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D4.2. – IDEATION OF NEW EDUCATIONAL TOOLS FOR YOUNG ADULTS ON GENDER EQUALITY

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1. Introduction

1.1 From research to action

The **GEMINI project** is dedicated to addressing gender-based stereotypes that contribute to gender inequalities, while empowering young adults to create multimedia content that promotes positive messages of gender equality. Specifically, the project focuses on strengthening institutional capacity to develop gender-responsive curricula, assess teaching materials, foster inclusive classroom interactions, and eliminate stereotypes in educational content and practices. Additionally, it supports the improvement of teaching methodologies and assessment techniques in both schools and teacher training institutes. Through a comprehensive educational toolkit and methodological guidelines, GEMINI equips teachers, trainers, and educators with the necessary resources to promote gender-responsive education effectively.

At the heart of the project's focus is the involvement of European teachers and trainers, who play a critical role in fostering critical thinking, social responsibility, and values related to equality and inclusion among young people. The project recognizes the potential of teachers to shape students' perceptions through gender-sensitive educational approaches, both within and outside the traditional curriculum. To better understand the educational dynamics related to gender issues, GEMINI carried out a series of in-depth qualitative interviews with secondary school teachers from Denmark, Ireland, Italy, and Romania. The investigation collected valuable insights into teachers' awareness levels, existing practices, and the daily challenges they face when introducing gender-related content. It also explored the educational potential of media, particularly television series, as tools for stimulating critical thinking and challenging stereotypes. [See Deliverables 3.1 and 3.2].

Based on these findings, the **GEMINI Educational Toolkit** [See Deliverables 4.3 and 4.4] was developed and made available on the project e-platform. It features a modular structure that allows for flexible learning pathways. The three main units – focusing on narratives, production processes, and writing techniques – provide tools for analyzing and understanding the role of media in shaping gender roles, encouraging active and creative reflection among young people. An additional unit dedicated to a European writing contest allowed students to put into practice what they had learned.

This report presents the feedback collected from teachers and students who used the GEMINI platform and its resources, offering **practical guidance for lesson planning, facilitating classroom debates, and creating inclusive learning environments**. The goal is to support teachers in their everyday teaching practices, aligned with the project's mission: to raise awareness among young people about gender inequalities, encourage critical reflection on media content and provide effective tools to build a more equitable and informed citizenship.

2. The GEMINI Toolkit and its tools

2.1. The objectives of the GEMINI e-Platform

The **GEMINI e-platform** is developed in line with the broader goals of the project, as well as the research activities that have been conducted throughout its duration and that provided valuable insights into the perceptions, needs, and challenges faced by both young people and their teachers or trainers when it comes to understanding gender-related issues. The research also highlighted the impact that serial dramas can have in shaping these issues and the way they influence public perception.

One of the key goals of the project was to equip participants with a strong understanding of the narrative techniques used in serial dramas. This included gaining familiarity with the storytelling processes involved in serial production, as well as developing the ability to recognize and critically assess common gender stereotypes present in eight selected serial dramas chosen by the GEMINI consortium. Furthermore, the project aimed to support students in analyzing the content of these dramas, exploring their cultural roots, and examining their potential social and anthropological implications.

In addition to these fundamental goals, the e-platform focuses on teaching students the basics of the language of serial dramas. This includes exploring the various narrative, operational, technical, and ethical aspects that contribute to the creation of a successful show. By understanding these elements, students can be better able to analyze how gender is represented in serial dramas and how these representations can either reinforce or challenge stereotypes.

A further objective was to introduce students to the essential techniques of writing and narrating serial dramas. This involved understanding how to develop original ideas, craft film scripts, and create compelling characters while considering how these elements can be used to address or reflect gender issues within a narrative.

The GEMINI Educational Toolkit is fully integrated into the GEMINI e-platform by offering a comprehensive 20-hour training course aimed at high school students. In addition to the course content, the toolkit includes several educational resources and supporting materials that are available in an open-access format. These materials are designed to be used in classroom with students and include:

- **Video lessons**: these in-depth lessons, created by experts and academics, provide students with a thorough understanding of topics related to gender issues, the influence of media, and how serial dramas can contribute to social change.

- **Video testimonies**: these testimonials, delivered by professionals and experts in screenwriting and serial drama production, offer real-world insights into the media industry. They can help students connect theoretical concepts with practical applications and provide a deeper understanding of the production process behind serial dramas.

- **Case studies**: the case studies consist of video clips that examine the portrayal of specific gender stereotypes in popular serial dramas. These clips provide a valuable opportunity for students to critically analyze how gender roles are constructed in the media and discuss their implications for society.

- **Materials for teachers**: the toolkit includes comprehensive resources designed specifically for educators. These materials help guide teachers in facilitating discussions, exercises, and debates, offering structured frameworks that encourage critical thinking and active participation from students.

- **Classroom exercises for students**: these exercises were designed to engage students in both critical analysis and creative expression by offering an interactive way for students to explore gender stereotypes, power dynamics, and other social issues. Each exercise is carefully crafted to enhance the learning experience and ensure a comprehensive understanding of the case study at hand.

- **Self-Assessment tests**: a series of self-assessment tests allow students to evaluate their learning progress by giving them an opportunity to measure understanding and retention of the key concepts covered throughout the training course.

By combining these resources, the GEMINI platform not only helped students develop a critical understanding of gender issues but also empowered them to use this knowledge to actively engage with media and challenge the stereotypes they encounter in everyday life.

2.2. New educational tools for gender-inclusive teaching: classroom implementation and outcomes

This section focuses on the results obtained from the students' piloting with the additional materials designed to support teachers in implementing the GEMINI Educational Toolkit. These tools were specifically developed to assist educators in introducing the topic of gender equality, helping students critically engage with gender-related issues, especially through the lens of serial dramas. The resources have been piloted in classrooms to assess their effectiveness in promoting deeper understanding and stimulating meaningful discussions among students.

The tools provided are particularly designed to enhance the teaching experience in Unit 1, which addresses how serial dramas both narrate and counter-narrate gender issues and stereotypes. UNIT 1 uses eight case studies to explore these dynamics, and the supplementary materials were created to support teachers in facing complex themes and facilitating engaging, thought-provoking conversations.

Among the key resources used in the classroom experimentation are:

- **Glossary of terms**: to ensure clarity and understanding, this resource offers essential definitions related to gender and media studies, helping both students and teachers navigate the terminology involved in the discussions.

- **Pedagogical triangle**: this framework helped teachers analyze media content by engaging students in reflective practices in the classroom and applying a holistic approach to teaching gender issues.

