

Равнопоставени в училище – равнопоставени в ЖИВОТА



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Център за изследвания и
политики за жените

Инициативата

е насочена към по-широкото популяризиране и включване на проблематиката за равнопоставеност на половете в образователния процес.

Тя обединява два проекта финансирани от:

- дирекция „Култура и образование“ на Столична община
- Европейската младежка фондация към Съвета на Европа в рамките на Европейската младежка кампания за разнообразие, човешки права и активно участие „Всички различни, всички равни“
- собствени средства на ЦИПЖ

*Равнопоставени в училище –
равнопоставени в живота*

Цели

- преодоляване на стереотипите за социалните роли на жените и мъжете, все още силно разпространени дори сред децата;
- предоставяне на практически инструменти, които да се използват в класната стая и извън нея;
- насърчаване равнопоставеността на половете в процеса на образование на отговорни бъдещи граждани на демократичното общество.

Равнопоставени в училище – равнопоставени в живота

Дејности

- дискусионна кръгла маса за представители на образователната общност
- обучителен модул за ученици
- практическо обучение за учители за използване на модула
- информационна диплянка
- сборник с международни документи и успешни практики

*Равнопоставени в училище –
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Дискусионна кръгла маса

- за представители на образователната общност
- информация за политиката на ЕС в областта на равнопоставеността на половете в образованието, основни документи на ООН, успешни практики,
- дискусия за потребностите на българската образователна система в тази насока

Равнопоставени в училище – равнопоставени в живота

Обучение за учители

- Обучение за практическо използване на модула – с ръководство за учителя за използването на модула онлайн и за работа в клас

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Публикации

- информационна диплянка за популяризиране на учебния модул, която ще се разпространи до всички инспекторати по образованието в страната и чрез тях – до всяко българско училище в началото на учебната 2007-2008 г.
- сборник с международни документи и успешни практики, чиято цел е да представи в достъпна форма ангажиментите на страната.

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Обучителен модул

- Модулът „Равнопоставени в училище – равнопоставени в живота” е предназначен за ученици от 5-7 клас
- Ще може да се използва както онлайн на интернет страницата на ЦИПЖ (www.cwsp.bg), така и под формата на учебно помагало за работа в клас
- Модулът ще се популяризира чрез информационна дигиталка, която ще се разпространи сред инспекторатите по образование в страната

*Равнопоставени в
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Нашият учебен модул

Начало - Детски свят - Равни в училище - равни в живота - V - VI клас

Урок 1

Аниме, манга и още нещо

Супер героите в страната в анимацията

За супергероите в анимационните филми или ново оживено стереотипен образ за жени и мъже.

Разгледайте картините по-долу. Познатите тези супер герои от популярни анимационни филми, които се изпълняват по Cartoon Network, Jetix и други канали. Попитайте всички от тях са добри, умни, силни, прилежават академични сили и сполучливо на самото е ежедневна работа за тях. Как наистина според вас са критерии за супер героите и супер героините? Има ли разлика между тях?



Съдържание

- Аниме, манга и още нещо
- Стереотип

Още по темата:

V - VI клас

- Учебен модул "Равнопоставени в училище - равностопанни в живота" за ученици от V - VI клас

Начало - Детски свят - Равни в училище - равни в живота - V - VI клас

Урок 1

Стереотип

Стереотип означава установена или традиционна образ за даден човек или за група хора.

Стереотипът следва някаква модел - на облекло или на поведение, който лесно може да бъде разпознат и разбран. Много често той носи в себе си оценка на човека или групата, която се представя чрез него. Тази оценка може да бъде положителна или отрицателна.

Задание

Разгледайте следните фрази. Коя според вас обикновено се използва в положителен и коя в отрицателен смисъл?

| | положителен | отрицателен |
|------------------|-----------------------|-----------------------|
| Държи се мъжки | <input type="radio"/> | <input type="radio"/> |
| Женски приказки | <input type="radio"/> | <input type="radio"/> |
| Мамино синче | <input type="radio"/> | <input type="radio"/> |
| Мъжко момиче | <input type="radio"/> | <input type="radio"/> |
| Бие се като жена | <input type="radio"/> | <input type="radio"/> |

Съдържание

- Аниме, манга и още нещо
- Стереотип

Още по темата:

V - VI клас

- Учебен модул "Равнопоставени в училище - равностопанни в живота" за ученици от V - VI клас

Равнопоставени в училище – равнопоставени в живота

Добри практики

- Широко достъпни онлайн материали за деца, учители и родители, свързани с равнопоставеността на половете:
- Канада
- САЩ
- Австралия

Канада: www.media-awareness.ca

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LESSON PLAN

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Comic Book Characters

Level: Grades 5 to 7

Overview

In this lesson, students look at how male and female characters are depicted in comic books. Using a Comic Book Analysis sheet, students will record the attributes of male and female comic book characters. As a class, students will record common attributes on a master sheet and discuss what messages about men and women are reinforced. In groups, students will be asked to design and create a non-stereotypical comic book character.

