

Appendix I Find The Fiction



Four years ago I walked the Santiago's Way with a friend and it took us 22 days



When I was 16 I used to wear a piercing in my mouth



I lived in Sweden for 9 months and I visited a frozen hotel

I wore brackets for 7 long years That's why I have such a beautiful set of teeth

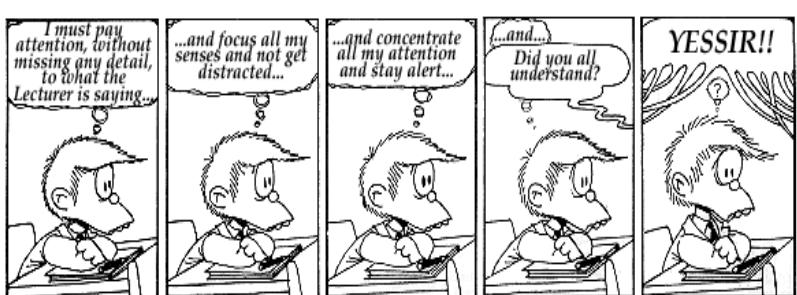


Appendix II *Mafalda to Create Groups*

Group 1



Group 2



Group 5



Group 4



Group 6



What do you think?

- *Boys don't cry*
- *Women love shopping and gossiping*
- *If you are jealous is because you love him/her*
- *Using words like "mariquita" or "nenaza" is OK because everyone does it*
- *Being a nurse is for women*
- *It is difficult for me to be a close friend of a homosexual person*
- *Men are better in construction than women because they are stronger*

Effects Of Sexist Advertising In Women

Sexism is an actual strategy in advertisement, especially against women, although it has been appreciated like more violent in past, it is still damaging women's dignity, behavior and thinking.

In old advertisements we could see an explicitly how women were mistreated by their husbands, it was appreciated as a normal thing; the men had the right to abuse their wives in order to teach them where was "their place". Although today we can see some ads talking about respecting women and condemning the abuse against them, the advertising still mistreats women in many aspects and affects their lives and behavior.

Woman is seen as a sex object or decorative object. The ads we can see today in the street, television, Internet, radio or print media show us the view that in advertising the value of women is her body and body image. Some examples are beer ads that show beautiful and women with not many clothes to catch consumers' attention. This creates the idea that women are another product of the market, which can be bought, because you can get them for buying a car or a beer. Even more, it would not be necessary to buy them because women love men who have a beautiful and luxurious car and they are even able to run after a man who uses a determined deodorant or perfume. This creates in man the idea of women as a trophy and he is able to buy and use certain products or services to achieve having a beautiful woman by his side.

Moreover, advertising creates in women a feeling of discomfort and dissatisfaction with their bodies and possessing material goods. Through ads we can see beautiful women who have greater opportunities, get what they want easily, appear to be most desired and have a happier and easier life. That is why this type of advertising is of great importance not only in the consumption habits of women, but also in their thinking, as most are influenced by this endless search for beauty whether through diet products, cosmetics, fashionable clothes or through cosmetic surgery to alter her physique according to standards of beauty established by magazines and advertisements of all kinds.

These standards of beauty are deeply rooted in our society and women of all ages are influenced by them, besides the advertising and the market have been responsible for creating products for all ages, so every woman can have a need and a product to make she think in a feeling of satisfaction when buying this product . For example if you're a teenager you need products against acne and if you're older you need products against wrinkles.

Appendix V Avertisement Comprehension

Reading Comprehension

“Effects of Sexist Advertisement in Women”

1. Read the text and answer the following questions:

- Has the type of advertisement changed from the past to nowadays?
- Why is the woman seen as an object? Can you give examples?
- How does it affect to women?
- How do you think it also affects to men?

2. Look at the article again and find the synonyms of the words below

Destructing

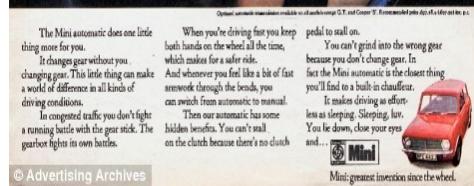
End

Measureless

Established

3. Analyze the adverts following these questions and make a scheme of your ideas.

- What type of audience is the ad made for?
- What does it announce?
- Describe each ad (what are they doing, what do they look like, etc.)
- Is there anything stereotypical in the ads? Why? Why no?



