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**Growing Up  
Equal**

# EVERYDAY CASES AND KNOWLEDGE TEST

MATERIALS FOR REFLECTION AND SELF-ASSESSMENT  
OF KNOWLEDGE OF SOME BASIC CONCEPTS RELEVANT  
TO EQUALITY BETWEEN WOMEN AND MEN



WORKSHOP  
FOR CIVIC  
INITIATIVES  
FOUNDATION



# Part 1: Everyday cases

**We bring to your attention some cases related to the equal treatment of girls and boys that you may encounter as a primary teacher. This exercise does not suggest looking for the only right answer. After reading each case and the suggested solutions, consider:**

- What would be your spontaneous reaction?
- What would be the reaction of your colleagues?
- Does the school have a policy (system of rules) for responding to such cases?
- How are decisions made?
- Do you see a need to improve the school's internal policies and practices regarding these and similar cases?

**Case 1**

**A girl in 3<sup>rd</sup> grade tells you that she wants to play soccer instead of gymnastics in PE class, but her parents are against it. What is your reaction as a class teacher?:**

1. I explain to the PE teacher that s/he needs to integrate the girl into the football activities with the boys. S/he agrees. I inform the parents that we have given their child the opportunity to play soccer instead of gymnastics in PE class. I hold a meeting with them in which I explain that the school gives children the opportunity to develop their interests and talents without gender-based restrictions.
2. I explain to the girl that it will be difficult to participate in the football classes because they are only for boys. I inform the parents of their child's expressed wish and of the school's decision.
3. I explain to the PE teacher that s/he needs to integrate the girl into the football activities with the boys. S/he agrees. I do not inform the parents because we have found a solution and do not have to take their position into account.



**Case 2**

**A 4<sup>th</sup> grade girl shares with you that a boy in the same class calls her „baby“ and constantly makes sexual innuendos towards her. She does not feel comfortable telling him that his name calling is not pleasing to her. Her reaction is to stand there embarrassed and smile so that the rest of her classmates don't think she is „stuck up.“ What is your reaction as a class teacher?**

1. I hold a meeting with the boy in which I gently explain to him that when he addresses a girl who is not a close friend of his in such a way, he cannot be sure that the girl feels good about his comments, even if she smiles. I explain that such comments are called „verbal harassment“ and he should not continue to make them. I inform both the girl's parents and the boy's parents of the incident and the recommendations I have made to the children as class teacher.
2. I explain to the girl that both boys and girls at this age often make verbal sexual innuendos, but it's just a joke. I advise her to take things easy and not be embarrassed. I do not inform the parents about the case because such cases are numerous and harmless.
3. I talk to the school psychologist and transfer the case to him/her. The duties of the class teacher are so numerous that there is no way to devote time to such cases.



**Case 3**

**Parents of a boy in 3<sup>rd</sup> grade ask you for help during a parent-teacher conference with the following case: their son complains that a group of girls from the same class regularly make fun of him when they are out in the yard and sometimes kick or hit him. He has not told any of the teachers because he is ashamed that he cannot handle this situation on his own. He is afraid that if he tells someone, everyone else in the class will start making fun of him. What is your reaction as a class teacher?**

1. I explain to the parents that I will question the group of girls privately about this behavior, but I won't say anything to the boy so as not to further damage his self-esteem. I reassure them that it won't happen again and that I will be watching more carefully what happens in the yard when all the children are out. I also inform the other 3<sup>rd</sup> grade teachers to keep track of what is going on in the yard in case I am not there with my class.
2. I talk separately to both the group of girls who have done the bullying and the boy who is being bullied. I ask the school psychologist to step in as a mediator to help resolve this conflict. I give feedback to the boy's parents about the conversations that have taken place and the psychologist's plan for dealing with the conflict.
3. I have a conversation with both the group of girls and the boy in question openly, in front of the class, in which we clarify what caused the conflict and make a collective decision on how we can overcome it. We talk about these issues openly and, with the participation of the whole class, create rules of behavior to prevent similar conflicts in the future. I inform the parents of both the boy and the girls about the conversation we had with the class.



