

GENDER EQUALITY: THE ADVENTURE OF BOTTI AND HIS SPACESHIP

MAT1. Coding literacy for the lessons.

START

LESSON 2

HELP ME FIND WATER!

ANSWER THE QUESTIONS!

WHAT IS AN ATOM?

WHAT ARE OXYGEN AND HYDROGEN AS WELL AS THE GREENHOUSE GASES?

HOW IS WATER MADE UP?

TALK ABOUT BIOLOGICAL GENDER

LESSON 4

DOESN'T WORK!!

MATCH WITH THE CORRECT TASK

TYPES OF JOBS AND THEIR PECULIARITIES

LESSON 1

HELP ME FIX THE SPACESHIP!

PETROL

IDENTIFY THE CORRECT ENERGY SOURCE

LESSON 3

HELP ME FIND ANTENNA!!

TIME TO BECOME AN ARTIST!

COMPOSE THE WORK BY REARRANGING THE PIECES.

MUSEUM

- Collage
- Storyboard
- Digital Drawing

THE PERSISTENCE OF MEMORY - SALVADOR DALÍ - 1931
It is one of the most iconic and recognizable paintings of Surrealism. The painting depicts a dreamworld in which common objects are deformed and displayed in a bizarre and irrational way.

DAVID - MICHAEL AND GOLIATH - 1017/1004
It is a statue of a shepherd, David. Michelangelo carved the figure naked. He shows David before the fight, just as he is looking at Goliath and planning what to do.

MONA LISA - LEONARDO DA VINCI 1503/1519
Many people think Mona Lisa's smile is mysterious. It is so often studied, recognized and copied that it is the most famous painting in the world.

FINISH

Project Number:

2023-1-IT02-KA220-SCH-000157934

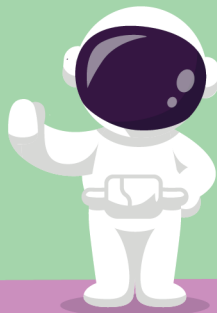
Funded by the European Union.

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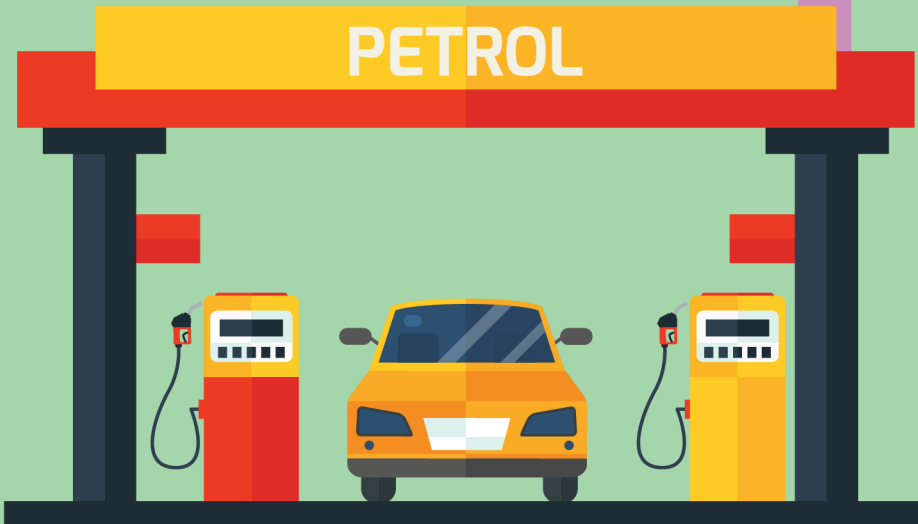


SEARCHING FOR FUEL



**HELP ME FIX
THE SPACESHIP!**

PETROL



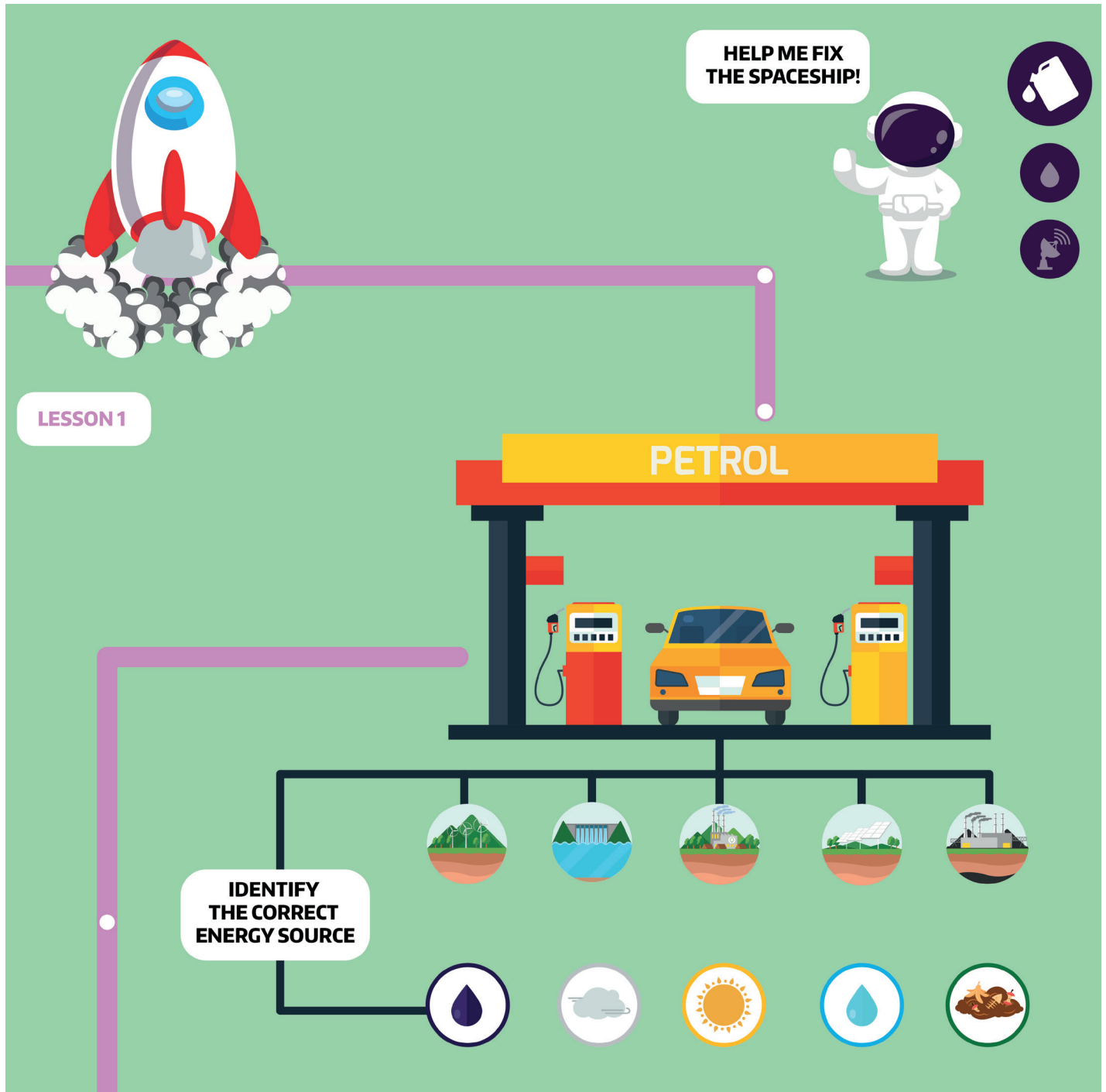
**IDENTIFY
THE CORRECT
ENERGY SOURCE**

1
LESSON

Section of the map

This section of the map is dedicated to the first lesson and is used as a background on Scratch.

Botti encounters a workplace where only men are employed. This first lesson encourages discussion on the barriers and biases that exist in professional environments and at the same time focuses on the different forms of energy.



