

Improve your Teaching: Practical Tips for Equity and Respect

Handbook with 82 Inovative Exercises for Schools



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FOREWORD

Dear readers,

this Handbook, called *Improve your teaching: Practical tips for equity and respect*, is the result of a joint effort between four European countries and their respective organisations, which came together to analyse commonly used textbooks, to highlight areas where stereotypes and Eurocentric narratives are inadvertently reinforced, and to propose some steps for improvement of study materials.

Stereotypes can negatively affect learners' critical thinking and their ability to perceive the world in its diversity. Thus, we emphasise an urge for an inclusive and respectful approach to all cultures, genders and social groups, contributing to greater equality in the learning environment.

Textbooks, which are the basis of the educational process, not only impart factual knowledge to students but also contribute to the formation of their values, attitudes and social roles through the hidden curriculum. This invisible aspect of education is present in the everyday interactions, teaching materials and the exercises themselves that are commonly used in textbooks. The hidden curriculum influences how teachers and pupils participate in the construction of social norms, perceptions of authority, gender roles and cultural stereotypes.

This Handbook is based on research into current teaching materials (specifically the international research *Reflecting Diversity: Analysis of Representations of Identities of Textbooks*), which often unwittingly present incomplete or distorted images of cultures and social groups. Based on this analysis, we offer suggestions on how to modify the exercises to better reflect the values of respect and cooperation and to provide a diverse representation. An approach to education that considers the hidden curriculum will enable learners to think critically about the world and develop skills in areas that go beyond the traditional core curriculum.

This handbook is intended for teachers, textbook writers and other educational professionals who seek to improve the quality of teaching in Czech, Romanian, Italian and Bulgarian education by uncovering and modifying hidden patterns in teaching materials.

PROJECT BACKGROUND

This *Handbook with 82 innovative exercises for schools* is the output of the project Teaching Across Intersections. The project was designed to expand secondary school teachers' knowledge of intersectionality as a tool of inclusion and to provide them with a set of soft skills that allow them to fulfil the needs of pupils on various intersections of gender, ethnicity, economic status, religion, sexual orientation, disability and so on. Thanks to that, a safe and welcoming environment in the classroom can be created.

The project was implemented by four organisations – Gender Information Center NORA (Czechia), Idrisi Cultura e Sviluppo ETS (Italy), SDRUZHENIE WALK TOGETHER (Bulgaria) and Young Initiative Association (Romania).

The output of the project is this Handbook, which includes practices for improving the educational materials already in use to more effectively reflect diversity and promote equality.

For more information and updates visit our websites:

www.gendernora.cz/en/.

www.idrisiculturaesviluppo.org

www.younginitiative.org/about-us-2/

www.facebook.com/associationwalktogether/

Gender Information Centre NORA

Gender Information Centre NORA is a Czech non-governmental non-profit organisation established in 2004 and located in Brno. GIC NORA builds its activities on a feminist approach and deals with gender equality-focused issues. Its mission is to promote and support equality between men and women in society at international, national and regional levels as well as to improve the lives of socially disadvantaged groups in Czech society. GIC NORA has implemented projects focusing on gender-sensitive education, promoting gender equality in the labour market or aiming to eliminate discrimination against ethnic minorities.

I am for equality.

Nora

The name NORA is inspired by the name of the heroine from Henrik Ibsen's book from 1879. At that time, the social status of women was clear - they were only wives and mothers.

However, Nora felt that she had the right to be herself, so eventually, she ran out of her patience and stood up against this convention and ultimately became a global symbol of women's emancipation.



SDRUZHENIE WALK TOGETHER

SDRUZHENIE WALK TOGETHER (Bulgaria)

Association Walk Together is a non-governmental organization (NGO) established in 2013 in Sofia, Bulgaria with the objective of serving as a platform for bringing together youth, trainers, youth and social workers, young policy makers, experts, and volunteers from both the country and the European Union. Our primary purpose is to facilitate the sharing and exchange of knowledge among these diverse individuals. At Association Walk Together, our main focus lies in community-based projects focused on themes such as social-economic and technological advancements. Additionally, our programs cater to the specific interests of both young people and adult learners, including those facing cultural and social barriers, thereby creating opportunities for individuals with fewer privileges.

Idrisi Cultura e Sviluppo ETS



Idrisi Cultura e Sviluppo ETS is a non-profit association founded in 2020 in Palermo, Italy, which promotes numerous non-formal learning activities aimed at improving skills and knowledge from a personal, civic, and social perspective throughout life. Within the association, there are experts in non-formal education, experts in educational design and creativity, cultural mediators with experience in exhibitions, playwrights, and theatre performers. At the core of Idrisi's work lies the development of artistic-educational solutions aimed at combating intolerance and exclusion, leveraging the persuasive nature of performative language, visual art, and non-formal educational approaches.

Young Initiative Association



Young Initiative Association (Romania)

The Young Initiative Association (AYI) is a Romania educational NGO that was founded in 2009. Our mission is to empower people through education and we do this through 3 main pillars of action: Social Inclusion, Youth Empowerment and NGO Development. The Association's vision is that an educated society is a strong and free society. We believe in the power of education to change people and communities, create opportunities and support children and young people to develop to their true potential, because a quality education develops free spirit, initiative, critical thinking, curiosity and creates the prerequisites for an independent life.



A Few Words of Introduction

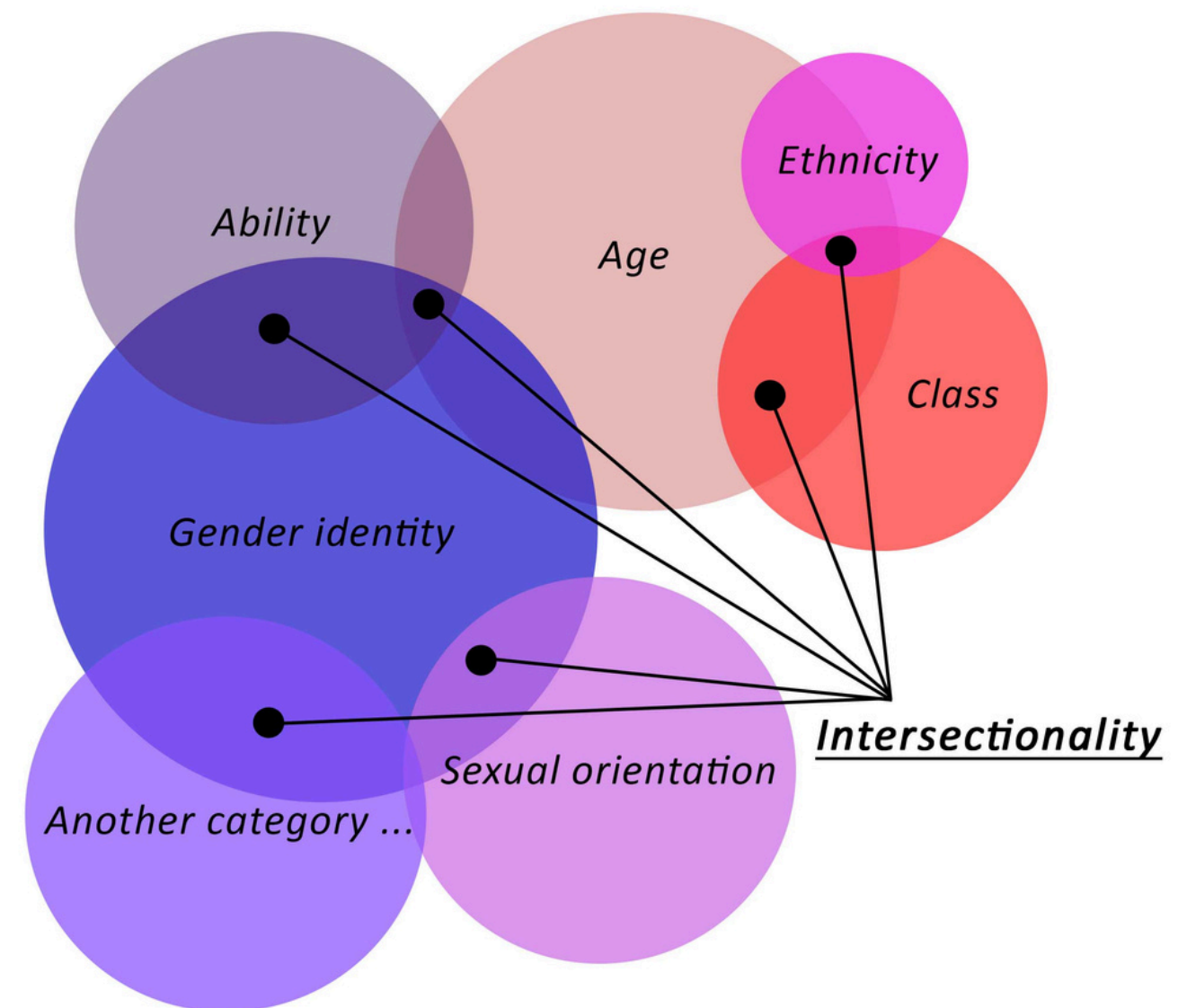
ABOUT INTERSECTIONALITY

“It is no longer possible to think of gender as an isolated category, because it is inevitably interconnected with other social categories such as ethnicity and class. Hence the term intersectionality.”

JEFF HEARN

The origin of **intersectionality** as both a meaningful word and an operational concept is usually understood to be related to the work of law professor Kimberlé Crenshaw, who played a decisive role around the beginning of the 1990s and subsequently during the first decade of the new millennium, in codifying intersectionality as a sociological hypothesis and interpretative lens.^[1] On the other hand, intersectionality and its keywords are deeply attributable to the emergence of the so-called black feminism starting around the 1970s. Collectives, claims, and activities that can now be described as queer – including the Combahee River Collective (1978) ^[2] – and have been typical of Black feminism were formed in response to and against the collectives and claims of white women. These movements are to be understood as the practical genesis of the concept of identity (and discrimination) and, consequently, for us, of intersectionality. The notion of intersectionality has gradually evolved in academic debates into a more generic and global interpretative lens that aims to work with the complexity of human identity and, above all, its representation and perception. This approach compels us to use more nuanced conceptual forms that do not aim to analyse or address phenomena such as racism, feminism, or classism in isolation. Instead, intersectionality seeks to recognise how people exist within their cultural contexts. It explores how social categories such as gender, race, class, sexuality, and ability intersect and interact to create unique experiences of inequality and privilege. Intersectional practice aims to examine all possible combinations of privilege and vulnerability. However, the focus should not be on evaluating how vulnerable our particular identity is. Everyone has a complex, intersectional identity; there is nothing inherently more complicated about the identity of any individual, including a white, middle-class, straight man. The critical question is whether these identities are explicitly acknowledged as we address any issue.^[3]

From an operational point of view, intersectionality has become a way to contrast the concept of fixed and monolithic identity and speak of cultural and social phenomena more as processes than as acquired data. It is common that intersectionality, as an interpretative lens, serves today to deconstruct a specific cultural product starting from the recognition of a dominant identity trait (e.g., race), recognising and identifying others: gender, sexual orientation, economic well-being or, more generically, class, and so on.



Picture 1: Illustrative intersectionality diagram (GIC NORA 2023).

The methodological challenge of intersectionality is the potential for essentializing and homogenizing the experiences of individuals with similar identities.

Intersectionality recognises the importance of acknowledging diversity within groups, but it can be challenging to avoid essentializing individuals based on their membership in a particular social category.^[4] Additionally, it can be difficult to ensure that intersectionality is not reduced to a checklist of identities but instead recognised as a dynamic and fluid practice.^[5]

Despite these challenges, intersectionality remains an essential concept in understanding the complexities of social inequality and can incorporate differentially located situated gazes at these inequalities.^[6] Researchers must continue to grapple with these methodological challenges to ensure that intersectionality is used nuancedly and thoughtfully in both research and practice.

A study "Intersectionality in quantitative research: A systematic review of its emergence and applications of theory and methods"^[7] looked at how intersectionality is included in quantitative research. The fact that such a study was even done shows the emergence of this concept in the academic literature and, of course, in our daily lives. The study's primary results showed that 707 scholarly articles focused on meeting inclusion criteria. However, 26,95% of the articles failed

to define intersectionality and 17.5% of the articles had a position that did not reflect or mention social power. The quantitative methods used in these studies are typically quite basic, though newer and more modern methods have emerged. Future research should focus on better-defining intersectionality and how to study it, mainly through quantitative approaches. Additionally, it is essential to develop and adapt quantitative analysis methods as much as possible.[8] To achieve this, it is necessary to integrate quantitative approaches that can measure and analyse the data with interpretative qualitative methods. These qualitative approaches can provide deeper insights, contextualise the findings, and identify areas that require further quantitative investigation, especially for categories that are difficult to quantify. Our specific approach is detailed in the Methodology chapter.

Intersectional critique still favours the convergence of the three significant categories of gender, race, and class. Recent research and movements on disability, and eventually sexual orientation, have given rise to some fascinating new ideas. As Helma Lutz points out, the list of intersections is limitless and includes things like gender, sexual orientation, ethnicity, skin tone, nation, class, culture, age, money, religion, and place of residence.[9] It's crucial to remember that 'the point isn't to get into smaller and smaller cohorts defined by identity, but to understand our lives and each other's' instead.[10]

To make intersectionality an operational concept, for example, in the educational sciences, it is exciting to understand in which times, places, and situations intersections may occur and in detail which ones. Furthermore, paying attention to which differences are most discussed, problematic, and dominant is equally interesting.

Regardless of the complexity present in the very concept of intersection, the goal is to use these guidelines from a methodological and didactic point of view: to be able to face and describe discrimination and oppression in a more pertinent way, but above all, to work so that, in a classroom or any other educational setting, teachers and educators can more decisively develop a narrative that promotes social justice, contrasting manifestations of hatred and intolerance. This often means, in academic practice, to understand how at the intersection of differences, some are usually missing, others are only hinted at and, consequently, are felt and considered secondary.

**INTERSECTIONALITY
TRIES TO 'RECOGNISE
THE DIFFERENT WAYS'
IN WHICH PEOPLE, IN
THEIR CULTURE,
EXIST.**

HIDDEN CURRICULUM

The hidden curriculum in education is the set of informal and **implicit** values, attitudes, and norms that students learn during the educational process. While the core curriculum is formally taught content (e.g. facts and skills within subjects), **the hidden curriculum is what participates in the socialisation** of male and female learners into their gender and other social roles. A hidden curriculum can be defined as a set of unwritten rules and values that are transmitted to students by teachers and schools through textbooks and more.

The hidden curriculum may be unintentional in some cases. However, it has a major impact on shaping learners' views of social roles, authority and power, and what is considered 'normal' or desirable behaviour in society.

In the context of school exercises and textbooks, the hidden curriculum could, for example, influence how different cultures and social groups are presented, thereby promoting or inhibiting critical thinking and respect for diversity.

WHY TO USE THE HANDBOOK?

In this Handbook you will find tasks related to inclusive and responsive education that you can incorporate into your teaching to apply the principles of intersectionality in practice. This handbook contains freshly designed exercises that can be easily integrated into regular lessons - they are time-saving and build on exercises teachers already work with.

This is because, as research we have conducted between 2023 and 2024 suggests, stereotypes are often reflected in current textbooks, so textbooks do not reflect the current state of affairs, reflecting the needs of a society made up of different personal identities.

Intersectionality is still rarely addressed in school education and therefore the handbook can be a valuable source of innovative information. Through extended exercises, learners will have more opportunities to encounter a diversity of identities. For teachers, this means that they can continue to cover the compulsory curriculum traditionally, while learners will be encouraged to reflect more deeply on the hidden dimensions of the exercises, such as sensitivity towards people of different genders, ethnicities, sexual orientations, cultural backgrounds, economic situations and disability.

Our intention in developing exercises is to provide pupils with greater opportunities to develop a deeper understanding of the diversity of the world in which they live. Through activities focused on inclusive education, learners will learn to reflect on their biases, develop empathy and strengthen critical thinking. Discussions and assignments linking traditional textbook topics to issues of gender, ethnicity, socio-economic background and sexual orientation will enable learners to develop a more sensitive and open attitude towards people with diverse life experiences. The handbook also facilitates an understanding of how different identities and social roles can influence opportunities and obstacles in individuals' lives, which is valuable for personal growth and future social engagement.

Additionally, the presence of role models with whom learners can identify increases their motivation, and interest in learning and contributes to a deeper understanding and application of the material covered. When pupils recognise themselves or their experiences are reflected in the content, they feel more respected and valued. In addition, such content promotes their self-esteem and a sense that their identity and experience are of value in the learning process. Identification with the topics taught also develops the capacity for empathy, as it allows them to better perceive the experiences and perspectives of others.

Through this approach, the school becomes a space where pupils learn respect, understanding and the skills needed for a fairer and more inclusive society.

SUMMARY OF THE FINDINGS PROVIDED BY THE PREVIOUS PROJECT RESULT - ANALYTICAL REPORT

The need for the existence of this Handbook is based on the conclusions of our analytical report *Reflecting Diversity: Analysis of Representations of Identities of Textbooks*, which intersectionally analysed representations in Czech, Romanian, Bulgarian and Italian secondary school textbooks.

This research took place in four European countries - the Czech Republic, Bulgaria, Romania and Italy - and focused on analysing representations of gender, ethnicity, age, socio-economic status, disability and sexual orientation in STEM and humanities textbooks (and their intersections). The analysis included eight frequently used textbooks at the second-grade elementary school level through a systematic reading of textual and visual content.

The findings of the research report point to fundamental differences in the representation of gender, ethnicity and other social groups in educational materials. Both studies have provided valuable information on how these groups are portrayed in textbooks, with their focus, methodology and results providing a more comprehensive picture of the situation.

Key findings include:

- **Gender representation:** in STEM textbooks across the countries studied, males made up 76.7% of the displays, while females made up only 23.3%. Humanities textbooks showed a slightly smaller imbalance, but men still made up 65.3% of the cases compared to 34.7% of women.
- **Active and passive roles:** Men were more often portrayed as active agents, while women were more often presented in passive roles. This difference was particularly pronounced in STEM textbooks, which may reinforce stereotypical perceptions of men and women.
- **Representation of ethnicity:** there was low representation of minorities in textbooks, with the Roma minority making up only a fraction of the overall portrayals, even though the Roma minority is the largest ethnic minority in Europe and is a significant minority in every project country.
- **Socio-economic status:** men were more often associated with wealth, while women, especially from minority groups, were more often portrayed in the context of poverty.
- **Underrepresented Intersections - Disability and Sexuality:** people with physical or mental disabilities were very rarely depicted and LGBTQ+ issues were almost entirely omitted.^[11]

METHODOLOGICAL INTRODUCTION

Textbooks, along with other educational materials used in schools across the partner countries of our project, share a common feature that is becoming increasingly evident: they do not merely convey stereotypical representations but often promote a “single narrative,” a dominant model that defines what is deemed acceptable, normal, and representable. This narrative spans multiple dimensions: gender, family, corporeality, cognitive abilities, ethnicity, and social class. It reflects a narrow vision of society, often resistant to the significant changes of the past decades.

Male and female figures are still frequently depicted in predefined, traditional roles, while families are predominantly represented as heterosexual units composed of a father and a mother. This approach not only ignores the plurality of existing family configurations — such as same-sex parent families, single-parent families, or intergenerational families — but also reduces the complexity of individual and collective experiences into rigid, limiting frameworks.

This perspective extends beyond gender and family stereotypes, affecting other relevant categories as well. For instance, disability is often marginalised or portrayed in a compassionate rather than inclusive manner, depicting individuals with disabilities as objects of inspiration rather than active protagonists. Similarly, ethnic representations are frequently confined to clichés that fail to do justice to the richness of cultures and identities present in contemporary society. Social well-being and class are also commonly underestimated, with a tendency to depict a singular model: affluent, white, heteronormative, physically, and cognitively abled. The result of these narrative choices is a profound pedagogical gap. Educational materials often fail to acknowledge or include those who do not fit this dominant model, rendering invisible the experiences and identities that diverge from the represented ideal. This limits not only students’ sense of recognition but also the development of an intersectional and inclusive understanding within schools.

This raises a crucial question: **from a methodological perspective, how can we deconstruct and oppose this “single narrative” present in textbooks?** In other words, how can the various stakeholders involved in this process (analysts, teachers, publishers, students, and even parents, pedagogists, and those who support students in extracurricular activities) work effectively to create educational materials that reflect the plurality and complexity of the real world?

The answer lies in a shared methodology that the *Teaching Across Intersections* project has distilled into two main approaches:

- 1. The analysis and deconstruction of existing textbooks currently in use, utilizing theoretical frameworks and models derived from intersectional cultural analysis.** This process includes re-writing existing content to make it more inclusive and intersectional, as extensively outlined in our Analysis of Representations of Identities in Textbooks called *Reflecting Diversity* and exemplified by the series of revised exercises presented in this Handbook.
- 2. The production of new textbooks and educational materials through a specific set of recommendations and perspectives,** in order to redesign and, eventually, replace the aforementioned existing and adopted products.

Re-reading, Deconstructing, Re-writing: The First Methodological Model

The analysis and deconstruction of existing textbooks represent a fundamental, indeed primary, methodological practice. Its purpose is not merely to render educational materials more intersectional from a theoretical and cultural standpoint, but also to make them substantially more inclusive and, ultimately, respectful of the plurality of human experiences. At its core, this method concentrates on existing materials, adopting a particularistic perspective: the objective is to reformulate specific textbooks based on thorough quantitative and qualitative analysis.

This methodology has been encapsulated in the various sections of the Comparative Report produced by the Teaching Across Intersections project during its initial cycle. However, numerous practical examples illustrate the application of this approach. In 2019, the Department of Educational Sciences at the University of Bologna [12] conducted an in-depth analysis of physics and mathematics textbooks used in secondary schools. The study revealed a predominance of male figures representing professionals and scientists, with only 20% of mentions involving women, who were often confined to secondary or supportive roles. This academic research led to a revision of physics exercises to incorporate greater diversity in professional roles. One notable example involved an original exercise describing a male engineer designing a bridge. In the rewritten version, the task was reformulated to feature a diverse team: a female project leader, a male technical specialist, and a consultant with a migratory background.

Not only gender, though. Disability representation in textbooks often leans toward paternalistic or charitable narratives, as highlighted not only by our Reflecting Diversity but also by other reports. For instance, a commonly used civic education textbook analysed in the study [13] described a person with disabilities solely as a recipient of community assistance, neglecting their autonomy or social contributions. Building on this analysis, a new textbook, which depicted a young person with disabilities as an object of charity, was rewritten to highlight the story of a local artist with disabilities contributing actively to the community through their work. The revised materials were subsequently adopted by other schools in the region.

Ethnicity, as a key dimension of intersectionality, often intersects with civic-political phenomena such as migration. Unfortunately, these themes are frequently treated with generic or stereotypical descriptions in textbooks. For that reason, in 2022 Voices of the Mediterranean [14] conducted in collaboration with the Municipality of Palermo and the University of Palermo, addressed these shortcomings through participatory rewriting of geography textbooks. Teachers, supported by intercultural education experts, worked to integrate real stories of migration and success into textbook chapters. Students collected interviews and photographs, producing materials that enriched the chapters on contemporary migration with relatable, real-world examples.

The methodology advocated here (and demonstrated through the above examples) underscores the **importance of proactive engagement from all educational stakeholders**. Intersectional analysis, supported by academic and cultural research, must guide both the critical reading of existing textbooks and the rewriting process. However, **this approach must move beyond mere intellectual exercises to ensure that the results of deconstructive rewriting remain firmly rooted in real-world contexts, avoiding the abstraction that often characterises original materials deemed “insufficiently inclusive”**.

Designing and Creating Anew: The Second Methodological Model

This model focuses on creating entirely new educational materials that prioritize inclusivity, intersectionality, and cultural diversity. Unlike revising existing content, it proactively designs textbooks, exercises, and educational tools that integrate pluralistic perspectives and resist the propagation of stereotypes or exclusive narratives.

The challenge? The limited involvement of educational stakeholders. Let us consider an example, focusing on early childhood and primary education. *Piccolo Uovo (Little Egg)* [15], written by Francesca Pardi and illustrated by Altan, targeted at preschool and primary school children. This book narrates the journey of a small egg exploring various types of families, including same-sex parent families, with the goal of presenting children with the diversity of family structures. Despite its educational intent and inclusive approach (and despite receiving significant recognition, including the prestigious Andersen Prize in 2012 as the best book for young readers) *Piccolo Uovo* became the subject of fierce criticism and controversy. In 2012, the far-right organisation Forza Nuova publicly called for the book to be burned, accusing it of promoting a "homosexual culture" among children and within schools. This reaction sparked heated debates over its distribution in preschools and libraries, leading to numerous educational institutions suspending or outright banning its use.

By contrast, for the STEM area, one notable example is *Scienze per Tutti: Manuale STEM Inclusivo (Sciences for Everyone: An Inclusive STEM Manual)* [16], which aimed to overcome gender stereotypes and promote an intersectional approach. The manual included exercises and activities representing professionals and researchers from diverse ethnicities, genders, and physical abilities. For instance, a physics problem described the work of a female aerospace engineer, while a biology case study focused on a Nigerian male scientist combating malaria. This educational resource was distributed as a free supplement and was integrated into lessons to foster inclusion and interest in STEM fields.

Another example could be a geography atlas that aims to address migration and cultural diversity through an educational and intersectional lens. The atlas, titled *Geografie Diverse (Diverse Geographies)* [17], was subsequently adopted by several lower secondary schools in Palermo as a tool to discuss migration, global citizenship, and cultural diversity. It was recognized as an innovative example of intercultural pedagogy during a regional conference on school inclusion.