NATAN

Children don't want sexist pink and blue toys

Lego boy toys have all the fun, pointed out a seven-year-old in a letter to the company this week. It's not about forcing any child to play with a specific toy, but about giving them choice.

This week, a seven-year-old girl called Charlotte Benjamin wrote a letter to Lego asking it to rectify the fact that there are "more Lego boy people and almost any Lego girls". She also pointed out that "all the girls did was sit at home, go to the beach, and shop, and they had no jobs, but the boys went on adventures, worked, saved people ... even swam with sharks". She also expressed her displeasure at the illogical and old-fashioned use of pink and blue marketing to separate Lego into boys' and girls' sections. In brief, she nailed it.

She is not the first child to point out the painfully obvious to the toy makers – in 2012, a six-year-old girl wrote a letter to ask why happens that when you play Guess Who?, the small ratio of female to male characters means that if you choose to play as a woman you are much more likely to lose. It's a sad day when a child of six feels the need to write to a toy company to point out: "It is not only boys who are important, girls are important too." And she was smart about it, taking care to emphasize the impact she could have on the company: "If you don't fix it soon, my mum could throw Guess Who? out."

This is by no means an issue that affects only girls – for every girl willing a chemistry set, dinosaur excavation kit or fire truck in the forbidden boys' section, there's an upset boy being told off for wanting to play with a doll, or even pick up something in a shade other than blue.

Source: <http://www.theguardian.com/lifeandstyle/womens-blog/2014/feb/06/children-dont-want-sexist-pink-blue-toys>

Reading and Listening Comprehension

“*Children don't want sexist pink and blue toys*” and “*Riley*”

1. Read the text and answer the following questions:

→ Why did Charlotte Benjamin write a letter?

→ What does a six year old boy think about the game *Guess Who*?

→ According to the article, does this problem affect only to girls? Why not?

2. Look at the article again and find the synonyms of the words below

Unhappiness

Traditional

Wanting

Sad

3. Watch the following video and answer the questions:

<https://www.youtube.com/watch?v=NqNL3iNBcY4>

→ Why is Riley angry?

→ What do the companies do according to her?

4. Take the main ideas from the article and the video and discuss them in group. Explain giving reasons if you agree or not and share your ideas with the rest of the class. Make a scheme of your ideas.

How growing up Disney shapes gender roles

If your favorite childhood movie revolved around a Disney princess and her prince, you may have grown up with some very unrealistic expectations of how relationships work.

Unfortunately, the fairytale romances in films like *The Little Mermaid* (1989) and *Beauty and the Beast* (1991) actually set very poor examples for young girls to follow. Ariel and Belle are smart and independent female protagonists; that is, until they enter into relationships with their male lovers, fall into stereotypically submissive gender roles and lose themselves along the way.

While Ariel does have some feminist qualities (she wants to explore, rebel and experience a life beyond the underwater world), she finally succumbs to a subservient role by giving up everything for her man.

Ariel sells her way of communicating and expressing personality—her voice—for the eroticism of human legs. Think about it: she literally gives up her voice to be with Prince Eric, even though she's only known him for about five minutes.

Furthermore, the idea of Eric growing some gills and becoming a merman himself is never even mentioned. Because he is the dominant male, Ariel is expected to change her life for *him*—not the other way around. She transitions from being directly under the control of her father to being Eric's wife; so she is never independent.

The female protagonist of *Beauty and the Beast* also ends up conforming to gender stereotypes in her "happily ever after," although she does not begin her story that way. At first glance, Belle is the ideal feminist. She has a passion for books, longs to escape the confines of her provincial town and makes it clear to Gaston that she has zero interest in marrying him.

However, Belle still represents the sexist role of submissive female in relation to her dominant male opposite. A pretty girl with no money falls for a rich, abusive monster. Belle submits herself to the Beast as the self-sacrificing daughter, and then obeys to his commands without even trying to escape. This suggests that women are responsible for controlling male anger and violence, even if that means completely ignoring their own sense of safety and well-being.

Belle's character further presents a damaging role model for young girls in showing that a woman is obligated to stay loyal to the abusive male in her life. She learns how to tame his outbursts and "fix" him to become sweet again: a dangerous error that many women make when struggling to leave a home of domestic violence.

Source: <http://www.wbez.org/blogs/leah-pickett/2013-06/how-growing-disney-shapes-gender-roles-107575>

Reading Comprehension

“How growing up Disney shapes gender roles”

1. Read the text and answer the following questions:

→ Why does the article say Ariel finally succumbs to a subservient role?

