

Learning Tool Code	Title
SDG5-SDGfP	Gender Equality
Objectives	
<ul style="list-style-type: none"> - Students successfully deal with issues related to gender aspects; - Students understand the freedom from discrimination; - Achieving gender equality and strengthening all women and girls; - Equal access for all boys and girls to quality education; - To eliminate gender differences in education; - To understand that the roles and responsibilities of women / girls and men / boys defined in our families have equal opportunities and benefits; - To perceive gender stereotypes; - Giving equal treatment to both girls and boys, for access to resources and opportunities; - Ability to identify problems arising from gender inequality and discrimination; - Undertaking activities to prevent gender bias and discrimination in order to ensure gender equality; - To respect the values and human rights, for concepts such as: inclusion, cooperation, cultural diversity; - Students to express concepts through drawings, writing texts or dramatizing texts; - To understand the importance of gender equality in exercising the right to education of all; - Students think critically; - Students work goal-directed; - Claim values that are in line with SDG5; - Respond positively towards achieving SDG5; 	
Activity details	
<p>Materials - see annex</p> <p>Duration – 3 h 30 min</p> <p>Number of groups –3-4 groups, 4 students each</p> <p>(5th grade, age 10-11 years)</p>	
Instructions	

Lesson one (1 h 30 min.)

The teacher asks the students to think of what chores family members do at home. The teacher places pictures, from which they should express whether and how they do those activities at home (see annex). The teacher asks the students to express what the word "gender equality" reminds them of.

They then encourage them to think of joint school events for boys and girls.

The students are divided into 4 mixed groups. Each group has the task to present the activities of women/girls and men/boys through short text and drawings. They should present activities at home, the garden, school, and schoolyard. The students should emphasize whether the activities can be performed by everyone.

Students work in groups, then present the answers, discuss, and debate. It is concluded that women/girls and men/boys can equally achieve activities, regardless of gender, in male and female affairs.

Lesson two (2 hours)

Activity 1:

Students are divided into groups of 5 students and each and are given the task of analysing the characters in the textbooks for mother language, mathematics, and society. For easier analysis and identification, they should answer the following questions:

How often are male and female characters portrayed? Example:

1. Does the math textbook include only pictures or names of boys?
2. How are male and female characters portrayed? For example: Are only girls shown doing housework?
3. How are roles and relationships between men and women portrayed? For example: Does the mother always tell the children what to do? Does the father always discipline the children?
4. What adjectives are used to describe male and female characters? For example: Are women called strong? Or, are men called caring?

Each group should discuss their activity, and then a student from the group should read it and briefly say what their group thinks.

The discussion is that textbooks can either encourage or hinder gender equality and we can recognize that.

Activity 2:

The teacher instructs the students to clean the school yard. Lists the activities that the boys and girls will do together.

Discussion and conclusion after the activity for the success of the action, without division of male and female activities.

Tips for the facilitator

- 1) The teacher asks questions about the gender-equal activities of the students in the home;
- 2) The teacher encourages discussion about the impact and importance of mutual assistance and gender equality;
- 3) The teacher invites the students to share the results of the answers and drawings in class;

Debriefing

Worksheets can be adapted to students' abilities, age, and experience. Students can present their answers and conclusions in the form of an essay, photo album of the action, presentation.

Follow-up/Inspiration for the future

Students design posters on the importance of gender equality and post them on a school board. The posters can be digitalized and posted on school's website or social media profiles.

References/Further reading

Gender Responsive Pedagogy, A Toolkit for Teachers and Schools, 2nd Edition, FAWE Forum for African Women Educationalists, 2018 Gender in Education Network in Asia-Pacific (GENIA) Toolkit, UNESCO 2019

Annex

Lesson one
Worksheet

Student worksheet

Looking at the following pictures, express yourself if and how you do those activities in your family.
Then think and answer the question:

Is an equal division of labor in the home a benefit to having more time for the whole family to socialize?