# KNOWLEDGE TEST

**Test your knowledge of the basic concepts related to equality between women and men**

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## Question 1

**What is the difference between „equality between women and men“ and „equity between women and men“?**

- a)** “Equality between women and men” and „equity for women and men“ mean the same thing and can be used interchangeably.
- b)** Equality relates to laws and policies on equal rights for women and men, while equity relates to the practice of treating women and men fairly, which recognizes their differences and diversity.
- c)** “Equality between women and men” is the right term to use when we talk about fair treatment of women and men.

**Question 2** What does the term „gender analysis“ mean?

- a) A critical examination of how gender differences in social roles, activities, needs, opportunities and the exercise of rights affect women, men, girls and boys in a given policy area, situation or context.
- b) Research that leads to overestimating some qualities of people and underestimating others.
- c) A social study of the influence of gender on the way individuals self-perceive.

**Question 3** Which of the following practices helps to address gender inequalities?

- a) Conduct intelligence tests.
- b) Civic education that includes the topic of equality and gender equality.
- c) A sectoral approach to gender mainstreaming.

**Question 4** What is the difference between stereotypes and prejudice?

- a) Both stereotypes and prejudices contain a dose of truth, for example, that women are irrational, that they are caring, that they are more interested in their appearance than men – these are things that are somewhat typical of every woman.
- b) Researchers have found that all stereotypes and prejudices are harmful and should be avoided.
- c) Stereotypes are highly simplified notions that one social group shares about members of another and contain not only descriptive but also evaluative elements. They are part of the shared constructs of a culture: ideas, values, customs, ways of understanding different aspects of life, ways of communicating, etc. They can be negative or positive. Prejudice is an attitude. It is an intergroup (social) phenomenon. As a rule, it gives a negative evaluation. It has a detrimental effect both on its bearer and on the one to whom it is directed.



**Question 5** What does the term „stereotypes of women and men“ mean?

- a) A collection of characteristics and roles attributed to men and women that describe the differences in behavior between representatives of both sexes in an exaggerated way. Stereotypes change over time and across cultures.
- b) Stereotypes of women and men are linked to their natural characteristics and do not change over time.
- c) Widespread societal ideas about men’s and women’s behavior and participation in different spheres of life that are prescriptive, i.e. normative.

**Question 6** What does „gender balance“ mean?

- a) Equal participation of women and men in all areas of work, projects or programs.
- b) When we talk about gender balance, the expectation is that women and men should participate in all areas of employment in proportion to their share of the population.
- c) The gender balance means that women should participate predominantly, in accordance with their natural and innate roles, in areas of work that are related to childcare (nurseries, kindergartens and schools), medical care (nurses), social care (social workers), beauty care (hairdressers, beauticians) and others.



**Correct answers****Question 1**    **b)****Question 2**    **a)****Question 3**    **b), c)****Question 4**    **c)****Question 5**    **a), c)****Question 6**    **a), b)****When the answer is correct:**

Bravo! You answered correctly!

The Growing Up Equal resource materials will give you further ideas for activities that promote equal treatment of girls and boys at school.

**When the answer is wrong!**

The chosen answer is wrong.

Explore the Growing Equal Project Resource Materials. They will help you to improve your knowledge of the key concepts and good practice related to promoting equality for girls and boys at school!



The definitions of stereotypes and prejudices as well as the explanation of gender stereotypes are taken from the following source:

*Zornitsa Ganeva, 2014, „Exploring the Stereotypes, Prejudices and Modern Racism of Young Bulgarians towards Refugees“, Journal of Educational Research, Sofia University, 2014/1, pp. 4-6, available at: [https://journal.e-center.uni-sofia.bg/site/wp-content/uploads/downloads/2014/04/Z.Ganeva\\_SUJER\\_2014\\_1\\_ED\\_RED1.pdf](https://journal.e-center.uni-sofia.bg/site/wp-content/uploads/downloads/2014/04/Z.Ganeva_SUJER_2014_1_ED_RED1.pdf)*

