

Story of Implementation - BreakOUT the Glass Ceiling (EN-CUR-375)

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Background information

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Primary source

Please provide information about the primary source that your Story of Implementation is based. Is it about the implementation of a learning scenario or another resource provided by a specific project, e.g., an NBS learning scenario? Is it about an activity that you designed, and you implemented with students? Is it about an activity you found online and implemented it? Indicate below the primary source of your Sol and provide more information about it.

- ☒ My Sol is about how I used and implemented a learning resource provided by the project.
- Add here the link to the resource:
<https://teachwitheuropeana.eun.org/learning-scenarios/breakout-the-glass-ceiling-en-cur-375/>
- ☐ My Sol is about how I used and implemented a learning activity that I designed, and I implemented with students.
- ☐ My Sol is about how I used and implemented a learning activity that I found online.
- ☐ Other
- Please explain:

THE CONTENT

Abstract/Introduction

I implemented the learning scenario [BreakOUT the Glass Ceiling \(EN-CUR-375\)](#) by [Idoia Zapirain Karrika](#) with senior students in a vocational secondary school in English lessons during March and April, 2026. This particular class follows the economic studies curriculum and had shortly before the implementation of this learning scenario covered the topic of the changing world of work and work-related issues. As it was March, usually considered a month of women's history, the topic of discrimination of women and breaking of the glass ceiling in the world of work dovetailed perfectly. While the original learning scenario presented the cases of some well-known women from the world history, we have decided to focus on the talented, smart, and brave Croatian women who managed to break the glass ceiling and be pioneers at times where it was unusual for women to be given credit for their work. The additional benefit of this decision is that students were not familiar with most of these notable Croatian women on the list, which contributed to the expansion of their knowledge of the national history and heritage.

The class of senior students was composed of 12 students, aged 18 – 19 years, attending the economics programme in a vocational school. Some students are very proficient in English, while others have a somewhat lower level of knowledge of English. The topic of glass ceiling is a cross-curricular one, combining the knowledge students have already gained in their History, Entrepreneurship, and Civic education classes.

As a whole class, students participated in a discussion on discrimination in general, moving to their personal experiences both of discriminating and being discriminated against. We have also discussed various types of discrimination after a quiz, which contributed to students' broader general knowledge.

The actual digital phase of the work required students to work in small groups of three students, or in pairs, grouped mostly according to their level of English, to avoid having one student (who is proficient in English) do most of the work. Apart from promoting collaborative learning, students searched Europeana and other online sources in English language, developing their digital competences, English language skills and inquiry-based learning.

Digital skills were further developed by creating a breakout game in Genially, similar to the idea from the original learning scenario, by playing the games created by other teams in the class, and by engaging in a discussion which encouraged critical thinking by applying some principles of the Thinkers' keys strategy.

Students also became more aware of the social obstacles that many people, especially women, encounter nowadays, and learned to critically evaluate their own attitudes and behaviour towards others.

Main text

THE NARRATIVE (LEARNING PROCESS/STAGES OF IMPLEMENTATION)

Introduction to the topic of discrimination (20 minutes)

The introductory phase started with brainstorming on the topic of discrimination in Answergarden, about the words students associate with the word *discrimination*:



Picture 1. Answergarden word cloud on discrimination-related words

A short discussion followed on what discrimination is based on, and the general conclusion was that it is due to ignorance and misconceptions.

The following question was more thought provoking:

Have you ever discriminated against anyone?

A majority of students said they had not, only a few admitting having done so. After being shown the following slide in the [presentation](#), some students changed their mind:

Which of these people would you trust with your **money**?



Picture 2. A slide from the presentation used in the class

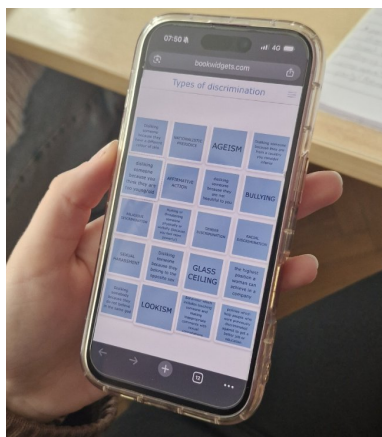
A departure from the original learning scenario was a [Bookwidgets quiz](#) which presented a greater number of discrimination types, followed by a brief discussion and analysis of discrimination cases, such as:

Arundhati Bhattacharya is talking about how she broke the _____ and mentions the need for more women on the boards of Indian companies. And as the first female boss of India's largest public sector bank, State Bank of India, she knows what she's talking about.

