



# Feel GS - Teachers Guide

## Introduction

Feel GS is an educational activity designed to allow teachers of all school levels to introduce the problem of gender stereotypes into their classes using the "storytelling" teaching methodology. This short guide contains a description of the teaching materials necessary to implement the Feel GS activity and the description of some ways of using them. The purpose of this guide is to allow any teacher to be able to independently implement the Feel GS activity by integrating it into their teaching planning.

## Teaching Materials

The Feel GS activity requires the use of a special deck of cards made up of 30 "Incipit" cards, 30 "Object" cards and 30 "Emotion" cards.

The **"Incipit" cards** have one or more short sentences on the front that represent the beginning of a story. The logo of the F<sup>3</sup>GS project and the title of the Feel GS teaching activity are depicted on the back of the Incipit Cards. Finally, in the lower right corner there is a circle containing the number 1 which distinguishes all the Incipit Cards.





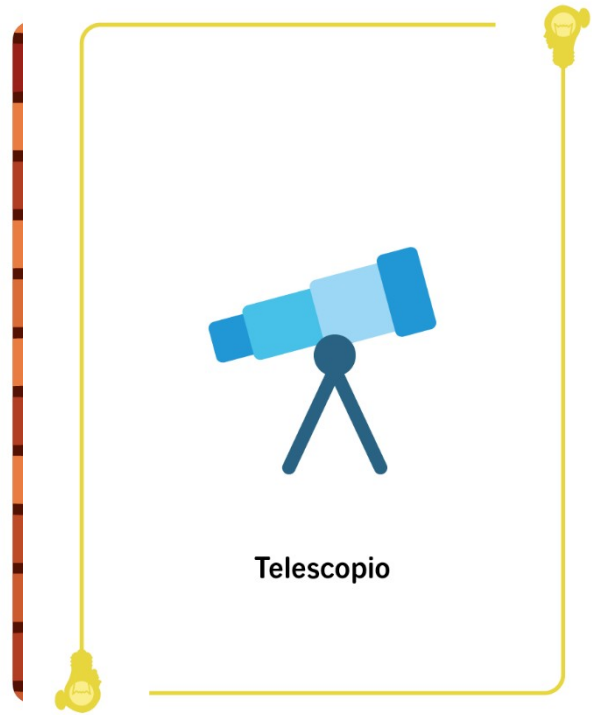
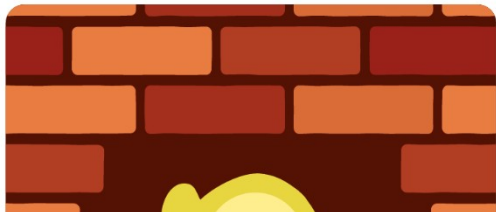
F<sup>3</sup>GS  
Feel, Find, Fight!

“**Object**” cards have a drawing depicting an object on the front. The logo of the F<sup>3</sup>GS project and the title of the Feel GS teaching activities are depicted on the back of the Object Cards. Finally, in the lower right corner there is a circle containing the number 2 which distinguishes all the Object Cards.

The “**Emotion**” cards have a drawing depicting an object on the front. The logo of the F<sup>3</sup>GS project and the title of the Feel GS teaching activity are depicted on the back of the Emotion Cards. Finally, in the lower right corner there is a circle containing the number 3 which distinguishes all the Emotion Cards.

## Teaching objectives

- Increase the awareness of female and male students regarding the existence of gender stereotypes.
- Increase the awareness of female and male students regarding the influence



Telescopio

that gender stereotypes can have on individuals both explicitly and implicitly.



Arrabbiata/o



- Provide female and male students with the tools to recognize the action of gender stereotypes.
- Develop the creativity of female and male students.

## Reference schools

The Feel GS activity was designed to be implemented in schools of all levels.

## Tips for use

The Feel GS activity, making use of the teaching methodology of storytelling, lends itself to being adapted and used in different contexts and, therefore, to be implemented in schools of all levels.

Below we will describe some of the implementation methods (version 1 and version 2) of the teaching activity that have been implemented and tested with teachers of both primary and secondary schools.

### Version 1

**Phase 1:** The teacher will invite each female and male student to draw a card for each type (Incipit, Object and Emotion Cards) and to write one or more stories in which all the elements drawn are present. In particular, the teacher will take care to ask that from the stories created emerge how the protagonist of the story feels in relation to a situation in which she/he has to use or interact in some way with the drawn object.