- **Focus group protocol**: this tool enabled teachers to facilitate structured and productive group discussions, ensuring that students' perspectives were fully explored and discussed.

- **Empathy map**: by using this tool, students were able to put themselves in the shoes of different characters in serial dramas, fostering empathy and deeper critical analysis of gender dynamics.

- **Unconscious bias map**: this resource encouraged students to recognize and reflect on their own biases, helping to challenge unconscious gender stereotypes present in serial dramas.

- **Challenge week**: A hands-on activity designed to help students apply what they had learned in real-world contexts, enabling them to engage critically with media and gender issues outside of the classroom.

- **Debate protocol**: A structured method for organizing debates, allowing students to explore and discuss gender-related topics in a respectful and engaging manner.

This section presents the results of how these materials were used in the classroom, examining their effectiveness in helping teachers introduce the topic of gender equality and engage students in meaningful dialogue. The tools not only clarified the content but also helped create an interactive, inclusive environment where students could actively reflect on and challenge gender-related issues in serial dramas.

2.2.1. Glossary of Terms: a tool for inclusion and critical engagement

Within the GEMINI educational tools, the *Glossary of terms* emerged as far more than a simple list of definitions. It quickly proved to be a vital educational tool—one that supported inclusion and encouraged meaningful, critical engagement with complex gender-related themes. By providing clear and accessible explanations for terms such as *gender binary*, *heteronormativity*, and *power imbalances*, the glossary helped establish a common language in the classroom. This shared vocabulary became particularly important in diverse learning environments where students' familiarity with gender concepts varied widely.

Teachers often introduced the glossary early in the learning process as a foundation for future discussions, using it to ensure all students could start from a similar level of understanding. Throughout the course, the glossary remained a central reference point: students regularly consulted it during group discussions and collaborative work, gaining the confidence to express their ideas with clarity and precision.

Some educators also integrated the glossary into formal learning assessments, designing quizzes, self-reflection prompts, and writing tasks that required students to engage directly with the terminology. The use of the glossary led to several key outcomes. First and foremost, it helped to level the playing field—particularly benefiting those students who entered the classroom with limited prior exposure to gender studies.

By making complex ideas more approachable, the glossary empowered all students to participate more equally in class activities. It also contributed to the creation of a more respectful and thoughtful learning atmosphere. With a consistent set of terms to refer to, students were better equipped to discuss sensitive topics using accurate, inclusive language, reducing the likelihood of misunderstandings or unintentional harm.

Objective
Support students in understanding gender terminology and participating in discussions.

Description
1. Open the lesson by introducing the Glossary of Terms and reading aloud some key terms.
2. Encourage students to use the glossary to associate terms with relevant **serial dramas** scenes they appear in.
3. Assign written reflection tasks in which students connect concepts like unconscious bias and power imbalances used in the glossary.
4. Use the glossary during class discussions, encouraging accurate language use.

Introduce the glossary

Written reflections

Debate preparation

Figure 1 Classroom activity sheet: implementing the Glossary of terms.

Beyond language comprehension, the glossary fostered *metalinguistic awareness—* **encouraging students to think critically about how language itself influences the way we understand identity, power, and social norms**. It was particularly helpful for non-native English speakers, offering them concrete, contextualized definitions that supported both language development and conceptual learning. Perhaps most importantly, the glossary served as a catalyst for critical thinking. It encouraged students to question the assumptions underlying everyday discourse and to deconstruct the societal constructs shaping our perceptions of gender roles and relationships.

2.2.2. Pedagogical Triangle: a tool for inclusion and critical engagement: a framework for structuring gender-focused lessons.

Another central tool within the GEMINI educational toolkit is the *Pedagogical Triangle*—a structured and dynamic framework designed to help educators construct lessons that integrate gender issues, media literacy, and narrative analysis. Conceived with time-constrained classrooms in mind, the model encourages the use of short, representative excerpts (3–5 minutes) from serial dramas to anchor in-depth reflection and dialogue.

The triangle invites educators to analyze three interrelated elements:

1. **Narrative focus** – What is the story about? What are the key themes or dominant plotlines?
2. **Media literacy perspective** – How is the story told? What stylistic or framing choices are made? Whose point of view is privileged?
3. **Gender issue** – Which specific gender-related theme is most prominent, and why is it significant?

This "one series, one scene, one issue" principle simplifies planning while allowing for deep and focused inquiry. Importantly, the model is *case-neutral*—teachers can apply the method to any series, including culturally relevant or locally popular dramas, making it adaptable and sustainable beyond the project's scope.
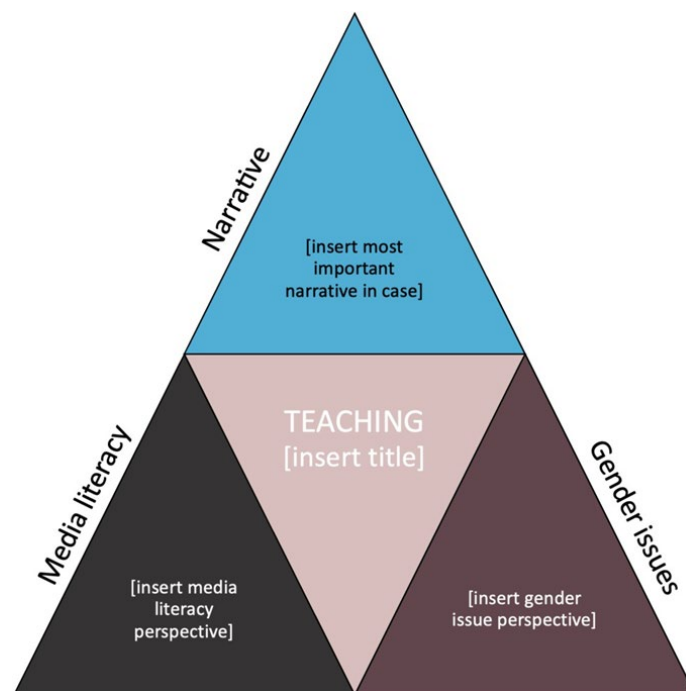
Figure 2 The GEMINI template for developing new teaching examples from the one series, one scene, one issue dogma (model developed by Kim Toft Hansen).

. Typically, the process began with a brief analysis of a serial drama's narrative structure, using early episodes to identify plotlines and key themes. Next, educators guided students through a media literacy lens, encouraging them to recognize how meaning is constructed—not simply what is being told, but how it is framed, often through specific characters or stylistic choices. This step helped students understand that serial dramas are not passive reflections of reality but are shaped texts with specific agendas and biases.

