

IMPROVING TEACHING
METHODS IN
EMOTIONAL
INTELLIGENCE AND
GENDER EQUALITY
TRAINING FOR ADULT
EDUCATORS THROUGH
DIGITAL SOLUTIONS

2020-1-UK01-KA204-079258



WeMen

PRAGMATIC

RESOURCES



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**EMOTIONAL
INTELLIGENCE**

GENDER

EQUALITY

1

THE DEVELOPMENT OF COMPETENCES IN EMOTIONAL INTELLIGENCE

ACTIVITY 1

1. Title

Gender Name Exercise

2. Learning objectives

This is a useful exercise that can be used as an ice-breaker activity. It helps to understand the way that each person calls themselves and what meaning that has for them. The objective is to develop competences in emotional intelligence through the identification and adoption of appropriate gender names for learners.

3. Pragmatic resources

- This activity helps to integrate a group that is composed of different cultures and backgrounds by encouraging people to go beyond the name and explore each other's identity in more depth.
- This exercise may reveal experiences that come with different cultural backgrounds. As an educator it is important to consider that cultural identity is a unique blend of inner qualities and self-representation. An individual's inner self is composed of a myriad of fragments including nation, religion, family, gender, sexuality as well as culture. The self-representation includes appearances or personality and beliefs of a person.
- Each participant will start by saying their name and then add something to it; either anecdote, explanation, feeling about, meaning (educators should give the first example)
- After this introduction, ask the learners:



- What do you think about the explanation of others about their names? Did you find out something more about the person from the anecdote?
- Discussion: Important to generate a discussion about the meaning of names for others
- Is the meaning linked to gender, family, nation, religion, culture?
- What is the explanation of the name?
- How does the individual feel about their name?
- How do we link these answers to the concept of Emotional Intelligence?
- This activity will last for approx. 30 minutes

4. Useful resources

- <https://www.thoughtco.com/classroom-ice-breaker-31410>
- <https://www.signupgenius.com/groups/group-icebreaker-activities-adults.cfm>

5. Required material

Little is required in terms of materials for this warm-up activity but it may be appropriate to have a flip-chart or white-board to record primary responses and to follow up with a plenary session which again may need recording in some fashion.

6. Assessment tools

Simple assessment tools can be also used to follow up this activity which could include a plenary session, voting on aspects of the activity or a more formal series of questions and/or questionnaires.



ACTIVITY 2

1. Title

What do you call yourself?

2. Learning objectives

The purpose of this activity is to help learners understand themselves in the way that defines them. The educator will encourage learners to reflect on how they use their identity and what that identity means to them. The objective is to develop competences in emotional intelligence through the identification and adoption of appropriate gender names for learners.

3. Pragmatic resources

To run this activity the educator needs to ask learners the following questions and create a discussion around identity and the meaning that they attach to it.

- 1) Who am I?
- 2) How do I like people to define me?
- 3) What does my identity mean to me?
- 4) What does others' identity mean to me?

By asking these questions the educator allows learners to understand concepts related to inequality. Through discussion the educator can help learners explore the oppressive elements of reality and awaken a critical level of consciousness by encouraging them to see beyond our initial labels of identity.

It is suggested that individual learners record their answers in note form, as this activity can be revisited later in the programme of activities in order to see if perspectives have altered or been modified.

It is appropriate to create a 'safe' learning atmosphere so that learners feel able to share information which may prove challenging or difficult for some members of the group.



A plenary session should attempt to bring synergy to the views expressed by members of the group and this should be recorded appropriately.

This activity will last approx. 25 minutes.

4. Useful resources

For useful websites you should follow the advice and guidance from the following recommended websites which deal with appropriate activities for adult learners as follows:

- <https://sites.lsa.umich.edu/inclusive-teaching/social-identity-wheel/>
- https://fonddulac.extension.wisc.edu/files/2012/12/Icebreakers_and_Mixers_that_Promote_Inclusion-WebVersion.pdf

5. Required material

Little is required in terms of materials for this warm-up activity but it may be appropriate to have a flip-chart or white-board to record primary responses and to follow up with a plenary session which again may need recording in some fashion.

6. Assessment tools

Simple assessment tools can be also used to follow up this activity which could include a plenary session, voting on aspects of the activity or a more formal series of questions and/or questionnaires.



2

BENEFITS DERIVED FROM EMOTIONAL INTELLIGENCE COMPETENCIES

ACTIVITY 1

1. Title

Cooperation within the family

2. Learning objectives

The purposes of this lesson:

- Discuss the benefits and challenges of family cooperation;
- Analyse your own family relationships;
- Discuss the meaning of confidentiality;
- Empowering them to change their attitudes towards family cooperation.

3. Pragmatic resources

Duration: 1 ½ hours.

Description of the process, including different steps or phases

Step 1. Theoretical knowledge:

The theoretical introduction highlights the importance of family cooperation and confidentiality. The importance of family cooperation in the context of gender equality is highlighted, with advantages and disadvantages. Family life encompasses many spheres: spiritual, emotional, affective, material and social. All of them are different - some require quick decisions and concrete actions, others need to be listened to, shared or supported. Depending on the pattern of communication a family chooses, this is what life is like. There are behaviours that naturally lead to happiness, but there are others that simply lead to failure. The session will look at the main types of family communication: competition, avoidance, compromise, accommodation and cooperation, highlighting the advantages of the latter. It will also include learning how to find joint solutions and the importance of confidentiality.



Family life is special in that it always involves couple relationships, such as husband and wife, children and parents, brothers and sisters, grandparents and grandchildren. It may seem to us that our neighbour is behaving badly or not meeting our expectations, but relationships have two sides, they are made and we are both responsible for them.

Benefits of family cooperation:

- Family members are equal, and everyone's uniqueness is valued;
- Relationships are close and warm, family members are attentive, supportive, and can pull together when needed;
- Personal opinions are calmly expressed and respected;
- Everyone actively seeks mutually beneficial solutions to issues that arise, suggesting and discussing possible options;
- Can talk openly about both their own and their spouse's mistakes without blame;
- Develops a spirit of co-operation and responsibility;
- Influences the improvement of gender equality.

Cooperation brings people closer together, promotes love and gives them a good view of relationships that are very important for families. It also helps people communicate closely, not to be competitors or enemies. Communication can hardly be described as a relationship based on negative emotions and actions - rather, it is a slow collapse of a relationship.

Step 2. Lesson discussion:

Students use the knowledge they have gained in the activity to make a list of "tips" for each member of their family.

Objectives of the activity:

1. To reflect on and consolidate the knowledge and skills acquired;
2. Identify obstacles to better cooperation in the family, identify them and express them in the family.
3. The students should discuss this list with their family when they return home.

4. Useful resources

- Almonaitienė J. Bendravimo psichologija Kaunas, 2001.
- *Konfliktai ir bendradarbiavimas. Vadovas po konfliktų labirintą.* Seminarų medžiaga. – V., 1996.



5. Required material

- A4 papers;
- Pencils;
- Whiteboard;
- Markers;
- Computer;
- Projector.

6. Assessment tools

Exercise 1: "Family cooperation"

This exercise shows how family members can cooperate with each other and helps them to understand the benefits of cooperation and the difficulties they face.

Instructions. Explain that the group's task is to create a portrait of an imaginary family. Suggest that the groups try to understand the situation of each family member.

Time: 20-30 minutes.

