

GENDER EQUITY

LIVING TOGETHER AS EQUALS



INTRODUCTION ON THE ORIGINS

This educational proposal originates from the Connecting Worlds international project. Many teachers asked us to make the activities from the Connecting Worlds online platform available so that they could carry them out in their school centers, independently of the agenda of the online activity and of the cooperative process with other schools.

We have kept the interactive story, the storylines and the

content levels and have adapted the activities to the new context so that you can carry them out successfully.

We recommend you read this Educational Guide. It will provide you with clues to help you develop the different activities we suggest as well as ideas to delve deeper into certain aspects and subjects.

Further information at www.conectandomundos.org

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Summary of the interactive story, objectives and subjects

At this age, boys and girls face – for the first time – crucial decisions regarding their lives, the future, their future, their own expectations, their family's expectations, the school's expectations, etc. The fear of experiencing inequality, of being excluded, of not belonging to their group of peers, will generate emotions and feelings which must be brought to the surface.

Objectives

- To build one's own identity: analyze expectations, freedom of choice: what do I want to be? What is expected of me? How do I feel? etc.
- Analyze inequality from the gender perspective: analysis of the causes.
- Learn about the history and the fight for women's rights within one's close environment and in society as a whole.
- Develop otherness: the respect for differences, the respect for others.
- Work to bring about change in order to build an egalitarian society.
- Learn how to manage emotions.

Primary focus of the line of work

- Look for examples of unhealthy or unequal relationships in the media.
- Recognize all inequalities and see what we can do about them.
- Empower ourselves so that we can be what we want to be.
- The history of the fight for rights.
- What do I want to be at a professional level?

Competence assessment indicators

Language Proficiency

- Global comprehension of the text.
- Identification of the main and secondary ideas.
- Differentiation between facts and opinions, real and imaginary facts.
- Use of specific vocabulary.
- Active listening.
- Participation and respect for the structure of the conversation.
- Expressing themselves with rhythm, pronunciation and intonation.
- Fluency and expressive richness.
- Clear and well-organized presentation.
- Answer questions at the end of a presentation.

Emotional, Social and Citizenship Competence

- Value of languages as a means of communication and understanding.
- Identification and rejection of any type of prejudice.
- Defense of human rights.
- Analysis of causes, inter-relations and risks.
- Active listening.
- Respect for the work and opinions of others.
- Collaboration in group tasks.
- Fulfillment of the agreements that have been adopted.
- Positive expectations of working in group.
- Knowledge and acceptance of all the members of the group.
- Flexible behavior, open to dialogue, in the face of problematic situations.
- Elaboration of rules within the classroom.
- Analysis of the consequences of failing to comply with a rule.

Artistic and Cultural Competence:

- Multimedia presentation of content.
- Enjoyment of the artistic expression.
- Level of originality or ingenuity of answers.

Learning to Learn Competence:

- Selection and preparation of materials.
- Self-control when paying attention and perseverance in the task.
- Search for alternatives.

Methodological guidelines for the development of the activities

On the opening story

At this age, students are generally dreaming of “leaving home” and living their own life. There are a number of TV series and films which portray the experience of sharing a flat, a loft or a room. It is a good moment to carry out an objective analysis of what sharing a flat really means – pros, cons and obligations:

Would you share your flat with two boys and two girls? Would you study far from home? Would your parents pay for it? Would you work? How would you organize, for example, the distribution of household chores?

On Paola's story

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cuaderno de actividades

This story can help uncover other similar, real situations which teachers do not know about, but which are known by boys and girls – or even, unknown to them also. It can have very positive effects, but it can also place the person who is going through this situation in silence in a very delicate and dangerous situation if s/he doesn't count with the support and monitoring of both teachers and family. We recommend that you previously learn about the tensions and conflicts which may exist within the group so that they can be solved in the best and most efficient way.

Some questions to help reflection: How would you feel if this happened to you? What do you think would have happened if the couple kissing had been two boys? What is cyber-bullying? If you are the person going through this situation, do you think it is important to report it? Why do you think s/he doesn't do it? Who should they speak to? What might happen if they report the situation? What else can they do?

On bullying and cyber-bullying

Cyber-bullying is a specific form of bullying among students (Cerezo, 2012). It is also known as electronic or digital bullying among peers and it consists in using new information and communication technologies – particularly the internet – to harass and bully a person (Garaigordobil and Martínez, 2014a, pg. 19).

Bullying and cyber-bullying (Bisquerra and Pérez, 2014; Garaigordobil and Martínez, 2014) share the following elements:

- There is a bully.
- It consists in aggressive behavior.
- It consists in highly premeditated and intended behavior.
- It is based on an imbalance of power.
- The behavior is continuous in time, repetitive.

Cyber- bullying differs from bullying in the following aspects (Garai-gordobil and Martínez, 2014; Cerezo, 2012):

- It increases the victim's defenselessness, because there is no place where they can seek refuge.
- The public exposure of the offense is greater. The scale and scope is much wider (dissemination through the internet is global).
- The cyber-bully is anonymous and can hide their identity easily, a fact which increases their sense of impunity.
- It often lasts longer – until the insults, threats, etc. are removed or eliminated from the internet.
- It is not restricted to a specific space. The scenario is far wider.
- It reaches everywhere – new technologies have no barriers.
- It can reach a large audience very quickly – information disseminates at a high speed.
- It is carried out easily – cyber-bullies can do it from their phones or PCs.
- All the above fosters the exponential increase in the number of bullies.

Homophobic cyber-bullying

A research presented during the annual national conference of the American Academy of Pediatrics (AAP) in 2012 identified 41 suicide cases of 13 to 18 year olds from US, Canada, the United Kingdom and Australia who committed suicide after being bullied both on-line and in school. In the study, 24 percent of teens were victims of homophobic bullying, including 12 percent of teens identified as homosexual and another 12 percent of teens who were identified as heterosexual or of unknown sexual preference. The incidence of reported suicide cases related to bullying increased in 2011 and 2012. Mood disorders were reported in 32 percent of the teens and depression symptoms in an additional 15 percent.