Activities description

The screenshot n. 0 shows the "Backdrops" code blocks of the four lessons loaded in the Stage section

The screenshots n. 1, 2a and 2b refer to the code blocks related to the "Arrow1" sprite

The screenshot n. 3 refers to the code blocks related to the "Dali1" sprite

The screenshot n. 4 refers to the code blocks related to the "Dali2" sprite

The screenshot n. 5 refers to the code blocks related to the "Dali3" sprite

The screenshot n. 6 refers to the code blocks related to the "Dali4" sprite

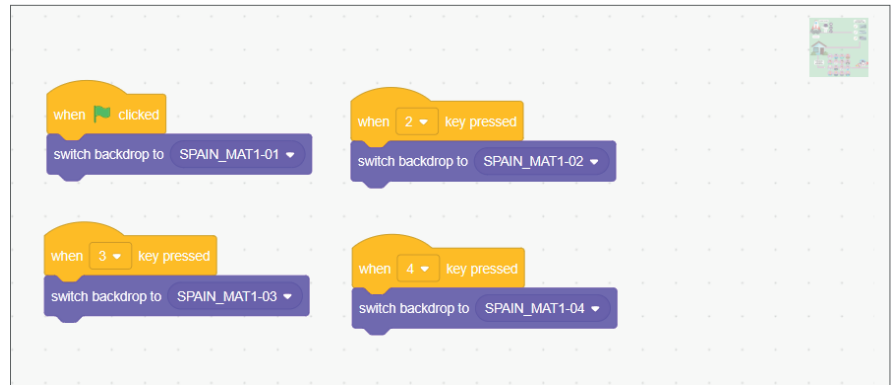
The screenshot n. 7 refers to the code blocks related to the "Lisa1" sprite

DISCLAIMER:

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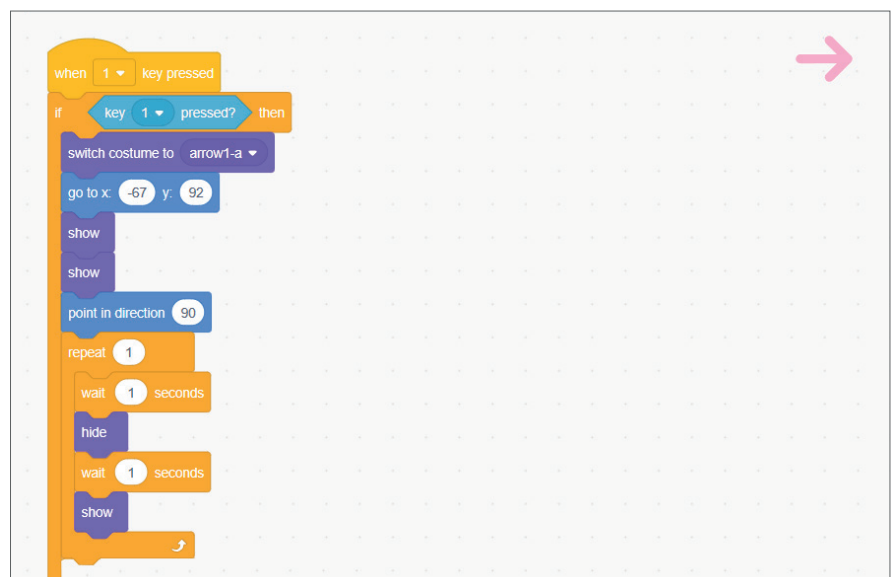
0



1



2a



The screenshot n. 8 refers to the code blocks related to the "Lisa2" sprite

The screenshot n. 9 refers to the code blocks related to the "Lisa3" sprite

The screenshot n. 10 refers to the code blocks related to the "Lisa4" sprite

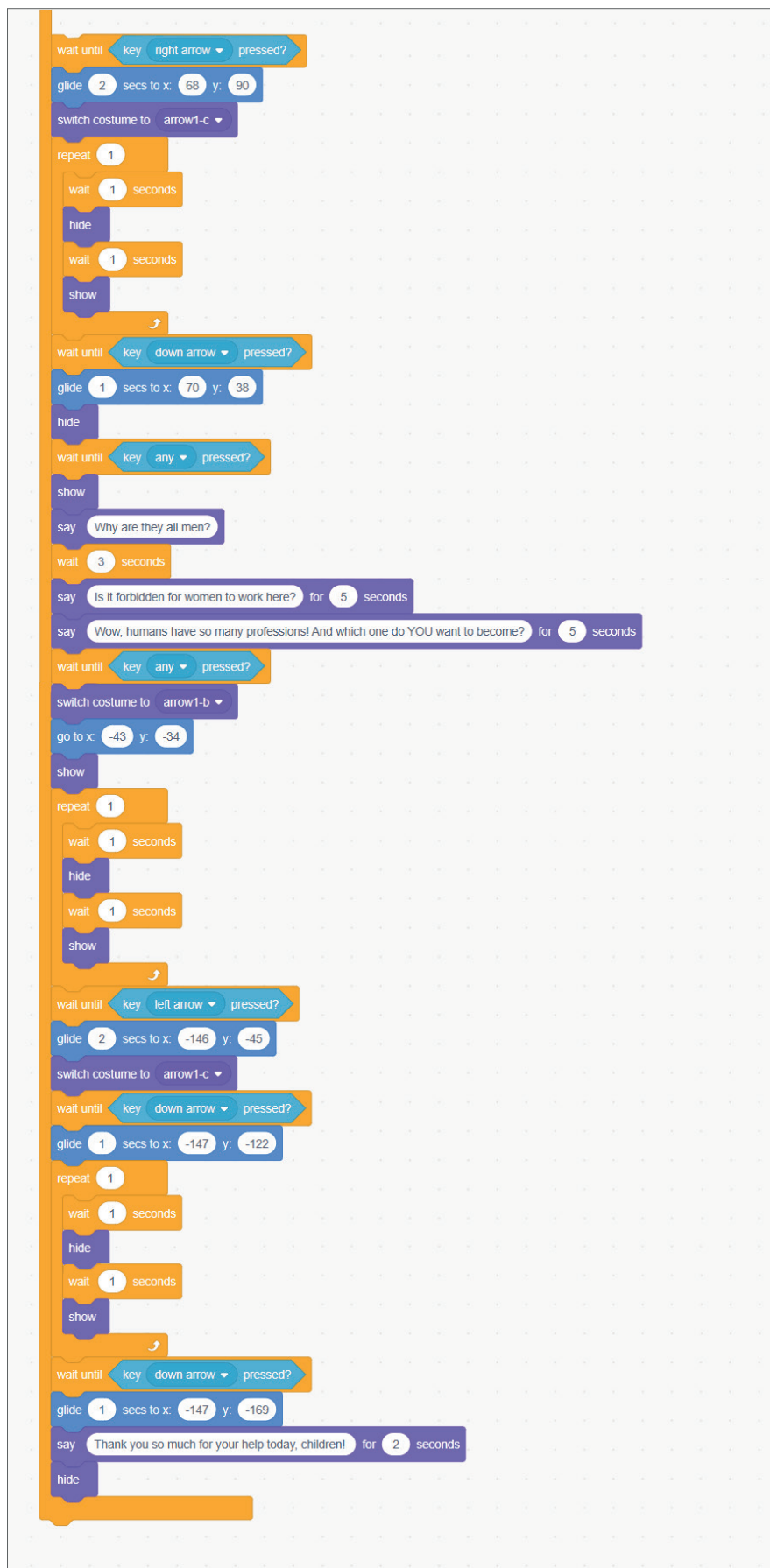
The screenshot n. 11 refers to the code blocks related to the "Miguel" sprite