→ Does Erick give up everything for her? Why not?

→ What do young girls learn from Belle's character?

2. Look at the article again and find the synonyms of the words below

Obedient

Limits

Rage

Harmful

3. Think of a traditional story and discuss it in group. Analyze men and women roles and how may it affect to children. Make a scheme of your ideas.

STEREOTYPE



- It is a generalized idea of groups of people
- It may not reflect reality
- It helps us to understand the world

Can you think of any stereotype?

- *Women drive bad*
- *The neighbourhood of San Pablo is dangerous*
- *Blonde girls are silly*
- *Arabs are terrorists*

ROLES

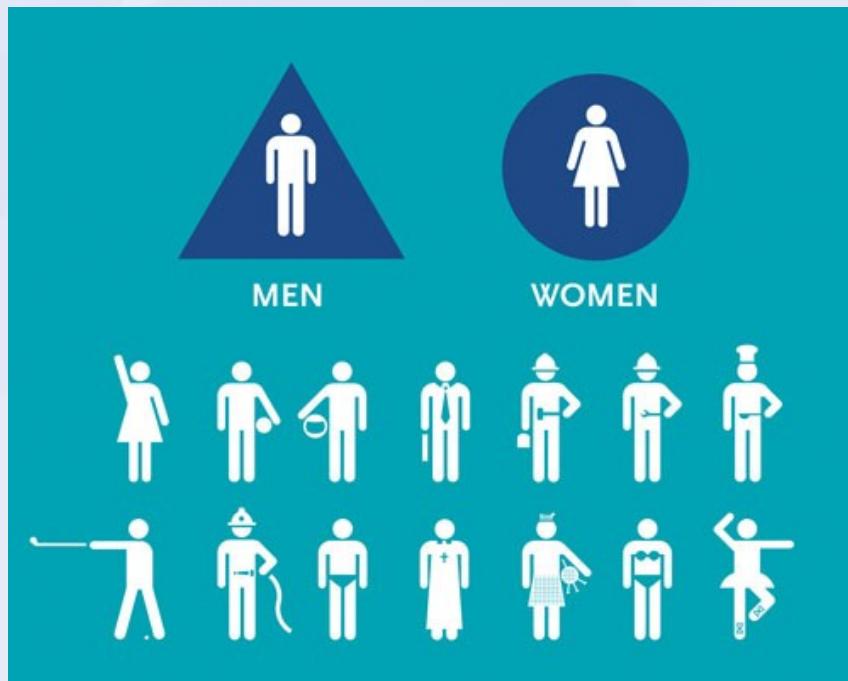


- It is an expected social behaviour
- We adapt different roles depending on the place or on the people
- In class everybody has a role

Can you think of any role?

- *A politician speaks well*
- *A receptionist is polite*
- *A 20 years old person is mature*
- *A librarian reads a lot*

Gender Roles



- They are different depending on the society
- They are imposed
- Different influences: family, school, TV, etc.

Can you think of any gender role?

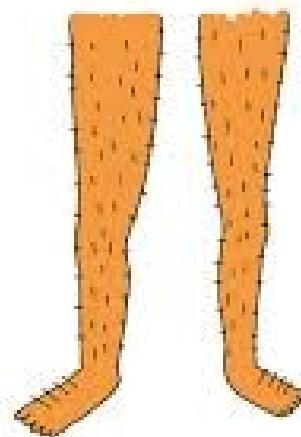
- *Women have to close their legs when they sit*
- *Boys like superheroes and girls like princesses*
- *Men are insensitive*
- *Women fancy shopping and gossiping*

But...what happens when those roles are reversed?

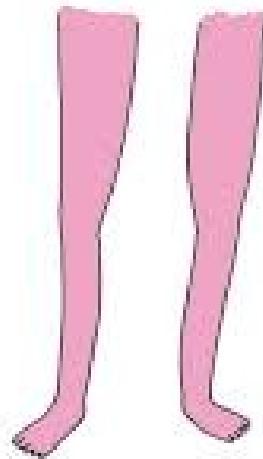




WHICH IS THE
MAN?



WHY?



BE YOURSELF!!!