A 2013 ruling making it mandatory for publicly listed firms to have a minimum of one woman director on their boards has helped improve gender diversity, but "we need to stay on it for a few more years for it to have the desired impact," says Mrs Bhattacharya.

Sexual harassment
Sex discrimination
Glass ceiling
Bullying
Racial discrimination

GLASS CEILING



Picture 3. Examples of discrimination and the quiz

Europeana, SDGs and digital resources (25 minutes)

So far, the students who participated in this lesson had been familiar with copyright policies, but they had not been familiar with Europeana resources. Therefore, I provided them with a link and asked them to browse it for 5 minutes and report on the material they could find there.

Students had also worked on SDGs, but have not been particularly familiar with Goal No. 5, Gender equality, so they read more about it to find out what it encompasses.

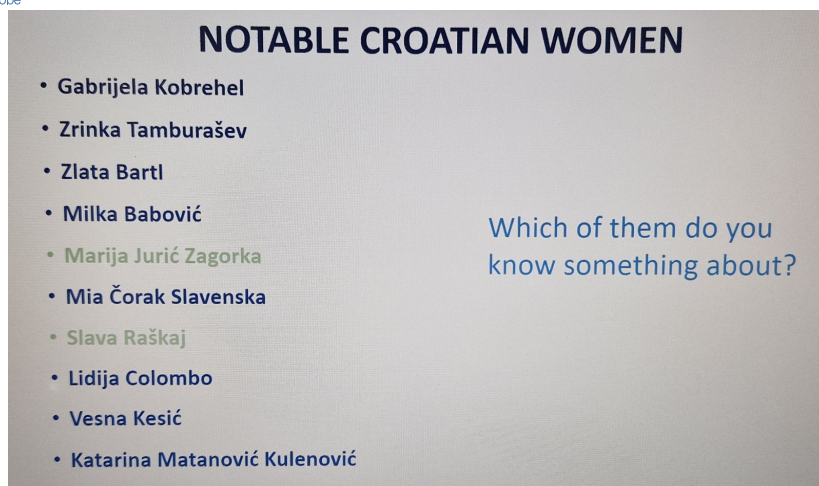


Picture 4. SDGs

Inquiry-based learning (20 minutes)

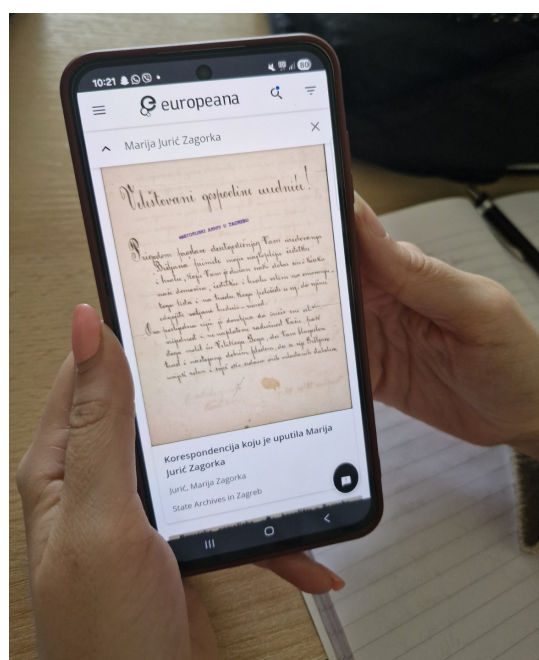
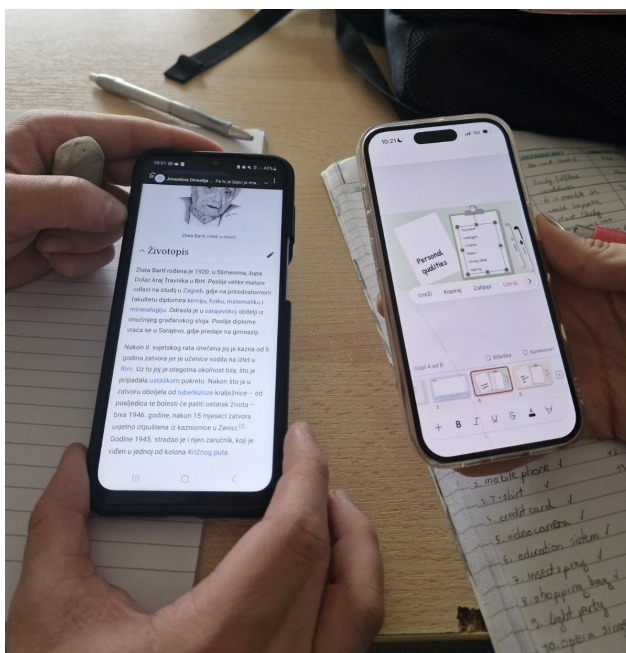
In the following phase, I used the resource and activity presented in the original learning scenario. Students read about Elisa Leonida Zamfirescu and played a breakout game.