The screenshot n. 12 refers to the code blocks related to the "Miguel2" sprite

The screenshot n. 13 refers to the code blocks related to the "Miguel3" sprite

The screenshot n. 14 refers to the code blocks related to the "Miguel4" sprite

2b



3

```

when clicked
hide
go to x: 140 y: -22

```



4

```

when clicked
hide
go to x: 95 y: -22

```



5

```

when clicked
hide
go to x: 165 y: -22

```



6

```

when clicked
hide
go to x: 117 y: -22

```



7

```

when clicked
hide
go to x: 140 y: -138

```



8

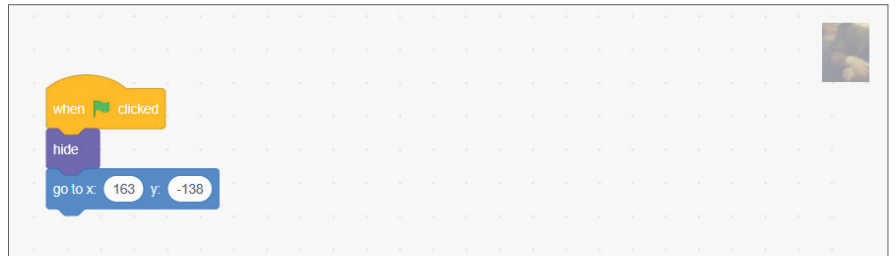
```

when clicked
hide
go to x: 90 y: -138

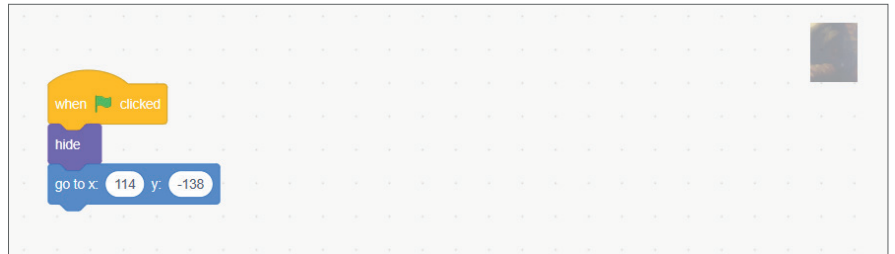
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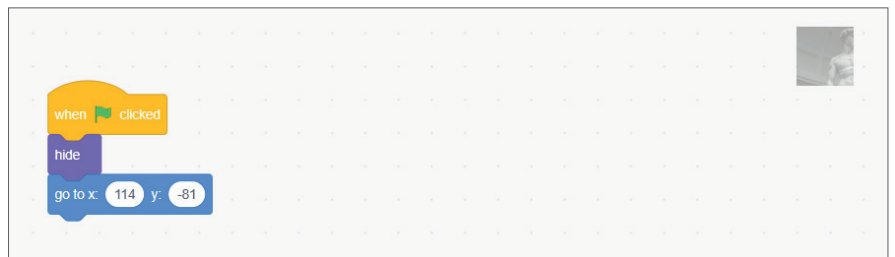
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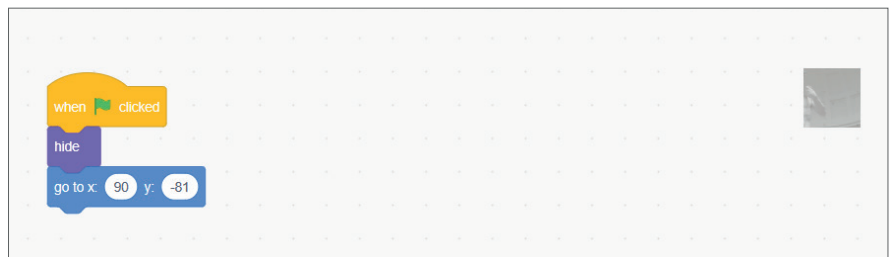
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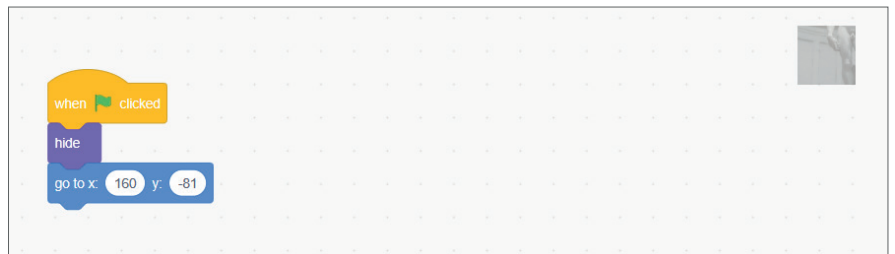
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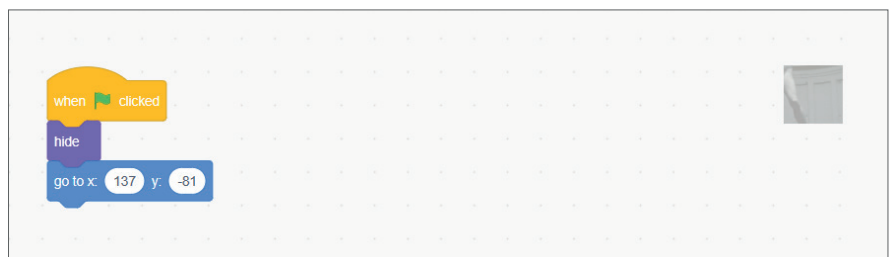
12



13



14

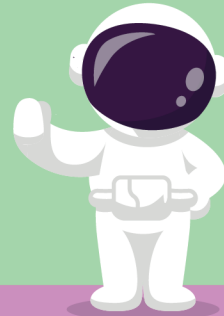


THE WATER MISSED

**ANSWER THE
QUESTIONS!**

?

**HELP ME FIND
WATER!**



2
LESSON

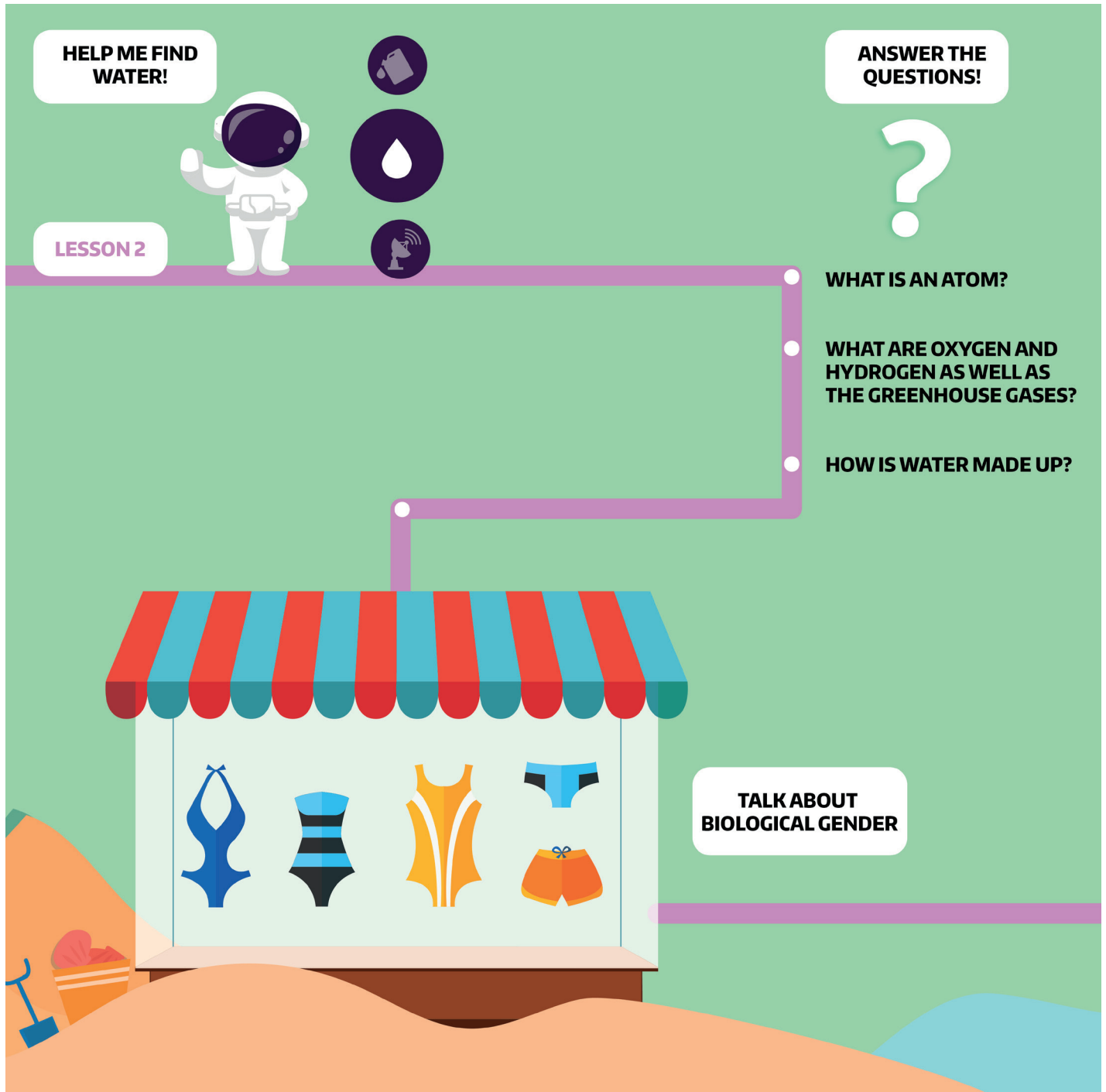
**TALK ABOUT
BIOLOGICAL GENDER**



Section of the map

This section of the map is dedicated to the second lesson and is used as a background on Scratch.

In the second lesson children will understand the composition of water and be introduced to the concept of the atom; they will also explore societal pressures regarding appearance and the need to foster body positivity and acceptance of diverse identities.



Activities description

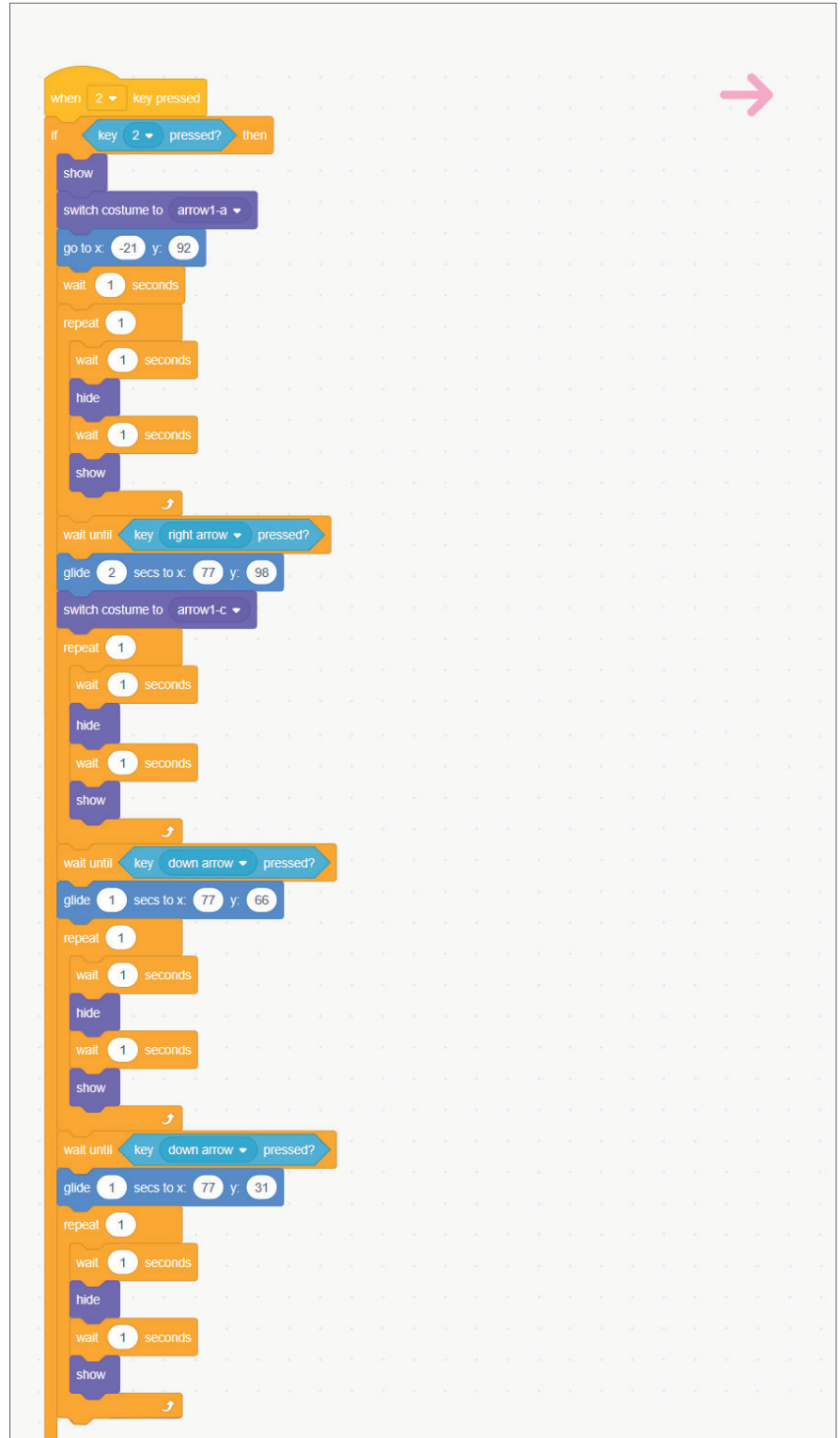
The screenshots n. 1a and 1b refer to the code blocks related to the "Arrow1" sprite

