

Gender Equality

This lesson helps to raise awareness on gender roles and norms while drawing connections to SDG 5 “Gender Equality”.



Subject

English Language



Level

Intermediate



Objective(s)

- Identify gender norms in their community.
- Practice critical thinking skills on women’s themes such as status in community and society.
- Generate ideas on how to promote gender equality in their local environment.

Extend this lesson by giving students the opportunity to synthesize their learning from the community / society observations as well as Rashma’s TED Talk by having them use LibreOffice Writer to draft a speech of 5 or more lines imagining as if they were public figures or influencers aiming to convince the audience on the importance of gender equality.

Help students organize their thoughts by offering some inspiration questions such as:

- What would it look like to teach girls to be brave?
- What can boys and men do to encourage bravery in their sisters, daughters and friends?
- What actions can students like you take to promote gender equality in your home, school or community?

Circulate to support speech writing as needed.

Next, have a few students present their speeches to the class. By having speeches shared by both male and female students, you can showcase that everyone has a role in promoting gender equality.



Extension(s)

Material and Resources:



Teacher

Thaki laptop

Optional, if available:

- Projector
- Speakers



Students

Thaki laptops

Lesson Activities:

Introduction (Warm-up activities)

🕒 Duration: 15 mins



Teacher Activities

Start by sharing the objectives for the lesson and generate a class discussion with questions related to students' real lives such as:

1. What is your role at home?
2. What are the different chores and tasks that you do and your brother or sister do?
3. Are both the males and females in the family responsible for the same tasks and chores?
4. What do you think are the jobs that you can do in the future?
5. Does society depict certain jobs as only for males or only for females?

As the topic may be sensitive to some students, offer the opportunity to document their responses in written form rather than sharing aloud.

Depending on the number of students in class and the number of laptops available, students may need to work individually, in pairs, or in small groups. Responses can be documented in LibreOffice Writer in paragraph form or in a table similar to the below:

	Males	Females	Both
Tasks and chores done in my home			
Other tasks and chores			

Jobs and professions			
----------------------	--	--	--

If group sharing and discussion is feasible, ask students to identify any patterns or themes in the class's responses and ask what conclusions can be made about gender norms in the local community.



Student Activities

Reflect on their role and their family members' roles in the household as well as roles in the wider community / society.

Body

Duration: 30 mins



Teacher Activities

If a projector is available, use it to present statements about gender equality and inequality. Sample statements could include:

- Women and men can hold the same job position
- The leader should always be a man
- Men are more qualified than women
- Women should stay at home
- Men deserve better salaries
- All women and men have the right to education
- At an early age, girls should get married
- Boys can not help with household chores
- Only girls can cook

Ask students if they can think of other gender statements that could be added to the list.

Next, guide students to create a table in LibreOffice Writer or Calc with categories for Strongly Agree, Somewhat Agree, Somewhat Disagree, Strongly Disagree. Or, create a manipulative game on [Flippity](#) so that students can easily drag and drop the statements into a category.

Invite students to reflect on the gender statements and sort them into the table according to their own personal opinions, rather than what they may observe as societal norms in their environment.

After students have classified the statements, review each statement orally and ask students to consider how their personal opinions reflect or oppose what they observe as

societal norms in their environment. Invite respectful discussion and model what respectful discussion can sound like by providing sentence starters such as:

- I hear your point about X, and I see it as...
- Despite disagreeing about X, I do feel that...
- Thank you for your opinion on X, I have a different perspective because...

Using a Thaki laptop and a projector if available, model how to open the program **National Geographic Perspectives Level 1** and locate **Unit 6 “Do Your Best”** which contains a Ted Talk entitled **“Teach Girls Bravery, Not Perfection”** in Lesson 6D on pages 76-77.

Tell the students they will watch a brief video and if desired, have students take notes during the video using LibreOffice Writer.

Provide a few key points or questions for students to focus attention on during the video. Example points or questions could include the following taken from Lesson 6D Exercise 5:

- What does Reshma say that boys are rewarded for, and girls are taught to avoid?
- What does she feel that girls lack?
- What do teachers often learn about girls who are learning to code?
- According to Reshma, why do girls often not answer questions?
- According to Reshma, who teaches girls to be brave?

After screening the video, debrief with students to students by briefly reviewing the focus questions aloud.

Ask students if they see/feel that girls in their own community are rewarded for being perfect rather than being brave. Use guiding questions to help students draw connections between bravery and the gender statements from the previous activity that portray men as qualified leaders earning money whereas women are suited to home life and domestic chores.



Distance
Learning

This lesson can also be adapted for distance learning by sending instructional information, images, and / or links, including [Reshma’s Ted Talk found here](#), via Whatsapp (or any other communication platform).

Have students create the paragraphs and / or tables using Google Docs, their mobile device’s notes app, or any other app that suits learners’ needs, and send their work to you directly or within the class group.

If possible, facilitate respectful discussion through voice notes by providing sentence starters as a model for active listening and response.



- Create a table in LibreOffice Writer or Calc, or complete the game on Flippity to reflect on each gender statement.
- Participate in the group discussion.
- Watch the video and take notes as desired.
- Participate in the post-video discussion.

Closure

 Duration: 5-7 mins



Teacher Activities

To contextualize and personalize bravery, have students read the inspiring story of [Muzoon Almellehan](#); a young refugee girl who fought for gender equality in the camp where she is living.

As a class, generate a list of actions that male and female students can do to promote gender equality at the local and / or society level.

Refer to the “[SDG 5 - Gender Equality: Why It Matters](#)” document as a reference and guide.



Student Activities

Read the story and contribute to the list of actions that promote equality.