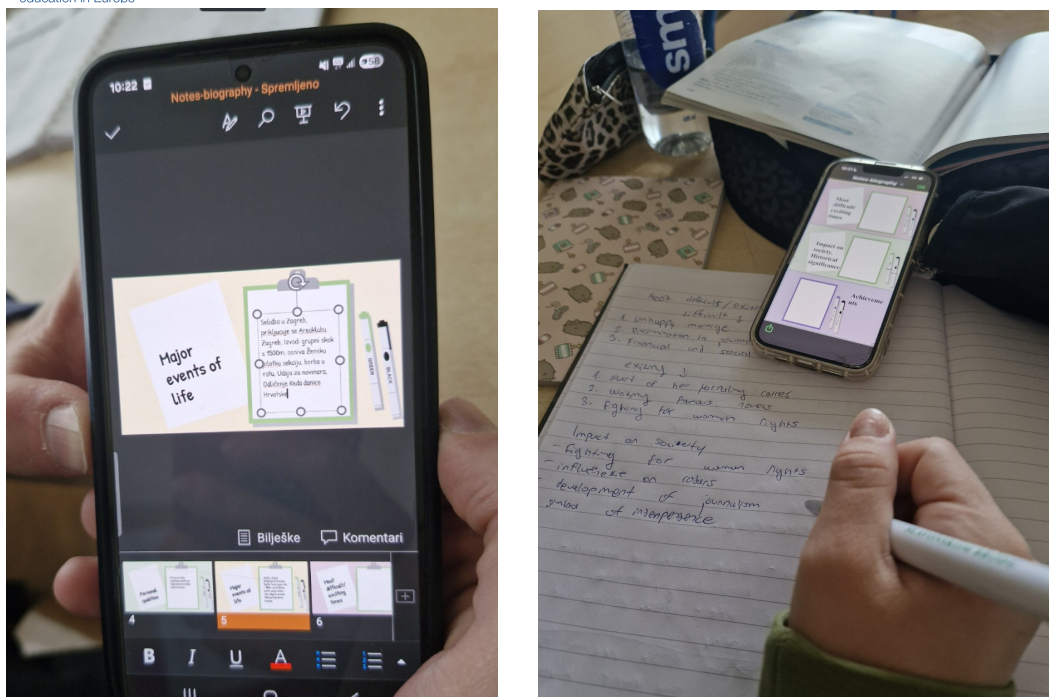
The following step was to form groups of 3 students and some pairs, and choose a name of a notable Croatian woman from the list. As, unfortunately, students were not familiar with most of them, this was a great learning opportunity to broaden their general knowledge. Upon a brief discussion, each group chose one name from the list.



