

# Sustainable Development Goals for Pupils

## #5 GENDER EQUALITY



2022-1-FR01-KA220-SCH-000087085

## Imprint

Published by:

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Design and layout: Eco Logic

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This curriculum is part of the Erasmus+ project Sustainable Development Goals for Pupils

Co-funded by the Erasmus+ Programme of the European Union:



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# Sustainable Development Goals for Pupils



Activity #1	Title of the activity
<b>Sustainable Development Goal 5</b>	<b>Gender Equality in Media Challenge</b>
<b>Objectives of the activity</b>	
<p>To explore the representation of gender in media and encourage critical thinking about gender stereotypes, biases, and the importance of gender equality. This activity will allow students to critically analyze media representations of gender, challenge stereotypes, and engage in meaningful discussions about the importance of gender equality. It encourages students to become more media literate and advocates for positive change in media portrayal.</p>	
<b>Details for the activity</b>	
<ul style="list-style-type: none"> <li>- Material – Access to various forms of media (such as magazines, newspapers, TV shows, movies, advertisements, online articles); Paper or electronic devices for note-taking; Large sheets of paper or a whiteboard; Markers or colored pens</li> <li>- Duration – 85 minutes</li> <li>- Group number – 15 - 20 students aged 10-14 (divided into few groups)</li> </ul>	
<b>Instructions and tips for teachers</b>	
<ul style="list-style-type: none"> <li>• Introduction (10 minutes): Start by introducing SDG 5: Gender Equality. Explain why it is important to achieve gender equality and the impact it has on society. Discuss the concept of gender stereotypes and biases that exist in media and how they can influence perceptions and expectations. (Information for the introduction part can be found in the Theoretical Part of the lesson plan. If the teacher wishes the information can be done in a form of a PowerPoint presentation)</li> <li>• Main Part (70 minutes):</li> <li>• Media Exploration (25 minutes): Divide the class into small groups and provide each group with access to different forms of media. Instruct the groups to analyze the media content they have been given, paying attention to the representation of gender. Encourage students to take notes on the following points: <i>How are men and women portrayed in the media?</i> <i>Are there any stereotypes or biases evident?</i> <i>Are there any instances of gender equality or empowerment depicted?</i> <i>Are there any examples of gender inequality or discriminatory representations?</i></li> <li>• Group Presentations (15 minutes): Bring the groups back together and ask each group to present their findings. Have each group share examples from the media they analyzed and discuss their observations. Encourage students to critically analyze the media content and engage in a discussion about the impact of these representations on society.</li> </ul>	

- Visual Representation (20 minutes):

Provide large sheets of paper or use a whiteboard.

Instruct the students to collectively create a visual representation of gender equality in media. Ask them to draw or write positive examples of gender representation and strategies to challenge stereotypes and biases.

Encourage creativity and collaboration among students.

- Gallery Walk and Reflection (10 minutes):

Display the visual representation created by the students.

Ask students to walk around and observe the artwork.

After the gallery walk, the students gather for a reflection discussion.

Encourage students to share their thoughts, feelings, and any insights gained from the activity.

Facilitate a discussion on how media can play a role in promoting gender equality and challenging stereotypes.

- Conclusion (5 minutes):

Summarize the main points discussed during the activity.

Reinforce the importance of gender equality in media and its impact on society.

Invite students to reflect on their own media consumption habits and how they can actively contribute to promoting gender equality.

- Homework Project Assignment Examples:

Remember to encourage students to use reliable sources, data, and evidence to support their findings and recommendations. These projects will not only deepen their understanding of SDG 5 but also empower them to become advocates for gender equality in their communities.

1. Analyze advertisements, TV shows, or movies to identify and discuss gender stereotypes. Create a visual presentation or poster that raises awareness about these stereotypes and proposes ways to challenge and change them.
2. Research and create a presentation or report on the history of women's rights movements in your country or region. Highlight key figures, significant milestones, and the progress made towards achieving gender equality.
3. Conduct interviews with local gender equality advocates or activists and document their experiences and perspectives. Create a video, podcast, or written article showcasing their work and the importance of promoting gender equality.
4. Research and present a profile of a pioneering woman in science, technology, engineering, or mathematics (STEM). Discuss her contributions, challenges faced, and the need for more women's participation in these fields.
5. Examine the disparities in educational opportunities between genders. Develop a proposal for gender-responsive measures that schools can implement to promote equal access to education.

