Project Number: 2025-1-ES01-KA220-HED-000359236

# WP2.P – BRIDGE Teaching Guide for the Educational Use of the Digital Museum

***Turning social challenges into learning opportunities***

## PURPOSE AND GUIDELINES FOR USE

This template provides guidance on the development of the BRIDGE Teaching Guides linked to the seven Level A Social Challenges. Each guide will draw on the Good Practices and resources of the Digital Museum to design activities aimed primarily at higher education, which can be adapted to other educational and social contexts.

## PRESENTATION OF THE CHALLENGE

### Brief description of the challenge

Social Challenge A1 addresses the structural and intersectional inequalities that shape social inclusion and cohesion. BRIDGE's transnational assessment shows that opportunities and effective access to rights and resources are shaped by social, economic, cultural, territorial and institutional factors that may interact with gender, migrant background, disability or other circumstances. Although these inequalities manifest themselves differently across national contexts, they constitute a challenge shared by the partner countries and can lead to unequal pathways of participation, education and inclusion. BRIDGE responds to this challenge by promoting a critical understanding of these issues and the identification of barriers and responses geared towards equity, inclusion and social cohesion.

### Educational relevance of the challenge

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Addressing structural and intersectional inequalities through education helps to overcome interpretations that attribute inequality solely to individual characteristics, abilities or decisions. Analysing these issues helps learners to understand how social conditions and structures can create unequal opportunities, to identify barriers that limit access, participation and the effective exercise of rights, and to recognise how different factors can interact and produce specific situations of inequality. From an educational perspective, this learning fosters critical thinking, sensitivity to diversity and the questioning of stereotypes and discrimination, whilst developing the skills needed to promote equity and inclusion. In this way, it helps to shape a citizenry committed to human rights, social justice, democratic participation and the building of more inclusive and cohesive societies.

## GENERAL INFORMATION

| | |
|---|---|
| BRIDGE Challenge | *A1. Structural and intersectional inequalities.* |
| Lead partner | *Pablo de Olavide University, Seville (Spain)* |
| SDGs | *SDG 4. Quality education*<br>*SDG 5. Gender equality*<br>*SDG 10. Reduced inequalities*<br>*SDG 16. Peace, justice and strong institutions.* |
| Target audience | *Primarily university students and those on Advanced Vocational Training courses, particularly in the Social Sciences, Education, Social Work, Social Education, Sociology, Psychology, Law, Social Integration, the Promotion of Gender Equality and related fields. The activities can be adapted to other educational levels, professional contexts and non-formal learning settings.* |

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| | |
|---|---|
| BRIDGE competencies (see Annex I) | *C1.1. Knowledge of the fundamental concepts relating to structural and intersectional inequalities.*<br>*C1.2. Understanding of structural inequalities.*<br>*C1.3. Identification of barriers to equity.*<br>*C1.4. Designing proposals for equity and inclusion.* |
| Approximate total duration | *Approximately 12 hours* |

The activities can be carried out independently or as a progressive learning pathway. When undertaken in sequence, they enable participants to progress from understanding fundamental concepts and analysing structural inequalities to identifying barriers, designing equity-oriented responses, critically examining their own perspectives, and consolidating what they have learnt.

## ORGANISATION OF THE ACTIVITIES

| Activity | Resource |
|---|---|
| Activity 1.<br>Do we all start from the same place? | Good Practice: *Voices of Immigrant Women (VIW)* |
| Activity 2.<br>The same measure, different effects | Good Practices: *FITTER-EU* and *SHARED GREEN DEAL* |
| Activity 3.<br>We see it, but do we recognise it as inequality? | Good Practice: *FREASCO* |
| Activity 4.<br>BRIDGE Toolkit: test, choose and transform | Good Practices: *Learn 4 Life*, *REM* and *TEMSIC* |
| Activity 5.<br>Beyond What We See | Documentary photography: collection of photographs from Social Challenge A1 ‘Structural and intersectional inequalities’ |

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| | |
|---|---|
| Activity 6.<br>Equality or equity? Test your knowledge | Optional activity: gamified interactive resource – Kahoot<br>BRIDGE 'Equality or equity? Test your knowledge' |

## EDUCATIONAL ACTIVITIES

**Activity No. 1_**

***1. Name of the activity***

*Do we all start from the same place?*

***2. Brief description***

This activity introduces the fundamental concepts relating to structural inequalities and intersectionality, drawing on real-life experiences gathered from the best-practice initiative 'Voices of Immigrant Women' (VIW). Working in small groups, students analyse different life stories of migrant women and identify the factors that shape their opportunities, rights and processes of inclusion. Drawing on these case studies, they link the situations observed to concepts from the VIW glossary — gender, migration, discrimination, inclusion, vulnerability, equity and intersectionality, amongst others — and construct a visual map of factors and relationships. The group discussion provides an opportunity to reflect on why inequalities do not depend solely on individual circumstances, but also on social, economic, legal and institutional structures. (859 characters including spaces)

***3. Target audience***

- Educational level: Higher Education and Advanced Vocational Training.
- Qualification or subject area (if applicable): University degrees and vocational training programmes particularly related to Social Sciences, Education, Social Work, Sociology, Psychology, Law, Social Integration, Promotion of Gender Equality and other socio-educational fields.
- Recommended number of participants: 15–30
- Approximate age range, if applicable: 18 years and over.

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***4. Competences developed***

| A1. Inequalities | A2 Institutional frameworks and inclusive practices | A3 Educational gaps | A4 Intercultural dialogue | A5 Discrimination | A6 Governance | A7 Digital Ecosystem |
|---|---|---|---|---|---|---|
| X C1.1 | ☐ C2.1 | ☐ C3.1 | ☐ C4.1 | ☐ C5.1 | ☐ C6.1 | ☐ C7.1 |
| X C1.2 | ☐ C2.2 | ☐ C3.2 | ☐ C4.2 | ☐ C5.2 | ☐ C6.2 | ☐ C7.2 |
| ☐ C1.3 | ☐ C2.3 | ☐ C3.3 | ☐ C4.3 | ☐ C5.3 | ☐ C6.3 | ☐ C7.3 |
| ☐ C1.4 | ☐ C2.4 | ☐ C3.4 | ☐ C4.4 | ☐ C5.4 | ☐ C6.4 | ☐ C7.4 |
| | | | | ☐ C5.5 | | |

**Selected competences:** C1.1. Knowledge of fundamental concepts. C1.2. Understanding of structural inequalities.

***5. Learning outcomes***

Write between three and five clear, observable learning outcomes that are consistent with the selected competences and the duration of the activity (see Annex II).

Example:

- Define and distinguish between basic concepts relating to inequality, inclusion, equity and intersectionality.
- Identify different factors contributing to inequality in real-life situations.
- Analyse how gender, background, administrative status, socio-economic conditions and other factors may interact within a single life course.
- Distinguish between individual and structural explanations for situations of inequality.
- Explain why inequalities do not affect everyone in the same way.

***6. Delivery method and duration***

Format: X Face-to-face X Online X Hybrid

Estimated duration of the activity: 120 minutes / 2 hours

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***7. Resources required.*** BRIDGE Museum resources used:

| | |
|---|---|
| X Good practice | X Resources associated with Good Practice |
| ☐ Podcast | ☐ Documentary photograph |
| ☐ Video | ☐ Infographic |
| ☐ Other: _____ | |

Title or identification of the resource and link, if applicable: Voices of Immigrant Women (VIW): BRIDGE Digital Museum Good Practice entry; interactive map of life stories; multilingual glossary and, optionally, audiovisual resources.

Materials, applications or platforms required, if applicable: Access to the BRIDGE Digital Museum, computer/tablet or mobile device; paper or a digital tool to create the factor map.

***8. Prerequisites***

It is recommended that students have a basic understanding of migration processes and some of the social, economic, political and cultural factors that may influence them. No specific prior knowledge of structural inequality or intersectionality is required, as these concepts form the focus of the activity. Before beginning, the teacher will explain that the analysis is not intended to judge the personal decisions of the protagonists, but rather to understand the conditions and structures that may influence their life trajectories and opportunities. (600 characters)

***9. Activity procedure*** (maximum 3,000 characters, including spaces)

Phase 1. Introduction – 20 minutes

The teacher poses the question that gives the activity its title to the group: *'Do we all start from the same place?',* and briefly introduces Social Challenge A1: Structural and intersectional inequalities.

Building on this question, a **brief brainstorming session** takes place on the concepts and factors that the students initially associate with inequality and migration. The contributions are recorded without being corrected or defined in detail at this stage, as they will be revisited at the end of the activity.

Next, **the Good Practice** initiative 'Voices of Immigrant Women' (VIW) and its associated resources are **briefly introduced**, explaining that the class will work with the life stories of migrant women to

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analyse how different circumstances and social factors can influence their life trajectories, opportunities and processes of inclusion.

Phase 2. Comparative analysis of life stories – 45 minutes

Students organise themselves into **groups of 4–5 people**. Each group works with **at least three different life stories** selected from the VIW interactive map. It is recommended to select cases with diverse profiles and life trajectories to facilitate comparison and intersectional analysis.

**Each group should**:

- Identify the main factors present in each of the stories that may shape the protagonists' life trajectories.
- Compare the cases, highlighting common factors and distinguishing features.
- Distinguish between individual circumstances and social, economic, cultural, legal or institutional factors.
- Consult the VIW glossary and select between 4 and 6 concepts that help to interpret the situations analysed.
- Analyse how different factors may interrelate and give rise to different experiences and opportunities, even amongst people who share certain characteristics, such as women and migrants.

