

## Lesson 3

### Equality between men and women

#### How should we treat men and women?

Learning objectives	<p>The students become aware of gender-related discrimination in society.</p> <p>The students are able to understand the viewpoint of victims of discrimination related to gender.</p> <p>The students are able to react to situations of discrimination.</p>
Student tasks	<p>The students consider how they, and society in general, treat women in their country.</p>
Resources	<p>A copy of one story from student handout 2.2 for each group.</p> <p>A large sheet of paper and marker for each group.</p>
Method	<p>Small groups, discussion and presentations.</p>

#### Information box

There is still a long way to go before men and women will be treated as equal human beings by the law and in daily life. Different situations in the family, at school and at work offer opportunities to increase one's empathy for these issues and one's insight into how to deal with them. This lesson is also an invitation to change some practices in class or at school.

## The lesson

The class is divided into groups of four or five students. Each group is given one of the three stories given in student handout 2.2. Once the students have finished reading they are invited to discuss the questions given with each story.

The teacher then leads a short follow-up discussion about each story, asking a reporter from each group to give a brief summary of their story and to present the results of the group discussion.

Once this has been done, the teacher asks the students to read the table and the text on the blackboard carefully and then to give two examples of differences in sex, and another two of differences in gender, in order to ensure that all students understand the definitions given.

Sex	Gender
Biologically determined	Socially defined
Static, cannot change	Dynamic, possibility of change
<i>“Sex refers to natural distinguishing variables based on the biological characteristics of being a woman or a man.”</i>	<i>“Gender is a concept that refers to the social differences, as opposed to the biological ones, between men and women that have been learned, are changeable over time and that vary widely according to historical, cultural, traditional, geographic, religious, social, and economic factors.”</i>

Once back in their groups, the students are given a large sheet of paper and a marker. Now they discuss whether or not they think their school promotes gender equality. If they agree that it does, they have to present five examples which support the opinion of their groups. If the answer is “no”, however, they have to list up to five things that could be done to promote gender equality in their school.

Each group is asked to present their findings.

Should the teacher wish to extend this activity into project work, he or she should invite the students to choose one or two ideas and to set up a plan to implement these in the school. The plan should include the overall objective, the different steps to be taken, the people responsible and a time plan.

### Example of a plan

Overall objective: .....		
What has to be done?	Who will do it?	When does it have to be ready?