Cooperative Learning



Cooperative Learning

- Ss work together in small groups
- Individual work and group work
One cannot succeed unless all group members succeed. We sink or swim together" (Johnson, Johnson, & Holubec, 1998, p. 4:7)
- Learn to work as a team

Planning

Monday 24	Tuesday 25	Wednesday 26	Thursday 27	Friday 28
			Reading, comprehension and discussion in groups	
Monday 31	Tuesday 1	Wednesday 2	Thursday 3	Friday 4
Class-share + start the project	Continue the project and finish it		Presentation of 3 project	
Monday 5	Tuesday 6	Wednesday 7	Thursday 8	Friday 9
Presentation of 3 projects	Evaluation			

Group Work Roles

Time keeper

Monitors time and moves group along so that they complete the task in the available time



Group Work Roles

Presenter



Presents the group's finished work to the class

Group Work Roles

Secretary

Takes notes whenever the group meets



Data Collector

Collects data for the work and brings it to the class



Checker

Check if everybody in the group collaborates and if the work is well done



LET'S MAKE A DIFFERENT ADVERT!

Choose a known perfume, deodorant or car brand and try to sell it making you own creative advert. As we have been looking at, these adverts tend to be very sexist. Thus, your objective is to make an advert taking the following ideas into account:

- It has to be attractive
- It has to contain words and images
- It can't contain any sexist aspect
- It can be a collage, an image, a video, etc.
- ...

COMPARING SOME TOYS

Choose 2 or 3 stereotypical toys and try to create your own toy doing a mixture of them or using your imagination. As we have been looking at, some toys tend to be very sexist. Thus, your objective is to make a toy taking the following ideas into account:

- It has to be attractive
- It can't contain any sexist aspect
- You can create it or desing it in a paper
- ...

A DIFFERENT STORY

Watch the following story about the *Prince Cinders* and discuss with your group in what way is it different from the traditional story of *Cinderella*.

Prince Cinders: <https://www.youtube.com/watch?v=lDgJvfcD9vo>

Then, take the traditional story you chose last day and reformulate it so that it does not contain any discriminating aspect. You must take into account these ideas:

- How many characters are there
- Who is the principal character (man, woman)
- How are the characters presented
- Is there any love story? How is it?
- Does it contain any stereotype? Any gender role?
- ...

Appendix XV*Evaluation Sheet for projects***Oral Presentations: Project**Teacher Name: **Irati Zenotz**

Student Name:

	The Pianist	Pasta lovers	Greedy Pigs	Listening to music in parties	Video parties with chips	Power Rangers
The project is original and attractive						
The ideas are well explained						
They make use of a good range of vocabulary						
They make use of an appropriate English (style, grammar, etc.)						
In general I liked the work of this group						

BMW

M5

YOU CAN DRIVE A CAR OR A BMW
YOU CHOOSE

ENGINES



- V8 Engine with 560 CV
- Acceleration from 0 to 100 km / h in 4.3 seconds
- Average consumption of just 9.9 liters
- Motor gasoline

SAFETY AND COMFORT



- **Multifunction seats**
- **high level of passive safety**
- **comfort access system allows you to enter and start your BMW M5 without using the key**

DESIGN



It has LED headlights, which give an idea of the character of an athlete, and body Frozen Blue Metallic.



Exclusive selection of light alloy wheels, two-tone or black finish.



Multifunction leather steering wheel, leather seats with color selection. With sporty atmosphere.

DYNAMISM

Additional competition package

It increases the engine power, from 560 CV to 575 CV.



The exhaust pipe provides a sportive engine sound , and light alloy wheels

Appendix XVII*Evaluation Sheet for groups***Collaborative Work Skills: Project**Teacher Name: **Irati Zenotz**

Student Name:

	1.	2.	3.	4.	Me
Has collaborated with a good knowledge of English					
Has participated actively					
Has collaborated with good and creative ideas					
Has tried to resolve the possible doubts					
Has helped in the organization of the group					

