



Lesson: Gender Equality 2 of 3



ACTIVITY OUTLINE



Starter: Bell work – picture prompt starters around children’s toys to generate further conversation around gender norms and stereotypes

What can / cannot boys and girls do? – Match up task in small groups

A short poem and discussion (slide 11)

¿Existe la igualdad de género? Yes or No quiz in response to the statements shown

Resources:

Cut up phrases under the headings ‘Boys are allowed to / not allowed to, Girls can / Girls cannot’ per group



CURRICULUM OUTCOMES



Listening, Reading, Writing and Speaking Skills enhanced

Use of authentic resources

Read literary texts in the language (such as stories, poems, letters) to stimulate ideas, develop creative expression and expand understanding of the language and culture

Picture images to generate authentic speaking in line with GCSE requirements

Translation: Spanish to English

Higher level reading skills

Dictionary skills



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GLOBAL LEARNING OUTCOMES



Name the different influences which create gender norms

GENDER
EQUALITY



Explain how gender stereotypes are created and that they have negative repercussions

**Students can explain how gender norms can change over time
explain how 'appropriate' behaviours are taught to both men and women**

Students are aware that gender discrimination effects half of humanity

SMSC: Ability to be reflective about their own beliefs and perspective on life, investigating and offering reasoned views about moral and ethical issues.

British Values: Mutual respect and tolerance of different beliefs, individual liberty.

Action



Equality Now: A Just World for Women and Girls

Equality Now believe in advancing girl's rights, because when women and girls, men and boys are treated equally, everyone wins!

Visit Equality Now's website to discover the different worldwide campaigns they run and learn more about the issues facing women and girls worldwide.

Decide what campaigns you can get involved in as a class, or as a whole school project.

<https://www.equalitynow.org/>



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