DISCLAIMER:

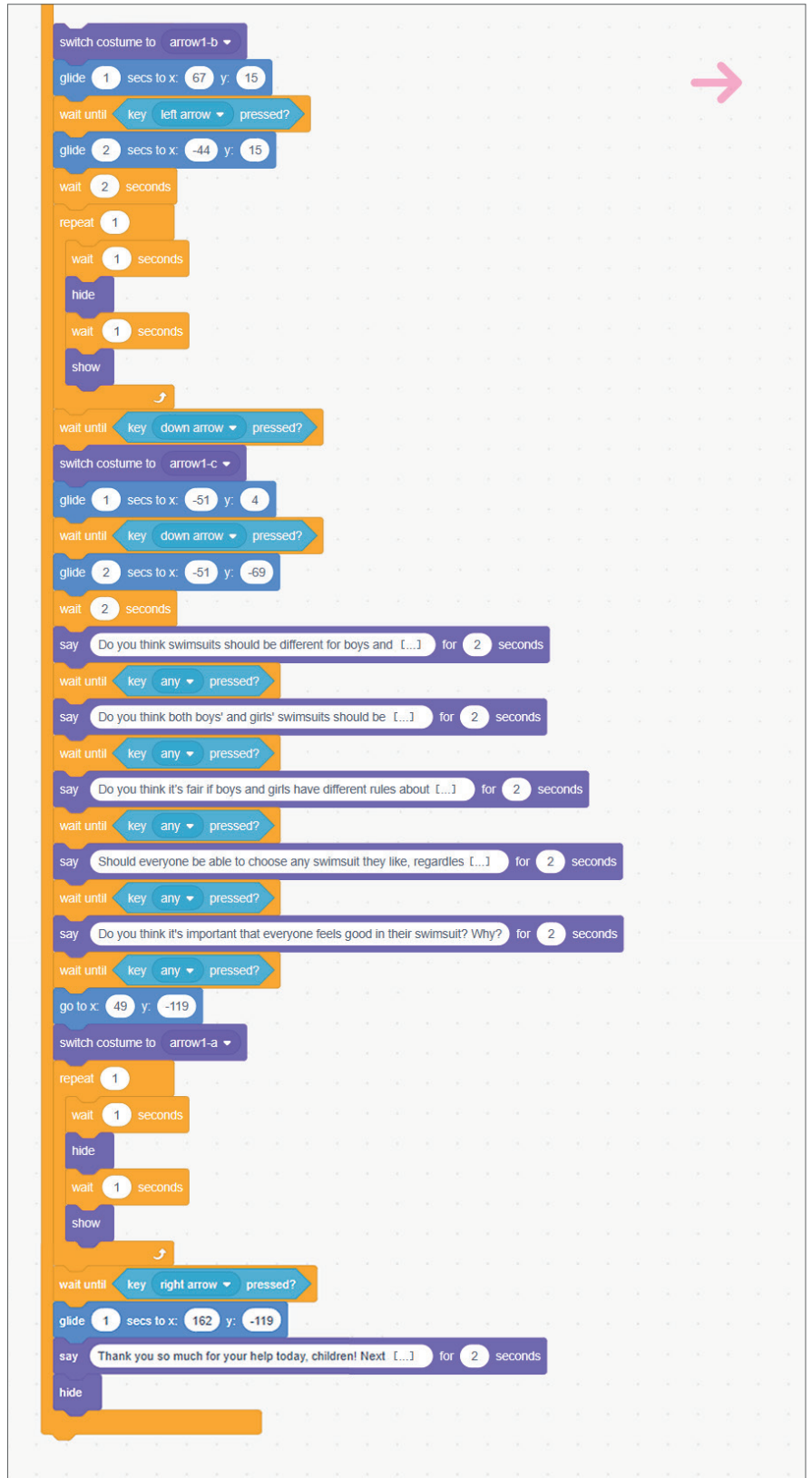
The screenshots refer to the code for each sprite, in alphabetical order, and not to the individual activities. These sprites can interact with each other within the lesson.

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1a



1b



The script is a Scratch program designed for a presentation. It starts with a costume change to 'arrow1-b', followed by a glide to x: 67, y: 15. A wait until key 'left arrow' is pressed triggers a glide to x: -44, y: 15, followed by a 2-second wait. A repeat loop with 1 iteration contains a 1-second wait, hide, 1-second wait, and show. After the loop, a wait until key 'down arrow' is pressed triggers a costume change to 'arrow1-c', a glide to x: -51, y: 4, another wait until key 'down arrow' is pressed, a glide to x: -51, y: -69, and a 2-second wait. This is followed by a series of five 'say' blocks with 2-second durations, each preceded by a 'wait until key any' block. The questions are: 'Do you think swimsuits should be different for boys and [...]', 'Do you think both boys' and girls' swimsuits should be [...]', 'Do you think it's fair if boys and girls have different rules about [...]', 'Should everyone be able to choose any swimsuit they like, regardless [...]', and 'Do you think it's important that everyone feels good in their swimsuit? Why?'. After the last question, a 'go to x: 49, y: -119' block is followed by a costume change to 'arrow1-a'. A repeat loop with 1 iteration contains a 1-second wait, hide, 1-second wait, and show. A wait until key 'right arrow' is pressed triggers a glide to x: 162, y: -119, followed by a 'say' block with the text 'Thank you so much for your help today, children! Next [...]' for 2 seconds, and finally a 'hide' block.

