

# GENDER EQUALITY



# CLASSROOM ACTIVITIES

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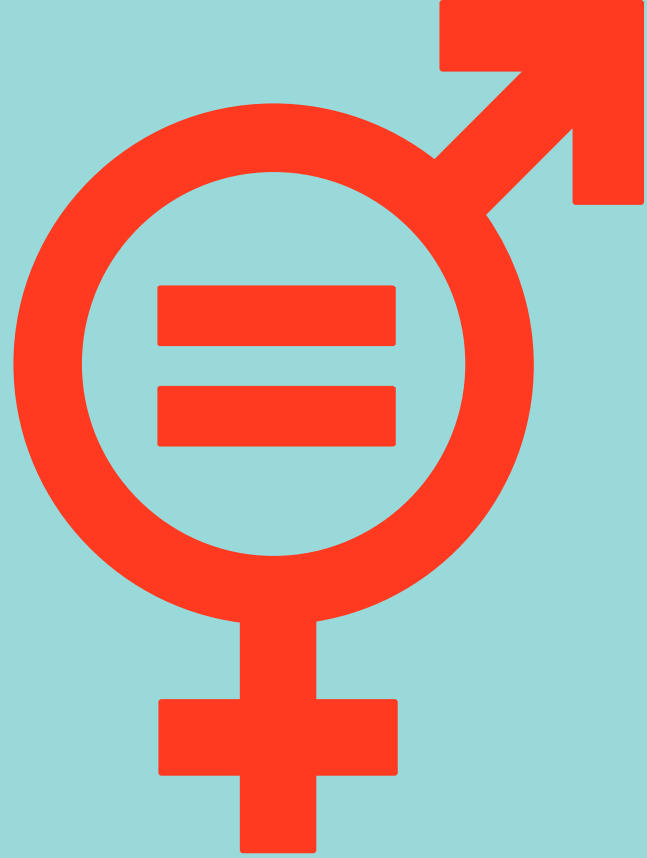
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# INTRODUCTION

We are a group of students from Colégio Júlio Dinis, in Porto, Portugal, and from the Swedish school Rudbecksgymnasiet, and we are participating in the Erasmus+ project "Human Rights in Europe". One of the topics of our project is Gender Equality. We realise how important it is when we remember it is one of the United Nations Sustainable Development Goals.

While we were doing research on this topic we came across some content of the Portuguese Commission for Citizenship and Gender Equality (CIG) and we selected some activities to be carried out with students of different ages. We want to help teachers to have a ready-to-use tool which may allow them to talk about this subject in or outside the classroom. We think that active learning is more engaging and motivating for students. This way, they can reflect upon this topic in a fun way.

Some of the activities were put into practice within the scope of our project, on a day selected for this purpose, on which students of all ages and cycles were involved. The reason why we are sharing some pictures and videos with you is that we hope they may inspire you. The activity "The reward" was designed by us after watching a video of a campaign for the International Women's Day.

We hope you can spread knowledge and raise awareness for this urgent topic!



Equality

# YEAR 1-4

## THE REWARD

**Objective:** To promote reflection upon situations of injustice between people of different genders

**No. of participants:** 8 to 25

**Duration:** 50 minutes

**Material:**

- 50 rubber balls (of 2 different colours)
- 2 plastic containers
- 2 candy jars (reward)
- drawing sheets, writing material and crayons

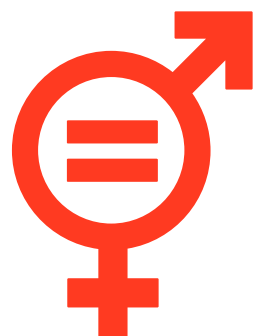
**Step by step implementation:**

- Spread the 50 balls all over the room.
- Put the two plastic containers in a visible place.
- Separate the class into two groups, one for boys and one for girls.
- Explain the rule and ask the two groups do the same activity together: to separate the balls by colour into the corresponding containers.
- When they finish, choose a child from each group to get the reward for the work done. Ask them to close their eyes. Assign the prize unevenly to groups: boys get much more candy than girls.
- Wait for the children to notice the difference and wonder. In case they don't, lead them to notice the difference. Ask the children whether they know why the prize is different.
- Explain why: girls got less than boys because they are girls.
- Explore the topic of gender equality in a way which is suitable for their age.
- At the end, after talking to the children, ask them to draw, paint or write about what they experienced or felt. The activity can be done individually or in small groups.