This second methodological model thus proves to be highly valuable, potentially offering broader opportunities for change and impact compared to the rewriting approach. However, it requires significantly more time, meticulous research efforts, and structured collaboration among stakeholders, including universities, publishers, research teams, teachers, and educational experts. While immensely useful, the process is also resource-intensive. Due to its complexity, this model tends to involve students or specific classroom units only marginally or at a secondary, implementation-focused level.

Project Teaching Across Intersections and its outcomes have ultimately aimed to synthesise the two distinct methodological perspectives, reflecting extensively on their respective strengths and weaknesses. The goal has been to create as comprehensive an approach as possible. The result is a flexible Handbook for educators to create inclusive, context-specific materials that reflect students' requirements.

WHO IS THE HANDBOOK FOR?

The Handbook is designed for primary and secondary school agents. To be more detailed, it is aimed at the following types of audiences:

Primary audience:

Teachers, headmasters, and school counsellors interested in incorporating inclusive and intersectional practices in their classrooms to foster diversity and inclusion. They should be open to learning and applying intersectional approaches, regardless of their experience level with diversity, equity, and inclusion.

Secondary audience:

Facilitators, trainers, social workers, teaching assistants, and psychologists working in non-formal education settings like youth groups, NGOs, or community organizations, who lead workshops and activities for diverse age groups.

Textbook authors and illustrators who can draw inspiration from the Handbook to create new study materials that incorporate respect, equity and inclusion.

HOW TO USE THIS HANDBOOK?

We aimed to show how to apply more sensitive approaches than in standard textbook exercises.

The guide is oriented by the social problems in the textbooks/workbooks. **You can find the social phenomenon you want to address in your lessons on the following page.**

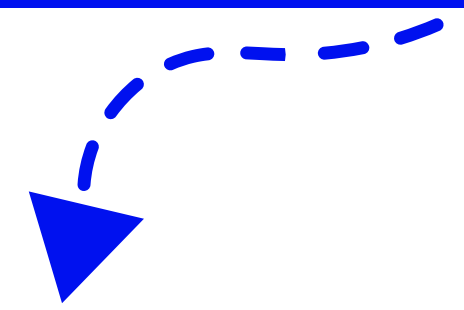
We would like to point out that the exercises are primarily intended **as inspirational material** and should be approached with the knowledge that they may contain, for example, grammatical or mathematical inaccuracies.

Legend:

Red arrow → indicates phenomena we criticize.

Blue arrow → indicates the solutions we propose.

The list of correct answers to exercises where they are required (i.e., not, for example, discussion exercises) can be found on page 69 under the numerical identification of the exercise. Exercises that have the correct solution are hyperlinked. Clicking on it will transfer you to the answer list.



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OBJECTIVES OF THE HANDBOOK

The **values** of this Handbook are the following:

- **Intersectionality:** acknowledge and then teach students to see how various aspects of identity (e.g., race, gender, class) interact within broader systems of power and discrimination.
- **Inclusion:** every student should feel valued, respected, and accepted regardless of their identity, background, or abilities. Teachers are given tools to create spaces where everyone has a voice and feels represented.
- **Equity and equality:** the content of the Handbook promotes equity, in the sense of recognizing and adapting to differences of identity (like race, gender, ethnicity etc) rather than treating everyone as if they are the same. However, everyone should feel equal in the way that they are being treated by others.
- **Respect for diversity and empathy:** this core value of the Handbook encourages teachers and pupils to see differences as opportunities, as a richness that needs to be celebrated, and not as a barrier in growth and development. We should encourage curiosity and appreciation for others' identities and backgrounds.
- **Critical thinking:** with such exercises as the ones included in this Handbook, teachers should aim to develop students' ability to question stereotypes, challenge biases, and analyse systems of privilege and oppression.
- **Non-discriminatory approach:** commit to creating environments where no one is treated unfairly or excluded based on their identity, background, or abilities.

The **working principles** of this Handbook are the following:

- **Practical and established exercises:** the exercises are based on well-known and widely used textbook exercises, created on formats which the teachers are already familiar with. Also, the handbook provides clear, ready-to-use exercises, templates, and guidance that educators can easily implement.
- **Flexibility and adaptability:** the exercises can be tailored to different group ages, sizes, timeframes, and several contexts also out of the formal learning system. The handbook is designed in such a way that each teacher or educator is allowed to choose how much they want to implement, there is always room for improvisation and personalization of the exercises based on participants' feedback.
- **Intersectional awareness:** many exercises and theory descriptions show and enhance the interconnectedness of different identities and social categories (e.g., race, gender, class, ability), as well as address diversity in differentiated ways that resonate with participants' realities.
- **Empathy-building activities:** the content of the Handbook is designed in a manner that fosters empathy, collaboration, and mutual understanding and it also wishes to promote positive relationships among students and between educators and students.
- **Inclusivity and accessibility:** the Handbook promotes exercises that create safe, nonjudgmental spaces for discussion and exploration and it also uses inclusive language and examples that represent diverse experiences and backgrounds.

Learning outcomes for teachers:

- **to understand intersectionality:** teachers will gain a clear understanding of what intersectionality means and how overlapping identities (e.g., race, gender, sexual orientation, class, disability) shape individuals' experiences.
- **to gain familiarity and broaden knowledge and understanding** of the key categories (key criteria) such as ethnicity, age, gender, sexual orientation, social class, and disability.

- **to create inclusive learning environments for the pupils:** by implementing step-by-step exercises from the examples written in the Handbook, teachers will develop skills to make the curriculum more representative and inclusive of diverse identities and experiences.
- **to address discrimination:** with small examples of the Handbook exercises, teachers will learn how to promote empathy and solidarity among pupils and even feel more empowered and able to intervene and address incidents of discrimination or bullying in the classroom, when it is the case.
- **to enhance collaboration skills and interdisciplinary approaches:** teachers will practice more on how to collaborate with other colleagues (such as counselors, support staff or other teachers and educators) in order to understand how to integrate intersectional perspectives into various subjects or interdisciplinary projects.
- **to adapt to diverse needs in the classroom:** by using this Handbook regularly, teachers will develop the ability to modify any teaching approaches, materials or exercises to adapt to the diverse learning needs and abilities of the student.

Learning outcomes for pupils/students:

- **to understand diversity and inclusion:** pupils being involved in such exercises and discussions will recognize, understand and appreciate how different aspects of identity (e.g., gender, ethnicity, social class, disability) intersect and influence individual experiences.
- **to increase the ability to recognise and challenge stereotypes:** complementary to gaining a better understanding of what intersectionality means and entails, pupils will also be able to better identify stereotypes, prejudices, and biases in society and within themselves. In time, they will be able to develop the ability to critically question and challenge discriminatory behaviours or narratives.
- **to build empathy and respect for all others:** first of all, pupils will practice respectful communication and collaboration with classmates, even when differences arise. Moreover, they will develop greater empathy for colleagues or friends with different experiences, identities, and backgrounds.
- **to recognise and address or avoid discrimination in more effective ways:** pupils will be able to identify situations of discrimination or exclusion in their environment (school, media, community etc). In time, they will also gain confidence (and means or tools) to speak out against discrimination and support colleagues who may feel excluded.
- **to strengthen emotional intelligence:** pupils who are being taught about intersectionality will develop enhanced self-awareness skills and a better understanding of how their own experiences shape their views and actions. In time, this can also help them manage emotions and resolve conflicts in a constructive, inclusive manner.
- **to develop a global perspective and a change/growth mindset:** these kinds of intersectional exercises help pupils build awareness of cultural differences and the importance of cross-cultural respect.

When the pupils spend time in a learning environment where the teachers encourage intersectionality, promote the values mentioned above and work and teach by following the working principles mentioned above, then the pupils can have a real chance to develop competencies such as:

- **social and civic competencies**
- **critical thinking competencies**
- **communication competencies**
- **emotional competences**

Overall, this Handbook and exercises will give teachers the tools to support and encourage their pupils and students to develop the ability to build bridges between individuals and groups, fostering mutual respect and understanding.

Exercises

Humanities

Eurocentric Representation of the Global South

→ The exercises referring to countries or communities of the Global South are often written in Eurocentric style, in other words talking "about us without us" in relation to the people of the Global South. Eurocentrism operates through geo-cultural representations of the Global North as opposed to and superior to the rest of the world. Eurocentric thinking operates based on binary oppositions such as barbarism and civilization. The concept has been described by, for example, Edward Said [18] and Larry Wolff [19].

→ Exercises that include the topic of international aid often describe aid as a one-sided process. It would be appropriate to emphasize cooperation between aid providers and aid receivers. This will show that both parties contribute their knowledge and experience to problem-solving.

→ Such exercises often present people of the Global South as uncivilised or unable to take care of themselves not knowing how to maintain personal hygiene or to deal with food or water shortages, for example, waiting for the Global North to solve these problems. However, people who are referred to in such exercises have been usually struggling with such problems for a long time. They have therefore had to find their own ways of dealing with these problems, based on their knowledge, possibilities and experiences/traditions. It would therefore be appropriate to point out how they have dealt with these problems so far by themselves. Moreover, showing their abilities and ingenuity can help to debunk these stereotypes and show pupils how capable and self-sufficient people of the Global South are/have been so far.

→ The issues addressed in such exercises are usually closely linked to the living and environmental conditions of the population. The exercises can be supplemented with information on the topic of water privatisation, land grabbing, waste export, industrial pollution, agricultural subsidies and other practices of the Global North that play a huge role in creating and deepening socio-economic problems in the countries of the Global South. This step will allow teachers to raise awareness of the deeper context and reasons of existing issues.

If an exercise focuses on the humanitarian aid practices of organisations from the Global North and depicts it as a one-sided process you can add testimony of people from the Global South who describe the solutions they found for themselves. You can find an example of a suitable text in the box below.

1

"I have a fish farm, I buy carry fish in the plastic made basket to release the prawn in the farm. After releasing the fish, I would throw away the plastic basket in the open nature. But I found that the plastic basket never gets mixed with the soil and nature. So I decided to make the proper use of it to recover my loss due to heavy rain and disasters. Since all my vegetables are being damaged due to extra rains for several days in a row, I filled this plastic made basket with soil and applied organic manure on it. After that I planted vegetables in this plastic made basket. Today I discover my vegetable does not get damaged in spite of heavy rain. I can farm vegetable throughout the year using these basket. There are spice, ginger and lemon and some other spinaches which I planted using the plastic basket as base."

- Anita Rani Mandal, Bangladesh [20] (cited in the original version)

To emphasise the agency of people who live in regions affected by global inequalities, you can add some information about the collective struggles of the local communities, as in the box below. This exercise enables to debunking of stereotypes, supports critical thinking and improves digital skills.

2

"OWORAC is a pan-African movement dedicated to defending the human right to water across the continent. We are a network of grassroots organisations, community movements, activists, trade unions, and civil society groups united by the belief that access to clean, affordable water is a fundamental right, not a commodity for profit." [21]

You can add questions to the exercise:

- What does the acronym OWORAC mean?
- Why the OWORAC was created?
- What is OWORAC's vision for Africa?
- What can we learn from OWORAC?

To encourage critical thinking and broaden students' perspectives, you can also suggest exploring the issue of land grabbing, waste export, industrial pollution or agricultural subsidies. This will allow students to look at societal issues from a broader structural perspective in addition to individual stories of local communities. Specifically, students can be asked to explore the following assignment: "Search for what land grabbing is and how the practice of land grabbing is affecting the Global South."

Western-centric Perspectives in Economics

→ Teaching economics often prioritises simplified, dominant frameworks without critically examining their broader implications. This trend reflects a focus on quantitative metrics that are easy to teach and measure but fail to capture the complexities of real-world economies. As a result, economic education can unintentionally reinforce narrow, Western-centric perspectives, sidelining diverse approaches and experiences.

→ For instance, metrics like GDP are frequently presented as definitive measures of progress despite well-documented critiques highlighting their limitations, such as ignoring unpaid labour, informal economies, and environmental degradation. Similarly, economic principles often assume universal applicability, overlooking how historical, cultural, and social contexts shape economic realities.

→ GDP, deeply rooted in modern economic frameworks, prioritizes quantifiable outputs, often ignoring unpaid labour, informal economies, and environmental impacts. Furthermore, this narrative simplifies the intricate web of critiques that question GDP's relevance. Scholars, activists, and thought leaders from non-Western, feminist, and post-colonial perspectives have highlighted GDP's inability to account for unpaid labour, informal economies, and environmental degradation.

A more balanced approach to teaching economics would challenge these dominant narratives, incorporating critical perspectives and alternative frameworks, such as ecological economics or well-being indicators. This would encourage students to engage with the subject more thoughtfully, question assumptions, and explore solutions that reflect the diverse needs of global societies.

When teaching the topic of GDP (or other), make sure to present the concept through diverse voices (equally relevant and prominent, yet less familiar to younger generations). It can help foster a broader understanding of civic, cultural, and economic phenomena. Incorporating a female perspective, particularly on the critical issue of unpaid and domestic labour, can provide similarly valuable insights for discussion (and writing), encouraging teachers and students to approach the "simple" meaning of GDP in a more nuanced and complex way. You can see an example of such perspectives and follow-up tasks in the boxes on the right.

Critical Reading and Analysis

Amartya Sen, an Indian economist and philosopher and Nobel laureate in economics, has criticized the use of GDP as the sole indicator of human progress, arguing that it inadequately reflects the well-being and quality of life of people. In an interview, he stated:

"GDP is a profoundly imperfect indicator. It does not measure the actual quality of life of a population, nor does it take into account inequalities, deprivations, or the effective capabilities of people to live a life they consider worth living. Economic growth and human well-being are not synonymous. The obsession with GDP often leads to neglecting fundamental issues such as health, education, personal freedom, and the environment." [22]

Another significant critique of GDP comes from Marilyn Waring, a New Zealand economist and politician, who highlighted how GDP ignores the value of unpaid work, often performed by women and fails to consider the environmental costs of economic development. Waring thus adds an important gender perspective to the already complex debate about the validity of GDP as a descriptive index. In her book *If Women Counted*, Waring writes:

"GDP treats the production of arms and pollution as positive contributions to the economy, while it disregards unpaid domestic and caregiving work, which is fundamental to social well-being." [23]

Vocabulary in Context:

Find the following words in the text and define them based on context. Then write your own sentences using these words:

- Inequalities
- Deprivations
- Obsession
- Unpaid work
- Fundamental

Comprehension Questions:

- According to Amartya Sen, why is GDP an inadequate measure of progress?
- What key issues does Marilyn Waring emphasize in her critique of GDP?
- How do both critiques highlight different but overlapping concerns about GDP?

Compare and Contrast:

- Create a Venn diagram to compare the perspectives of Amartya Sen and Marilyn Waring:
- In one circle, list Sen's criticisms of GDP (e.g., quality of life, capabilities).
- In the other circle, list Waring's points (e.g., unpaid labour, environmental costs).
- In the overlap, include ideas shared by both economists.

Discussion or Written Reflection:

- Why might GDP remain a widely used measure despite these critiques?
- What other indicators could complement or replace GDP to better reflect human well-being? Consider examples like the Human Development Index (HDI) or Gross National Happiness (GNH).

Casual Racism in Common Expressions

The following exercise encourages students to reflect on the impact of language on marginalised groups, fostering critical thinking and empathy while expanding their vocabulary with alternative expressions. The exercise enables:

- to develop critical thinking about cultural differences and stereotypes;
- to encourage respect for individuals regardless of their ethnic, cultural, or social backgrounds;
- to understand the historical and cultural contexts behind certain expressions;
- to reflect on the language students or other people use and its potential harm;
- to expand vocabulary by practising neutral and respectful synonyms.

We strongly suggest using local expressions to address the specific forms of casual racism that are common in the place where the exercise is implemented.

6

Challenging Casual Racism in Everyday Language

Task:

Work with a partner to provide synonyms for the following expressions:

1. "To work like a slave"
2. "To act like a savage"
3. "To be an Indian giver"
4. "To gyp someone"
5. "To have a tribe mentality"

Follow-up:

1. Reflect on whether you have heard or used these expressions before.
2. Consider whether you know the historical or cultural origins of these phrases.
3. Identify the stereotypes or prejudices these expressions might reinforce.
4. Discuss whether such expressions contribute to negative attitudes or discrimination against particular groups. If so, how?
5. Share examples of respectful and neutral alternatives to such language and discuss how using inclusive language can foster a more empathetic and respectful environment.

Casual racism refers to the subtle, often unintentional expressions or actions that perpetuate stereotypes, discrimination, or bias against marginalised racial or ethnic groups. Unlike overt or intentional forms of racism, casual racism is typically embedded in everyday language, cultural practices, and social norms, making it less noticeable or acknowledged by those who use it. However, the impact of casual racism can be just as harmful as more explicit forms, as it reinforces negative stereotypes and perpetuates social inequalities.

Many of the expressions used in everyday language are deeply rooted in racial or ethnic biases, even if their users are unaware of the harmful implications.


Language plays a powerful role in shaping perceptions, attitudes, and social structures. Even seemingly harmless expressions—such as metaphors, idioms, or colloquial phrases—can perpetuate stereotypes about race, ethnicity, and culture. The phrases used in the exercise, like "to work like a slave" or "to gyp someone," are examples of casual racism because they draw on negative historical or cultural associations. While these phrases may not be intended to harm, they rely on longstanding biases that perpetuate discriminatory ideas.

When casual racism is widespread, it becomes normalised, leading people to accept biased language and behaviour as part of everyday life. This normalisation can prevent individuals from recognising harmful attitudes or questioning the status quo.

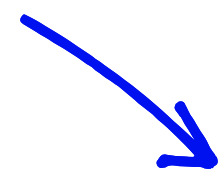
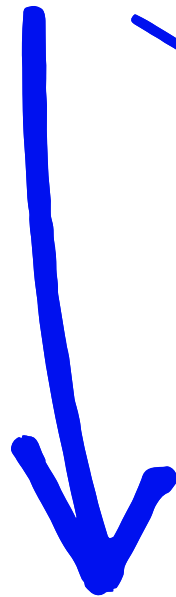
Casual racism can contribute to social fragmentation by fostering a sense of "us" versus "them." It can make members of marginalised groups feel isolated, stigmatised, or less valued in society.

We suggest extending the exercises that contain cultural/ethnic stereotypes, and discriminatory or dehumanizing attitudes with reflection on the topic of racism and xenophobia.

Xenophobia Presented as a Distant Issue



Exercises addressing xenophobia but failing to account for local contexts and attitudes toward minority groups risk limiting understanding of these phenomena in everyday life. If learners are not exposed to forms of xenophobia or discrimination present in their own communities—whether directed at ethnic, cultural, or national minorities—they may perceive xenophobia as a distant issue, unrelated to their own environment and primarily affecting other societies.



We suggest extending the exercises that address xenophobia, racism or discrimination but presenting it as a distant issue with other exercises that provide a deeper local context of these phenomena.

Media plays an important role in shaping how we view the world, including people from different countries, cultures, or backgrounds. Sometimes, the language used in media can unintentionally promote stereotypes or misunderstandings, while at other times, it can foster inclusion and understanding.

Exploring how local news represents minority groups, migrants, or cultural diversity, will enable students to develop skills to critically evaluate the media they encounter every day, reflect on how language affects perceptions of different groups, and how media can either challenge or reinforce xenophobia.

You can see the example of an exercise that is adapted for the UK and the US context by using local articles. You can use the exercise structure but provide students with articles focusing on the local context of the country you work in.

7

Comparing Historical and Contemporary Xenophobia

This exercise can help to draw connections between historical and current forms of xenophobia, racism and discrimination.

Ask pupils to compare two texts, identifying:

- Similarities in context or societal attitudes.
- Differences in context or societal attitudes.

Discussion:

- How have societal attitudes changed over time?
- What lessons can be learned from the past?

For the UK context, you can use the following articles:

- [The Notting Hill Riots \(1958\) \[24\]](#)
- [Fake News-Driven Anti-Migrant Riots and Protests in the UK \[25\]](#)

For the US context, you can use the following articles:

- [The Civil Rights Act of 1964: A Long Struggle for Freedom \[26\]](#)
- [Covid-19 is disproportionately taking black lives \[27\]](#)

8

Exploring Local Media Representation

For teachers: Prepare a list of 5-7 headlines from local newspapers or online news sources. Include headlines that mention minority groups, migrants, or cultural differences (neutral or problematic ones). You may want to use different sources to provide diverse headlines. Examples of the headlines you may find:

- "Local community celebrates International Day of Tolerance."
- "Concerns rise over increasing migration to the region."

Student task: analyse local news headlines.

- In pairs or small groups, decide if each headline feels positive, negative, or neutral.
- Discuss why it feels that way. For example:
 - Is the language welcoming or critical?
 - Does it focus on problems or opportunities?

Follow-up questions:

- Where do you get news about your community or country?
- What kind of stories do you see about people from other countries or cultures?
- Do people from other countries have opportunities to share their stories and opinions in the media you see?

Lack of Representation of People with Disability and Neurodiversity

9

→ As our analytical report *Reflecting Diversity: Analysis of Representations of Identities of Textbooks* shows, textbooks lack representation of people with diverse identities. One such example is the near absence of representation of people living with a disability, only 2.4% of people represented in textbooks are shown with some kind of disability (physical or mental).^[28] Including figures with disabilities in textbooks could provide students with positive examples of success, overcoming obstacles, and participation in public and cultural life. Textbooks should not only include "ordinary" stories from the everyday lives of people with disabilities but also highlight prominent figures who have inspired others with their contributions across various fields, from sports to science and the arts. The absence of such role models leads to the marginalisation of people with disabilities and limits their representation as full members of society.

→ Moreover, even in this very small representation of people with disabilities, there is a trend, where people with disabilities are presented in two ways: the first way presents people who have achieved something "despite" their disability or are above average in something, even compared to people living without disabilities; in the second way people with disabilities are treated in textbooks as someone who needs care. However, there is a general lack of stories, texts and exercises that show people with disabilities in terms of "ordinary, everyday life".

→ Neurodiversity is a concept that emphasises that neurological differences, such as autism, ADHD, dyslexia, dysgraphia, Tourette's syndrome, and others, are a natural part of diverse human experience. They should not be regarded as illnesses or disorders to be cured but rather as different ways of thinking, perceiving the world, and interacting with the environment. This approach advocates for respecting and understanding individuals with these neurological differences, focusing on their abilities and potential rather than perceiving their differences as deficits. The absence of neurodiversity in textbooks represents a significant shortcoming that negatively impacts students' awareness of this important aspect of human diversity.

It is essential to broaden the representation of people living with a disability in textbooks to better reflect their diverse experiences and abilities. You can add some examples that include different characters with disability to grammar exercises as in the box below.

By presenting stories from the perspective of people living with disabilities, the textbooks promote empathy and present these people as full members of society with their own experiences, wishes and skills. Sensitive and respectful portrayals avoid stereotyping and show that disability is not a core identity but one of many characteristics of a person. Presenting stories with an emphasis on other characteristics, such as hobbies, occupations or favourite series, will thus promote the perception of people with disabilities as complex individuals and will not overly highlight differences.

Alexandridou initially gave the pole a swing about 10 months ago. "At first, it was quite difficult and I thought I wouldn't be able to make it," she admitted. "But I was determined." Under the tutelage of instructors Dikaia and Christina Papadimitriou at House of Pole, Alexandridou — alongside her fellow able-bodied and disabled classmates — is treated as an equal, rather than a handicapped outlier. "I had quite a few limitations in the exercises because many of them require functional use of the legs," said Alexandridou. "But my teachers constantly looked for modifications or different poses for me to succeed. I kept improving each time."

And it doesn't hurt that she's trained as an adaptive CrossFit jock for the past eight years. "CrossFit is the reason I wake up in the morning," Alexandridou gushed. "I managed to become the first disabled CrossFitter from Greece to compete in a European CrossFit competition." (...) But her trailblazing feats aren't always appreciated.

"The most common negative comment I receive is that I'm pretending to be disabled or that my impairment isn't that significant," admitted Alexandridou, who can stand and walks with a cane. "I don't blame them for thinking this way because they don't understand what disability is," she said. "What happens to my body is my impairment, and it's not something alien that needs to be explained— it's part of human diversity."

"The fact that I can walk doesn't mean I can't use a wheelchair," added the inclusivity educator. "The wheelchair doesn't confine me. It's a tool of dignity. It's my emancipation." ^[29]

1. Read the text above and answer the questions:

- Why do people write her negative comments?
- Dikaia and Christina are instructors of what sport?

2. Work with the Internet:

- Look up what CrossFit is.
- Find one of the CrossFit exercises, learn it and show it to your classmates.
- Find on the map where Greece is and what its capital is.

3. Answer the grammar questions:

- Find at least 3 irregular verbs in the text and remind yourself how to conjugate them.
- Replace words *difficult*, *determined*, *limitations*, *trailblazing*, *confine* with proper synonyms.



