**Lesson plan**

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| **Lesson title:** Gender Equality |
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| **Lesson brief description:**  At the beginning of this lesson students will learn what are sustainable development goals by watching the short video. The upcoming activity is a d**iscussion with students about** sustainable development goals and their knowledge, thoughts and experiences about gender equality. As a closure, students play the game GeGamewhichinvolves a series of interactive activities which address gender stereotypes, consent, digital safety, street harassment, coercive control, non-consensual image sharing and homophobic bullying. By the end of the class, students are playing this interactive game. |
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| **Time (Lesson duration):** 45 minutes |
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| **Methodology:**  pairs, individual |
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| **Materials needed:**  laptop for every student or group of students, overhead projector |
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| **Students’ age:** 15 |
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| **Aims/Goals or SWBATs:**   * Students will be able to understand the framework of the Global Goals for Sustainable Development * Students will be able to gain a better understanding and awareness of one global topic, gender equality, to model more effective and active global citizenship * Students will be able to gather, process, calculate, interpret, analyse and apply data for practical application in a real-life context and compare these against a predicted outcome. * Students will be able to debunk myths, tackle prejudice and provide positive role models. * Students will be able to foster healthy relationships by tackling gender-based and sexual abuse and harassment. |
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| **Lead-in** (6 minutes)  Students will be introduced to the theme by the [video](https://www.youtube.com/watch?v=9-xdy1Jr2eg&t=233s). |
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| **What key-concepts could teachers focus on? What needs to be pre-taught?**  The teacher should be sensitive and try to make sure that the classroom is a safe environment for all students. Teachers should make it clear that students can choose to speak or not speak about their own experiences as they wish. |
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| **List of activities with brief description of each one and time for each one:**  **Introduction Activity (What are sustainable development goals?)** – 6 minutes   * Students will watch this [video](https://www.youtube.com/watch?v=9-xdy1Jr2eg&t=233s).   **Activity 2 (Discussion)** – 6 minutes   * The teacher asks students if they have already heard about sustainable development goals. * The teacher asks students to say whether they agree or disagree with the following statements and challenge some students to explain why they agree or disagree with a statement and to give an example that demonstrates their agreement or disagreement.   + Do you think there is gender inequality in the world?   + Do you think girls can’t be as good at math or engineering as boys?   + Do you think as many girls as boys finish secondary school?   + Do you think school is important equally for girls as for boys?   + Do you think girls who finish school are more likely to live a healthy life?   + Do you think there are so many barriers to girls’ education that we won’t be able to ‘fix’ them all?   + Do you think solutions to getting more girls to finish secondary school should be local/global?   + Do you think that men have more rights to a job than women?   + Do you think that men are better suited to be political leaders than women?   + Do you think that men should have more right to a job than women?   + Do you think that there is such a thing as violence against men committed by women? * The teacher asks the students whether any of them might have been, or are now affected by, gender inequality in their lives. (Note: Be sensitive to this and try to make sure your classroom is a safe environment for all your students. Make it clear that students can choose to speak or not speak about their own experience as they wish.)   **Activity 3 (GeGame)** – 33 minutes   * + The teacher divides students in pairs and asks each group to [download](https://www.gegame.eu/videogame/) the game on a laptop. The GeGame involves a series of interactive activities which address gender stereotypes, consent, digital safety, street harassment, coercive control, non-consensual image sharing and homophobic bullying. By the end of the class students are playing this interactive game. |
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| **What are other follow up (or homework) activities that can be included?**  Every student has to do one story about gender (in)equality as an interactive fiction on this [link](https://www.inklewriter.com/). The next class students will engage with interactive fiction pieces written by their peers. |
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| **What methodology / activities are used for assessment?**  lecturing, discussion, watching a short video, analysis, writing, answering questions |
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