**Watch our video:** <https://youtu.be/EdnU1JD-nmM>

**Source:**

<https://www.youtube.com/watch?v=9zd4ZoGloLQ>





# YEAR 1-6

## THE ALIEN

**Objectives:** To analyse the way that social roles traditionally assigned to men or women are present in our individual perceptions.

**No. of participants:** 6 to 24

**Duration:** 40 minutes

**Material:** 2 cardboard sheets; markers

**Step by step implementation:**

The teacher is an alien that has just arrived at the Earth and found this group of people. He/she would like to know what is a man and what is a woman.

Divide the students into 2 groups. One of the groups will have to explain what a man is and the other what a woman is.

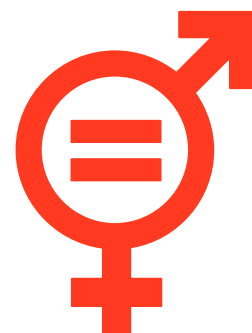
Hand a cardboard sheet to each group and ask the students to use it to help clarify the description of what a man/woman is. Give the students 20 minutes to do the task. When both groups finish, ask them to present the results to the whole class.

**Ideas for debate:**

- How did you feel about the activity?
- What did you like most? And less? Why?
- Aren't there any men who have long hair?
- What about women who have short hair?
- Do all women wear jewelry?
- Are there no vain men?
- What differentiates a man from a woman?
- What does this activity show us?

**Source:**

<https://www.cidadaniaempportugal.pt/wp-content/uploads/recursos/coolabora/coolkit.pdf>



# YEAR 5-6

## IGUALITIONARY

**Objective:** To stimulate reflection about the way that gender stereotypes can limit boys' and girls' career choices.

**No. of participants:** 8 to 20

**Duration:** 50 minutes

**Material:**

- List of words to colour (see page bottom)
- Flipchart or board (to write down the score of each team)
- Markers or crayons
- A4 drawing sheets
- Paper tape

**Step by step implementation:**

Ask the students to join in teams of 3 to 4 members each, to choose a name for their team and to stand away from each other.

Call a member of each team and give them drawing sheets, markers/crayons and a card with a word on it (it will be the same word for all teams) - see list of words to use.

Ask the members to go back to their groups and draw the word so that their team may guess what the word is.

The students who are drawing are not allowed to write any numbers or words and can only speak if it is to confirm the right answer. The rest of the team can only try to guess. They shouldn't ask any questions.

The team has 2 minutes to guess each word. If they do, they score 1 point. Otherwise, they score zero.

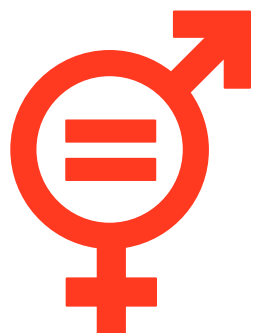
The teacher writes down the score on the board/flipchart.

Ask the students who have been drawing to write the word on the board, whether it was found or not.

Then, repeat the process with a new word.

Every member of each team should have the opportunity to draw a word, at least once.

After all students have had the opportunity to draw a word, exhibit the drawings on the board or on the wall and start talking about them with the whole class.



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Ideas for debate:

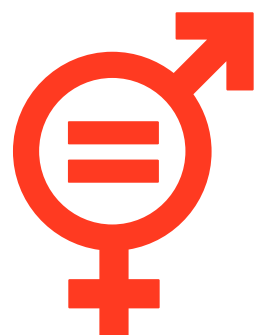
- Was the activity difficult? Why?
- After watching the drawings, what do you think of the pictures chosen to represent the words?
- How do these pictures show our stereotypes?
- How do these stereotypes affect the career choices of boys and girls?