```

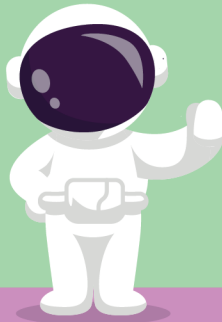
switch costume to arrow1-b
glide 1 secs to x: 67 y: 15
wait until key left arrow pressed?
glide 2 secs to x: -44 y: 15
wait 2 seconds
repeat 1
  wait 1 seconds
  hide
  wait 1 seconds
  show
wait until key down arrow pressed?
switch costume to arrow1-c
glide 1 secs to x: -51 y: 4
wait until key down arrow pressed?
glide 2 secs to x: -51 y: -69
wait 2 seconds
say Do you think swimsuits should be different for boys and [...] for 2 seconds
wait until key any pressed?
say Do you think both boys' and girls' swimsuits should be [...] for 2 seconds
wait until key any pressed?
say Do you think it's fair if boys and girls have different rules about [...] for 2 seconds
wait until key any pressed?
say Should everyone be able to choose any swimsuit they like, regardless [...] for 2 seconds
wait until key any pressed?
say Do you think it's important that everyone feels good in their swimsuit? Why? for 2 seconds
wait until key any pressed?
go to x: 49 y: -119
switch costume to arrow1-a
repeat 1
  wait 1 seconds
  hide
  wait 1 seconds
  show
wait until key right arrow pressed?
glide 1 secs to x: 162 y: -119
say Thank you so much for your help today, children! Next [...] for 2 seconds
hide

```


EXTRAORDINARY MUSEUM



**TIME TO BECOME
AN ARTIST!**



**HELP ME FIND
ANTENNA!!**



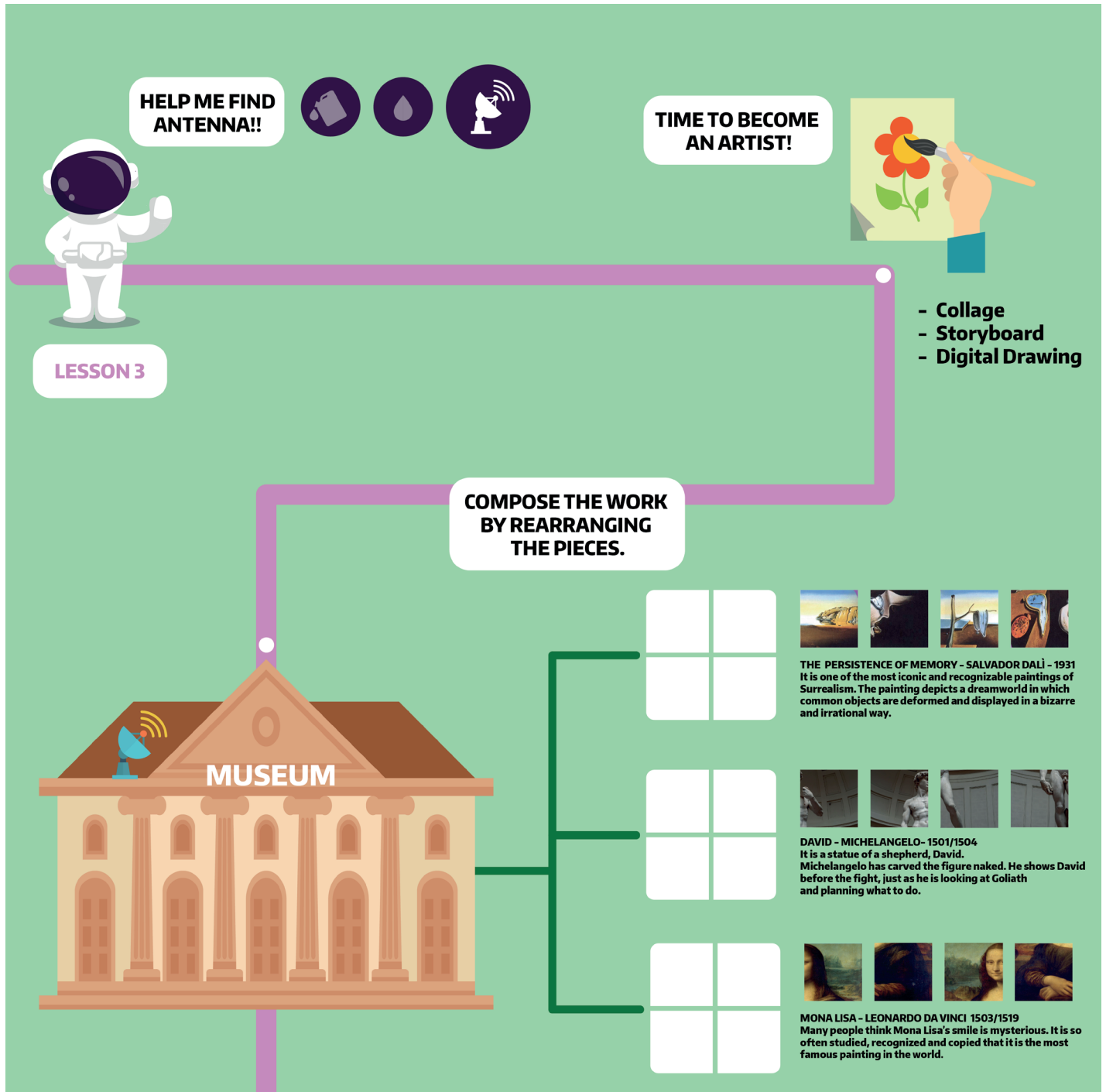
3

LESSON

**COMPOSE THE WORK
BY REARRANGING
THE PIECES.**

This section of the map is dedicated to the third lesson and is used as a background on Scratch.

While visiting a museum, Botti discovers that artistic expression transcends gender. This third lesson highlights the right of every individual to freely express themselves and proposes rearranging pieces of famous works of art with a coding activity.



Activities description

The screenshot n. 1 refers to the code blocks related to the "Arrow1" sprite

The screenshot n. 2 refers to the code blocks related to the "Dali1" sprite

The screenshot n. 3 refers to the code blocks related to the "Dali2" sprite