LITTLE GRASSHOPPE R



**Clara, Vicky, Andrea, José
Ángel, Elisabeth
Power Rangers
3ºE**

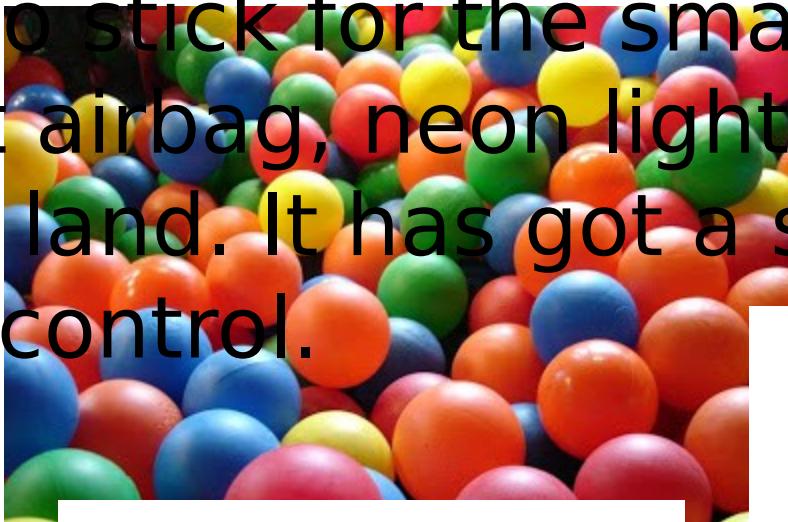
IT ISN'T SEXIST

- This toy isn't sexist because boys and girls can play with it. It's very funny for both sexes.



DESCRIPTION

- It's a pogo stick for the small children. It has got airbag, neon lights and wings for land. It has got a seatbelt for more control.



RECOMMENDED

- It can jump 1 metro and it's very confortable and safe.



PRICE

- It costs 99,99 €.
- If you buy it before 15 days you'll have the 30% of discount.





Rexona

It doesn't leave
you



- Sure is the most popular antiperspirant on the planet.
- The new motionsense technology is activated by body movement, so the more you move, the more it works.
- It last 48 hours

You can
use it if
you are

a...

Boy

Girl



The stereotypes in toys

Alvaro Coscolin

Andrei Sabon

Laura Gil

Sergio Ros



The sense of videogame

We decide to make this game so they are not always the boys playing footbal or superheroes and the girls who play with dolls. In this there is no stereotypes

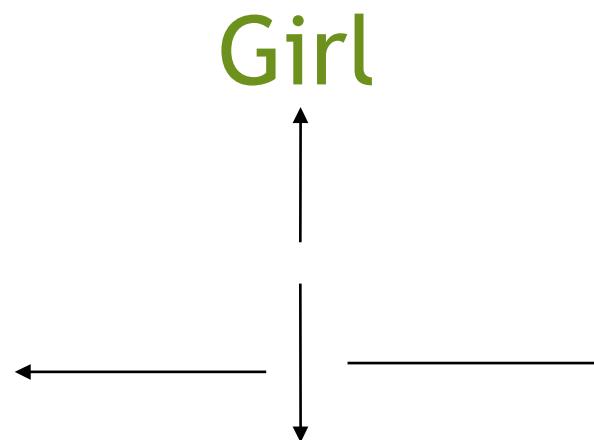
The videogame

The game work in such a way that the
boys have to destroy their stereotypes

And pick up items outside of the
steryotypes and so do the girls. To
pas the level you have to collet the
maximal points.

Controls

Boy
W
A S D
Space



Dolls ¹



Level

Superheroes



Sing ²



Level

Lego



Level

kitch³



Car



KING
LION



Once upon a time
a lioness was born.
She was the
princess of the
lions.

There was a big
party where all
animals of the
Savannah came.



When the lioness
was six, her father
died and she
thought that was
her fault.



So she run away
and she met
Timon and
Pumba.
They become good
friends.



13 years later the lioness returns to the Savannah and fought with the hyenas and the other lions.