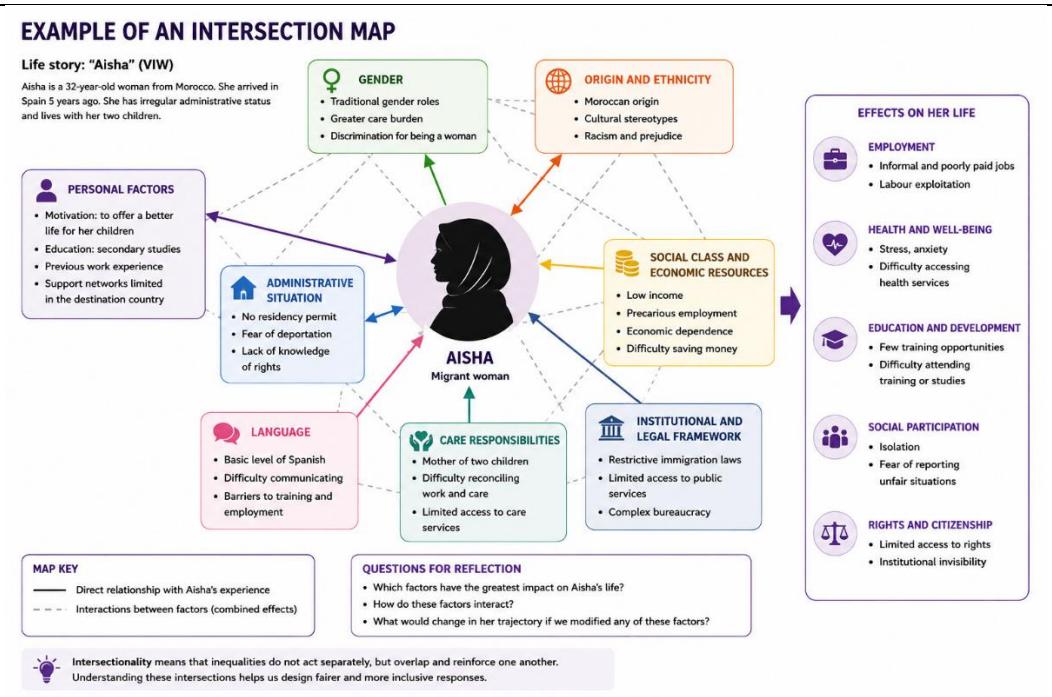
Phase 3. Creating the intersectionality map – 25 minutes

Based on the comparative analysis carried out, each group will draw up a single **intersectional map** incorporating the life stories analysed. This map will illustrate the main factors identified, highlighting both common and distinguishing elements and their relationships with access to rights, resources, opportunities and processes of inclusion.

The map should make it possible to visualise both the elements shared by the life stories and those that give rise to different experiences. An illustrative example of an intersectionality map is provided below. Its purpose is to aid understanding of the activity and not to establish a single format for representation; students may use other formats and visual resources, encouraging their creativity.

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Phase 4. Group discussion – 20 minutes

Each group **briefly presents its intersectionality map and the main conclusions drawn**. The teacher guides a comparison between the different groups to identify common patterns, differences between life trajectories and relationships between various factors of inequality.

Based on the contributions, **the** central **concepts** of the activity – *structural inequality, equality, equity, inclusion and intersectionality* – are **introduced and clarified collectively**, linking them to the specific situations analysed.

Phase 5. Wrap-up and individual reflection – 10 minutes

The initial question is revisited: 'Do we all start from the same place?' along with the ideas gathered at the start of the session.

Each participant **individually** completes **a brief reflection**: *"Before doing the activity, I thought that inequality… / After analysing the stories, I believe that…"*

The teacher concludes by emphasising that inequalities cannot be understood solely on the basis of individual characteristics or decisions, but must also take into account social and structural conditions, as well as the interaction between different factors, thereby introducing the intersectional perspective.

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Total duration: 120 minutes.

***10. Methodology*** (maximum 150 words).

The activity combines case studies, cooperative learning and critical analysis of real-life narratives. It draws on specific experiences to progressively build up concepts, avoiding a purely expository approach. Life stories enable participants to link personal dimensions with social, legal, economic and institutional factors. Cooperative work encourages interpretation from different perspectives, whilst the intersections map helps to visualise how various factors can interact in people's life trajectories. The final individual reflection helps participants to become aware of possible shifts in their initial understanding of inequality.

**11. Strategies used**

List all the strategies to be used during the activity

| | | |
|---|---|---|
| **X Introductory presentation** | **X Individual work** | **X Cooperative work** |
| **X Guided discussion** | **X Case study** | ☐ Problem-solving |
| ☐ Role-play / Simulation | **X Analysis of Good Practice** | ☐ Analysis of photographs |
| ☐ Photovoice | ☐ Analysis of videos or documentaries | ☐ Interviews |
| ☐ Creation of infographics | ☐ Podcast production | **X Oral presentations** |
| ☐ Gamification | ☐ Service-learning | **X Other: Intersectionality map** |

***12. Final product or evidence***

Please indicate whether the activity requires learners to produce or present a final product or evidence of learning.

☐ The activity does not require a formal product, although brief evidence of participation or reflection may be collected.

**X** The activity requires a product or evidence of learning.

**If so, please specify which one(s):**

X **Oral presentation** ☐ Infographic

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| | |
|---|---|
| ☐ Podcast | ☐ Video |
| ☐ Mural | ☐ Essay or written reflection |
| ☐ Recorded debate | ☐ Solved case study |
| ☐ Portfolio | X **Brief reflection** |
| ☐ Concept map | X **Other: Intersectionality map** |
| ☐ Proposal for improvement | |

***13. Assessment***

Does the activity include assessment?

**X Yes** ☐ No (awareness-raising, reflection or non-assessed learning activity)

If you have ticked 'No', you do not need to complete the following sections.

**Evidence of learning (only if the activity is assessable). Select one or more pieces of evidence that demonstrate the achievement of the activity's learning outcomes.**

| | | |
|---|---|---|
| **X Participation in a discussion** | ☐ Solving a case study | **X Creation of a product (infographic, podcast, video, etc.). Intersectionality map** |
| **X Oral presentation** | **X Individual reflection** | **X Group work** |
| ☐ Questionnaire or short test | ☐ Analysis of a Good Practice | ☐ Portfolio |
| ☐ Other: _____ | | |

**Assessment criteria (only if the activity is assessable)**

- Intersectionality map: identifies and appropriately links the main factors of inequality, highlighting commonalities and differences between the stories analysed.
- Oral presentation: clearly explains and justifies the relationships identified between the different factors and situations of inequality.
- Individual reflection: expresses, in a reasoned manner, the understanding gained regarding the structural and intersectional nature of inequalities.

***14. Possible adaptations and accessibility measures***

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The activity **can be adapted for other educational levels,** such as secondary education, vocational training, adult education and community settings, by selecting cases and concepts appropriate to the level. In **the online format**, groups can work in virtual rooms and create collaborative digital maps. Stories and resources available in different languages can be selected. To facilitate accessibility, it is recommended to provide the materials in advance, use formats compatible with screen readers, provide transcripts of audiovisual resources and allow for different ways of presenting the final product.

***15. Guidance for teachers***

Before starting the activity, it is advisable **to briefly contextualise the purpose** of the analysis, avoiding offering rigid definitions of structural inequality and intersectionality at the outset, as these concepts will be progressively constructed and clarified through the analysis of the life stories. It should also be made clear that **the aim is not to judge the decisions made by the protagonists, but to analyse the factors that shape their life trajectories**.

One potential difficulty is that students may tend to list factors without establishing links between them, or to interpret inequalities solely as the result of individual decisions. To stimulate analysis, questions such as the following can be posed: Which factors recur? Which ones create differences between the life stories? Which elements depend on the social or institutional context?

It is recommended **to select a diverse range of stories and to guide the creation of the map** without imposing a single format. Life stories should be treated with respect, avoiding stereotypes, generalisations or discriminatory language, and without asking students to share sensitive personal experiences.

As an extension activity, the analysis can be compared with other life stories or social contexts featured in the BRIDGE Museum.

**16. Link to the BRIDGE challenge**

This activity contributes to an understanding of structural and intersectional inequalities through the comparative analysis of migrant women's life stories. It enables participants to identify how various social, economic, cultural, legal and institutional factors interact and influence their life trajectories, opportunities and processes of inclusion in different ways, fostering a critical interpretation that goes beyond individual explanations of inequality. (A1)

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**Activity No. 2**

***1. Name of the activity***

*The same measure, different effects*

***2. Brief description***

This activity deepens **understanding of structural and intersectional inequalities through the analysis of measures related to the green and digital transitions**. Drawing on the FITTER-EU and SHARED GREEN DEAL Good Practices, students analyse situations that appear beneficial or neutral — such as sustainable mobility, energy-efficient refurbishment, the digitalisation of services or the labour transition — and examine how these can have different effects depending on factors such as gender, age, socio-economic status, geographical location, digital skills or employment status. Working in groups, students compare the effects of the same measure on different social profiles and draw up an intersectional impact matrix that helps identify who benefits, who may be disadvantaged, and why.

***3. Target audience***

- Educational level: Higher Education and Advanced Vocational Training
- Qualification or subject area (if applicable): Particularly suitable for Social Sciences, Education, Social Work, Sociology, Political Science, Economics, Law, Environmental Studies, Social Inclusion and related fields.
- Recommended number of participants: 15–30
- Approximate age range, if applicable: 18 years and over

***4. Competences developed***

| A1. Inequalities | A2 Institutional frameworks and inclusive practices | A3 Educational gaps | A4 Intercultural dialogue | A5 Discrimination | A6 Governance | A7 Digital Ecosystem |
|---|---|---|---|---|---|---|
| ☐ C1.1 | ☐ C2.1 | ☐ C3.1 | ☐ C4.1 | ☐ C5.1 | ☐ C6.1 | ☐ C7.1 |
| X C1.2 | ☐ C2.2 | ☐ C3.2 | ☐ C4.2 | ☐ C5.2 | ☐ C6.2 | ☐ C7.2 |
| X C1.3 | ☐ C2.3 | ☐ C3.3 | ☐ C4.3 | ☐ C5.3 | ☐ C6.3 | ☐ C7.3 |

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| | | | | | | |
|---|---|---|---|---|---|---|
| ☐ C1.4 | ☐ C2.4 | ☐ C3.4 | ☐ C4.4 | ☐ C5.4 | ☐ C6.4 | ☐ C7.4 |
| | | | | ☐ C5.5 | | |

**Selected competences:** C1.2. Understanding structural inequalities. C1.3. Identifying barriers to equity.

***5. Learning outcomes***

By the end of the activity, students will be able to:

- Analyse how certain social, economic, geographical and institutional factors can create or perpetuate inequalities.
- Compare the effects of the same measure on people in different circumstances and social positions.
- Explain why a seemingly neutral policy or action can produce unequal outcomes.
- Link unequal access to resources, rights and opportunities to structural factors.
- Argue for the need to incorporate an intersectional perspective into the analysis of social policies and actions.

***6. Delivery method and duration***

Format: X Face-to-face X Online X Hybrid

Estimated duration of the activity: 120 minutes / 2 hours

***7. Resources required.*** BRIDGE Museum resources used:

X Good practice
☐ Podcast
☐ Video
☐ Other: _____

X Resources associated with Good Practice
☐ Documentary photograph
☐ Infographic

Title or identification of the resource and link, if applicable:

- FITTER-EU – Fair and Inclusive Twin Transitions for a Stronger Social Europe, uses vulnerability maps, intersectional analysis and scenario planning to anticipate how certain policies may affect different groups unequally

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- SHARED GREEN DEAL – Social Sciences & Humanities for Achieving a Responsible, Equitable and Desirable Green Deal. It provides insights and tools derived from 24 social experiments carried out in various European contexts

Materials, applications or platforms required, if applicable: Related resources available on the BRIDGE Digital Museum

***8. Prerequisites***

It is recommended that students **are familiar with the basic concepts of structural inequality, equity and intersectionality**, which can be covered in Activity 1 of this guide. No specialist knowledge of environmental policy or the digital transition is required. Teachers should briefly explain the meaning of the green and digital transitions before beginning the analysis.

