

## ***Gender Equality in Society***

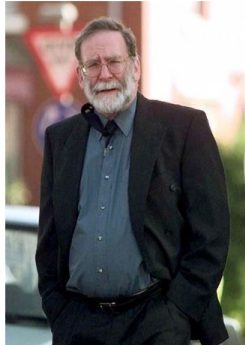
### **CLASS 2 (Scenario 2)**

|                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>TOPIC</b>                                               | <b>Gender stereotypes for body, behavior and social relations</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>LEARNING CONTENT<br/>- DETAILED<br/>CHARACTERISTICS</b> | <ul style="list-style-type: none"> <li>- Increasing students' knowledge of a stereotype;</li> <li>- introducing a gender perspective to knowledge of stereotyping;</li> <li>- explain how gender stereotypes affect social life;</li> <li>- familiarizing students with positive and negative examples of influence gender stereotypes in some areas of social life;</li> <li>- drawing attention to barriers in overcoming gender prejudices;</li> <li>- discussion on the fight against gender stereotyping and human rights.</li> </ul> <p>During the debate, the students practise expressing arguments, improve their level of politeness and hone their collaborative skills.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>KEY WORDS</b>                                           | gender, stereotypes, attitudes, discrimination                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>SUGGESTED TOOLS</b>                                     | Power point, Youtube, pictures, Mentimeter.com                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>TIPS / METHODOLOGICAL REMARKS</b><br>(if applicable)    | <p>Peer-to-peer learning<br/>Direction discussion<br/>Interactive lecture</p> <p>Ideally designed for a maximum of 20 students, the class can be done with a larger number of students. However, the discussions/debates are not as effective as in larger classes and the central activity is on the shoulders of the teacher all the time.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>IMPLEMENTATION OF THE CLASSES</b>                       | <p><b>STEP 1</b></p> <p>This lesson begins by practicing your thinking skills to reveal your own prejudices and stereotypes. And then, to introduce concepts of stereotype and attitude.<br/>Work card 1<br/>The teacher shows the pictures and asks for an answer to the question: who is it?<br/>Students answer on their own using the mentimeter.com app.<br/>After evaluating the last photo, the teacher shows the poll results and then goes back to the photos and explains who the characters really are.</p> <p><b>STEP 2</b></p> <p>The teacher divides the students into four groups. Each of them prepares an explanation of errors in perceiving the characters in the photos. Prepares a list of image elements that have influenced the perception of the character in one way and no other way (Work card 1).</p> <p><b>STEP 3</b></p> <p>Within five minutes, everyone in the group should give their opinion. (Each group has its own breakout room.) Afterwards, the students present their opinions to all their classmates.</p> <p><b>STEP 4</b></p> <p>Then all students watch two movies (Youtube)<br/><a href="https://www.youtube.com/watch?v=Cmq8cZCEIVE&amp;t=10s">https://www.youtube.com/watch?v=Cmq8cZCEIVE&amp;t=10s</a><br/><a href="https://www.youtube.com/watch?v=UpgZ5PCuf8A&amp;t=25s">https://www.youtube.com/watch?v=UpgZ5PCuf8A&amp;t=25s</a></p> <p><b>STEP 5</b></p> <p>After that the teacher divides the students into two groups. The first group answers the question:</p> |

|                             |                    |                                                                                                                                                                                                                                             |
|-----------------------------|--------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                             |                    | How are gender stereotypes formed?<br>Second group answers the question:<br>How is attitude formed?                                                                                                                                         |
|                             | <b>STEP 6</b>      | Within five minutes, everyone in the group should give their opinion. (Each group has its own breakout room.) Afterwards, the students present their opinions to all their classmates.                                                      |
|                             | <b>STEP 7</b>      | Finally, teacher invites students to discussion on the fight against gender stereotyping and human rights, based on:<br><a href="https://www.ohchr.org/en/women/gender-stereotyping">https://www.ohchr.org/en/women/gender-stereotyping</a> |
| <b>ADDITIONAL MATERIALS</b> | <b>1 WORK CARD</b> | Stereotypes and attitudes                                                                                                                                                                                                                   |
|                             | <b>2 WORK CARD</b> | Films:<br>Gender stereotypes<br>Components of Attitudes                                                                                                                                                                                     |