Difference between sex and gender

The term sex mainly refers to the anatomy and physiological characteristics of being male or female, while gender is used to speak of attitudes and abilities assigned to each sex which result from socially constructed roles and which finally become cultural stereotypes that a given society expects both from men and from women.

The fact that such behaviors are not based on genetic heredity or biology is what allows the school – as an agent for change and for the transmission of the culture in which it is in itself immersed – to play a fundamental role in the acquisition of sexual roles by students.

Gender stereotypes are over-simplified ideas on men's and women's characteristics which are not true, but are however strongly accepted. They translate into the assignment of a series of tasks and activities to each sex, which varies among cultures.

On sexual orientation

According to the American Psychological Association, sexual orientation refers to the sex of those to whom one is sexually and romantically attracted. It is easily differentiated from other components of sexuality, including biological sex (presence of masculine or feminine sexual organs), gender identity (the psychological, social and cultural sense of being men or women) and the gender social role (conforming to cultural norms on masculine and feminine behavior). Sexual orientation occurs in a continuum, which ranges from exclusive homosexuality to exclusive heterosexuality, including also various forms of bisexuality. Heterosexuals are sexually, emotionally and affectively attracted to members of the other sex, while bisexuals are sexually, emotionally and affectively attracted to members of their own sex and members of the other sex alike. Sexual orientation differs from sexual behavior in that it refers to feelings and self-concept. People may or may not express their sexual orientation in their behavior.

How can the school help fight against homophobia, transphobia and heterosexism?

By introducing respect for sexual orientations, gender identities and the life styles they imply and by disseminating information on them in a natural way in education contents. By paying attention to the vocabulary we use and keeping in mind that when we explain things in the classroom, we are being listened to by young students who may be lesbians, gays, bisexuals or at least, have doubts regarding their sexuality. There can also be transsexual teenagers. A great effort has been made to eradicate sexism from the education system – we could do the same regarding sexual orientation and gender identity, avoiding discrimination against personal orientation. There are a significant number of terms and sentences which we use daily and which are actually conveying deeply rooted prejudices against homosexuality. It is a fundamental responsibility of teachers and educators in general to eradicate this tradition which has such a negative impact on many of our young students.

What can we say to a teenager who has doubts about his/her sexual orientation?

Educators must start by making an effort to know about and understand the specific situation the person is going through. We must never tell them that they are going through a phase. Sometimes it is a phase, but sometimes it is not. They must always clearly understand that whatever their sexual orientation, it is valid, natural, respectable and protected by law. Moreover, whatever their sexual orientation, they will be able to develop their identity and find happiness. Teenagers have the right to discover their own sexual orientation freely and without fear. What indeed are just phases are their doubts, the fear, the anguish and the loneliness they are going through. Making these negative feelings disappear as quickly as possible is in the hands of their educators.

Source: *Unidad didáctica: 25 cuestiones sobre la orientación sexual*. Colectivo de lesbianas, gays, transexuales y bisexuales de Madrid

On the “run like a girl” and “be a man” videos



Ideally, the whole class should watch all the videos. If this is not possible, you can assign one video to each group and have them summarize the contents of their video with key ideas which they can write on the blackboard.

To encourage the debate we suggest the following questions:

- What surprised you the most?
- How did you feel?
- Why does “run like a girl” sound like an insult?
- Why is “to be a man” incompatible with having feelings?
- Can a man show weakness?
- Is crying a sign of weakness?
- Why do they act so ridiculously when they are asked to “fight or run like girls”?
- What stereotypes do these videos convey? How do we acquire them?

On the classification of stereotypes

TV programs, films, magazines and commercial ads are constantly reinforcing stereotypes which consciously or unconsciously influence our way of thinking. They highlight certain characteristics of a group or, in some cases, certain idealized and exaggerated characteristics – very often in a grotesque way. This is the case of beauty-related stereotypes, which are not at all representative of a natural human body. Such stereotypes have an influence on people, who try to achieve those standards, very often through pathological behaviors such as anorexia, bulimia and bigorexia – or by following extreme diets and even through surgery.

Stereotypes are not necessarily massive. If a small group of people think the same way and adopt certain criteria regarding, for example, the way they dress, such criteria will be their stereotype.

There are cultural, social, racial, sexual, gender, social-class, age, fashion and religious stereotypes, only to name a few, and they apply to all the people within the category.

Gender stereotypes are over-simplified ideas on men's and women's characteristics which are not true, but are however strongly accepted. They translate into the assignment of a series of tasks and activities to each sex, which varies among cultures.

How gender stereotypes function:

When someone behaves this way	If she is a girl, we normally say she is...	If he is a boy, we normally say he is...
• Active	• Nervous	• Restless
• Insistent	• Stubborn	• Tenacious
• Sensitive	• Delicate	• Effeminate
• Outgoing	• Rude	• Self-confident
• Uninhibited	• Mischievous	• Friendly
• Obedient	• Compliant	• Weak
• Temperamental	• Hysterical	• Passionate
• Audacious	• Impulsive, hot-headed	• Courageous
• Introvert	• Shy	• Reflective
• Curious	• Inquisitive, gossipy	• Intelligent
• Prudent	• Judicious	• Coward
• Not willing to share	• Selfish	• Defends what is his
• Not willing to comply	• Aggressive	• Strong
• If they change their opinion	• Capricious, fickle	• Able to recognize his mistakes

On the opinions and conclusions of others

In this educational proposal we want to focus on dialogue, debate, exchange of opinions and interest and respect for the opinion of others. To promote this we suggest questions aimed at generating debates and reflection among students.

By way of example: What new ideas do your classmates provide? Do you agree with them? With which ideas do you agree? With which of them do you disagree? Why? What new ideas have you offered?

On “whatsapp and couples” short film



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We will use this short film to encourage and introduce the next activities. Moreover, we provide a reflection on the use of new technologies and couple relationships which you may find useful if comments regarding this issue arise in the classroom.

Nowadays, instant messaging services on mobile phones (e.g., WhatsApp) can be a double-edged sword since they have become a tool with which to control - or even harass, humiliate and threaten - one's partner.

