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INTRODUCTION

The purpose of this project is that students will work on Gender Equality through the Young Reporters for the Environment programme (www.yre.global). Students are expected to achieve and develop the following learning objectives and skills. Students will be able to become familiar with Gender Equality issues through different classroom activities and online courses. After completing this phase, they will work on a video report.

FORMULATION OF THE SPECIFIC DIDACTIC OBJECTIVES

General objective: The main objective of this mission is to make children aware about gender inequality and injustices, and develop their video skills. At the same time, this scenario aims to develop learners' videography skills.

Learning Objectives:

Students are expected to be able to...

- Develop awareness about the human right of gender equality.
- Analyse the reality in different places around the world.
- Understand the global gender gap.
- Explore barriers to gender equality.
- Analyse the image of women in advertising.
- Reflect and be critical about gender stereotypes.
- Analyse who does what at home.
- Explain how gender is portrayed in the media.
- Analyse gender and political decision-making.
- Develop awareness of Gender Based Violence.
- Develop awareness of gender discrimination.
- Reflect on how to solve gender inequity in their daily lives.
- Increase involvement in gender actions.
- Present information in a video format.
- Create video content.
- Analyse and summarise information.
- Understand the use of the media to improve gender inequalities.
- Improve their Information and Communication Technology literacy.

Skills development:

- Critical Thinking.
- Social Awareness.
- Sense of Justice.
- Respect of Others.
- Equality.
- Empowerment.
- Communication Flexibility and Adaptability.
- Social and Cross-Cultural Skills.

TIMING

This unit is formed by **4 classroom sessions + 1 individual online course**. Students should complete an online course on their own between Session 1 and Session 2. Teachers can ask for reports from the online course as homework. Each of the classroom sessions includes activities to practice specific objectives.

- Introductory session (45 minutes)
- Online course: TheGoals.org (15 hours average)
- YRE Videographers workshop (45 minutes)
- Let's report it! session (45 minutes)
- Spread the word session (45 minutes)

INTRODUCTORY SESSION

45
min

To introduce the theme, choose one of the first two activities. One is based on a video, the other is based on a story. You can choose the one you like most, the one you prefer to work with depending on your student group characteristics, or you can choose the activity which fits best with the classroom facilities.

Click on play! (20 minutes)

Start the session playing the video you can find in the following link:

Gender equality : the power of change (2:25 ')
www.youtube.com/watch?v=OlsyVZCB3KM

After watching the video, start a discussion making up questions related to it:

- Is it fair that Christina was forced to leave school at age 13 to marry a man three times her age? Do you think she wanted marry him?
- Do you think this happens in your country? Where do you think this can happen in the World?
- Why do you think that among all the siblings it is Christina who has to get married?
- If you were Christina, would you have liked to study at university like her friend?
- If you were Christina's Dad what could you have done to avoid this situation?

Storytelling (20 minutes)

Start the session reading the story you can find in **Annex I**. Ask for a volunteer to read aloud to the others. After this, make up some questions related to the theme to start a debate.

- What would you do if the people with political power in your area attacked your school and said you (whether you are a boy or a girl) weren't allowed to go anymore?
- How do you think the people with political power, who were against girls in school, might have reacted when she started doing this?
- If someone threatened you for stating your opinion, would you stop or would you carry on anyway?
- If you had been harmed for voicing your opinions and survived, would you stop after that?
- What do you think of this girl? Do you think what she did made an impact? Why (not)?

This story and the questions set are from the **World's Largest Lesson** project. In the following link you can find further didactic resources and material for teachers and students: www.worldslargestlesson.globalgoals.org

Photo – awakening (25 minutes)

After *Click on play!* or *Storytelling*, it is time for the next activity.

Show pictures to students. You can find some pictures in [Annex II](#). You can bring your own pictures (from newspapers, magazines, books, the internet, etc.) They should show different realities (positive and negative) that women are living around the world: girls' access to education, child marriage, discrimination against women, violence against women, unpaid work, household tasks, participation in leadership and political decision making, gender pay gap, and cultural differences on dress.

Give students time to exchange, observe and comment on the pictures among themselves for about 5 minutes. After this, the teacher starts a debate with students about gender equality. Use questions like these:

- Which picture has caught your attention? Why? What do you like/dislike about this picture?
- What does gender equality bring to our lives?
- Why is gender equality important?
- What does real gender equality mean to you?
- Where can you see/experience gender inequality?

Enroll students on to the SDG5 Gender Equality Course. This course has 5 objectives in total, the estimated time to complete it is about 15 hours (3 hours per objective). Course overview:

- Mission 1: Right to be equal.
- Mission 2: Gender perceptions and stereotypes.
- Mission 3: Where gender inequalities are.
- Mission 4: Creating change.
- Mission 5: Global Goals for Gender Equality.

To access this course go to <http://www.thegoals.org/>.