Figure 3 "Classroom use of the Pedagogical Triangle"

Finally, each lesson zoomed in on one specific gender issue—such as emotional repression in male characters, unequal power dynamics, or intersectionality. This targeted approach made complex topics more accessible and manageable in dialogue with students. Some teachers also involved students in creative extensions of this model. In these cases,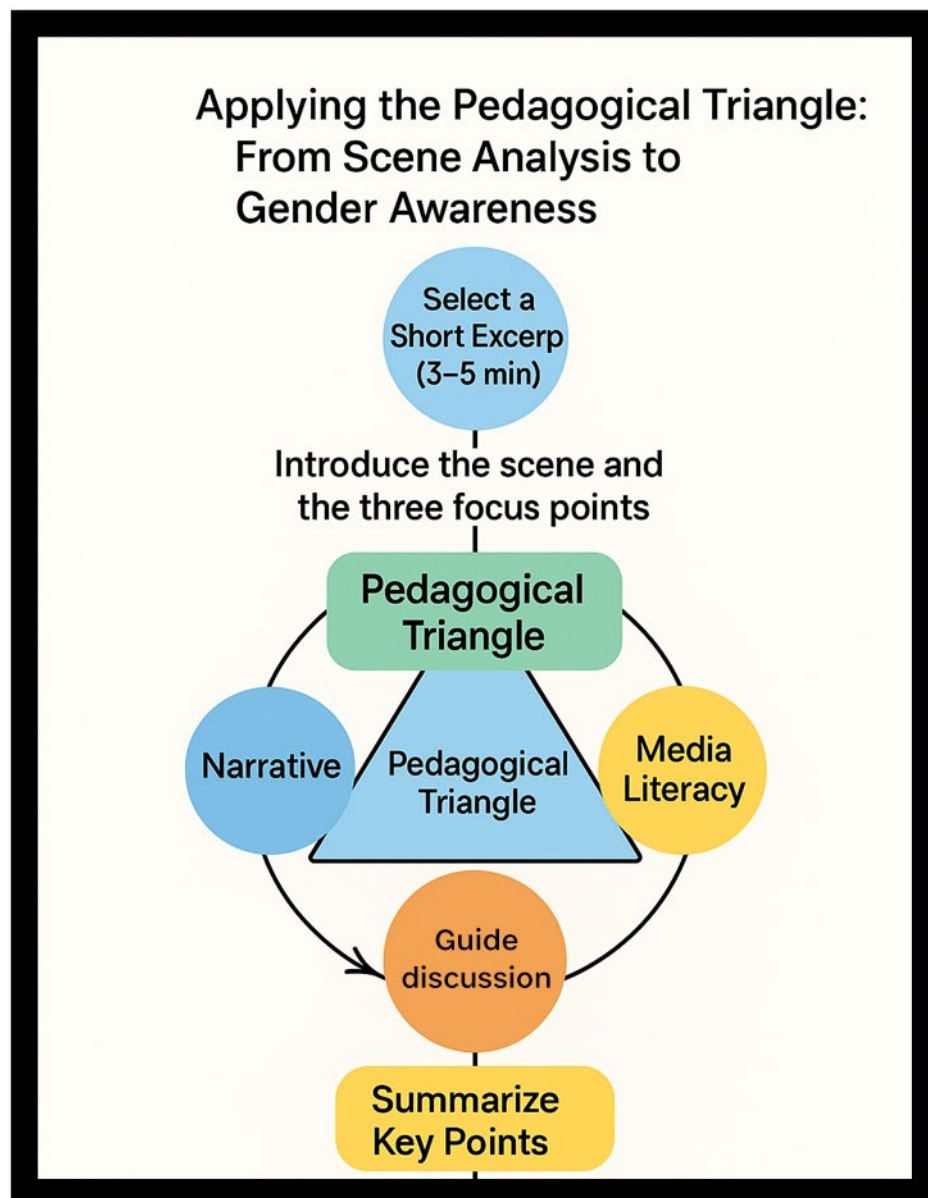 students identified their own clips from popular series and were tasked with presenting or even re-editing them to explore alternative perspectives or deepen analysis. This hands-on work fostered both critical understanding and media production skills.

The Pedagogical Triangle encouraged thoughtful and efficient teaching practices. It gave teachers a clear yet flexible structure to explore gender through media in a way that felt grounded, relevant, and manageable. Students were able to engage more deeply with content when lessons were built around short, meaningful scenes rather than entire episodes.

The model's adaptability empowered teachers to localize their materials while maintaining alignment with GEMINI's core educational aims. It also allowed students to see connections between narrative structure, media construction, and gender representation in an integrated way. Most importantly, the model invited critical engagement with media culture, helping students develop both analytical insight and creative skills.

2.2.3 Focus Group protocol: encouraging dialogue, reflection, and critical awareness

Among the educational tools addressed to teachers as part of the GEMINI educational toolkit, the Focus Group protocol stood out for its capacity to generate deep and meaningful conversations around gender and media.

While originally developed as a qualitative research tool, in the classroom it became a space for dialogue—one where students could reflect on their everyday media experiences and connect them with broader societal themes.

The structure of the protocol helped create a safe, respectful setting where students could share their thoughts freely. Starting from simple questions about their viewing habits, students were gradually led into more complex reflections about how serial dramas portray gender roles, stereotypes, and power relations. This progression helped students recognize how media content influences their own perceptions, often without them even realizing it. Teachers found the tool particularly useful for engaging students who might not usually speak up. Thanks to the open-ended yet structured questions, discussions could evolve naturally while still maintaining focus. The protocol encouraged all voices to be heard, promoting inclusivity and critical listening. Rather than treating gender as an isolated topic, the protocol connected it to students' lived realities—what

they watch, talk about, and encounter in their daily lives. This made the conversations not only relevant but also empowering students to see themselves as active participants in questioning and reshaping the norms presented in the media they consume.

Focus Group in the Classroom – Implementation

Preparation
- The teacher reads the protocol and selects questions for their class
- Students are divided into small groups (6–8 participants)

Leading the Focus Group
- The teacher explains the purpose; exploring media and gender representations
- A climate of respect, listening, and confidentiality is established

💡 Media and viewing habits: What shows do they watch? How often?

- Representations: What are their opinions on stereotypes, roles, equality?

