



ImProving lifelong learning devices and didActical modules Zooming Into gender guidance Approaches to students choices →

TRANSFER OF INNOVATION,  
MULTILATERAL PROJECTS, LEONARDO DA VINCI

LIFELONG LEARNING PROGRAMME (2007-2013)  
AGREEMENT n° LLP-LDV/TOI/08/IT/554

**IPAZIA**  
ImProving lifelong learning devices and didActical modules  
Zooming Into gender guidance Approaches to students choices

# 5 THE TEACHING MODULES DESIGNED BY THE IPAZIA PROJECT PARTNERS SPAIN

- ITALY
- LATVIA
- PORTUGAL
- SPAIN
- TURKEY



## 5

# The teaching modules designed by the Ipazia project partners

## SPAIN

### TITLE “it's time for guidance; it's time to experiment”

Period: S.XVII

When: Scientific Revolution Age

In this period Scientifics began to ask themselves “how things happen?”

This new method consisted to investigate the Nature with the own senses.

From speculative reasoning to hypothetic-deductive method.

### OVERALL AMOUNT OF HOURS

Activities	October – January 2009	March - 2010	April - 2010	May - 2010	June - 2010
Previous documentation (teacher)		3 hour	2 hour	2 hour	3 hour
Ipazia questionnaires					
Start up activity		1 hour			
Breaking stereotypes		1 hour			
Knowledge of the job market			1 hour		
Family tree			2 hours		
Statistical interpretation				1 hour	
The images game					1 hour

### EXPECTED RESULTS

- 1st Activity - BREAKING STEREOTYPES

To reflect on the reasons behind inequalities between boys and girls in subject choices. To ensure that students choose subjects freely, avoiding gender roles and stereotypes.

■ **2nd Activity - KNOWLEDGE OF THE JOB MARKET**

To specify students' career interests in order to link them with academic interests. To reflect on how certain careers are affected by the current economic crisis.

■ **3rd Activity - FAMILY TREE**

To make students aware of the differences in the choice of educational and career paths between men and women in their most immediate environment: the family. To make students think about the implications of choosing one educational and career path over another.

■ **4th Activity - STATISTICAL INTERPRETATION**

To make students capable of seeing gender-based differences in education and in the job market through the interpretation of graphs. To raise students' awareness of these differences. To make them think about this reality and debate it.

■ **5th Activity - THE IMAGES GAME**

To find out about and raise the profile of some of the women who have made important scientific contributions. To debunk the myth of "scientific work" being exclusively men's work. To foster a favourable attitude towards choosing scientific subjects as a study option and career path.

**TEACHING STRATEGIES AND TECHNIQUES**

All the activities have a previous explanation by the teacher. He has to motivate the students. The teacher should encourage the experimentation and the own research.

- Practical and active sessions
- Own learning
- Discussion about the gender and professions relation
- The teacher has to help to the students to be more conscious of the personal and professional projects.
- The classroom will be a learning community

**TOOLS AND RESOURCES**

■ **1st Activity - BREAKING STEREOTYPES**

The teacher introduces the activity by explaining its objectives and contents, after which a set of true /false cards is handed out to each student. The teacher keeps the set of cards with 6 statements

■ **2nd Activity - KNOWLEDGE OF THE JOB MARKET**

The teacher has a series of photographs of different careers in the current job market. The students have to place their name (3 strips of paper with their name on) next to 3 careers and explain why they would like to follow the chosen career and whether they are aware of how this career is affected by the current economic crisis.

■ **3rd Activity - FAMILY TREE**

The material used will be a model of tree composition, in order to offer some example about the picture. Finally will be free how each student want to draw it.

■ 4th Activity - STATISTICAL INTERPRETATION

Some statistical graphics

■ 5th Activity - THE IMAGES GAME

■ 6 cards featuring examples of great women scientists from history.

**Definition of a START-UP OR ENTRY UNI**

The start up session should be an introduction to the upcoming activities for the rest of recreational and educational sessions.

In the Training Module the students will work along different subjects. For this reason firstly they have to know:

- which activities they will work
- what period or curricular item is being developed in each activity
- which aims they will persecute and which concept the will learn
- which competencies they are working
- to read between the lines each activity

In the last course of secondary level the students must undertake a research project. The activities of the training module will take place during the hours devoted to this task.