10 List of Significant Figures Who Lived with Sensory, Physical or Mental Disability or Neurodiversity

1. Vincent van Gogh (1853–1890)
 - Field: Art
 - Famous Dutch painter who is considered one of the greatest artists of all time. He had mental problems, possibly bipolar disorder or schizophrenia, which affected his life and work. Despite his mental problems, he created iconic works that are now recognized around the world.
2. Ludwig van Beethoven (1770–1827)
 - Field: Music
 - One of the most important composers of all time. Beethoven began to lose his hearing in his twenties and became completely deaf in his later years, which likely led to his isolation and depression. Despite his health problems, he produced some of his most famous works.
3. Whoopi Goldberg (1955)
 - Field: Acting, comedy
 - Famous American actress, comedian and presenter diagnosed with dyslexia. Goldberg is one of the highly successful performers and has won Emmy, Grammy, Oscar and Tony awards, making her one of the few people to have won all the major awards in the entertainment industry.
4. Chris Burke (1965)
 - Field: Acting, activism
 - Actor with Down's syndrome, famous for his role as Corky on Life Goes On. He has been active in the fight for the rights of people with Down syndrome and has become a symbol for the intellectual disability community.
5. Helen Keller (1880–1968)
 - Field: Activism, education
 - Deaf-blind American author, lecturer, and activist who became one of the best-known advocates for the rights of people with disabilities.
6. John Forbes Nash (1928–2015)
 - Field: Mathematics
 - Famous mathematician with schizophrenia who won the Nobel Prize in Economics for his work in game theory. His life story, full of struggles with mental disorders, was portrayed in the movie "Pure Soul".
7. Satoshi Tajiri (1965)
 - Field: Video game industry
 - Japanese video game developer and creator of the Pokémon concept that had a huge impact on global gaming culture. Tajiri, who has Asperger's Syndrome, has become one of Japan's most influential video game developers and his work inspires fans around the world.
8. Frida Kahlo (1907–1954)
 - Field: Art
 - Mexican painter who became famous for her expressive and personal self-portraits. Kahlo suffered from long-term health problems and chronic pain caused by a serious injury. Her work explores identity, physicality and pain, giving her a special place in art history.
9. Emily Dickinson (1830–1886)
 - Field: Literature
 - American poet who became known for her introspective and often melancholic poems. Dickinson had an anxiety disorder and was very isolated, which was reflected in her poetry. Her works were not recognized until after her death, but today she is considered one of America's most important poets.
10. John Clare (1793–1864)
 - Field: Literature
 - English poet known for his love of nature and country life. Clare spent the last years of his life in a mental institution where he had severe mental problems, possibly schizophrenia. His poetry is now appreciated for its sensitivity and depth.
11. Howard Hughes (1905–1976)
 - Field: Business and aviation
 - American industrialist, film producer and aviation pioneer who had obsessive-compulsive disorder (OCD). Hughes became increasingly isolated over time and his psychological problems affected him greatly. Despite his mental problems, he left a significant imprint on aviation and film.
12. Clara Schumann (1819–1896)
 - Oblast: Music
 - An important German pianist and composer who played a key role in 19th-century musical life. Despite personal and health challenges, including mental health problems, she had a huge influence on the European music scene.

Medicalized View on Disability

→ The absence of content related to disability rights represents a critical gap in educational materials. Such an omission overlooks an essential aspect of human rights education and perpetuates outdated and reductive perceptions of disability.

→ Without addressing the social model of disability, the traditional, medicalized view that disability is an individual problem caused by physical or mental impairments can be perpetuated. This perspective ignores the role of societal barriers—both attitudinal and environmental—in creating and maintaining equality.

→ By failing to discuss disability rights, textbooks neglect the structural discrimination people with disabilities face, including inaccessible infrastructure, discriminatory hiring practices, and stigmatizing attitudes. This omission prevents students from understanding how society can and should address these barriers.

↪ Including discussions about the social model of disability and real-world barriers helps students develop empathy for people with disabilities. It can allow them to see disability not as an individual limitation but as a societal challenge that can be addressed through collective effort.

We suggest providing students with the social model of disability by the United Nations Convention on the Rights of Persons with Disabilities (CRPD). It may empower students to advocate for changes in their communities, such as improving accessibility, fighting discrimination, and creating inclusive policies. Including disability rights in textbooks affirms the value and dignity of students with disabilities, fostering self-confidence and encouraging their active participation in society.

The following exercise using the CRPD's social model of disability will enable students:

- to analyse the social and institutional barriers that affect people with disabilities.
- to argue personal opinions regarding the rights of people with disabilities and the state's role in guaranteeing these rights.
- to develop critical reflection skills on inclusion and accessibility policies.

You can complement the proposed exercise with the picture on the right or with some other visual material that will help students better imagine and understand the topic.



11

Exercise:

Carefully read the following excerpt from the United Nations Convention on the Rights of Persons with Disabilities:

"States Parties recognize that disability is an evolving concept and that it results from the interaction between persons with impairments and attitudinal and environmental barriers that hinder their full and effective participation in society on an equal basis with others. States Parties shall take appropriate measures to eliminate discrimination and promote accessibility in all areas of public and private life." [30]

After reading the excerpt, answer the following questions:

- How does the text define the concept of disability, and how does this definition differ from traditional perceptions?
- Identify examples of attitudinal and environmental barriers in society. What are their effects on the lives of people with disabilities?
- What additional challenges does a child with disabilities face? What about an elderly man? Or a newcomer from abroad?
- Propose concrete solutions to eliminate these barriers in your local community.

Follow-up:

- Why is it important to redefine the concept of disability in terms of social barriers rather than just medical ones?
- How can each individual contribute to creating a more inclusive society?
- Argue whether you believe the rights of people with disabilities should be a priority for the government. How about the rights of children with disabilities?

Uniformity of Older Adults: Destined to Grandparent

→ The portrayal of older people in textbooks is often highly stereotypical, contributing to a narrow and limited understanding of seniors in our society. **Especially grandmothers are typically depicted either in caregiving roles, such as looking after their grandchildren or as passive figures.** They are frequently shown as frail, in pain, or simply “existing” in the background while grandchildren visit them. These portrayals oversimplify their diverse lives and interests, disregarding the fact that many older adults actively participate in social, cultural, and educational activities, and are adept at using modern technology.

→ It is also important to recognize that older people are not defined solely by their role as grandparents. **Viewing seniors exclusively through this lens erases the rich diversity of their life paths. This erasure is further compounded for seniors from marginalised groups, such as those who identify as LGBTQ+, whose lives and family structures are rarely reflected in textbooks.** Many older adults do not have children or grandchildren, yet their lives are equally meaningful and fulfilling. Textbooks should include depictions of seniors without descendants, highlighting their active and purposeful engagement in society. This would promote greater diversity and respect for the wide range of experiences that older adults bring to our communities.

→ Grandparents can often be individuals in their late 50s or early 60s, still active in the workforce and involved in various activities. However, this group is frequently absent from textbooks. Instead, grandparents are usually portrayed as elderly individuals in their 70s or 80s, shown as disconnected from active social and professional life. This outdated and reductive portrayal fails to reflect the reality of modern seniors, who often lead dynamic, engaged, and vibrant lives. **Textbooks should aim to better represent the contemporary experience of ageing, offering a wider array of examples that include grandparents who are actively contributing to society in meaningful ways.**

We recommend complementing any exercises that use stories with older characters who are not viewed solely through the lens of their role as grandparents. You can see examples of such stories below.

It is essential to broaden the representation of older people in textbooks to better reflect their diverse experiences and abilities. You can add some examples that include different older characters to grammar exercises as in the box below.

12

Reported speech

- Task:** Rewrite the following sentences in the reported speech.
1. Grandma said, "I am learning to play the violin because I've always loved music."
 2. My grandpa asked my dad, "Can you show me how to use this new tablet?"
 3. "Will you join us at the National History Museum next weekend?" the grandchildren asked their grandparents.
 4. Grandma explained, "I've joined a book club to meet new people and exchange ideas."
 5. Grandpa said to his granddaughter, "Don't forget to bring your chessboard to the park tomorrow."
 6. Grandmas asked their daughter, "Can we go to the conference where you will give a talk?"

13

Non-Defining Relative Clauses

- Task:** Each sentence below contains one error. Correct the mistake.
1. Dr. Elena Kim, which is one of the oldest astronauts to join the space program, has always encouraged young people to pursue careers in science.
 2. Professor Mendes, that turned 75 this year, has introduced an innovative method of teaching philosophy using virtual reality.
 3. The bakery owned by Mr. Harris, who he won several culinary awards, is one of the most popular in the city.
 4. Ms. Ibrahim, whom is a 67-year-old professional swimmer, competed in the national championship last summer.

14

Thomas came home from work with plans to start organizing a celebration for his friend's 55th birthday. Before diving into the preparations, he settled comfortably into his armchair with a cup of tea and his laptop on his lap. He clicked on the YouTube channel of his favourite church and quickly found the latest service. He needed a moment to relax and gather peaceful energy before beginning the party preparations.

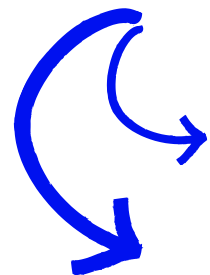
Agnes sat at her computer, her eyes fixed on the screen. In front of her was a detailed overview of the latest pigeon race results, which she followed with great enthusiasm. Even in her sixties, this passion hadn't lost its charm. She experienced every race just as intensely as she did years ago when she first discovered the world of pigeon racing.

Invisible LGBTQ+ People

We recommend expanding exercises on love, relationships, and identities to include historical and contemporary figures from the LGBTQ+ community, with a focus on both sexual orientation and gender diversity. These activities will provide students with diverse perspectives and help them appreciate the richness of human experience.

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- Exercises that focus exclusively on heterosexual relationships or omit references to sexual orientation can perpetuate a narrow view of relationships and love, portraying them as something exclusive to heterosexual men and women. This limited perspective can leave LGBTQ+ students feeling excluded, unrepresented, and unseen in educational materials.
- At the same time, such exercises may provide heterosexual students with a restricted understanding of relationships, potentially fostering unconscious biases about LGBTQ+ individuals. Inclusive materials are crucial not only for representing diverse identities but also for promoting empathy and breaking down stereotypes.
- Family relationships are often depicted through characters such as "mom," "dad," "grandma," and "grandpa," reinforcing the traditional heterosexual family model. However, it is important to recognize that same-sex couples also build family lives and frequently raise children. Incorporating examples of LGBTQ+ families into educational materials would enhance diversity and inclusion, ensuring that textbooks reflect the full spectrum of family structures and encourage students to appreciate a wide range of life experiences.
- Furthermore, educational content should address the diversity of gender identities within queer communities. Non-binary, transgender, and other gender-diverse individuals are almost completely overlooked in textbooks. Highlighting stories of gender-diverse individuals and their families not only normalizes different gender identities but also helps create a more inclusive environment where all students can see themselves represented. Such examples are vital for breaking down rigid gender norms and fostering acceptance of gender diversity within and beyond queer communities.



We suggest extending the exercises that mention mom and dad or other heterosexual relationships with examples containing homosexual characters and/or their families. You can find some examples in the box on the right.

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We also suggest using the list of significant historical LGBTQ+ figures for your own exercises.

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Internet Research Exercise: Unveiling Stories of Love and Identity Across Time and Cultures

Task: Using the internet, find answers to the following questions.

1. Discuss how the work of a gender-diverse author, such as Leslie Feinberg (Stone Butch Blues), addresses themes of love, identity, and resistance to societal norms. How does their narrative resonate with today's understanding of gender and relationships?
2. Who wrote the novel The Well of Loneliness, and what kind of love does it depict?
3. Was Oscar Wilde able to express his love for his partner freely? Why?
4. Who was Chevalier d'Éon, and how did their gender identity influence their life as a diplomat and spy in 18th-century France?
5. Look into ancient cultures or societies that recognized more than two genders. For example, explore the role of Two-Spirit people in Indigenous cultures or the Hijra community in South Asia. How do these examples challenge binary notions of gender?
6. Choose a contemporary trans or non-binary leader in politics, such as Sarah McBride or Petra De Sutter, and explore how their gender identity informs their work in government.

Verb Forms in Context

Task: Complete the sentences with the correct form of the verb in parentheses.

1. Max and Rafael enjoy ____ (spend) time with their nephew, teaching him how to play the piano.
2. After ____ (adopt) their twins, Maria and Laura had to learn a lot about parenting quickly.
3. Lucas and his husband decided ____ (move) to a city with a larger LGBTQ+ community.
4. Their family avoided ____ (talk) about Tom's relationship for years, but now they are very supportive.

Relative Pronouns and Clauses

Task: Complete the sentences with appropriate relative pronouns or phrases:

1. Liam and Michael, ____ recently adopted a baby girl, and are learning how to balance work and parenthood.
2. The documentary ____ we watched yesterday told the inspiring story of a same-sex couple starting a family through surrogacy.
3. Sarah's sister, ____ has been married to her wife for five years and is organising a family reunion.
4. The support group, ____ meets every Thursday, is specifically for LGBTQ+ parents.



18 List of Historical Personalities from the LGBTQ+ Community

Here is a list of LGBTQ+ individuals whose lives and work have had a significant impact on society, culture, and LGBTQ+ rights:

1. Oscar Wilde (1854–1900)
 - Field: Literature
 - Oscar Wilde, an Irish writer, playwright, and poet, is renowned for works such as *The Picture of Dorian Gray* and *The Importance of Being Earnest*. Wilde's relationships with men were central to his life, and he was tried and convicted for "gross indecency" due to his homosexual relationships, leading to a two-year imprisonment with hard labour. His trial and punishment made him a symbol in the fight for LGBTQ+ rights.
2. Virginia Woolf (1882–1941)
 - Field: Literature
 - Virginia Woolf was a British novelist and essayist, a key figure in modernist literature. She had a romantic relationship with Vita Sackville-West, which inspired her novel *Orlando*, considered a significant work in LGBTQ+ literature. Woolf's exploration of gender and sexuality in her writings has had a lasting impact on literary studies.
3. Harvey Milk (1930–1978)
 - Field: Politics and Activism
 - Harvey Milk was one of the first openly gay politicians elected to public office in the United States, serving on the San Francisco Board of Supervisors. His advocacy for LGBTQ+ rights and his efforts to pass anti-discrimination laws made him a prominent figure in the gay rights movement. Tragically, Milk was assassinated in 1978, but his legacy continues to inspire activists worldwide.
4. Marsha P. Johnson (1945–1992)
 - Field: Activism
 - Marsha P. Johnson was an African-American transgender activist and self-identified drag queen. She played a pivotal role in the Stonewall uprising of 1969, a series of protests that marked a turning point in the LGBTQ+ rights movement. Johnson co-founded the Street Transvestite Action Revolutionaries (STAR) with Sylvia Rivera, providing support for homeless transgender youth. Her activism and advocacy have left an enduring impact on the fight for transgender rights.
5. Sylvia Rivera (1951–2002)
 - Field: Activism
 - Sylvia Rivera was a Latina-American gay liberation and transgender rights activist. She co-founded STAR with Marsha P. Johnson, focusing on supporting homeless drag queens and transgender youth. Rivera was a prominent figure in the early gay liberation movement and worked tirelessly to ensure that transgender individuals were included in the fight for LGBTQ+ rights.
6. James Baldwin (1924–1987)
 - Field: Literature and Activism
 - James Baldwin was an American writer, essayist, and activist who was openly gay. His works often explored themes of racial and sexual identity, as well as societal and personal pressures. Baldwin's novels, such as *Giovanni's Room*, are considered foundational texts in American and LGBTQ+ literature. He was also a prominent voice in the civil rights movement, using his writings and speeches to advocate for equality.
7. Christine Jorgensen (1926–1989)
 - Field: Activism and Media
 - Christine Jorgensen was an American transgender woman who gained global recognition in the early 1950s after undergoing sex reassignment surgery in Denmark. She was one of the first individuals to receive widespread public attention as a transgender person, and her story significantly raised awareness about transgender issues. Jorgensen used her platform to advocate for transgender rights and educate the public through lectures and media appearances.
8. Radclyffe Hall (1880–1943)
 - Field: Literature
 - Radclyffe Hall was a British writer best known for her novel *The Well of Loneliness*, which openly depicted lesbian love. Published in 1928, the book was highly controversial and was banned in Britain for obscenity, sparking significant legal battles and discussions about LGBTQ+ rights and censorship. Despite the controversy, the novel became a pivotal work in lesbian literature, providing representation and a voice to the lesbian community.
9. Magnus Hirschfeld (1868–1935)
 - Field: Medicine and Activism
 - Magnus Hirschfeld was a German physician and sexologist who was a pioneering advocate for LGBTQ+ rights. He founded the Scientific-Humanitarian Committee in 1897, the first organisation dedicated to supporting the rights of homosexual and transgender individuals. Hirschfeld also established the Institute for Sexual Science in Berlin, which conducted groundbreaking research on sexuality and gender. His work laid the foundation for modern sexology and the LGBTQ+ rights movement.
10. Barbara Gittings (1932–2007)
 - Field: Activism
 - Barbara Gittings was an American activist who played a crucial role in the fight for LGBTQ+ rights. She was instrumental in the campaign that led to the removal of homosexuality from the Diagnostic and Statistical Manual of Mental Disorders in 1973. Gittings was also a prominent figure in the Daughters of Bilitis, the first lesbian civil and political rights organisation in the United States, and worked tirelessly to promote LGBTQ+ literature and visibility in libraries.
11. Audre Lorde (1934–1992)
 - Field: Literature and Activism
 - Audre Lorde was an American poet, writer, and activist who identified as a Black lesbian feminist. Her works, such as *Zami: A New Spelling of My Name* and *The Cancer Journals*, are essential for understanding intersectionality within the LGBTQ+ movement. Lorde's writings addressed issues of racism, sexism, classism, and homophobia, and she was a passionate advocate for social justice and human rights.
12. Bayard Rustin (1912–1987)
 - Field: Activism and Politics
 - Bayard Rustin was an American civil rights activist and a close advisor to Martin Luther King Jr. He was a key organizer of the 1963 March on Washington for Jobs and Freedom. Despite being openly gay in an era of significant prejudice, Rustin's contributions to the civil rights movement were profound, though he often worked behind the scenes due to concerns that his sexuality would be used against the movement. In recent years, his legacy has been increasingly recognized and honoured.

Social Class as an Absent Topic

→ Failing to address social class and its impact on career opportunities and quality of life in educational materials is a significant oversight. Social class is a foundational determinant of an individual's access to resources, education, and upward mobility. When textbooks omit this dimension, they present an incomplete picture of the factors influencing career trajectories and overall life chances.

→ Social class shapes access to opportunities from childhood onward. Children from lower-income families often face limited access to high-quality education, extracurricular activities, and professional networks. When textbooks fail to include this perspective, they perpetuate the myth that career success is solely a result of individual effort, ignoring systemic barriers.

→ The absence of discussion around social class can perpetuate harmful stereotypes, such as associating poverty with laziness or lack of ambition. Without addressing systemic barriers, textbooks may inadvertently uphold classist narratives.

→ The impact of social class does not operate in isolation. It intersects with other social identities, amplifying disadvantages for those who belong to multiple marginalized groups. For instance:

- Women from lower socioeconomic backgrounds are more likely to experience economic insecurity, wage gaps, and limited access to leadership positions compared to their middle- or upper-class counterparts.
- Ethnic minorities in lower social classes may face compounded barriers due to both economic disadvantages and racial discrimination.
- Individuals with disabilities from lower-income backgrounds often lack access to affordable healthcare, education, and adaptive technologies, severely restricting their career opportunities.
- LGBTQ+ individuals from working-class families may lack the resources to access supportive communities or safe housing, further limiting their career prospects and quality of life.
- Older adults in lower social classes may face discrimination in hiring, compounded by fewer resources for retraining or transitioning careers.

↪ Discussing social class helps students recognize the diverse challenges and privileges people face based on their socioeconomic backgrounds. This can reduce biases, stereotypes, and class-based prejudice, promoting a more inclusive and compassionate mindset.

The following exercise will enable students:

- to request and offer explanations to understand how social class influences access to job opportunities;
- to understand and reflect on the social and economic factors that affect access to different professions;
- to promote empathy through discussions about fairness in the labour market.

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Task: Look at the image showing two different work environments – an office and a kitchen. In pairs or small groups, answer the following questions:

1. Describe the two work environments:

- What kind of jobs are being done in each environment?
- What do you think the workers' daily responsibilities might include?
- How would you describe the physical working conditions in each setting?

2. Compare the jobs in terms of social class:

- Which job do you think might belong to someone from a higher social class? Why?
- Which job might be more common for someone from a lower social class? Why?
- Which job do you think fits women better? How about a man? Why? What gender stereotypes influence career choices, and how do they impact individuals' opportunities?
- Is any of these jobs more suitable for someone younger?
- How do you think education and access to resources play a role in determining who works in the office versus the kitchen?

3. Impact of job roles on lifestyle:

- How do you think each job affects the worker's quality of life (e.g., work-life balance, income, job security)?
- How might social class affect the opportunities available for career advancement in both environments?
- What obstacles do individuals from low-income families face when trying to secure well-paying jobs?

4. Debrief and reflection:

- Do you think it's fair that social class influences job opportunities and working conditions? What could be done to create more equal opportunities for people from different backgrounds? How about people with other identities (such as gender or age)?
- How does social class influence access to job opportunities?
- What other social identities might affect job opportunities? Could gender influence the situation? What about age? Or various forms of disabilities?

Ignorance of the Different Housing Situations and Economic Instability

→ While teaching language, with the objective of learning to compose a well-structured text (understanding the introduction, the main body, and the conclusion) and developing skills to organize ideas on paper and expand vocabulary, textbooks and teaching materials provide topics such as the description of the residence. The task is usually to describe the house where pupils live, where it is located, what it looks like, its unique features, and/or their personal opinion about it. In the example from the Italian textbook, there are some guiding questions, such as: "What does your house look like? How many rooms does it have? What do you like most about your house? Is there anything you would change?" etc.

→ Tasks like this one assume all students have specific rooms (e.g., a kitchen, living room, or personal bedroom) or enough space to describe, which may not reflect the living conditions of all students. Some expectations that occur in the exercises assume certain environmental or suburban living conditions that may not apply to all pupils.

→ Asking pupils to evaluate their home's advantages and disadvantages might feel sensitive for those living in challenging or unstable conditions. The exercise focuses on houses or apartments and does not account for students who may live in less traditional or temporary housing situations or those who face housing insecurity.

Instead of assuming specific features (e.g., a room, greenery, or a kitchen), the supplementary version may allow students to adapt the prompts to their personal living conditions.

The supplementary exercise addresses the possibility that students may have unstable housing situations or move frequently.

In the very same manner, it alludes to the existence of different transportation methods and geographic realities.

The Main Body section of the supplementary exercise invites students to highlight aspects they find challenging about their living situation. This may suggest students to provide a balanced view of their experience.

The Conclusion section encourages students to reflect on both what they appreciate and what they might want to change about their home, fostering critical thinking and self-expression.

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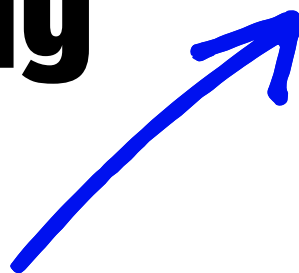
Writing Exercise: My Living Space, my Habits

Write a description of your living space, following the structure and ideas provided below. Organize your text clearly and expand on each point (introduction, body, conclusion). Feel free to adapt the suggestions to reflect your personal situation and living experience.

Suggested Ideas:

- The furniture or layout of your living space
- Is there greenery nearby? (e.g., parks, plants, or gardens)
- How long have you lived in your current home or area?
- A space you enjoy spending time in (e.g., your room or another favourite area)
- Your interactions with people nearby (e.g., neighbours or community members)
- The exterior of the building or the immediate surroundings
- The atmosphere (e.g., peaceful, busy, lively)
- Is it noisy or quiet where you live?
- Is there space for activities (e.g., playing, relaxing, or gathering)?
- Is it located in a specific area (e.g., suburbs, city, countryside)?
- What is your home close to? (e.g., landmarks, shops, or transportation)
- Spaces you use often (e.g., kitchen, shared areas, or favourite spots)
- How do you usually get around? (e.g., tram, bus, walking, cycling)

Fashion Deepening Inequalities



- In language teaching, exercises that thematise shopping can deepen socioeconomic inequality, the digital divide or consumerist bias.
- As can be illustrated by an example from an Italian textbook – in the exercise where the objective is to broaden understanding of fashion terminology, shopping-related vocabulary, and British cultural nuances surrounding retail and style could sometimes point out socioeconomic inequality between pupils. Text in this exercise emphasizes the importance of expensive brands and their connection to social status, which risks alienating students from lower-income backgrounds by equating material possessions with personal value and popularity.
- The focus on online shopping trends assumes universal internet access, overlooking the challenges faced by students with limited digital resources, thereby marginalising those without equal technological opportunities.
- Also, the narrative normalizes consumerism and expensive habits without offering alternative perspectives, such as sustainable fashion or individuality beyond brand loyalty, which could foster more inclusive discussions.
- Unfortunately, such texts also often reflect a Westernized, materialistic view of fashion and identity, neglecting cultural and socioeconomic diversity in teenagers' attitudes and experiences.
- Moreover, exercises or images related to the topic of fashion and clothing often frame it as a women's sphere of interest which reinforces gender stereotypes and excludes men and non-binary individuals from self-expression through clothing. Fashion is a universal cultural and artistic form that reflects identity, creativity, and social change, not just femininity. By limiting fashion to women, textbooks discourage men from exploring personal style and reinforce rigid norms about masculinity. Additionally, the exclusion of men from fashion discourse minimizes the historical and global contributions of male designers, models, and style movements.



While maintaining the lexical and conversational learning objectives, the supplementary didactic elements may offer the student-reader a more inclusive and intersectional perspective. They may highlight the clear and relevant connections between consumption, fashion, inequality, and difference, making the exercise potentially more relatable to diverse behaviours, daily habits, and socioeconomic realities.

Fashion plays a crucial role in the lives of teenagers, serving as a means of expressing their identity and feeling like part of a group. However, the influence of trends can have both positive and negative effects on their personal development. According to an article on Siamo Mamme [31], fashion can significantly impact adolescents' self-esteem. Not having the same items as their peers can lead to anxiety and frustration, pushing some young people to conform to unrealistic beauty standards for acceptance.

On the other hand, fashion provides an opportunity to explore creativity and individuality. As highlighted by Pixpay [32], it allows young people to experiment with different styles, contributing to the construction of their personal identity. However, it's essential that this expression remains authentic and not solely dictated by social pressure.