### Instructions and tips for students

- Pay attention to the teacher's instructions.
- Collaborate with other students in their group.
- Have active participation during the lesson and answer the teacher's questions.
- Share their previous and new knowledge, raise additional questions, and engage in a dialogue about gender equality

## References/further reading

[https://ec.europa.eu/eurostat/statistics-explained/index.php?title=SDG\\_5\\_-\\_Gender\\_equality#:~:text=SDG%20%20aims%20to%20achieve.all%20levels%20of%20decision%2Dmaking](https://ec.europa.eu/eurostat/statistics-explained/index.php?title=SDG_5_-_Gender_equality#:~:text=SDG%20%20aims%20to%20achieve.all%20levels%20of%20decision%2Dmaking)

<https://www.unesco.org/en/gender-equality/media-gender-equality>

<https://edoc.coe.int/en/gender-equality/8286-gender-equality-and-media-analytical-report.html>

Activity #1	Title of the activity
<b>Sustainable Development Goal 5</b>	<b>Breaking Gender Stereotypes Game Show</b>
<b>Objectives of the activity</b>	
<p>To engage students in a gamified learning experience that challenges gender stereotypes, promotes discussions on gender equality, and fosters critical thinking about SDG 5. By creating a game show-style environment, this activity encourages active participation, healthy competition, and critical thinking. It allows students to engage in discussions on gender equality, challenge stereotypes, and explore strategies to promote inclusivity and gender equity in various aspects of life.</p> <p>These challenges encourage creativity, teamwork, and critical thinking while providing opportunities for students to actively engage in breaking gender stereotypes and promoting gender equality through performance and role-playing.</p>	
<b>Details for the activity</b>	
<p>- Material – Game show-style buzzers or response devices (optional); Game show-style scoreboard or a large sheet of paper to track points; Question cards (prepared in advance, with gender equality-related questions and scenarios); Props or costumes to represent different characters or professions (optional)</p> <p>- Duration – 60 minutes</p> <p>- Group number – 15 - 20 students aged 10-14 (divided into few groups)</p>	
<b>Instructions and tips for teachers</b>	
<ul style="list-style-type: none"><li>• Game Setup: Create a game show-style setup in the classroom, with a designated host and participants. Set up the buzzers or response devices for participants (optional). Prepare the scoreboard or a large sheet of paper to track points.</li><li>• Game Show Rounds: The game consists of multiple rounds, each focusing on different aspects of gender equality and breaking gender stereotypes. The host poses gender equality-related questions or scenarios to the teams.</li></ul>	

- Question and Scenario Rounds:

In each round, the host presents a question or scenario related to gender stereotypes or gender equality.

Examples:

- *Question: True or False: Only women can be nurses, and only men can be doctors.*
  - *Scenario: You are a company hiring manager. How would you ensure equal opportunities for men and women during the hiring process?*
- *Question: Which profession is commonly associated with men but should be equally accessible to women?*
  - *Scenario: You are planning a school event. How would you ensure that both boys and girls have equal participation and representation in the activities?*
- *Question: Name three successful women leaders from history or present times.*
  - *Scenario: You are designing a children's toy. How would you create a gender-neutral toy that appeals to both boys and girls?*
- *Question: What are some common stereotypes or expectations society has for boys and girls regarding their future careers?*
  - *Scenario: You are organizing a school sports competition. How would you ensure that both boys and girls have equal opportunities to participate and compete?*
- *Question: What are some ways in which gender stereotypes can impact the mental health and well-being of individuals?*
  - *Scenario: You are creating a campaign to promote gender equality in your community. What strategies and messages would you include to challenge stereotypes and promote inclusivity?*
- *Question: True or False: Men cannot be caregivers or stay-at-home parents.*
  - *Scenario: You are a teacher. How would you ensure that your classroom activities and materials are inclusive and avoid reinforcing gender stereotypes?*
- *Question: What are some challenges faced by men in breaking gender stereotypes? Provide examples.*
  - *Scenario: You are developing a workplace policy. How would you address gender pay gaps and ensure equal opportunities for promotions for all employees?*
- *Question: What are some steps individuals can take to challenge gender stereotypes and promote gender equality in their everyday lives?*

Teams discuss the question or scenario and come up with their answers within a specified time limit.

Teams can use buzzers or response devices (if available) to signal their readiness to answer. The host can choose the team that buzzes in first or rotate between teams.

- Answer and Discussion:

Once a team provides an answer, the host reveals the correct answer or facilitates a discussion among teams to explore different perspectives.

Encourage teams to explain their thought processes and engage in respectful debates if there are differing viewpoints.

- Points and Scoring:

Award points to teams based on correct answers, creativity, and participation.

Track points on the scoreboard or a large sheet of paper throughout the game.