Discussion after the meeting. Discuss 1-2 aspects of each family with everyone. Discuss what the portraits of the family members show about cooperation within the family. What kind of cooperation is possible in these imaginary families? Mention the ideal images of family life that are shaped, for example, by television and advertisements. Extend the activity and ask the children to look in more detail at the imaginary family they have created through role-play. The aim of this role-play is to renegotiate the homework tasks in a way that improves cooperation between family members and ensures that everyone's needs are taken into account.

Note: Encourage students to create a real family without stereotypes.

Exercise 2: "Cooperation within the family"

On a piece of paper, the student has to write down the names of his/her family members (ages can be omitted) and describe the roles of each of them. Offer to discuss the information written down with the group. Ask the students to discuss the table with their family members (at home) and to agree on what can and cannot be discussed in class (to maintain confidentiality). At the next meeting, students should share their personal experience of how their family reacted to the exercise and how it affected the cooperation in their family.



You can ask students to answer the following questions:

- How important is cooperation to you?
- What did you learn about yourself and your family members?
- Who didn't like it?
- What would you have change?
- What did you like most?

ACTIVITY 2

1. Title

Expression of emotions

2. Learning objectives

- Discuss the characteristics of non-verbal and verbal communication methods;
- Improve your knowledge about yourself;
- Learn active listening techniques;
- Develop the ability to accept people as they are, to tolerate differences and diversity.

3. Pragmatic resources

Duration: 1 ½ hours.

Description of the process, including different steps or phases

Step 1. Theoretical knowledge:

From the moment we are born, when we first see the light of day, until the moment we die, we are among human beings, and interacting with them is one of the most important needs of a person. Our ability to communicate and cooperate with others depends on our readiness and abilities, and determines our success or failure in different areas of life. We can safely say that the ability to communicate effectively and successfully with people is one of the most fundamental human values. Without communication, no personal development, evolution and creative activity would be possible. Thus, if a person fails to communicate, he is unlikely to be able to evaluate himself well and to be able to bring out all his talents and abilities. In this lesson, we will talk about types of non-verbal and verbal communication, active listening techniques



and the importance of active listening in communication and cooperation. It is not only important to be able to communicate, but also to be able to listen.

Active listening involves focusing on the interlocutor, trying to understand, clarifying, paraphrasing, showing the interlocutor that you are listening and responding appropriately to what the interlocutor is saying. To be an active and effective listener it is important to:

- Focus on the interlocutor.
- Show me you're listening.
- Make sure we understand the speaker correctly.
- Don't be afraid to tell me if you don't understand or hear anything.
- Ask questions to better understand and explain things.
- Paraphrase the speaker's ideas.
- To reflect the speaker's feelings.
- Do not interrupt, do not change the subject of the conversation, allow the speaker to finish.
- Regulate, limit your speech.
- Be open to new information.
- Do not advise if no one asks.

Emotional management is also very important in communication. Emotions can be described as the automatically occurring biological reactions of the human body to a certain stimulus, both external and internal, called the stimulus of their excitation. People have two ways of thinking: rational and emotional.

Emotion management levels:

1. Identify and evaluate your emotions and difficult feelings.
2. If you decide to follow more positive emotions than negative ones, decide how you are going to do it.
3. Promise yourself to really take action.
4. Take the committed action.
5. Assess whether these actions you have taken have had an impact.

Emotion recognition methods make it easier for a person to adapt to the social environment and create professional success.

Techniques that can help identify and manage emotions:

- Meditation
- Thoughts management method
- The mirror method



- Breathing
- A method of self-calming
- Self-analysis.

Step 2. Lesson discussion:

Using the knowledge gained in the activity, students make a list of positive and negative emotions.

Activity objectives:

1. To reflect on and consolidate the knowledge and skills acquired;
2. Identify positive and negative emotions through discussion;
3. To share methods of managing emotions.

4. Useful resources

- David D.Burns, M.D. Good mood guide, new emotion therapy. (2013). Psichologija TAU.
- Cirtautienė, L. Konfliktų valdymas – organizacijų vadovams [žiūrėta 2021 08 15]. Prieiga per internetą: < <https://pkg.lt/straipsniai/konfliktu-valdymas>>.
- Račelytė, D. (2013). Konfliktų psichologijos praktikumas. Vilnius: Edukologija

5. Required material

Resources:

- A4 papers;
- Pencils;
- Whiteboard;
- Markers;
- Computer;
- Internet;
- Projector.

6. Assessment tools

Exercise:



Ask students to sit in a circle. Each writes an emotion on a piece of paper. Collect all the pieces of paper and mix them. In the circle, in order, let each person take out a piece of paper and try to show without words the emotion whose name is written. Ask the students to think about gestures, facial expressions, body position, posture and facial expressions. Everyone writes down what they think the emotion is without comment.

When this task has been completed, everyone talks about what feeling they think was portrayed.

Ask:

Who interpreted the feelings accurately?

Who portrayed the feelings clearly?

In the first case, students will be able to understand the non-verbal replica, the speech, in the second case they will be able to communicate with others without words. Discuss:

Why can't we always guess the feelings being expressed?

What causes differences in expression?

The questions:

1. What feelings and emotions does this situation cause you?
2. What is most important to you in this situation?
3. What are most afraid of in this situation?
4. What emotions are the hardest to control in this situation?
5. When do you most have to try to control your emotions?



3

RESTRUCTURING THE GENDER PERSPECTIVE

ACTIVITY 1

1. Title

Keeping a Diary – developing self-reflection skills and social and emotional learning (SEL) competencies

2. Learning objectives

The purpose of this lesson is to encourage learners to engage in **critical reflection** when considering gender, a key aspect of the transformative approach. In doing so, learners also engage in social and emotional educational learning: their self-awareness, self-management and social-awareness competencies will be developed.

Self-awareness, self-management and social awareness are three of the five core competencies outlined by CASEL which can be applied in the classroom to incorporate social and emotional learning.

The following lesson will provide insight into how adult educators can implement emotional education methods in parallel with the transformative approach in their gender equality lessons with learners resistant to gender equality. The tool introduced can also be used outside the classroom, in everyday life, meaning its impact can be sustained beyond the classroom. The following learning outcomes will be developed:

C2. Deconstruct gender prejudices and stereotypes

C.4. Deconstruct the prejudices about men's expression of emotions

This tool can be used for other gender equality topics: Gender equality as a needed social phenomenon (analysis in the fields of law, economics, politics, employment, and education), Everyday Male Chauvinism (micromachisms), and New Masculinities: masculinity in deconstruction with a feminist perspective.

In doing so, the remaining two core competencies outlined by CASEL, responsible decision-making and relationship skills will be activated, and the following learning outcomes realised:



S1. Analyse gender equality as a needed social phenomenon in the fields of law, economics, politics, employment, and education

S3. Analyse types of Everyday Male Chauvinism (micromachisms)

C5. Evaluate new masculinities

As an example, this lesson will provide a guide in how to introduce the topic of **gender prejudices and stereotypes, and the prejudices about men's expression of emotions** before applying the tool, and suggestions on how to develop the topic when implementing the tool. The content, and subsequent activities can be adjusted to suit the topic being introduced.

3. Pragmatic resources

Duration: Introduction to topic: approximately 75 minutes. Introducing and implementing the tool: approximately 75 minutes.

To engage learners in the topic using transformative learning and social and emotional education methods, adult educators can implement a tool (an activity) that will develop core social and emotional educational learning competencies and activate self-reflective thinking (a key skill developed using the transformative approach): The activity is **keeping a diary**.

The steps to follow when applying the activity in the classroom will be outlined below and include optional suggestions to introduce the topic.