The double check syndrome. “So at what time do you say you went to sleep last night?” “Who are you messaging?” “Why don’t you answer me? I know you just read my message.” are typical scenes which emerge between many couples when they let themselves get carried away by WhatsApp’s power to control. It is called **the double check syndrome**. The anxiety felt when one sees that their partner has received - and supposedly read - a WhatsApp message and is not answering can only be exceeded by the anxiety caused by an ex-

cessive online control by someone who is obsessed with the data that this popular instant messaging app offers. Sometimes, couples break up because one of the partners is caught lying regarding a serious matter, but often the cause is simply that the person grew tired of being obsessively controlled. And this obsession affects women and men alike.

The future of couple relationships. However, the unhealthiest part comes after breaking up. There are people who - months after having broken up - continue to control what their former partners are doing through WhatsApp, something which fills them with anxiety and anguish. According to psychologist Garcia Huete, this control “has no timetable, because one keeps checking constantly to see what the other person is doing”. In addition, the introduction of these new communication channels has made the future of many couple relationships dependent on whether they share an “interest for using these channels” or not. Garcia Huete underlines the fact that “if one of them uses them frequently and the other hardly ever answers, the relationship may break up because the former may consider that the latter is not interested in the relationship”.

The future of friendship relationships. WhatsApp can also create conflicts between friends. Delays in answering a message which has supposedly been read can awaken mistrust. Unlike emails and phone calls, instant messaging demands quick answers. Excluding certain people from specific groups of friends – something which is becoming increasingly common – and writing messages which are read by all the people in a group is yet another source of conflict.

Read more at: <http://www.lavanguardia.com/vida/20121104/54354818574/whatsapp-relaciones-pareja.html#ixzz3igQNFAEL>

The barometer game



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In this age range - 12 to 17 years old – many teenagers start dating and/or falling in love for the first time. This allows us to go straight to the subject and work on the prevention and promotion of couple relationships which are equal from the beginning.

This is one of the objectives of the game. First, we must divide the central space of the classroom into two parts. If possible, draw a line on the floor with a chalk as if it were a tennis court. Make the students stand in the middle and choose someone to read the first statement. S/he must do so standing in the middle, acting as the game’s “referee”.

Those who agree with the statement must place themselves on the right side of the line; those who disagree, on the left side. Once they have positioned themselves, you can ask some of them to provide reasons for their choice and start the debate. After the debate, if a student wants to soften their position they can do so by stepping closer to the middle. They might even change sides if they have been convinced by the opinions. All students must end up providing reasons.

List of statements

- Jealousy is not proof of love; it is a sign of insecurity and possessiveness.
- Love is something magical.
- Love will find a way.
- To love is to suffer.
- Sexual relationships are not the expression of love towards the other person, but rather a personal and consented desire.
- Love is not about unconditional devotion. This is called submission.
- Nobody changes for love. People change or evolve due to their own desire to do so; not to satisfy another person.
- If my boy/girlfriend doesn't feel jealous, s/he doesn't love me.
- Being with me will make him/her change.
- My boy/girlfriend wears those clothes to be provocative.
- Girls and boys are different.
- My boy/girlfriend is beginning to answer me rudely, s/he even yells at me, but then s/he says s/he is sorry.
- My boy/girlfriend tells me s/he cannot go a week without seeing me and asks me to skip my end-of-year trip or my summer camp holidays.

The red line

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We must try to interfere as little as possible during this activity and let our students take their own stance. If there are many couples in the class-group, you may prefer carrying out the activity by separating boys and girls so that they can position themselves more spontaneously.

Draw a red line dividing the blackboard into two. On one side, write down the positive aspects of love; on the other, the negative ones (i.e., the things one must never allow to happen in an emotional relationship). Once you have listed approximately ten aspects for each side, analyze the ideas that have emerged.

Questions that can help you encourage reflection:

- Do you think jealousy is inevitable in a couple relationship?
- Would you date a jealous person?
- Would you stop doing things you like doing because your partner gets upset?
- Would you change the way you dress if your partner asked you to?
- Do you think dating is very important at your age?
- Are boys more open with sexuality than girls?
- Is there freedom to express other sexual orientations?
- Would you stop seeing your friends if your partner disliked them?
- Do you think opposite poles attract?
- Would you continue dating a person who is possessive?

A world upside down



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The irony behind the dialogue allows reflecting on the situation of women's discrimination at work.

In spite of the different measures used to promote gender equality, the discrimination of women at work is persistent in the form of wrongful dismissals, obstacles to reach higher posts, differences in wages and machismo. Moreover, physical and psychological violence is still frequent (e.g., insults aimed at draining women employees of their self-esteem), as are mistreatment and moral or sexual harassment.

Questions to help reflection:

Why do you think it is titled "A World Upside Down"? This dialogue was written in 1975, what aspects do you think are still valid today and what aspects are not? Why?

Optional: The script is ideal for acting it out as a play.

The career counseling game



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Preparing the activity

Choose two volunteers to act out the role of a vocational counselor (A and B). They must provide guidance to the students.

The counseling team (made up of the two counselors) must interview each student individually (four students in all). They must ask questions which allow them to provide guidance regarding the profession that these students can choose.

They must act out their role, following the description of their characters:

COUNSELOR A: *Believes that both men and women can do any job they want if they are qualified for it.*

COUNSELOR B: *Believes that women should do more "feminine" jobs (social work, teaching, psychology, tourism, etc.). Men should also choose more "masculine" jobs (engineering, medicine, etc.).*

Those who are not participating in the role-playing game must watch the interviews and take notes on the questions and the answers that the characters give.

The four students who will ask the counselors for advice are:

Mariana: *She is a young girl who cannot decide whether to become a physics engineer or a psychologist. She loves math and philosophy.*

Danny: *He is a young boy who is undecided about being a nursery teacher – a long-time dream of his – or social worker.*

Nathan: *He is a young boy. His parents insist he should study medicine, but he is really attracted to audiovisual media.*

Saray: *She is a young girl who had to stop studying to help her family. She wants to return to her studies so that she can opt for a more qualified job. She is currently working as a cashier in a supermarket.*

Development of the activity

All the characters (counselors and students) have 10 minutes to prepare their questions and their answers, according to the characteristics of the person they are acting out.