List of words to use:

spokesperson  
police agent  
hairdresser  
lawyer  
social assistant  
bricklayer  
secretary  
doctor  
painter  
teacher  
salesperson  
psychiatrist  
stylist  
barber  
judge  
footballer  
nurse  
engineer  
pilot  
flight attendant

Source:

<https://www.cidadaniaemportugal.pt/wp-content/uploads/recursos/coolabora/coolkit.pdf>







# YEAR 7-8

## THE BALL

**Objective:** To discuss the way our concepts of masculine/feminine are shaped by our social expectations towards the behaviour expected from a man/woman

**No. of participants:** 15 to 25

**Duration:** 45 minutes

**Material:** Ball, board and marker/shalk for writing

**Step by step implementation:**

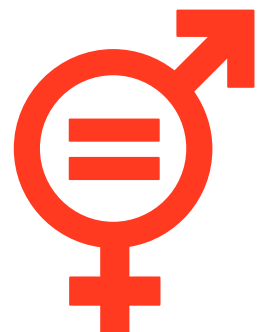
Ask the students to gather in a circle and ask for a volunteer. This student should write down the answers in a board divided in two, under the headings "Women are..." and "Men are...".

The teacher stands in the middle of the circle holding the ball. He/she randomly says "Women are..." or "Men are..." and, at the same time, throws the ball to one of the students. The student who catches the ball must answer immediately, with no time to think, using an adjective that defines a man or a woman, according to the beginning of the sentence. After the student answers, he/she must throw the ball back to the teacher. The teacher will repeat the process and make sure that all students answer at least once.

At the end, the group will analyse the answers registered on the board.

**Ideas for debate:**

- How are both columns similar? How do they differ?
- Should women or men behave accordingly to the words written on the columns?
- Can they do thing which are considered to be typical from the other sex?
- What may the consequences be?
- What stereotypes can we identify here?
- How do different characteristics, responsibilities and expectations affect life options of men and women?



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**Gender stereotypes:**

**Women are...**

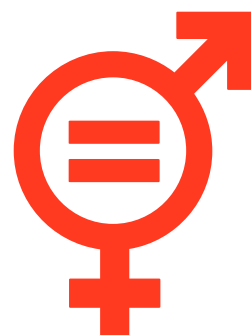
**dependent, weak, less important, housekeepers, fragile, scary...**

**Men are...**

**independent, strong, more important, protective, brave, aggressive...**

**Source:**

**<https://www.cidadaniaempportugal.pt/wp-content/uploads/recursos/coolabora/coolkit.pdf>**





# YEAR 7-8

## THE LIFE STORY OF JOAN AND JOHN

**Objective:** To analyse the way that different biological features can lead to different life stories for boys and girls. To explore the concept of social gender roles.

**No. of participants:** 8 to 20

**Duration:** 40 minutes

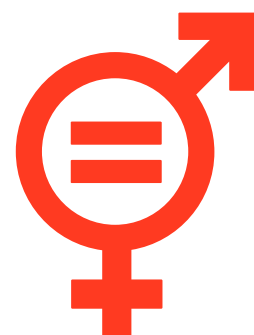
**Material:** 2 balls, flipchart with 2 sheets or whiteboard, markers

**Step by step implementation:**

Divide the participants into 2 groups. Both groups must write the story of an imaginary character. One of the groups will write the story of Joan and the other the story of John. They should bear in mind different lifemarks (birth, childhood, adulthood and old age), dreams, life conditions, happy and unfortunate events.

Each group must choose a writer to register the story as it is being created. Hand a ball to each group. The student who's holding the ball will start the story; then, he/she throws the ball to another student, at random and quickly. The student who gets the ball must continue the story, pass the ball, and so on. The story should be created spontaneously and quickly so that each student says the first thing that comes up to his/her mind.

When they finish, the writer of each group must read aloud the story that was created by the group. At the same time, the teacher must write down the key aspects that define each story. He/she can use either a flipchart for each story or a white board divided in half. At the end, organise a debate about the way that social roles differently affect the lives of boys and girls.



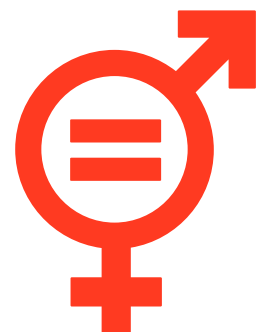
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**Ideas for debate:**

- **How did you feel about the activity?**
- **What did you like most and less? Why?**
- **What do you think about the results?**
- **Was there anything in the stories that surprised you?**
- **What differences can you find between both stories?**
- **Where do these differences come from?**
- **What stereotypes can you find here?**
- **In your opinion, how does gender stereotype affect the way that we face our lives?**
- **What are the consequences of these stereotypes for young boys and girls?**

**Source:**

<https://www.cidadaniaemp Portugal.pt/wp-content/uploads/recursos/coolabora/coolkit.pdf>



# YEAR 9 AND ABOVE

## OPINION COURT

**Objectives:** To incentivate reflection about the way that gender stereotypes promote inequality between men and women.