Additionally, the fashion industry is making strides toward greater inclusivity and diversity. According to Fashionblog [33], many brands are embracing a broader representation of bodies, ethnicities, and genders, promoting a concept of beauty that reflects the reality of today's society. However, despite these efforts, stereotypical body ideals continue to dominate, reinforcing unrealistic standards. This persistent emphasis on thinness intersects with other forms of exclusion—racialized beauty norms still prioritize Eurocentric features, and fashion remains largely inaccessible to plus-sized individuals, disabled people, and those from lower-income backgrounds. For example, gender-nonconforming and non-binary individuals frequently struggle to find clothing options that affirm their identities, while adaptive fashion for people with disabilities is still widely overlooked.

It is crucial for parents and educators to support teenagers in navigating the influence of fashion, encouraging them to make mindful choices and develop healthy self-esteem, regardless of external pressures. For young people, the pressure to conform to unattainable beauty norms can contribute to disordered eating, body dysmorphia, and broader struggles with self-worth.

To combat gender stereotypes connected to the topic of fashion and to include gender-nonconforming and non-binary individuals we suggest using gender-neutral language while discussing clothing, fashion etc.

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Further, additional questions for students, which can be discussed about the topic of dressing:

1. What role does fashion play in a teenager's life?
2. How can fashion impact self-esteem positively and negatively?
3. Why might some teenagers feel pressured to conform to fashion trends?
4. How does fashion help young people express their individuality?
5. In what ways is the fashion industry becoming more inclusive?
6. What does it mean for a style to be "authentic"?
7. How can parents support teenagers in making mindful fashion choices?
8. Do you think fashion reflects a person's identity? Why or why not?
9. How important is inclusivity in the fashion industry?
10. What do you think about second-hand clothing? What are its benefits?
11. What are the downsides of fast fashion?
12. What is greenwashing and how is it present in the clothing industry?
13. Can expensive fashion items truly bring social benefits? Discuss.

Triggering Content without Context

→ Eating disorders are a sensitive topic that can be deeply personal and triggering for some students, especially those with firsthand experience. Still, many exercises contain sensitive content without considering its complexity as they use it solely for practicing grammar. This approach places additional pressure on teachers who should apprehend this theme sensitively and provide psychological support if necessary. Without adequate resources or the presence of a school psychologist, open discussions of these topics may be triggering and cause emotional discomfort or even re-traumatize individuals.

→ Describing eating disorders in an overly abstract and scientific manner makes it difficult for young people to fully understand them and their manifestation in real life. These exercise fails to help students grasp the everyday reality of the illness, which is essential for fostering empathetic understanding and prevention.

→ Textbooks should include clearly labelled trigger warnings for exercises that involve potentially sensitive topics. Such warnings would enhance clarity and comfort for both educators and students. Advance warnings would allow everyone to better prepare for engaging with challenging content, promoting a safe and effective learning environment. Inspiration can be drawn from platforms like Netflix, which provide viewers with content warnings for themes such as drug use, alcohol consumption, injuries, or flashing lights. A similar practice would be beneficial for educational materials, contributing to a pedagogically sensitive approach.

Such a warning could be brief and clearly visible, ideally placed at the beginning of the exercise or chapter. Here are a few examples:

Sensitive Content Warning: This exercise includes a topic that may be triggering for some students (e.g., grief, loss, trauma). Teachers are encouraged to consider an individual approach when working with this exercise.

Warning: This exercise contains a sensitive topic (e.g., addiction, violence, mental health). Please consider its suitability for your class before starting the activity.

Note for Teachers: This section includes a discussion of sensitive content (e.g., the loss of a loved one, bullying). Preparation and a potential trigger warning may help create a safe environment for discussion.

Given the sensitivity of the topic, the school psychologist should be prepared to address any issues that may arise.

Instead of abstract descriptions, exercises should include specific stories of people who have experienced eating disorders and describe their everyday lives, so that students can better understand the impact of the illness.

These exercises can also be accompanied by activities that promote a healthy relationship with the body, such as discussions on the concept of "body positivity" and the destigmatization of mental illnesses. Teachers can also provide practical information on how and where to seek help (e.g. distribute a "crisis card" [34]).

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Ellen's Story

Ellen is 17 years old and prefers to wear baggy clothes. She does a lot of sit-ups every day, and recently, she has developed bruises on her back from them. Ellen has a boyfriend, Mark, who invited her to dinner last month. He wanted to surprise her and ordered chilli con carne. Ellen immediately counted the calories and became very afraid of gaining weight. She cut the food into pieces, and carefully chewed each bite, but didn't swallow any of it. Instead, she spat it out into a bag when Mark wasn't looking. When the waiter brought them water, Ellen didn't want to drink it either. She thought that if she drank it, she would gain a lot of weight. She knew it wasn't true, but she couldn't stop the thoughts, so she decided not to drink anything the whole evening. When Ellen returned home from dinner, she went for a run.

Completely exhausted, she came back home and went to bed. She couldn't fall asleep. The thought that her arms were too fat kept running through her mind. She also thought it was strange that she hadn't had her period for six months, and that her hair had been falling out a lot lately. However, she quickly pushed those thoughts aside, thinking she needed to do something about her "fat" arms. The next morning, she sat down at her computer and asked AI what types of diets and exercises it would recommend for her. (The story was inspired by the movie To the Bone).

Discussion Questions for Pupils:

- What behaviours and thoughts of Ellen's could be considered signs of an eating disorder?
- How would you react if Ellen were your friend?
- Have you ever heard of the term "body positivity"? What does it mean to you?
- Where can a person struggling with mental health issues seek help? (In this context, the teacher can distribute a crisis help card, as mentioned earlier.)

Teaching Sensitive Topics

→ When teaching about historical tragedies such as the Holocaust, educators should carefully design activities that foster deep understanding and empathy while maintaining respect for the victims. **Exercises that involve reenactments or visual stylizations of individuals affected by these events may unintentionally lead to oversimplification** and trivialisation of the profound suffering endured.

→ For example, asking students to stylise themselves as individuals from a tragic historical context—such as prisoners of a concentration camp—and document it through photographs risks **reducing the gravity of these experiences to a superficial level**. Such activities might unintentionally portray these events as aesthetic exercises, overshadowing their devastating historical and emotional significance.

→ While the intention may be to create empathy and help students grasp the suffering of the victims, this approach could have the opposite effect. **Students might mistakenly perceive that such representations can capture the depth of the victims' experiences**. In reality, no form of imitation can truly convey the lived trauma and dehumanisation endured during such tragedies.

↙

We generally recommend avoiding visual stylization as victims of any tragic event. Compassion and understanding are better fostered through the development of critical thinking and a deeper comprehension of the concepts of human dignity, equality, and solidarity. An inspiring example is the project "YOLOcaust" by Israeli satirist Shahak Shapira [35], which sharply critiques tourists' selfies at the Holocaust Memorial to highlight issues of respect and the appropriateness of representing tragic events.

↘

To honor the dignity of those affected and respect their memory, educators should opt for reflective and analytical methods. These could include studying historical photographs and documents with guided discussions that emphasise context, critical thinking, and ethical considerations.

23

Face to Face

Imagine what human dignity means. You can think of it as respect for who we are and for our rights. What would it be like if people lost this dignity?

1. Search the internet for basic information about the Holocaust and the stories of those who survived it. Also, find out how the Holocaust affected various minorities and groups, such as Roma people, individuals with physical and mental disabilities, political prisoners, homosexuals, and others.
2. Discuss in a group how the Holocaust impacted human dignity. What do you think people experiencing such suffering might have felt?

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Write an essay on the topic: "Would you take a selfie at a mass grave?" Read the article ['Yolocaust': How should you behave at a Holocaust memorial? \[36\]](#)

In your essay, focus on the following points:

- What is human dignity, and why is it important?
- How should we behave at places that commemorate tragic events such as the Holocaust? Is it appropriate to take selfies or fun photos there, or should we approach them with greater respect?
- What lessons can you draw from this history for today? How can you demonstrate respect for the dignity of others in your life?

After writing your essay, exchange it with others in your class. Share what you wrote and listen to the opinions of your peers.

Creating a Résumé

We recommend that the assignment for creating a résumé be phrased as follows, for example:

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→ Exercises focused on creating résumés may teach students to share sensitive personal information, such as their date of birth, place of residence, or marital status. This requirement poses potential risks of discrimination based on age, gender, or family situation. Including such details is not in line with widespread principles of data protection, which emphasise minimising the collection of sensitive information. Additionally, this approach can lead to the creation of résumés that facilitate discriminatory practices, which are known to occur in recruitment processes.

→ In addition, encouraging students to include sensitive personal information in résumés **conflicts with widespread principles of data protection and privacy**. Best practices in résumé writing, as advocated by many data protection laws and guidelines (such as the GDPR in the European Union), emphasize minimising the collection and sharing of personal information that is not directly relevant to the job application. Teaching students to share such data in their résumés risks normalising the unnecessary disclosure of private information, leaving them vulnerable to privacy violations or misuse of their data.

Assignment for creating a Résumé:

Create a fictional résumé in which you describe your (or imagined) skills, interests, and experiences. Remember that the résumé should not include sensitive personal information, such as your date of birth, marital status, health status, permanent address, or a photograph.

- Marital status (e.g., single, married) – This information is not necessary and could lead to discrimination.
- Age or date of birth – These details are not required and may result in bias.
- Photograph – Images can lead to superficial judgments and do not affect professional qualifications.
- Permanent address – Providing the city or region is sufficient.
- Sensitive personal data (e.g., ID number) – Such information is irrelevant for a standard résumé.
- Health status should not be included unless required for a specific job (e.g., if it pertains to particular health requirements for the position).

A résumé should focus on skills, abilities, experiences, and education. This approach ensures a fairer and more equitable evaluation of applicants.

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↙ We recommend incorporating activities that encourage students to critically evaluate real-world scenarios related to hiring practices and discrimination. This exercise, designed as a "test your knowledge" activity, challenges students to identify different forms of discrimination in recruitment processes:

Task: Take a quiz - Which phenomenon is applied in which case?

1. A highly qualified applicant with a Roma-sounding name is consistently rejected, while less-qualified applicants with non-Roma-sounding names are invited to interviews.
 - a) Employers prefer candidates with better experience.
 - b) Ethnic bias influences hiring decisions.
 - c) The applicant might not have strong references.
2. A 50-year-old applicant is told they are "overqualified" for a position, while younger applicants with similar résumés are considered ideal candidates.
 - a) The company is engaging in age discrimination.
 - b) Older applicants often lack digital skills.
 - c) Younger employees are naturally more productive.
3. A woman is asked about her family plans during an interview, while male applicants are not asked similar personal questions.
 - a) Employers are concerned about work-life balance.
 - b) Gender-based discrimination in hiring.
 - c) Women typically take on more household responsibilities.
4. A job posting states that only "native speakers" will be considered, even though the role does not require perfect language skills.
 - a) Employers want to ensure clear communication.
 - b) This may be a form of discrimination based on national origin.
 - c) Language ability is the most important factor in any job.
5. A company rejects applicants who wear religious attire in their résumé photos, stating that they might not "fit the company culture."
 - a) The employer is enforcing a strict dress code.
 - b) Appearance is a key factor in job performance.
 - c) This is an example of religious discrimination.

Power Dynamics in Exercises

We recommend to provide students with an opportunity to reflect on these unequal power dynamic situations and consider how the interaction could be approached more fairly and with greater sensitivity to everyone's needs.

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- All educational exercises should consider the type of interactions they depict between characters and the messages or values they may convey to students.
- If a text does not clearly indicate that even in an unequal power dynamic behaviour such as authoritarian attitudes, belittling students, or ignoring their needs, is inappropriate, the exercise may inadvertently reinforce the notion that such conduct is normal or acceptable. This is particularly important when considering how power imbalances may be experienced differently based on factors such as gender, race, disability, or socioeconomic background. For example, research shows that marginalised students, including girls, racialised students, and those with disabilities, are more likely to face dismissive or punitive treatment in educational settings. This could lead to negative outcomes, such as diminished trust in authorities (e.g. teachers) or the normalisation of unhealthy power practices.
- It is therefore crucial that texts featuring problematic dynamics include clear context showing that such behaviour is not appropriate. This context can be supported by follow-up discussions, helping students understand the importance of equality, respect, and healthy communication in teacher-student relationships.
- If the goal of the exercise is purely grammatical practice, it is preferable to use neutral or positive scenarios that foster healthy relationships and create a safe learning environment. This means avoiding narratives that reinforce existing biases—such as always depicting authoritative figures as men and students in passive roles as women or racialized individuals. Texts that highlight supportive and encouraging interactions between teachers and students can inspire learners while modelling respectful and constructive communication.

We recommend encouraging students to analyse how power dynamics in educational texts may affect individuals differently based on gender, race, or other factors and to explore ways to create more equitable and inclusive interactions.

Exercise:

In the following passage, the capital letters have been removed. Challenge a classmate: underline all the words that are nouns and highlight common nouns and proper nouns using different colours; for the proper nouns, add capital letters.

one day, at the community art centre, a young student named alex arrived, carrying a portfolio of their recent paintings. alex was eager to share their work and learn from the experienced mentor, professor taylor.
"good afternoon, professor taylor," alex said hesitantly. "i'd love your feedback on my latest piece."
the professor glanced at the portfolio and asked, "have you added your name to it yet, alex?"
"not really," alex replied. "i just wrote 'alex morgan' in small letters at the bottom."
professor taylor nodded thoughtfully and said, "you know, a signature isn't just about marking your name. it's about claiming ownership and pride in your work. think about how you'd like the world to see you. do you want it bold, lowercase, or even as a symbol that reflects your identity?"
alex smiled, inspired by the idea. "thank you, professor taylor. i'll put some thought into it."

Downplaying Inappropriate Behaviour of Authority Figures

To encourage students to think critically about power dynamics and recognize inappropriate behaviour we suggest the "Spot the Red Flags" exercise in the box on the right.

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Read the following statements to the class. Pupils will raise their hands if they think the behaviour is inappropriate and explain why.

1. A teacher refuses to let a student use the restroom during a three-hour exam.
2. A teacher shares a personal problem with a student and asks them not to tell anyone.
3. A coach yells at a team to motivate them during a game.
4. A principal gives detentions only to students they dislike.
5. A school librarian offers extra privileges to a student in exchange for compliments.

Discussion Points:

- How do these behaviours make students feel?
- How can boundaries and mutual respect prevent such situations?
- What steps can students take if they experience or witness these behaviours?

To promote non-violence offer students some examples of authority figures who embody different forms of masculinity and leadership. You can do it using examples of fictional characters as in the box below.

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→ Downplaying inappropriate or violent behaviour by authority figures, including teachers, perpetuates harmful power dynamics in educational settings. When such behaviour is normalized, it sends the message that authority figures are exempt from accountability and that aggression or dominance is acceptable in leadership roles. This undermines trust and creates an environment where abuse of power can thrive, making students less likely to voice concerns or seek help.

→ In many educational contexts, study materials, including literature, films, and historical narratives, often fail to address this issue effectively. Authority figures, particularly male ones, are frequently portrayed in a one-dimensional manner, either as benevolent and infallible or as strict disciplinarians whose behaviour is excused due to their supposed wisdom or competence. This narrow representation reinforces stereotypes about leadership and masculinity, leaving little room for exploring alternative, healthier models of authority.

→ By integrating diverse portrayals of authority figures into study materials, educators can challenge these norms. Materials that highlight leaders who embody empathy, accountability, and respect—alongside their flaws and growth—offer students a broader understanding of strength and leadership. It is particularly important to include narratives that address the consequences of unchecked power and the value of addressing inappropriate behaviour.

Recommended Declaration for Exercises Addressing Inappropriate behaviour by Authority Figures, Including Teachers:

Teachers and authority figures should adhere to clear standards of conduct in their interactions with students. Behaviour that crosses boundaries or abuses their position of authority is unacceptable. While traits like strictness and charisma are often celebrated as strong qualities, they should never excuse inappropriate actions. In the teaching profession, it is essential that students always feel respected and safe. When teachers or authority figures cross these boundaries, it is important to recognize that such behaviour is not right. If you ever encounter behaviour that makes you feel uncomfortable or uneasy, do not hesitate to reach out to a school counsellor, psychologist, your homeroom teacher, or the school principal. These adults are there to support you and ensure that your school environment remains positive and safe.

Task:

Read the descriptions of the following fictional authority figures. Each represents a unique approach to leadership and masculinity. Choose two characters whose masculinity and leadership styles you admire. Write a short reflection on what lessons men in your community could learn from their behaviour.

Fictional Authority Figures and Their Masculinities:

1. Albus Dumbledore (Harry Potter). Kind and Fair: Dumbledore inspires trust and respect through wisdom and compassion rather than strictness. His masculinity is rooted in responsibility and empathy, showing that true strength comes from kindness and understanding.
2. John Keating (Dead Poets Society). Inspiring and Empathetic: Keating encourages individuality and creativity, demonstrating that masculinity can involve nurturing others' passions and confidence without resorting to authoritarian control.
3. Yoda (Star Wars). Wise and Patient: Yoda embodies calmness and deep understanding. His approach to leadership emphasizes guiding others to discover their inner strength without asserting dominance or pressure.
4. Professor Charles Xavier (X-Men). Supportive and Strategic: Professor X fosters a sense of safety and acceptance while encouraging personal growth and responsibility. His masculinity balances strategic thinking with emotional support.
5. Mr. Miyagi (Karate Kid). Calm and Disciplined: Mr. Miyagi teaches balance, humility, and discipline, presenting a traditional yet respectful model of masculinity focused on personal and interpersonal harmony.
6. Ted Lasso (Ted Lasso). Optimistic and Compassionate: Ted leads with humour, kindness, and encouragement, challenging toxic masculinity by showing that vulnerability and positivity can inspire strength in others.
7. Jean-Luc Picard (Star Trek: The Next Generation). Principled and Thoughtful: Captain Picard values diplomacy, intellectual engagement, and mutual respect. His leadership style challenges stereotypes of hyper-masculine aggression in positions of authority.

Binary Language

→ Within thematic units aimed at enriching English vocabulary about family members and individuals commonly encountered in everyday situations, there is a tendency to exclusively use binary gender categories (male and female). The thematic vocabulary is often divided into three groups:

- Male: father, son, nephew, uncle, etc.
- Female: mother, daughter, niece, aunt, etc.
- Neutral (male or female): spouse, sibling, etc.

By only presenting "male" and "female" as options, these materials fail to acknowledge the existence of non-binary, genderqueer, genderfluid, and other gender-diverse identities. This can lead to the erasure of these groups and perpetuate a limited understanding of gender diversity.

→ Presenting gender as a binary perpetuates the idea that there are only two valid options, which contradicts the lived realities of many people. This limits critical thinking and reinforces a simplistic and incomplete understanding of human diversity.

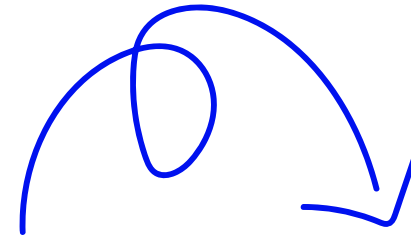
→ Non-binary or gender-diverse students may feel invalidated, unseen, or excluded when they do not see their identities reflected in the material. This can harm their sense of belonging and negatively affect their self-esteem.

→ If educational materials exclusively reflect a binary understanding of gender, students may mimic this limitation in their interactions, potentially leading to bullying or discrimination against peers who do not conform to binary gender norms.

↙

To enhance students' communication skills, they could be introduced to terms like **partner**, **parent**, **sibling**, **nibling**, and **auncle**, as well as specific pronouns such as **he/she/they**, to use appropriately in diverse communication contexts.

Including diverse gender identities and family structures provides a richer and more accurate representation of the world, helping all students to develop an inclusive mindset. It also prepares them to engage respectfully and knowledgeably in diverse communities.



You can use the following exercises so students can practice gender-neutral vocabulary when referring to individuals.

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Instructions:

- Look at the picture above and fill in the blanks using the following words: *auncles'*, *she*, *they*, *niblings*, *her*, *parent*, *he*, *sibling*.
- Clarify the meaning of unfamiliar words, possibly using a dictionary.

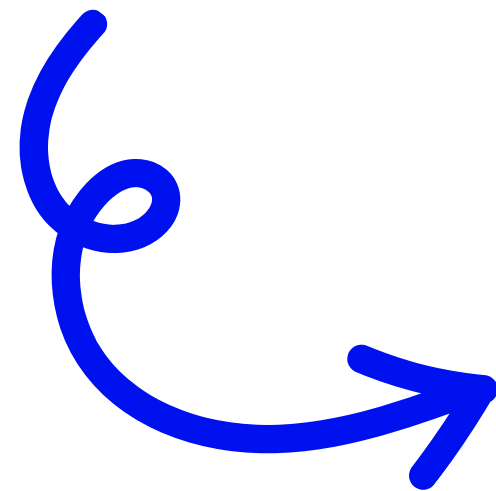
"It's a regular day at the Murrays'. Sam is showing everyone a funny meme on the phone. (1)_____ have just received it from Harper, one of the (2)_____ in the family. Mary stands to the left, smiling about it. (3)_____ is holding (4)_____ glasses. Sam's (5)_____ is to the right, also enjoying the story. (6)_____ is wearing a dark green shirt. Riley, a (7)_____, is also there, telling funny stories from the (8)_____ wedding ceremony that happened the week before."

Discussion Questions:

1. Which of the 8 words were unfamiliar to you, before this exercise? Why do you think you haven't studied them up until now?
2. What challenges did you encounter while solving the exercise?
3. What factors influence people to use gender-specific vocabulary when they see individuals for the first time, without knowing them?
4. What influences your choice of vocabulary when referring to family members? How about people outside your family?
5. What other terms can we use in English, so as to respect gender diversity?

House chores

- Study materials often ignore the importance of house chores and support gender stereotypes presenting women as housekeepers while men as breadwinners. The failure to address unpaid labour in educational contexts contributes to perpetuating societal biases and overlooking a crucial component of everyday life.
- Study materials often present traditional gender roles (e.g., women as caregivers and men as breadwinners), which normalises unequal distributions of unpaid labour. This reinforces societal norms that place the burden of housework disproportionately on women. Additionally, unpaid labour is rarely discussed as an important issue.
- Household work is often seen as a personal duty rather than a structural problem, despite its impact on gender equality and economic fairness. By not addressing these topics, study materials miss the chance to teach students about fairness in work, family life, and society.
- By failing to include diverse family structures and roles, materials marginalise LGBTQ+ families, single-parent households, and multigenerational homes, further excluding non-traditional family models from the conversation.



Including the topic of unpaid labour and gender equality in study materials goes beyond academic learning; it helps foster a more equitable mindset in students. By addressing these issues, educators can challenge stereotypes, highlight the value of often-overlooked labour, and prepare students to think critically about fairness and cooperation.

When adding the exercises on house chores reflect diverse family structures, including LGBTQ+ relationships; emphasize the importance and time-consuming nature of household chores.

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Conditionals: Fair Work Distribution

Task: Complete the sentences with the correct verb forms.

1. If everyone in the family ___ (share) the cleaning equally, it ___ (take) only 2 hours per week per person.
2. If Rafael ___ (accept) help earlier, he ___ (not feel) so overwhelmed.
3. If Aisha ___ (not work) overtime last week, she ___ (have) more time to help with the cooking.
4. If the chores ___ (assign) fairly, no one in the family ___ (complain) about their workload.
5. If he ___ (not have to) cook dinner tonight, he ___ (help) his husband clean the living room.

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Sentence Transformation: Emphasizing Workload

Task: Rewrite the sentences using inversion or emphasis.

1. Leila had never realised how much time her wife spent cooking until she helped in the kitchen for a week.
2. It wasn't until James kept a log of their chores that they noticed the imbalance in workload.
3. Rarely Aryan takes a break during the day because of how busy he is with housework.
4. Not only does Mateo work long hours at the hospital, but he also makes time to help his husband with cleaning every evening.

Career or Relationships?

- Many exercises use stereotypical text as a background for practising grammar. In these texts, women are often associated with relationships (wife, mother, daughter, grandmother). Men, by contrast, are linked mainly to the public sphere connected to career and financial success. This perpetuates the idea that money, possessions, and career success define masculinity.
- The focus on marriage and conventional family structures leaves no room for diverse family models or non-romantic aspirations, such as career ambitions for women. When women's achievements are depicted, they are often framed as exceptions or surprises (winning the lottery). Meanwhile, men's financial accomplishments are portrayed as expected or routine.
- It is essential to examine how gender roles and relationships are portrayed. Subtle reinforcement of stereotypes can unintentionally limit students' perspectives and perpetuate outdated norms.
- The exclusive focus of all textbooks on heterosexual relationships erases the experiences of LGBTQ+ individuals, ignoring the diversity of romantic and personal connections.
- Using text that is non-stereotypical may be effective and useful in order to further practice grammar, because it integrates them naturally into a lively, conversational context, helping learners understand their emotional and communicative impact. Moreover, it may promote inclusivity by showcasing diverse achievements unrelated to traditional gender roles or societal expectations, celebrating community contributions, and highlighting collaboration and creativity. By focusing on meaningful, relatable experiences, the text encourages empathy and curiosity while fostering an appreciation for diverse perspectives, making it both an engaging language tool and a subtle promoter of inclusive values.

We recommend portraying women also in roles of leadership, innovation, or independence, and showing men as emotionally supportive, nurturing, or involved in caregiving.

We also recommend highlighting non-traditional family structures and diverse relationships which helps create an inclusive environment that reflects the variety of real-life experiences.

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Task:

Read the text and recognize the interjections. Moreover, in your opinion, what is the most important piece of news?