The screenshot n. 4 refers to the code blocks related to the "Dali3" sprite

The screenshot n. 5 refers to the code blocks related to the "Dali4" sprite

The screenshot n. 6 refers to the code blocks related to the "Lisa1" sprite

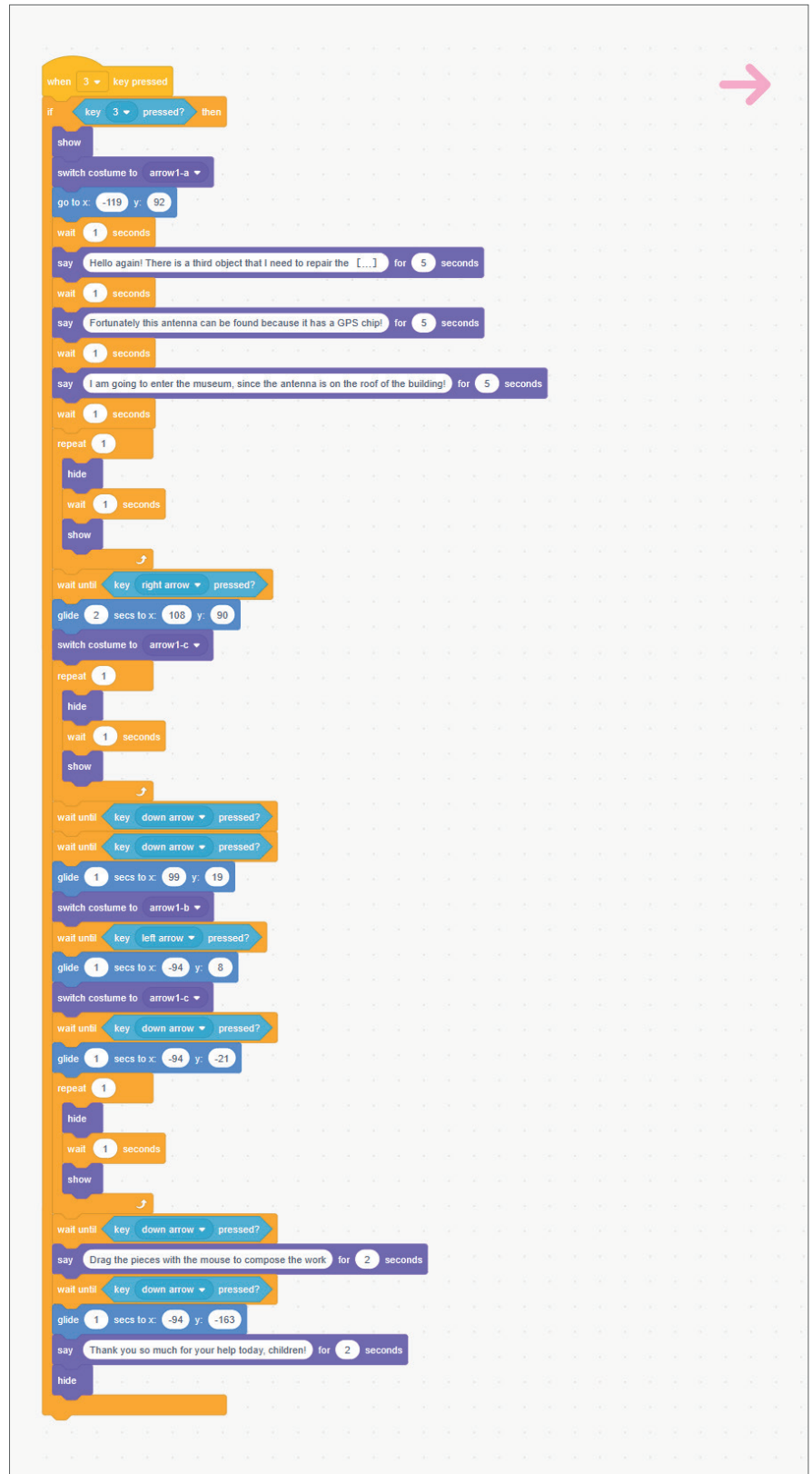
The screenshot n. 7 refers to the code blocks related to the "Lisa2" sprite

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1



The screenshot n. 8 refers to the code blocks related to the "Lisa3" sprite

The screenshot n. 9 refers to the code blocks related to the "Lisa4" sprite

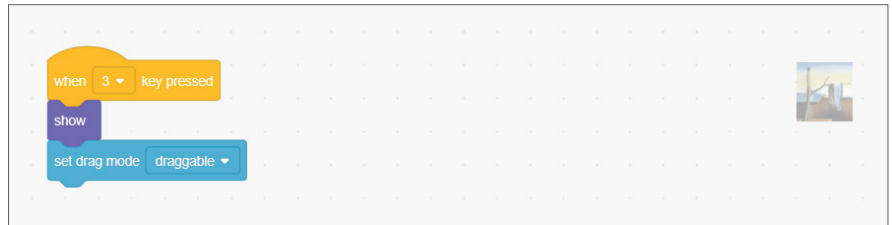
The screenshot n. 10 refers to the code blocks related to the "Miguel1" sprite

The screenshot n. 11 refers to the code blocks related to the "Miguel2" sprite

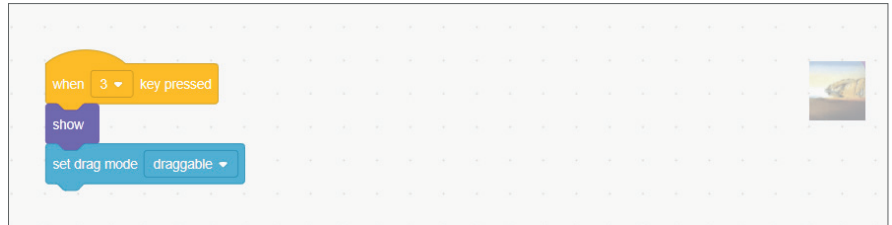
The screenshot n. 12 refers to the code blocks related to the "Miguel3" sprite

The screenshot n. 13 refers to the code blocks related to the "Miguel4" sprite

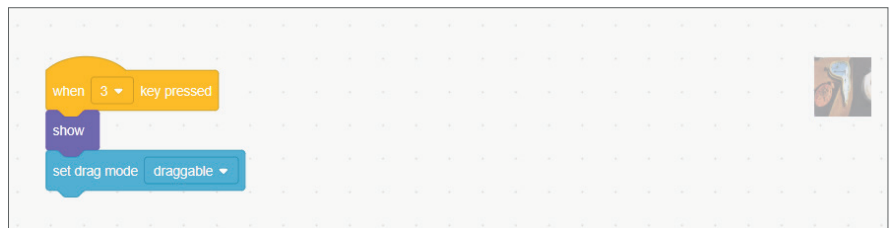
2



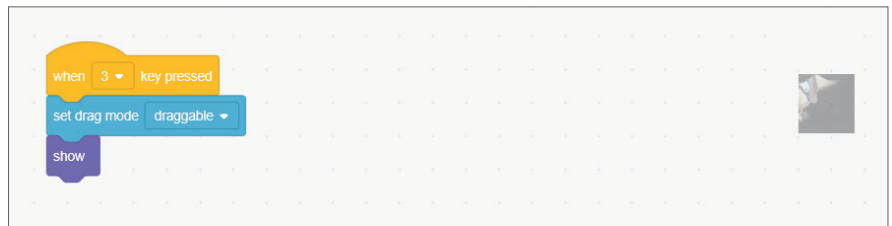
3



4



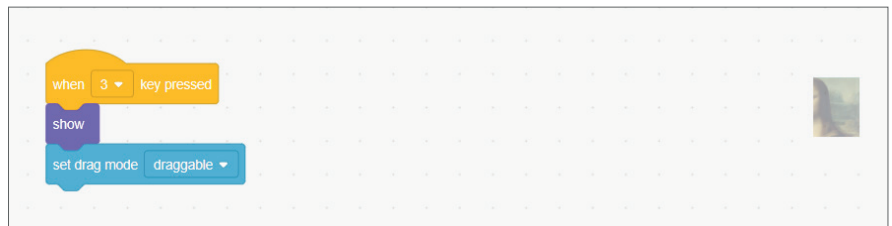
5



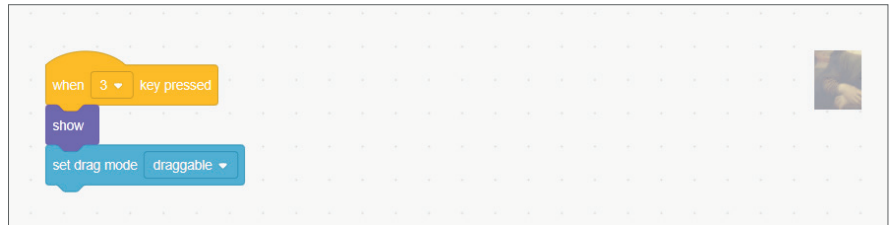
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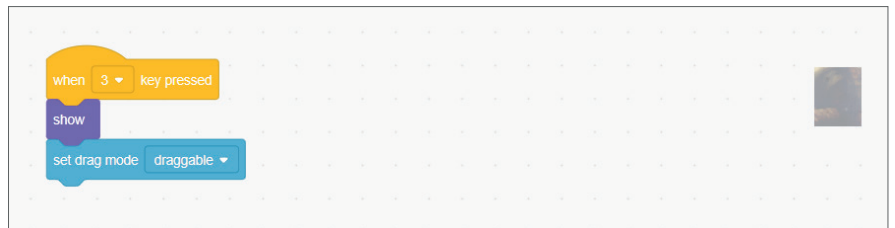
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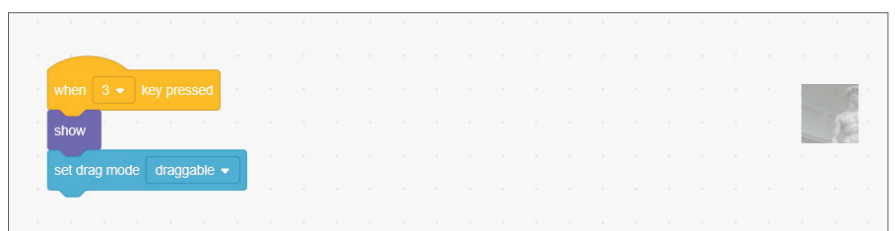
8



9



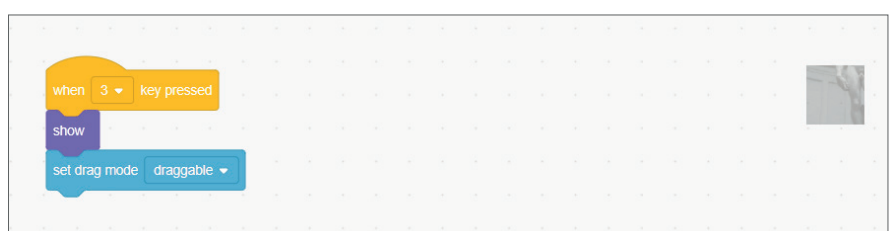
10



11



12

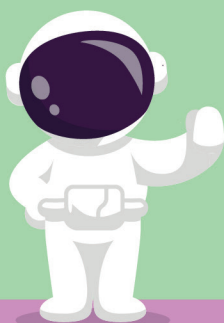


13



THE COMEBACK

DOESN'T WORK!!



TYPES OF JOBS
AND THEIR
PECULIARITIES



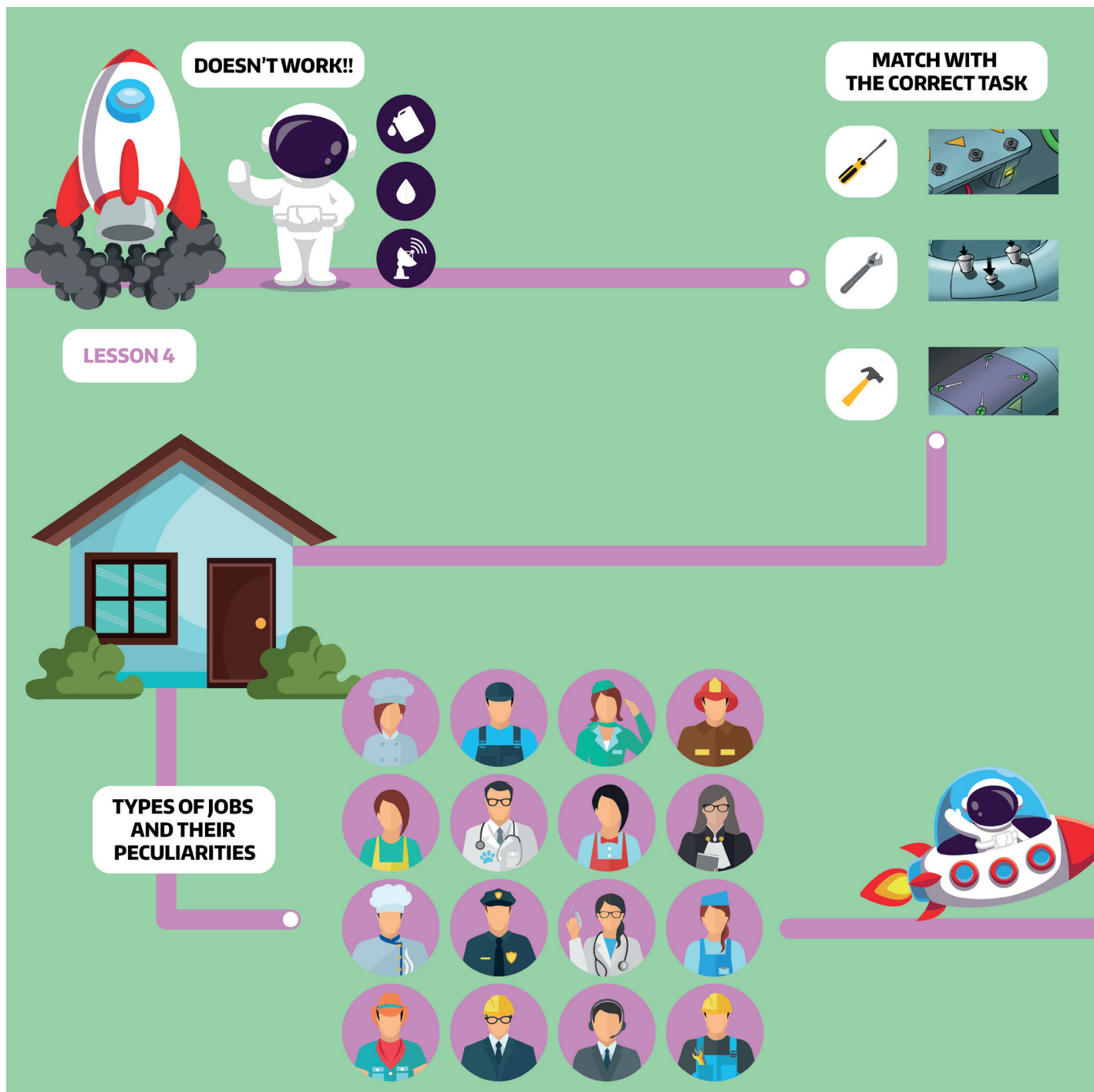
4

LESSON

Section of the map

This section of the map is dedicated to the fourth lesson and is used as a background on Scratch.

This fourth lesson addresses the historical gender stereotypes in science, technology, engineering and mathematics (STEM) fields, and emphasizes the progress made towards gender inclusivity in these areas.



Activity description

The screenshots n. 1a and 1b refer to the code blocks related to the "Arrow1" sprite

