disagree

Why? _____

3. There is a couple having dinner at a restaurant. She wants to pay the bill and asks the waiter to bring it. When he does so, he hands the bill to him. Who has to pay?

- A) She B) He

Why? _____

4. A couple wants to go out to a nightclub party. She wants to wear a skirt, but when he sees it, he asks her to change the skirt for pants.

- A) She should change her clothes B) She shouldn't change her clothes

Why? _____

5. The expression "You hit/run like a girl"...

- A) Is correct B) Is not correct.

Why? _____