Each student walks into the interview alone. After the interview s/he can stay in the room in silence. Interviews must last, at the most, 10 minutes.

The observers must take notes in silence about the questions and the answers that the characters give.

Reflection on action

For observers

- What do you think about the counselor's guidance?
- In what aspects were they different?
- What conclusions do you draw?
- Do you know people who have similar doubts to the ones the students have? Why?

For the counseling team

- How did you feel acting out your role?
- What cases surprised you the most?

For students

- How did you feel acting out your role?
- Do you know people who have similar doubts to the ones the characters have? Why?

On empathy

Empathy is the capacity to place oneself in another person's position. Emotional intelligence is what allows us to recognize the emotional states of other people and to establish respectful relationships with them. To interact with others we must know them, learn about their feelings and needs and their points of view, etc. This "taking on the perspective" of others, this capacity of placing ourselves in someone else's position, of seeing things through their eyes, is the core of interpersonal intelligence (Gardner, 1993) and is complemented - over time - with the acquisitions of what is acceptable, good and fair, what we know as "moral development".

People who have no empathy can hurt or attack others without feeling any remorse. Without empathy our links with others would be weak and inconsistent. According to Goleman (1998) people who lack empathy are disconnected - they are emotionally deaf and socially "inept". Through empathy we learn how to connect with other people's ways of seeing, thinking and feeling while remaining connected to

ourselves, generating pro-social habits which help us understand our own life in relation to others and, above all, to refrain from aggression.

Empathy is the value par excellence of human relationships; it is what motivates us to interact with others and to do so in a positive way. The capacity to empathize is more easily triggered with people we feel closer to, but it is far more difficult to empathize with those we perceive as different from us. Showing empathic feelings only for “those who are like me” is not enough. **Work must be done throughout compulsory education** to achieve good levels of empathy not only towards those we consider friendly, but also towards those who arouse our dislike. Thus, a mature empathic capacity will lead us to identify ourselves with and generate positive feelings not only towards the people we feel closer to, but rather towards human beings in general.

Source: *Cultivando emociones. Educación emocional de 3 a 8 años / Educación emocional de 8 a 12 años*. Generalitat Valenciana, Consejería de Educación, Formación y Ocupación.

About subvertising campaigns



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Es importante visionar primero los anuncios originales en el caso. It is important that you watch first the original ads for *Multiópticas* and *Women and Chocolate* and after watch their subvertisements, leaving *Poses* for the end. You must hold a debate following each subvert video: What surprised you the most? What did it want to protest against? If there hadn't been a subvertising campaign, would you have been aware of the message the original ad conveyed?

MULTIÓPTICAS

Original ad: <https://youtu.be/YloIBNLTXpY>

Subvertising campaign: <https://youtu.be/3RvqZHGHWGw>

Action by Yolanda Dominguez aimed at asking Multiópticas (a Spanish eyewear store) to remove the ad which shows a man entering a bar full of women wearing only underwear, while a female voice on off says “Feel the incredible sensation of first time as many times as you want”. For this action, Dominguez asked several women to dress themselves as the women in the ad and act it out at different Multiópticas stores.

Further information at:

<http://www.yolandadominguez.com/project/accesibles-y-accesorios-2015/>

WOMEN AND CHOCOLATE. The truth is not so sweet – Behind the Brand – Oxfam Intermón

<https://youtu.be/yhcH1UV7ocM>

For decades, women have been the main image of chocolate ads. But how do major international chocolate companies treat the women who grow their cocoa? Hunger, inequality, unfair wages, etc. Let the chocolate companies know that you are concerned about the situation of these women.

Further information at:
<http://www.behindthebrands.org/>

POSES

<https://youtu.be/GPEcdcmnAA0>

“Poses” is a living lab aimed at criticizing the absurd and artificial world of glamour and fashion which magazines try to sell us, specifically, the highly-distorted image of women which they convey through models who do not represent real women. A group of women uses the impossible poses portrayed in fashion magazines and transfers them to daily scenes (at the queue of a museum, in the supermarket or next to a traffic light), sparking off the reaction of the spectators.

Further information at:
<http://www.yolandadominguez.com/>

On the analysis of stereotypes in commercial ads and elaborating an ad



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We suggest you look for ads in a closer context. Ads which have to do with one of the following issues:

- Household chores
- Soft violence
- Treating women as objects

Analyze the ads in groups using the card provided.

This activity is aimed at raising awareness regarding the role which emotions and perceptions play in advertising, identifying sexual roles conveyed in the messages and discovering the different ways in which advertising uses women and men (as targeted audience or as objects).

Before analyzing an ad, there are a number of aspects we must take into consideration:

- They intend to capture our attention by using different resources.
- Their objective is to convince, persuade and like.
- They select the information they want to convey and leave out other information.
- They play on a number of emotions almost “unconsciously”, creating needs, addressing desires, hopes, etc
- They present an ideal world which does not correspond to our daily lives. This is achieved through several elements which we can analyze.

To delve deeper into the subject, see Card 1 – Basic Elements of Advertising Analysis.

Sharing the outcomes

Each group must present the advert they have chosen, together with a brief summary of its analysis based on the data collected in the card (see Card for Analyzing Ads). Questions to guide the debate: What surprised you the most? What gender stereotypes are more frequent? Why do they portray an ideal world which does not correspond to the real world? Are advertisements targeted at needs or at desires?

Finally, we will create our own poster or advertisement to promote an egalitarian society.

Following is some information you can share with your students regarding some of the activity's contents (soft violence, new masculinities, etc.). There is also the *Decalogue for non-sexist Advertising of the Observatory of Andalusia*.

Decalogue to identify sexism in advertising

Observatory of Andalusia for Non-Sexist Advertising

SEXIST ADVERTISEMENTS ARE THOSE WHICH...