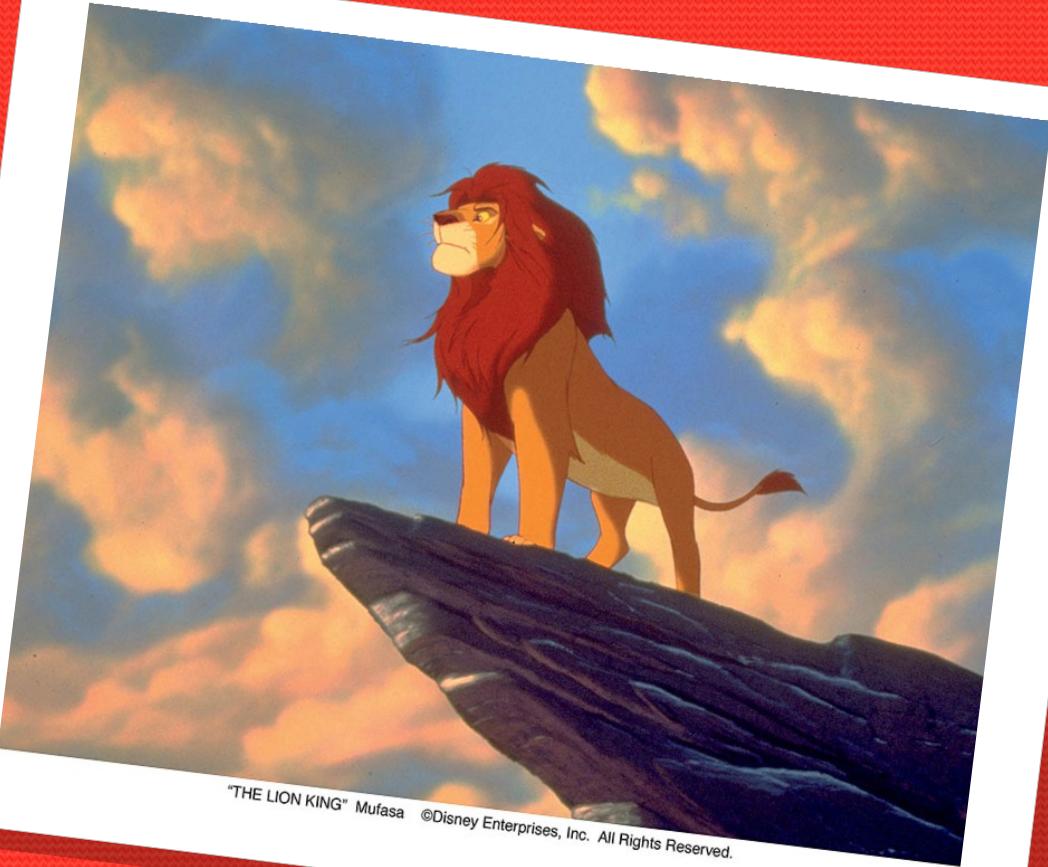
Because these
animals have
conquered the
kigdom.



So Simba returned to fight with the hyenas and the other lioness to have the power of the kingdom again.

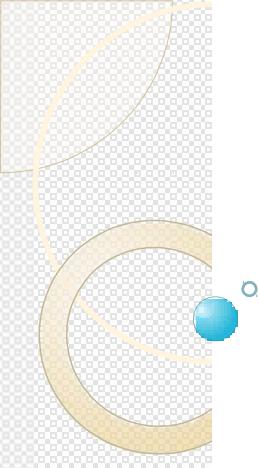


Finally she, got it ,
she kiched the
hyenas out and she
was the new
Savannah queen.



"THE LION KING" Mufasa ©Disney Enterprises, Inc. All Rights Reserved.

END



THE HISTORY OF RAPUNCELO AND ANASTASIA

LUCIA JOVEN
FLAVIA
NATALIA
SHEILA
DAVID

- A prince lived in a tour he had blue hair, big feet and bid hands



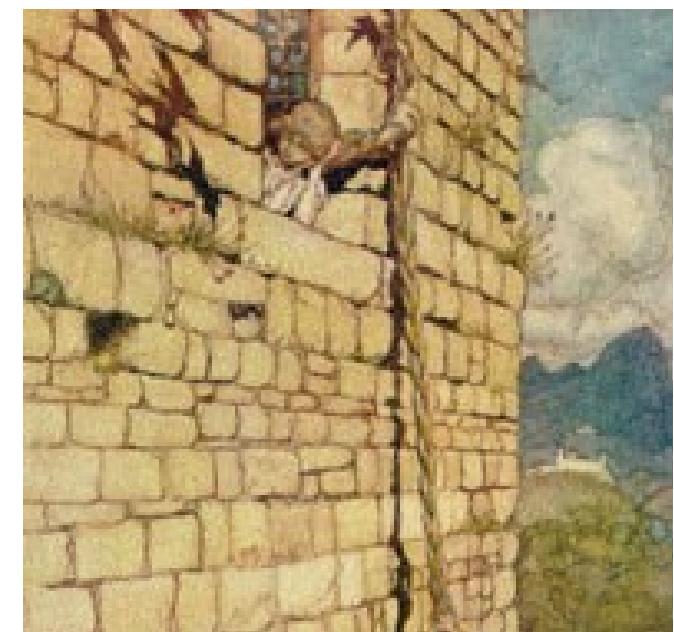
- Anastasia walked in the mountain.
- She was an unusual gift talk with the animals



- She found a tour, the tour was tall and purple
- There was a boy in the window



- She talked with he, but he didn't listen
she
- So he taked out his hair for de window



She climbed with his hair, but they
fell to the moat