***9. Activity procedure***

Phase 1. Introduction: Is a good policy good for everyone? – 15 minutes

The **teacher presents** a seemingly beneficial measure, for example: *"From 2035, access to the city centre by polluting vehicles will be progressively restricted to promote more sustainable mobility".*

Students are asked an **initial question**: *Does this measure benefit or harm everyone in the same way?* A few answers are noted down without going into them in depth just yet.

Next, FITTER-EU and SHARED GREEN DEAL are briefly introduced, emphasising that both initiatives analyse how environmental, economic and technological transformations can have different consequences depending on people's social circumstances. FITTER- EU, for example, analyses vulnerabilities linked to the labour market, economic resources and digital skills from an intersectional perspective.

Phase 2. Analysis of the measure – 25 minutes

The students **organise** themselves **into groups of 4–5 people**. Each group is given at least two different measures or situations, inspired by the areas addressed by the Good Practices. For example:

- Restrictions on private vehicles in certain urban areas.
- Subsidies to replace polluting vehicles with electric vehicles.
- A requirement to improve the energy efficiency of homes.

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- Full digitalisation of a specific public service.
- Automation or digitalisation of certain jobs.
- Changes in energy prices or consumption associated with the green transition.

Each **group** initially **identifies**:

- Purpose of the measure.
- Expected benefits.
- Resources required to benefit from it.
- People or groups who might face greater difficulties.

Phase 3. Social profiles – 30 minutes

Each group is given at least **four different profiles on which to analyse the same measure**. The profiles will combine different variables, for example:

- age;
- gender;
- income level;
- employment status;
- rural/urban area;
- care responsibilities;
- disability;
- digital skills;
- availability of transport;
- type and tenancy status of housing.

The group **analyses how each measure affects each profile**, identifying benefits, challenges and differences. The aim is to show that the effects do not depend solely on the measure or on any single characteristic of the individual, but rather on the interaction between the policy implemented, social conditions and the resources available.

Some **examples of profiles** are provided below; these profiles are for guidance only and may be adapted to the national context, whilst always maintaining the combination of various social dimensions.

| Profile | Description |
|---|---|
| **Profile 1** | A 34-year-old woman living on the outskirts of a large city, with two dependent children under the age of 18; she works part-time and has a lower-middle income. She uses her car daily to commute to work and manage her work and family commitments. |

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| | |
|---|---|
| **Profile 2** | A 67-year-old retired man lives alone in a rural town; he has a limited income and few digital skills. He relies on public transport and carries out most of his administrative tasks in person. |
| **Profile 3** | A 26-year-old woman with a university degree, who rents a flat in a city and works remotely on a fixed-term contract. She has good digital skills but an unstable income and little ability to save. |
| **Profile 4** | A 45-year-old man, an industrial worker, lives with his partner and daughter in their own home in a metropolitan town. He has an average income, basic digital skills and relies on a private car to get to work. |

Phase 4. Intersectional impact matrix – 25 minutes

Each **group draws up a single comparative matrix** that integrates the different measures and profiles analysed. The matrix must include, as a minimum:

| **Profile** | **Measure 1: effects** | **Measure 2: effects** | **Factors explaining the differences** | **Possible adjustment to reduce inequality** |
|---|---|---|---|---|
| Profile A | Benefits / difficulties | Benefits / difficulties | ... | What changes, support or compensatory measures could reduce the unequal effects identified? |
| Profile B | Benefits / difficulties | Benefits / difficulties | ... | |
| Profile C | Benefits / difficulties | Benefits / difficulties | ... | |
| Profile D | Benefits / difficulties | Benefits / difficulties | ... | |

The matrix should make it possible to visualise how the same measure produces different effects depending on the profile, and how the same profile may experience different effects in response to different measures.

To conclude the analysis, each group will identify at least one possible modification, support measure or compensatory measure that could reduce the inequalities identified. The aim is not yet to design a comprehensive intervention, but to move from identifying inequalities towards considering possible equity-oriented responses.

Phase 5. Sharing and comparison – 15 minutes

Each group **briefly presents the measures analysed and the** most significant **differences** found between the profiles.

The teacher guides the comparison by asking **questions** such as:

- Which factors appear most frequently?
- What inequalities already existed before the measure was implemented?
- Does the measure create a new inequality or exacerbate a pre-existing one?

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- Can a policy that produces systematically different effects be considered neutral?

The group discussion enables students to link the case studies to the idea that structural inequalities determine actual access to resources and opportunities.

Phase 6. Wrap-up and individual reflection – 10 minutes

Students **answer a short question individually**: *"Explain, using one of the examples discussed, why treating everyone in the same way does not necessarily guarantee equitable outcomes*."

The teachers conclude by returning to the initial question and linking the conclusions to the concepts *of equality, equity and structural inequality*.

Total duration: 120 minutes.

***10. Methodology***

The activity combines case-based learning, comparative analysis and cooperative work. It takes as its starting point social, environmental or digital measures that appear to be neutral, in order to analyse their effects on diverse groups. The comparison helps participants understand that inequalities do not stem solely from individual characteristics, but from the interaction between social conditions and economic, territorial and institutional structures. The intersectional impact matrix facilitates the visual organisation of the analysis and helps participants move from identifying factors – as covered in Activity 1 – to understanding the mechanisms through which these factors generate or reproduce inequalities.

**11. Strategies used**

List all the strategies to be used during the activity

| | | |
|---|---|---|
| **X Introductory presentation** | **X Individual work** | **X Cooperative work** |
| **X Guided discussion** | **X Case study** | **X Problem-solving** |
| ☐ Role-play / Simulation | **X Analysis of Good Practice** | ☐ Analysis of photographs |
| ☐ Photovoice | ☐ Analysis of videos or documentaries | ☐ Interviews |
| ☐ Creation of infographics | ☐ Podcast production | **X Oral presentations** |

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| | | |
|---|---|---|
| ☐ Gamification | ☐ Service-learning | **X Other: Intersectional impact matrix** |

***12. Final product or evidence***

Please indicate whether the activity requires learners to produce or present a final product or evidence of learning.

☐ The activity does not require a formal product, although brief evidence of participation or reflection may be collected.

**X The activity requires a product or evidence of learning.**

**If so, please specify which one(s):**

| | |
|---|---|
| **X Oral presentation** | ☐ Infographic |
| ☐ Podcast | ☐ Video |
| ☐ Mural | ☐ Essay or written reflection |
| ☐ Recorded debate | ☐ Solved case study |
| ☐ Portfolio | **X Brief reflection** |
| ☐ Concept map | **X Other: Intersectional impact matrix** |
| ☐ Proposal for improvement | |

***13. Assessment***

Does the activity include assessment?

**X Yes** ☐ No (awareness-raising, reflection or non-assessed learning activity)

If you have ticked 'No', you do not need to complete the following sections.

**Evidence of learning (only if the activity is assessable). Select one or more pieces of evidence that demonstrate the achievement of the activity's learning outcomes.**

| | | |
|---|---|---|
| **X Participation in a discussion** | ☐ Solving a case study | ☐ Creation of a product (infographic, podcast, video, etc.) |
| **X Oral presentation** | **X Individual reflection** | **X Group work** |
| ☐ Questionnaire or short test | ☐ Analysis of a Good Practice | ☐ Portfolio |
| **X Other: Intersectional impact matrix** | | |

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**Assessment criteria (only if the activity is assessable)**

- Intersectional impact matrix: adequately analyses and compares the effects of a single measure on different groups, relating them to structural factors.
- Oral presentation: clearly explains and provides a reasoned justification for why the measure analysed may produce unequal effects.
- Individual reflection: demonstrates an understanding of the difference between equality and equity and of the influence of structural conditions on people's opportunities.

***14. Possible adaptations and accessibility measures***

The complexity of the measures and profiles can be adapted to the educational level and context. In vocational training or adult education, situations relevant to everyday life can be selected, such as transport, housing, employment or the digitalisation of services. In online settings, the matrices can be created using collaborative documents. It is recommended that instructions and profiles be provided in accessible formats, that different forms of participation be allowed, and that the profiles avoid reproducing stereotypical associations between certain characteristics and situations of vulnerability.

***15. Guidance for teachers***

Before starting the activity, it is advisable **to briefly explain the green and digital transition**, whilst taking care not to turn the session into a lesson on environmental policies. The focus should remain on its potential social impacts.

The main difficulty may be that students attribute the differences exclusively to personal characteristics. Teachers can encourage analysis by asking: what resources does this person need to adapt? Do they actually have them? What social or geographical conditions limit their options?

It is important to clarify that **the aim is not to question the need for environmental or digital measures, but to understand that their design may incorporate — or ignore — existing inequalities**.

The profiles should be developed without resorting to stereotypes and can be adapted to the national context. As an extension activity, students can research a real-life measure in their local area and then apply the same analytical framework to it.

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**16. Link to the BRIDGE challenge**

This activity explores Social Challenge A1 in greater depth, showing how structural inequalities shape the effects of seemingly neutral policies and social transformations. The comparative analysis helps us to understand how gender, age, economic status, geographical location and other factors interact and create different possibilities for access to resources and opportunities, thereby reinforcing a critical and intersectional understanding of inequality. (A1)

**Activity No. 3**

***1. Name of the activity***

*We see it, but do we recognise it as inequality?*

***2. Brief description***

This activity aims **to identify manifestations of gender inequality and discrimination that may remain normalised** or prove difficult to recognise in educational contexts. Drawing on the FREASCO Good Practice example, students explore its resource base and select situations, behaviours or mechanisms related to sexism, sexual harassment, gender discrimination, homophobic bullying, stereotypes and power relations. They then analyse why some manifestations are easily recognised as inequality whilst others may remain invisible or socially accepted. As a collective output, each group constructs a 'Thermometer of visible and normalised inequalities', justifying the position assigned to each situation and the factors contributing to its normalisation.

FREASCO is particularly well-suited because it addresses these inequalities not as isolated incidents, but as manifestations linked to power imbalances relating to gender, sexual orientation, age and hierarchical position.

***3. Target audience***

- Educational level: Higher Education and Advanced Vocational Training.
- Qualification or subject area (if applicable): Adaptable to different degree programmes and vocational training courses, particularly Social Sciences, Education, Social Work, Social

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Education, Psychology, Sociology, Social Integration, Gender Equality Promotion and related fields.

