PROMOTE THE GENDER EQUALITY IN SCHOOL CURRICULUM: RECOMMENDATIONS

INTRODUCTION

The dimension of gender identity is fundamental to human experience and affects the opportunities and resources in each person's life path.
The awareness of one's gender identity and its social implications goes largely through socialization through family patterns, relational experiences, and educational paths.
In this perspective, the task of the school, in a precious family alliance, is not to offer solutions but tools and keys for reading to citizens and tomorrow's citizens, to act and design their own existence in the awareness of being a man Or a woman It is an open and dynamic exploratory path.
Equal opportunities for gender and the improvement of differences are therefore cross-cutting issues and foundations of the whole school and represent a fundamental stage of education for active citizenship.
Our project, aimed at overcoming gender stereotypes and taking away all forms of discrimination, required a useful comparison that led to the formalization of these recommendations.

**DIDACTIC APPROACH: SUGGESTIONS**

Educating Gender Equality means affecting three fundamental aspects:
1. Educate to desire
Educate boys and girls to become the men and women they want and not those that society expects from them.
2. Transform knowledge
Review school curricula from a content point of view to disclose those knowledge traditionally marginalized in world history - such as the history of women or ethnic minorities - and return to the memory of today's decisive elements for understanding today.
3. Get the Difference
To do this, those who teach, be they men or women, should take the temptation to be neutral, that presumption for which each teacher considers it necessary to erase their gender, proposing it as an aesthetic learning model.

An ideal prerequisite for a proper approach to the teaching of gender equality is the creation by teachers of a climate of freedom of expression, mutual interest and listening.

It is essential to involve boys / girls through group-based methodologies and emotional engagement. It is also important to learn to accept and accept everyone's opinions, not to give judgments and evaluations, and pay close attention not only to the content expressed by students but also to emotions.

Especially in the age of three to 10-11 years, the experiential value of the game is fundamental, through which one can favor the expression of one's personality by combating gender stereotypes.

Finally, in class management, attention should be paid to the distribution of tasks and responsibilities between girls and boys so that gender stereotypes that are usually socially proposed are not reproduced at school, but also for the attitudes of each one to be valued.

By doing so, students will appreciate that there are no male and female qualities but only human qualities and that everyone is free to behave in the most congenial way, regardless of the sex to which he belongs.

**ACTIVITIES: SUGGESTIONS**

Brain storming is a privileged technique to involve everyone and welcome each child's purposes and ideas.

Surveys and Interviews on the Pupils / Families Group to provide reflection and critical analysis on the real understanding of the problem by boys and girls involved on the topic of stereotypes in today's society and gender discrimination in work (hobbies , Sports, games and toys, division of roles in the family);

Developing a pact between girls and boys establishing behaviors to protect gender equality.

Autobiographical writing (in class is an activity that promotes freedom of action and expression)
To describe their own family history or perception of themselves in the future: "where I will be, what will I do and with whom".

The role - play: to address different situations related to gender and social inequalities to which girls / girls assist in their daily life and to facilitate the exploration of their own and others' lives.

Search and analyze images and advertising messages to detect gender stereotypes and inventions of commercials where male and female roles are valued but not stereotyped.

Watching movies at school, on discrimination or on exemplary stories of women and men; Class-led discussion to analyze male and female roles and characters, their behaviors, and relationships.

The reading and critical analysis of fairy tales to identify stereotyped or discriminated elements in the text.

Reprinting fairy tales by swapping the genre of characters, behaviors and languages ​​to reflect and ironize on stereotypes for overcoming them.

Ping pong story to promote collaboration between students and enhance the potential of each.

Research and study: female toponomastics, the study of biographies of men and women who are inspired to build their own male and female identities.

Set up a library where you can select and suggest books suitable for promoting gender equality.

Competitions among the pupils that can also enhance those attitudes often ignored in the dominant culture.
Suggestions suggest the use of active methodological practices where it is possible to learn from experience.
 **WAITING GOALS**

• Removing obstacles, which limit the awareness of one's own self, of their abilities and their subjectivity.
• Contrast prejudices and stereotypes related to male and female roles.
• Enhance gender diversity in all contexts (social, cultural and economic)
• Valorizing gender differences (cultural, ethnic, religious, etc.)

The purpose of gender education courses, such as ours, is not just a widening of knowledge, but rather a path of awareness of gender disparity and how the school can contribute to counteract stereotypes.

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