1. Promote models which strengthen traditionally fixed patterns for men and for women.	Adverts which continue to perpetuate traditional roles assigned to each sex, ignoring social changes and the new situation which many women are experiencing.
2. Establish standards of female beauty which are considered synonymous with success.	Adverts made from a male perspective, which restrict the possibilities of social success to women who follow certain beauty standards.
3. Put pressure on the female body through certain types of products.	Adverts which restrict women's vital objectives to their ability to adapt to certain cosmetic standards. In these adverts, women are portrayed out of context – they seem to do nothing at all and their dialogues only revolve around body care.
4. Present women's body as an imperfect space which must be corrected.	Adverts where women's body and the changes it undergoes due to aging are presented as "problems" which must be hidden and/or corrected.
5. Place female characters in a position of inferiority and dependency.	Adverts which present women as dependent on men, in the background, powerless, passive, submissive. The image of women conveyed by models in fashion photos – prostrated, submissive – is quite striking.
6. Exclude women from major economic decisions.	Adverts which continue to perpetuate traditionally assigned gender roles which consider women not to be economically independent; women are always shown in the background when it comes to making significant purchasing decisions.

7. Leave women out of professional, socially-prestigious spaces, assigning them, however, roles related to cleaning, caring and feeding their families.	Adverts which continue to strengthen the traditional distribution of spaces, assigning women to the private space – lacking in prestige – and men to the public one – the space of knowledge and authority.
8. Deny women's hopes and wills and show women's capacity of adaptation to the will of others as "natural".	Adverts which show women who achieve personal fulfillment only when they can fulfill the demands of others: their children, their husband, their mother, etc. If these women have jobs outside their homes, they must be able to cope with everything: <i>superwomen</i> .
9. Represent the female body as an object – i.e., as an added value to a product's attributes; in other words, as its wrapping.	Adverts which use the female body or portray parts of the female body (lips, feet, certain female garments, etc.) as fetishes, as an advertising ploy to attract the attention of the potential client.
10. Show women as incapable of controlling their emotions and reactions, thus "justifying" the use of violence against them.	Adverts which show women who are driven by their impulses, who react and behave with a lack of sense, who are hysterical, charlatans, etc. Deep down they are recurring to widespread behavioral stereotypes of the traditional representation of women. These messages ridicule women, who only recover their senses with the help of a man.

Another type of advert is possible...

- If it talks of women (young, old, beautiful, ugly, fat, thin, etc.) and not of "the woman".
- If it avoids gender roles associated with people's sex – if we are frequently shown women in the kitchen we end up considering that that's their "natural" space.
- If it represents men, and not "the man" who only looks at women as sexual objects.
- If men are shown in the kitchen in a natural way, and not only "cooking Sunday's lunch" with the woman as cooking assistant.
- If the roles assigned to boys and girls are not diametrically opposed.
- If the relationships shown between men and women are not only of sexual attraction-seduction.
- If the relationships show between men and women are of friendship, solidarity, cooperation and mutual care, both at work and during leisure time.
- If they also show the diverse relationships which exist among men.
- If women become increasingly aware of their rights as citizens to claim those rights and use them even in advertising.
- If we gradually introduce the model of self-sufficient women, who know what they want and how to achieve it, who know how to control their lives without the help of a man.
- If a majority of people do not accept the statement that says that "beauty is the main project of a women's life".
- If women are confident about the fact that part of their appeal depends on how they see themselves.

On soft violence

Soft or symbolic violence is defined as the interpersonal conscious or unconscious actions which some men carry out in order to maintain, reassert and recover their control over women or to resist their increasing power or benefit from it. It is both the consequence and the expression of the masculine cultural construction stemming from a masculine socialization which characterizes masculinity with the following traits: dominance over people, self-sufficiency and having rights over women. The objectives of making soft violence visible are the following:

- Favor a self-critical analysis in men regarding their daily exercise of power.
- Contribute to broadening women's perception of themselves and thus, their possibility of resisting the violence exerted against them.
- Explain the origin of many of the feelings of unease and work overload and of defensive-aggressive relationships which, by being ignored, are normally attributed to "feminine problems", putting the blame on women and exonerating men.

Source: <http://www.luisbonino.com/pdf/Los%20Micromachismos%202004.pdf>

On new masculinities

Reviewing the concept of masculinity implies overcoming the traditional isolation to which men are subject in terms of emotions and affection, and favoring their self-construction as people who value affection – something which would result in freer and more independent people.

Keeping away from risky behaviors and fostering those which prioritize caring for oneself – without the need of taking risks just to show off one's manliness in front of other men – has an immediate positive impact on health, not only for men themselves but also for women.

The active participation of men in ending violence against women is also a positive element. Men must take more responsibility for actively denouncing this and other types of violence. Men's contribution in ending violence against women necessarily implies that they do not tolerate or justify gender-based violence – be it physical, sexual or psychological.

For a deeper change in men towards equality we also need to bring down the processes and discourses which socially legitimize violence as a way of resolving conflicts. It is essential that we promote dialoguing methods which are based on respect for the dignity of others and on negotiation and individual freedom of choice.

These changes also imply that men must re-think the place they are currently occupying within the public space and in relation to power. A society which offers equal opportunities and access to all decision-making and organizational fields for men and women is a more democratic society.

As for the collective sphere, the change in men's attitude necessarily implies supporting and taking over women's claims for equality. At the same time, within the private sphere, men's attitude must not be based on benefiting or relying on discriminatory situations in order to have or maintain more power in the public sphere within the political, social and economic dimensions.

The reconciliation of professional and private life can only be successful if men are equally involved in housework and childcare and understand that these are also men's responsibility. A commitment to this change can start by using paternity leaves, reduction of working hours and leaves of absence.

A commitment to equality must also imply a change in men's attitude towards other men through the recognition of masculine plurality, the diversity of option and sexual orientation, as well as a firm commitment - applied to all spheres of life - against homophobia and transphobia.

