

1. Activity title	„Gender equality matters!”
2. Target group	Students in grade 7 (13-14 years old). Previous knowledge/previous skills required: -knowledge of different aspects of intercultural diversity and educational inclusion; -Ability to use new information technologies;
3. Duration	The activity will take place during 4 separate hours of Social Education - Education for Democratic Citizenship, excluding the research part, which will be done individually and in groups.
4. Learning Environment	Learning environments include: <ul style="list-style-type: none"> - the physical space in which lessons take place, i.e. the classroom and the computer lab; - access for students to the internet, smartboard, computers, editing software and applications, TV, laptop, printer, telephone, flipchart, writing utensils; - furniture that is easy to arrange when working in groups; - space for distance learning, i.e. online collaboration spaces, Google Classroom, where students can ask their teacher for help, and space for publishing the results of the activities (results of the questionnaire, poster, links to videos viewed by students, results of the logo competition for "Gender Equality School"); <p>The discussions you have with students in these lessons should be handled sensitively and take into account the students' backgrounds and experiences. You will make the classroom a 'safe' space for students to share their ideas and even experiences. Some students may not wish to participate in certain discussions and this should be respected. Gender can be a sensitive issue for some people, but we think this lesson provides an engaging opportunity to learn more about the world through the lens of gender equality.</p>
5. Learning outcomes	At the end of this activity, students will be able to: <ul style="list-style-type: none"> - analyse the concept of gender equality; - recognise the evidence for gender equality, inclusion and equal opportunities in society; - Propose solutions for ensuring gender equality in society, in the local community and in school; - adopt positive attitudes towards themselves and the opposite gender; - relate harmoniously to others in school and out-of-school contexts; - show empathy towards individual and group differences; - collect information and interpret questionnaire results; - identify and recognise their own emotions towards gender diversity;

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	- work in teams.		
6. Subjects and topics covered	<p>Subject concerned: Social Education - Education for Democratic Citizenship</p> <p>Other interdisciplinary openings: The activity can also be carried out in collaboration with the English teacher for a better understanding of the materials presented, to provide research support, with the ICT teacher who can support them in using the necessary applications to organise the materials - e.g. software and editing applications, with the head teacher to support students in working in teams and with the drawing teacher to make the Gender Equality School logo.</p>		
7. SEL competences	<table border="0"> <tr> <td style="vertical-align: top;"> <p>PERSONAL</p> <p><input checked="" type="checkbox"/> Identifying and expressing emotions</p> <p><input type="checkbox"/> Self-regulation</p> <p><input type="checkbox"/> Identifying strengths/self efficacy</p> <p><input type="checkbox"/> Growth mindset</p> <p><input type="checkbox"/> Wellbeing</p> <p><input type="checkbox"/> Dealing with negative emotions</p> <p><input checked="" type="checkbox"/> Flexibility/resilience/problem solving</p> </td> <td style="vertical-align: top;"> <p>SOCIAL</p> <p><input checked="" type="checkbox"/> Empathy</p> <p><input checked="" type="checkbox"/> Appreciating diversity</p> <p><input checked="" type="checkbox"/> Relationship building</p> <p><input checked="" type="checkbox"/> Collaboration</p> <p><input type="checkbox"/> Conflict resolution</p> <p><input type="checkbox"/> Ethical and responsible behavior and decisions</p> <p><input type="checkbox"/> Dealing with negative relationship such as bullying</p> </td> </tr> </table>	<p>PERSONAL</p> <p><input checked="" type="checkbox"/> Identifying and expressing emotions</p> <p><input type="checkbox"/> Self-regulation</p> <p><input type="checkbox"/> Identifying strengths/self efficacy</p> <p><input type="checkbox"/> Growth mindset</p> <p><input type="checkbox"/> Wellbeing</p> <p><input type="checkbox"/> Dealing with negative emotions</p> <p><input checked="" type="checkbox"/> Flexibility/resilience/problem solving</p>	<p>SOCIAL</p> <p><input checked="" type="checkbox"/> Empathy</p> <p><input checked="" type="checkbox"/> Appreciating diversity</p> <p><input checked="" type="checkbox"/> Relationship building</p> <p><input checked="" type="checkbox"/> Collaboration</p> <p><input type="checkbox"/> Conflict resolution</p> <p><input type="checkbox"/> Ethical and responsible behavior and decisions</p> <p><input type="checkbox"/> Dealing with negative relationship such as bullying</p>
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8. Method / Didactic techniques	Analysis of film sequences, re-enactment, debate, questionnaire, poster, case study, Technique 1, 2, 4, 8.		
9. Tools / Materials / Resources	Folders, smartboards, computers, editing software and apps, TV, laptop, printer, phone, flipchart, writing utensils.		
10. Detailed description of the step-by-step description of the activity / sequences of the units	<p>First social education class</p> <p>Students will watch two films consisting of a similar social experiment, but carried out in different countries. The two films feature children.</p> <p>https://www.youtube.com/watch?v=hLr2GNRnmXM&t=6s</p> <p>https://www.youtube.com/watch?v=ibi4noJRtps&t=16s</p> <p>After watching the videos, the teacher guides the discussion by asking the students several questions about what and how they felt, what they observed. The teacher guides the questions towards gender equality so that they can define it with their help. All the students' answers are written down in a Word Cloud that will be uploaded to Google Classroom. Teacher asks students to stand up (or raise their hands) if they agree or sit down if they disagree with the following statement: "Do you think there is gender inequality in the world?" The teacher asks those who have raised their hand to give an</p>		