- Recommended number of participants: 15–30
- Approximate age range, if applicable: 18 years and over

***4. Competences developed***

Please indicate the main competences to be developed (see Annex I).

Select only those competences that are directly developed through the activity. It is recommended that you choose between one and three main competences.

| **A1. Inequalities** | **A2 Institutional frameworks and inclusive practices** | **A3 Educational gaps** | **A4 Intercultural dialogue** | **A5 Discrimination** | **A6 Governance** | **A7 Digital Ecosystem** |
|---|---|---|---|---|---|---|
| ☐ C1.1 | ☐ C2.1 | ☐ C3.1 | ☐ C4.1 | ☐ C5.1 | ☐ C6.1 | ☐ C7.1 |
| ☐ C1.2 | ☐ C2.2 | ☐ C3.2 | ☐ C4.2 | ☐ C5.2 | ☐ C6.2 | ☐ C7.2 |
| X C1.3 | ☐ C2.3 | ☐ C3.3 | ☐ C4.3 | ☐ C5.3 | ☐ C6.3 | ☐ C7.3 |
| ☐ C1.4 | ☐ C2.4 | ☐ C3.4 | ☐ C4.4 | ☐ C5.4 | ☐ C6.4 | ☐ C7.4 |
| | | | | ☐ C5.5 | | |

**Selected competences:** C1.3. Identifying barriers to equity

***5. Learning outcomes***

By the end of the activity, students will be able to:

- Identify manifestations of inequality and discrimination present in educational contexts.
- Distinguish between easily recognisable inequalities and those that may remain normalised or invisible.
- Analyse the social, cultural and institutional factors that contribute to the normalisation of certain situations.
- Link stereotypes, social norms, hierarchies and power relations to the perpetuation of inequalities.
- Critically argue why a particular practice or situation constitutes a barrier to equity.

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***6. Delivery method and duration***

Format: X Face-to-face X Online X Hybrid

Estimated duration of the activity: 120 minutes / 2 hours

***7. Resources required.*** BRIDGE Museum resources used:

| **X Good practice** | **X Resources associated with Good Practice** |
|---|---|
| ☐ Podcast | ☐ Documentary photograph |
| ☐ Video | ☐ Infographic |
| ☐ Other: _____ | |

Title or identification of the resource and link, if applicable: FREASCO – Free from Sexism and Sexual Harassment at School and associated resources available on the BRIDGE Digital Museum. Particular use will be made of the Good Practice Resources Database, which brings together 177 resources from different countries and classifies them by type, target audience and five strategic areas: policies, educational environment, training, implementation activities and leadership. The self-assessment tool and the multilingual guide may also be consulted.

Materials, applications or platforms required, if applicable: access to the BRIDGE Digital Museum and FREASCO resources; devices with an internet connection; sticky notes or cards; a roll of paper, a whiteboard or a collaborative digital tool to create the 'thermometer'.

***8. Prerequisites***

It is recommended that **students are familiar with the basic concepts of structural inequality, gender, discrimination, equity and intersectionality**. No specialist knowledge of gender-based violence or sexual harassment is required, although teachers should clarify these concepts in advance where necessary. Activities 1 and 2 in this guide provide a suitable foundation for carrying out this activity.

***9. Activity procedure***

<u>Phase 1. Introduction: Do we always recognise inequality when we see it? – 15 minutes</u>

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The teacher **poses the following question to** *the* **group**: *Are all forms of inequality and discrimination equally easy to recognise?*

Some initial responses are gathered and **the FREASCO Good Practice is briefly introduced**, explaining that it arose in response to the persistence of sexism, sexual harassment and homophobic bullying in educational institutions and the lack of systematic mechanisms to detect and prevent them.

It is explained that the aim of the activity is not to evaluate FREASCO, but to use its resources to learn how to detect manifestations of inequality that may be socially or institutionally normalised.

Phase 2. Exploring FREASCO – 30 minutes

The students organise themselves into **groups of 4–5 people and explore the Good Practice** and its associated resources. Each group must select at least **five situations, behaviours, practices or mechanisms** related to inequality or discrimination that are reflected in the materials consulted. Efforts should be made to ensure the selection is diverse and may include, for example:

- Gender stereotypes.
- Sexism.
- Sexual harassment.
- Homophobic bullying.
- Discriminatory language or behaviour.
- Inequalities linked to hierarchical relationships.
- Institutional practices that hinder prevention or response.

Students briefly note down what **they have identified and which FREASCO resource they found it in**. This step is important because it ensures that the analysis is based on Good Practice and not merely on opinions or made-up examples.

Phase 3. Analysis of normalisation mechanisms – 25 minutes

Based on the selected situations, **each group analyses**:

- What inequality or discrimination it reflects.
- Which individuals or groups may be affected.
- What factors contribute to that situation persisting or going unnoticed.
- Whether any power relations are involved.

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Students will be able to identify mechanisms such as stereotypes, social norms, gender expectations, language, hierarchies, authority relationships, social tolerance, the absence of procedures or a lack of institutional recognition. The aim is not to find a single correct interpretation, but to provide reasoned arguments for the relationships identified on the basis of the resources consulted.

Phase 4. Thermometer of visible and normalised inequalities – 25 minutes

Each group **places the selected situations on** a continuum:

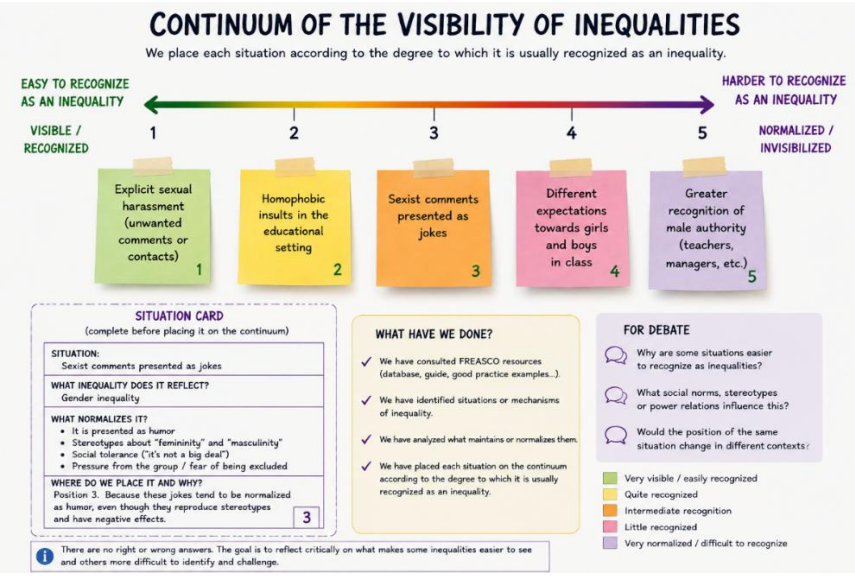
MORE EASILY RECOGNISED AS INEQUALITY ↔ MORE NORMALISED / DIFFICULT TO RECOGNISE

The position assigned to each situation should be accompanied by a brief justification. The scale is not intended to establish an objective or definitive classification. Its purpose is to highlight that the degree to which an inequality is recognised may depend on the social, cultural and institutional context.

It should also be borne in mind that the degree of normalisation may vary according to the historical, cultural, social and institutional context. Therefore, the position assigned to each situation should be understood as a reasoned and contextualised interpretation, rather than as a universal or permanent classification.

Groups may design the thermometer using whichever visual format they consider most appropriate.

Below is an example of the work to be carried out with the thermometer, provided for guidance:




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Phase 5. Comparing thermometers – 15 minutes

The groups observe and compare the different thermometers.

The **teacher selects a few situations that have been placed in different positions and asks**:

- *Why haven't all the groups placed it in the same place?*
- *What makes certain inequalities harder to recognise?*
- *Can a practice be normalised and yet be discriminatory at the same time?*
- *What role do power relations or institutions play in this normalisation?*

The value of this phase lies precisely in the differences in interpretation, which allow us to question what might be considered 'normal' in a given context.

Phase 6. Wrap-up and individual reflection – 10 minutes

Each participant **writes a brief reflection**: *"An inequality can remain normalised when..."* and adds an example discussed during the activity to support their answer.

The lecturers conclude by emphasising that the ability to identify inequalities does not depend solely on their severity, but also on the existence of social norms, stereotypes, power relations and institutional practices that may contribute to rendering them invisible or legitimising them.

Total duration: 120 minutes.

***10. Methodology***

The activity combines guided exploration of resources, cooperative learning, critical analysis and visual classification. Students use evidence and materials compiled by FREASCO to identify manifestations of inequality and analyse the mechanisms that may contribute to their normalisation. The 'thermometer' serves as a tool for critical thinking, as it requires participants to justify why certain situations are more readily recognised as discriminatory than others. Comparisons between groups demonstrate that the perception of inequality is shaped by social norms, stereotypes, power relations and institutional cultures, thereby fostering a critical understanding of the barriers to equity.

**11. Strategies used**

List all the strategies to be used during the activity

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| | | |
|---|---|---|
| **X Introductory presentation** | **X Individual work** | **X Cooperative work** |
| **X Guided discussion** | ☐ Case study | ☐ Problem-solving |
| ☐ Role-play / Simulation | **X Analysis of Good Practice** | ☐ Analysis of photographs |
| ☐ Photovoice | ☐ Analysis of videos or documentaries | ☐ Interviews |
| ☐ Creation of infographics | ☐ Podcast production | **X Oral presentations** |
| ☐ Gamification | ☐ Service-learning | ☐ Other: _____ |

***12. Final product or evidence***

Please indicate whether the activity requires learners to produce or present a final product or evidence of learning.

☐ The activity does not require a formal product, although brief evidence of participation or reflection may be collected.

X The activity requires a product or evidence of learning.

**If so, please specify which one(s):**

| | |
|---|---|
| **X Oral presentation** | ☐ Infographic |
| ☐ Podcast | ☐ Video |
| **X Mural** | ☐ Essay or written reflection |
| ☐ Recorded debate | ☐ Solved case study |
| ☐ Portfolio | **X Brief reflection** |
| ☐ Concept map | ☐ Other: Thermometer of visible and normalised inequalities |
| ☐ Proposal for improvement | |

***13. Assessment***

Does the activity include assessment?

X Yes ☐ No (awareness-raising, reflection or non-assessed learning activity)

If you have ticked 'No', you do not need to complete the following sections.