Students should form small groups (4-5 students per group) with their teacher as coach. The course can be completed during school time if there are adequate resources, space, and time available. Otherwise, students can complete it at home and teachers can ask for reports as homework. Students will receive credits on successful completion of the course.

*Remember that you can find an introductory session to the platform on “Introduction to SDGs classroom – workshop”. It might help students to understand how the platform works and how to use it.



After finishing Thegoals.org SDG5 course students are expected to be familiar with the subject and have acquired enough knowledge to be able to report on the Gender Equality goal.

Let's introduce the group to the audiovisual communication field.

YRE Videography 101 (15 minutes)

Play the following video (6:43 min). This video provides tips on filmmaking. You can find it in the following link www.youtube.com/watch?v=bTT_TZpeNCw or go to the Young Reporters for the Environment website (www.yre.global) > Tools and Resources > Video tutorials.

If you don't have the option of playing it during school time, ask your students to watch it the day before so you can use the first 15 minutes of this session to discuss the video.

If students can watch the video during the session, let them make up some questions about it if they are unsure of anything.

Creative work (30 minutes)

Students get into groups of 3 - 5. The teacher comes up with a phrase or an image linked to Gender Equality issues. Hand out a "Video 101 form" (you can find it in **Annex III**) among the groups. Students will create a plan of how they would produce a video report of 3 minutes duration.

During the last 10 minutes, students share their work with the others.

YRE Competition, 10 minutes: Now it is time to introduce the final report. Remember, this report is the one that students can send to YRE. Take some time to introduce them to the competition rules. You can find them via the following link: www.yre.global/yre-competition . From this moment they will work on their own report.

Check YRE handbook! 10 minutes: The YRE handbook is available to students. They can find recommendations and guidelines to become a good filmmaker. This handbook is available on the Young Reporters for the Environment website (www.yre.global) > Tools and Resources > Handbook > Part II – 1: Student Handbook.



Four Step methodology. 10 minutes:

This methodology is explained in the YRE Handbook too. Take a few minutes to talk about it during the session, and remind your students which steps they should follow. This methodology might help students to carry out their reporter work.

Starting point. 45 minutes: Suggest a set of questions to help students to figure out a starting point in their work as

young filmmakers. Here are some examples:

- How could you show evidence of gender inequality in your school, house or city?
- Who are the politicians in your country or city?
- What do you think about how women are portrayed in the media?
- Do you think advertising objectifies women?
- What do you do to support gender equality?

YRE Competition. 15 minutes: This part of the session is designed to talk about the competition. After the agreed time (days, weeks or months) designated to making their own videos about Gender Equality, it is expected that their videos will almost be ready to submit to the YRE Competition. Spend a few minutes addressing problems and questions. In some cases, it is the teacher who can help them, in others peer feedback can suffice. After this, students will feel encouraged to submit entries to the YRE Competition.

How to diffuse the work? 30 minutes: Students, together with the teacher, can discuss how they want to diffuse their work. They should design a way to disseminate their work in their school, neighbourhood, area, village, city, region...

- Organise a School Global Action Day to present their videos: film festival.
- Make some presentations to the whole school based on the theme.
- Contact local TV to show your videos.
- Ask the municipality if they will allow you to make an exhibition in a public space.
- BE CREATIVE!

ANNEX I

Once upon a time, there was a young girl who loved going to school. However, she lived in an area where some political leaders didn't want her to go to school. They used to attack the schools and try to stop girls going to school.

So one day this young girl, who was only eleven years old at the time, started to make speeches and write blogs saying that girls should be allowed to go to school too.

However, the people in power, who didn't want girls to go to school, wanted to frighten her to stop her telling people these things. They knew lots of people around the world were listening to what she was saying, so they made it clear that they would harm her if she kept saying these things

The young girl did not stop stating her opinions. So one day, when she was fourteen years old, a man came onto the bus when she was on her way back from school and shot her. The bullet hit her head. Luckily, this young girl did not die.

She was taken to another country and she survived. She went on to finish school and continues to tell the world that girls should be allowed to go to school.

You can reveal that this girl is Malala Yousafzai and this happened between 2008 and 2012. In 2014 she was awarded the Nobel Peace Prize and is now a leading global advocate championing the equal rights to education for all, especially girls.

ANNEX II

Pictures for “Photo awakening” activity. Introductory session. Source: <http://www.pics4learning.com/>, FEE archive, YRE archive <https://www.flickr.com/photos/feeinternational/albums/>.







ANNEX III

Video 101 Form

What's your story?

- What's the problem?
- What's the solution?
- Ideas for footage.
- Who can you talk to?

5Ws + H:

- Who is this about?
- What's happening?
- When did it start?
- Where?
- Why is it happening?
- How is it happening and how can we fix it?

Write a short script.

Make a list of things that must happen

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