Finally back home after a month in New York! Wow, it feels so different here. What's new in our neighbourhood?
Let me think... Oh, you won't believe it, Elena just started a community garden, and it's already flourishing.
Seriously?! That's so cool. She's always been great at bringing people together. What else?
Well, Kai organized a poetry slam at the local café. Everyone said it was amazing!
No way! Did I miss it? Ugh, I would've loved to see that. What else is happening?
Oh, and you'll never guess, Alex and Riley are designing a mural downtown.
Unbelievable! That's such an awesome project. What inspired them?
Apparently, it was the stories people shared during the last neighbourhood potluck.
I can't believe I wasn't here for that! Anything else exciting?
Yes, Aunt Maria started offering free yoga sessions in the park on Saturdays.
Really? Oh my gosh, I need to join. That's such a great idea. Anything else?
Well, Sam adopted a rescue dog and is starting a training class for other pet owners.
No way! That's adorable. I have to meet the dog. What about you? How have things been for you?
Oh, I've been helping organize a workshop for young activists. It's been amazing hearing their ideas.
Wow, you've been busy! This place is full of energy and creativity.
It really is. Who would've thought our "quiet little town" had so much going on?
Quiet? This place feels more alive than ever!

Beyond Stereotypical Professions

- Educational materials often reinforce traditional gender roles by portraying men in high-status careers, such as judges, surgeons, or professors, while women are depicted as teachers, assistants, or other caregiving roles. These representations perpetuate the stereotype that men dominate prestigious or influential professions, while women are more suited to supportive or nurturing positions. Such portrayals limit students' perceptions of their potential and reinforce societal norms that may no longer reflect the realities of modern workplaces.
- Moreover, the lack of representation of women in leadership roles or men in caregiving roles creates a narrow narrative that fails to account for the diversity of talents and interests across genders. By continuing to frame careers in gendered terms, educational content risks discouraging students from exploring paths that defy these stereotypes, potentially suppressing their aspirations and career ambitions.
- Additionally, these materials often fail to acknowledge the contributions of individuals in non-traditional professions. For example, the absence of women in STEM fields or men in education and social work reinforces biases about what is "appropriate" for each gender. Such exclusions not only limit student imagination but also fail to challenge societal expectations that perpetuate gender inequities in the workforce.
- That is why educational materials should showcase women in leadership and STEM fields, such as engineers, scientists, or CEOs, and men in caregiving roles, such as nurses, teachers, or social workers.
- Integrating stories of real individuals who have broken traditional gender norms in their professions can make the content relatable and inspiring. These examples help challenge stereotypes and inspire students to explore diverse career options.
- Focusing on the skills and attributes required for professions rather than the gender of the individuals performing those roles emphasises ability and competence, encouraging students to view careers as accessible to anyone with the required talent and passion.
- By adopting these strategies, educational materials can foster an environment where students feel free to pursue their interests without being limited by traditional expectations. This not only supports gender equality but also encourages all learners to envision a future where they can thrive in any profession they choose.

We recommend using names and pronouns that do not imply a specific gender in professional contexts. For instance, instead of "Mr. Smith is a surgeon," use "Dr. Smith is a surgeon."

Avoid gendered language that reinforces stereotypes. For example, replace phrases like "fireman" or "policeman" with "firefighter" or "police officer."

Ensure that illustrations and photographs feature men and women equally across various professions. Show both genders in active and influential roles to normalize diversity in professional contexts.

34

Task:

Complete the sentences with the following words using the correct form: become, inspire, start, teach, break, receive, care, invent, gain.

- Elizabeth MacGill _____ (become) the first female aerospace engineer to design an aircraft. She _____ (inspire) countless young girls to pursue careers in STEM.
- John Lewis _____ (start) his career as an early childhood educator ten years ago. He _____ (teach) in five different schools since then.
- Aisha Patel _____ (break) barriers by working as a firefighter in her community. Last year, she _____ (receive) an award for her bravery.
- Anthony Carter _____ (study) nursing because he wanted to save lives. He _____ (care) for hundreds of patients during his career.
- Alija Shala _____ (invent) a groundbreaking solar panel technology that _____ (gain) international recognition for its efficiency and sustainability.

“What did you major in?” Diverse Educational Pathways

- In educational materials, we often encounter the assumption that university is the only valid form of higher education, disregarding vocational training, apprenticeships, and alternative educational paths. This narrow focus undermines the value of other options that can lead to equally successful and fulfilling careers. Vocational schools, apprenticeships, and technical institutes offer hands-on experience and skill-based training that are essential in many industries, such as construction, plumbing, electrical work, and manufacturing. These professions not only drive economies but also provide meaningful, respected career paths. Recognizing and celebrating the contributions of workers in these fields ensures that all career choices are valued equally.
- Additionally, exercises that discuss university fees often fail to address the broader socioeconomic barriers that impact access to all forms of higher education, including vocational training. For many students from lower-income backgrounds, affordable education options, financial aid, and government-supported training programs are crucial. Including these considerations in learning materials highlights practical solutions and fosters a sense of inclusivity, ensuring that students from all economic backgrounds feel their challenges and aspirations are recognized.
- Textbooks should feature stories of individuals who have excelled in skilled trades, such as master carpenters, award-winning chefs, or innovative auto mechanics, alongside examples of success in more traditional university-based professions. These narratives demonstrate that professional fulfilment and societal contributions come in many forms, emphasizing that paths to success are as diverse as the students themselves.
- By broadening the scope of educational content to include working-class and skilled trade professions, alongside discussions about financial equity and accessibility, textbooks can present a more comprehensive and inclusive view of educational and career opportunities. This approach empowers students to explore diverse options, recognize the value of all types of work, and aspire to achieve their goals in a way that aligns with their individual talents and circumstances.

We recommend incorporating examples of modern alternatives, such as coding boot camps, entrepreneurship courses, or hybrid programs that combine theory and practice.

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Task:

Complete the sentences with the following words: canteen, qualifications, scholarships, exams, entrance exams, practical training, tuition, department, courses, attendance.

1. In some educational programs, regular _____ is required to gain practical experience.
2. In many countries, admission to higher education varies: some universities or vocational schools require _____, while others are open access.
3. Many trade schools have a specialised _____ for fields like carpentry, plumbing, or electrical work, ensuring students gain industry-relevant skills.
4. The Faculty of Arts and Humanities offers specialised _____ for fields such as History or Linguistics, while technical institutes focus on engineering or applied sciences.
5. To support students from lower-income backgrounds, many institutions offer _____ based on merit or financial need.
6. Assessments often include both written and oral _____ or practical evaluations.
7. Unlike academic universities, technical schools often replace _____ with skill-based entry tests or interviews.
8. Some vocational programs prioritise hands-on experience over traditional _____ to prepare students for the workforce.
9. Even in public institutions, there may be _____, though scholarships and financial aid are available to ensure accessibility.
10. Students often choose to eat at the _____, prepare meals at home, or explore other affordable dining options.

Approaching History

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Adjust the exercises to your local context. Each country's unique history, culture, and socio-political challenges shape its own narrative of gender equality and democratic participation; the local context will bring a different set of questions and answers to the classroom. In the box below you can see an example of an exercise for Romanian context.

→ The school curriculum for the subject of History, particularly at the secondary level, typically focuses on socio-political developments like state formation, voting rights, and democratic participation. In many national contexts, significant milestones such as the granting of voting rights to women are often reduced to a single narrative or a localised perspective. These events are crucial not only for the historical development of a country but also for the international recognition of gender equality and human rights.

→ However, discussions about gender equality in political participation often fail to address the intersectionality of this issue. Gender and voting rights intersect with race, class, age, and disability, among other factors, which can shape the voting experience and access to democratic participation.

→ Additionally, minority groups are frequently either marginalised or depicted as passive victims in historical narratives, overshadowing their agency, contributions, and struggles. This lack of representation can perpetuate stereotypes, framing these communities solely as subjects of oppression rather than as active agents of change. Whether focusing on racial minorities, individuals living with disability, or LGBTQ+ communities, history lessons often fail to recognise their roles in shaping societal progress, reducing them to mere victims of historical forces rather than individuals who have actively challenged oppressive systems.

Including gender equality and its intersection with other factors in history curricula enriches students' understanding of societal developments. It highlights that history is not just a series of isolated events but a web of interconnected struggles and achievements. For example, understanding voting rights requires examining not only the formal milestones (e.g., granting voting rights to women) but also the societal structures that influenced who could effectively exercise those rights.

You may incorporate visual elements like timelines, charts, and infographics. It will help students to develop the ability to interpret and analyse information presented graphically. Moreover, creating visual representations requires students to synthesise information from multiple sources, evaluate its relevance, and determine the best way to present it.

"We, Romanian women from the Old Kingdom, under the Napoleonic Code that governs us, are classified, as decided by Eliade Rădulescu in 1866, alongside children, minors, the insane, and idiots. We cannot administer our property, make any decision without the husband's authorization, raise our children as we wish, or dispose of anything in our homes, as the law presumes that in a household with a man, everything belongs to him. In short, a woman moves only at the magical wand of marital authority. This situation does not exist for women in Transylvania or Bessarabia, where both the Austrian Code and our old codes and the Basilicas still in force there grant them almost complete freedom regarding civic rights (...)."

— Calypso Corneliu Botez [37]

Read the excerpt carefully and answer the following:

1. Identify the historical source used and place it in context.
2. What was the political regime in Romania in 1923?
3. What issues were considered the most important by the government of the time?
4. Who is the author of the excerpt, and what was their likely purpose in writing this text?
5. What specific inequalities does the author highlight regarding women's rights in Romania under the Napoleonic Code?
6. How does the situation described for women in Transylvania and Bessarabia differ from that in the Old Kingdom of Romania?
7. Why do you think there was a difference in perspective among political parties of that time regarding women's right to vote?
8. Do you believe the structure and composition of Parliament influenced decision-making in any way?

Analyse the text to identify examples of gender inequality. Highlight the phrases or sentences that demonstrate:

- Legal restrictions on women.
- The societal role of men compared to women.

Get to know the global context:

- Do you know of similar historical contexts from other geographic regions? What are some chronological milestones for women's suffrage worldwide?
- Watch films such as *Suffragette* (2015), *The Divine Order* (2017) or TV shows as *Mrs. America* (2020).

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Visual Representation

1. Based on the excerpt, create a comparison chart showing the rights and restrictions of women in the Old Kingdom of Romania vs. Transylvania and Bessarabia. Use headings such as "Property Rights," "Decision-Making Power," and "Child Rearing."
2. Design an infographic summarising the main issues faced by Romanian women under the Napoleonic Code. Include:
 - A timeline of relevant legal changes.
 - Key statistics or quotes from the excerpt.
 - Visual icons representing societal roles of men and women.

Exercises

STEM

Stereotypes of Older Adults: Just Grandparents?

- Textbooks often rely on outdated stereotypes of older adults, portraying them as passive caregivers or frail figures, which overlooks their diverse and active roles in society. Many seniors engage in social, cultural, professional, and educational pursuits and are proficient with modern technology, yet these realities are rarely reflected.
- By defining older adults solely as grandparents, textbooks erase the individuality and varied lifestyles of seniors, including those without children or grandchildren. Depictions should showcase seniors as independent and engaged individuals who contribute meaningfully to society.
- Additionally, the common portrayal of grandparents as elderly and disconnected fails to recognise that many are in their 50s or 60s, actively working and participating in their communities. To better reflect contemporary ageing, textbooks should present seniors as vibrant, capable, and integral members of society.

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Include often-overlooked perspectives by presenting older adults in an active and/or socially engaged role. By shifting focus away from traditional narratives centred on children or grandchildren, it challenges age-related stereotypes that depict older individuals as passive or solely in caregiving roles.

The exercises below are used as an example. It can encourage students to recognise a more dynamic portrayal of ageing and to open space for students to reflect on stereotypes. It fosters greater empathy and respect for the diverse roles older adults play in society. Through this lens, students are invited to view aging as a vibrant and multifaceted stage of life, rather than one defined by limitations or dependency.

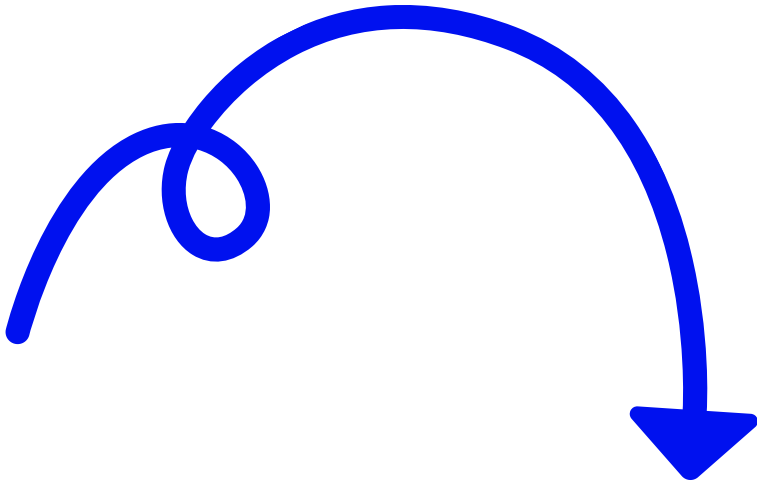
Exercise:

1. For his birthday, Eva's grandfather organizes a party and invites 4 friends and 5 relatives. He wishes to receive a pocket watch that costs 1750 EUR. Eva wants to contribute to her grandfather's gift with her savings of 70 EUR. Following a group decision, relatives will contribute double the amount friends contribute. How much does a friend and a relative pay to gather the necessary amount for the pocket watch?
2. My 56-year-old neighbour Frank is building a vegetable garden. The length of the rectangular garden is 3 meters longer than its width. The area of the garden is 40 square meters. Let x represent the width of the garden in meters. Write and solve a quadratic equation to find the dimensions of the garden.
Area: $x(x+3)=40$
3. Retiree Adele loves birdwatching and is documenting bird species in her area. She spotted three types of birds: robins, sparrows, and finches. Let r , s , and f represent the number of robins, sparrows, and finches she saw, respectively.
 - a) Write an expression for the total number of birds she observed.
 - b) If the number of robins is twice the number of sparrows, and the number of finches is 5 more than the number of robins, write expressions for r and f in terms of s .
 - c) If the total number of birds is 35, find the values of r , s , and f .

Gender Stereotypes



The discipline of Mathematics, by its inherently abstract and scientific nature, does not provide many opportunities to address gender-related issues. However, the formulations used in some problems intended for solving often contribute to perpetuating gender stereotypes. This is particularly significant because such nuances are not easily perceived by students, who are more focused on solving the task than analysing its formulation. For example, the use of relatively non-inclusive language regarding gender and the association of genders with certain occupations or preferences traditionally linked to one gender often appear, especially in chapters on statistical data processing, which include problem suggestions using demographic data.



You can create some exercises that help to change the paradigm of associating genders with specific tastes or hobbies and avoid gender stereotypes. You can see an example of such an exercise below:

The table below classifies 8th-grade students according to the type of music they listen to.

Type of music \ Pupils	Indie	Rock	R&B	Total
Girls	5	4	2	
Boys	1		7	
Undeclared Gender	6	3		
Total		10	14	

Tasks:

1. Complete the blank spaces in the table.
2. Identify the type of music most listened to by girls, then the type of music most listened to by boys, and, finally the type of music most listened to by individuals who did not declare their gender.
3. Construct, on the same graph, the frequency polygon for the variable "Type of music listened to by individuals who did not declare their gender."

Follow-up:

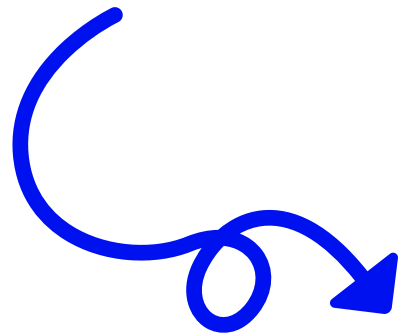
Beyond solving the mathematical task, discuss with students the variable and the extent to which the statistical data indicated in the table align with their assumptions regarding the types of music listened to by different categories of students.

Questions to address:

- What is surprising in the presented statistics?
- Why do we tend to associate a particular musical type with a specific gender category?

Gender Job Divide

- Textbooks often perpetuate **entrenched biases by reinforcing gendered job roles**, such as depicting carpenters as male and seamstresses as female, subtly validating gender stereotypes. **These representations not only shape perceptions but also limit aspirations, particularly among students challenging these norms.**
- Furthermore, the reliance on gendered character names, like "Mr. Bianchi" or "Marta," excludes non-binary and gender-diverse individuals, failing to reflect the full spectrum of identities.
- In textbooks, universal experience is often assumed which overlooks economic diversity. Examples tied to specific wages or professions may alienate students from differing socioeconomic backgrounds.
- Additionally, caregiving and service jobs are disproportionately linked to women, reinforcing the idea that such work is "natural" rather than a skill requiring expertise. At the same time, leadership and STEM roles are predominantly assigned to men, discouraging equal participation.



Employ gender-neutral language and representations, avoiding stereotypes that link professions or roles to specific genders. This includes using diverse and inclusive names, pronouns, and examples. You may also incorporate economically diverse scenarios, ensuring content resonates with students from varied backgrounds and presents various job options. You can find some examples in the box on the right.

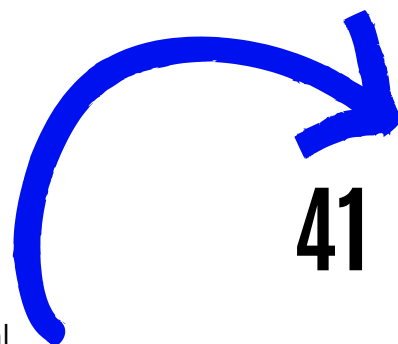
40

Task: Calculate the following examples

1. Alex is a skilled furniture maker who crafts custom tables. After completing a project, Alex is paid 117 euros for 9 hours of work. What is Alex's hourly rate for this project?
2. Jamie, a talented designer, has 16 buttons and plans to use 4 buttons for each handmade shirt they create. How many shirts can Jamie complete using the buttons available?
3. Taylor works as a freelance illustrator, earning 14 euros per hour for their projects. How many hours of work will it take for Taylor to earn a total of 350 euros for their latest commission?
4. 18 apples are harvested from a community orchard and need to be divided equally into 2 donation baskets for local food shelters. How many apples will each basket hold?
5. Riley, who enjoys baking, buys 24 eggs to prepare a large batch of cookies. To store them safely, Riley uses cartons that hold 6 eggs each. How many cartons are needed to store all the eggs?
6. Sam and their friends are organizing a charity art sale. They have 36 paintings and want to display an equal number on 3 different walls. How many paintings will be displayed on each wall?
7. Jordan collects 45 recyclable cans to help raise funds for a local cause. They plan to pack the cans equally into 5 bags. How many cans will each bag hold?
8. A group of 20 children is attending a summer workshop. The organisers want to divide them equally into 4 activity groups. How many children will be in each group?

Gender Pay Gap

- Mathematics textbooks include the topic of calculating percentages and the general principles of how percentages work. Occasionally, the material addressing this topic incorporates social issues—unemployment rates, loans, interest rates, inflation rates, etc. However, this approach does not fully utilize **the potential to demonstrate that these phenomena also reflect broader structural problems.**
- Math exercises often fail to provide an understanding of global inequalities between high-income and low-income countries; moreover, they rarely address the local inequalities that directly affect the readers of the texts. One significant example is **the gender pay gap between men and women.** This disparity influences the future of young people, their career opportunities, and financial stability. Pay disparities between men and women can result in long-term economic inequalities that deepen over time. For instance, **women in many countries are significantly more likely to face financial insecurity** in old age compared to men due to lifetime earnings gaps and lower access to financial resources.
- Addressing such inequalities in educational materials can help students connect mathematical concepts to real-world challenges, fostering critical thinking and a deeper **understanding of the structural factors shaping economic realities.** Highlighting these disparities encourages learners to consider the social implications of mathematical principles, enriching their education and promoting awareness of fairness and equity in society.



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We recommend supplementing exercises on percentages with activities that highlight the dynamics of economic inequalities.

Wage inequality:

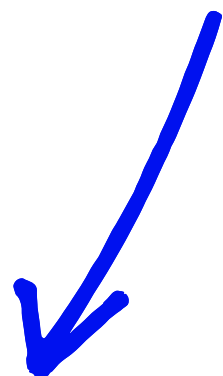
Wage inequality is a global issue that reflects persistent disparities between men's and women's earnings across various countries and professions. On average, women earn less than men, with the wage gap differing from country to country. For example, recent data from many countries of the Global North indicates an average wage gap of approximately 10-20%.

Pension inequality:

In many countries, the disparity in retirement income between men and women is significant. For instance, studies indicate that women often receive pensions that are 15-25% lower than those of men. Over 20 years of retirement, this can amount to substantial financial disadvantages, impacting women's quality of life in later years.

Exercise:

1. Research the wage gap in your country or region. How does it compare to the global average?
2. Discuss the potential long-term effects of wage inequality on individuals and society.
3. Reflect on what policies or practices could be implemented to reduce these disparities.



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We recommend encouraging students to critically analyse real-world disparities in earnings between men and women within their chosen profession. By engaging in this activity, students will gain insights into the gender wage gap and its implications for career planning and financial stability.

Exploring Wage Inequality

Choice of Profession: Select a profession you would like to work in the future or plan to pursue (e.g., teacher, doctor, technician, etc.).

Using the Calculator: Visit the [Omni Gender Wage Gap Calculator \[38\]](#) and, with the assistance of your teacher, input the relevant details for your chosen profession and country.

Find out the estimated wage gap and how much men and women typically earn in this profession. Compare the results to reflect on the factors contributing to these disparities.

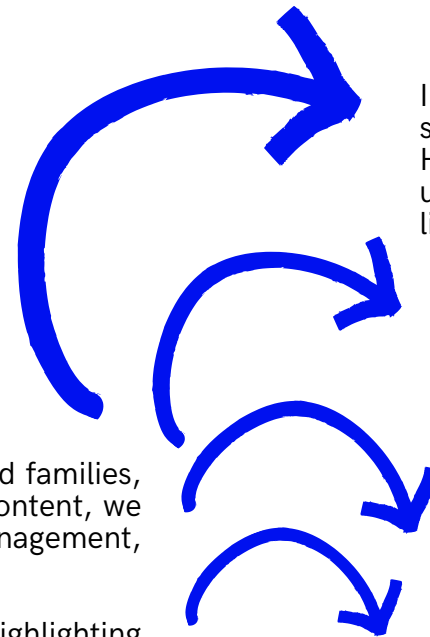
42

Task: Solve the following problems related to the gender pay gap.

1. In a company, the average monthly salary of male employees is €3,500, while female employees earn €3,050 on average.
 - a) Calculate the gender pay gap as a percentage of the male salary.
 - b) How much more do men earn annually compared to women?
2. Assume that a man and a woman both work 40 years in the same company with the same pay gap as in Question 1.
 - a) How much less will the woman earn over her career compared to the man?
 - b) If the woman receives a 5% salary increase, while the man receives 3%, how long will it take for their salaries to equalize? (Assume raises are applied annually.)

Exploring Unpaid Labour

- Housework is a fundamental part of daily life that sustains individuals and families, yet it is often invisible or overlooked. By excluding it from educational content, we fail to recognize its significance and the skills it requires, such as time management, problem-solving, and cooperation.
- STEM fields thrive on diverse perspectives and areas of focus. Highlighting household technologies can inspire innovation in often-overlooked areas, such as sustainable cleaning methods, waste reduction, or affordable smart home devices. Broadening the scope of STEM education to include these fields encourages students to think creatively and address practical challenges that impact millions of people daily.
- Household technologies often intersect with traditionally gendered labour, such as cleaning, cooking, or caregiving. By neglecting these areas, STEM education implicitly devalues the skills and innovation associated with domestic work, which disproportionately affects women and marginalised groups.
- STEM education focuses heavily on high-profile industries like aerospace, medicine, or tech startups, but it rarely highlights innovation in household technologies. Household technologies, such as energy-efficient appliances, smart home systems, or robotics for chores, directly impact how people live and manage their time. Ignoring these innovations prevents students from seeing STEM as applicable to their personal and family contexts, which may discourage engagement and interest, particularly among those who do not initially see themselves in traditional STEM careers.
- Ignoring household technologies in STEM education reinforces the marginalisation of unpaid labour, perpetuates stereotypes, and narrows the scope of innovation. Integrating this area into curricula would make STEM more inclusive, relatable, and impactful, fostering a broader understanding of how science and technology shape all aspects of life—not just high-profile industries.
- Household technologies play a significant role in sustainability and environmental conservation, such as through energy-efficient appliances or water-saving devices. By not prioritising this area, STEM education misses the opportunity to teach students about the intersection of science, technology, and social responsibility. This omission also downplays the importance of innovations that can significantly reduce the environmental footprint of domestic work.



Including house chores in educational content is not merely about representation; it is about shaping attitudes toward equity, teamwork, and the invisible labour that sustains society. Highlighting these aspects can inspire students to challenge biases, recognize the value of unpaid work, and contribute more actively to fairer distributions of responsibilities in their own lives.

Tasks like budgeting, meal planning, or managing household energy use involve significant mathematical and problem-solving skills. Highlighting these connections in STEM subjects can demonstrate that women's traditional roles have always required scientific and technical thinking, challenging stereotypes and encouraging inclusivity in STEM careers. Presenting housework as gender neutral topic may, on the other hand, combat gender gaps in sharing household responsibilities.

Including the topic of housework in STEM curricula not only broadens the scope of technological impact but also demonstrates that innovation can improve everyday lives, especially in addressing the burden of unpaid labour.

Many house chores intersect with environmental science and sustainability. STEM subjects could use household scenarios to teach students about sustainable practices, equipping them with the tools to implement changes in their homes and communities.