The screenshot n. 2 refers to the code blocks related to the "Dali1" sprite

The screenshot n. 3 refers to the code blocks related to the "Dali2" sprite

The screenshot n. 4 refers to the code blocks related to the "Dali3" sprite

The screenshot n. 5 refers to the code blocks related to the "Dali4" sprite

The screenshot n. 6 refers to the code blocks related to the "Lisa1" sprite

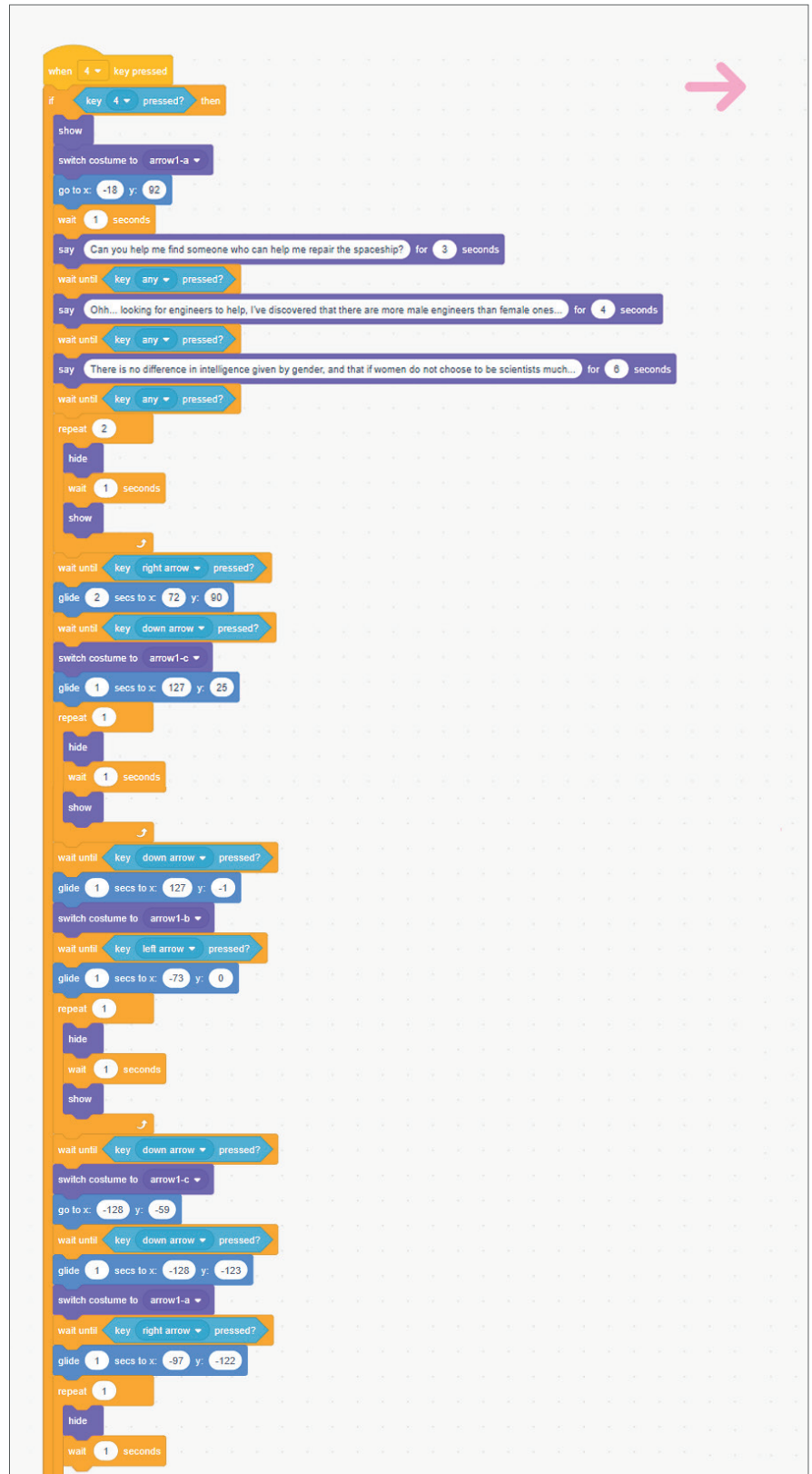
The screenshot n. 7 refers to the code blocks related to the "Lisa2" sprite

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1a



The screenshot n. 8 refers to the code blocks related to the "Lisa3" sprite

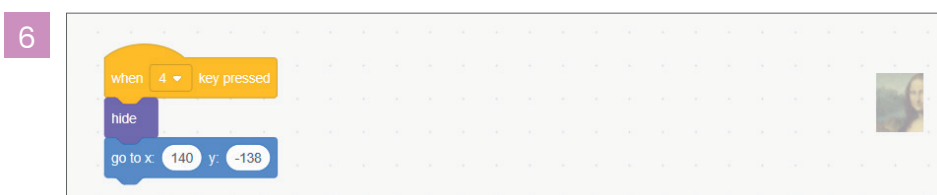
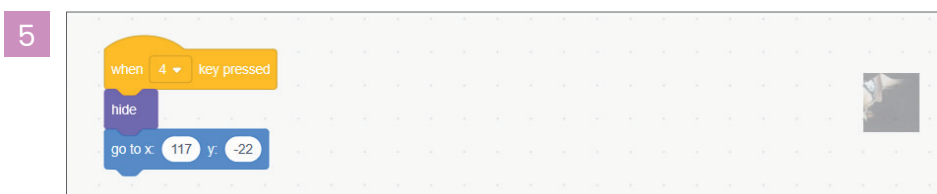
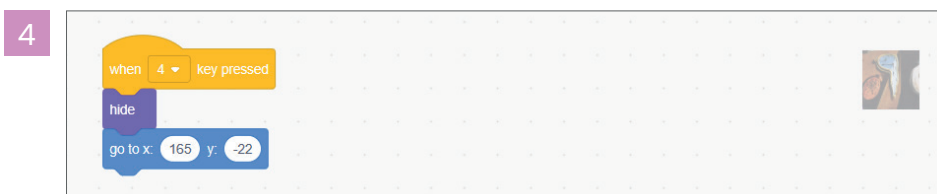
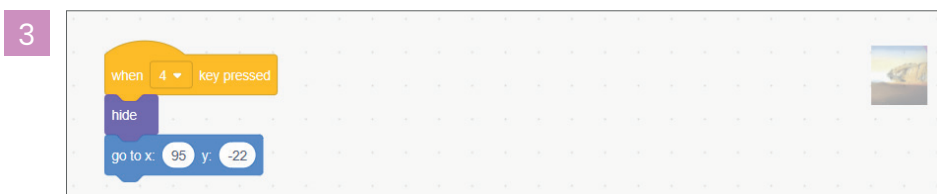
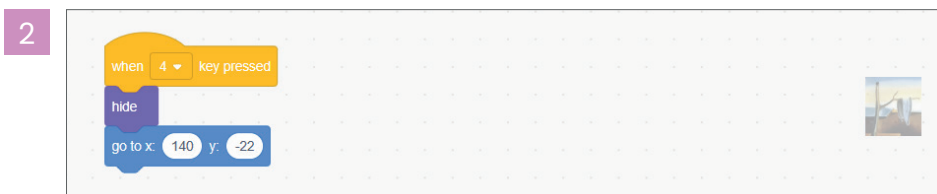
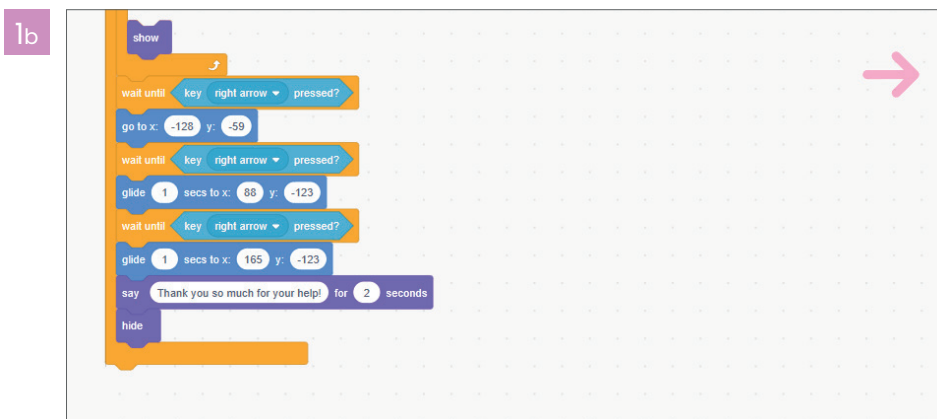
The screenshot n. 9 refers to the code blocks related to the "Lisa4" sprite

The screenshot n. 10 refers to the code blocks related to the "Miguel1" sprite

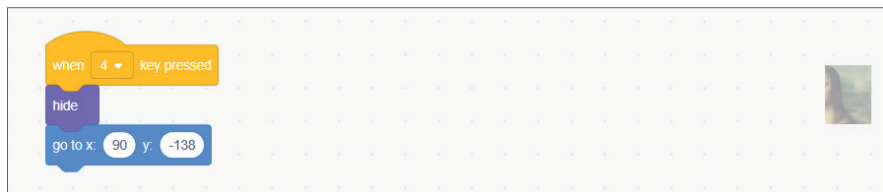
The screenshot n. 11 refers to the code blocks related to the "Miguel2" sprite

The screenshot n. 12 refers to the code blocks related to the "Miguel3" sprite

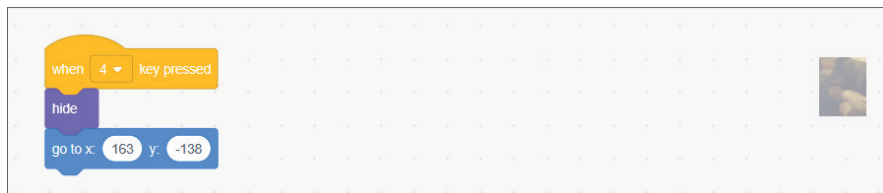
The screenshot n. 13 refers to the code blocks related to the "Miguel4" sprite



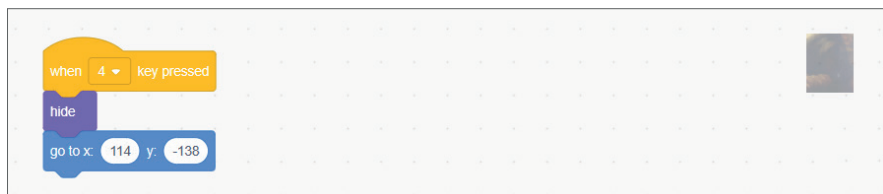
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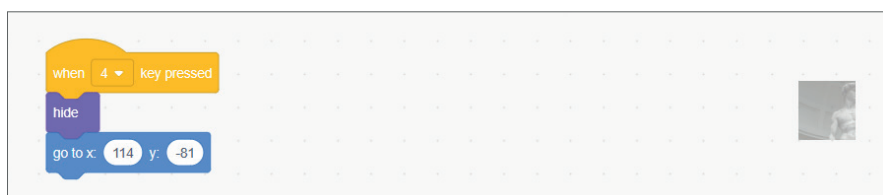
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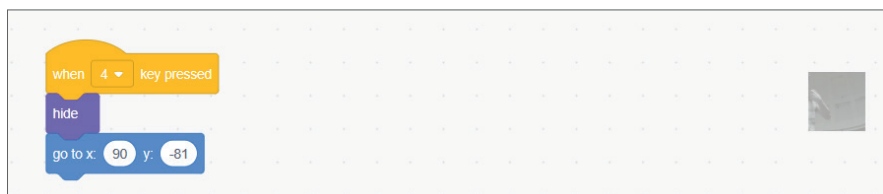
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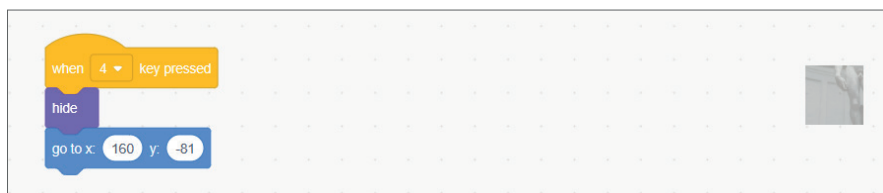
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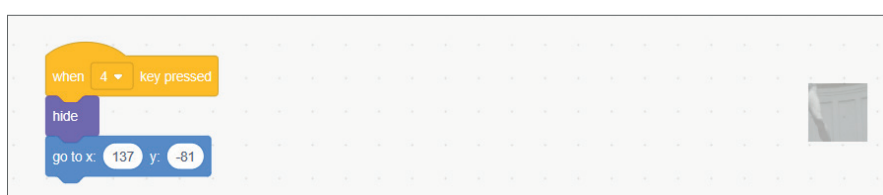
11



12



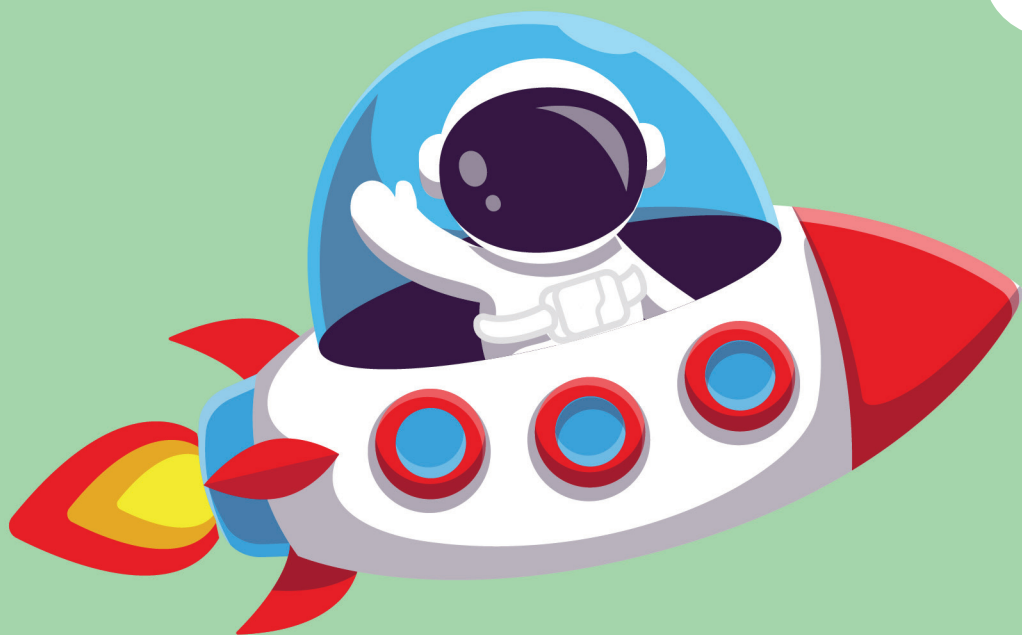
13



PARTNERS

FINISH

5



Main partners



SPAIN

Esciencia is an SME based in Zaragoza established in 2006 as a spin-off of the University of Zaragoza. **Esciencia Eventos Científicos S.L.** is dedicated to the management and organization of science dissemination projects. The company offers both consulting services and the design of educational programs.