**HAROLD FREDERICK SHIPMAN- DOCTOR DEATH**  
HE MURDERED 250 PATIENTS, MOST OFTEN THE ELDERLY, BY INJECTING LETHAL DOSES OF DIAMORPHIE



memorial to his victims



**GINA RINEHART**

is an Australian mining magnate and heiress. In a May 2021 Guardian Australia investigation, it was reported that Rinehart was the single largest landholder in Australia, at over 9.2 million hectares (23 million acres), just over 1% of Australia's total landmass. She is number 73 in the billioner ranking



**Bloomberg Billionaires Index**

View profiles for each of the world's 500 richest people, see the biggest movers, and compare fortunes or track returns.

< # 72 Dan Gilbert | # 74 Wang Chuan-Fu >

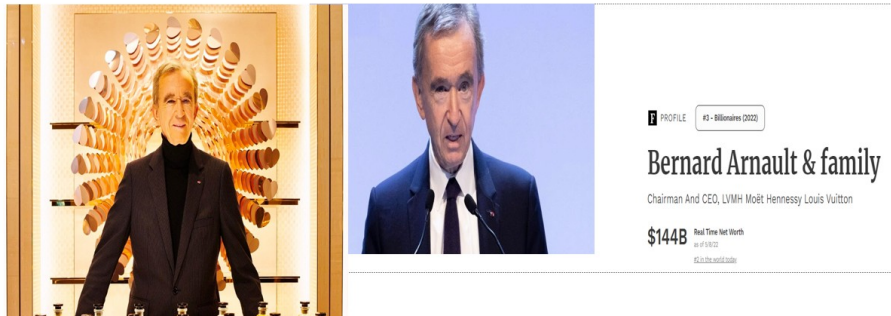
# 73 **Gina Rinehart** \$19.6B

**AMARJEED SADA- THE WORLD' S YOUNGEST SERIAL KILLER (8 AGE)**



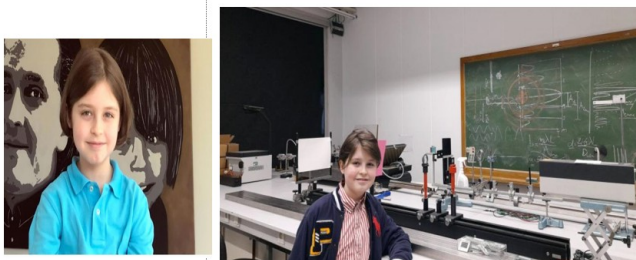


**BERNARD ARNAULT OVERSEES THE LVMH EMPIRE OF SOME 70 FASHION AND COSMETICS BRANDS, INCLUDING LOUIS VUITTON AND SEPHORA**



**LAURENT SIMONS IS A 11-YEAR-OLD GENIUS, KID WHO HAS QUITE RECENTLY FINISHED HIS FOUR YEAR COLLEGE EDUCATION IN PHYSICS FROM THE UNIVERSITY OF ANTWERP**

Presentation Subtitle



**VLADIMIR FRANZ - IN 2012 HE WAS A REGISTERED CANDIDATE IN THE 2013 CZECH PRESIDENTIAL ELECTION**

He placed 5th in the first round with 6.84% (351,916 votes), but did not qualify for the second round.



Discuss in the group: the causes of mistakes and limitations in the perception of other people.

.....

.....

.....

.....

.....

.....

.....

.....  
.....  
.....  
.....

**WORK CARD 2** **FILMS**

**TASK**

Mutual:  
Everyone watches the movies, then the teacher divides the students into two groups;  
The first group answers the question: How are gender stereotypes formed? (1)  
The second group answers the question: How is attitude formed? (2)

FILMS (YOUTUBE)  
Gender stereotypes  
<https://www.youtube.com/watch?v=Cmq8cZCElVE&t=10s>  
Components of Attitudes <https://www.youtube.com/watch?v=UpgZ5PCuf8A&t=25s>

Answer 1:

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

Answer 2:

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....