Examples and inspiration for exercises in each subject/area:

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Chemistry: Cleaning Products and Reactions **Topic: Acids, Bases, and Detergents**

Activity: Provide samples of common household cleaners and allow students to test their pH levels. Discuss how acidic or basic properties make these cleaners effective for specific tasks (e.g., removing grease or limescale).

Challenge: Have students research and design a sustainable, homemade cleaning product that minimises environmental impact.

Goal: Teach chemistry concepts while encouraging sustainable practices and critical thinking about the time and resources involved in cleaning tasks.



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Engineering and Robotics: Automating House Chores
Topic: Designing a Robotic Helper

Activity: Ask students to brainstorm and sketch a design for a robot or device that could help with a specific household chore (e.g., folding laundry, washing dishes, or organizing items).

Challenge: For advanced students, incorporate coding or simulations to demonstrate how the robot might function.

Goal: Encourage creative thinking about how technology can alleviate the burden of unpaid labour.

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Data Science: analysing Household Inequalities
Topic: Chore Distribution and Gender Equity

Activity: Provide students with anonymized data on how much time different individuals spend on housework in a week. Include variables such as gender, age, and employment status.

Challenge: Have students calculate averages, create graphs, and analyse patterns to identify inequalities.

Extension: Ask students to propose solutions or systems for a fairer distribution of tasks within the household.

Goal: Teach data analysis while fostering critical thinking about gender roles and unpaid labour.

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Biology: Ergonomics and Human Effort
Topic: Reducing Strain During Chores

Activity: Investigate how the body moves during common chores like sweeping, washing windows, or carrying groceries. Have students research ways to reduce strain or prevent injuries.

Challenge: Design an ergonomic tool or propose modifications to existing tools to make them more user-friendly.

Goal: Connect biology and engineering while emphasizing the physical demands of house chores.

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Environmental Science: Sustainability in the Household
Topic: Reducing Energy and Water Use

Activity: Assign students to conduct an energy or water audit for a typical household task, such as laundry or dishwashing. Include comparisons between handwashing and using machines.

Challenge: Have students design a plan to reduce the environmental impact of these tasks, such as by using energy-efficient appliances or alternative methods.

Goal: Highlight the intersection of STEM and sustainability while acknowledging the labour and planning involved in maintaining a household.

Coding and Algorithms: Fair Chore Distribution
Topic: Algorithm Design for Task Management

Activity: Teach students how to write a basic algorithm that distributes household chores fairly among a family of four. Consider constraints such as task difficulty and individual availability.

Challenge: Ask students to create a user interface or a mock app for chore scheduling and tracking.

Goal: Demonstrate how coding and technology can address real-world issues and promote fairness in labour distribution.

Sample Tasks for Algorithm Design:

- Family Members:
 - Parent A: Available 10 hours per week.
 - Parent B: Available 15 hours per week.
 - Teenager: Available 5 hours per week.
- Tasks (Time Required):
 - Cooking: 7 hours per week.
 - Cleaning: 8 hours per week.
 - Laundry: 5 hours per week.
 - Grocery shopping: 4 hours per week.

Challenge:

Create an algorithm that assigns chores based on availability while ensuring that no one is overburdened.

Mathematics: Time Management and Optimization
Topic: Scheduling and Resource Allocation

Activity: Present students with a fictional family's weekly chores list. Ask them to create an optimized schedule that balances the workload fairly among family members, considering their available time and abilities.

Challenge: Introduce constraints such as one family member recovering from an injury, a parent working overtime, or a child preparing for exams.

Goal: Highlight how equitable chore distribution requires planning, cooperation, and consideration of individual needs.

Scenario Data for Scheduling Household Chores:

- Family Members:
 - Parent A: Works 9 a.m.–5 p.m., available 2 hours in the evening.
 - Parent B: Works part-time, available 3 hours in the afternoon and evening.
 - Teenager: School from 8 a.m.–3 p.m., available 1.5 hours in the evening.
 - Elderly Grandparent: Available 2 hours throughout the day, limited mobility.
- Chores (Time Required):
 - Cooking dinner: 1 hour.
 - Washing dishes: 30 minutes.
 - Laundry (washing and folding): 1 hour.
 - Vacuuming: 1 hour.
 - Grocery shopping: 1.5 hours.
 - Gardening: 1 hour (weather permitting).
 - Helping the teenager with homework: 1 hour.

Mathematics: Economic Value of House Chores
Topic: Valuing Unpaid Labour

Activity: Provide students with data on the average time spent on house chores weekly and the market rate for similar professional services (e.g., cleaning, cooking, or childcare). Have them calculate the monetary value of unpaid labour within a household.

Challenge: Ask students to consider how this value might change in households with differing family structures or economic statuses.

Goal: Teach financial literacy and encourage recognition of the economic impact of unpaid labour.

Data for Unpaid Labour Valuation:

- Average Time Spent on Chores (Weekly):
 - Parent A: 10 hours (4 hours of cleaning, 3 hours of cooking, 3 hours of childcare).
 - Parent B: 15 hours (5 hours of cleaning, 2 hours of cooking, 8 hours of childcare).
 - Teenager: 5 hours (4 hours of cleaning, 1 hour of cooking).
- Market Rate for Similar Services:
 - Cleaning: \$15/hour.
 - Cooking: \$20/hour.
 - Childcare: \$25/hour.

Questions:

1. Calculate the total economic value of the unpaid labour contributed by each family member.
2. Discuss how this value compares to the family's potential income.
3. If the chores were outsourced, how much would it cost the family per week?

The Invisibility of Women Athletes

→ In mathematics textbooks, mathematical phenomena are often practised and explained in exercises, repeatedly focusing on, for example, hockey, football or running. In terms of gender representation, instructions through sport are problematic because they mainly feature boys or men. **The use of exclusively male examples leaves out female athletes**, both in a professional and leisure context. This approach may discourage girls and women from participating in sports traditionally perceived as 'masculine', such as hockey, football or rugby.

→ In sport-focused exercises, **male and female para-athletes are neglected in 100% of cases** (according to our analysis *Reflecting Diversity: Analysis of Representations of Identities of Textbooks* [39]). **This unfortunately reinforces stereotypes about people with disabilities and marginalises a significant part of the sporting community.** The absence of examples of Para-athletes and Paralympic Athletes (both male and female) not only reduces pupils' awareness of diversity in sport but also fails to provide inspiration for children living with a disability to look for role models in successful athletes. Including these examples would help to create a more balanced and inclusive picture of sport.

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It is recommended to extend the exercises to include a variety of situations that will increase pupils' awareness that sport is accessible to a wide range of sportsmen and sportswomen.

Exercise: Calculations with percentages in sport.

Solve the following problems to find the percentages or results of the performance of sportsmen and sportswomen in different disciplines.

1. During a game of the women's hockey team, 3 goals out of 15 shots were scored. What was the team's success percentage?
2. During a mixed biathlon race, a male-female team hit 32 targets out of 40 attempts. What was their success percentage?
3. Anna and Peter were throwing darts at a target. They both had 50 attempts. Anna hit the target 78% of the time, Peter hit the target 70% of the time. How many times did Anna and Peter hit the target?

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Exercises: Calculations with percentages in para-sport.

1. Pavel is a para-athlete specialising in 100m races. In his first race of the season, he ran this distance in 16.6 seconds. After six months of training, he improved his time to 15.4 seconds.

- By how many percent did Pavel's time per 100 metres improve?
- If Pavel continued the same rate of improvement and lowered his time by the same percentage over the next six months, what time could he theoretically achieve?

2. Anna is a para-swimmer specialising in 50m freestyle races. In the first race of the season, she swam this distance in 45.2 seconds. After intensive training over the next 4 months, her time improved to 42.9 seconds.

- By how much per cent did Anna's time per 50 metres improve?
- If Anna continued the same percentage of improvement over the next 4 months, what time could she theoretically achieve?

Visual Presentation vs. Objectification of Women

→ The analysis *Reflecting Diversity: Analysis of Representations of Identities in Textbooks* shows that in commonly used textbooks **significantly fewer women are visually represented than men**. This is related to the low representation of women also in the text sections of the textbooks. For example, on average, 75.7% of representations in STEM textbooks are male, and only 24.3% are female.^[40] The subsequent illustrations that accompany these texts thus depict men, leading to a higher representation of male figures in the textbook images.

→ Conversely, in some cases where women are depicted in illustrations, they are objectified—portrayed scantily dressed without any connection to the written text. Such **visual treatment, where nudity is unrelated to the topic under discussion, can reinforce sexist stereotypes and reduce women to objects** of physical appearance, distracting from the main content of the text. Depicting women in this manner perpetuates cultural norms of judging women primarily by their appearance rather than emphasising their internal qualities or abilities.

→ Secondary school children are at an age when it is important to develop empathy and understanding of complex issues. The use of images that may be perceived as sensationalist can undermine their ability to think constructively and critically about certain issues.

In general, we recommend supplementing images that depict nudity, revealing clothing or body positions, etc., with exercises in digital competence with the Internet or AI so that learners get a realistic view of the phenomenon being discussed in the textbook. This applies not only to STEM textbooks but also to textbooks in the humanities.

We recommend addressing the visual representation of women in textbooks from a "mathematical perspective". In this way, the exercises link mathematical skills, digital competence and gender sensitivity, making it a powerful tool for developing multiple skills at the same time.

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Procedure of the exercise:

1. **Illustrations:** Pupils count the characters in the illustrations in the textbook (or part of it, e.g. in one chapter) and determine how many characters are male and how many are female. They then calculate the percentage of males and females in the illustrations using the previous sum in integers. This will allow them to apply mathematical concepts such as percentages and ratios. For example, if there are 80 illustrations of characters in a textbook and 60 of them are male and 20 are female, learners could calculate that 75% of the characters are male and only 25% are female / The ratio between women and men is 1:3.
2. **Classroom:** Pupils count how many boys and girls are in the classroom at that time. Again, they convert this number to percentages and ratios.
3. **Society:** In the next part of the exercise, pupils search the internet for the number of men and women in their country/on Earth to extend their digital competence. They will again convert these whole numbers into percentages and ratios.
4. **Data comparison:** Pupils compare their results from points 1 and 2 and also 1 and 3. This allows them to see how the distribution of illustrations in their mathematics textbook matches the distribution of men and women in society.

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Exercise:

Work in pairs with the AI tools to generate an image as realistic as possible to illustrate this text:

"In life, we will encounter many obstacles and challenging situations, e.g. conflicts with people, illness, backlog of work, excessive noise, financial problems, lots of learning, etc."

Invisible women in STEM

→ Many math lessons focus on abstract concepts and repetitive drills without connecting them to real-world applications. This disconnection often makes students question the relevance of math in their lives. Research shows that girls, more than boys, tend to lose interest in math during middle and high school.[41] **A lack of relatable role models in STEM fields and stereotypes suggesting that math and science are "male" contribute to the STEM gender gap.**

→ STEM careers are among the fastest-growing and most impactful fields. Yet, **women remain underrepresented, making up only about 28% of the STEM workforce globally.**[42] This underrepresentation is a loss not just for women, but for society as a whole, as diversity in STEM fosters innovation and better problem-solving. A diverse STEM workforce leads to more innovative solutions to global challenges, from climate change to healthcare. **Encouraging girls to participate ensures broader perspectives and talents are included.**

Integrate real-world examples of women in STEM into maths exercises, especially those that align with students' interests and societal challenges (e.g., climate change, equality, technology). Ensuring girls see math as relevant and achievable can help them envision careers in STEM. Incorporating relatable contexts and showcasing women's achievements in STEM can challenge stereotypes and normalize the idea that women belong in these fields. When math is taught through real-life applications, it not only engages girls but also benefits all students by making learning more meaningful and enjoyable. You can see some examples in the boxes on the right.

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The Contributions of Women in Space Exploration

NASA mathematician Katherine Johnson played a crucial role in calculating trajectories for space missions.

Imagine you're helping NASA plan a spacecraft's journey:

1. The spacecraft travels at a speed of 28,000 km/h. If it needs to cover 112,000 km, how long will the journey take?
2. If the spacecraft burns 8 tons of fuel per hour, how much fuel will it need for the journey?
3. Katherine Johnson was part of the team for the Apollo 11 mission, which took 76 hours to reach the Moon. How far did the spacecraft travel if it maintained the same speed of 28,000 km/h?

57

Climate Change and the Carbon Footprint

Dr. Wangari Maathai, a Kenyan environmentalist and Nobel Prize winner, established an organisation Green Belt Movement that planted millions of trees to combat deforestation and climate change.

One tree absorbs about 22 kg of CO₂ per year.

1. If Wangari's organization planted 20 million trees, how much CO₂ would these trees absorb in one year?
2. If the average car emits 4,600 kg of CO₂ annually, how many cars' emissions would 20 million trees offset?

58

Engineering a Safer World with Edith Clarke

Edith Clarke, the first female electrical engineer in the U.S., developed methods for analysing electrical power systems.

Suppose an electric grid supplies power to 2,500 homes. Each home uses an average of 30 kWh of electricity daily.

1. How much electricity does the grid need to produce in total per day?
2. If 20% of the grid's power comes from solar energy, how many kWh are generated by solar?

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Analysing Gender Equality in STEM Fields

Statistics show that women make up about 28% of the STEM workforce.

1. If a company has 500 employees in its STEM division, how many of them are likely to be women?
2. The company wants to achieve gender parity (50% women). How many more women would need to join the workforce?
3. If the company hires 10 new employees per year and half of them are women, how many years will it take to reach gender parity?

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60 List of notable women in STEM

1. Marie Curie (1867–1934)
 - Field: Physics and Chemistry
 - A pioneer in the study of radioactivity, she was the first woman to win a Nobel Prize (Physics, 1903) and remains the only person to win Nobel Prizes in two different scientific fields (Chemistry, 1911). She discovered the elements polonium and radium, and her work laid the foundation for the development of X-ray machines.
2. Ada Lovelace (1815–1852)
 - Field: Mathematics and Computing
 - Often regarded as the first computer programmer, she wrote algorithms intended for processing on Charles Babbage's early mechanical general-purpose computer, the Analytical Engine. Her notes on the engine include what is recognized as the first algorithm intended to be processed by a machine.
3. Rosalind Franklin (1920–1958)
 - Field: Molecular Biology
 - Her expertise in X-ray crystallography was crucial in revealing the double-helix structure of DNA. Her photograph 51 provided key insights that led Watson and Crick to propose the correct model of DNA. Unfortunately, her contributions were not fully recognized during her lifetime.
4. Katherine Johnson (1918–2020)
 - Field: Mathematics
 - A brilliant mathematician whose calculations of orbital mechanics were critical to the success of U.S. crewed spaceflights. She calculated the trajectory for Alan Shepard, the first American in space, and her work was vital for the Apollo missions, including Apollo 11's flight to the Moon.
5. Jane Goodall (1934)
 - Field: Primatology and Ethology
 - The world's foremost expert on chimpanzees, she is renowned for her over 60-year study of wild chimpanzee social and family life in Tanzania. Her groundbreaking research redefined the relationship between humans and animals, providing profound insights into primate behaviour.
6. Lise Meitner (1878–1968)
 - Field: Physics
 - A physicist who, alongside Otto Hahn, discovered nuclear fission—the process that would later be utilized in nuclear reactors and weapons. Despite her critical contributions, she was overlooked for the Nobel Prize, which was awarded solely to Hahn in 1944.
7. Mae Jemison (1956)
 - Field: Engineering and Medicine
 - The first African American woman to travel to space as a NASA astronaut. She is also a physician and an engineer. Jemison advocates for science education and diversity in STEM fields.
8. Dorothy Hodgkin (1910–1994)
 - Field: Chemistry
 - A pioneer in the field of X-ray crystallography, she determined the three-dimensional structures of important biomolecules, including penicillin, vitamin B12, and insulin. She was awarded the Nobel Prize in Chemistry in 1964 for her work on vitamin B12, becoming the third woman to receive this honour.
9. Vera Rubin (1928–2016)
 - Field: Astronomy
 - Her groundbreaking work on galaxy rotation curves provided compelling evidence for the existence of dark matter, reshaping our understanding of the universe. Despite her contributions, Rubin was not awarded a Nobel Prize, a point often raised in discussions about gender bias in science.
10. Hedy Lamarr (1914–2000)
 - Field: Engineering and Technology
 - An actress and inventor, Lamarr co-developed frequency-hopping spread spectrum technology, which became a foundation for modern wireless communication technologies such as Wi-Fi and Bluetooth.
11. Emmy Noether (1882–1935)
 - Field: Mathematics
 - Noether's theorem is a cornerstone of theoretical physics and mathematics, linking conservation laws with symmetries in nature. Her work profoundly influenced fields such as algebra and quantum mechanics, despite facing significant discrimination as a woman in academia.
12. Barbara McClintock (1902–1992)
 - Field: Genetics
 - Awarded the Nobel Prize in Physiology or Medicine in 1983 for her discovery of transposable elements, also known as "jumping genes." Her research fundamentally changed our understanding of genetics and genome plasticity.
13. Rita Levi-Montalcini (1909–2012)
 - Field: Neuroscience
 - Received the Nobel Prize in Physiology or Medicine in 1986 for her discovery of the nerve growth factor (NGF), a protein critical to the growth and survival of neurons. Her work had significant implications for understanding neurological diseases.

Economic and Environmental Inequalities

In mathematics textbooks for the upper grades of primary schools, the topic of percentages and the general principles of their functioning are often included. Occasionally, social topics such as unemployment rates, loans, interest and debt repayment, salaries, and inflation rates are incorporated into this subject matter. However, **textbooks often lack environmental topics, which disconnects students from real-world issues like climate change and resource depletion.**

Without **linking environmental challenges to economic inequalities**—such as how low-income communities suffer more from pollution and climate disasters—education fails to show the full impact of sustainability. **Integrating these topics would help students understand how environmental and social justice are deeply connected, preparing them to address both.**

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Housing Crisis in Prague

In 2023, the average monthly rent for a 70 m² apartment in Prague was approximately €1,230. The median gross monthly salary in Prague in 2023 was around €2,006 for men and €1,715 for women.

1. Use the internet to find out what the median represents.
2. What was the median net monthly salary in Prague in 2023 for women and for men?
3. What percentage of the net salary of men and women did the rent for a 70 m² apartment constitute?
4. If the rent increases by 10%, what will the new rent be, and what percentage of the salary of men and women will it represent?
5. Research online how high rent impacts the ability to save money and the overall quality of life for people living in rental housing in Prague and other major cities.

Statistics can serve as a valuable tool to help students recognize and understand social, environmental and economic inequalities and how they are connected. We recommend expanding exercises on statistics or percentages to foster critical thinking among students and enhance their ability to consider social phenomena in broader contexts.

Incorporating exercises on global inequalities can help students understand broader global processes and their consequences, fostering a more comprehensive perspective.

62

Global Wealth Distribution

The richest 10% of the world owns 76% of global wealth (€300 trillion), while the poorest 50% owns just 2%.

1. How much wealth does the richest 10% own on average per person, assuming 800 million people are in this group?
2. How much wealth does the poorest 50% own on average per person, assuming 4 billion people are in this group?
3. What is the ratio of wealth between a person in the richest 10% and a person in the poorest 50%?
4. Discuss: What policies could reduce the disparity in global wealth distribution?

We recommend focusing some exercises on the local context to cultivate students' interest in local political events and encourage the development of a conscious and actively engaged civil society. You can see an example of an exercise in a local Czech context in the box below. We recommend adjusting the exercise to your local context.

Incorporating exercises focused on percentages alongside those that highlight economic inequalities can enhance students' understanding of taxation and its societal importance. For instance, discussing the proposal of a global wealth tax on billionaires to address societal challenges can provide practical applications of percentage calculations. You can see the examples of such exercises in the box on the right.

A recent proposal suggests implementing a 2% annual tax on individuals with net worths exceeding \$1 billion. This initiative aims to generate revenue to combat poverty and climate change.^[43]

64

Income Inequality and Progressive Taxation

A country applies a progressive taxation system with the following brackets:

- Income up to €25,000: taxed at 10%
- Income from €25,001 to €75,000: taxed at 20%
- Income from €75,001 to €200,000: taxed at 30%
- Income above €200,000: taxed at 40%

Three individuals earn the following annual incomes:

- Person A: €22,000
- Person B: €92,000
- Person C: €1,563,000

Questions:

1. Calculate the total tax each individual pays.
2. Determine their after-tax income.
3. Compare the percentage of their total income that each individual pays in taxes.
4. Imagine Person A's tax rate increased to 15% for their entire income. How much additional revenue would this generate, and how would it impact Person A's after-tax income?
5. Discuss whether increasing taxes on low-income earners (Person A) or maintaining higher taxes on super-rich individuals (Person C) has a greater effect on reducing income inequality and supporting state budgets.

63

Wealth Tax and Redistribution

Assume a wealthy individual owns assets worth 2 billion euros. A proposed annual wealth tax would impose a 2% tax on their assets:

1. How much would this individual pay in taxes annually?
2. If there are 2,000 such wealthy individuals globally, how much would be collected in total?
3. If 70% of the total amount collected is allocated to provide free healthcare for low-income groups, how much would be directed towards healthcare?

65

Progressive Carbon Taxation ^[44]

Task:

Propose a progressive carbon tax based on emissions:

Tax Levels:

- Up to 5 tons of CO₂ per year: No tax
- 5-20 tons: €100 per ton
- Above 20 tons: €500 per ton



Example individuals:

- Individual A emits 4 tons annually.
- Individual B emits 15 tons annually.
- Individual C emits 50 tons annually.

1. Calculate the total tax for each individual.
2. Revenue from the richest 1%: Assume the richest 1% emits 6.4 billion tons annually. If all their emissions are taxed under the highest bracket, how much revenue could be raised globally?

Follow-up:

Discuss how such a tax system could incentivise reductions in emissions and redistribute resources to mitigate climate change's impacts on vulnerable populations.



Exercises combining mathematical problem-solving with real-world data can help students better understand the connections between numbers and societal issues. By calculating carbon emissions, taxes, and disparities, students not only practice mathematical skills but also gain insights into the uneven distribution of environmental burdens and responsibilities. This approach encourages critical thinking about the role of policies, consumption patterns, and wealth in addressing climate change, fostering awareness of how systemic inequalities affect both people and the planet. Ultimately, these activities empower students to engage with complex global challenges and explore solutions for a more equitable and sustainable future.

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Unequal Responsibilities and Impacts of Climate Change [45, 46, 47, 48]

Research shows that the wealthiest countries and individuals contribute the most to global CO₂ emissions, while the poorest countries face the harshest consequences, such as extreme weather, loss of biodiversity, and rising sea levels.

1. The wealthiest 10% of the global population are responsible for 50% of global CO₂ emissions, while the poorest 50% contribute only 10%.

If global CO₂ emissions are 35 billion tonnes annually, calculate the total emissions produced by:

- The wealthiest 10%
- The poorest 50%

2. A small island nation in the Global South experiences severe flooding due to rising sea levels caused by climate change. To adapt, they need €2 billion annually for infrastructure and relocation.

- If the wealthiest 10% paid a climate responsibility fee of €50 per tonne of CO₂ emitted, how much revenue would this generate annually?
- How many island nations facing similar crises could this fee support?

3. In many countries, women are disproportionately affected by climate change due to limited access to resources and social roles:

- Research shows that women in developing countries spend up to 85% more time than men gathering water during droughts. If a village's water source is 2 km away and each trip takes 30 minutes, calculate how many hours a woman spends on water collection in a week, assuming 4 trips daily.

4. Discuss:

- How does the unequal distribution of CO₂ emissions reflect global economic inequality?
- Why do the wealthiest bear greater responsibility for mitigating climate change?
- How do the consequences of climate change exacerbate existing inequalities, particularly for women and marginalised communities?


67**Carbon Emissions of the Richest 1% vs. Poorest 66%**

According to a report [49], the richest 1% of humanity is responsible for more carbon emissions than the poorest 66%. Suppose the total global carbon emissions amount to 40 billion tons per year.

Calculate:

1. If the richest 1% produces 16% of global emissions, how many tons of carbon dioxide do they emit annually?
2. How many tons of carbon dioxide does one person emit annually if 1% of humanity is 77 million people?
3. If the poorest 66% produces 13% of global emissions, how many tons of carbon dioxide do they emit annually?
4. How many tons of carbon dioxide does one person emit annually if 66% of humanity is 5 billion people?

68**Private Jet Carbon Footprint [50]****Task:**

A report states that emissions from private jets increased by 50% over four years. Assume private jet emissions were 10 million tons annually four years ago.

1. What are the current annual emissions from private jets after the 50% increase?
2. If one commercial flight emits 1 ton of CO₂ per passenger and carries an average of 200 passengers, how many commercial flights would produce the same emissions as private jets now?
3. Assume that 70% of private jet users are billionaires, and there are 3,000 billionaires globally. On average, how much CO₂ does each billionaire contribute via private jet travel annually?

Reflection:

Discuss how taxing private jet usage could contribute to environmental sustainability and reduce wealth-based environmental inequalities.

Socially Unaware STEM

- The absence of practical and inclusive material in educational textbooks, particularly in subjects like technological education, represents a missed opportunity to equip students with skills that address real-world challenges. While textbooks often emphasize abstract concepts or generic applications, they frequently fail to engage students in meaningful discussions about designing for inclusivity and accessibility. For example, a focus on home design and material selection could serve as a valuable entry point for students to explore how technology and design intersect with the lived experiences of individuals with disabilities.
- By neglecting these topics, **textbooks fail to demonstrate how practical applications of knowledge in mathematics, science, and technology can address societal inequities.** Moreover, the absence of critical engagement with accessibility perpetuates a narrow view of technology as value-neutral, ignoring its potential to dismantle barriers rooted in age, social class, or disability.
- Such omissions also overlook the opportunity to instil a deeper understanding of intersectionality. Designing accessible housing, for instance, is not just about disability but involves considering how physical and psychological barriers interact with broader social identities. Integrating these perspectives into curricula would encourage students to think beyond technical efficiency and reflect on the social impact of their work, fostering empathy and critical thinking.
- **Textbooks that fail to include practical and inclusive material risk depriving students of the opportunity to connect their learning to the creation of equitable solutions that improve the quality of life for diverse populations.**

Incorporating inclusive and practical materials into STEM education helps students connect their learning with real-world issues, encouraging them to consider how their work can benefit diverse populations. This approach fosters critical thinking about the intersection of technology, science, and social responsibility, emphasizing that STEM is not just about efficiency, but about creating solutions that are accessible and equitable.