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	<p>example that demonstrates that gender inequality exists. For example, some women earn less doing exactly the same work as men. The teacher asks those sitting down to give an example that demonstrates that gender equality exists. For example, in Canada, the government cabinet is 50:50 women and men. The teacher asks students to think of other examples of gender equality and inequality they have identified in society, in the local community, in their peer group, at school. Their answers are discussed in class using Techniques 1,2,4,8. The teacher presents the pupils with a questionnaire (see Annex 1) to complete at home. The questionnaire tries to identify the kind of people who influence their lives.</p> <p>Second Social Education class</p> <p>Students return to school with their completed questionnaires, present their data and a poster (see Annex 2) is produced to centre gender. Students take pictures of the questionnaires, a photo collage will be created and uploaded to Google Classroom alongside the poster.</p> <p>The teacher shows the students some statistics from Europe on gender equality from the website https://ec.europa.eu/eurostat/web/sdi/gender-equality https://www.facebook.com/EurostatStatistics</p> <p>These data are analysed, discussed and interpreted.</p> <p>Students watch a video in English about promoting gender equality that can reduce extreme poverty, hunger and boost shared prosperity for girls and boys, women and men around the world. The teacher discusses with students their feelings and ideas about what they have watched. https://www.youtube.com/watch?v=4viXOGvuu0Y&t=10s</p> <p>The professor also shares another video about schools that have made great strides in closing the gender gap. However, there are lessons to be learned from taking a closer look at student behaviour and performance that can help reduce discrimination, including when it comes to career choices, according to the OECD's 2012 PISA report. The ABC of gender equality in education shows gender differences in education and addresses policies to help boys and girls reach their full potential. The teacher discusses with students their feelings and ideas about what they have watched. https://www.youtube.com/watch?v=2Oexo0jpk</p> <p>Third Social Education class</p> <p>The teacher asks students to discuss in pairs or small groups all or some of the following questions:</p> <ul style="list-style-type: none"> - What would the world be like if gender equality existed everywhere? - What difference do you think it would make to the world? - What difference do you think it would make for you?

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	<p>- Do you feel you can make a change in the world towards gender equality? - Can you think of anyone who is a role model for gender equality?</p> <p>The teacher introduces students to two videos of Malala Yousafzai who was just 11 years old when she started campaigning for girls' right to education and against Taliban extremism in Pakistan. She continued to do so after someone tried to kill her in 2012. In 2013, Malala became the youngest recipient of the Sakharov Prize, which she dedicated to "the unsung heroes of Pakistan" in a gesture of defence of every child's right to education. In 2014, Malala was co-recipient of the Nobel Peace Prize "for her struggle against the oppression of children and young people and for the right to education for all children", making her the youngest ever winner of the Sakharov Prize and the youngest Nobel Prize winner in history.</p> <p>https://www.youtube.com/watch?v=P-rYJggrYdU&t=3s https://www.youtube.com/watch?v=4jnSFAECLzM</p> <p>The teacher asks students to reflect on and answer the following statements and questions:</p> <ul style="list-style-type: none"> - Is Malala Yousafzai a role model for you? Why yes, why not? - Women can be just as good leaders and role models as men. - Do you think we need more role models like Malala in the world and in our local community? - Could you be someone like Malala, passionate about something you believe in? <p>Their answers are openly discussed in class.</p> <p>As homework students will work in teams for a week to come up with concrete solutions/measures to promote gender equality in the school community.</p> <p>A patra oră de Educație Socială</p> <p>Each group presents their projects in a method (poster, flipchart, PPT, Video, Word Cloud) of their choice. The teacher encourages the students to present their solutions, making sure that each team is listened to and that the principles of inclusive education are respected in each team.</p> <p>The students are given a new challenge to design a logo for the school that promotes gender equality. The logo can be made in computer science or drawing class and then presented in another social education class, in the school magazine and in the Student Advisory Council and Parents' Association.</p> <p><i>Stages of the activity: the activity will take place during 4 separate hours of social education, excluding the field research part, which will be scheduled by each team, depending on team availability.</i></p> <ol style="list-style-type: none"> 1. <i>Presentation of the topic, definition of the concept, identification of situations of gender inequality (hour 1)</i>