For the start up activity of our training module, we didn't prepare an initial test about what the students think about this new experience. We just passed the questionnaires provided by IPAZIA project. We are thinking to pass again the surveys, after the training module, in order to detect differences between the previous knowledge about vocational stereotypes.

At the first session, the teacher explained that there are five training sessions. During these sessions the students will work across different subjects, like Education for citizenship, History or Social Science. They will work subject and guidance issues. The teacher introduce the competencies map in order to establish which of them will be worked

**EXPERIENCES/ACTIVITIES/EXERCISES/PRACTICAL EXERCISES**

for each unit of the module

■ 1st Activity - BREAKING STEREOTYPES

The teacher introduces the activity by explaining its objectives and contents with the support of the guide sheet and the set of cards. A set of true/false cards is then handed out to each student while the teacher keeps the set of 6 statement cards.

The teacher reads out the statements, which require a true/false answer related to the reasons why girls and boys choose different knowledge branches. Reading the statements out one by one, the teacher asks the students to give their opinion, in a reasoned manner, on whether they are true or false. The students raise their true or false cards depending on what they believe the right answer is.

The activity carries on in this way. Once the students have given their opinions, they are given the correct answers for all the statements, which are found on the Activity Answer Sheet. The correct answers will be examined and compared with the answers given by the students to see how many they get right.

Last of all, the students are given a Conclusions Sheet on which they sum up what they have learned and which will help them when it comes to choosing their subjects.

■ 2nd Activity - KNOWLEDGE OF THE JOB MARKET

The teacher prepares the session so that the class members are surrounded by photographs of different professions, some of which are very common while others are more unusual.

The teacher also prepares paper strips with the names of the participants (by having their names written down they identify more with the dynamics and the situation).

The students are then asked to place their names underneath the professions that interest them. They must explain why they are interested in the said profession

■ 3rd Activity - FAMILY TREE

The teacher introduces the activity by explaining its objectives and contents.

The "My Family Employment Tree" sheet is then handed out to each student. The students are asked to fill in the tree with data on what their family members studied and what work they do.

Once they have filled in the employment tree the students must answer the questions on the "Your Conclusions" sheet.

When the activity has been completed at home, the teacher can allow students to present the information that they have gathered before the rest of the class in a second tutorial session.

■ 4th Activity - STATISTICAL INTERPRETATION

The teacher introduces the activity with aims and content.

Then he proposes to the students, to do an analysis about the gender distribution in the educational system and the active population.

Finally the teacher asks the students to reflect about some gender items

■ 5th Activity - THE IMAGES GAME

The teacher introduces the activity and then hands out to each group (it is suggested to divide the class into two groups) a set of 12 cards. Half the cards feature women scientists while the other half list their scientific contributions. Each group has to match the women scientists to their scientific contribution/invention. Once the pairs have been matched, each group must see how many it has got right. The group with the highest number of correct matches is the winner. To round off the activity the conclusions are discussed.

**Definition of a FINAL/CONCLUSIVE UNIT going back to the present/close/known things (every day life) and being able to re-read it also with new knowledge/learning.**

The training module was a complete process in which the students had to guide themselves.

In order to end the training module they have to discuss their impressions about:

- their personal results
- the innovative experience
- the professional choices
- the relationship between the activity and the subject

### Identification of VERIFICATION/EVALUATION AND SELF-EVALUATION TESTS

The tables below display the assessment of the programme from two standpoints:

- Implementation: encompassing the factors and indicators prior to the execution of the activity. These assessment criteria have been established since they have been considered highly important for the guidance counsellor for the design and quality of the module.
- Execution: meanwhile, the assessment criteria of the activity execution stage are the factors that can be assessed from the point of view of the execution of the module and the achievement of the set goals.