→ The teacher prompts with open-ended questions, encouraging concrete examples

Reflection & Connections
- Students reflect on how media influencs their thoughts and attitudes
- They may complete brief written reflections or discuss as a class

Analysis & Educational Action
- The teacher gathers insights and identifies biases or gaps
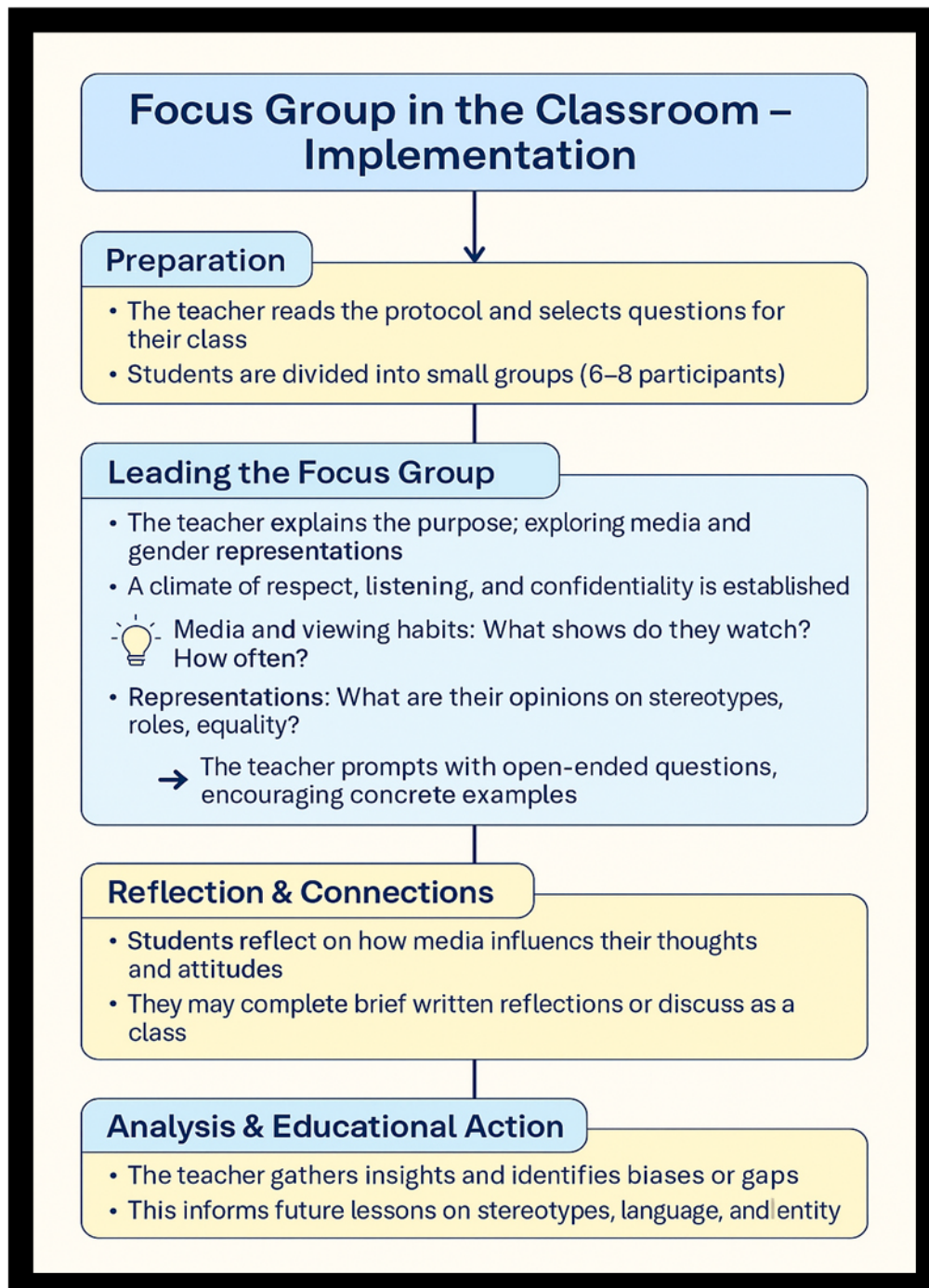- This informs future lessons on stereotypes, language, and entity

Figure 4 "Focus Group classroom implementation map"

For teachers, the Focus Group Protocol offered insights into students' preconceptions, levels of awareness, and media influences—valuable information for tailoring future lessons. More broadly, it reinforced the role of media literacy in gender education, showing that critical engagement with media can be a powerful gateway to deeper learning.

2.2.4 Interactive tools for critical reflection on gender issues

The integration of interactive tools into classroom activities has proven to be a powerful method for helping students connect theoretical concepts to their everyday experiences. Among these tools, the **Empathy map**, **Unconscious bias map**, and **Challenge week** offer distinct but complementary ways to explore gender dynamics through reflection, storytelling, and critical analysis. Each tool invites students to examine social issues from different angles—emotional, cognitive, and experiential—thus promoting a richer, multidimensional understanding of gender and inclusion.

Empathy map: seeing the world through another's eyes

The Empathy Map is a tool that encourages students to step into the shoes of others, whether real or fictional, by exploring what a person says, thinks, does, and feels. This method helps students engage not only with external behaviours but also with internal thoughts and emotions, fostering a nuanced understanding of individual experiences.
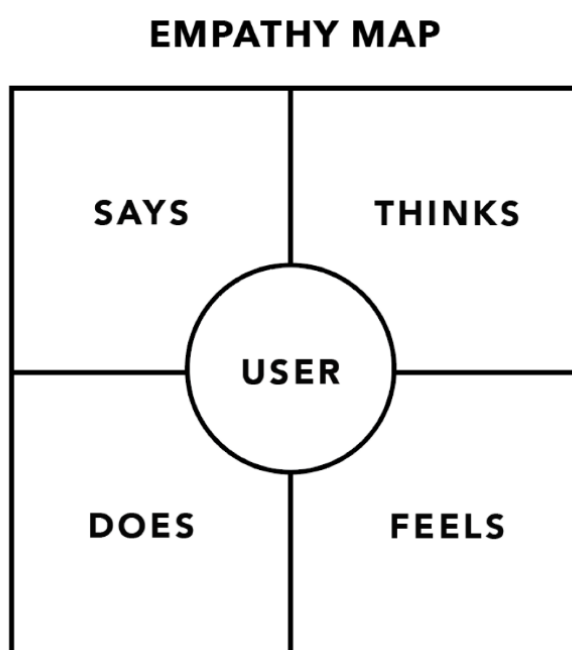
Figure 5 "Empathy map structure"