Source: http://www.aulaviolenciadegeneroenlocal.es/consejosescolares/archivos/P_013_los_hombres_la_igualdad.pdf

Videos to get inspired

- La figura de la mujer en la publicidad
<https://www.youtube.com/watch?v=rh7R6NDb1go>
- The AXE Effect – Women – Billions
<https://www.youtube.com/watch?v=I9tWZB70USU>
- Alfa Romeo Giulietta
<https://www.youtube.com/watch?v=az5E5-rUXy8>
- Así responden los hombres cuando una mujer los trata como mujer
<https://www.youtube.com/watch?v=QXUZhd75luQ>
- Amos de casa
<https://www.youtube.com/watch?v=cxHLiaUe3ow>
- Las labores del hogar, tarea pendiente para el hombre
<https://www.youtube.com/watch?v=ZDxHMHjfgp4>
- Micromachismos: están ahí, aunque a veces no queramos verlos
https://www.youtube.com/watch?v=Co_z_GjbHY
- Experimento de un minuto para mostrarle algo a los hombres, algo que las mujeres experimentan (pago igualitario)
<https://www.youtube.com/watch?v=wfByPvrOcb8>
- El machismo que no se ve
<https://www.youtube.com/watch?v=YRWpzQuW7NE>
- Cosificación: la mujer como objeto publicitario
https://www.youtube.com/watch?v=J_SKc60IO_M
- Mírame a la cara
<https://www.youtube.com/watch?v=wajm6isPwqA>

The commitment letter



Page 19 to 22

activity
book

As in previous years, this phase will remain open so that we can follow the progress made by each group.

The letter could be considered the first part of a work which should be analyzed during counseling sessions, assemblies, etc, and assessed throughout the academic year to see if progress is being made. The commitment letter should be based on the questionnaire we provide, in which students must mark the aspects to which each of them wants to commit themselves. The indicators will be necessary to elaborate the final commitment letter.

This letter should remind boys and girls about the fact that equality is constructed day by day, through small details; and also, that the collective commitment – their group commitment – can make things shift towards a greater equality among men and women.

Steps you must follow:

- Questionnaire to prepare the commitment letter (see Annex 4).
- You can fill out the questionnaire individually or in small groups. You may also select the items you are most interested in.
- Sharing the results: do you participate in building equal and safe relationships in the classroom? Are girls accepted and valued within the class-group? And boys? Is there a conscious group- commitment to ensure that nobody feels they are being discriminated against because of their gender? Who loses when violent situations occur in the classroom?
- Writing the letter

Recommended reading for teachers

To the women in my engineering classes

Letter to the Editor by Jared Mauldin, a senior engineering student, published in The Eastener. It became viral and has been shared over 45,000 times.

To the women in my engineering classes:

While it is my intention in every other interaction I share with you to treat you as my peer, let me deviate from that to say that you and I are in fact unequal.

Sure, we are in the same school program, and you are quite possibly getting the same GPA as I, but does that make us equal?

I did not, for example, grow up in a world that discouraged me from focusing on hard science.

Nor did I live in a society that told me not to get dirty, or said I was bossy for exhibiting leadership skills.

In grade school I never had to fear being rejected by my peers because of my interests.

I was not bombarded by images and slogans telling me that my true worth was in how I look, and that I should abstain from certain activities because I might be thought too masculine.

I was not overlooked by teachers who assumed that the reason I did not understand a tough math or science concept was, after all, because of my gender.

I have had no difficulty whatsoever with a boys club mentality, and I will not face added scrutiny or remarks of my being the “diversity hire.” When I experience success the assumption of others will be that I earned it.

So, you and I cannot be equal. You have already conquered far more to be in this field than I will ever face.

Sincerely,

Jared Mauldin

Senior in Mechanical Engineering

Teacher’s attitudes: the hidden curriculum

In relation to gender equality, teachers face the challenge of trying to avoid conveying – unintentionally through comments, jokes or differential treatment – different expectations regarding school results which can influence the assimilation of stereotypes and traditional roles.

Therefore, teachers must stop to consider which ideas they are unconsciously helping to reinforce (the hidden curriculum) and which models they are conveying to their students.

We suggest that you look out for:

- Comments on: physical appearance, clothes, good behavior addressed to girls; intelligence, scruffy appearance, messiness, bad behavior addressed to boys.
- Jokes: If their jokes are based on stereotypes.
- Differential treatment:
 - Are you more permissive when a boy is being rowdy than when it is a girl?
 - Is the expression of emotions encouraged in girls and restricted or ridiculed in boys?
 - Is the expression of rage allowed for boys and inhibited in girls?
- Different expectations regarding school results:
 - Are girls and boys required to meet the same levels of performance and effort?

When a boy gets something wrong, the teacher considers that he has made a mistake – he is given attention and support and encouraged to repeat the exercise. However, if a girl gets something wrong it is assumed that she was going to fail just for being a girl and she is not encouraged to try again.

- Other aspects that should be considered regarding expectations:
 - Do we use the same tone of voice when addressing boys and girls?
 - Do we tend to look more at girls or at boys when we are speaking in the classroom?
 - Do we react the same way when a boy asks for affection and physical contact as when a girl asks for it?
 - Do you ask boys to help with tasks in which physical strength is needed and assign lighter tasks to girls?
 - Do you ask boys and girls the same number of questions?
 - Do you scold them equally?
 - Do you speak to them equally?
 - When it comes to tidying up, cleaning and decorating the classroom do you ask more for help from the girls?
 - When it comes to tasks which imply organizing or taking on responsibilities, do you ask more for help from the boys?

Intercultural education from a gender perspective, by Luz Martínez Ten

Debates on gender equality within the educational system are often consigned to a separate chapter or an explicit epigraph on co-education which is usually developed by women experts on this issue. Likewise, when we address interculturality, the reality of women's discrimination tends to disappear from the main line of discourse, surfacing again only when we tackle very specific subjects which refer either to cultural conflict – because it constitutes the violation of basic women's rights – or to situations which can be clearly identified by a differential treatment to girl students.