<b>Assessment criteria of the implementation of the didactic module</b>	
<b>Programme Coverage Factor</b>	
Year groups in which the didactic module has been carried out	3rd and 4th year of ESO (Obligatory State Education)
Number of pupils assisted	47 pupils
Number of groups	4 groups Group A: 15 Group B: 15 Group C: 4 Group D: 13
The assisted pupils have been split into 4 groups in 2 different educational institutions. Groups A, B, and C have been assisted in IES (Secondary Education School) S'Agulla in Blanes while group D has been attended in the Blanes UEC (Shared Schooling Unit). Students were aged between 15 and 17 years old.	
<b>Activities Factor</b>	
Total number of completed activities	4
Removal of an activity	1
In the end only 4 out of the 5 scheduled activities could be completed; the final activity was scheduled for the end of the school year but due to time constraints and the exam period it could not be carried out.	
<b>Timing Factor</b>	
Number of completed sessions and hours in respect of the schedule	6 sessions; 7 hours

<p>Of the 6 completed sessions it must be taken into account that with group D only 2 of the scheduled activities have been completed and that each of them had a duration of 1½ hours. 4 activities have been completed with groups A, B and C, each lasting 1 hour.</p>	
<b>Agent Involvement Factor</b>	
Number of agents involved in respect of the initially scheduled number	4 agents involved
<p>In IES S'Agulla only the educational psychologist was involved since in this standard educational institution no other personnel have been required. Meanwhile, in the UEC the institution's 3 educators have collaborated, all 3 of them participating in the sessions together with the pupils. All 3 educators have participated since in an institution with a special needs group the agents have a greater involvement in any activities that run parallel to classes.</p>	
<b>Resources Factor</b>	
Material used	Material for 4 activities (True/False cards, job photographs, job files, statement cards, statistical graph cards, PowerPoint presentation)
Frequency of use	All of the materials scheduled for each session have been used.
<p>Each of the designed activities requires specific materials and these are the ones that have been used. The resources have been reinforced through a PowerPoint presentation on studies and professions.</p>	
<b>Curricular Integration of the Programme Factor</b>	
Integration within the PEC (Education Project of the Institution)	Assistance of the educational psychologist and academic and career guidance
Integration within the schedule of the Guidance Department	Academic and career guidance
<p>The PEC (Education Project of the Institution) establishes methodological lines of action aimed at providing educational-psychological assistance and academic and career guidance. Here is where the involvement of the counsellor is established in a more formal context. Meanwhile, the integration of the guidance counsellor in the Guidance Department is coordinated with the educational psychologist and the pedagogical coordinator, always in line with the guidelines of the PEC.</p>	
<b>Assessment criteria of the execution of the didactic module</b>	
<b>Motivation Factor</b>	
Pupils show interest/involvement	Yes
Pupils carry out the scheduled activities	Yes
Number of pupils involved	47
<p>Since these activities are targeted at a specific group they have been designed using a fun-educational approach. As such, the pupils show a lot of interest and involvement and complete the scheduled activities.</p>	

Participation Factor	
Lack of conflicts	Yes
Trust in the guidance counsellor	Yes
Receptiveness of pupils	Yes
Participation has been high, as has the receptiveness shown by pupils in sessions. As regards the relationship of trust between the guidance counsellor and the pupils, the fact that a new figure has become involved in their decisions concerning their future creates a special bond of trust and closeness.	
Guidance Counsellor Performance Factor	
Facilitating information	Yes
Establishing a good working environment	Yes
Language adapted to pupils	Yes*
Preparation work prior to sessions	Yes
Keeping to the timetable	Yes
* It is important to point out that the language employed by the guidance counsellor is adapted to the users but without omitting concepts that they will soon have to get used to hearing in the job market, in a job interview or when drafting a curriculum vitae. In respect of the remaining assessment indicators, it is worth adding that the guidance counsellor bases her work methodology on aspects such as a good working environment, communication and, above all, thorough preparation that enables her to deal with any queries raised by pupils.	
Activities Analysis Factor	
Degree of difficulty of the activities	Low
Carrying out of additional activities	A PowerPoint presentation with academic information was added
Removal of activities	Yes, activity 5 (image game) due to lack of time and planning
Adaptation of activities	Yes; the activities carried out in the UEC were largely adapted
Number of sessions sufficient for content and goals	No
Scheduled time to complete activities	Time too tight. All sessions should last 1½ hours

Preventive inclusion of **EMPOWERING** and **DEEPENING** sections, useful for male and female students who may have found some difficulties throughout the pathway or which may be particularly motivated towards the topics dealt.

The principal aim for our training module is to empower the professional choices based on a self discovery and guidance that is supposed to be aware of the gender role is supposed to be man or woman in many of the jobs that may be of interest to our students.