Often used with characters facing issues related to gender identity or discrimination, the Empathy Map allows students to break down stereotypes and gain insight into how social structures influence personal lives. By prompting learners to consider a person's verbal and non-verbal cues in context, this tool strengthens emotional literacy and cultivates empathy—a foundation for respectful dialogue and inclusive thinking.
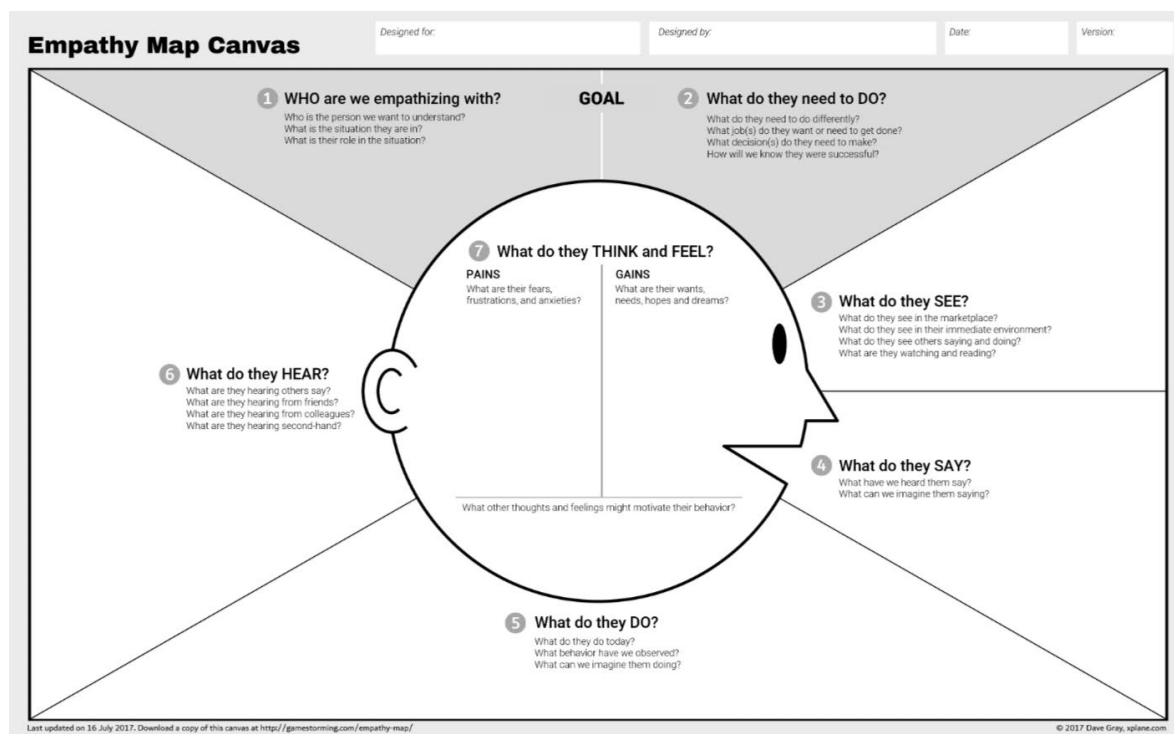
Figure 6 Updated Empathy map canvas structure 1

Unconscious Bias Map: *making the invisible visible*

The Unconscious Bias Map, by contrast, focuses on uncovering the subtle, often unnoticed prejudices that affect daily life. Through storyboard-based scenarios, students are encouraged to identify instances of bias, understand their impact, and consider both personal and systemic responses. The guided structure allows students to move beyond mere identification of bias to a deeper critique of its roots and repercussions. Whether set in classrooms, workplaces, or public settings, these scenarios challenge students to reflect on how gender roles are reinforced and how they themselves might be complicit in perpetuating inequality. In doing so, the tool bridges personal insight with broader societal critique, empowering students to become more responsible and aware citizens.

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[1] Updated Empathy Map Canvas: https://medium.com/@davegray/updated-empathy-map-canvas-46df22df3c8a

PERSONA										
JUDGMENT										
ACTIONS										
IMPACTS ON THE PERSONA										
IMPACTS ON THE CONTEXT										
INDIVIDUAL RESPONSE										
COLLECTIVE RESPONSE										
POLITICAL RESPONSE										

Figure 7 Unconscious bias map structure

Challenge Week: witnessing and reflecting on everyday inequities

Challenge Week pushes students even further by placing them at the center of their own inquiry. Over the course of a week, they are invited to observe and document real-life instances of discrimination, stereotyping, or exclusion—whether they experience them directly or witness them in others. This lived dimension gives the activity unique emotional resonance. Students record details about the context, people involved, and consequences of each episode, and then reflect collectively in group discussions. Unlike other tools that begin with hypothetical situations, Challenge Week draws directly from students' personal realities, transforming them into sources of insight. As a result, students not only enhance their observational and critical thinking skills but also engage in emotional processing and ethical reflection.

WHERE DID THIS EPISODE HAPPEN?	
WHO WAS PRESENT?	
HOW WERE YOU INVOLVED?	
WHAT HAPPENED?	
WHAT WERE THE OUTCOMES?	

Figure 8 Challenge week sheet

Lessons learnt connecting emotion, cognition, and experience

Using the Empathy map, Unconscious bias map, and Challenge week together in the classroom has shown how powerful interactive and reflective learning can be when talking about gender. Each tool has its own role: the Empathy Map helps students feel what others might feel, the Unconscious Bias Map teaches them to look closely at unfair situations, and Challenge Week lets them reflect on what happens in real life. Together, these tools create a complete learning experience that connects what students think, feel, and experience.