**Evidence of learning (only if the activity is assessable). Select one or more pieces of evidence that demonstrate the achievement of the activity's learning outcomes.**

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| | | |
|---|---|---|
| **X Participation in a discussion** | ☐ Solving a case study | ☐ Creation of a product (infographic, podcast, video, etc.) |
| **X Oral presentation** | **X Individual reflection** | **X Group work** |
| ☐ Questionnaire or short test | ☐ Analysis of a Good Practice | ☐ Portfolio |
| ☐ Other: Thermometer of visible and normalised inequalities | | |

**Assessment criteria (only if the activity is assessable)**

- **Thermometer**: identifies and contextualises, with supporting arguments, different manifestations of inequality, linking them to factors that may contribute to their visibility or normalisation.
- **Presentation and discussion**: critically justifies the decisions taken and recognises the influence of stereotypes, social norms, hierarchies and power relations.
- **Individual reflection**: explains, in a reasoned manner, how certain inequalities may remain normalised or prove difficult to recognise.

***14. Possible adaptations and accessibility measures***

The selection and complexity of the resources can be adapted for vocational training, secondary education, adult education and community settings. At non-university levels, it is recommended to reduce the number of resources and work with situations closer to everyday experience. In an online setting, the 'thermometer' can be created using a collaborative tool. Materials must be provided in accessible formats and, where audiovisual content is included, accompanied by subtitles or transcripts. Written participation may be permitted as an alternative or complement to oral presentation.

***15. Guidance for teachers***

Before starting the activity, it is advisable **to clarify concepts such as sexism, sexual harassment, homophobia, stereotyping and normalisation**, taking care not to assume that all students interpret them in the same way.

The main difficulty may be that 'normalised' is confused with 'less serious'. It should be explained that the thermometer represents the degree of social recognition of an inequality, not its severity.

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To stimulate discussion, questions such as the following can be used*: why might this situation go unnoticed? Who defines which behaviours are considered normal? What role do hierarchies or power relations play? Would your assessment change in a different context?*

As the activity deals with situations relating to harassment and discrimination, requests for personal experiences, comments that assign blame, or the trivialisation of the situations analysed should be avoided. Teachers should intervene in the event of discriminatory remarks and foster a space for respectful dialogue.

As a follow-up, the thermometer created can be compared with the results or recommendations from the FREASCO self-assessment tool.

**16. Link to the BRIDGE challenge**

This activity addresses Social Challenge A1 by developing the ability to identify inequalities and barriers that may remain normalised in social and educational contexts. The analysis helps participants understand how stereotypes, social norms, hierarchical relationships and institutional structures can contribute to perpetuating discrimination and hinder its recognition, thereby fostering a critical perspective on the mechanisms that underpin structural inequalities. (A1)

**Activity No. 4**

***1. Name of the activity***

*BRIDGE Toolkit: test, choose and transform*

***2. Brief description***

This activity invites students to explore and make direct use of educational resources drawn from three BRIDGE Good Practices: Learn 4 Life, REM and TEMSIC. Organised into workstations, students experiment with materials, methodologies and activities linked to inclusion, participation, cooperative learning, intercultural communication, global citizenship and critical thinking. After comparing the resources used, each group selects one and analyses which elements promote equity, what barriers might arise in other contexts, and what modifications would be necessary to make it more inclusive. As a final product, the group presents a revised version of the resource using the

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'Keep – Modify – Incorporate' sequence, justifying the decisions taken from a perspective of equity and inclusion.

***3. Target audience***

- Educational level: Higher Education and Advanced Vocational Training.
- Qualification or subject area (if applicable): particularly Social Sciences, Education, Social Work, Social Education, Sociology, Psychology, Social Integration, Promotion of Gender Equality and areas related to social, educational and community intervention.
- Recommended number of participants: 15–30
- Approximate age range, if applicable: 18 years and over

***4. Competences developed***

| A1. Inequalities | A2 Institutional frameworks and inclusive practices | A3 Educational gaps | A4 Intercultural dialogue | A5 Discrimination | A6 Governance | A7 Digital Ecosystem |
|---|---|---|---|---|---|---|
| ☐ C1.1 | ☐ C2.1 | ☐ C3.1 | ☐ C4.1 | ☐ C5.1 | ☐ C6.1 | ☐ C7.1 |
| ☐ C1.2 | ☐ C2.2 | ☐ C3.2 | ☐ C4.2 | ☐ C5.2 | ☐ C6.2 | ☐ C7.2 |
| ☐ C1.3 | ☐ C2.3 | ☐ C3.3 | ☐ C4.3 | ☐ C5.3 | ☐ C6.3 | ☐ C7.3 |
| X C1.4 | ☐ C2.4 | ☐ C3.4 | ☐ C4.4 | ☐ C5.4 | ☐ C6.4 | ☐ C7.4 |
| | | | | ☐ C5.5 | | |

**Selected competences:** C1.4. Designing proposals for equity and inclusion

***5. Learning outcomes***

By the end of the activity, students will be able to:

- Identify elements of educational resources that promote equity, inclusion and participation.
- Analyse potential barriers that may hinder the participation of different individuals or groups in an educational activity.
- Compare resources and methodologies drawn from different examples of Good Practice.

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- Design adaptations that improve the accessibility, equity and inclusion of an educational resource.
- Justify the proposed modifications, taking into account different needs and contexts.

***6. Delivery method and duration***

Format: X Face-to-face X Online X Hybrid

Estimated duration of the activity: 120 minutes / 2 hours

***7. Resources required.*** BRIDGE Museum resources used:

| | |
|---|---|
| **X Good practice** | **X Resources associated with Good Practice** |
| ☐ Podcast | ☐ Documentary photograph |
| ☐ Video | ☐ Infographic |
| ☐ Other: _____ | |

Title or identification of the resource and link, if applicable:

- Learn 4 Life: offers methodological guides, educational materials and audiovisual resources aimed at professionals working with young refugees and migrants, with content relating to intercultural communication, trauma-informed approaches, inclusive participation and the use of sport and non-formal education as tools for inclusion.
- REM has an e-booklet of over 200 pages, available in five languages and comprising 12 training modules adaptable to different contexts. Its methodologies include cooperative learning, oral autobiographical storytelling, working with groups of varying abilities and cultural mediation.
- TEMSIC – Transformative Educational Methods for Social Inclusion and Global Citizenship provides four methodological guides on educational games, co-education, critical thinking and social-emotional learning, alongside four cooperative games designed to promote social inclusion and global citizenship.

Materials, applications or platforms required, if applicable: access to the BRIDGE Digital Museum and associated resources; devices with an internet connection; station analysis sheet; 'Keep – Modify – Incorporate' template; paper, card or a collaborative digital tool.

***8. Prerequisites***

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To carry out the activity**, students must have a basic understanding of structural inequality, equity, inclusion, intersectionality and barriers to equal opportunities**.

If the activity forms part of the BRIDGE Guide's learning pathway, these concepts will have been covered in previous activities.

If used independently, teachers should briefly introduce these concepts at the start, emphasising in particular that an activity which appears to be open to everyone can have unequal effects if it does not take into account different needs, circumstances and existing barriers.

No prior knowledge of the Good Practices or their resources is required.

***9. Activity procedure***

Phase 1. Introduction: Does a good resource work the same for everyone? – 15 minutes

The teacher **poses the question**: *Will an educational resource that works well in one context necessarily work in the same way for any group?*

Following a brief group discussion, the idea is introduced that a proposal may be useful and yet still require adaptations to address different needs and barriers.

If the activity is carried out independently, the teacher briefly introduces the concepts of structural inequality, equity, inclusion and intersectionality, placing particular emphasis on the fact that equal access does not always imply real equality of opportunity or participation.

**The three examples** of **Good Practice are presented** and **the** 'station' **activity** is **explained**.

Phase 2. BRIDGE stations: exploring and experimenting – 45 minutes

Students organise themselves into **groups of 4–5 people**. Three stations are set up, one for each Good Practice. Each group spends approximately 15 minutes at each station.

**Station 1. Learn 4 Life**. The group explores a resource or activity related to grassroots sport, non-formal education, participation, intercultural communication or the inclusion of young people. They must identify what the resource offers and what conditions encourage participation.

**Station 2. REM**. The group works with an activity or excerpt from one of the modules in the E-booklet, particularly those linked to cooperative learning, autobiographical storytelling, intercultural dialogue or cultural mediation. The students analyse how the participation of diverse groups is encouraged and what role the participants' experiences and knowledge play.

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**Station 3. TEMSIC**. The group tries out one of its cooperative games or an activity from the methodological guides on co-education, critical thinking, social-emotional learning or education through play. TEMSIC provides materials specifically designed to address issues such as gender, cultural diversity, sustainability and inequality in a participatory manner.

At **each station, the group completes a short worksheet**:

| After using the resource… | Analysis |
|---|---|
| What have we done? | |
| What inequality or barrier might it help to address? | |
| How does it contribute to promoting equity or inclusion? | |
| Who might find it difficult to take part? | |
| Which aspect might need adapting? | |

Phase 3. Compare and choose – 15 minutes

After completing the three stations, each group compares the resources used and must **select one** of them based on two criteria:

- Its potential to promote equity and inclusion.
- The potential for adaptation to other contexts or groups.

The choice must be briefly justified. The aim is not to determine which is the 'best' resource, but to understand that different methodologies can meet different needs.

Phase 4. Adapting the resource – 30 minutes

Each group **analyses the selected resource,** imagining that it will be used with a group characterised by high levels of social, cultural, economic and educational diversity.

The **teacher sets the task**: *What would we need to do to ensure this resource could be used in a more equitable and inclusive way with people from different backgrounds and with different needs?*

Each group **draws up its proposal using the template**:

| TRANSFORMED BRIDGE RESOURCE | | |
|---|---|---|
| **WE KEEP** | **WE MODIFY** | **WE INCORPORATE** |

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| | | |
|---|---|---|
| Which elements of the resource work well and do we want to keep? | Which elements might create barriers, and how would we change them? | What would we add to better meet different needs? |
| Why do they promote inclusion? | Which barriers do we aim to reduce? | What improvements does it bring in terms of equity or inclusion? |
| Which element or piece of evidence from the Good Practice justifies retaining this aspect? | What element or evidence of Good Practice justifies modifying this aspect? | What element or evidence identified justifies incorporating this aspect? |

The changes may relate, amongst other things, to:

- language;
- accessibility;
- methods of participation;
- organisation of groups;
- times;
- materials;
- cultural diversity;
- gender perspective;
- different educational levels;
- language difficulties;
- participation in decision-making.

Students must justify each decision on the basis of criteria of equity and inclusion.

Wherever possible, decisions should also be based on the elements, resources or evidence available in the Good Practice case study analysed, ensuring that adaptations are not based solely on personal impressions.

