

## SDG 5: GENDER EQUALITY



### LENGTH OF ACTIVITY

60 minutes

### LEVEL

Second cycle ESO

### OBJECTIVES

Focus on SDG Goal #5: Gender equality, in order that:

- the students understand the concept of stereotypes and are able to explain how the terms 'sex' and 'gender' are different (**cognitive domain**)
- the students can reflect critically on the role of gender stereotypes in society (**socio-emotional domain**)
- the students can identify women who have contributed positively to gender equality in our society, both in the past and the present and can empathise with them (**behavioural domain**)

### MATERIAL REQUIRED

Internet access, slide show and famous women cards (provided), worksheet 1.1 (one per student)

### METHODOLOGY

#### WARMER

- Tell the students you are going to show them some images and then ask them to share their reactions to the images.
- Show the slide show without comment and allow the students to look at each slide for about five seconds.
- Put the students into pairs and ask them to react to the images using the 'see, think, wonder' technique. For this, they should say first of all only what they could see in the images. After one to two minutes, elicit their answers, then ask the pairs to discuss what they think about the images.

- After one to two minutes, elicit their answers again, and, finally, ask them to say what they wonder about these images. You may need to scaffold this by giving some examples, such as: 'I wonder if ...'; 'I wonder why...'; 'I wonder who / how / what...'; and so on.
- If the students don't come up with the idea of gender stereotypes by themselves, ask some leading questions to help them identify the topic, such as:

*Do the slides show men, women, or both?*

*What kinds of things are the men doing? And the women?*

*Is it okay for men to do ballet / women to play football?*

*Are bosses always men and secretaries always women? What other jobs do you associate with men / women? Can men also do housework? Should they?*

*How do you feel about the idea that men and women have different roles and responsibilities in life?*

- Ask the students what they know about the Sustainable Development Goals. If they are not familiar with the goals, briefly explain their purpose: they are 17 interlinked goals created by the UN in 2015 with the objective of creating a better and more sustainable future for everyone. Each goal has specific targets that are being tracked to measure progress. Show the students the Sustainable Development Goals webpage (<https://sdgs.un.org/goals>). Briefly read out the goals and clarify them for the students if necessary. Ask the students which of the goals is relevant to their discussion (Sustainable Development Goal #5: Gender equality).



## INTRODUCTION

- Write the words *gender* and *sex* on the board. Tell the students that people often use the terms interchangeably to refer to males or females, but the words have different meanings. Ask them to discuss with their partner for one to two minutes to decide together what the difference is between these terms. Elicit some answers, encouraging the students to expand on and justify their ideas.
- Ask the students to check the definitions in an online dictionary. Alternatively, read out the following definitions:

*Sex refers to the biological and physiological characteristics of a person or animal, for example a beard or male or female genitals.*

*Gender refers to the socially constructed roles, behaviours, expressions and identities of males, females and gender diverse people.*

- Refer the students to the previous discussion and ask them to decide if they were discussing sex or gender during the activity (gender).

## TASK

- Cut up and distribute the names on the famous women cards so that each student has one name.
- Put the students into groups of four. Ask the students, without looking up the person on their card, to tell their group everything they know (or think they know) about the person.
- Distribute worksheet 1.1 and ask the students to research their person and complete the information on the fact file. Remind them to include as much detail as they can.
- Once their fact file is complete, put the students into the same groups of four and ask them to share what they found out with their group. They should do this as an informal oral presentation, referring to the fact file they created.

## REVIEW

- Ask the students to work in pairs. Tell them that they are going to imagine that they are the woman they researched and role play a short interview with their partner.
- Tell the students to exchange their fact files with their partners. They should then take turns to interview each other in the role of the woman they found out about. During the interview, the interviewer should ask the questions which their partner wrote on the fact file. Encourage the students to try to imagine how the woman would think and what she would probably say. They will need to use their knowledge of the woman for this, and, to a certain extent, their imagination.
- To close, ask the students to reflect on the lesson from the point of view of Sustainable Development Goal #5: Gender equality. Explain how the women they researched have helped create a better balance between genders. Elicit that, despite this, gender inequality still exists and ask students for some examples of how they have experienced or seen it themselves. If there is time, encourage the students to speculate on what some of the targets for this goal might be, then check their answers by clicking on Goal #5 on the UN's webpage and looking at Targets and Indicators (<https://sdgs.un.org/goals/goal5>).
- Finally, ask what they can do personally to continue the work of the women they researched in our society.



HAZ CLICK EN LA IMAGEN PARA DESCUBRIR EL FLASHCARD