By the end of the lesson, learners will have worked on gender equality, particularly, the deconstruction of gender prejudices and stereotypes and prejudices about men's expression of emotions through social and emotional education methods and the transformative approach.

Introducing the topic:

1. Adult educators can introduce the topic with an **activating event that exposes the limitations of their learner's current knowledge through an exploration of their current beliefs about men and women, boys and girls**. This could be a brainstorming activity, where learners are organised into teams and given a time limit and asked to brainstorm words to describe women, men, girls and boys. Adult educators can provide each team with a handout divided into 4 squares. At the top of each square, there should be the following titles: 1/ Women are... 2/ Men are... 3/ Girls are... and 4/ Boys are... The aim is to write as many words in each section as possible within the given time limit. This makes the activity more engaging and could result in the learner's true thoughts being revealed as they will be focused on trying to beat the other teams and will write the first



thoughts that come to mind (rather than taking their time to consider and analyse whether they should write this word down or not). To conclude the activity, adult educators can request and board feedback.

2. Next, adult educators can introduce a **disorientating drama** to the learners. The aim of this transformative approach method is **to confuse and/or intrigue learners and motivate them to learn more**. An example of a disorientating drama useful in this context is to present learners with stories and visuals which do not fit their beliefs. Two stories could be introduced, using visuals. One related to gender prejudices and stereotypes in general, and the other related to the prejudice of men's expressions of emotions. Learners can be shown a series of images and the adult educator can elicit from them what is happening in the pictures. For example, a man in the role of stay-at-home dad while the woman is leaving to go to work, and then various pictures of their typical daily activities in their roles (which they are shown to be enjoying). For the second story, a visual of a man crying can be shown, and then a visual of him talking to and being comforted by another man, with positive outcomes depicted as a result (relief at being able to talk openly and receive comfort and potential solutions).
3. This leads to the next stage of transformative learning: **critical discourse, an opportunity to discuss alternative ideas and approaches**. The adult educator can lead the learners into a discussion of gender prejudices and stereotypes and the prejudices about men's expressions of emotion. The discussion can be started by the adult educator asking how the stories in part two made them feel? Why? And, whether the stories differ to the words boarded in the first activity? This can lead to a short presentation by the adult educator on the negative impact of gender prejudices and stereotypes, including data about male rates of suicide and the rates of men who seek psychotherapy or medical help when needed (*see additional useful resources section below for links to sources to obtain this information*). Learners should be asked to consider why men are more likely to commit suicide than women and less likely than women to seek physical and mental health support when needed.
4. Learners can then be encouraged to **analyse how prevalent they think gender prejudices and stereotypes are, the impact gender prejudices and stereotypes have on the daily lives of girls, boys, women, and men, where gender prejudices and stereotypes come from, whether we should be concerned about gender prejudices and stereotypes and why, whether there is anything we can do to combat them - and their own personal experiences of gender prejudices**



and stereotypes. To conclude the discussion, adult educators can obtain whole class feedback, and show a relevant short video to consolidate.

Introducing and implementing the tool: Keeping a diary

5. Adult educators should ask learners to discuss in small groups whether they have ever kept a diary and ask them to consider the **benefits of keeping a diary.**
6. Feedback can be obtained and boarded. Benefits could include ideas such as: *keeping a diary encourages self-reflection, and thus 1/increases self-awareness: helps us to recognise our emotions and how they impact on our behaviour, allows us to identify our strengths and weaknesses to gain confidence in our abilities; 2/encourages self-management: helps us take ownership of our thoughts, emotions and actions in various situations, helps us set and work towards goals, and 3/encourages social awareness: allows us to be empathetic and put ourselves in the shoes of another, and encourages ethical behaviour.* Adult educators should board key points made by the learners and provide a handout for learners detailing the points mentioned above. Learners can be asked to refer to the handout and compare them with the ideas they came up with.
7. Once the points have been boarded, adult educators should ask **why it is important to develop these skills?**
8. Next, adult educators should provide a handout with **questions to facilitate self-reflective thinking.** They can also be projected on the screen.
 1. *List some examples of gender stereotypes and prejudices, including the prejudices about men's expressions of emotions.*
 2. *Are these prejudices and stereotypes something you previously thought to be true but are now doubtful? Or do you believe these to be true still? Why?*
 3. *Where do you think these prejudices and stereotypes came from in general?*
 4. *Where did your own prejudices and stereotypes come from specifically? Do you think they have limited your worldview? In what ways?*
 5. *Have your opinions changed now? If so, what action will you take? What action should be taken in general to help combat gender prejudice and stereotypes? / If your opinion hasn't changed, why not?*
 6. *Can you think of a time in your life when you may have acted upon a prejudice or stereotype? What effect do you think that had? What would you do differently now?*
 7. *Can you think of a time in your life when you, or someone you know, may have been affected negatively by gender prejudices and stereotypes?*



The adult educator should explain that these questions are designed to help the learners self-reflect on their thoughts, developing their self-awareness, self-management and social awareness.

8. The adult educator should next hand out a diary for each learner. Explain that learners should **write down their thoughts/ answers to these questions**. Adult educators should stress this is a personal and private exercise. Learners should be provided with a good amount of time to engage in the activity in a relaxed and comfortable manner. They will not be sharing their thoughts with anyone at the end of the activity unless they would like to. Those who would like to, of course can share their thoughts.

9. The lesson should conclude with feedback from the learners if anyone is willing to share their thoughts. If there aren't any learners willing to share their thoughts, the adult educator could share his/her own thoughts on the topic with the learners. If not, and for a final conclusion, the adult educator should **summarise why critical reflection, self-awareness, self-management and social awareness are vital competencies for every individual**.

10. Finally, to help enable learners to complete the transformation process, **set homework that encourages them to start thinking about ways to put the new ideas introduced in the lesson into practice**. For example, in the case of the activity described above, the following homework task could be set. Learners can be encouraged to critically reflect on how they could make changes in their own life based on the new knowledge and write notes in their diary. Adult educators could provide an example as a guide: If they have a young son, they could note down that the next time he falls over and cries, instead of saying 'don't cry', they will comfort him and give him a hug.

Additional Ideas for sustaining the use of the tool outside the classroom

11. Additionally, adult educators could **set a daily task**. This could be to make daily observations regarding gender in their everyday lives, through their interactions with others, or their observations of gender in the media, on TV, in newspapers, in books they read or films they watch. What do they notice? Do their observations help them to understand a new viewpoint covered in the lessons? Do they conflict with their previous viewpoint? Where did their previous viewpoint come from? And how has it changed?

Conclusion



Encouraging learners to self-reflect will help them to understand where their assumptions come from and how they limit or influence their understanding, and will activate their emotional intelligence competencies, facilitating self-awareness, self-management, social awareness, responsible decision-making, and relationship skills.

4. Useful resources (1/2 pages maximum)

- **Emotional education:** <https://casel.org/fundamentals-of-sel/> and Social Emotional Learning (SEL) & Why It Matters for Educators - National University (nu.edu)
- **The Transformative Approach:** Teaching for Transformation: From Learning Theory to Teaching Strategies | Tomorrow's Professor Postings (stanford.edu)
- Visuals to be shown for the disorientating drama: can be sourced from websites such as <http://pixabay.com> or google images search.
- **Gender Prejudices and Stereotypes:** [annual_report_ge_2021_en.pdf](#) (europa.eu)
- Gender stereotypes | European Institute for Gender Equality (europa.eu)
- Men and Emotions: The Importance of Becoming Vulnerable (sbtreatment.com)
- Men and mental health | Mental Health Foundation
- [opinion_combatting_gender_stereotypes_2021_en.pdf](#) (europa.eu)

5. Required material

Whiteboard, markers, computer, projector.