Learning Outcomes


Students will:

- recognize that the media construct reality
- understand that the representations made by the media are not always

This lesson and all associated documents (handouts, overheads, backgrounders) is available in an easy-print, pdf kit version.

To open the lesson kit for printing, [click here](#).

To print only this page, use the "printable version" link at the top of the page.



About the Author

Adapted with permission from *Snakes and Snails*, by the Toronto Board of Education.

Visit the [Site Directory](#) for more on this topic.

To search for more lessons on this site use [The Lesson Library](#).

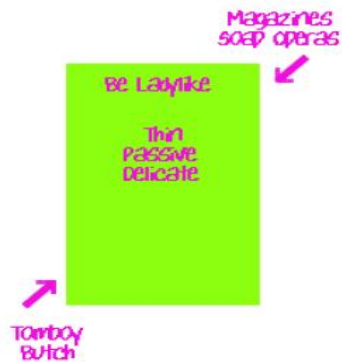
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Activity 1.1

The "Act Like a Man" Box



The "Be Ladylike" Box



- Using image above as an example, write "Act Like a Man" at the top of the flip chart paper and record student responses. *(This will be referred to again in several upcoming activities and sessions.)*
- Ask your students: What does it mean to act like a man? What words or expectations come to mind? (Begin by directing the question to the boys. The girls can then be encouraged to respond. Attempt to record students' own choice of words. If their responses are too wordy, ask them to simplify for display purposes. If the offers are slow to come, ask them to discuss the topic in pairs, then share with the class, or make specific prompts by asking what does it mean to "Act Like a Man" in sports, business, on a date, etc.)
- Draw a box around the entire list (see example).

- Write "Be Ladylike" at the top of a sheet of flip chart paper (to be used again in future discussions) and record student responses.
- Ask your students: What does it mean to be ladylike? What words or expectations do you think of? (Begin by directing questions to the girls. Then encourage the boys to respond. Attempt to write the students' own choice of words on the flip chart. To prompt discussion, ask about being "ladylike" in sports, business, on a date, etc.)
- Draw a box around this list.

This is the "Be Ladylike" Box. It's a stereotype just like in the "Act Like a Man Box." Its' walls of conformity are just as restrictive. Women also learn to conform to very specific role expectations as they grow up being female in our society.

Канада:www.cfc-efc.ca

Stereotypes Lesson One: Once Upon A Time, Grades 2 - 6.



Stereotypes

A 2-Lesson Unit for Primary and Junior Ages

These activity guides are designed to help children recognize stereotypes and the role they play in media.

Stereotypes Lesson 1: Once Upon A Time Familiarizes children with the idea of stereotyping and helps them to understand the role that stereotypes play in the stories and movies that they enjoy.

(5 to 11 years of age)

Stereotypes Lesson 2: TV Stereotypes Reinforces the concept of stereotyping and helps children to understand the role that stereotypes play in television's portrayal of life. (5 to 11 years of age)

Once Upon a Time

An activity guide for children. 5 to 11 years of age

Spotting Stereotypes Handout

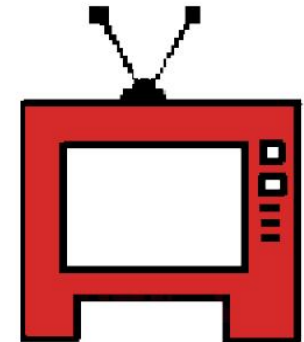


spotting stereotypes

Have you seen these television stereotypes? Draw and describe each one. The first is done for you.



Movie Star
Beautiful
Rich
Young



Hero

Канада: www.girlguides.ca

Girl Guides of Canada - You Go Girl in Technology

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Program ideas

- The Idea Zone
 - Sparks
 - Brownies
 - Guides
 - Pathfinders
 - Senior Branches
 - Trex/Extra Ops
 - Lones
 - Adults
- Unit Meetings
 - Sample Meeting Outlines
 - Crafts
 - Recipes

You Go Girl in Technology

Today's young people are the first generation to grow up with the Internet as a routine part of their lives. They have taken to the technology effortlessly, and in many cases are way ahead of adults in their online explorations.

This knowledge gap can be intimidating for adults, who have to scramble to keep up. But that doesn't mean that we are irrelevant in this new wired world. In fact, our involvement is crucial, because kids need to learn good judgement, common sense and critical thinking skills to apply to their use of the Internet.

To help girls become more critical users of the technology and to encourage Guiders to become more involved in the online world of kids, Girl Guides of Canada-Guides du Canada has partnered with the Media Awareness Network to develop the You Go Girl in Technology (YGGT) Internet literacy project.



CAЦ: www.cyfc.umn.edu

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CHILDREN'S MENTAL HEALTH

Prevention education, including sexual harassment prevention, needs to include pro-social skills as an integrated part of regular classroom curricular offerings.