Phase 5. Presentation: before and after – 10 minutes

Each group **gives a brief presentation**:

**Original resource → potential barriers → what to retain → what to change → what to incorporate**.

The rest of the students may ask a question or make a comment on the proposal.

The teacher guides the discussion towards a central question: *What changes make the resource more equitable and inclusive without losing what originally made it valuable?*

Phase 6. Wrap-up and individual reflection – 5 minutes

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Each **participant completes:**

***"Adapting a resource with equity in mind does not mean…, but rather…"***

and mentions a specific modification discussed during the activity.

The teacher concludes by emphasising that educational methodologies and resources are neither neutral nor universal: their capacity for inclusion also depends on how they are adapted to the characteristics, needs and barriers present in each context.

Total duration: 120 minutes.

### *10. Methodology*

The activity combines experiential learning, station-based work, cooperative learning, resource analysis and the design of improvements. Students directly use materials developed through BRIDGE Good Practices and reflect on their possibilities and limitations from a perspective of equity and inclusion. Rotating through the stations encourages the comparison of different methodologies, whilst the adaptation of one of the resources places students in an active decision-making role. The 'experiment–analyse–compare–transform' process enables Competency C1.4 to be developed in a practical way, avoiding an abstract design of interventions and linking proposals for improvement to existing educational resources.

### 11. Strategies used

List all the strategies to be used during the activity

| | | |
|---|---|---|
| **X Introductory presentation** | **X Individual work** | **X Cooperative work** |
| **X Guided discussion** | ☐ Case study | ☐ Problem-solving |
| ☐ Role-play / Simulation | **X Analysis of Good Practice** | ☐ Analysis of photographs |
| ☐ Photovoice | ☐ Analysis of videos or documentaries | ☐ Interviews |
| ☐ Creation of infographics | ☐ Podcast production | **X Oral presentations** |
| ☐ Gamification | ☐ Service-learning | ☐ Other: _____ |

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***12. Final product or evidence***

Please indicate whether the activity requires learners to produce or present a final product or evidence of learning.

☐ The activity does not require a formal product, although brief evidence of participation or reflection may be collected.

X The activity requires a product or evidence of learning.

**If so, please specify which one(s):**

| | |
|---|---|
| **X Oral presentation** | ☐ Infographic |
| ☐ Podcast | ☐ Video |
| ☐ Mural | ☐ Essay or written reflection |
| ☐ Recorded debate | ☐ Oral presentation |
| ☐ Portfolio | ☐ Solved case study |
| ☐ Concept map | **X Brief reflection** |
| ☐ Proposal for improvement | **X Other: Adapted BRIDGE resource – Keep / Modify / Incorporate** |

***13. Assessment***

Does the activity include assessment?

X Yes ☐ No (awareness-raising, reflection or non-assessed learning activity)

If you have ticked 'No', you do not need to complete the following sections.

**Evidence of learning (only if the activity is assessable). Select one or more pieces of evidence that demonstrate the achievement of the activity's learning outcomes.**

| | | |
|---|---|---|
| **X Participation in a discussion** | ☐ Solving a case study | ☐ Creation of a product (infographic, podcast, video, etc.) |
| **X Oral presentation** | ☐ Individual reflection | **X Group work** |
| ☐ Questionnaire or short test | **X Analysis of a Good Practice** | ☐ Portfolio |
| **X Other: Adapted BRIDGE resource** | | |

**Assessment criteria (only if the activity is assessable)**

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- **Work at the stations**: adequately identifies the contributions and possible limitations of the resources analysed from a perspective of equity and inclusion.
- **Adapted resource**: proposes coherent modifications that reduce potential barriers and take into account different needs and conditions for participation.
- **Oral presentation**: clearly justifies which elements are retained, modified and incorporated, and how these relate to equity and inclusion.
- **Individual reflection**: understands that adapting a resource must respond to the characteristics of the context and not be limited to mechanically reproducing an existing proposal.

***14. Possible adaptations and accessibility measures***

The activity can be adapted for Secondary Education, Sixth Form, Vocational Training, adult education and community settings.

In Secondary Education and Sixth Form, it is recommended that teachers pre-select the specific resources for each station, reduce their length and provide brief, accessible instructions for experimenting with them. The number of stations can also be reduced, or the activity can be carried out using just two resources.

In the online format, the stations can be organised using virtual rooms and collaborative documents.

Materials should be provided in accessible formats, using subtitles or transcripts where appropriate, clear language and alternatives to activities that may present physical, sensory, linguistic or communicative barriers. Tasks within groups can be distributed to allow for different forms of participation.

***15. Guidance for teachers***

Before beginning, teachers should check that students understand the concepts of equity, inclusion, structural inequality and barriers to participation. If the activity is used as a stand-alone exercise, these concepts should be briefly introduced during the first phase.

It is important to select in advance resources from Learn 4 Life, REM and TEMSIC that can be explored or analysed in around 15 minutes, avoiding materials that are too lengthy.

During the analysis, teachers may ask questions such as: Who can easily take part? Who might encounter barriers? What assumptions does this resource make about the participants? What would need to be changed to use it in a different context?

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Care should be taken to ensure that learners do not interpret the adaptation as a correction of 'bad practice'. The resources have been created for specific contexts, and the key is to understand that their use in other scenarios requires contextualisation.

In activities based on personal stories or sensitive content, students should not be required to disclose their own experiences.

**16. Link to the BRIDGE challenge**

This activity addresses Social Challenge A1 by applying the analysis of structural inequalities to the design of more equitable and inclusive educational responses. Experimenting with and adapting resources enables the identification of potential barriers to participation and the proposal of modifications that take into account different social, cultural, economic or educational needs and conditions, thereby promoting contextualised responses to inequality. (A1)

**Activity No. 5**

***1. Name of the activity***

*Beyond what we see*

***2. Brief description***

The activity uses the documentary photographs from Social Challenge A1 to explore how we observe, interpret and react to situations of inequality. Students initially analyse the images without knowing their titles or descriptions, distinguishing between what they can observe, what they interpret and what they assume without sufficient information. They then compare their interpretation with the descriptions provided by the BRIDGE Museum to identify structural and intersectional factors that may have gone unnoticed. The activity concludes with photograph 10, which is designed to encourage reflection on how to transform the conditions that generate inequality, and with an individual reflection on the emotions, lessons learnt and changes in their own way of viewing inequalities.

***3. Target audience***

- Educational level: Higher Education and Advanced Vocational Training.

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- Qualification or subject area (if applicable): Social Sciences, Education, Social Work, Social Education, Sociology, Psychology, Law, Social Inclusion, Promotion of Gender Equality and related fields.
- Recommended number of participants: 15–30
- Approximate age range, if applicable: 18 years and over

***4. Competences developed***

Please indicate the main competences to be developed (see Annex I).

Select only those competences that are directly developed through the activity. It is recommended that you choose between one and three main competences.

| A1. Inequalities | A2 Institutional frameworks and inclusive practices | A3 Educational gaps | A4 Intercultural dialogue | A5 Discrimination | A6 Governance | A7 Digital Ecosystem |
|---|---|---|---|---|---|---|
| ☐ C1.1 | ☐ C2.1 | ☐ C3.1 | ☐ C4.1 | ☐ C5.1 | ☐ C6.1 | ☐ C7.1 |
| ☐ C1.2 | ☐ C2.2 | ☐ C3.2 | ☐ C4.2 | ☐ C5.2 | ☐ C6.2 | ☐ C7.2 |
| X C1.3 | ☐ C2.3 | ☐ C3.3 | ☐ C4.3 | ☐ C5.3 | ☐ C6.3 | ☐ C7.3 |
| X C1.4 | ☐ C2.4 | ☐ C3.4 | ☐ C4.4 | ☐ C5.4 | ☐ C6.4 | ☐ C7.4 |
| | | | | ☐ C5.5 | | |

**Selected competences:** C1.3. Identifying barriers to equity and C1.4. Developing proposals for equity and inclusion

***5. Learning outcomes***

By the end of the activity, students will be able to:

- Identify manifestations of inequality and barriers to equity present in different social situations depicted visually.
- Distinguish between observable elements, interpretations and personal assumptions when analysing situations of inequality.
- Analyse how social, economic, cultural, geographical, gender, disability or migration-related factors can interact and create unequal conditions.

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- Question explanations of inequality that focus solely on the individual, recognising the influence of structural barriers and conditions.
- Reflect on their own reactions, emotions and ways of viewing inequality, appreciating the importance of a critical, respectful and equity-oriented perspective.

***6. Delivery method and duration***

Format: X Face-to-face X Online X Hybrid

Estimated duration of the activity: 120 minutes / 2 hours

***7. Resources required.*** BRIDGE Museum resources used:

☐ Good practice
☐ Podcast
☐ Video
☐ Other: _____
☐ Resources associated with Good Practice
**X Documentary photograph**
☐ Infographic

Title or identification of the resource and link, if applicable:

- Documentary Photography Collection – Social Challenge A1
- Materials, applications or platforms required, if applicable: Access to the BRIDGE Digital Museum.
- Photographs 1–10 from Social Challenge A1.
- Photographs initially provided without titles or descriptions.
- Visual analysis worksheet for groups.
- Paper, sticky notes or a collaborative digital tool.
- Individual final reflection sheet.

***8. Prerequisites***

No specialist knowledge is required. It is recommended that **students have a basic understanding of the concepts of inequality, equality, equity and inclusion**. If the activity is carried out independently, teachers may briefly introduce these concepts before beginning. It is not necessary to explain in advance all the dimensions of inequality depicted in the photographs, as identifying and analysing them form part of the learning process.

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***9. Activity procedure***

Phase 1. Observe before interpreting – 15 minutes

The teacher **briefly introduces Social Challenge A1 and explains that the class will be working with documentary photographs** created specifically for the BRIDGE Museum.

Before showing the captions or descriptions, **the teacher poses the question**: *Do we see only what is in an image, or do we also draw on our experiences, knowledge and prior ideas when interpreting it?*

A fundamental distinction for the whole activity is introduced: *observing is not the same as interpreting*.

Students make an initial **individual observation of several photographs and note down words, ideas or feelings that they evoke**, without needing to share them just yet.

Phase 2. What we see, what we interpret and what we assume – 30 minutes

**Groups of 4–5 people** are formed. Each group is given **three different photographs, without titles or descriptions**. Care will be taken to ensure that the images assigned represent different aspects of Social Challenge A1.

For each photograph, they will complete:

| WHAT WE SEE | WHAT WE INTERPRET | WHAT WE CANNOT KNOW |
|---|---|---|
| What elements can we observe directly? People, spaces, actions, objects, positions… | What inequality or barrier do we think it might represent? What factors might be at play? | What are we assuming without having sufficient information? What other explanations might there be? |

Teachers will emphasise that the aim is not to find a 'correct' interpretation straight away, but to make visible the process by which we construct meaning from an image.