1. A handout divided into 4 squares as follows:

Women are.....	Men are...
Girls are...	Boys are...



2. A handout with the following information:

Benefits of keeping a diary

- encourages self-reflection, and thus:
- 1/increases self-awareness: helps us to recognise our emotions and how they impact on our behaviour, allows us to identify our strengths and weaknesses to gain confidence in our abilities; 2/it encourages self-management: helps us take ownership of our thoughts, emotions and actions in various situations, helps us set and work towards goals,
- and 3/it encourages social awareness: allows us to be empathetic and put ourselves in the shoes of another and encourages ethical behaviour. Adult educators should board these key points and provide a handout for learners detailing these points.
-

3. A handout with the following information:

1. List some examples of gender stereotypes and prejudices, including the prejudices about men's expressions of emotions.
2. Are these prejudices and stereotypes something you previously thought to be true but are now doubtful? Or do you believe these to be true still? Why?
3. Where do you think these prejudices and stereotypes came from in general?
4. Where did your own prejudices and stereotypes come from specifically? Do you think they have limited your worldview? In what ways?
5. Have your opinions changed now? If so, what action will you take? What action should be taken in general to help combat gender prejudice and stereotypes? / If your opinion hasn't changed, why not?
6. Can you think of a time in your life when you may have acted upon a prejudice or stereotype? What effect do you think that had? What would you do differently now?
7. Can you think of a time in your life when you, or someone you know, may have been negatively affected by gender prejudices and stereotypes?

This should also be projected on the screen (if possible)

6. Assessment tools

To evaluate the effectiveness of the pragmatic resource, adult educators should observe learners as they work on the activities and note their reactions and participation during the lesson. Questions to consider can include:

1. Are learners participating fully in the activity? If so, why do you think that is?



2. Why might the learners who are participating less be doing so? *Are they resistant to change? Finding the subject uncomfortable? Distracted for unrelated reasons?*
3. How positive a response do the learners show to the activity?
4. How effective do you think the activity of keeping a diary is for developing the learner's self-reflection and emotional intelligence skills?
5. How do you think the lesson and activities could be improved? What would you have done differently if you were to teach the lesson again?

Adult educators could also ask for feedback from the learners at the end of the lesson.

1. How effective do you think keeping a diary is for developing your self-reflection skills and emotional intelligence competencies?
2. Did you find self-reflecting on what was learnt in the lesson beneficial? In what way?
3. Will you continue to keep a diary after the course ends? Why? Why not?

ACTIVITY 2

1. Title

Testing new perspectives through reflection, critical discourse, and debate.

2. Learning objectives

The purpose of this activity is to allow learners to **test their new perspectives** gained after studying all the topics of the Gender Equality course through **reflection, critical discussion, and debate**, thus facilitating transformational learning to move from thought to action through the application of new knowledge. Furthermore, by engaging in reflection and critical discourse, learners also engage in social and emotional educational learning: their self-awareness, self-management, social-awareness, responsible decision-making, and relationship skills will be developed.

The activity can be applied at the very end of the course in Gender Equality Training in order to consolidate learning. In that case, the following learning outcomes will be realised:

S1. Analyse gender equality as a needed social phenomenon in the fields of law, economics, politics, employment, and education



- S2. Analyse gender prejudices and stereotypes
- S3. Analyse types of Everyday Male Chauvinism (micromachisms)
- S4. Analyse the prejudices about men's expression of emotions
- S5. Discuss new masculinities
- C1. Guide on gender equality as a needed social phenomenon in the fields of law, economics, politics, employment, and education
- C2. Deconstruct gender prejudices and stereotypes
- C3. Advise on Everyday Male Chauvinism (micromachisms)
- C4. Deconstruct the prejudices about men's expression of emotions
- C5. Evaluate new masculinities

The activity can also be applied after each topic, in which case the topic specific learning outcomes will be realised.

3. Pragmatic resources

Duration: approximately 90 minutes

This activity is based on the idea that opportunities for students to reflect should be created through conversation, and for transformational learning to move from thought to action, learners should be provided with opportunities to apply the new knowledge gained. The activity is to be implemented as a whole course conclusion.

In groups, learners will be provided with a different gender equality topic per group and will be asked to approach their topic from a specific perspective which they will then introduce in a whole class discussion. The other learners in the class must argue the opposite perspective.

Initially, learners may be arguing points that they do not personally agree with. Or they may find they agree with the viewpoint provided. Out of the four topics provided, two will give pro gender equity statements, and the other two will give negative gender equity perspectives. This combination will help challenge the learners' thinking habits and bring points to the discussion which might not have otherwise been raised. They will also be given the opportunity to discuss their true viewpoints. If they present a different viewpoint to their own initially, being provided with the opportunity to discuss their true opinions as well means, if the transformation process has been successful, learners are provided with the opportunity to test their new perspective. By engaging in



critical discourse, learners will, in parallel, develop core social and emotional educational learning competencies.

The following steps should be followed when implementing the activity:

1. Divide the learners into four groups.
2. Assign each group with a different topic from the course and a given perspective (which they may or may not agree with). The topics are: gender equality as a needed social phenomenon (analysis in the fields of law, economics, politics, employment, and education); gender prejudices and stereotypes and the prejudices about men's expression of emotions; Everyday Male Chauvinism (micromachisms); and New Masculinities. Each topic will have a related perspective which the learners must present to the class. The perspective can be found on the handouts provided.
3. Before beginning the whole class discussion, learners should be given time to research, explore, reflect on, and analyse their topic and assigned perspective within their group. Being given this time to explore their topic prior to the whole class discussion will provide an extra opportunity to test their new perspective.
4. After learners have had time to discuss their topic together in their groups, each group should take it in turns to introduce their topic and assigned perspective to the other groups of learners. The other learners in the class should take the opposite viewpoint. Inform them that once a group has presented their assigned viewpoint, during the critical discourse that follows, they should try to argue their assigned viewpoint for a short time even if they do not agree with it. The assigned perspective is intended to spark critical discourse and engage the learners in an active and lively discussion. After a short time, learners can all give their true perspectives regarding the perspective and should aim to critically discuss their viewpoints in depth, with the aim being to try and reach a mutual conclusion about each topic as a whole class, if possible. If the class of learners is particularly large, and if there are certain learners who may tend to dominate whole class discussions, a solution could be to divide the learners into smaller groups, ones containing just one or two learners from each group, thus facilitating smaller group discussions which allow for more equal learner participation.
5. After each topic has been discussed, learners should review the conclusion drawn for each topic together as a whole class, the adult educator should board them and then direct the learners to engage in self-reflection within their smaller groups around the following questions: 1/ Do you agree with all of the



conclusions reached? Why?/ Why not? 2/ Are they different to your viewpoints before beginning the course? If not, how are they different? 3/ How will you apply their new knowledge outside of the classroom?

6. Finally, encourage learners to self-reflect on the discussions and insights of today's activity in their diaries for homework (*see pragmatic contents: **Keeping a diary** for more information on this tool*).

4. Useful resources

Learners can be asked to refer back to their notes from the course. And they can be given access to a computer and given the opportunity to research their group topic prior to engaging in critical discussion as a whole group.

