

**Supplementary material S1. Questionnaire**  
**"Construction of identities and their teaching in Social Sciences".**

**PERSONAL DATA**

- Age:
- Gender (female, male, other):
- Place of residence:
- Country of birth:

**1. IDENTITIES AND THEIR REPRESENTATION**

1.1. If you had to explain to someone what your identity is, how would you do it?

1.2. When you think about your identity, do you think that there are different elements that characterize it, which ones?

1.3. Rate (X) from 1 to 9 the following elements according to their importance in defining your identity (1 is not important at all and 9 is very important)

Elements	1	2	3	4	5	6	7	8	9
Local									
Historic									
National									
Social									
Territorial									
Linguistic									
Transnational									

1.4. Why have you highlighted these aspects?

1.5. Indicate (X) those activities in which you participate, inside and outside the university, and give the reason(s) why you do so:

I participate OUTSIDE the university	Reasons
Voting in the regional elections	
Voting in general elections	
Voting in the European elections	
Parish	
NGO	
Sports activities	
Cultural activities	
Neighborhood association	
Political party	
Demonstrations and/or protests	

I participate WITHIN the university	Reasons
Sports activities	
Cultural activities	
Course council or student delegation	
Volunteering	

\*Some of the reasons may be for obligation, to defend my own interests, to improve society, to help others, to defend my ideas, to have fun and meet people, etc.

## 2. TREATMENT OF IDENTITY/IES AT SCHOOL

2.5.A. (Andalusian Context) Order, where 1 is not important at all and 8 is very important, the images that you consider most relevant to work on the topic of identity with your students.

1	2	3	4	5	6	7	8

<p><b>A. TERRITORY</b></p> 	<p><b>E. HERITAGE</b></p> 
<p><b>B. POLITICS</b></p> 	<p><b>F. ECONOMY</b></p> 
<p><b>C. ART</b></p> 	<p><b>G. DIALECT</b></p> 
<p><b>D. TRADITIONS</b></p> 	

2.5.B. (Catalonian Context) Order, where 1 is not important at all and 8 is very important, the images that you consider most relevant to work on the topic of identity with your students.

1	2	3	4	5	6	7	8

<p style="text-align: center;"><b>A. TERRITORY</b></p> 	<p style="text-align: center;"><b>E. HERITAGE</b></p> 
<p style="text-align: center;"><b>B. POLITICS</b></p> 	<p style="text-align: center;"><b>F. ECONOMY</b></p> 
<p style="text-align: center;"><b>C. ART</b></p> 	<p style="text-align: center;"><b>G. LANGUAGE</b></p> 
<p style="text-align: center;"><b>D. TRADITIONS</b></p> 	

2.6. Why did you follow this order?

2.7. Read these two-news published in the "Diario de la Educación" and in "La Razón":

Source: <https://eldiariodelaeducacion.com/2019/07/10/de-educacion-y-adocctrinamiento/>

"Lately and with special incidence in the educational field, some political leaders and some educational administrations have started a crusade against what they call "indoctrination" in the classrooms; a crusade that, in general, they restrict to specific areas closely linked to equality or gender violence; affective-sex education in its various manifestations; historical memory; education for citizenship with a critical perspective or, with somewhat less intensity, certain issues linked to sustainability such as climate change, energy crises, the depredation of nature or the loss of biodiversity."

Source: <https://www.larazon.es/educacion/20200120/xpaztj47ijd7bncnr2izg2rr5a.html>

"Because it is not only parents who can misuse their role. The school can also fall into indoctrinating attitudes, or at least can harm the rights of parents that are included in these international treaties. In the same way that many parents would protest against compulsory activities during school time that have a political character, or that promote a certain religion in a school with an ideology that is not publicly declared to be in line with that confession, or contents that are racist or sexist, parents would also have the right to protest if, for example, there are classes in which children are encouraged to engage in premature sexual practices. I think that wherever there is indoctrination, in whatever sense, parents should react. I think that the main action of parents against indoctrination should be done through the AMPA, the School Council and the punctual denunciation of each indoctrinating action: in this way they defend everyone, not only their children."

- 2.7.1. After reading the news from the newspapers "La razón" and "El diario de la educación", with which position do you agree more, why?
- 2.7.2. What does "indoctrinate" mean to you?
- 2.7.3. Do you consider that the construction of identity /ies is related to "indoctrination", why?
- 2.7.4. Do you think you have been "indoctrinated" when developing your identity in the educational context (school/institute/university)? In what way?
- 2.7.5. Do you think you have been "indoctrinated" in developing your identity in other contexts (family, peer groups, media), in what way?

### 3. PROFESSIONAL PRACTICE IN THE CLASSROOM

3.1. Imagine that you must design an educational proposal to work on the identity of your students at school through some cultural or historical theme/problem:

- 3.1.1. What cultural or historical themes/problems would you select?
- 3.1.2. What activities would you develop to work on this content (explain them briefly)?
- 3.1.3. What content/s is/are worked on in your proposal?
- 3.1.4. How would you explain to families the relevance of working on this topic to develop the identity of your students?

3.2. Look at the following headline about the "parental pin" from February 19, 2020.  
(<https://www.elmundo.es/espana/2020/01/20/5e257c8ffc6c83085c8b458a.html>):

- 3.2.1. Imagine that, after the above news item appears, in the school where you work there is a debate about the parental pin. An extraordinary school board meeting is called to address this issue, because there are two different positions: while one group of teachers is convinced that the school should

allow parents to decide whether to work on certain contents, such as the construction of their children's identity, the other group is against parents being able to decide on this issue.

Before the cloister you think about this question and decide in favor of one of the two groups. In addition, you think about and write down arguments to defend your position.

Decision made (mark with X)		Arguments
Group in favor of parental pin		
Group against the parental pin		

#### 4. SOME QUESTIONS FOR REFLECTION...

Answer the following questions:

- 4.1. How has your identity been constructed?
- 4.2. Has school or high school played a role in this construction?
- 4.3. Has school or high school made you question your identity/ies?
- 4.4. Does your identity/ies condition the way in which you think the construction of identities should be approached in the classroom?
- 4.5. Does your identity/ies have any influence on your future as a teacher?