**No. of participants:** 8 to 25

**Duration:** 30 minutes

**Material:** 3 A4 posters, each with one of the following phrases written on it: "I agree", "I disagree", "I don't know"; tape

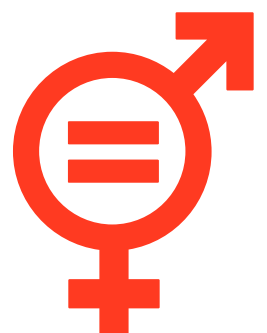
**Step by step implementation:**

Pin the 3 posters in different corners of the room.

Divide the students in groups of 3 or 4 and ask them to think of two controversial statements in terms of gender equality (eg.: "boys don't cry"). It could be a proverb, a sexist statement, etc, as long as they can provoke reflection and discussion.

Alternatively, you can give each group two of the controversial statements on next page. Each group should discuss the opinion they want to share towards each statement ("I agree" or "I disagree") and state their arguments. Ask the students to stand up. Invite a group to read aloud the first controversial statement they chose and ask the students to stand next to the poster that shows their opinion.

Every student can change to another group whenever their arguments make them change their minds; in that case they should explain why. After a couple of minutes of discussion, ask the second group to read aloud their statements, and so on until every group has presented their statements and they have been debated. At the end, ask the students to reflect upon the conclusions of the debate and share their feelings and thoughts, as well as how difficult it was to listen to opinions which were very different from theirs.



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**Ideas for debate:**

- How did you feel about the activity?
- What did you like most/less? Why?
- Was there anything that really surprised you? What?
- Aren't there any men that have long hair?
- And women who wear trousers?
- What does this activity show us?

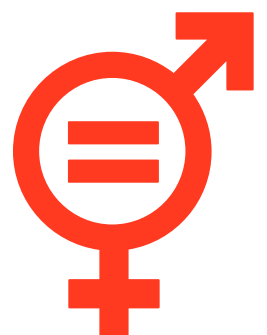
**Examples of proverbs and controversial sentences:**

- Boys don't cry.
- Men are the strong sex.
- If the husband be not at home, there is nobody.
- Man, woman and devil are three degrees of comparison.

...

**Source:**

<https://www.cidadaniaempportugal.pt/wp-content/uploads/recursos/coolabora/coolkit.pdf>





CONQUISTAR  
DESAFIOS  
INSPIRA-NOS



# YEAR 9 AND ABOVE

## FACE TO FACE

**Objectives:** To promote critical thinking and debate concerning gender equality in which opposite points of view are confronted

**No. of participants:** 8 to 30

**Duration:** 30 minutes

**Material:** Board and markers

**Step by step implementation:**

Choose the theme of the activity. Examples: balanced participation of men and women in political decision-making bodies; participation of men in the education of their children; sharing domestic responsibilities, etc.

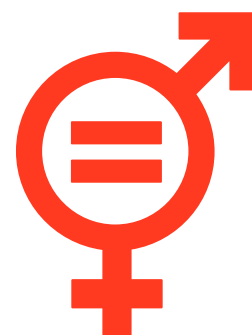
Divide the students into 2 groups. Ask one group to exclusively think of arguments in favour of the chosen topic, while the other group should think of arguments against. The aim of the game is to promote deeper reflection on the chosen topic, as well as to stimulate an assertive attitude and reasoning ability.

Ask a student to be the writer. The members of each group should stand in two parallel lines, facing each other. Start the debate. The members of each group can only refer the arguments in favour or against, according to the task that has been assigned them. The teacher should make sure that every student takes part in the activity. The student who is writing should divide the board in half and write down, in each half, the main arguments referred by each group.

At the end, promote debate about the activity.

**Source:**

<https://www.cidadaniaemp Portugal.pt/wp-content/uploads/recursos/coolabora/coolkit.pdf>



# Changing lives, opening minds



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