Online resources:

Gender equality as a need for social phenomenon in the fields of law, economics, politics, employment, and education: European Commission's 2021 report on Gender Equality in the EU:

- [annual_report_ge_2021_en.pdf \(europa.eu\)](#)
- Gender Prejudices and Stereotypes:
- [annual_report_ge_2021_en.pdf \(europa.eu\)](#)
- Education | European Institute for Gender Equality (europa.eu)
- Men and Emotions: The Importance of Becoming Vulnerable (sbtreatment.com)
- Men and mental health | Mental Health Foundation
- Everyday Male Chauvanism (micromachismos):
- Microsoft Word - Everyday_Male_Chauvinism_web.doc (stop-ferfieroszak.hu)
- New Masculinities:
- How to Raise a Feminist Son - The New York Times (nytimes.com)
- Teaching Men to Be Emotionally Honest - The New York Times (nytimes.com)
- Talking to Boys the Way We Talk to Girls - The New York Times (nytimes.com)
- Resource for the adult educator on the Transformative Approach:
- Teaching for Transformation: From Learning Theory to Teaching Strategies | Tomorrow's Professor Postings (stanford.edu)
- Resources for the adult educator on social and emotional learning:
- Advancing Social and Emotional Learning - CASEL
- Fundamentals of SEL - CASEL
- Social Emotional Learning (SEL) & Why It Matters for Educators - National University (nu.edu)



5. Required material

Adult educators will need to provide a computer with connected wifi to each group of learners to enable them to research their topics in the initial stage of the activity.

Also, a whiteboard and pens are required.

When learners are divided into four groups, each group will need to be given a different handout. Please see below for the four different handouts:

Handout 1:

Your topic is **gender equality as a needed social phenomenon (analysis in the fields of law, economics, politics, employment, and education).**

Your perspective is that **gender inequality exists within the fields of law, economics, politics, employment and education.**

Your perspective is that there are many examples of gender inequality within these fields which impact negatively on girls, boys, women and men.

Present some examples of gender inequalities within these fields and explain why they need to be discussed.

Handout 2:

Your topic is **gender prejudices and stereotypes and the prejudices about men's expression of emotions.**

Your perspective is that gender prejudices and stereotyping and the prejudices about men's expression of emotions **are not detrimental to the wellbeing of girls, boys, women and men.** You think that prejudices and stereotypes present no problems.

Present some examples of gender stereotypes to the other groups and explain why they are not harmful.

Handout 3:

Your topic is **Everyday Male Chauvinism (micromachisms).**

Your perspective is that you **do not agree with Luis Bonino** and think that the behaviours he outlines are **perfectly acceptable ways of behaving.**

Present some examples of everyday male chauvinism to the other groups and explain their why they are acceptable.

Handout 4:

Your topic is **New Masculinities.**



Your perspective is that there is a great need for New Masculinities to be working to combat gender inequality.

Present some examples of masculinity and explain why they are cause for concern. Present ways in which masculinity can be deconstructed.

6. Assessment tools

In order for the adult educator to assess the pragmatic resources, he/she should observe the learners as they work on the activity and consider the following questions:

1. How actively engaged in the activity are the learners? Evaluate their engagement at different stages of the activity.
2. How effective is the activity in enabling the learners to try out their new perspectives while engaging in social and emotional learning? To what extent and in what ways?
3. Have their viewpoints genuinely been transformed?
4. If you could change anything about the activity, what would you change and why?

Learners could also be asked to self-reflect on their experience. They can be provided with some questions to answer individually and anonymously. Their answers can be posted into a sealed box to ensure privacy.

1. How actively engaged were you in the activity? Why?
2. Were you given the opportunity to try out your new perspectives?
3. What new perspectives did you try out specifically?
4. What were the positive aspects of the activity?
5. How do you think the activity could have been improved?



4

THE ROLE OF MEN IN EDUCATION FOR GENDER EQUALITY

ACTIVITY 1

1. Title

Let's face it

2. Learning objectives

The aim of the activity is to help participants

- To expand their understanding of the role of men as potential allies for gender equality
- To explore in-depth the role of men as potential allies for gender equality
- To develop self-confidence to express one's own opinion on this topic assertively
- To develop listening skills

The learning outcomes addressed by this activity are:

- K1. Describe the importance of engaging men as trainer allies in gender equality training
- S1. Advocate for engaging men as trainer allies in gender equality training
- C2. Supervise and manage personal attitudes and behaviours
- K3. Explain and assess the benefits and effects of male-led gender equality training
- S3. Measure the benefits and effects of male-led gender equality training
- C4. Evaluate the benefits and effects of male-led gender equality training

3. Pragmatic resources

Duration: approximately 1 hour (it largely depends on the size of group and the facilitation of the discussion)

Description of the process:

1. Set the scene. Set three chairs in the middle of the room, and arrange the remaining chairs in a circle or half circle around them.



2. Hand out the slips of paper and pens to participants and ask people to write down any questions they have about the role that men play in gender equality matters and to put their papers in the hat. The questions should be anonymous. Explain that this activity is about exploring attitudes to the role of men. Everyone is free to express opinions that may be conventional or unconventional, controversial or which challenge the norms of their society. People may present points of view with which they agree, or with which they disagree with.
3. Explain that you will begin by inviting two volunteers to join you in a conversation in the “fish bowl”. If at any point someone else would like to join you then they may do so, but as there is only room for three fish in the bowl at any one time, someone will have to swap out. Someone who wishes to join the conversation should come forward and gently tap one of the “conversationalists” on the shoulder. These two people exchange seats and the original “conversationalist” becomes an observer.
4. Invite two volunteers to be the initial “fish in a bowl” and sit on the two chairs in the centre in the middle of the room to discuss the role of men as potential allies for gender equality. You can either ask for volunteers at the start of the activity or invite people with strong opinions about the subject to be the initial speakers.
5. Encourage people to come forward to express their own opinions, but also to express other opinions, which are not necessarily their own. In this way points of view that are controversial can be aired and the topic thoroughly discussed from many different perspectives.
6. Ask a volunteer to pick up a question from the hat and start discussing it. Let the discussion run until people have exhausted the topic and points are being repeated.
7. Then ask for three volunteers to discuss another question and start another round of conversations under the same rules as before.
8. Discuss as many questions as adequate in function of the time you have and the interest of the group. Before you finally go on to the debriefing and evaluation, take a short break to allow time for people to come out of the “fish-bowl”. This is especially important if the discussion has been heated and controversial.

There are several benefits to using this method, the main one being that the participants have control over the discussion in as much as a person may come forward to speak when they themselves decide to, but also other members of the group can shut someone up who is making long speeches or repeating themselves by forcing them to swap out.



4. Useful resources

- Compass: Manual for Human Rights Education with Young People. <https://www.coe.int/en/web/compass/table-of-contents>
- The Role Of Men for Gender Equality <https://openknowledge.worldbank.org/handle/10986/9237>
- The Role of Men and Boys in Achieving Gender Equality. Sandys, Edwina. 2008
- <http://menengage.org/wp-content/uploads/2014/01/W2000-Men-and-Boys-E-web.pdf>

5. Required material

Resources:

- 3 chairs
- Space for participants to move about
- Small slips of paper and pens
- A hat/basket/bowl or smth similar

6. Assessment tools

Debriefing and evaluation:

Now move on to discuss what people have discovered about themselves and about each other, about the role of men in gender equality matters and the implications for gender equality training.