Picture 5. A list of notable Croatian women

After that, they were referred to Europeana and/or other online resources to find important information about the notable women they had chosen. They were also given a link to a Power Point presentation to make notes.





Picture 6. Students searching for information and making notes

The breakout game

In the final phase, each group created their breakout game in Genially, adapting the missions to their preferences. They played the games of other teams and learned more about the lives of the women whose names were presented to them.

Here are the links to the games created by students.

1. Slava Raškaj: <https://view.genially.com/69ba4506024ce6afa79ce53c>
2. Zlata Bartl: <https://view.genially.com/69ba4601afb5e6f0b5a26d94>
3. Katarina Matanović Kulenović:
<https://view.genially.com/69bd1b55455913729bd6ca8a>
4. Marija Jurić Zagorka:
<https://view.genially.com/69ba466ad0faf9a9cf07ecec>
5. Mia Čorak Slavenska:
<https://view.genially.com/69ba47bdc2296a69966b108a>

Follow-up discussion

It was interesting to see that students found out more about some products, such as Vegeta (dried vegetable spice), which was a product of a team of scientist including Zlata Bartl. Also, one of the chosen notable women was Mia Čorak Slavenska, a ballerina from our hometown, and so on.

The final task in the discussion involved critical thinking in a form of questions based on the Thinkers' keys principles, encouraging students to reflect on what they have learned.

THE BRICK WALL

DISPUTE THE FOLLOWING STATEMENT:
**Being a woman in the world of
business/science cannot be easy.**

THE ALTERNATIVE

**WORK OUT 3 WAYS OF DEALING WITH
DISCRIMINATION AT WORKPLACE:**

THE WHAT IF:

**WHAT IF THE SANCTIONS FOR
DISCRIMINATION AT A WORKPLACE WERE
REALLY SEVERE?**

Assessment

We used the rubric from the original learning scenario to assess the breakout games created by students.

Outcomes (for you as an educator and for the students/participants of the activity)

Learning outcomes for students

Teamwork and collaboration

Working in smaller groups (3 members, or in pairs), students had to collaborate and do their part of the task, so they were aware of the importance of their effort. Even students who were not proficient in English contributed to the final product, which showed them how important responsibility is, and taught them about the mutual dependence of group members on one another.

Digital Skills

Diverse digital skills were developed. First of all, students learned about Europeana and how to search its databases to find the necessary information. They were reminded of the copyright issues and sharing of the content found online. They also developed higher-order digital skills while creating digital content – breakout games in Genially. In this phase, they

encountered some difficulties regarding deleting unnecessary missions and sharing the content in the unpaid version of Genially. They also played the games created by other groups. Another disadvantage of the chosen names for this task is that not all of them could be found on Europeana, so students were directed to other digital sources.

English Language Skills Development

As I have already pointed out, students who are good at English could search for more advanced materials, while a few students whose level of English was lower were able to extract the necessary information from the text they had read. They all expanded their thematic vocabulary on the world of work and discrimination.

Civic competence

It was somewhat surprising for me as a teacher to find out that students did not know much about notable Croatian women and the things they were credited for. By reading about their lives and difficulties, students became aware of the detrimental effect that discrimination can have on the lives of individuals.

Learning outcomes for me as an educator

- greater awareness of students' general knowledge which is important for planning other similar activities
- ways to develop critical thinking in students (discrimination discussion based on pictures)
- improvement of digital skills – breakout game design

General feedback

The phase of finding the relevant information online was at times difficult, so it took students a bit more time to create the breakout games. I learned that, as generations change, students need to be encouraged to read much more and they also need different time for performing the given task. So, instead of 3 lessons which I had planned at first, we needed 5 lessons. This also indicates that students' digital skills need more development.

Annex (optional)

Add below the content of the resources you shared in your story. For example:

1. Europeana: [Marija Jurić Zagorka](#) , [Slava Raškaj](#)
2. Bookwidgets quiz on discrimination:
https://www.bookwidgets.com/play/aegqjt1L-iQAEJvYmfAAAA/PCL26PF/types-of-discri?teacher_id=5105329221140480
3. Presentation used in the class: <https://canva.link/qegmbckzb40xz8c>