- Bonus Challenges:

Introduce bonus challenges between rounds that require teams to perform skits or role-plays breaking gender stereotypes or designing campaigns to promote gender equality.

Examples:

1. Skit Challenge: Gender Role Reversal

*Teams are tasked with performing a skit where traditional gender roles are reversed. For example, portray a scenario where men take on household chores and women engage in traditionally male-dominated professions. The skit should challenge stereotypes and demonstrate that individuals can excel in any role or profession regardless of gender.*

2. Role-Play Challenge: Workplace Equality

*Each team is assigned a workplace scenario where gender equality is at stake. They must perform a role-play demonstrating how they would address the issue and promote gender equality in the workplace. This could include situations such as addressing gender pay gaps, implementing family-friendly policies, or ensuring equal opportunities for career advancement.*

3. Skit Challenge: Breaking Stereotypes in Sports

*Teams create a skit showcasing individuals participating in sports or physical activities that are typically associated with the opposite gender. The skit should challenge the notion that certain sports are only for boys or girls, emphasizing inclusivity and breaking stereotypes related to athleticism and physical abilities.*

4. Role-Play Challenge: Challenging Bias and Prejudice

*Each team is given a scenario where someone is facing bias or prejudice due to their gender. Teams must perform a role-play demonstrating how they would respond to the situation, challenge the bias, and promote understanding and acceptance of gender diversity.*

5. Skit Challenge: Promoting Gender-Neutral Fashion

*Teams are asked to create a skit that highlights the importance of gender-neutral fashion and challenges the notion of clothing being strictly categorized as "for men" or "for women." The skit can emphasize the freedom of self-expression and the acceptance of diverse styles and preferences.*

6. Role-Play Challenge: Designing a Gender Equality Campaign

Teams are given the task of developing a role-play that showcases a campaign promoting gender equality. The role-play should incorporate creative strategies, slogans, and messaging to challenge stereotypes, promote inclusivity, and encourage positive actions towards achieving gender equality.

Provide props or costumes (optional) for teams to enhance their presentations.

- Final Round:

Have a final round where teams can wager points based on their confidence in answering a challenging question related to gender equality.

Teams can wager any portion of their earned points, and their wagered points will be either added or deducted based on their correct or incorrect answer.

- Game Conclusion:

Once all rounds are complete, tally up the points to determine the winning team. Congratulate the winning team and recognize all teams for their participation.

- Post-Game Discussion:

Engage the students in a reflective discussion about the gender stereotypes, biases, and the importance of gender equality highlighted during the game.

Facilitate a dialogue on actions that can be taken to challenge gender stereotypes, promote inclusivity, and contribute to achieving SDG 5.

### **Instructions and tips for students**

Pay attention to the instructions of the game.

Collaborate with other students in their group.

Have active participation in the game.

Reflect on the questions and challenges encountered during the game.

Engage in a discussion about gender equality, actions that can be taken to challenge gender stereotypes, promote inclusivity, and contribute to achieving SDG 5, and the importance of SDG 5.

### **References/further reading**

<https://www.unwomen.org/en/news-stories/explainer/2022/09/explainer-sustainable-development-goal-five>

<https://www.unwomen.org/en/news-stories/in-focus/2022/08/in-focus-sustainable-development-goal-5>

Activity #3	Title of the activity
<b>Sustainable Development Goal 5</b>	<b>SDG 5 Quiz - Gender Equality</b>
<b>Objectives of the activity</b>	
The objective of this quiz is to educate students about SDG 5 and raise awareness about the importance of gender equality.	
<b>Details for the activity</b>	
<ul style="list-style-type: none"> <li>- Material – question cards, buzzers</li> <li>- Duration – depends on the time assigned for each question</li> <li>- Group number – 15 - 20 students aged 10-14 (divided into few groups or have them work individually)</li> </ul>	
<b>Instructions and tips for teachers</b>	
<ul style="list-style-type: none"> <li>• Divide the students into teams or have them work individually, depending on your classroom setup and preferences.</li> <li>• Prepare a list of multiple-choice questions and true/false statements related to SDG 5 and gender equality. You can use the following sample questions or create your own:</li> <li>• Sample Questions:</li> </ul>	
<p><i>Question 1: What is an example of a gender stereotype?</i></p> <p>a) Girls are usually better at math than boys.  b) Boys are usually better at cooking than girls.  c) Gender stereotypes do not exist.  d) Both a and b are examples of gender stereotypes.</p> <p><i>Answer 1: d) Both a and b are examples of gender stereotypes.</i></p> <p>Explanation: Gender stereotypes are preconceived notions about the roles, abilities, and behaviors of individuals based on their gender. Both options a and b represent stereotypes about gender roles.</p>	
<p><i>Question 2: True or False: Gender equality is only about achieving equality between men and women.</i></p> <p><i>Answer 2: False</i></p> <p>Explanation: Gender equality also includes addressing discrimination and promoting equal rights for people of all gender identities, not just men and women.</p>	
<p><i>Question 3: Which of the following is a form of gender-based violence?</i></p> <p>a) Equal pay for equal work  b) Gender-neutral language  c) Female genital mutilation  d) Both a and b</p> <p><i>Answer 3: c) Female genital mutilation</i></p> <p>Explanation: Female genital mutilation is a harmful practice and a form of gender-based violence, while options a and b are positive steps toward gender equality.</p>	