Phase 3. Discovering another interpretation – 25 minutes

The groups **now access the title and description from the BRIDGE Museum** corresponding to their photographs. They compare the two interpretations and answer these four questions:

- What had we identified?
- What had we not seen?
- What had we assumed?

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- What changes when we analyse the scene from a structural and intersectional perspective?

Each group **selects one of their photographs to explain** to the rest of the class the most significant change that has occurred between their initial interpretation and their subsequent analysis.

Phase 4. Sharing different perspectives – 20 minutes

Each group **briefly presents the photograph they have chosen and explains**:

- What they initially interpreted.
- Which structural or intersectional elements they subsequently identified.
- Which initial assumptions or interpretations they had to revise.

The teaching staff bring together the groups' contributions and identify common themes: unequal distribution of resources, territory, gender, care, accessibility, migration status, cultural diversity, institutional barriers, etc.

The aim is not to establish a single interpretation of each image, but to learn to distinguish between well-founded interpretations and assumptions that cannot be sustained solely on the basis of what has been observed.

Phase 5. From identifying inequality to transforming conditions – 15 minutes

**Photograph 10**: 'Different forms of support, shared opportunities' is shown to the whole group.

This photograph deliberately concludes the collection by showing an environment in which accessibility, communication supports, linguistic diversity, work-life balance and different forms of participation are integrated as part of the way the space functions.

The teacher **asks**:

- What has changed here compared to the previous situations?
- What barriers seem to have been removed or reduced?
- Why does offering different forms of support not mean treating people unfairly?
- Which elements of this image could we apply to other contexts we have analysed?

This introduces the idea that **equity does not necessarily mean providing the same thing to everyone, but rather transforming conditions and providing the necessary support** to broaden opportunities for participation.

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Phase 6. What an image made me think and feel – 15 minutes

Each student selects, from among the photographs observed, the one that has struck them the most.

**Individually, they complete**:

- The photograph that spoke to me the most was…
- When I saw it for the first time, I thought or felt…
- After analysing it, I realised that…
- Something I've had to question or look at in a different light has been…
- From now on, when I observe a situation of inequality, I will try to…

This reflection does not need to be shared publicly unless the person wishes to do so.

The teaching staff conclude by pointing out that understanding inequalities requires knowledge and analytical skills, but also sensitivity, openness and a willingness to question our own interpretations and engage with realities different from our own.

### *10. Methodology*

The activity combines visual analysis, cooperative learning, critical reflection and individual work. Documentary photography is used as a catalyst to distinguish between observation, interpretation and assumptions, encouraging a structural and intersectional analysis of inequalities. The contrast between initial interpretations and the descriptions provided by the BRIDGE Museum enables participants to re-examine individualistic explanations and recognise social and institutional barriers. Photograph 10 introduces a transformative perspective geared towards equity. The final individual reflection incorporates the attitudinal dimension of learning, promoting sensitivity, openness, the questioning of prejudices and a willingness to re-examine one's own perspective, without requiring the sharing of personal experiences.

### 11. Strategies used

List all the strategies to be used during the activity

| | | |
|---|---|---|
| **X Introductory presentation** | **X Individual work** | **X Cooperative work** |
| **X Guided discussion** | ☐ Case study | ☐ Problem-solving |
| ☐ Role-play / Simulation | ☐ Analysis of Good Practice | **X Analysis of photographs** |
| ☐ Photovoice | ☐ Analysis of videos or documentaries | ☐ Interviews |

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| | | |
|---|---|---|
| ☐ Creation of infographics | ☐ Podcast production | ☐ Oral presentations |
| ☐ Gamification | ☐ Service-learning | ☐ Other: _____ |

***12. Final product or evidence***

Please indicate whether the activity requires learners to produce or present a final product or evidence of learning.

☐ The activity does not require a formal product, although brief evidence of participation or reflection may be collected.

X The activity requires a product or evidence of learning.

**If so, please specify which one(s):**

| | |
|---|---|
| ☐ Oral presentation | ☐ Infographic |
| ☐ Podcast | ☐ Video |
| ☐ Mural | ☐ Essay or written reflection |
| ☐ Recorded debate | ☐ Oral presentation |
| ☐ Portfolio | ☐ Solved case study |
| ☐ Concept map | **X Brief reflection** |
| ☐ Proposal for improvement | ☐ Other: _____ |

***13. Assessment***

Does the activity include assessment?

☐ Yes X No (awareness-raising, reflection or non-assessed learning activity). Although the group worksheet ‘What we see – What we interpret – What we cannot know’ is used during the activity and the individual reflection ‘What an image made me think and feel’ is carried out, both serve as tools to facilitate analysis and reflection, not as assessable outputs. The individual reflection may be kept by the students themselves and does not need to be handed in or shared.

If you have ticked ‘No’, you do not need to complete the following sections.

**Evidence of learning (only if the activity is assessable). Select one or more pieces of evidence that demonstrate the achievement of the activity’s learning outcomes.**

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| | | |
|---|---|---|
| ☐ Participation in a discussion | ☐ Solving a case study | ☐ Creation of a product (infographic, podcast, video, etc.) |
| ☐ Oral presentation | ☐ Individual reflection | ☐ Group work |
| ☐ Questionnaire or short test | ☐ Analysis of a Good Practice | ☐ Portfolio |
| ☐ Other: _____ | | |

**Assessment criteria (only if the activity is assessable)**

Set out between 3 and 5 assessment criteria consistent with the learning outcomes.

***14. Possible adaptations and accessibility measures***

The activity can be adapted for Secondary Education, Sixth Form, Vocational Training, adult education and community settings by reducing the number of photographs and adjusting the analysis questions. For lower educational levels, it is recommended to initially select images with more visually obvious barriers before tackling more complex situations.

The photographs must have alternative text descriptions for people with visual impairments. In these cases, it is also possible to critically examine how a verbal description influences the interpretation of an image. In an online setting, the photographs and worksheets can be integrated into an accessible collaborative tool. The final reflection may be completed in writing, as an audio recording or in another accessible format.

***15. Guidance for teachers***

Before beginning, it is advisable to explain the difference between observing, interpreting and making assumptions, whilst avoiding providing an interpretation of the photographs in advance. A common difficulty will be that students attribute characteristics, intentions or personal situations to those depicted; these responses can be used to ask: what do we actually see? What are we assuming? What other explanation might be possible?

The images depict fictional situations created for educational purposes and should not be used to make generalisations about groups. It is recommended that the discussion avoids perpetuating stereotypes or discriminatory language, and that students are not asked to share personal experiences relating to inequality, discrimination or exclusion. The activity should not be used to

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assess students' opinions, emotions or personal views. The individual reflection is a space for self-reflection and does not need to be handed in or shared. Teachers should foster a climate of respect in which it is possible to express different perceptions, review interpretations and question assumptions without requiring students to share personal experiences.

**16. Link to the BRIDGE challenge**

The activity addresses Social Challenge A1 by using documentary photography to identify and analyse different manifestations of structural and intersectional inequality. The contrast between observation, interpretation and assumptions enables students to recognise barriers and challenge individualistic explanations, whilst the final reflection fosters a critical and sensitive attitude towards inequality. Photograph 10 directs learning towards equity and the transformation of the conditions that limit participation. (A1)

**Activity No. 6**

***1. Name of the activity***

*Equality or equity? Put yourself to the test*

***2. Brief description***

A gamified activity to apply the learning from Social Challenge A1 **through a Kahoot quiz** based on everyday situations relating to structural inequalities, equity, intersectionality and barriers to inclusion. Students respond individually to different scenarios and, after each question, compare and justify their answers through a brief guided discussion. Subsequently, in small groups, they design new questions that present situations in which a measure that appears to treat everyone equally may produce unequal outcomes. The activity concludes with a group discussion aimed at summarising the key learning points from the challenge.

***3. Target audience***

- Educational level: Higher Education and Advanced Vocational Training.

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- Qualification or subject area (if applicable): Social Sciences, Education, Social Work, Social Education, Sociology, Psychology, Law, Social Inclusion, Promotion of Gender Equality and related fields.
- Recommended number of participants: 15–30
- Approximate age range, if applicable: 18 years and over

***4. Competences developed***

Please indicate the main competences to be developed (see Annex I).

Select only those competences that are directly developed through the activity. It is recommended that you choose between one and three main competences.

| **A1. Inequalities** | **A2 Institutional frameworks and inclusive practices** | **A3 Educational gaps** | **A4 Intercultural dialogue** | **A5 Discrimination** | **A6 Governance** | **A7 Digital Ecosystem** |
|---|---|---|---|---|---|---|
| X C1.1 | ☐ C2.1 | ☐ C3.1 | ☐ C4.1 | ☐ C5.1 | ☐ C6.1 | ☐ C7.1 |
| X C1.2 | ☐ C2.2 | ☐ C3.2 | ☐ C4.2 | ☐ C5.2 | ☐ C6.2 | ☐ C7.2 |
| X C1.3 | ☐ C2.3 | ☐ C3.3 | ☐ C4.3 | ☐ C5.3 | ☐ C6.3 | ☐ C7.3 |
| ☐ C1.4 | ☐ C2.4 | ☐ C3.4 | ☐ C4.4 | ☐ C5.4 | ☐ C6.4 | ☐ C7.4 |
| | | | | ☐ C5.5 | | |

**Selected competences:** C1.1. Knowledge of fundamental concepts; C1.2. Understanding of structural inequalities; and C1.3. Identification of barriers to equity

***5. Learning outcomes***

By the end of the activity, students will be able to:

- Distinguish between equality and equity when analysing social and educational situations.
- Identify structural factors that may generate or perpetuate inequalities.
- Recognise social, economic, territorial, cultural, institutional or accessibility barriers that limit opportunities and participation.
- Analyse how different factors may interact and produce unequal effects on individuals and groups.

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- Explain why a measure that appears to be egalitarian or neutral does not necessarily guarantee equitable outcomes.

***6. Delivery method and duration***

Format: X Face-to-face X Online X Hybrid

Estimated duration of the activity: 120 minutes / 2 hours

***7. Resources required.*** BRIDGE Museum resources used:

☐ Good practice
☐ Podcast
☐ Video
☐ Resources associated with Good Practice
☐ Documentary photograph
☐ Infographic
**X Other: Kahoot BRIDGE: Equality or equity? Test yourself**

Title or identification of the resource and link, if applicable:

https://create.kahoot.it/share/igualdad-o-equidad-ponte-a-prueba/aa62b7eb-f515-4f5b-be44-ec8de2be839a (SPANISH VERSION)

https://create.kahoot.it/share/equality-or-equity-test-yourself/cd505390-4476-4504-a7cb-6016df7dc6cf (ENGLISH VERSION)

Materials, applications or platforms required, if applicable:

- Kahoot platform.
- Computer with an internet connection.
- Projector or screen for face-to-face sessions.
- Mobile phone, tablet or computer for students.
- Internet connection.
- Paper or digital medium for creating new questions.

