

## Gender Equality: Step 1 Part 2: Introducing the Topic

*Students will watch the starter clip, which is based mainly on a personal way of dealing with gender (in)equality. Students will thereby learn more about the topic and reflect on the research question. This will stimulate their interest in the topic and will help them to start identifying the different strategies for dealing with gender (in)equality.*

### **Introduction**

The introduction has the objective of introducing the project and motivating students. It is crucial that students understand the concept of gender (in)equality as they will research and create a documentary based on it. In this lesson, they will start the process of 'comprehension' that will continue in step 2.

### **Lesson objectives**

- Students will start reflecting on the topic of gender equality by watching a prepared video on #MeToo.
- Students will better understand and appreciate the difference between gender and sex.
- Students will be aware of the personal and societal consequences of unequal treatment between people of different genders.
- Students will start thinking about the research question - how should we respond to gender (in)equality - and be aware of the different manifestations of gender inequality. This will stimulate their interest in the topic and it will get them started at identifying the different options for dealing with it.

### **Preparation**

Make sure you have the link to the starter clip ready to show in class.

### **Materials**

Student material:

Gender Equality starter clip →

Teacher material:

Distinction between Sex and Gender →

Gender Equality starter clip →

## **Description of the lesson**

### 1. Class discussion

Discuss and ask students what they think we mean when we talk about gender. Discuss and ask students what they think we mean when we talk about gender (in)equality.

Students should reflect on the following: Is this topic important? What might be the perspective(s) of the different people involved?

You can help students by providing some examples of gender (in)equality.

### 2. Introducing the research question

Once students have understood these two terms, introduce the research question: How should we respond to gender (in)equality?

- Ask students to individually write down their reflections on the research question.
- Watch the **starter clip** and comment on it as a whole class. If necessary, briefly explain the historical background of the clip and focus on the topic of the question.

Some possible questions you could ask your students:

- What is shown in the clip?
- Who are the people in the clip?
- What kind of gender (in)equality is shown in the clip?
- What different kinds of gender (in)equality can you think of?
- What is your own perspective on this theme?
- How should we deal with gender (in)equality?

### 3. The difference between sex and gender

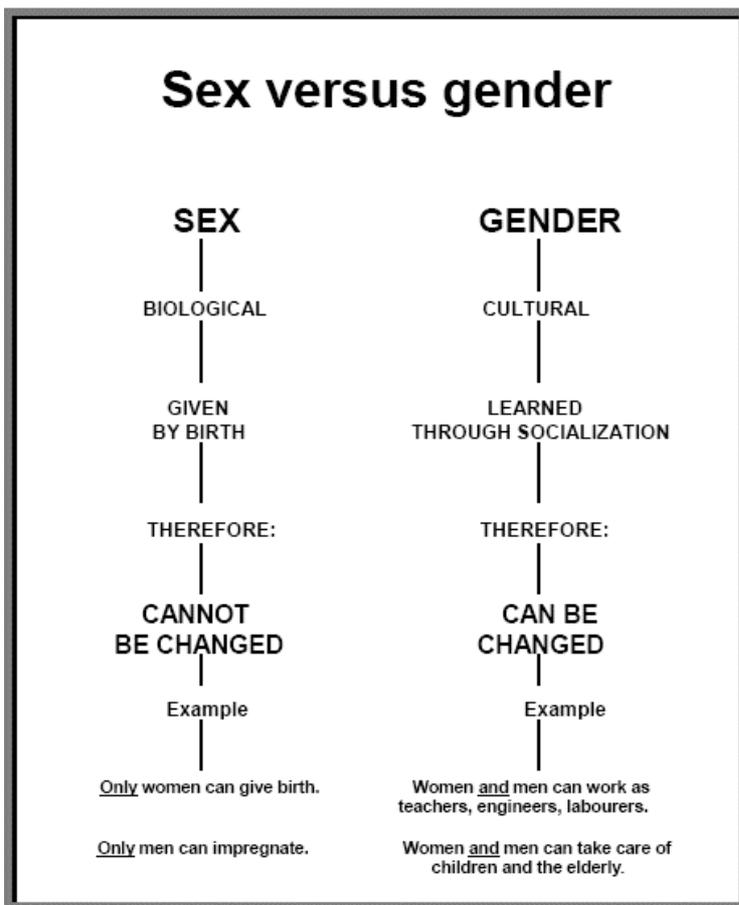
- Students (in groups) think about examples of the difference between sex and gender. They make a list of sex differences, and a list of gender differences.
- Students will answer the question: What are the consequences of sex differences for women, men and others?
- Students will answer the question: What are the consequences of gender differences for women, men and others?

Below you can find more information about the distinction between Sex and Gender.

**Note:** At the end of the project, students will come back to the research question and write down reflections on it for a second time, comparing their responses to see if they have modified/developed ideas on the topic. It would be a good idea to take a picture of the ideas written on the blackboard.

## Material: Distinction between Sex and Gender

The distinction between sex and gender differentiates a person's biological sex (the anatomy of an individual's reproductive system, and secondary sex characteristics) from that person's gender, which can refer to either social roles based on the sex of the person (gender role) or personal identification of one's own gender based on an internal awareness (gender identity). In some circumstances, an individual's assigned sex and gender do not align, and the person may be transgender. In other cases, an individual may have biological sex characteristics that complicate sex assignment, and the person may be intersex. In ordinary speech, sex and gender are often used interchangeably. Some dictionaries and academic disciplines give them different definitions while others do not. Some languages, such as German or Finnish, have no separate words for sex and gender, and the distinction has to be made through context.



([https://en.wikipedia.org/wiki/Sex\\_and\\_gender\\_distinction](https://en.wikipedia.org/wiki/Sex_and_gender_distinction))