It's elementary:

Teach gender equity and respect

BY KATIA AND STEVEN PETERSEN

Instruction to prevent sexual harassment in the elementary grades is an important curriculum element to include in classroom methods that teachers use to create safer school environments for girls and boys. Developing respect for gender and healthy sexuality are pro-social skills that are necessary for a lifetime of successful relationships.

There are an increasing number of tools to assist educators specifically with preventing sexual harassment in the elementary grades. Such tools, however, need to be used with prevention and social skills materials because many behavioral issues are interrelated. Defining sexual harassment concepts and teaching preventive skills can be more effective and welcome when such concepts and skills are considered in the context of broader, pro-social outcomes.

Pro-social skills and school

Teaching pro-social skills for successful living requires a shift from restricting the mission of schools solely to academic Teaching. Children spend a great deal of time at school which can be a natural environment for Teaching new, positive behaviors and

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Promoting excellence in early childhood education

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February issue of Parents magazine highlights the value of NAEYC Accreditation.

Hot Topics for May 12, 2007

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- Congratulations to this publication, proudly distributed by NAEYC, "Challenging Behavior in Young Children" for winning the 2007 Texty Award, for textbook excellence.
- Recommendations to the 110th U.S. Congress
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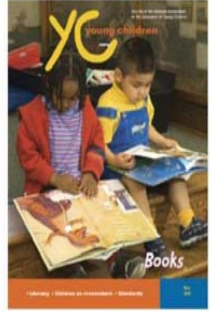
Young Children, the Journal of the National Association for the Education of Young Children

YC
young children

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Young Children is an award winning peer reviewed journal published bi-monthly by the National Association for the Education of Young Children. Young Children issues are organized around topical clusters that devote special attention to issues in the field of early childhood education. The practitioner based nature of Young Children makes it unique among journals and its award winning status testifies to its excellence.

Announcing: Manuscript Central, a New Online Service for Submitting Articles to Young Children. Authors should check Young Children's Manuscript Guidelines for information on how to submit an article through Manuscript Central.



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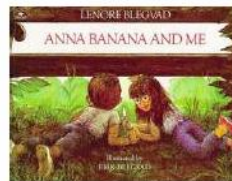
naeyc

Children's Books that Break Gender Role Stereotypes



Amazing Grace. By Mary Hoffman. Illustrated by Caroline Binch. 1991. New York: Dial Books for Young Readers.

Grace loves to act out stories. She eventually overcomes restrictions of gender and race to play the part of her dreams, Peter Pan, in the school play.



Anna Banana and Me. By Lenore Blegvad. Illustrated by Erik Blegvad. [1987] 1999. New York: Aladdin. Distributed by Econo-Clad Books.

Anna Banana is a fearless young girl. When she plays with a timid boy, he eventually becomes as brave as his friend.

The Art Lesson. Written and illustrated by Tomie DePaola. 1999. New York: Putnam. Distributed by Econo-Clad Books.

Tommy loves to draw but feels constrained in art class. A new teacher finally strikes a compromise to allow for

Lisen C. Roberts and Heather T. Hill

The Chalk Box Kid. By Clyde Bulla. Illustrated by Thomas B. Allen. 1987. New York: Random House.

Gregory does not have anywhere to grow a garden, so he creates one of his own.

Christina Katerina and the Box. By Patricia Lee Gauch. Illustrated by Doris Burn. 1998. New York: PaperStar/Putnam's Sons.

An innovative young girl finds a number of uses for a large box.

Ira Sleeps Over. Written and illustrated by Bernard Waber. 1973. Boston: Houghton Mifflin.

When Ira is invited to sleep over at Reggie's house, he must decide whether to take his beloved teddy bear. In the end, he learns that it is acceptable for boys to have teddy bears.

Австралия: www.globaleducation.edna.edu.au

Is a farmer a man?

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Is a farmer a man?

Year level: Lower primary / middle primary

Learning outcome

Students will examine their concepts of farmers and how men and women contribute to food production

Describe or draw a picture of a farmer.

Reflect

- Is the farmer male or female?
- Are farmers women and men?
- Why might you have pictured the farmer this way?

Examine the following photos (and others you can find) to find out how men and women are involved in farming:



Print View

Who does what?

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Global Education / Global Issues / Gender equality / Teaching activities / Who does what?

Who does what?

Year level: Lower secondary

Learning outcome

Students will analyse how gender contributes to the nature of work performed by women and men

Complete this table based on your general knowledge or estimations.

| Type of work | When? (daily / seasonally) | How long? Number of hours | How far away? Distance from home | Who? (Men / women) |
|--|----------------------------|---------------------------|----------------------------------|--------------------|
| Clear forest to create a new garden | | | | |
| Build garden fence to protect from animals | | | | |
| Plant vegetables for family's food | | | | |
| Harvest | | | | |

За контакти

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