Due to the shortness of the process, we believe that empowering the guidance process would require increasing the time spent. It should make a full process lasting approximately one year.

On the other hand, and with the objective of empowering or remove some difficulties, it could have more involvement of staff and even families.

*In order to monitor and share the construction of gendered learning modules that Partners should have been facing throughout this project phase, we kindly ask you all to FILL the subsequent CARD and to ANSWER to the question here reported.*

CARD

Partner Country: Spain

**TITLE: It's time to guidance, it's time to experiment**

**SUBTITLE: S.XVII; Scientific Revolution Age; "It's Time to guidance, it's time to experiment?"**

OVERALL AMOUNT OF HOURS Partial amount of hours	17 hours
EXPECTED RESULTS Thinking about the factors that cause inequalities between boys and girls when choosing which subjects to study. Thinking about how certain careers are affected by the current economic crisis and gender stereotypes.	DISCIPLINARY COMPETENCES Learning to coexist refers to human relations understood on the basis of respect for personal dignity and equal rights. It involves fostering the basic values of coexistence, civic responsibility, justice and equality, paying particular attention to gender. It also promotes democratic participation in the school, using dialogue and mediation to tackle conflicts while identifying and rejecting behaviour and attitudes that discriminate against people or collectives. It also involves overcoming stereotypes and prejudices through a respectful attitude to personal and cultural diversity while avoiding uncritical relativism.
Making students see how women and men in their most immediate environment, i.e. the family, follow different educational and career paths. Encouraging students to think about the consequences that may be involved in choosing one educational and career path over another.	-Identification of some of the changes, continuities and breaks in the world of culture and art and in respect of mentalities, both globally and locally, and interpretation within context, paying particular attention to gender roles. -Critical assessment of sexist prejudices and gender discrimination through the analysis and discussion of cases in our society and in others.
Getting students to see gender-based differences in education and in the job market through the interpretation of graphs. Raising students' awareness of these differences. Getting them to think about this reality and discuss it.	-Skills in dealing with information and digital skills. Much of the information that we receive contains mathematical elements, numbers, shapes, measurements and functions, expressed in a variety of ways, with which we must become familiar. The contents of the curricular section on statistics and chance, as well as the use of computers and calculators, are also related to the acquisition of these skills. -In respect of statistics and chance, it is necessary to foster the formulation of questions that can be answered with data (collection, organisation and representation of data); the selection and use of statistical methods to analyse data, draw conclusions and make presentations based on data; and the understanding and application of the basic concepts of chance.

<p><b>EXPECTED RESULTS</b> To be and act autonomously To discover and take initiative To think and communicate To coexist and live in the world</p>	<p><b>CROSS SECTIONAL COMPETENCES</b> Communicative, Methodological, Personals, and Coexist competences</p>
<p><b>EXPECTED RESULTS</b> To investigate about professional and educational decisions of men and women. Own discovery and guidance toward the own interests.</p>	<p><b>AWARENESS OF GENDER THEMES</b> Coeducation, equality citizenship, knowledge branches gender choices, Investigation</p>
<p><b>TEACHING STRATEGIES AND TECHNIQUES</b> All the activities have a previous explanation by the teacher. He has to motivate the students. The teacher should encourage the experimentation and the own research..</p>	
<p><b>TOOLS AND RESOURCES</b> (Texts, images, music, film movies...)</p>	<p>Job images, Statistical, cards with false/true, cards with statements, photographs with scientist women images</p>
<p><b>START-UP UNIT</b> The start up session should be an introduction to the upcoming activities for the rest of recreational and educational sessions. At the first session, the teacher explained that there are five training sessions. During these sessions the students will work across different subjects, like Education for citizenship, History or Social Science. They will work subject and guidance issues. Also the teacher will pass the IPAZIA questionnaires.</p>	
<p><b>EXPERIENCES/ACTIVITIES/ EXERCISES/PRACTICAL EXERCIZES</b> 1st Activity - BREAKING STEREOTYPES</p> <p>The teacher introduces the activity by explaining its objectives and contents with the support of the guide sheet and the set of cards. A set of true/false cards is then handed out to each student while the teacher keeps the set of 6 statement cards. The teacher reads out the statements, which require a true/false answer related to the reasons why girls and boys choose different knowledge branches. Reading the statements out one by one, the teacher asks the students to give their opinion, in a reasoned manner, on whether they are true or false. The students raise their true or false cards depending on what they believe the right answer is. The activity carries on in this way. Once the students have given their opinions, they are given the correct answers for all the statements, which are found on the Activity Answer Sheet. The correct answers will be examined and compared with the answers given by the students to see how many they get right. Last of all, the students are given a Conclusions Sheet on which they sum up what they have learned and which will help them when it comes to choosing their subjects.</p>	
<p><b>EXPERIENCES/ACTIVITIES/ EXERCISES/PRACTICAL EXERCIZES</b> 2nd Activity - KNOWLEDGE OF THE JOB MARKET</p> <p>The teacher prepares the session so that the class members are surrounded by photographs of different professions, some of which are very common while others are more unusual. The teacher also prepares paper strips with the names of the participants (by having their names written down they identify more with the dynamics and the situation). The students are then asked to place their names underneath the professions that interest them. They must explain why they are interested in the said profession</p>	
<p><b>EXPERIENCES/ACTIVITIES/ EXERCISES/PRACTICAL EXERCIZES</b> 3rd Activity - FAMILY TREE</p> <p>The teacher introduces the activity by explaining its objectives and contents. The "My Family Employment Tree" sheet is then handed out to each student. The students are asked to fill in the tree with data on what their family members studied and what work they do.</p>	