***8. Prerequisites***

It is recommended that students have a basic understanding of the concepts of structural inequality, equality, equity, inclusion and intersectionality. If the activity is used to conclude Social Challenge A1, these concepts will have been covered previously. If it is carried out independently, as an introduction

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to a subsequent task, the teacher should provide a brief conceptual introduction before starting the Kahoot.

***9. Activity procedure***

Phase 1. Equality or equity? – 10 minutes

The teacher **briefly presents the aim of the activity and reviews the concepts of equality, equity, structural inequality, intersectionality and barriers to inclusion**. They explain that the Kahoot will not be used as a test, but as a tool for making decisions, comparing viewpoints and justifying answers.

The teacher **accesses the Kahoot via the link available on the BRIDGE Museum website and starts a session**. The platform generates a PIN or QR code which is shared with the students so they can access it from their devices.

Phase 2. Test yourself – 30 minutes

Students **answer the 11 questions in the Kahoot individually**. The questions present situations relating to:

- Equality and equity.
- Individual and structural causes.
- Geographical barriers.
- Access to services.
- Intersectionality.
- Gender and care.
- Disability and accessibility.
- Educational and social opportunities.
- Participation and inclusion.

After each question, the teacher does not simply show the correct answer, but **spends a few minutes discussing the result**.

They might ask:

- Why did you choose that answer?
- Why might another option have seemed appropriate?
- Where is the barrier?
- Is this an individual or a structural issue?

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- Does the same measure necessarily have the same effect on everyone?

The Kahoot score serves solely as a motivational tool.

Phase 3. Now it's our turn to come up with the questions – 25 minutes

**Groups of 4–5 people** are formed. Each group is given the following challenge: *Come up with a scenario in which treating everyone the same does not necessarily guarantee equal opportunities.*

Each group must create a Kahoot-style question, with:

- A brief question.
- Four possible answers.
- An answer considered the most appropriate.
- A brief explanation.
- The inequality, structural factor or barrier it aims to represent.

Participants are encouraged to use contexts other than those featured in the Kahoot: education, employment, housing, social participation, public services, culture, sport, mobility, technology, etc.

Phase 4. Let's play with our questions – 15 minutes

**Each group presents its question and the four options**.

The rest of the class selects an answer – via Kahoot, if the teacher has added the questions, or by a direct vote – and the option proposed by the group is then revealed.

The group explains which barrier or inequality they intended to represent and why they consider one answer to be more appropriate than the others.

It is not essential to enter the questions into Kahoot during the session itself; they can be projected onto a screen or posed orally to keep the activity simple.

Phase 5. A takeaway idea – 10 minutes

The teacher poses the following **reflective question**: *Following this activity, what idea best explains how we should understand inequality?* Based on the answers, a brief group discussion takes place.

To conclude, the **teacher asks**: *What should we ask ourselves from now on when a measure, rule or situation appears to be the same for everyone?*

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**The central idea is summarised**: *Understanding inequality requires looking not only at people, but also at the conditions, barriers and structures that influence their opportunities.*

***10. Methodology***

The activity uses gamification as a strategy to apply and consolidate learning related to structural and intersectional inequalities. Kahoot presents brief scenarios that require decision-making and the application of concepts to specific contexts. The discussion following each question transforms the quiz into a space for debate and shared learning. In a second phase, students move from answering questions to creating scenarios, thereby promoting understanding and the transfer of learning. The methodology combines individual participation, guided discussion and cooperative learning, using the competitive element solely as a motivational tool rather than as an assessment mechanism.

**11. Strategies used**

List all the strategies to be used during the activity

| | | |
|---|---|---|
| **X Introductory presentation** | ☐ Individual work | **X Cooperative work** |
| **X Guided discussion** | ☐ Case study | **X Problem-solving** |
| ☐ Role-play / Simulation | ☐ Analysis of Good Practice | ☐ Analysis of photographs |
| ☐ Photovoice | ☐ Analysis of videos or documentaries | ☐ Interviews |
| ☐ Creation of infographics | ☐ Podcast production | **X Oral presentations** |
| X Gamification | ☐ Service-learning | ☐ Other: _____ |

***12. Final product or evidence***

Please indicate whether the activity requires learners to produce or present a final product or evidence of learning.

X The activity does not require a formal product, although brief evidence of participation or reflection may be collected.

☐ The activity requires a product or evidence of learning.

**If so, please specify which one(s):**

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| | |
|---|---|
| ☐ Oral presentation | ☐ Infographic |
| ☐ Podcast | ☐ Video |
| ☐ Mural | ☐ Essay or written reflection |
| ☐ Recorded debate | ☐ Oral presentation |
| ☐ Portfolio | ☐ Solved case study |
| ☐ Concept map | ☐ Brief reflection |
| ☐ Proposal for improvement | ☐ Other: _____ |

***13. Assessment***

Does the activity include assessment?

☐ Yes X No (awareness-raising, reflection or non-assessed learning activity)

If you have ticked 'No', you do not need to complete the following sections.

**Evidence of learning (only if the activity is assessable). Select one or more pieces of evidence that demonstrate the achievement of the activity's learning outcomes.**

| | | |
|---|---|---|
| ☐ Participation in a discussion | ☐ Solving a case study | ☐ Creation of a product (infographic, podcast, video, etc.) |
| ☐ Oral presentation | ☐ Individual reflection | ☐ Group work |
| ☐ Questionnaire or short test | ☐ Analysis of a Good Practice | ☐ Portfolio |
| ☐ Other: _____ | | |

**Assessment criteria (only if the activity is assessable)**

Set out between 3 and 5 assessment criteria consistent with the learning outcomes.

***14. Possible adaptations and accessibility measures***

The activity can be adapted to different educational levels by reducing the number of questions or simplifying the scenarios presented. The Kahoot can be carried out individually or in teams when not everyone has access to a device or an internet connection.

The questions and answers must also be visible on a shared screen and, where necessary, read aloud. The response time will be extended for students who require more time for reading or processing. If there are digital or accessibility barriers, the quiz can be conducted using cards, a show

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of hands or a presentation, ensuring that the use of technology does not itself become a barrier to participating in the activity.

***15. Guidance for teachers***

Before starting the activity, check that you can access Kahoot and display the PIN or QR code generated for the session. The aim is not to reward speed or identify who scores the highest, but to use the answers to encourage critical thinking.

It is particularly important to pause when answers are split and to ask for the reasoning behind each choice. Avoid presenting situations as automatic associations between certain groups and inequality; the analysis should focus on conditions and barriers, not on attributing shortcomings to individuals.

If any question gives rise to differing views, use the disagreement as an opportunity to distinguish between formal equality, equity, barriers and structural causes. Questions created by the students can be kept for future sessions.

**16. Link to the BRIDGE challenge**

This activity addresses Social Challenge A1 by applying the concepts of structural inequality, intersectionality and equity to everyday situations. Through decision-making and reasoning, students identify barriers and understand why measures that appear equal or neutral may have different effects depending on social, economic, geographical, cultural or personal circumstances. (A1)

## SUPPLEMENTARY RESOURCES

Crenshaw, Kimberlé Williams. (1991). Mapping the margins: Intersectionality, identity politics, and violence against women of color. Stanford Law Review, 43(6), 1241–1299. https://doi.org/10.2307/1229039.

- ✓ This is an essential reference for understanding intersectionality and how different social positions can accumulate and produce specific forms of inequality.

Eurofound. (2013). Quality of life in Europe: Social inequalities. Publications Office of the European Union.

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https://www.eurofound.europa.eu/en/publications/all/quality-life-europe-social-inequalities

- ✓ It analyses social inequalities in Europe in areas such as health, standard of living, employment, and family and social life. It examines how factors such as gender, age, disability, employment and citizenship influence these inequalities, making it particularly useful for exploring the multidimensional and intersectional nature of inequalities.

Eurofound. (2013). Quality of life in Europe: Social inequalities. Publications Office of the European Union. https://www.eurofound.europa.eu/en/publications/all/quality-life-europe-social-inequalities

- ✓ It analyses social inequalities in Europe in areas such as health, standard of living, work, and family and social life. It examines how factors such as gender, age, disability, employment and citizenship influence these inequalities, making it particularly useful for exploring the multidimensional and intersectional nature of inequalities.

Eurofound. (2018). Social cohesion and well-being in Europe. Publications Office of the European Union. https://doi.org/10.2806/261816; https://www.eurofound.europa.eu/en/publications/all/social-cohesion-and-well-being-europe

- ✓ This study examines the relationship between social cohesion, perceived exclusion, social tensions, community participation and well-being in various European countries. It is particularly relevant because it directly links inequality and social cohesion.

European Union Agency for Fundamental Rights. (2023). Fundamental Rights Report 2023: FRA Opinions. https://fra.europa.eu/es/publication/2023/informe-sobre-los-derechos-fundamentales-2023-dictamenes-de-la-fra

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- ✓ This document is of particular interest for Challenge 1 because it specifically addresses intersectional discrimination, noting that different factors of inequality can operate simultaneously and interact to produce specific forms of discrimination.

European Union Agency for Fundamental Rights. (2024). Fundamental Rights Report 2024. Publications Office of the European Union. https://fra.europa.eu/es/publication/2024/fundamental-rights-report-2024

- ✓ It presents comparative evidence on the state of fundamental rights in the European Union. It covers inequality, poverty, equality and non-discrimination, as well as recommendations aimed at building more inclusive societies.

FOESSA Foundation. (2022). Trends in social cohesion and the impact of COVID-19 in Spain. FOESSA Foundation. https://www.foessa.es/blog/foessa-presenta-la-primera-radiografia-social-completa-de-la-crisis-de-la-covid-19-en-toda-espana/

- ✓ It is particularly useful for analysing the accumulation of disadvantages and how crises affect different social groups unequally.

Subirats, Joan. (Ed.). (2004). Poverty and social exclusion. An analysis of the situation in Spain and Europe. “la Caixa” Foundation. https://www.oijj.org/sites/default/files/documentos/documental_1754_es.pdf.

- ✓ This is useful for introducing the multidimensional and structural nature of social exclusion, beyond simply a lack of income.

## APPENDICES

Only if applicable.

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