Question 4: What is the gender pay gap?

- a) The difference in pay between different industries.
- b) The difference in pay between men and women for the same work.
- c) The gap in pay between older and younger workers.
- d) The difference in pay between CEOs and entry-level employees.

Answer 4: b) The difference in pay between men and women for the same work.

Explanation: The gender pay gap refers to the disparity in earnings between men and women who perform the same or similar work.

Question 5: Which of the following is NOT an example of gender inequality in education?

- a) Girls having limited access to schools.
- b) Boys consistently outperforming girls in all subjects.
- c) Discrimination against female teachers.
- d) Lack of female representation in STEM fields.

Answer 5: b) Boys consistently outperforming girls in all subjects.

Explanation: Gender inequality in education often involves limiting access to education for one gender or unequal treatment, but it doesn't mean one gender consistently outperforms the other in all subjects.

Question 6: What is the main focus of SDG 5?

- a) Promoting gender-based violence
- b) Reducing maternal mortality
- c) Achieving gender equality and empowering all women and girls
- d) Advancing women's fashion

Answer 6: c) Achieving gender equality and empowering all women and girls.

Explanation: SDG 5's primary focus is on gender equality and empowering women and girls to ensure they have equal opportunities and rights.

Question 7: True or False: Gender equality is a prerequisite for achieving all the other Sustainable Development Goals.

Answer 7: True

Explanation: Gender equality is interconnected with all the other SDGs. Progress in gender equality is essential for achieving the broader goals of sustainable development.

Question 8: What does the term "glass ceiling" refer to?

- a) A type of window in office buildings.
- b) An invisible barrier that limits women's advancement in the workplace.
- c) A type of feminist organization.
- d) A type of gender-based violence.

Answer 8: b) An invisible barrier that limits women's advancement in the workplace.

Explanation: The "glass ceiling" is a metaphor for the often invisible barriers that prevent women from advancing to top leadership positions in organizations.

Question 9: Which of the following international agreements helped advance women's rights and gender equality?

- a) Universal Declaration of Human Rights
- b) Paris Climate Agreement
- c) Kyoto Protocol
- d) Montreal Protocol

Answer 9: a) Universal Declaration of Human Rights

Explanation: The Universal Declaration of Human Rights, adopted by the United Nations in 1948, includes principles that promote gender equality and women's rights.

Question 10: What is the meaning of the term "intersectionality" in the context of gender equality?

- a) A theory that focuses only on gender as a single factor of identity.
- b) The study of road intersections in urban planning.
- c) An approach that considers how various social identities (e.g., race, class, gender) intersect and interact to create unique experiences of discrimination.
- d) A term used in mathematics to describe the point where two lines meet.

Answer 10: c) An approach that considers how various social identities (e.g., race, class, gender) intersect and interact to create unique experiences of discrimination.

- Assign a point value to each question. You can have easier questions be worth fewer points and more challenging ones worth more points.
- Inform students if there are more than one correct answers.
- Present the questions to the students one at a time. Give them a specified amount of time (e.g., 30 seconds to 1 minute) to discuss and select their answers. Educators can use these questions to create quiz on SDG 5 and gender equality, and/or adapt them as needed for their classroom activity.
- After the time is up, have each team or student provide their answers.
- Discuss the correct answers and provide explanations for each question.
- Keep track of each team's or student's scores and announce the winners at the end of the quiz.
- The sample questions can be used as an interactive quiz game activity in a classroom or can be used in an online quiz activity on a platform chosen by the educator.

### Instructions and tips for students

- Pay attention to the instructions of the quiz.
- Collaborate with other students in their group (if the quiz is done in teams).
- Have active participation in the quiz.
- Reflect on the questions and challenges encountered during the quiz.

### References/further reading

<https://www.unicef.org/gender-equality>

<https://www.un.org/sustainabledevelopment/gender-equality/>



