



WE LEARN ABOUT GENDER EQUALITY

Learning objectives

- Encouraging students to learn about gender equality
- Linking Unit 5 (Jobs of the Future) to UN's Sustainable Development Goal #5 to raise awareness of how gender-based discrimination and inequality affect areas like education, employment, health, and many more.
- Discussing gender equality to reflect on how students can help build an inclusive and fair future.



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Materials needed:

- Computer (optional)
- Colored papers
- Markers
- Pens
- Scissors
- Glue

This project allows you to work with the computer science teacher to create an integrated learning experience. Students might research information and create their infographics on the computer if they have access to computers.

Warm-up

Write these jobs on the board: *nurse, lawyer, hairdresser, mechanic*. Then focus on each job and ask the students to picture someone doing the job. Ask questions to help them, e.g.:

- Teacher:** *How old is (the mechanic)?*
Student 1: *(He) is (40) years old.*
Teacher: *What is (the mechanic) wearing?*
Student 2: *(He) is wearing (jeans and a T-shirt).*

Elicit ideas from the class for each job, then ask: *Which of the jobs do you picture as a man? Which do you picture as a woman?* Elicit their answers and ask: *Why?* Discuss with the class how some jobs are seen as being for women and some for men.



Starting point

Divide the class into groups and tell them that they are going to create an infographic about gender equality and share a few sample infographics. Explain that the process begins not with making the infographic, but the research. Students will need time to research, as well as think about how they will visually convey it. Write the following questions on the board. Students can choose two or three questions to research on the web or encyclopedia, or they can come up with their own questions. Remind them to write down their sources, so they can quote them in their infographics:

1. *How many male (teachers) are there in your (school)? And female (teachers)? What about other (schools)?*
2. *When did men start voting? And women?*
3. *What type of jobs did men have 100 years ago? And women?*
4. *Who was the first woman to graduate from university in your country?*
5. *Do women in (sports) earn the same amount of money as men? And what about other fields?*

Progression

Once students have gathered all their information, tell them to think about how to display it. You can ask questions to guide them.

Teacher: *Which information is essential to include?*

Student: *The year women got the right to vote.*

Teacher: *What colors are you going to use?*

Student: *I think pink and blue.*

Teacher: *Are you going to use graphics to show the information? And what about using pictures?*

Student: *I want to put pictures of women voting.*

You may want to take a moment to look back at your samples and discuss how various infographics are structured.

Remind students that the point of an infographic is to transfer knowledge and information quickly, the final poster should be informative, simple, and design friendly. Students can create a visual sketch of how they will share the information. Encourage the students to think of a creative title for their infographics. Once they have decided how to display their information, they can start creating the infographic on a computer or paper.

Tell students that each group will have 5 minutes for their presentation. Remind the children to introduce themselves and talk slowly and clearly.

Additionally, you may encourage the students to vote for the best presentation. Finally, display their productions on the classroom walls.



Further exploration

Social and Emotional Learning

After their presentations, ask the students to discuss in pairs or small groups all or some of the following questions. Encourage them to take down notes:

1. Which part of the infographics surprised you the most?
2. Do you think there were positive changes in gender equality?
3. Do you feel you can make a positive change in gender equality?
4. Can you think of a famous person who is a role model for gender equality?
5. What type of jobs do you imagine for women and men in the future?

Give students enough time to discuss the questions with their classmates and write down notes. To wrap up, allow the children to share their thoughts about their infographics and the questions. Encourage the students to participate and listen to each other. Remind the students that being advocates for gender equality is essential in building a fair and inclusive future.

Teacher: *Let's start with the first question: Do you think there were positive changes in gender equality?*

Student 1: *Yes, I think so! In the past, women couldn't work in many jobs, but now they can be doctors, scientists, and even leaders in politics.*

Teacher: *That's a great point! So, you think that women have more opportunities today. What about men? Have their roles changed too?*

Student 2: *Yes, maybe. More men are staying home with their kids now, while their wives work. That's something new.*

Teacher: *Great observation!*