Start with a brief review of how people felt being both inside and outside the “fish-bowl”. Then go on to talk about the different views that were expressed, and finally discuss what people learnt from the activity:

- Was anyone astonished or surprised by some points of view expressed? Which ones? Why?
- Did interaction with other people or groups make you alter your approach or your attitude towards the problem?
- What have you noticed about the ways in which people communicate their feelings and ideas? Which ways were more effective? Which were less effective?
- What have you learned about the role of men in gender equality matters?
- What do you still need to explore and think about?



ACTIVITY 2

1. Title

Engage men in GET

2. Learning objectives

The aim of the activity is to help participants

- purposefully, productively and systematically seek solutions,
- improve their work as trainers,
- increase competence by analyzing more complex cases through discussions, joint learning and thinking.

The learning outcomes addressed by this activity are:

- K2. Identify specific practices of engaging men in gender equality training
- S2. Review and propose specific practises of engaging men in gender equality training
- C3. Explore best practices and case studies of engaging men in gender equality training

3. Pragmatic resources

The activity is based on the method of covision, a method of peer support, where peers - people doing similar work or having similar roles - provide support to each other. Among others, covision has been most widely used to support the professional development of those in the helping professions. However, covision could be of benefit to a much wider audience.

In covision it is possible to search for solutions to complex situations, and learning is done through analyzing the case that needs to be solved from the perspective of participants' professional and personal experience and developing solution strategies.

Duration: approximately 1,5 hour (it largely depends on the size of group and the facilitation of the discussion)



Number of participants: Ideally 4 - 10 participants

Description of the process:

1. Ask everyone to introduce themselves briefly.
2. Ask participants if they experience challenging cases regarding engaging men in gender equality discussion or training. If there are more than one case proposed, ask participants to write down their situation/case and post all the situations to the wall.
3. Choose the one or two by asking everybody to vote for one/two that they would like to discuss the most.
3. Let the author of the case introduce it within 10 minutes and make sure that others are listening without interrupting.
4. Ask participants to write 1-2 questions that they would like to specify about the case on a piece of paper. Ask to do it quietly without discussion. Give the questions to the "case owner" to answer.
5. The case owner answers the questions, the others listen - 10 min
6. Then participants analyse the case among themselves, "case owner" just listens - 10 min.
7. After discussion ask the participants to 1 or 2 recommendations for the "case owner" what to do next in their situation. What would they do in the described situation? What would they recommend? Participants write, then say their recommendations in turn to the "case owner"- 10 min. While one participant speaks others listen and are not allowed to interrupt, specify, add anything. The author of the case is writing down the ideas.
5. Invite the author of the case to respond to the received advice, explain extra details of the case and comment on what has resonated with them the most. Ask to choose one or a few of them, which they will definitely try out after the covision.
6. Invite the participants to share their last comments about the case.
7. Close the covision with the brief debriefing circle.

Tips for facilitators

Make sure that there is an open and trustful atmosphere and equity in the group.

Variations

If you have a big group, divide the participants into smaller groups. It would be easier to make it simultaneously in several groups, if some of the participants were familiar with the method.



4. Useful resources

- MenEngage - Engaging Men and Boys to Address Gender Equality Training. <https://genderjustice.org.za/publication/menengage-training-manual/>
- Engaging Men and Boys: A Brief Summary of UNFPA Experience and Lessons Learned. January 2013. https://www.unfpa.org/sites/default/files/resource-pdf/UNFPA%20Engaging%20men%20and%20boys_web-2.pdf

5. Required material

Resources:

- Pens and paper
- Something to sit on

6. Assessment tools

Now move on to discuss what people have discovered about themselves and about each other and the implications for gender equality training.

Debriefing and evaluation:

1. What did you learn from this task that you are most excited about? (What is your greatest takeaway?)
2. What is the most important thing you learned about yourself during the activity?
3. What new did you learn about engaging men in gender equality training?
4. How can we engage men as potential allies in gender equality training?



5

STRATEGIES, TOOLS AND METHODS FOR GENDER EQUALITY IN ADULT TRAINING THROUGH EMOTIONAL COMPETENCES

ACTIVITY 1

1. Title

AM I GENDER BIASED?

2. Learning objectives

- Increase the Self and Social Awareness, Self-Management of Learners in order to bridge the empathy and gender equality gap
- Make them aware of their own biases through interactive activities
- Motivate them to work on their biases and eliminate discriminatory behaviours
- Improve their critical thinking
- Empower them to swift their attitudes to discriminatory phenomenon

3. Pragmatic resources

DURATION: 1 ½ hours

PREVIOUS PREPARATION: Print Annexes A & B in A4 papers

STEPS:

FIRST PHASE

- Step 1: Gather a maximum of 9 learners in a classroom
- Step 2: Before deploying the Action Plan methodology you need to make clear that Prejudices are part of the human existence, and it is absolutely understandable to have certain attitudes against a particular social group. Whoever claims to be devoid of bias is deceiving himself. Being honest and



breaking your defences can help you to better acknowledge what your genuine perceptions are.

- Step 3: Provide them the Evaluation Questionnaire (Annex A) and let them 15 minutes to tick evaluate each statement and tick true or false.
- Step 4: If “True” was ticked anywhere, that means bias is present. Create a warm Group Discussion and empower learners to share their experiences and their thoughts (45 minutes)
- Step 5: In case someone has the exact opposite belief, do not try to escalate it by pressingly changing their firm convictions

SECOND PHASE

- Step 1: After the completion of the Evaluation Questionnaire and the Reflective Group Discussion provide them the Managing Gender-related Issues card (Annex B) and let them 25 minutes to complete.
- Step 2: Now ask them to pair with someone and discuss what they have written in the card (20 minutes)

METHODOLOGICAL RECOMMENDATION:

Socratic Method

The Socratic method is a cooperative arguing debate between persons that is built on asking and answering questions in order to inspire critical thinking and pull out ideas and underlying presuppositions. A shared dialogue between the instructor and the students is central to the Socratic Method. The instructor takes the lead by asking thought-provoking questions. Students participate actively by presenting their own questions. The conversation is back and forth.

During Socratic questioning, the instructor acts as a role model for critical thinking by respecting trainees’ points of view, probing their comprehension, and really caring about their thoughts. The teacher asks more probing inquiries than a newcomer to a topic would come up with on his or her own. The instructor develops and maintains an intellectually interesting classroom atmosphere while also acknowledging the importance of the student. Students will be pushed, yet at ease, in answering questions honestly and fully in front of their classmates in an intellectually open, safe, and rigorous learning environment. Remember to let the conversation guide the way through the content as you create questions for your class. Your questions are meant to serve as a guide to the teaching themes you’ll want to cover in class, but they’re not fixed in stone. This will allow you to deliver a more student-centered learning environment.



Some question examples:

- What does this mean?
- What would happen if?
- Why do we think is this happening?
- What do you think causes this?

4. Useful resources

- How to Use the Socratic Method in the Classroom:
<https://serc.carleton.edu/sp/library/socratic/fourth.html>
- The Socratic Method: Fostering Critical Thinkg:
<https://tilt.colostate.edu/TipsAndGuides/Tip/53>

5. Required material

- A4 papers
 - Pencils
- **Annex A**

Statement	TRUE	FALSE
Women shall use automatic and not manual transmission cars because the complexity of the latter can increase the odds of causing accidents.		
Plumbers, electricians and craftsmen are male professions because men are better than women when it comes to work with hands.		
Men should receive higher salary than women who work on the exact same position, because men are breadwinners of a family.		
If most companies and countries had women as leaders we would have been poorer now.		
Women have the greatest responsibility for the cleanliness of the house and the care of the children.		