In many classrooms, students became more engaged because they were asked to reflect on real situations, not just study theories. With the Empathy map, for example, students were able to understand how someone else might feel or think in a situation involving gender discrimination. This helped open their minds and emotions and often led to more honest and meaningful conversations.
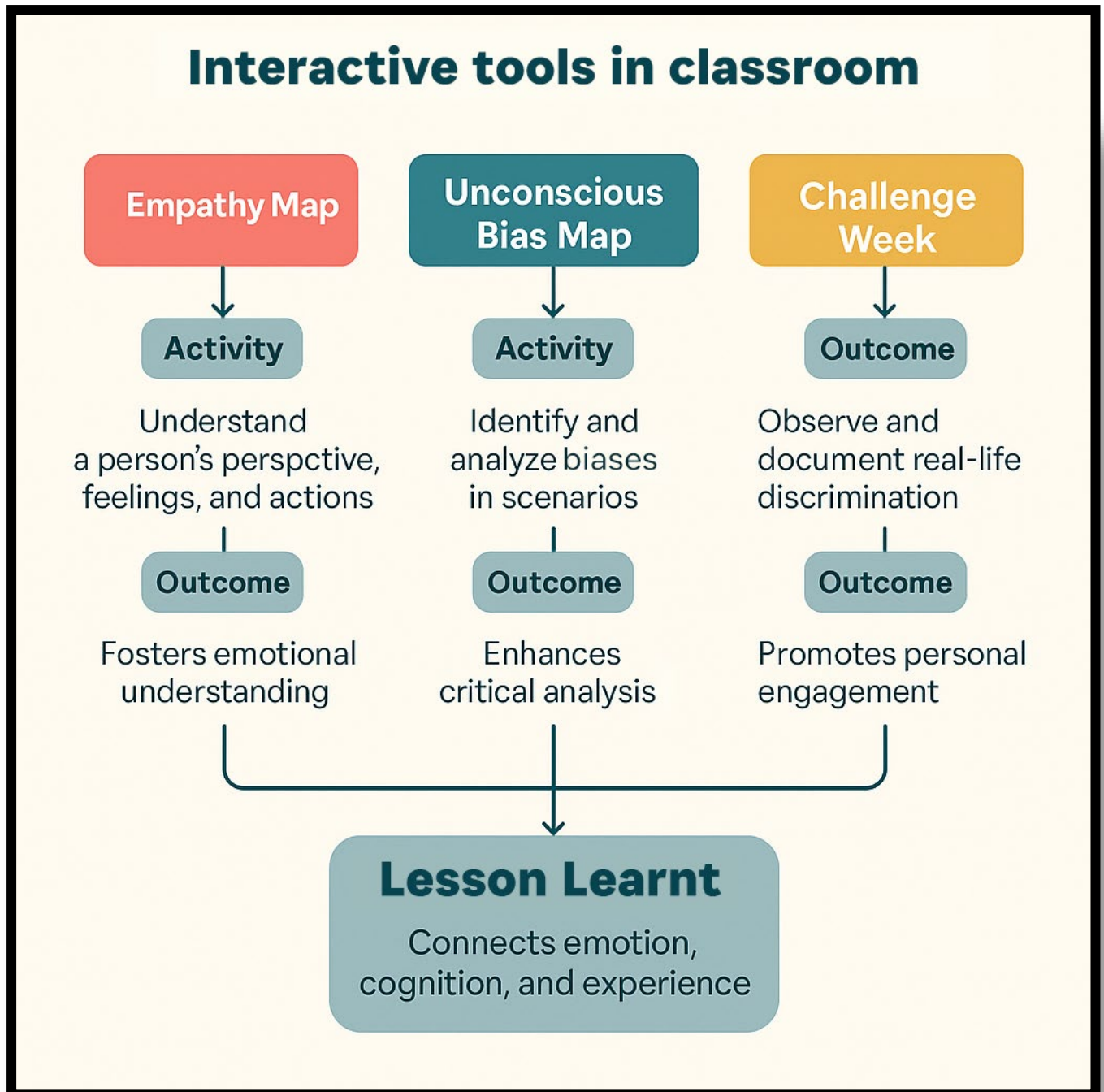
Interactive tools in classroom

Empathy Map	Unconscious Bias Map	Challenge Week
Activity	**Activity**	**Outcome**
Understand a person's perspctive, feelings, and actions	Identify and analyze biases in scenarios	Observe and document real-life discrimination
Outcome	**Outcome**	**Outcome**
Fosters emotional understanding	Enhances critical analysis	Promotes personal engagement

Lesson Learnt
Connects emotion, cognition, and experience

Figure 9 Visual concept map of interactive tools

The Unconscious bias map built on this by helping students spot unfair treatment or hidden stereotypes in everyday life. Using real or fictional examples, they could talk about moments when bias happened, why it mattered, and what could be done about it. Students became more aware of how even small things can reinforce inequality. Then, Challenge Week helped students connect everything to their own experiences. Over

several days, they kept track of times when they saw or experienced discrimination or bias—whether it happened at school, in their community, or even in the media. Talking about these events helped students better understand how these issues show up in everyday life and what they could do differently in the future.

Of course, there were also some challenges. For some students, especially those who had already faced discrimination, the activities brought strong emotions. This sometimes made it harder for them to share or participate unless the teacher created a safe and supportive space. Teachers needed to be ready to listen, support, and guide those students gently.

In other cases, a few students were unsure about the tools at first. Some didn't feel comfortable sharing personal thoughts, while others didn't see how the tools related to their daily lives. Teachers found that it helped to explain things clearly, give examples, and build trust slowly. Some teachers also felt unsure about how to manage emotional discussions or how to guide the activities. While most appreciated the clear structure of the tools, they sometimes wished for more training or advice, especially when students were deeply affected by the topics. Even with these difficulties, the overall results were very positive. Students who finished the lessons learned how to think more clearly, express themselves better, and look at situations from different points of view. They also felt more responsible for how they treat others and how they can help create an inclusive environment. In the end, using these tools helped students move from just learning facts to truly reflecting on their role in the world. By connecting emotions, thinking, and real-life experiences, students became more thoughtful and active in noticing and challenging inequality—in both media and in everyday life.

