



Didactic recommendations

1. First of all, we must remember the final products that are foreseen in the project (see presentation of 9/11/2017, page 3)

2. These products include the preparation of a vocabulary and a task on gender stereotypes. These tasks require a systematization that allows us to unify, search criteria and formulate conclusions. With that objective, we elaborated a document that we sent on 1/16/2018. The aforementioned document was made with the aim of clarifying concepts. The document included some definitions and a proposal for the classification of stereotypes, collected from feminist literature. Since no country has made any proposal or suggestion for modification, we understand that this criterion is the one that all participating countries will use.

3. How?

We believe that a task such as "trying to change gender stereotypes" affects all the subjects of the curriculum. It is, therefore, a job for all teachers directly or indirectly involved. For this reason, the tasks must be included in the programming of the subjects or areas of knowledge from which they work.

All the above implies that there is no identical way to work on gender stereotypes in all subjects and the same for all teachers. Starting from this idea, we can say the following:

3.1 For Romania, it would be necessary to **start to elaborate a vocabulary** (Task for the teaching staff), with significant terms (and their corresponding definitions / meaning) of the following types:

Positive action, glass ceiling, salary gap, feminism, male chauvinism, quotas policy, parity.....

This vocabulary is a **final product**, so it will be developed throughout **the next course**. However, it would be advisable to start the task in Romania to complete it throughout the 2018/2019 academic year.

3.2 Search for gender stereotypes

A. In linguistic subjects, for Romania it would be necessary to look for:

- Terms,
- Sentences,
- Sayings,

In which gender stereotypes are reflected, and should be framed in one of the groups of stereotypes of the document prepared (and sent)

B. For non-linguistic subjects, each teacher must look for gender stereotypes susceptible to be evidenced from their area of knowledge. For example, in my case, I





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teach biology and related subjects (scientific culture and applied anatomy) In applied anatomy there is a topic of nutrition, which studies diseases related to the digestive

tract, food and nutrition. In this area, I will influence the different prevalence of diseases such as anorexia and bulimia in the general population and adolescents in particular, as we talk about boys or girls. Gender stereotypes are behind these differences. The students will have to look for advertising images of men and women that show these stereotypes and can explain these differences. They will classify the stereotypes according to the aforementioned criteria, and they will present their conclusions (images of always young women, always thin, always beautiful) about the importance in the appearance of nutritional diseases of gender stereotypes.

On the issue of reproduction, we are going to study contraceptive methods, among other things. Almost all of them are methods designed for women. Why? Is it that science has not found any mechanism to control male fertility? We are going to study that what is behind, are gender stereotypes. Women are the "producers of babies, responsible for bringing children to the world The students will have to work on this issue, looking for stereotypes, indicating how they influence habits, conceptions and even pharmaceutical research. ..

4. What is the format to be used?

As already appeared in the presentation (page 17) students will have to do the work in PowerPoint format and expose it in international meetings.

If every teacher involved in the project has worked with the students, there will be a lot of material. Not everything can be exposed. Each country will select the most representative works for the meetings. The rest of the materials should be uploaded to the blog of each country (if they are considered adequate)

5. Another task for Romania is to work on the documentary **dear Dady**.

The documentary is short and powerful, so we agreed to work with him.

The work done in class with the students, again it would be convenient to be exposed by them in power point format.

At the meeting in Romania, you can take a power by country on the work done to discuss among the students and draw some conclusion.

At the request of the partners attending the meeting in Italy, questions 3.1 and 3.4 of the script prepared for said short may be suppressed.

6. The rest of the films included in the list, were sent in order that people involved could have a film library with which to work on these subjects, **NOT to have another activity** in Romania with them. The planned tasks are those that appear in the presentation that





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was exposed, worked and commented on the transnational meeting in Spain. Add a movie or documentary more to the tasks that are already planned, is an increase in work in the same direction.

We suggest you review the agreements taken in Spain and if you propose any modification that affects the base project, be exposed in Romania.

7. The elaboration of vocabulary, is a teaching staff task.

8. The catalog on stereotypes, is a teaching staff task.

In both cases, that is, both for the vocabulary and for the catalog of stereotypes **in linguistic areas**, the work done in each country, we will unify them in a single document, with the terms and so on, in different languages, showing the male chauvinist uses of language in all participating countries.

The objective of it is to show that in all the societies around us, there are macho prejudices that put us, men and women in roles (stereotypes) from which it is very difficult to escape. That prevent us, women and men, from accessing on equal terms, to post, jobs and positions of relevance in our societies.

9. **Non-linguistic** works can also, if there is time in Romania, be shown and serve to enrich the debate and the conclusions that are generated. Each country can post this type of work on the blog that it designs for the project.

10. Finally, we can make recommendations to eliminate those stereotypes in what we have called **the book of good practices**. This is a **final product**, but we should think about its preparation and bring proposals to France.

11. With regard to the absence of women in the public sphere, what has been said above about interdisciplinarity, is applicable. In my specific case, since I am a science teacher, what I have done with my students, is to propose the activity of looking for women scientists throughout history (including at least some Spanish) who have played a relevant role in science. The students sought information about their professional and personal careers, highlighting the problems and difficulties they encountered in their professional careers due to the fact that they are women.

Each teacher can do something similar, but we can do something common. My proposal is:

a. **To Search in each Country**, how many women hold positions of:

-Ministers





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- Deputies
- Rectors University
- Directives of multinational companies
- Mayors
- Investigators

b. Search relevant women in each country throughout history, in the fields or subjects of the participating teachers, paying special attention to the difficulties they have had to overcome due to the fact of being a woman.

c. With the conclusions of section **a**, and this catalog of women throughout history, we will elaborate a catalog of the project.

For the tasks of the next course, such as the search for legislative differences between men and women and the catalog of feminist organizations, **we will send you a document** with proposals **before the meeting in Romania**, in order to discuss and, if necessary, modify with suggestions from partners.