In education, as occurs in other spheres, equality is exclusively addressed with a focus on situations which affect women as a group. Consequently it blatantly steers clear of the gender category which analyzes the role assigned to women and men – and the relationships which are established among them – suggested by the different mod-

els of Intercultural Education. The lack of analysis from a gender perspective not only conceals the situation of women's discrimination in different cultural contexts, but also hinders the design of an education model which teaches equality.

The relationship between feminism and multiculturalism is one of the essential elements for developing an intercultural education model which incorporates gender equality as a fundamental ethical foundation, both within the concept of interculturality itself and within education guidelines, analysis and design, implementation and assessment of education practices.

We must start by rethinking the intercultural model from a feminist perspective, one which places the focus of the debate between universalism and difference, based on the demand for equality among sexes. There is a widespread consensus on the importance of a critical cultural awareness which must be conveyed to the education model from the gender perspective.

It is difficult to develop specific strategies if we do not reflect on the values of equality which we consider fundamental within the curricula, as well as on other decisions which have to do with the school's management and organization.

We need to incorporate gender perspective into every variable forming part of the education experience, from coexistence rules and norms to family participation, sex and relationship education, students' educational and professional guidance and the existing relationship between religion and education. The fact that in recent years Spain has become a destination for groups of immigrants coming from different parts of the world has fully introduced us into the world of cultural ups and downs. And if we had to point out an institution where these social changes are reflected, this would be the school: both conflicts and agreements can take place in the classroom. This said, school can either be a place where social relationships are reproduced or it can become a powerful tool for transformation; school can be the place where social inequalities are reproduced or a place where intercultural meetings take place.

This intercultural meeting which aims to bring about transformation must make a critical review of the values, customs and traditions which have historically discriminated women and teach how to share life in equality. The same equality which was agreed upon in the Universal Declaration of Human Rights and widely debated in the different World Conferences on Women (the last of which was hosted in Beijing, 1995), and which resulted in a platform of action which clearly defends the objectives that must be achieved for the advancement of women around the world.

The Power in Us and of Us, by Zeliha Ünalı

30 July 2015

Mine is not a story of romance as you may think, it is rather one about awareness and self-realization. Taking the Beijing Express train and participating in the NGO Forum at the Fourth World Conference on Women in 1995 was a life-changing experience for me.

Together with more than 200 women representing NGOs from 29 different countries, I spent eight days on a trans-Siberian train from Warsaw to Beijing. The length of the journey didn't matter to us as we were all dedicated to transforming the world.

I was a 24-year-old graduate student, one of the first graduate students actually, of the Gender and Women's Studies programme of Turkey at the Middle East Technical University. I was chosen to represent this programme in Beijing. I noticed that a quote from Sue Vinson, a world famous feminist, was printed on the bags given to people, "we were many and one" and "looking at the world through women's eyes". When I recall those days, mingling around the tents with thousands of women committing to a better world, two words immediately come to my mind: sisterhood and peace.

I still believe in sisterhood, even though it may sound ancient to the younger generation. The Beijing Declaration and Platform for Action and the subsequent five years helped me understand the power in us and of us as the global women's movement.

In 1995, we discussed how to change our domestic law in accordance with the Convention on the Elimination of All Forms of Discrimination against Women and the Beijing Platform for Action. Today, we are discussing how to implement them effectively and efficiently. We have come a long way. Within these 20 years in Turkey, things for women have changed a lot but on the other hand, there has not been much substantial change in the lives of Turkish women. In the late 1990s and early 2000s, there were considerable legislative changes towards gender equality. The women's movement and organizations successfully advocated for the changes in the Civil Code, Penal Code and the Labor Law.

However, two in every five married women in Turkey are still at risk of domestic violence. I have the feeling that the enthusiasm of the Beijing Platform for Action has sort of faded away, especially within the last ten years in Turkey.

Since Beijing, I have worked in the field of gender and development as a consultant, practitioner and an activist. I spent the last three years in the least developed regions of Turkey working with women's NGOs. Throughout my work and my career, I still can feel the wind of Beijing pushing me forward. Now, I am working for the UN Resident Coordinator's Office in Ankara, the capital of Turkey as the gender specialist. I feel as if I have been preparing myself for this position since the day I stepped on the Beijing Express and participated in the NGO Forum.

I want to pass the spirit of Beijing on to younger generations. We are still “many and one” and unfortunately there is still a need for local, global, joint and intergenerational efforts to make the world a peaceful and equal place for everyone.

See more WOMEN PORTRAITS at: <http://beijing20.unwomen.org/es/voices-and-profiles/women-of-achievement>

Glossary

Sex: refers to the biological characteristics/attributes that define humans as female or male from birth.

Gender: refers to socially and culturally constructed differences that are learned at an early age and ascribed to women and men based on their sex. They generate situations of inequality and discrimination against women.

Gender stereotypes: are mental images, features and beliefs that attribute different characteristics (sexual and gender) to women and men as groups. They may vary among cultures, but they are in general quite homogeneous. They are bipolar, i.e. - they ascribe qualities or weaknesses to women which exclude men and vice versa. The paradigm of what is “human” is always masculine – there is no universal feminine model for it.

Gender roles: are roles, behaviors and expectations assigned to men and women based on their sex and which determine their way of being, feeling and behaving in society.

Patriarchy: is the cultural, economic, political, social and religious system in which authority, power, leadership and dominance in general is exercised by men over women, who live in a situation of oppression.

Machismo/male chauvinism: refers to dominant attitudes and behaviors, arrogance and superiority of men towards women. Machismo tends to maintain the social order in which men exercise power and women live subdued, discriminated and oppressed.

Feminism: refers to the ideological, social, cultural, economical and political trend aimed at establishing equality of rights and opportunities for men and women.

Soft violence: refers to male dominance and violent behaviors and habits in everyday life and in couple relationships.

Reconciliation of professional and private life: refers to the practices which are aimed at harmonizing personal, family or professional and/or work time of men and women. Its main objective is to support women’s incorporation into the productive environment and men’s incorporation into the private or reproductive space, favoring equality of opportunities and rights.