<p>Once they have filled in the employment tree the students must answer the questions on the "Your Conclusions" sheet.</p> <p>When the activity has been completed at home, the teacher can allow students to present the information that they have gathered before the rest of the class in a second tutorial session.</p>
<p>EXPERIENCES/ACTIVITIES/ EXERCISES/PRACTICAL EXERCIZES</p> <p>4th Activity - STATISTICAL INTERPRETATION The teacher introduces the activity with aims and content. Then he proposes to the students, to do and analysis about the gender distribution in the educational system and the active population. Finally the teacher asks to the students to reflect about some gender items</p> <p>5th Activity - THE IMAGES GAME The teacher introduces the activity and then hands out to each group (it is suggested to divide the class into two groups) a set of 12 cards. Half the cards feature women scientists while the other half list their scientific contributions. Each group has to match the women scientists to their scientific contribution/invention. Once the pairs have been matched, each group must see how many it has got right. The group with the highest number of correct matches is the winner. To round off the activity the conclusions are discussed.</p>
<p>VERIFICATION/EVALUATION AND SELF-EVALUATION TESTS</p> <p>The assessment of the programme from two standpoints: <i>Implementation:</i> encompassing the factors and indicators prior to the execution of the activity. These assessment criteria have been established since they have been considered highly important for the guidance counsellor for the design and quality of the module. <i>Execution:</i> meanwhile, the assessment criteria of the activity execution stage are the factors that can be assessed from the point of view of the execution of the module and the achievement of the set goals.</p>
<p>EMPOWERMENT SECTIONS</p> <p>Investigation, self discovery, self guidance.</p>
<p>DEEPENING/RECOVERY SECTIONS</p> <p>The principal aim for our training module is to empower the professional choices based on a self discovery and guidance that is supposed to be aware of the gender role is supposed to be man or woman in many of the jobs that may be of interest to our students. Due to the shortness of the process, we believe that empowering the guidance process would require increasing the time spent. It should make a full process lasting approximately one year. On the other hand, and with the objective of empowering or remove some difficulties, it could have more involvement of staff and even families.</p>

## QUESTIONS

1) Which other school discipline do you mean to involve in the planning/construction process of these learning modules?

**Education for citizenship, Social science, Mathematics**

2) Which and how many teachers do you mean to involve in the planning/construction process of these learning modules?

**Each tutor of each group**

3) Who are the beneficiaries of these learning modules? (typology of school, age of male/female students ...)

**In a Public school with students between 15 and 17 years, 3 groups in each school in secondary level.**

4) What kind of difficulties did you meet during the planning/construction process of these learning modules?

**Difficulty of implementing something different that is not established in the annual program. It exist a shock with the educational system and the curriculum inflexibility.**

5) Eventual necessary modifications to the original good practice used in the planning/construction process of these learning modules (indicate the motivations...)

**Yes, the last activity, the images Game, it was no possible to implement because the course was finishing**

