

Lesson plan

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Lesson title:
Gender Differences and Gender Equality

Lesson brief description
This lesson plan is designed to be interactive, informative, and thought-provoking, fostering a learning environment that empowers students to think critically about the importance of gender equality and their role in addressing gender-based discrimination.

Time (Lesson duration): 2 lessons of 50' (2 x 50')

Methodology: (group, individual, peer assessment, brainstorming, etc...)
Role-play, individual thinking and analyzing, fostering empathy and raising awareness, discussion and group work, encouraging creativity and collaboration, presenting group work and assessing results through discussion, self- and peer assessment.

Materials needed:

- Role play cards for "Take a step forward" activity (<https://www.coe.int/en/web/compass/take-a-step-forward>) and an open space.
- Scenarios or examples from daily life for stereotype analysis.
- Materials for creating posters or videos (paper, markers, computers, etc.).

Students' age: 16-17 years old

Aims/Goals or SWBATs (Students will be able to.....)

- To understand the difference between sex and gender identity.
- To recognize the inequalities that exist between genders in society.
- To explore the social prejudices and stereotypes around gender.
- To propose ways to achieve gender equality in everyday life.

Lead-in *What's going to happen here to introduce your students to the topic?* Time 15'

Play Game: "Take a Step forward"

Students are gathered outdoors and take up roles according to game instructions. They take

roles of opposite gender or/and different class/social identities.

What key-concepts could teachers focus on? What needs to be pre-taught? Time 10'

- sex and gender identity: Explain the difference between biological sex and social gender identity.
- gender equality and gender inequality: Discuss how society shapes roles and expectations around gender.

List of activities with brief description of each one and time for each one:

- **Role-play Game: "Take a Step forward"** (as mentioned above)-15'
- **Discussion and Analysis of Stereotypes (20 minutes)**
 - Give the students a list of common gender stereotypes (e.g., "women are more emotional than men," "men are better at technical jobs," etc.).
 - Ask them to discuss and analyze the origin of these stereotypes and their effects on daily life. Encourage them to think about whether they have seen these stereotypes in their families, schools, or society in general.
- **Group Discussion on Gender Equality (20 minutes)**
 - Divide the students into groups and give them a set of discussion questions:
 - What are the main inequalities that genders face in society?
 - What are the consequences of these inequalities in professional life, education, and personal life?
 - What are the benefits of a society with gender equality?
 - Each group will present the results of their discussion to the class.
- **Activity 3: Creating a Gender Equality Campaign (25 minutes)**
 - Ask the students to create a small awareness campaign for gender equality. They can design posters, slogans, or even create a short video.
 - The campaign can include messages that combat stereotypes, promote equality, and emphasize the importance of equal opportunities for all genders.
 - Each group will present their campaign to the class and explain the messages they want to convey.
- **Reflection and Closing (15 minutes)**
 - End the lesson with a reflective discussion. Ask the students what they have learned from the activities and whether their views on gender differences and gender equality have changed.
 - Discuss ways they can contribute to achieving gender equality in their everyday lives.

What are other follow up (or homework) activities that can be included?

Students/groups can upload their gender equality campaigns on the school website and invite their schoolmates to express their ideas and thoughts on the topic.

What methodology / activities are used for assessment?

- Observation of student participation in activities and discussions.
- Evaluation of the awareness campaigns created by the students.
- Discussion at the end of the lesson to assess understanding of the key concepts.

Other thoughts about this lesson plan:

Instead of the role play in the lead-in part, teacher could show a video or presentation that highlights examples of gender inequalities and stereotypes in society. It could be an interview, a documentary, or an advertising campaign promoting gender equality. Then, could ask the students to take note of contradictions and key points they observe.