In the exercise below students will apply basic knowledge from mathematics and sciences to create efficient solutions and reflect on how accessible housing design and the use of appropriate materials can improve the quality of life for people with disabilities, reducing physical and/or psychological barriers that intersect with other social identities, particularly age or social class.

By exploring how innovations can address barriers related to disability, age, or socioeconomic status, students learn to design with empathy and consider the broader social impact of their work. This inclusive perspective ensures that future STEM professionals are prepared to create solutions that improve quality of life and contribute to a more just and accessible society for all.

The exercise will allow:

- to analyse the physical properties of materials used in homes and identify how they influence comfort and accessibility for people with disabilities;
- to reflect on how available resources impact the quality of life and accessibility of homes;
- to develop organisational, data processing, and data interpretation skills through a thematic project.

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Construction Materials and Accessible Design for Homes for People with Disabilities

Task: analyse two types of homes, considering different situations a person with disabilities might face (e.g., they could be a child, a shorter or higher person, an elderly individual with reduced mobility, etc.):

- A home built with standard access methods, without accessibility adaptations.
- A home adapted for people with disabilities, utilizing advanced access methods.

Suggested analysis criteria:

- **Accessibility:** How the home can be accessed (doors, thresholds, ramps, elevators, etc.).
- **Functionality:** Adaptations of interior spaces (bathrooms, kitchens, bedrooms) for various disabilities.
- **Materials used:** Construction materials and their impact on accessibility.
- **Costs:** Cost differences between the two types of homes.
- **Impact on residents:** How the design influences the quality of life for a person with disabilities in various scenarios.

Propose three practical solutions to make a standard home more accessible. Ensure that at least one of these solutions takes into account the social class or age of the person in question.

Follow-up discussion:

- What technical solutions can make homes more accessible for people with physical disabilities? What solutions could we propose for someone with a psychological disability?
- Do you think it is important for all new homes to be built with accessibility principles in mind? Why?
- How could the government or communities support families who want to adapt their homes for accessibility?
- How does the school support children with physical disabilities? What about those with psychological disabilities?
- What interactions or challenges might arise between people with disabilities and the social class they belong to?



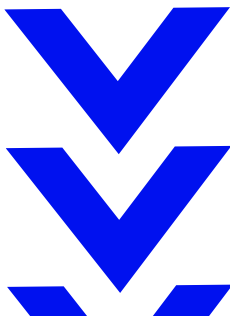
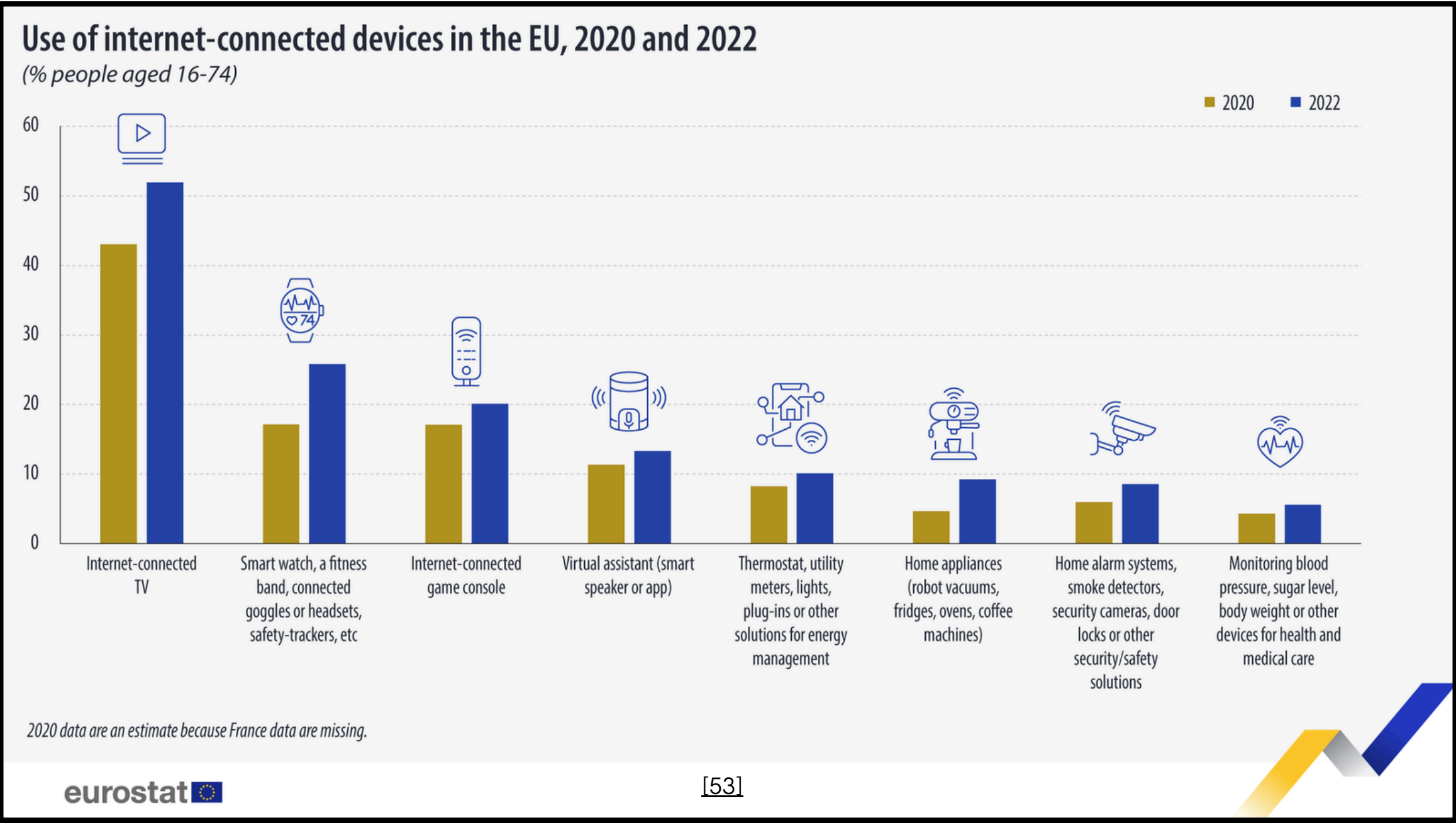
Reading a Graph on a Social Topic

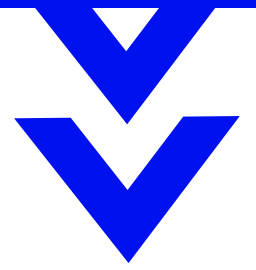


Excluding current events and social issues from graph interpretation in textbooks is a missed opportunity because it disconnects students from real-world applications of data analysis.



In subjects where pupils learn to interpret graphs, the data can be selected to reflect current topics, events or important social issues. This not only strengthens their ability to read graphs and charts but also helps them develop a deeper understanding of broader societal contexts.





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Here are 10 questions that students can answer based on the graph to learn how to read information from graphs:

1. Which device was most commonly used in the EU in 2022?
2. What is the difference in internet TV usage between 2020 and 2022?
3. Which devices saw the biggest increase in usage between 2020 and 2022?
4. Is there any device that had a lower percentage of usage in 2022 than any other device in 2020?
5. Which device category has a percentage usage between 10% and 20% in 2022?
6. What percentage of people used internet-connected gaming consoles in 2022?
7. What is the percentage difference between thermostat use and internet-connected game consoles in 2022?
8. In what year was there higher use of smart devices overall - 2020 or 2022?
9. What is the age range of people who participated in this survey?
10. Is the data for 2020 definitive? How did you arrive at your answer?

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The data can also be followed up with a class discussion moderated by the teacher. You can discuss the questions below:

- How could the increased use of smart home devices affect the environment?
- What could be the reason why some categories of devices do not have such a large increase between 2020 and 2022?
- Is it more common for people to use or not use electronic devices in their homes?
- What could be the factors and reasons why people aged 16-74 do not have or use these electronic devices in their homes?
- How might the increased use of smartwatches and health-monitoring devices impact public health?
- Do you think access to internet-connected devices is equal across different socio-economic groups? Why or why not?
- How could the increased use of smart home security systems affect privacy and surveillance concerns?
- What role do you think the COVID-19 pandemic may have played in the changes observed in the graph?
- As more devices become internet-connected, what potential risks and benefits could this bring to individuals and society as a whole?

Workshops

Creating a Poster: Social Media Campaign

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A campaign on social media is an effective way to raise awareness, inspire dialogue, and mobilize action to address and reduce social inequalities. There are several reasons why it is useful to create a campaign on social media with students in your class:

- Social media platforms have billions of active users worldwide, enabling campaigns to reach diverse audiences across different demographics, geographies, and cultures. This accessibility ensures that messages about social inequalities can reach a broad audience quickly.
- Social media allows for two-way communication, enabling users to engage directly with content through likes, comments, shares, and discussions. This interactivity encourages participation, raises questions, and promotes a deeper understanding of social issues.
- Through visuals such as videos, infographics, and personal stories, social media campaigns can make abstract or complex issues relatable and easier to understand. Personal stories, in particular, humanize social inequalities and generate empathy.
- Content on social media can go viral, exponentially increasing its reach. A compelling campaign has the potential to spread organically as people share and engage with posts, amplifying awareness of the issue.
- Social media platforms offer advanced targeting tools that allow campaigns to focus on specific groups based on age, location, interests, or behaviours. This ensures the message reaches those most likely to engage with or be impacted by the issue.
- Compared to traditional media campaigns, social media is more affordable and offers measurable results. This makes it an ideal platform for spreading awareness, especially for organisations with limited budgets.
- Social media fosters the creation of online communities where individuals can connect, share experiences, and collaborate on solutions. This sense of collective support can motivate action and drive meaningful change.
- Social media campaigns can challenge stereotypes and biases by presenting diverse perspectives and showcasing underrepresented voices. This helps in reshaping public opinions about social inequalities.

Creating a poster - Procedure of the work:

1. Choose a theme you would like to convey:

- Do you want to address racism? Age discrimination? Ableism?

2. Come up with a motto or short message:

- Add inspiring quotes or short phrases that clearly express the campaign's message. Examples: "Everyone Has a Place Here!", "Education is for Everyone, No Matter Your Past.", "Diversity is Strength, Not Weakness.", "Everyone Has the Right to Be Heard", "We Embrace Differences - We Respect People", ...
- You can add questions or behaviour examples that encourage other people/students to pay attention.

3. Think about the visual:

- The visuals are eye-catching. You can use a photo, collage, image, meme, short video, ...
- You can also use symbols of equality and justice (e.g., a rainbow, hands holding, a globe, icons for various cultures and religions).
- You can create short videos telling personal stories, showing examples of inclusivity, or demonstrating how they handle discrimination at school.

4. Use a graphic application:

- Pupils can use graphic programs (e.g., Canva, Adobe Photoshop, or other online tools) to create professional-looking posters. You can also cooperate with the AI. This will support pupils in developing meaningful digital skills.

5. Create joint hashtags:

- Pupils can create some original hashtags that unite everyone's efforts. Examples: #UnifiedSchool #DiversityInTheClassroom #NoDiscriminationInClass etc.

6. Share:

- You can use school social media or other school channels (screens in common areas, bulletin boards, school website etc.) to share your pupils' creative work (posters, videos, memes).
- Always remember to tag or mention the author of the post.
- Encourage students to share their ideas and use the campaign hashtag, inviting classmates to participate in challenges or discussions about inclusivity.

7. Get a feedback:

- The campaign can include surveys to gather opinions from students and teachers about inclusivity at school. The responses can be used to further develop projects and initiatives for better understanding and acceptance within the school.

Understanding Social Class and Its Impact

→ While stories of individuals overcoming adversity can be inspiring, it is important to acknowledge that not everyone has the same opportunities to succeed, no matter how determined they are. Factors like access to quality education, discrimination, economic instability, and social connections play a crucial role in shaping a person's future. For some, these barriers may be too great to overcome without external support, policy changes, or systemic reform. Discussing these limitations helps students understand that success is not solely a matter of personal effort, but also of structural conditions that either enable or restrict mobility.

→ Incorporating discussions of social class into educational materials is essential for fostering critical thinking and social awareness among students. When students engage with real-life stories of individuals who have navigated systemic barriers, they gain a deeper understanding of how social class influences life trajectories. This helps them move beyond abstract concepts and recognize the tangible effects of economic privilege and disadvantage. By integrating these perspectives into the curriculum, educators empower students to question structural inequalities, challenge stereotypes, and explore solutions for a more equitable society. The following workshop provides an interactive approach to these themes, allowing students to analyse the role of social class in personal and professional success through discussion, role-playing, and reflection.

This workshop will help students explore how social class influences access to opportunities and people's lives. Through a series of interactive activities, students will learn to analyze information, collaborate, and develop a deeper understanding of social inequalities. The activity integrates elements of history, sociology, and civic education, providing a multidisciplinary learning experience. By the end, students will be more aware of the challenges faced by individuals from disadvantaged backgrounds and will identify practical solutions for a more equitable society.

Phase 1:

Students are divided into two groups:

- Six students will research well-known personalities who have overcome social class and gender barriers. They will conduct detailed research on their life stories, achievements, and challenges using digital devices. Students representing the personalities will take turns presenting their stories and achievements, emphasizing the impact of social class and other categories (such as gender) on their journey. Students can choose from the following personalities:
 - Charlie Chaplin – A famous actor and director who grew up in extreme poverty in Victorian London.
 - Oprah Winfrey – One of the most influential women in media, who grew up in an underprivileged environment.
 - Malala Yousafzai – An education activist from a poor region of Pakistan.
 - Nelson Mandela – A South African political leader who grew up in a rural village and fought against apartheid.
 - Selena Gomez: actress, singer, and dancer; a billionaire who grew up in poverty, battled lupus, and has bipolar disorder.
 - Diana Wynne Jones – a fantasy author, who had a dyslexia and started writing during harried time of her live.
- The remaining students will work in small teams to create three to four relevant questions for each personality, focusing on aspects such as the impact of social class and gender, obstacles they faced, and solutions they found. Students will ask their prepared questions, leading to discussions on topics such as:
 - What obstacles did this person face?
 - How do race, nationality, or other identities intersect with social class and gender in these stories?
 - What role did education play in their success?
 - What advice might this person give to others facing similar struggles?
 - How did their upbringing affect their life and activities now?

Phase 2: Reflection & Conclusion

Step 1: Whole-Class Discussion

Ask students to reflect on what they've learned:

- What surprised you about these stories?
- What do they tell us about perseverance and opportunity?
- How can we challenge social inequalities in our own communities?
- Are hard work and perseverance always enough to overcome social class barriers? Can you think of situations where systemic obstacles make success nearly impossible?
- Have you ever considered the economic background of the people you admire? Do you think it's important to talk about it?


Step 2: Personal Reflection

Each student writes a short response to the following:

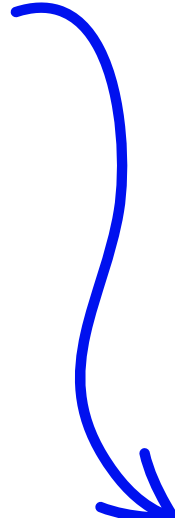
- One key lesson from the workshop.
- One action they can take to promote social equality.

Creating a Poster: Fairytales

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Many exercises based on fairy tales and stories often reinforce stereotypes and lack inclusivity. Female characters are frequently portrayed as passive or defined by beauty and marriage, while male characters are shown as heroic, active, or dominant, reinforcing traditional gender roles. These narratives often fail to include diverse cultural perspectives, instead focusing predominantly on Western-centric tales and values. The tasks typically emphasise retelling stories rather than analysing or reimagining them, missing an opportunity for critical engagement. Additionally, traditional family structures, such as nuclear families or princess-and-prince pairings, are often highlighted, excluding representations of non-traditional families or LGBTQIA+ relationships. Exercises also assume that all students can relate to the same archetypal roles or narratives, which may alienate those from diverse backgrounds or lived experiences. This approach limits creativity, critical thinking, and relatability for a wide range of learners. That is why teaching materials and activities should include stories that foster intersectionality by encouraging students to think critically about traditional narratives and embrace diverse perspectives.



Stories like *The Paper Bag Princess* and *Mulan* challenge gender stereotypes, highlighting strength and intelligence in non-traditional roles. Questions about *The Three Little Pigs* promote themes of sustainability and collaboration, fostering a sense of shared responsibility. By addressing themes of gender, culture, environment, and fairness, these exercises help students recognize and value the complexity of human experiences, promoting inclusivity and critical thinking.

Project: Creation of a poster

Together with 4-5 classmates, prepare a poster for each of the following stories, or a story of your choice that reflects diverse cultural or personal values. Each poster should include the title of the story, a brief text summarising it, and a creative representation of a scene (e.g., a drawing, collage, or written description). To help you remember and retell the story, you can follow the outline provided in the guiding questions or come up with your own. The posters you create will be displayed on the walls of the fourth-grade classroom.

Additionally, with your group, conduct a survey by asking classmates which of the selected stories they prefer. Represent the results using a format of your choice (e.g., pie chart, bar graph, or written summary) and add it to your poster.

Questions:

Questions for The Paper Bag Princess:

- How does the princess show courage and intelligence when facing the dragon?
- What lesson does the story teach about valuing inner qualities over appearances?
- How does the ending challenge traditional "happily ever after" stories?

Questions for Mulan

- Why does Mulan decide to take her father's place in the army?
- How does Mulan prove that bravery and intelligence are not tied to gender?
- What does the story teach about the importance of honouring family and individuality?

Questions for The Three Little Pigs

- How do the pigs' choices of materials affect their houses' strength and sustainability?
- What might have happened if the pigs had worked together from the beginning?
- How could the story change if the wolf wanted to befriend the pigs instead of tricking them?

Combating gender stereotypes in sports

- Gender stereotypes refer to socially constructed beliefs about what behaviours and roles are "appropriate" for different genders. These stereotypes can limit students' opportunities and influence their choices and behaviours.
- Gender stereotypes in society also affect sports. Thus, some sports are considered more suitable for boys/men and others for girls/women. Persons who cross this binary division and participate in sports that are not typical for their gender/sex are sanctioned by the people around them (e.g. mocking, bullying, ...). At the same time, these stereotypes discourage young people from choosing sports that they might enjoy and find fulfilling, and in which they could achieve excellent results. Gender inequality in sports refers to the differences in how boys and girls are given opportunities to participate in sports activities. This includes both stereotypes and differences in the resources available.
- Another problem with this binary division is that women's sport is labelled as worse. Based on that, fewer people watch women's games and less money goes into women's sports. Women's sporting achievements are often undervalued or judged as less interesting, which reduces motivation and support.

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Project on the topic "Sport is for everyone"

Pupils are divided into pairs.

Task: Develop a project focusing on men and women in different sports disciplines and sectors. Each pair will choose one of the categories listed below and find one male and one female athlete (and if possible one non-binary athlete) who is involved in the sport at a top level (e.g. representing the country at the Olympics or Paralympics) or who do it as a hobby in their free time.

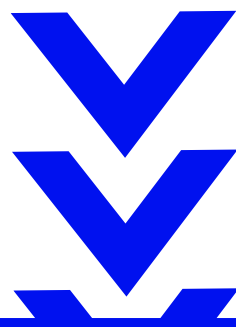
Pupils write a short text about each of these athletes and find an interesting fun fact about them and about the sports discipline. They will add visuals to the text - the poster can either be handmade (cut-out pictures from a magazine, handwritten text, etc.) or they can create the poster using graphic platforms (such as Canva, PhotoShop, etc.) to improve their digital skills.

Pupils will then present their projects to the rest of the class and add why they chose these particular personalities.

The posters can then be displayed, for example, in the school corridor.

Categories:

- Football
- Hockey
- Chess game
- Table tennis
- Tennis
- Triathlon
- Figure skating
- Gymnastics
- Floorball
- Canoe slalom
- Bodybuilding
- Rope climbing
- Rafting
- Snowboarding
- Kick-box
- Monster truck
- Bouldering
- Cheerleading
- Coaching
- Sports club owner
- Karate
- Orienteering
- Grass skiing



Facilitated discussion in the class:

Watch this video with the pupils:

[Orange - WoMen's Football / The Bleues' Highlights \(France women's football team World Cup 2023 ad\) \[54\]](#)

Discuss the following questions:

- Have you ever been discouraged from playing a particular sport because of your gender?
- Why do you think some sports are perceived as "for men" and others as "for women"? What influence does media, family or history have on this?
- Do you think male and female sports teams receive equal attention in the media? If not, why? What impact does it have?
- Who do you think should play a major role in overcoming gender stereotypes in sports (e.g. athletes, coaches, schools, media, parents)?

Objective of the discussion: gender segregation in sports limits participation and success for all students.

There is less media hype around women's sports because it is considered inferior. However, it is a vicious circle, as women's sport is considered inferior precisely because there is no media hype around it (e.g. it is not televised, etc.).

Challenging intersections in sports

→ Intersectionality affects access and representation in sports, with particular reference to the barriers faced by women, transgender or non-binary people of different ethnic groups and social classes. Gender, ethnicity, religion, and social class intersect to create unique barriers for some athletes.

→ The differing levels of engagement between women and men in sports result from a complex combination of factors that can be analysed through the lens of intersectionality—examining how various forms of discrimination and inequality (e.g., based on gender, race, class, age, health status, etc.) influence individuals' access to opportunities in sports. What are the key intersectional reasons at play?

→ **Economic and Infrastructure Barriers:**

In some communities, there are no sports facilities that meet cultural or religious requirements, such as gender-segregated gyms for women. This issue is often a result of unequal funding—women's sports teams frequently receive smaller budgets than men's teams, limiting their ability to train, access equipment, and compete. In patriarchal societies, resources (finances, coaches, equipment) are often allocated primarily to male teams. At the individual level, women and girls from lower socioeconomic backgrounds face further barriers to sports participation due to membership fees, the cost of equipment, travel expenses, and other financial obstacles.

→ **Geographical Differences:**

Culture and religion have varying impacts depending on the region. For example, women from rural areas often face more barriers than women in urban settings, even within the same religious community.

→ **Racism:**

Furthermore, athletes also face institutional barriers, such as discrimination based on race and ethnicity. However, in the case of female athletes, this is expanded by discrimination based on gender. This issue extends to other areas of sports as well. For instance, women are often overlooked when it comes to nominations for coaching and officiating positions, which reinforces the imbalance in sports governance.

Read the story of Annamária from Slovakia. Then discuss:

Annamária's story began in 2018. A photo of a Roma girl, Annamária, standing on the podium in 1st place, caught the attention of social media. However, instead of wearing sports clothes, she wore a simple T-shirt, shorts and, what's more, ballerinas without socks on her feet. Although she came from very poor conditions, at that time living in a shack in a Roma settlement in Moldava nad Bodvou, Slovakia, she won the 750 m race in a competition of more than 400 children.

Annamária's success was also noticed by the then President of Slovakia, Andrej Kiska, who came to congratulate her personally and gave her a backpack full of sports equipment. "There is no doubt that there are many undiscovered talents among children and it is good that people are looking for them. However, not everyone has the conditions to show their talent, so it is important that every child gets a chance," Kiska said. [55]

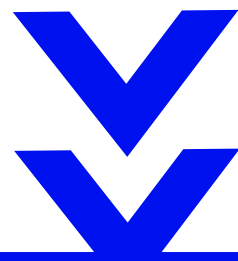
Her talent was also noticed by the local athletics club, which took her in and supported her financially. After a year of training, she became the best runner in her category in eastern Slovakia. In 2020, Annamária Horváthová became Slovakia's vice-champion in the race of 200 metres. [56]

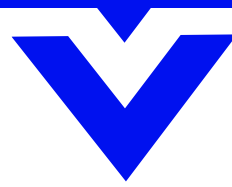
Discuss:

- What obstacles was Annamária Horváthová exposed to?
- What helped her?
- Do you agree with former President Kiska's statement?
- Discuss how limited resources can exclude low-income young female athletes from expensive sports such as tennis or equestrian.
- How can factors such as gender, ethnicity, religion and social class affect access to sport?



[57]





Cultural and Religious Norms Related to Gender:

Cultural, religious, and international sports regulations can sometimes limit women's opportunities to participate in sports. Many official uniform requirements are based on Western standards, which don't always accommodate athletes who wear headscarves, long sleeves, or full-length attire for religious reasons. Prioritizing an "attractive" appearance over comfort and performance has been criticized not only by religious women but also by secular and atheist athletes who feel uncomfortable with these requirements. As a result, some women face unnecessary barriers to competing and can be punished for rebelling double standards in sports clothing.

Gender segregation can also be a factor, as certain communities restrict women's access to public sports facilities or mixed-gender teams, limiting their opportunities. At the same time, global sports organizations don't always consider diverse cultural and religious practices when setting rules, making it even harder for some athletes to take part. Additionally, in some cultures, menstruation is surrounded by stigma, discouraging girls from participating in sports. To make sports truly inclusive, we need more flexible policies that respect both cultural diversity and gender equality.

Finally, women way more often than men are expected to focus on family responsibilities, which limits their time and energy for sports activities. Thus, women may face ridicule or social criticism for participating in sports instead of engaging in "more traditional" activities.