ITALY

Sapienza University of Rome, (Department of Planning, Design, Technology of Architecture). Sapienza was founded by Pope Boniface VIII in 1303. It's one of the oldest universities in the world and the second largest University in EU, with 11 faculties, 63 departments, 111.000 students and more than 4.700 professors.

All partners



ITALY

The **CISL Scuola (Confederazione Italiana Sindacati Lavoratori - Scuola)** is the union of the staff of primary and nursery schools, secondary schools and vocational training of the CISL. It was founded in 1997 by the union of SINASCEL (National Union Elementary School) and SISM (Italian Union of Middle School).



ITALY

Pixel is an education and training institution based in Florence (Italy). Pixel was founded in 1999. Pixel's mission is to promote an innovative approach to education, training and culture, this is done mostly by trying to exploit the best potential of ICT for education and training.



ROMANIA

EuroEd Primary School includes a Kindergarten and a primary school. Both are accredited by the Romanian Ministry of Education. It promotes the EU dimension of education and it also encourages multiculturalism and multilingualism by providing education to children of different nationalities or ethnic groups.



PORTUGAL

The **Agrupamento de Escolas Miguel Torga** is a school located in Bragança, Portugal, an inland city of the country. The school consists of three buildings, two for preschool and elementary school and one for secondary and high school. There are 88 teachers, 2 psychologists and also a speech therapist.



BULGARIA

Zinev Art Technologies Ltd. is a company developing, implementing and managing European projects and providing consultations in the spheres of culture, art, Internet-based activities and education, VET, e-learning and school education development, as well as regional development.

