



**Lesson structure - Understanding Media Literacy**

**partner country:** SPAIN  
**school:** EP LA SALLE



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| <b>NAME:</b> EQUALITY AND GENDER VIOLENCE.     |   |
| <b>Topic:</b><br>Annotation /<br>Short summary | Consequences of the inequalities in the love among teenagers. Provide activities for reflection.  |
| <b>Aims:</b>                                   | To realize of the importance of stereotypes regarding gender and the consequences of inequalities through attitudes and behaviours in teenagers love relationships.   |
| <b>Age group:</b>                              | 12-18 years   |
| <b>Level</b>                                   |   |
| <b>Time</b>                                    | 1 hour and 30 minutes (2 sessions)  |
| <b>Materials</b>                               | <ul style="list-style-type: none"> <li>• White wrapping paper</li> <li>• Cards for the qualities</li> <li>• Thick permanent marker</li> <li>• Blue tack tape</li> <li>• A document with affirmations</li> <li>• Colour paper boards</li> </ul>  |
| <b>Procedure</b>                               | <ol style="list-style-type: none"> <li>1. We'll divide students in groups of 6 people.</li> <li>2. Every group will have to draw in a big piece of white wrapping paper the silhouette of a boy and the silhouette of a girl.</li> <li>3. Then, the teacher will give each group a number of cards with the characteristics that we see in people (tenderness, bravery, weakness, agressivity, beauty, empathy, sensitivity, responsible for economy, delicateness, initiative, submission, passivity, authority, control, sporty, productive role, reproductive role, strong, competitiveness, gentleness, independence, responsability, affective, emotional, housewife, manipulation,</li> </ol> |

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absent-mindedness, impulsiveness, order, selfishness)

4. Students will place the cards in the boy's or girl's silhouette depending on whom that characteristic is typical. If they believe it belongs to both, they will place it on the paper, out of the silhouettes.
  - a) Once they have finished that exercise, they will show to the rest of groups what they have done and, with the teacher's help, they will draw their own conclusions about equality or inequality between genders.
  - b) They can help themselves with the following questions:
    1. Do you identify yourselves with the qualities of your column?
    2. How do girls feel?
    3. How do boys feel?
    4. Is it possible to exchange them?
    5. These qualities, are they innate or learned?
    6. What happens when someone expresses an stereotype not attributed to its gender?
  - c) Next step: in whole group, we will present them a number of situations in the form of a Kahoot. They will have to answer the following:

Who asks you normally this question?

    1. What are you wearing today?
      - Your friend Emma.
      - Your boyfriend.
    2. What time did you get back home yesterday night?
      - Your parents.
      - Your boyfriend.
    3. What were you talking to Jack about?
      - Your classmate Jenny.
      - Your boyfriend.
    4. Isn't it too risky going to that ERASMUS trip?
      - Your grandmother.
      - Your boyfriend.
    5. Isn't that skirt too short?
      - Your grandmother.

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|                                    | <p>- Your boyfriend.</p> <p>6. Are you meeting your girlfriends again?</p> <p>- Your father.</p> <p>- Your boyfriend.</p> <p>d) We project the image of the campaign “No te cortes” from Community of Madrid. We explain.</p> <p>e) Students analyze the image in their groups, then they put in common their opinions in big group.</p> <p>f) Finally, the teacher will drop the following statements one by one and the students will comment them, establishing a little debate and being honest to say if the following statements must be like this or not:</p> <ol style="list-style-type: none"> <li>1. For love I can change my values and beliefs and I can be the same in the same way.</li> <li>2. It is right to justify my defects blaming the others.</li> <li>3. Over time, I will make my boy/girlfriend to change and everything will get better between us.</li> <li>4. If he/she controls me, it's because s/he loves me.</li> <li>5. I know s/he will neither insult me nor hit me again because s/he promised me that s/he was going to change,</li> <li>6. S/he is very jealous because s/he loves me a lot and s/he is afraid to lose me.</li> <li>7. Being with him/he is the best thing that has ever happened to me, I don't care about anything else.</li> <li>8. When s/he tells me what I don't do correctly, it's because s/he wants me to improve.</li> <li>9. I want to be pretty / handsome to like him / her.</li> <li>10. I do what s/he asks me to show him / her that I love him / her.</li> </ol> |
| <p><b>Closure / reflection</b></p> | <div style="border: 1px solid black; height: 20px; width: 100%;"></div> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>   |

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| <b>Follow up<br/>(homework)</b>    |  |
| <b>Tools needed</b>                |  |
| <b>Resources/<br/>Bibliography</b> |  |

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