



Bildung und Kultur

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Pilotprojekte



Equal possibilities for boys and girls – Booklet for self and team reflection for teachers and teachers¹

Gender equality means equal opportunities (rights and responsibilities) for men and women in all spheres of life. This takes in and support for others, taking care of family and home. For creating equal society it is necessary for children, beside their gender, to have equal opportunities to get knowledge, skills and attitudes that are needed in all spheres of life. Accordingly to this the implementation of gender equality program in schools (kindergartens) would have big influence for giving these necessary skills for boys and girls.

If we want to reach this, first we have to make gender equality reflect in teaching process. Equality and inequality are created through our daily actions, decisions, attitudes and transferred to our daily life. This material is designed for stimulating teacher to realize and think of the daily school's life, to evaluate your role and influence in it.

- ✓ How do you contribute to propagation of gender equality or traditional gender models?
- ✓ How do you behave when communicating with boys and girls?
- ✓ How could you change your behaviour?

The part of material consists of self-knowledge questions. Their goal is to reveal and realize attitudes towards dominant models of behaviour. This material will help you to make the first steps towards changes.

2.5.1 Time and attention

Time and attention – it's a question of power and authority. The results of foreign countries' research show that teachers spare more time for boys than for girls. Boys are let express their thoughts and talk without disturbing more often than girls. Traditionally boys use 2/3 of time which is committed for speaking and comments in class and girls uses only 1/3.

- Do these research results fit your experience?
- How much time of traditional lesson boys are active and how much girls?

¹ Text was taken from booklet *Equal possibilities for boys and girls in the school* (in Lithuanian only), which was made by Office of the Equal Opportunities Ombudsperson of Lithuania (Vilnius), www.lygybe.lt.

- How much minutes the boys speak and how much girls?
- When pupils are talking, what boys are talking about? What girls? Short answers? Long contemplations?
- When pupils are working individually, how do you map out your time between girls and boys? How often do you help boys and girls? In what activities do you help them? Ask another teacher to make observation during few lessons!

2.5.2 Matters and attitudes

Usually matters, themes and attitudes that teachers chose reflect traditional masculine view of world. It is shown by the results of research. Such choice could cause thinking that life, experience and attitude of girls and women are not such important and meaningful as boys and men are.

- When planning your teaching whose needs, interests or requests you pay more attention to – boys or girls? Could you mark any models concerning gender?
- Does your teaching and tasks that pupils are doing separately reflect the interests, experience and way of life of men and women, boys and girls? If not, why? Do examples you are using during your lessons could be traditionally assigned to one of genders? If yes, what balance is between “feminine” and “masculine” examples? What kind of view of both genders is created?
- How could you personally or with cooperation of you colleague’s teachers form such teaching methods, ways of work and methods for coordination of pupils’ work, that pupils could have the possibility to resist the traditional gender models?

2.5.3 Teaching material

There is some kind of link between teaching material and teacher’s attitudes. Often the teaching material could be jug-handled, display traditional attitudes and usually it gives the stereotyped gender view. You could see this in the pictures and examples used here.

Examine one or more your teaching materials by the aspect of gender equality.

- What is showed in illustrations? How often the gender stereotypes are reflected in them?
- How much every gender is reflected in the texts and software you are using?
- How men and women, boys and girls are showed in teaching programs, pictures?
- Could you and do you want to change the stereotypical view of men and women, boys and girls showed in teaching programs, handbook illustrations, methodical materials regarding gender equality? If not, why?

2.5.4 Boys and girls – perception and expectations

A) Boys and girls face different expectations and develop different character traits, interests and talents. From one side they learn different things from the point of knowledge and attitude.

- Think about how you look at “femininity” and “masculinity”. What are you expecting and requiring from boys and girls? What traits and characteristics do you like in boys and girls?
- How do you react towards children and young people who are breaking gender stereotypes?
- How do you pupils rate “femininity” and “masculinity”? What traits do they assign to every gender? How do they rate traditional feminine and masculine characteristics, interests and skills?
- How could you as a teacher change or modify the stereotypical beliefs of your pupils, implement and develop new attitude towards gender equality?

B) Boys and girls use different ways to upstage attention on them.

- How does this reflect your experience?
- How should boys and girls behave if they want to be commended or to get what they want? Does the same behaviour fit to both girls and boys? Are they commended and punished for the same things?

C) Sometimes girls behave as adult helpers in school. It seems that generally the others expect bigger responsibility and anxiety towards final learning result from them.

- Do you know such situation? What pupil behaviour peculiarities could you expect between boys and girls you are working with?
- Who more often use the work of others – boys or girls?
- How do boys and girls spread in different situations (in class, dance hall, sport field and other places)? Why? Can they choose this freely?

D) Positive adult expectations improve children and teenagers behaviour and strengthen their self-confidence.

- Think about your and pupils opinion towards every pupil’s general and special competences. What do you expect from boys and what from girls? What do they expect from themselves?
- How do pupils express their self-confidence? What impact do the self-confidence does to learning? Could you mark any differences between genders in this situation?
- How could you help boys and girls who debase their possibilities?

2.5.5 Sexual harassment

Sexual harassment – abusive, orally or physically expressed sexual behaviour towards person you are connected by work, official or other kind of dependence terms.

Sexual harassment occurs between colleagues in workplace, between pupils and teachers or between teachers in schools. Undesirable physical contact, sexual hints, offensive sexual words or vulgar gestures, jokes, pictures are treated as sexual harassment. By sexual harassment people try to debase and degrade other person.

- Have you noticed any form of sexual harassment from other teachers or pupils?
- How could you and your colleagues react to this and how could you protect people from such kind of harassment?
- Do your pupils use sexual hints in their spoken language? How could you react to them?

2.5.6 Gender influence to choices and decisions

- Think about what boys and what girls choose.
- Dear teacher, thank you for reading this publication. We wish the questions about gender equality to be ventilated from the first class, gender equality to be formed and nurtured in every step. We would like to ask to express your opinion and offers concerning given questions and share your experience.