2.2.5 Using the Debate Protocol in classroom: a practical tool to explore gender stereotypes.

The Debate protocol turned out to be a valuable tool for both teachers and students when exploring how gender stereotypes are represented in serial dramas. The activity was more than just a formal discussion—it became an opportunity for students to think critically, express their views, and reflect on the messages they see in the media they consume every day.
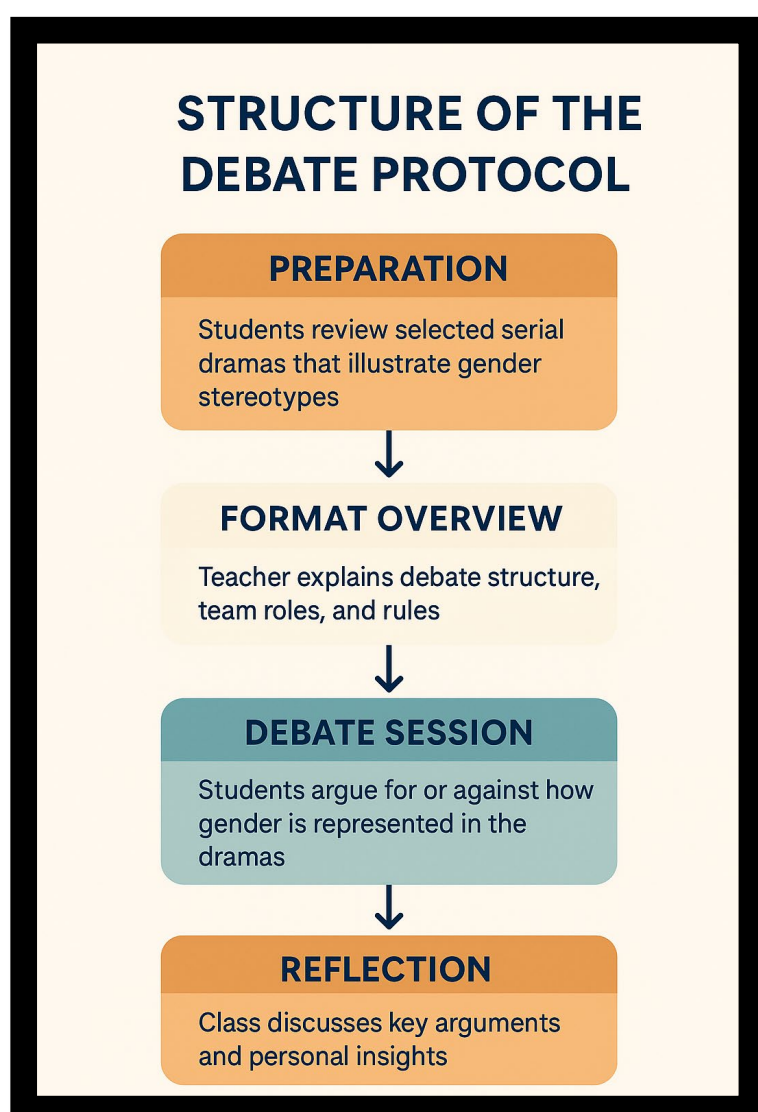
STRUCTURE OF THE DEBATE PROTOCOL

PREPARATION

Students review selected serial dramas that illustrate gender stereotypes

↓

FORMAT OVERVIEW

Teacher explains debate structure, team roles, and rules

↓

DEBATE SESSION

Students argue for or against how gender is represented in the dramas

↓

REFLECTION

Class discusses key arguments and personal insights

Figure 10 Structure of the debate protocol

The process started with the teacher choosing scenes or episodes from popular serial dramas, already available on the GEMINI platform. These media examples were selected because they showed different aspects of gender roles and relationships between characters. Before starting the debate, students were asked to watch and analyze the materials, either at home or in class, so they could come prepared with ideas and opinions. Once the students had a good understanding of the topic, the teacher introduced the structure of the debate. The class was divided into two teams. One group had the task of supporting the idea that the scene or character in the drama reflected real or stereotypical gender roles. The other group had to argue against that idea, showing different interpretations or questioning what was presented. The teacher explained the rules of the debate clearly, making sure everyone knew how to take turns, how to respond respectfully, and how to support their ideas with examples. The structure helped students feel more confident, especially those who were not used to speaking in front of others. During the debate, students were actively involved. They referred to scenes from the serial dramas, made connections to their own experiences, and often

brought up questions that led to deeper reflection. The teacher helped guide the conversation, without interfering too much, allowing students to take ownership of the discussion. Using this method in the classroom showed many benefits. First, it helped students feel more comfortable sharing their thoughts, especially because the media examples were familiar and engaging. Students who normally stayed quiet in class were more willing to speak up because they had time to prepare and because they found the topic interesting. Teachers noticed that the debates encouraged students to look at things from different points of view. By preparing arguments for both sides, students had to think more deeply and consider perspectives they might not have thought about before. The activity also improved students' communication skills—not only in speaking but also in listening and responding thoughtfully.

The debates helped clarify how stereotypes work in everyday media and how they can influence the way people see themselves and others. Students began to recognize how certain character traits or roles are repeated and again in serial dramas, often without being questioned.

This tool also gave teachers useful insights into what students believe and how they understand gender-related issues. It became easier for teachers to spot confusion, common assumptions, or even biased ideas, and to plan future lessons that could address these areas more effectively. In the end, the Debate protocol proved to be a flexible and engaging way to explore gender themes. It supported student participation, critical thinking, and respectful dialogue, all while keeping the learning experience active and relevant.

2.2.6 Classroom exercises for students: helping students explore gender and media

As part of the GEMINI toolkit, a set of classroom exercises were introduced after completing UNIT 1 and were linked to specific case studies taken from popular serial dramas selected by the GEMINI consortium. The goal was to encourage students to connect theoretical ideas with real-life situations they see in the media every day. What made these activities special was their mix of methods: discussion, creativity, and reflection. This allowed students to engage with the content in different ways, depending on their interests and learning styles.

How the activities worked in class:

1. **Group discussions:** these were lively and collaborative moments where students talked together in small groups about scenes or characters from serial dramas. They explored how gender roles, stereotypes, and power relationships were shown, and

what messages the media was sending. These conversations helped students practice respectful debate and learn to listen to different opinions.

2. **Creative writing and projects:** students were encouraged to respond creatively to what they learned. Some wrote short stories, others made video diaries, posters, or collages. These projects helped students express their own thoughts and feelings about gender issues in a personal and original way.