Equality of opportunities among men and women: refers to a situation in which everybody – regardless of their sex – has the right and opportunity to develop their own abilities and expectations, making decisions and developing themselves as individuals and in society without being limited in their behavior by restrictions and socially constructed gender roles.

Co-education: refers to a deliberate intervention process which promotes students' development based on the reality of two different sexes. It pursues personal, emotional and affective development and a non-opposing common social construction. It should not be confused with "mixed education" because simply grouping boys and girls into one classroom - even when vital - does not guarantee a fairer and more equal learning.

Gender mainstreaming: refers to the responsibility of all public powers to ensure that there is progress towards gender equality. It is the implementation of the principles of equality of opportunities for men and women in public policies in a way that they guarantee women's' equal access to resources, ensure that public policies are planned bearing in mind current inequalities and assess the outcomes and impacts that these policies produce regarding progress towards genuine equality.

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Education for Global Citizenship Resources

Kaidara

www.kaidara.org

Education experiences and resources elaborated by Oxfam Intermon and by members of the Teacher's Network for Global Citizenship. You can download all the resources for free. Both the website and almost all the materials you find there are available in Spanish, Catalan, Basque and Galician.

Pistas para cambiar la escuela (Clues to Changing the School)

OXFAM-INTERMÓN (2009). Barcelona

Building a global citizenship trend which is committed to humanity and the planet necessarily requires laying down solid foundations in school. Those of us who practise this belief in our daily school routine are aware that this is no easy task. The current educational system provides very few answers. We need a new model, a humanist one which is based on dialogue and coexistence, which builds the school-community, is concerned about justice, open to the environment and to the world. The great challenge is to build an education to “be” and to transform.

http://www.kaidara.org/es/Pistas-para-cambiar-la_escuela

Centros educativos transformadores: ciudadanía global y transformación social. (Transforming Educational Centres: Global Citizenship and Social Transformation)

OXFAM-INTERMÓN (2012). Barcelona

This publication collects information about other educational models which are partially or totally connected to this transforming ideal and dialogues with them in a critical manner. It also defines feasible transforming programmes based on practices which are carried out at three levels: teaching practises (in the area of teaching-learning), organizational (in the area of organization and relationships) and political (in the area of environment and social transformation).

<http://www.kaidara.org/es/centros-educativos-transformadores>

Card 1 – Basic elements of advertising analysis

Before analyzing an ad, there are a number of aspects we must take into consideration:

- They intend to capture our attention by using different resources.
- Their objective is to convince, persuade and like.
- They select the information they want to convey and leave out other information.
- They play on a number of emotions almost “unconsciously”, creating needs, addressing desires, hopes, etc.
- They present an ideal world which does not correspond to our daily lives. This is achieved through several elements which we can analyze.

Image

Image is the core of any advertisement. All images convey messages. It has always been said that “a picture is worth a thousand words”. Regarding image, we can analyze the following:

- The specific situation in which a product appears: environment, decoration, moment, landscape, etc.
- People who appear in the ad, how they dress, their age, sex, social class.
- Elements of the image which stand out: color, light, etc.
- Decorative objects.
- Characters, objects, etc., that stand out.
- Targeted audience (young people, boys, girls, men, women).
- Subjective interpretations and emotional impact of the ad: seduction, attraction, desire, liberation, etc.

Language used – written or spoken

Image is central, but the language the ad uses is not less important. The text – both written and spoken – is selected depending on the target audience. The ad will use a particular kind of language – colloquial, technical, etc. – or of jargon depending on what social group the product is targeted at.

The text is typically structured into three blocks: the header or slogan, the text or body copy and the foot or closure.

The type of language used in an ad can be:

- Direct: when the message is directly aimed at selling.
- Descriptive: when it is basically focused on describing the product.
- Affective/stimulating: when it uses subjective, affective and persuasive elements which relate to emotions, hopes and desires.

When there are spoken messages we can also analyze the tone of voice used (nice, suggestive, strong, etc.), if the product is presented using the voice of a man or a woman, etc.

Slogan

Slogans are one of the most frequently used messages –written or spoken – in advertising. They are used to communicate the benefits of a product, raise expectations, hopes, etc. Examples: “The spark of life”, “The fragrance of home”, etc.

Among others, a slogan has the following characteristics:

- It is short.
- It is concise.
- It uses a vast array of terminologies.
- It is easy to remember.
- It can surprise the audience.

Music

Music is an element which is commonly used in ads. It provides a feeling of strength or softness, or emphasizes the product through a change in music. Silence and changes of sound are also used.

Guidelines to analyze color and light

The psychological properties of colors are not fixed, static or exact, but colors can indeed bring about certain sensations. Let's see:

Black is a color which is culturally associated with mourning, something sinister, the night, but it is also associated with luxury, something refined and elegant. It is used to advertise fashionable clothing, to present perfumes, cars, photograph and video material, etc.

Red is a color which is associated with passion, the heart, something vital. It is an aggressive, provocative and showy color. It can imply action and movement and it is one of the most useful colors when wanting to attract attention.

Red combined with blue or green increases the impression of movement. It is often used to attract attention, creating a greater impact, like in promotional packaging and ad images.

Yellow is the color of the sun, of friendliness, of gold and richness. It provokes a stimulating response. The more saturated, the more vivid it appears. It is used for products such as colognes, drinks, jewels and watches. It also serves to highlight the written messages within the ads.

Green is the color which represents nature and hope. It is used to create natural and fresh atmospheres. It is used to advertise drinks, colognes, etc.

Blue is associated with the infinite, the sea and the sky. It is also associated with something noble and elitist, similar to black. It indicates pleasure and rest, serenity and trust. When it loses brightness it can take on a melancholic, sad tone. Blue can be combined with black to give the impression of luxury. It appears in ads which are related to leisure, adventure and luxury.

Light

Light is another element which is used to create shadows, highlight some objects (and conceal others) or make volumes stand out. Direct light serves to underline contrasts, highlighting some characteristics over others. Diffused light softens shadows, making the whole image appear in the same light.

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- Web: <http://www.oxfamintermon.org/ca/que-fem/campanyes-educacio/educacio>
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