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	<ol style="list-style-type: none"> 2. Identification of emotions (hour I) 3. Dividing into teams (1st hour) 4. Developing the working strategy (hour I) 5. Field research 6. Synthesis of results, drafting of poster (hour II) 7. Europe Statistics data analysis (hour II) 8. Paired activity (hour III) 9. Watching Malala's story (hour III) 10. Identifying emotions (hour III) 11. Discussion/Reflection (hour III) 12. Brainstorming (hour III) 13. Search for solutions 14. Presentations (hour IV) 15. Conclusions (hour IV) 16. Logo Challenge (4th hour) <p>Role of the teacher: The teacher has the role of facilitator, mentor and observer. He/she makes sure that the teams have understood the work tasks, manage to follow the steps, put the work strategy into practice. Provides support where needed. The teacher, as manager and trainer of the instructional-educational process, and the pupil, object and subject of this process, acquiring autonomy and training in the spirit of responsibility and civic culture. Active pedagogy, characteristic of modern education, makes it possible to move from the transmission of knowledge to the training of skills and abilities, thus emphasising the formative side of education.</p> <p>Tasks for pupils:</p> <ol style="list-style-type: none"> 1. Identify situations of gender equality and inequality in society, in the school community and in the peer group. 2. Complete the questionnaire on gender identification of people who influence our lives. 3. Present the results of the questionnaire to the class. 4. Centre the questionnaire data. 5. Proposes an action that can be taken at class/school/individual level to ensure gender equality.
<p>11. Extension / Take home activity</p>	<p>The teacher can encourage them to choose one of the proposed solutions, which can be submitted to the Student Council and the school management for implementation at class/school level to increase inclusion; Pupils can also take different actions to implement at family or even community level for the same purpose.</p>



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12. Feedback & assessment	<p>The teacher will give positive feedback throughout the four hours using encouraging language I appreciated that you ... I was pleasantly surprised that ... I hope that in the future</p> <p>Analysis, reflection and evaluation (5-10 min.) What did you learn about yourself from this activity? What about your colleagues? Is there anything that surprised you about what your colleagues said? What emotions have come up most often in the last week? Do these characterize you or are they specific to the past week? What emotion/emotions would best characterize you in general? Ask students to draw a smiley, neutral or sad face on a piece of paper depending on how they feel after the activity</p> <p>Formative assessment will take place during the four hours:</p> <ul style="list-style-type: none"> - How to include in portfolio. Students will include in their personal learning portfolio and in Google Classroom all the results of the activities; - Individual observation sheet. The teacher will complete a sheet for each student recording the student's involvement in the activities, how they participate and cooperate with the team. <p>Interviews</p> <p>Question hat. Pupils nominated by the teacher or those who wish to do so draw question tickets from a hat or a bowl on the desk. Questions can be written by the students or the teacher.</p>
13. Intellectual property rights (IPR) 14. / Origin of the activity	<p>Teacher. Stoica Alexandra Andreea Ștefan cel Mare Gymnasium School, Bistrița, România</p>



Annex 1

Questionnaire on identifying the gender of people who influence our lives

No. Crt.	Function/Occupation	Male	Female
1.	President of the country		
2.	Deputies representing the county in Parliament		
3.	Senators representing the county in Parliament		
4.	Mayor of Bistrita		
5.	Minister of Education		
6.	Family doctor		
7.	School principal		
8.	Head teacher		
9.	Headmaster of BT Gen. Grigore Bălan street		
10.	Favourite TV presenter		
11.	The person you follow most often on social networks		
12.	Favourite sports person		
13.	A person you admire professionally		
14.	Sports club coach		
	TOTAL		

Annex 2

**Centralisation of questionnaire data
 on gender identification of people who influence our lives**

Nr.	Funcția/Ocupația	Masculin	Feminin
1.	President of the country		
2.	Deputies representing the county in Parliament		
3.	Senators representing the county in Parliament		
4.	Mayor of Bistrita		
5.	Minister of Education		
6.	Family doctor		
7.	School principal		
8.	Head teacher		
9.	Principal of BT Gen. Grigore Bălan Street		
10.	Favourite TV presenter		
11.	Person you follow most often on social media		
12.	Favourite sportsperson		
13.	A person you admire professionally		
14.	Sports club coach		
	TOTAL		