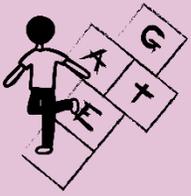


INTRODUCTION TO THE TOOLBOX



Introduction to the toolbox

The following toolbox is one of several results of a transnational project funded by the European Union.

It contains a set activities that can be implemented in different school subjects and different areas in school.

The activities range from activities that can be carried out in shorter periods to activities that last for longer periods of time. All the activities have clearly formulated objectives, instructions and can be supplemented with didactic resources, which are also included in the toolbox.

The project in which the toolbox inscribes itself, is concerned with ways to fight gender stereotypes in school, and here follows a brief introduction to some of the concepts and understandings regarding gender and stereotypes:

Gender – as opposed to sex – is concerned with what one could call social and cultural understandings of gender.

Where sex refers to biology, chromosomes and hormones, gender refers to cultural and social understandings of appropriate and inappropriate gendered behavior.

This means that our understanding of what is masculine and what is feminine changes over time and depends on where one lives, which culture one is brought up in.



Introduction to the toolbox

Therefore, understandings of what is appropriate behavior is neither fixed in eternity nor directly linked to the biological sex.

As an example of this, in the late 19th century and early 20th century women were thought to be physically weak, and therefore needed protection from the stronger man.

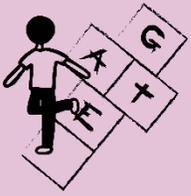
They were also thought to be emotionally weak, unable to make rational decisions and were therefore also 'protected' from making crucial decisions about their own lives by the men surrounding them.

Throughout the first half of the XXth century, women little by little achieved full right of vote : 1906 in Finland, 1915 in Denmark, 1931 in Spain, 1944 in Bulgaria and France, indicating that up till then, women were thought incapable of contributing to political influence.

Much has changed over the last 100 years, but men and women are still to this day in much rhetoric and practical issues thought of as fundamentally different, thus requiring differentiated treatment and expected to perform differently.

And much of this starts in early childhood and in education





Introduction to the toolbox

The GATE-project therefore sets out to challenge these understandings by investigating best practices in schools in partner countries, gathering these best practices in a database, and constructing a toolbox based on these practices to be implemented in schools in EU-countries.

The purpose of the toolbox is to provide teachers and educators of children between 8 and 12 with resources and activities that would fight these ongoing unequal and biased treatments of boys and girls.

The toolbox consists of four types of 'pages' which have been color-coded for accessibility:

- The **pink pages** serve as **introductory pages**, where you can read about the background for the toolbox, why we have chosen to create a toolbox (as opposed to a catalogue or a linear teaching material), what the toolbox consists of and certain points that the teacher needs to be aware of.
- The **yellow pages** contain **keywords and the European framework of competences**, which helps the user in creating an overview of what the different activities and resources address.
- The **green pages** are the **proper activities to be implemented in the classroom**, and they are organized by the European framework of competences. This means that there is one green page for each set of competences, and it also means that some of the activities figure on more than one page, as some activities address more than one set of competences.
- The **white pages** present the **good practices** collected in the partner countries as well as **resources** that can be used when wanting to investigate the topic of the project further.

