

// WOMEN AND GENDER EQUALITY //

Teaching Learning Unit – Redrawing the balance



ACTION	LEARNING OBJECTIVES OF THIS PHASE	TO WHICH GCE LEARNING OBJECTIVE DOES THIS PHASE CONTRIBUTE?	FROM THE SAT
1 DURATION 45 min	The difference between gender and sex – introduction to the topic	TO WHICH SUBJECT IT IS CONNECTED? English	1-2 BIG IDEA <ul style="list-style-type: none"> • What is it? • Gender norms



WHAT THE TEACHER DOES

1. Warm up – work in groups

Students are divided into 5 groups. Each group draws a card with the name of the profession (**a surgeon, the president, a nurse, a fire fighter, and a soldier**). Each group also has a blank piece of paper (at least A4). The task of groups is to prepare a short characteristic of a typical representative of a given profession - appearance, age, character traits, name. At this stage, we do not ask about the sex of representatives of various professions. Cards with names of performers of individual professions should be attached / glued to the board. Below them, groups will present their representatives of a given profession. After presenting their characters, students are asked to comment on the gender of their characters. Without commenting, go to the next part of the lesson.

2. Gender and sex - discussion

Play *A Class That Turned Around Kids' Assumptions of Gender Roles!* <https://www.youtube.com/watch?v=G3Aweo-74kY>
 After the video ask students to reflect on the video. Write on the board the sentence from the video
Gender stereotypes are defined between the age of 5 and 7.
 Ask a question *What are stereotypes? Can they be harmful?* Ask students to define the word stereotype (is an over-generalized belief about a particular category of people). After a short discussion write two terms on the board: sex and gender and ask students to give their definition. Explain
Gender → social construct encompassing a range of behaviors and attitudes that are generally considered acceptable and appropriate for people based on expectation of given society or culture.
 Emphasize that gender is not a result of biological sex (physical characteristics), but behavior, gender stereotypes and roles, understood in a given society as feminine or masculine, adopted in the field of a given society or culture.

LEARNING OUTCOME

- Students will:
- differentiate between sex and gender
 - understand the concept of gender inequality
 - identify stereotypes on the basis of sex
 - identify the threats of gender discrimination
 - be aware of the universal dimension of human rights



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Mention that many things affect the perception of gender, examples are:

Personality traits – For example, women are often expected to be accommodating and emotional, while men are usually expected to be self-confident and aggressive.

Domestic behaviors – For example, some people expect that women will take care of the children, cook, and clean the home, while men take care of finances, work on the car, and do the home repairs.

Choice of occupations – Some people are quick to assume that teachers and nurses are women, and that pilots, doctors, and engineers are men.

Physical appearance – For example, women are expected to be thin and graceful, while men are expected to be tall and muscular. Men and women are also expected to dress and groom in ways that are stereotypical to their gender

3. Women's rights - work in groups

Ask the students *Are women thought to be weaker than men? Why?, What may be the consequences connected with gender stereotypes when it comes to women?*

Play a video introducing human rights issues and stimulating reflection on the universality of these rights

<https://www.humanrights.com/what-are-human-rights/> (till 1:30 minutes) . Students in groups of four receive cards with written human rights (Annex 1 beforehand printed and cut). They choose the ones that are according to they are the most important for a happy, fulfilled life and they stick it on a blackboard around a simple drawing of a woman. After completing the task, emphasize that all those rights relate to basic human rights (that is, they affect women and men equally), and that all should be respected, but this is not the case. Emphasize that over 150 countries have at least one law that prevents women from getting the same job as men (source: <https://www.globalcitizen.org/en/content/shocking-facts-gender-inequality-international-wom/>). Ask students to comment the number and think of possible threads of it.

4. Summary

Ask the students to reflect on those questions:

Would you rather have a son or a daughter? Why?

How would the world we live in be different without discrimination against women? Is it a vision worth fighting for?



FROM THE SAT

1-2

BIG IDEA

What is it?

Gender norms

LEARNING OUTCOME

Students will:

- differentiate between sex and gender
- understand the concept of gender inequality
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- identify the threats of gender discrimination
- be aware of the universal dimension of human rights

NOTES ON THE REALIZATION

1. Resources

- <https://www.youtube.com/watch?v=G3Aweo-74kY>
- <https://www.humanrights.com/what-are-human-rights/>

2. Source:

- <https://bit.ly/2UrDph8>
- <https://www.youthforhumanrights.org/what-are-human-rights/universal-declaration-of-human-rights/articles-1-15.html>
- <https://www.globalcitizen.org/en/content/shocking-facts-gender-inequality-international-wom/>

3. Annex:

- Worksheet with human rights



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Annex:
Worksheet with human rights

<p>We Are All Born Free & Equal. We are all born free. We all have our own thoughts and ideas. We should all be treated in the same way.</p>	<p>Don't Discriminate. These rights belong to everybody, whatever our differences.</p>	<p>The Right to Life. We all have the right to life, and to live in freedom and safety.</p>	<p>We're All Equal Before the Law. The law is the same for everyone. It must treat us all fairly</p>
<p>The Right to Trial. If we are put on trial this should be in public. The people who try us should not let anyone tell them what to do.</p>	<p>The Right to Privacy. Nobody should try to harm our good name. Nobody has the right to come into our home, open our letters, or bother us or our family without a good reason.</p>	<p>The Right to Seek a Safe Place to Live. If we are frightened of being badly treated in our own country, we all have the right to run away to another country to be safe.</p>	<p>Marriage and Family. Every grown-up has the right to marry and have a family if they want to. Men and women have the same rights when they are married, and when they are separated</p>
<p>Freedom of Thought. We all have the right to believe in what we want to believe, to have a religion, or to change it if we want.</p>	<p>Freedom of Expression. We all have the right to make up our own minds, to think what we like, to say what we think, and to share our ideas with other people.</p>	<p>The Right to Democracy. We all have the right to take part in the government of our country. Every grown-up should be allowed to choose their own leaders.</p>	<p>Social Security. We all have the right to affordable housing, medicine, education, and childcare, enough money to live on and medical help if we are ill or old.</p>
<p>Workers' Rights. Every grown-up has the right to do a job, to a fair wage for their work, and to join a trade union.</p>	<p>Food and Shelter for All. We all have the right to a good life. Mothers and children, people who are old, unemployed or disabled, and all people have the right to be cared for.</p>	<p>The Right to Education. Education is a right. Primary school should be free. We should learn about the United Nations and how to get on with others. Our parents can choose what we learn.</p>	<p>A Fair and Free World. There must be proper order so we can all enjoy rights and freedoms in our own country and all over the world.</p>