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Overcoming barriers

Many communities and countries are looking for ways to balance traditional or religious values with modern sports. For example:

- Tailored clothing: Sporting hijabs, long skirts or other alternatives have allowed many women from conservative backgrounds to participate in sports.
- Separate tournaments and sports facilities: Some communities organise women's sports competitions or provide facilities exclusively for women.

Task:

Watch these videos with the pupils:

[Muslim Olympic fencer makes history \[58\]](#)

[The Black American who shut up Hitler! \[59\]](#)

Answer the following questions:

- What makes Ibtihaj Muhammad significant?
- Find out the name of a full-body female swimsuit that meets the requirements for hijab.
- What obstacles did Jesse Owens have to overcome to succeed?
- Do you know examples of athletes who have overcome obstacles related to their identity (eg. racism, discrimination, etc.)? If not, search the internet. What did they have to face?

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Sexist Dress Codes in Sports

Part 1: Understanding the Article

Task:

Read the article [Norwegian Women's Beach Handball Team Fined for Rejecting Bikini Bottoms \[60\]](#) and answer the following questions:

1. Comprehension Check:
 - What was the issue the Norwegian women's beach handball team protested against?
 - What was the punishment for their protest?
 - How did the public and other organisations react to their actions?
2. Critical Thinking:
 - Why do you think the regulations for women's and men's uniforms differ in some sports?
 - How do dress codes in sports reflect broader gender inequalities in society?
 - Do you think rules about sportswear should be changed? Why or why not?

Part 2: Visual Analysis

Task:

Compare 2 photos in the article.

1. Describe what you see:
 - What differences do you notice in the uniforms?
 - How do the different uniforms affect the athletes' comfort and performance?
2. Discussion:
 - How do these images support the argument that dress codes in sports are often sexist?
 - Imagine you are part of a sports committee—how would you change the dress code rules to be more equal?





→ **Gender binarity:**

Discrimination against transgender athletes highlights both the flaws of rigid gender binaries and the systemic barriers trans individuals face in sports. Many athletic policies enforce strict male-female divisions, often excluding or unfairly scrutinising trans athletes based on assumptions about physical advantage rather than scientific consensus. These restrictions not only impact trans athletes' right to compete but also reinforce ideas of gender binarity that affect all athletes, including cisgender individuals who do not fit stereotypical norms of strength or endurance. Instead of exclusionary policies, sports institutions should adopt inclusive approaches that recognize diversity while ensuring fair competition, creating a more just and equitable playing field for everyone.

→ **Sexual harassment and safety:**

A particularly serious issue is sexual harassment and the safety of female athletes. Some women avoid sports activities due to fears of harassment or bullying at sports facilities. In the sports environment, women may face sexual abuse or inappropriate behaviour, which affects their willingness to participate. This is often rooted in power imbalances, as abuse frequently occurs from a position of authority (e.g., by a coach or trainer).

The media also play a significant role, as they tend to focus on the appearance of female athletes rather than their performance, often sexualizing them in coverage. This creates additional pressure and discourages women from engaging in sports.

Trans, non-binary, and gender-nonconforming athletes may experience sexual harassment in the form of inappropriate comments, physical violations, or unwanted sexual attention. The harassment can come from teammates, coaches, competitors, or spectators. For trans and non-binary athletes, locker rooms and changing rooms present particular challenges. Many sports facilities are still structured around binary gender categories, leading to discomfort, privacy concerns, or potential harassment.

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Reflecting on Rigid Gender Binaries in Sport

Task:

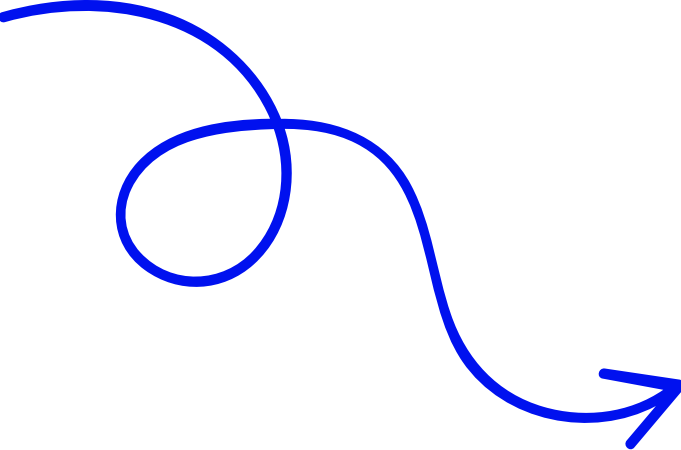
Read the articles [IOC says Khelif preparing legal action after new eligibility claims \[61\]](#) and [On Fairness And Sports: Making The Case for Trans and Intersex Athletes \[62\]](#) and answer the following questions:

- What are the problems with dividing athletes into just two gender categories (male and female)?
- How do rigid gender categories in sports affect trans and non-binary athletes?
- Why do you think many sports organizations continue to use a male/female binary to categorise athletes?
- What would happen if sports no longer had these strict gender divisions? What could change in terms of fairness?
- Do you think it's possible to have fair competition without rigid gender categories? Why or why not?
- What are the benefits of creating more inclusive categories that don't rely on traditional gender binaries?
- How can we make sports more welcoming for everyone, regardless of their gender identity?

Gender Equality through House Work

Workshop suitable for International Women's Day

- Teaching often neglects the topic of housework, for the reason that school educates students for a career and the private sphere is often left out. However, the topic of domestic work needs to be made more visible, as society still promotes the idea of women as housewives and men as breadwinners. Failure to consider unpaid work in the educational context contributes to perpetuating social prejudices and overlooking a crucial part of everyday life. This reinforces social norms that place the burden of domestic work disproportionately on women. Furthermore, unpaid work is rarely discussed as an important issue.
- Housework is often seen as a private personal obligation rather than a structural problem, despite its impact on gender equality and economic justice. By not addressing this topic in the classroom, students have little knowledge of equity in work, family life and society.



This workshop invites students to reflect on the traditional division of household responsibilities and challenge gender stereotypes. Through open discussions and practical activities, they will explore the history and significance of International Women's Day (March 8), understanding that the need for gender equality is not limited to the professional sphere. The workshop can be conducted in a foreign language (as a part of its teaching) or in the mother language and encourages pupils to confront their own biases and take an active role in promoting equality in their social environments, thereby contributing to building a more equitable society.

The objectives of this workshop are to reflect on the significance of International Women's Day beyond its celebratory aspect; raise awareness of gender inequalities in the division of household responsibilities; analyze and challenge gender stereotypes related to housework; develop communication, empathy, critical thinking, and creativity skills; and encourage students to become agents of change in their families and communities.





Activity	Description	Duration	Materials
Icebreaker	<p>Discuss with students the importance and history of International Women's Day*. Invite them to give examples of achievements by women they know (mother, grandmother, sister, friend, teacher, etc.). Ask them to mention other things that women do daily that often go unrecognized. Guide the conversation towards the idea that household chores still largely fall on women, despite them also having jobs and other responsibilities that make them just as busy as men.</p> <p>*Before the discussion, you can watch the video The History Of International Women's Day [64]</p>	5-20 min	-
Individual Activity	<p>Invite students to use the UN tool Unpaid Care Work [65], which calculates the years spent by women performing unpaid household tasks based on the schedule and actions of one of the women mentioned earlier. After interacting with the UN application, students will receive a number representing the years that a person spends doing unpaid household work. They can then compare their result with the global average for women and men doing the same type of activities. If necessary, clarify English vocabulary before starting to ensure all students understand the indicators.</p>	10 min	Mobile phones with internet access, document from the provided link
Individual Activity	<p>Based on the number of years obtained from the tool, ask students to complete and answer the question: <i>What could ___ (name of the person) do in ___ (number of years obtained)? Example: What could a mom do in 10 years?</i></p> <p>- Read all the books she likes - Travel - Rest more - Etc.</p>	10 min	Paper sheets and writing tools
Debrief Activity	<p>Invite pupils to present some of their written ideas. Select the most creative ideas as well as the most frequently mentioned ones and write them on the board.</p>	10 min	Board
Individual Activity	<p>Ask students to create a text/social media post/letter to the woman they wrote about earlier, proposing some of the alternatives listed on the board. Suggest that they be as creative as possible, express appreciation for unpaid work, and propose alternatives that promote gender equality.</p>	15 min	Paper sheets and writing tools
Reflection	<p>Discuss with students how they felt when completing the UN questionnaire and especially when seeing the calculated result.</p> <p>- <i>Why is there such a big difference between unpaid work done by women and men? - Why do you think women continue to accept this imbalance? - What can we all do as a society to promote gender equality in the home? -</i></p> <p>Discuss with students: <i>Research [66] shows that same-sex couples divide household chores more fairly than heterosexual couples. Why do you think this is so?</i></p> <p>Find on the Internet who claimed the following sentence: <i>"They say it's love - we say it's unwaged work."</i> Discuss with the students, what she might have meant by it.</p>	20 min	Mobile phones with internet access

CORRECT ANSWERS

LIST OF CORRECT ANSWERS: HUMANITIES

6

1. to work very hard, to work tirelessly
2. to behave recklessly, to act aggressively
3. to take something back after giving it, to go back on one's word
4. to cheat someone, to swindle someone
5. to show group loyalty, to conform to groupthink

9

3. Difficult – challenging, arduous, tough
Determined – resolute, steadfast, persistent
Limitations – restrictions, constraints, barriers
Trailblazing – pioneering, innovative, groundbreaking
Confine – restrict, limit, constrain

12

1. Grandma said that she was learning to play the violin because she had always loved music.
2. My grandpa asked my dad if he could show him how to use the new tablet.
3. The grandchildren asked their grandparents if they would join them at the National History Museum the following weekend.
4. Grandma explained that she had joined a book club to meet new people and exchange ideas.
5. Grandpa told his granddaughter not to forget to bring her chessboard to the park the next day.
6. Grandmas asked their daughter if they could go to the conference where she would give a talk.

13

1. Dr. Elena Kim, **who** is one of the oldest astronauts to join the space program, has always encouraged young people to pursue careers in science.
2. Professor Mendes, **who** turned 75 this year, has introduced an innovative method of teaching philosophy using virtual reality.
3. The bakery owned by Mr. Harris, who **has won** several culinary awards, is one of the most popular in the city.
4. Ms. Ibrahim, **who** is a 67-year-old professional swimmer, competed in the national championship last summer.

16

1. spending, 2. adopting, 3. to move, 4. talking

17

1. who, 2. that/which, 3. who, 4. which/that

26

1. b, 2. a, 3. b, 4. b, 5. c

27

One day, at the Community Art Centre, a young student named Alex arrived, carrying a portfolio of their recent paintings. Alex was eager to share their work and learn from the experienced mentor, Professor Taylor.

"Good afternoon, Professor Taylor," Alex said hesitantly. "I'd love your feedback on my latest piece."

The professor glanced at the portfolio and asked, "Have you added your name to it yet, Alex?"

"Not really," Alex replied. "I just wrote 'Alex Morgan' in small letters at the bottom."

Professor Taylor nodded thoughtfully and said, "You know, a signature isn't just about marking your name. It's about claiming ownership and pride in your work. Think about how you'd like the world to see you. Do you want it bold, lowercase, or even as a symbol that reflects your identity?"

Alex smiled, inspired by the idea. "Thank you, Professor Taylor. I'll put some thought into it."

- Common nouns: day, community, art, centre, student, portfolio, paintings, work, mentor, feedback, piece, professor, letters, bottom, signature, name, ownership, pride, world, symbol, identity, idea
- Proper nouns: Community Art Centre, Alex, Professor Taylor, Alex Morgan

30

1. They, 2. nibblings, 3. She, 4. her, 5. parent, 6. He, 7. sibling, 8. auncles'

31

1. shared, would take, 2. had accepted, would not have felt,
3. had not worked, would have had, 4. were assigned, would complain,
5. did not have to, would help

32

1. Never had Leila realised how much time her wife spent cooking until she helped in the kitchen for a week.
2. Only when James kept a log of their chores did they notice the imbalance in workload.
3. Rarely does Aryan take a break during the day because of how busy he is with housework.
4. Not only does Mateo work long hours at the hospital, but he also makes time to help his husband with cleaning every evening.

33

Wow, Oh, Seriously, No way, Ugh, Unbelievable, Really, Oh my gosh

34

1. became, has inspired, 2. started, has taught, 3. broke, received,
4. studied, has cared,
5. invented, has gained

35

1. attendance, 2. entrance exams, 3. department, 4. courses, 5. scholarships,
6. exams, 7. entrance exams, 8. qualifications, 9. tuition, 10. canteen

36

1. The excerpt is from Calypso Corneliu Botez, a Romanian feminist and activist.
2. In 1923, Romania was a constitutional monarchy under King Ferdinand I.
3. Key Issues for the Government in 1923:
 - National unification and integration of the new provinces after World War I.
 - Economic recovery and modernization following the war.
 - Agrarian reforms to address land ownership disparities.
 - Education and infrastructure development.
 - However, women’s rights were not a priority, and despite the new constitution, legal discrimination persisted.
4. The purpose of this text was likely to highlight gender inequality, criticize the legal subjugation of women under the Napoleonic Code, and push for legal reforms that would grant women equal civic rights in Romania.

37

1.

Rights/Restrictions	Old Kingdom of Romania (Napoleonic Code)	Transylvania and Bessarabia (Austrian Code & Old Codes)
Property Rights	Women cannot own or administer property; property belongs to the husband.	Women can own and administer property with almost complete freedom.
Decision-Making Power	Women cannot make decisions without husband’s authorization.	Women have the freedom to make personal and financial decisions.
Child Rearing	Women cannot raise children as they wish; decisions are controlled by the husband.	Women can make decisions about the upbringing and care of their children.
Civic Rights	Women are classified alongside children, minors, and the insane, having limited civic rights.	Women have nearly complete civic rights and freedoms according to the old codes.
Legal Authority	Women are governed by the Napoleonic Code, restricting their independence.	Women are governed by the Austrian Code and old laws, granting them more autonomy.

LIST OF CORRECT ANSWERS: STEM

- 38 1. Each friend pays 120 EUR, and each relative pays 240 EUR.
2. Width = 5 m and length = 8 m.
3. a) Total birds= $r+s+f$
b) r (robins) is twice the sparrows: $r=2s$, f (finches) is 5 more than robins: $f=2s+5$
c) $s=6$, $r=12$, $f=17$

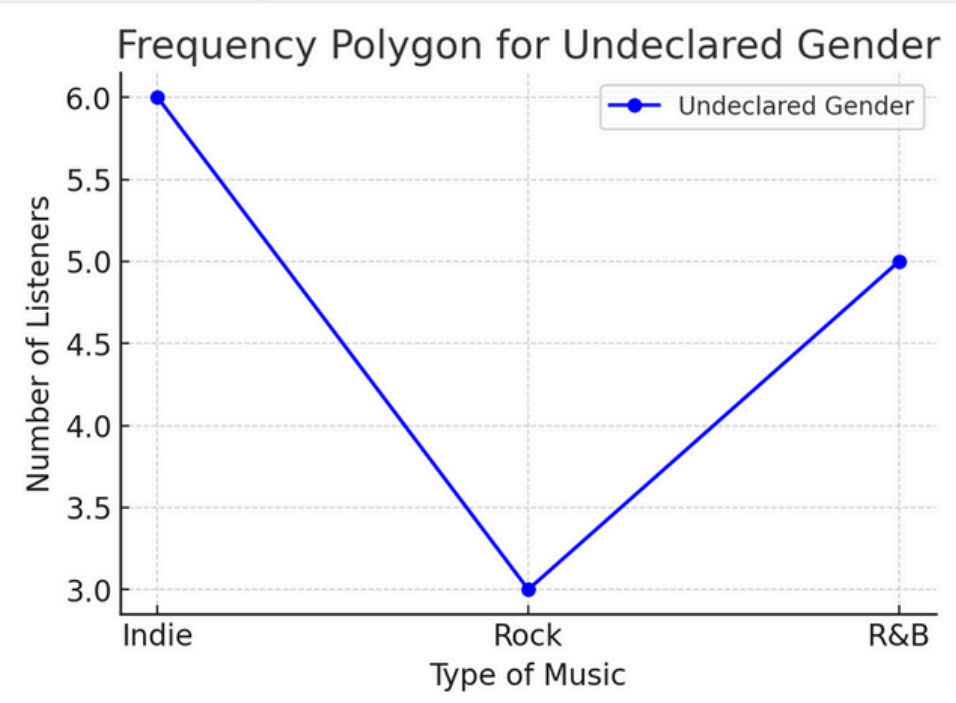
1.

Type of music	Indie	Rock	R&B	Total
Girls	5	4	2	11
Boys	1	1	7	9
Undeclared Gender	6	3	5	14
Total	10	10	14	34

- 39 2. girls: indie (5 listeners), boys: R&B (7 listeners), undeclared gender: indie (6 listeners)

3.

Music Type	Listeners (Undeclared Gender)
Indie	6
Rock	3
R&B	5



- 40 1. 13, 2. 4, 3. 25, 4. 9, 5. 4, 6. 12, 7. 9, 8. 5

- 42 1. a) The gender pay gap is 12.86%.
b) Men earn €5,400 more per year than women.
2. a) The woman will earn €216,000 less over her career.
b) It will take approximately 7.16 years (about 7 years and 2 months) for the woman's salary to equal the man's salary if the given annual raises are applied.

- 51 1. Parent A contributes \$195 in unpaid labour. / Parent B contributes \$315 in unpaid labor. / Teenager contributes \$80 in unpaid labour.
3. \$590 per week.

- 52 1. It was 20% succes.
2. It was 80% succes.
3. Anna hit the target 39 times. Peter hit the target 35 times.

- 53 1. His time improved by 7%. He could theoretically achieve a time of 14,3 sec per 100m.
2. Her time improved by 5,1%. She could theoretically achieve a time of 40,7 sec per 50m.

- 56 1. 4 hours
2. 32 tons
3. 2 128 000 kms

- 57 1. CO₂ absorbed in one year: 440,000 tons
2. Number of cars' emissions offset: Approximately 95,652 cars

- 58 1. Total electricity needed per day: 75,000 kWh
2. Electricity generated by solar: 15,000 kWh

- 59 1. Current number of women: 140
2. Additional women needed for gender parity: 110
3. Years required to reach gender parity: 22 years

LIST OF CORRECT ANSWERS: STEM

- 61**
1. The median is the middle value in a set of numbers arranged in ascending or descending order. In the context of salaries, it means that half of the individuals earn less than the median salary, and half earn more.
 2. Net monthly salary for men was EUR 1,575 and for women was EUR 1,362. [63]
 3. For men it was approximately 78%, for women - 90%.
 4. New rent would be EUR 1,353. For men, it would make approximately 86%, for women - 99%.

- 62**
1. Wealth per person in the richest 10%: €285,000
 2. Wealth per person in the poorest 50%: €1,500
 3. Ratio of wealth (richest 10% vs. poorest 50%): 190:1
 4. A combination of tax reforms, wage policies, education investment, financial inclusion, and corporate responsibility can help narrow the wealth gap. Governments, businesses, and international organisations must work together to ensure equitable economic growth that benefits all, not just the richest 10%.

- 63**
1. Each wealthy individual would pay €40 million in annual taxes.
 2. Total tax collected from 2,000 individuals would be €80 billion.
 3. The amount allocated to free healthcare would be €56 billion.

- 64**
1. The total tax of each individual is €615,000.
 2. Person A: An after-tax income of €19,800. / Person B: An after-tax income of €74,400. / Person C: An after-tax income of €967,800.
 3. Tax rate comparison: Person A pays 10%, Person B pays about 19%, and Person C pays about 38%.
 4. Increasing taxes on low-income earners would have a limited impact on reducing inequality while taxing the super-rich more heavily is a more effective way to reduce income inequality and fund public services.

- 65**
1. Individual A: €0 / Individual B: €1,000 / Individual C: €16,500
 2. Revenue from the richest 1%: €3.2 trillion.

- 66**
1. The wealthiest 10% contribute 17.5 billion tonnes of CO₂ emissions annually. / The poorest 50% contribute 3.5 billion tonnes of CO₂ emissions annually.
 2. The wealthiest 10% would generate €875 billion annually through a climate responsibility fee of €50 per tonne of CO₂ emitted. / This fee could support the infrastructure and relocation needs of 437 island nations facing severe flooding and other climate change impacts.
 3. The woman spends 28 hours per week collecting water.
 4. Wealthy countries and industrial economies produce the most CO₂, while poorer nations, which contribute less, often suffer the worst impacts. This reflects global economic inequality, where developing countries have fewer resources for adaptation. The wealthiest individuals and nations consume the most fossil fuels and have the largest carbon footprints. They also have the greatest financial capacity to invest in sustainable solutions and transition to clean energy. Climate change disproportionately affects poorer communities, women, and marginalised groups, as they have limited access to resources and protection. Extreme weather, water scarcity, and food crises worsen their already vulnerable situations.

- 67**
1. The richest 1% emit 6.4 billion tons of carbon dioxide annually.
 2. Each person in the richest 1% emits approximately 83.12 tons of carbon dioxide annually.
 3. The poorest 66% emit 5.2 billion tons of carbon dioxide annually.
 4. Each person in the poorest 66% emits approximately 1.04 tons of carbon dioxide annually.

- 68**
1. The current annual emissions from private jets are 15 million tons.
 2. 75,000 commercial flights would produce the same emissions as private jets now.
 3. On average, each billionaire contributes 3,500 tons of CO₂ annually via private jet travel.

- 71**
1. Internet-connected TV
 2. Approximately 9% - this cannot be determined with precision as only tens of percentages are highlighted
 3. Internet-connected TV or Smart watch etc.
 4. Yes. Except for Internet-connected TVs, all devices in 2022 were less used as a percentage than Internet-connected TVs in 2020.
 5. 3 categories: Internet-connected game console, Virtual assistant etc., Thermostat etc.
 6. 20 %
 7. 10 %
 8. In 2022.
 9. 16-74 (it's written in the description of the chart)
 10. No, they're not. The data are estimated because France's data are missing (it is written down in the note)

LIST OF CORRECT ANSWERS: WORKSHOPS

82

Silvia Federici; wrote in 1975

Meaning: women toil in the home for free, while men toil for a wage. The campaigners' demand seemed simple: that free labour done in the home should be remunerated in the same way as other types of work.

What, after all, is housework - according to the author? All the work women did to provide physical support and emotional comfort to enable a (male) worker to return to work the following day, included cooking and cleaning, (sex), care and the raising of children.



A few words in closing

CONCLUSION

This guide aims to empower educators and education professionals to adapt teaching materials in ways that genuinely reflect the diversity of our society. By addressing the hidden curriculum and ensuring a balanced, accurate representation of different cultures and social groups, we can create a more inclusive learning environment.

The practical tips provided here offer actionable steps to enrich teaching with diverse perspectives, foster critical thinking, and help students develop a deeper understanding of the complex world around them. Beyond individual growth, inclusive education contributes to a more respectful and empathetic school culture and positively influences society as a whole.

We believe that educators, textbook authors, and other professionals who embrace these principles will play a vital role in transforming education into a space that celebrates diversity and promotes equity. We hope this guide serves as inspiration for those involved in creating educational materials, encouraging them to embed inclusivity into every stage of the process. Together, these efforts can help build a more just and equitable future for all learners.

POSSIBILITIES FOR FUTURE DEVELOPMENT

Education is a dynamic field that must continuously evolve to foster a more just and inclusive society. While this guide provides actionable steps for fostering inclusivity in teaching materials and practices, the journey toward equitable education is ongoing. Future development offers opportunities to deepen the impact of these efforts by expanding resources, refining methodologies, and addressing emerging challenges. By building on the foundations outlined in this guide, educators, textbook creators, and policymakers can further transform educational systems into spaces that celebrate diversity, foster critical thinking, and promote social justice. This section provides potential directions for advancing this mission and ensuring inclusive education remains a cornerstone of a fair and empathetic society.

1. Updating Curriculum Standards

Inclusive practices should become a more integrated part of curriculum design and teacher training programs, especially with advocacy and collaboration with educational authorities.

2. Enhanced Representation in Textbooks

Future educational materials should feature greater representation of diverse narratives and perspectives, particularly from underrepresented communities. Publishers and authors should explore ways to make this an integral part of their work.

3. Monitoring and Assessment Tools

Tools and frameworks for evaluating the inclusivity of educational materials might support ongoing improvements, offering measurable insights and helping identify areas where representation can be strengthened.

4. Focus on Student Engagement

Students could be more actively involved in the conversation around inclusivity, through initiatives such as student-led projects or opportunities to co-create content. This engagement might provide valuable perspectives and deepen their connection to the material.

5. Integrating Technology

Digital tools and platforms may play a role in making inclusive learning more engaging. Innovations like interactive resources, virtual reality experiences, or gamified learning modules could offer dynamic ways to reflect diverse perspectives.

6. Localised Adaptation

Adaptations tailored to specific regional or cultural contexts will make inclusive practices more effective. Localised versions of resources could address unique needs within diverse communities.

7. Research and Feedback

Research plays a pivotal role in shaping the future of inclusive education by identifying effective practices, highlighting areas of need, and measuring the impact of implemented strategies. Research can assess how inclusive curricula influence students' critical thinking, empathy, and engagement, helping refine content and approaches. It can also investigate students' perspectives on inclusivity in their learning environments which can uncover gaps and offer practical recommendations for fostering a sense of belonging. Finally, it can explore how digital tools and assistive technologies can enhance learning for students with diverse needs which can help bridge accessibility gaps.

SUPPORTING LITERATURE, RESEARCHES, ADDITIONAL MATERIALS AND METHODOLOGIES

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