3. **Reflective Writing:** at the end of the activity, students wrote personal reflections. They were asked to think about how the themes they explored connected to their own lives or to society in general. This helped them become more aware of their own views and assumptions and encouraged them to think critically.
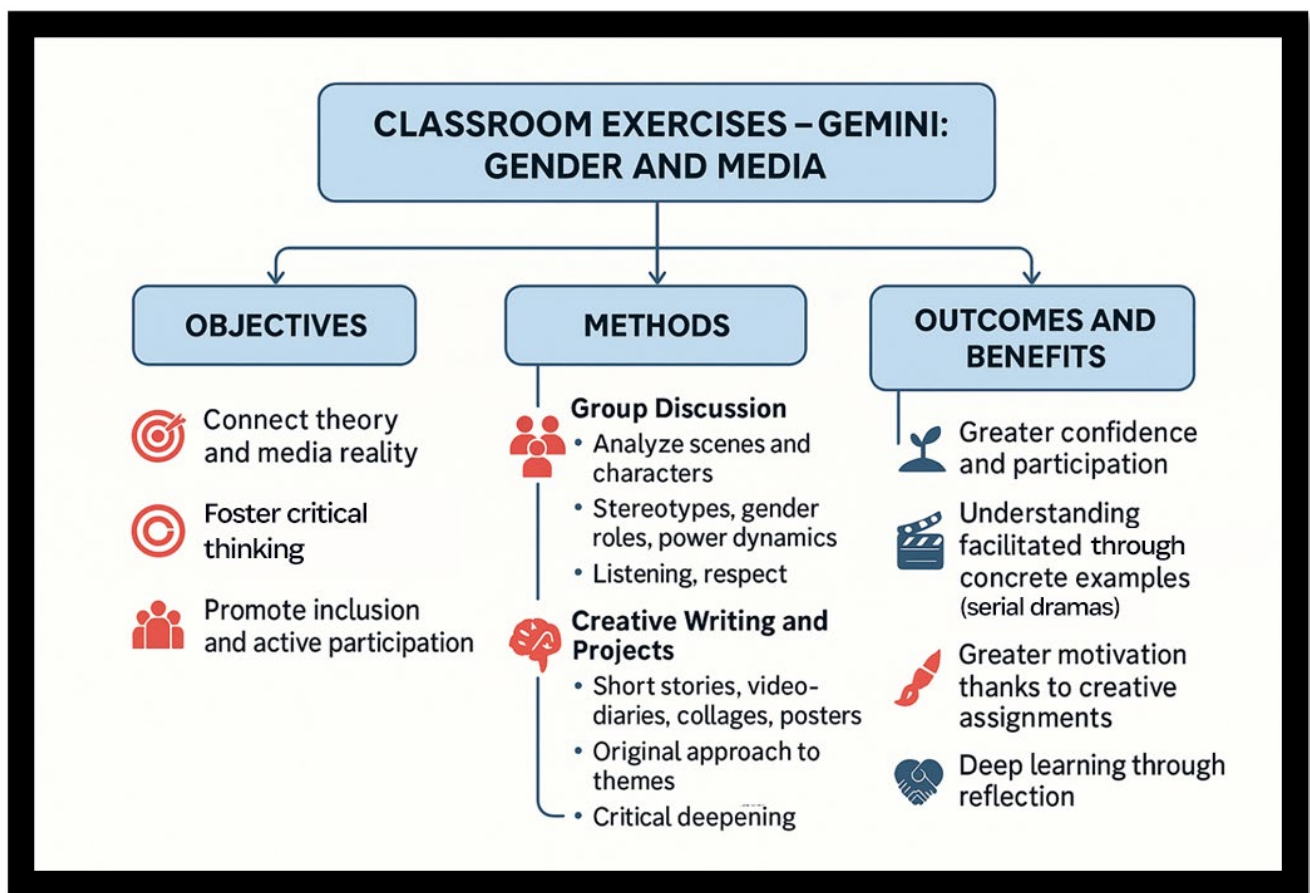

Figure 11 Classroom activities for exploring gender and media

Using these activities in class brought many positive outcomes, both for students and teachers. Here are some key lessons we learned:

- **Students became more confident.** At first, some were shy about talking about gender issues. But the group work and creative tasks made it easier for them to open and participate.

Student feedback: "I liked that we could talk freely in small groups. I felt more comfortable saying what I think."

- **The activities made complex ideas easier to understand.** Linking the topics to scenes from serial dramas helped students grasp abstract concepts like "power imbalance" or "gender norms."

  Teacher feedback: "When we talked about a scene from a show, they all knew, it suddenly made everything click for them."

- **The creative tasks motivated students.** They appreciated being able to respond in their own way, rather than always writing formal essays.

  Student feedback: "Doing a video instead of writing a test was new for me, but it made me think a lot more about the topic."

- **Reflection helped deepen understanding.** Students were encouraged to think about their own experiences and biases, which made the lessons more personal and meaningful.

  Teacher feedback: "Some students shared things in their reflections that they would never say out loud. It gave them a safe way to express themselves."

- **The activities supported inclusion.** Different types of tasks meant that students with different strengths could all participate and feel valued.

3. Conclusion

The classroom activities and tools developed through the GEMINI project have proven to be not only educational, but also deeply transformative for students. By combining discussion, creativity, and personal reflection, these activities helped students explore gender and media in ways that felt close to their everyday lives.

Instead of dealing only with abstract definitions or theoretical lessons, students had the chance to connect what they were learning to scenes from popular serial dramas, personal experiences, and real social dynamics. This approach had a unique advantage over textbooks: it provides real-life contexts, emotional storytelling, and a range of characters and situations that can resonate deeply with students. Through the participatory approach and the showcasing of strong, diverse gender representations it has been possible to foster a more well-rounded understanding of gender equality.

Indeed, as the activities unfolded in the classroom, something important happened: students started to engage more, to speak up, and to express themselves in new ways. Many teachers noted how the mix of small-group discussions, creative writing, and reflective exercises created a more open and inclusive atmosphere. Students who were shy at first gradually found the confidence to participate, and those who preferred creative or visual work were able to contribute through stories, video diaries, posters, or drawings. This variety allowed everyone to find their own way into the conversation.

The positive impact testifies that the GEMINI tools are effective media for challenging and deconstructing gender stereotypes, engaging students emotionally. They provided an opportunity for students to connect with characters and situations, making it easier to relate to and reflect on gender norms in their own lives. Through storytelling, serial dramas offered a space where gender identities and roles are questioned, expanded, and redefined.

Teachers also observed that using real scenes from well-known series helped students better understand complicated topics like gender norms, stereotypes, and power relationships. These familiar references made it easier for them to talk about sensitive issues, and to make sense of the ways media can shape how we see ourselves and others. For many students, this kind of learning felt more natural and real. They weren't just memorizing definitions, they were learning how to think differently, because fighting gender bias requires awareness, recognizing one's own prejudices and actively working to overcome them.

The reflections written by students at the end of the activities showed just how much they had grown. They began to question certain assumptions they had before, and many

connected what they saw on screen with what they had experienced in their schools, families, or communities. Some students even shared things in writing that they didn't feel comfortable saying out loud, showing how these exercises gave them a safe space to be honest.

Of course, these activities also came with challenges. Talking about gender, identity, or discrimination can be emotional, especially for students who have had difficult personal experiences. That's why it was essential for teachers to create a respectful and supportive environment, where everyone felt heard and safe. Some educators also mentioned the importance of having clear guidance and enough flexibility to adapt the tools to their classroom needs.

Despite these challenges, the overall experience was very positive. The GEMINI approach, that for its nature is flexible and versatile for education and awareness, designed to be accessible, informative and engaging, helped students become more aware of how media influences our ideas about gender and identity. It also encouraged them to think critically, to respect different perspectives, and to imagine new ways of telling stories that include everyone and challenge unfair stereotypes.

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The concept maps and images presented herein were generated with the support of AI-based tools and have been carefully reviewed and edited by the authors to maintain consistency and reliability