- **Annex B**

How would I have felt if I didn't have equal rights because of my gender?	Is Gender Equality a concern for me and why?	Where do I need improvement?	How should I manage my gender-discriminatory perspectives?

6. Assessment tools

You can ask trainees to create a circle and initiate a conversation by asking questions like:

- How do you feel about this activity?
- What did you learn about yourself?
- What did not go that well?
- What would you have changed?
- What did you like the most?



ACTIVITY 2

1. Title

Taking a Gendered Picture

2. Learning objectives

- Increase the Self and Self-Management, Decision Making and Relationship Skills of Learners in order to bridge the empathy and gender equality gap
- Make them aware of their own biases through interactive activities
- Motivate them to work on their biases and eliminate discriminatory behaviours
- Understand how embodied stereotypes can affect personal and social behaviours

3. Pragmatic resources

DURATION: 2 hours

PREVIOUS PREPARATION: Print Annex C in A4 papers

STEPS:

FIRST PHASE (1 hour)

- Step 1: Gather a maximum of 9 learners into a classroom
- Step 2: Ask your beneficiaries to depict how their gender take Selfies and Pictures. Empower them to make poses.
- Step 3: Now ask them to depict how the opposite gender take Selfies and Pictures.
- Step 4: You can commence a conversation about gender stereotypes; ideas and beliefs that we have about each gender. Based on a research made by Doring, Reif and Poeschl (2016) both males' and females' selfies and pictures on instagram tend to not only mirror conventional gender stereotypes, but are even more stereotypical than mainstream advertisements. In short, the way we have been taught that women and men should look, is particularly prominent on social media. Being aware of that, will help your learners to reflect on other prominent stereotypes.



SECOND PHASE (1 hour)

- Step 1: After the completion of conversation about gender stereotypes give to learners the Case Study Card (Annex C).
- Step 2: Now ask them what they would have done to better manage the situation. Empower Group Discussions and Role Plays to continue the script of the case study (see methodological recommendation for role-plays).

METHODOLOGICAL RECOMMENDATION:

Theatre employs a variety of hands-on techniques, including role plays, simulation exercises, mime, and group dynamics. In our case, we can utilise role plays techniques to foster participation and engagement. In the second phase of the activity you divide the classroom into 3 groups of 3. From each team you will choose an evaluator that will assess the re-playing of the rest 2 learners. 1 from each team will be assigned to make the engineer and the other the male driver. The evaluator shall provide feedback on what went well and what did not and then ask them to reverse roles.

4. Useful resources

- O’Sullivan, C. (2011), Dram in Education and Self-Directed Learning for Adults. Journal of Adult and Continuing Education, 64. DOI: 10.7227/JACE.17.2.7

5. Required material

- A4 papers
- Pencils

Annex C

Case Study

A male driver makes an emerging visit to an automobile repair shop because the car dial lights up strangely. He feels lucky not just because found engineers to fix his issue, but the automobile repair shop is specialized in the customer’s car brand.

The crew engineer who will make the technical diagnosis is a woman. Initially the man thought the woman was in secretarial support and asked her to get in touch with an engineer because the car seemed to have emerging issues. When she revealed that she



is the Engineering Chief the man got shocked but tried to hide his dislike by asking indirect questions like “Have you ever worked on complex issues before?”, “Have you ever seen a car like mine before”, “Are you sure you can handle the diagnosis?”.

6. Assessment tools

You can print the below SOAR Analysis Card (Strengths, Opportunities, Aspirations and Results) and ask them to complete it:

<p style="text-align: center;">STRNEGHTS</p> <p>What did I learn today about myself that I am proud of? (Skills, Knowledge, etc..)</p>	<p style="text-align: center;">OPPORTUNITIES</p> <p>What did I learn today about myself that I need to work on? What is the space of improvement and what opportunities do I have to improve it? (Biases, negative thoughts, etc.)</p>
<p style="text-align: center;">ASPIRATIONS</p> <p>Who am I, who should I become, and what should I do in the future, as I consider my strengths and opportunities?</p>	<p style="text-align: center;">RESULTS</p> <p>What results do I want to see and where? (Self and Social Awareness, Self-Management, Decision Making, Relationship Skills, etc.)</p>

After that, you can also empower them to share their thoughts with the rest of the class.



6

METHODOLOGIES FOR BREAKING DOWN RESISTANCE TO MASCULINITY IN THE ADULT EDUCATION

ACTIVITY 1

1. Title

Feminist man wanted

2. Learning objectives

- Understand the functions of emotions and cognitive theories for change in macho attitudes
- Understand the importance of social influence and majoritarian influence in the process of changing macho attitudes
- Utilise resources to demonstrate and discuss the veracity of gender-based violence as a global issue
- Know how to use inclusive language as a tool to promote equality
- Identify and manage strategies and group dynamics to make gender roles more flexible

3. Pragmatic resources

Duration: 2 hours

Description of the process, including different steps or phases:

The aim of this activity is for men to discover what feminism really is, understanding it as a positive value and an opportunity to transform their immediate environment towards a freer and more egalitarian society, being the protagonist of change.

To do this, the activity will be divided into the following steps:

Phase 1. The adult educator will present to the boys the characteristics of hegemonic masculinity, identifying it as macho and describing all the negative consequences that



machismo has on society as a whole, being currently one of the main social problems worldwide.

Phase 2. The adult educator will divide the class-group into smaller groups (about 4 members) and start a discussion. Each group will have a spokesperson, who will be responsible for presenting the conclusions reached in the form of a TED talk (approx. 5 min.).

Phase 3. Once the students are aware of the negative effects of machismo and the positive effects of feminism, the adult educator will provide them with a list of examples of egalitarian behaviour by men:

- Men who cook and do household chores as their own responsibility, not as a help.
- Men who are involved in the education and upbringing of their children as a shared responsibility, not as a help.
- Men who are not jealous or possessive.
- Men who reject violence and who do not resort to it to feel like "real men".
- Men who communicate about feelings, who are not afraid to give each other a kiss or a hug.

Phase 4. Each student should personally reflect on how they act (or would act) in these situations. In addition, each of them should add two more examples.

Phase 5. Final reflection with the coordination of the adult educator.

Compulsory and optional elements

As a possible optional element, after the end of the activity, they can be given a day or two to ask, seek out and question other men in their immediate environment about their behaviour in relation to these examples. Afterwards, the conclusions will be shared as a reflection.

Methodological recommendations

It is advisable to create a climate of trust in the classroom beforehand and to use cooperative work methodologies, so that the content of the activity is guided by joint dialogue and their testimonies.

4. Useful resources

- Masculinities and Resistance
- The Gathering Resistance to the Stigmatisation of Masculinity



- Reproduction and resistance to the culture of femininity and masculinity in secondary school physical education

5. Required material

Paper and pens

6. Assessment tools

A more informal evaluation will be carried out through direct, non-participant observation by the adult educator. The adult educator will detect if there are any macho behaviours among their own students and, as a result, they will be able to know if their behaviours are improving and becoming more egalitarian or not.

ACTIVITY 2

1. Title

Models of masculinity in the media

2. Learning objectives

- -Analyzing masculinity in the media
- -Comparing gender roles in the media.

3. Pragmatic resources

Duration: 2 hours

Description of the process, including different steps or phases:



The aim of this activity is to recognise and question the models of masculinity and the values associated with them in different advertising spots. To do so, the activity will be carried out in the following phases:

Phase 1. The adult educator starts a debate on the social spheres in which a vexatious or unequal treatment of women is observed. He/she will end up concluding that, indeed, the media are an important social agent, but in which there is still a lot of inequality and dangerous models of masculinity are shown, in which a lot of machismo can be observed.