Many of the objects depicted on the Object Cards are connected to STEM disciplines (mathematics book, telescope, microscope, etc.), therefore a large part of the stories created will deal with characters who work, study or otherwise have to act in the STEM field.

**Phase 2:** The teacher invites each student to read the story or stories created and guides the analysis of their content. The content analysis will be aimed at highlighting whether in the stories presented there is a difference in the gender of the protagonists in relation to the areas in which they act and the actions they carry out.

In the classes in which Feel GS was tested in this version, it emerged that in almost all cases in which the protagonist character worked or studied in the scientific field, the character in question was male. Similarly, if the protagonist asked for help in studying mathematics, programming a robot or a PC, this help was requested from a male friend or relative. Similarly, it often emerged that, when the protagonist character was female, the feelings and emotions experienced by the character, when acting in contexts related to STEM disciplines, appeared to have a negative connotation more often than was the case with male protagonists.

The guided discussion relating to these aspects will allow the teacher to highlight how unconsciously girls and boys tend to think of some areas of study or work as suitable for females or males simply because they belong to a gender rather than to another.

### Version 2



**Phase 1:** The teacher will invite each student to draw a card for each type (Incipit, Object and Emotion Cards) and to write a story that has the following characteristics:

- Be an autobiographical story telling of an event, a situation, etc. even if it hasn't actually happened but has as its protagonist the female or male student who writes the story itself.
- Be a story in which all the elements present on the drawn cards are represented.
- Be a story from which it emerges how the protagonist feels and what type of emotion she or he feels in the situation described. In particular, students should try to compose stories from which emerge **how they feel in relation to situations involving school disciplines or work related to the objects represented on the Object Card drawn.**

We suggest that the teacher gives the opportunity to write and then deliver the stories anonymously to avoid any conditioning.

**Phase 2:** The teacher will collect the written stories and read them all. She/He will then select some of them from which to lead a discussion focused on the analysis of their content. The content analysis will be aimed at highlighting whether from the stories presented there is a difference in how girls and boys "feel" with respect to the different STEM and non-STEM fields, in relation to which they act in the different stories.

In the classes in which Feel GS was tested in this version, it emerged that when the protagonist characters are male, the emotions felt in relation to actions connected to the use of the telescope, the programming of robots or the game of football are positive, at contrary to what female protagonists experience in similar situations, in which they have to interact with the same type of objects. In other words, when girls have to describe or imagine themselves in situations that are commonly associated with games, "male" school subjects or fields or jobs, girls tend to feel more out of place or in any case to associate themselves with emotions that are not exactly positive.

**Note:** The Feel GS activity can also be a valuable tool available to teachers to obtain feedback on how students perceive their way of teaching and relating to the class group and individual female and male students.

In the school context, female and male students find themselves in a "subordinate" position compared to that of the teachers, therefore it is difficult for the latter to be able to have sincere and unconditioned feedback regarding how their way of teaching, their teaching approach etc. is perceived. Allowing female and male students to construct anonymous stories can be a way to allow the teacher to understand how some aspects of her/his teaching are perceived, allowing her/him, if she/he wishes and deems it appropriate, to adopt different strategies.

For example, through the construction of a story centered on the Object Card "mathematics book" it could emerge that the mathematics teacher's way of explaining is perceived, at least by some, as too complicated. The teacher in question could therefore decide to delve deeper into the story that emerged to try to understand how to adopt useful teaching strategies to overcome this difficulty that at least some of her/his students have expressed.

**Include Feel GS in your educational programme**



Feel GS is an educational activity designed and developed to be easily integrated into curricular teaching programming. In both suggested version of use, Phase 1 of the activity can be done in classroom or assigned as homework, while Phase 2 requires a guided and shared discussion of the entire class group and must, therefore, necessarily take place in the classroom. The time that the teacher must therefore plan to dedicate to the activity in class is relatively limited and this facilitates the integration of the activity into the usual educational curriculum.

The activity has the main aim of providing teachers with a useful tool for introducing female and male students to the problem of gender stereotypes and how they influence, often implicitly and unconsciously, their choices and actions, particularly in the field of STEM. The teacher will be able to freely integrate this activity into a broader path linked to her/his discipline or in an interdisciplinary context, possibly sharing and planning it with colleagues from other disciplines.

From this perspective, the Find GS activity is particularly suitable for use within the planning of the Civic Education Curriculum.