Phase 2. The students will have to think of advertising spots that they remember in which machismo can be seen and they will share them together. In this phase, they will not be allowed to search for them using mobile devices. Once they have thought of the spot, they will tell it in words to their classmates. In this way, the attention of the class-group will be increased as expectations will be set high.

Phase 3. The adult educator will play videos of sexist spots such as the ones provided in the following list:

- <https://adage.com/article/special-report-super-bowl/most-sexist-super-bowl-ads/311835>
- <https://www.youtube.com/watch?v=ibugG89odt0>

Phase 4. The students will comment on the advertisement(s) that most caught their attention because of their sexist connotations.

Phase 5. The students will look for the advertisement they commented on in phase 2 and it will be played on the screen to all classmates.

Phase 6. The adult educator will initiate a discussion and guide the conversation towards a constructive conclusion.

4. Useful resources

- These shocking 21st-century adverts are a grim reminder that sexism is alive and well
- Sexist Advertising Worldwide: from Origins to Present Day

5. Required material

Paper, pens, computer and projector



6. Assessment tools

Students will be asked to reflect on what they have observed in class, so that the adult educator will know whether the activity has raised their awareness of the issue.



7

E-EQUALITY AND PREVENTION THROUGH EMOTIONAL INTELLIGENCE

ACTIVITY 1

1. Title

#Cibercontrol

2. Learning objectives

- Identify the gender gap in ICT access and skills
- Identify the gender gap in digital skills for new job opportunities
- Design and develop online learning spaces with an equity approach, through emotional intelligence competences
- Develop awareness-raising campaigns on gender equality through social networks

3. Pragmatic resources

Duration

60 min.

Description of the process, including different steps or phases

Phase 1. The adult educator begins an introduction to the activity by commenting on how social networks increase control over the victim (of their time, privacy, etc.). In many cases this type of violence is not perceived by the victim as there is a tendency to normalise control behaviours "disguised" as interest or love, which is further enhanced on social networks. This virtual control can amplify the tolerance to control in the physical term.

Phase 2. The adult educator hands out a handout (see section 5. Required material) listing online behaviours that are displayed in relationships.



Phase 3. The class-group is divided into small groups and in these groups they have to differentiate between what they perceive as controlling behaviours and what they do not perceive as controlling behaviours. The following colours can be used (simulating a traffic light): green (online behaviours that allow for healthy relationships based on mutual respect and equality), amber (online behaviours that can endanger relationships) and red (online behaviours that violate mutual respect in relationships).

Phase 4. Students will share their findings and may propose other examples of online control that are not listed. They will identify an emotion associated with each of the examples.

Phase 5. Conclude with a discussion on who is more affected by these situations, men or women.

4. Useful resources

- https://emtic.educarex.es/nativosdigitales_materiales/secundaria/violenciagenero/guia_ES13_Violencia_de_genero_en_la_Red.pdf
- The Digital Gender Gap
- The gender gap in digital skills and jobs persist

5. Required material

Printable list, sheets and paper.

Include below any materials to be printed or distributed in the classroom: activity sheet or worksheet, questionnaire, checklist, etc.

- Keeping an eye on the "likes" of a photo of mine on social networks
- Invite your partner to a dinner via WhatsApp.
- Understanding that responses to a partner's message do not have to be immediate, and sometimes there may be no response at all.
- Need information on the number of your partner's friends on social networks.
- Indicate to the partner who are the friends he/she should have on social networks.
- Comment on the comments or "likes" that other people make on the partner's social networks.
- Check your partner's mobile phone messages.
- Respect the times of the day when the partner wants to be online.
- Tell your partner which photo to upload to their profile.
- Ask your partner for their network and mobile phone passwords.



- Constantly calling the partner's mobile phone and/or writing insistent messages.
- Spreading photos and/or videos of your partner online without asking for permission.
- Ask your partner not to post too many photos or details of your relationship.
- We have common friends, but also different friends on social networks.
- -Insulting or belittling your partner's friends or acquaintances on social networks.
- Continually checking the new friends that the partner makes, and the relationships that he/she maintains with them online.
- Tagging your partner in a photo on Facebook, and asking for permission to do so beforehand.
- Constantly check the "likes", comments or items shared with friends on social networks.
- Remind your partner of your last connection.
- Ask your partner for permission to view photos and videos on their mobile.
- Forcing your partner to have geolocation activated on their mobile.

*These examples are taken from an activity that formed part of the Educational Programme "DIGITAL Natives Forum for Secondary Education".

6. Assessment tools

There will be no formal evaluation in this respect, only a reflection of one to two pages in length will be requested, in which the adult educator can learn about the attitudes of his or her learners in this respect.

1. Title

WomeNET

2. Learning objectives

- Identify the gender gap in ICT access and skills
- Identify the gender gap in digital skills for new job opportunities
- Design and develop online learning spaces with an equity approach, through emotional intelligence competences
- Develop awareness-raising campaigns on gender equality through social networks

3. Pragmatic resources

Duration

120 min

Description of the process, including different steps or phases

Phase 1. The adult educator will ask if they are familiar with the term "Digital Gap". Then he/she will elaborate further and ask about the concept of "Gender digital divide" (Gender digital divide is defined as gender biases coded into technology products, technology sector and digital skills education). This will give us the opportunity to conclude that the gender digital divide is not yet a problem seen by society, but it really is a problem that affects women.

Phase 2. The class-group will be divided into smaller groups so that they can work more cooperatively.

Phase 3. The adult educator will show the following statements on the screen, comparing women's and men's access to the internet. The adult educator asks which are true and which are false. The answer is that all percentages are true based on Gender and Digital Agent (2016):

- 18% of women (33% of men) use the Internet to download software content
- 35% of woman (41% of man) use Internet to listen to/watch radio/TV programmes online
- 42% of women (47% of men) use Internet for banking
- 17% of women (22% of men) use Internet to sell goods
- 13% of women (20% of men) use the Internet to buy goods online.



Phase 4. The adult educator will comment on the veracity of these data and ask each group to find more data that the learners themselves have noticed.

Phase 5. The learners will present their findings and their research, so that they can do the research work themselves.

Phase 6. The adult educator will encourage learners to share this data with the hashtag #DigitalGenderGap on their social networks, such as Instagram or Twitter.

4. Useful resources

- Closing the digital gender gap: lesson from the pandemic
- https://www.youtube.com/watch?v=ENjiuxG-9-k&list=RDLVENjiuxG-9-k&start_radio=1&rv=ENjiuxG-9-k&t=108
- https://www.un.org/sites/un2.un.org/files/policy_brief_on_covid_impact_on_women_9_apr_2020_updated.pdf
https://www.unfpa.org/sites/default/files/resource-pdf/COVID-19_A_Gender_Lens_Guidance_Note.pdf .
- <https://www.un.org/sustainabledevelopment/es/gender-equality/>
- <https://eige.europa.eu/gender-based-violence>
- https://www.ted.com/talks/fahad_saeed_the_importance_of_using_inclusive_language/up-next

5. Required material

Mobiles, papers, sheets of paper

6. Assessment tools

Include below the necessary assessment tools to evaluate the pragmatic resources, and the necessary instructions to use them



The adult educator will observe in a non-participatory way the collaboration and engagement of the learners in the development of the activity.





Co-funded by the
Erasmus+ Programme
of the European Union

This project has been funded with support from the European Commission. This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.