

Elimination of Violence against women

4 QUALITY
EDUCATION



5 GENDER
EQUALITY



17 PARTNERSHIPS
FOR THE GOALS



1. Project Overview

This project works on the situation of women in today's world: gender violence, everyday sexism, the wage gap, the pink tax, the right to vote. The goal is to do a campaign to raise awareness among students of the need to fight for women's equality in today's world.

On thth of March, the students of the 1st ESO go to their primary schools to give a presentation about the situation of women in the world. Throughout the week they work on gender equality, -objective 5 of the sustainable development goals, everyday sexism, the wage gap, women in history, who were the suffragettes... The students make posters, infographics, watch videos, create a feminist alphabet... In the hall of the school there is an exhibition with many of the productions of the week. The exhibition has a double goal: to show the work done and to make students aware of the situation of women in today's world.

Project	Images
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Authorship (school)	Institut Viladomat
Global Competence Goals	Be aware of gender inequalities synchronously and diachronically. Work cooperatively Produce materials that facilitate the communication and dissemination of learning (poster, infographics, web, presentation, talk)
Driving question / challenge	Why do women work for free from November 3 to December 31?
Grade / level	1r ESO
Time frame	30 hours
Project summary	Based on the challenge, students are informed and create products that show the inequality that exists today between men and women.
Suggested outputs	Feminist alphabet Poster or banner that encourages to continue fighting or that denounces inequalities. Infographics with 10 everyday sexism Letter to father, grandfather, brother arguing about why household chores and family care needs to be distributed. Talk on March 8



2. Project Components

Learning Goals	By the end of this project, students will be able to:		
21st century skills addressed	<p>Learning Skills</p> <p>X Critical thinking</p> <p>X Creativity</p> <p>X Collaboration</p> <p>X Communication</p> <p>Literacy Skills</p> <p>X Information Literacy</p> <p>X Media Literacy</p> <p>X Technology Literacy</p> <p>Life Skills</p> <p>X Flexibility</p> <p>X Leadership</p> <p>X Initiative</p> <p>X Productivity</p> <p>X Social Skills</p>		
Content (knowledge, skills, attitudes...)	Knowledge	Skills	Attitudes
	<p>Analysis of the evolution of a fact or phenomenon and placing it chronologically, to understand its causes and consequences.</p> <p>Links between the past, the present and the future.</p> <p>Historical empathy</p> <ul style="list-style-type: none"> • Women in history and in today's societies. • Communicative strategies in situations of oral interaction. 	<p>Promote reading comprehension, a basic tool for accessing information.</p> <ul style="list-style-type: none"> • Plan learning objectives in an orderly manner and make it clear to students. • Start the sessions with a synthesis of the previous session or sessions, with a view to consolidating knowledge. 	<p>Develop skills and attitudes to meet the challenges of lifelong learning</p> <p>He is able to contribute ideas for the benefit of coexistence. He is able to defend his own positioning respecting that of others.</p> <p>Be actively and thoughtfully involved in oral interactions with a dialogue and listening attitude</p>



	<p>Search, analysis and contrast of various information.</p> <ul style="list-style-type: none"> • Personal and collective identities. Belonging and social cohesion. <p>Situations of inequality, injustice and discrimination</p>	<ul style="list-style-type: none"> • Use positive reinforcement techniques to maintain confidence in learning abilities. • Plan activities of various types related to the knowledge that needs to be consolidated. <p>Use text editing, multimedia presentation, and digital data processing applications to produce digital documents.</p> <p>Search, contrast and select appropriate digital information for the work to be performed, considering various digital sources and media.</p> <p>Build new personal knowledge through information processing strategies with the support of digital applications.</p> <p>Carry out group activities using tools and virtual collaborative work environments.</p>	
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3. Project Milestones

Why is International Women's Day celebrated on March 8? (1 session: 2 hours)	Who works the most at home? (2 sessions: 4 hours)	What is everyday sexism? (2 sessions: 4 hours)	In which countries can women not vote? (3 sessions: 6 hours)
Read newspaper articles about pay gap, March 8 story, Check out infographics showing the March 8 claims	Completion of forms on household chores and gender roles. Analysis of the data obtained.	Watching videos from various sources on everyday sexism.	Analysis of the percentage of women in the parliaments of the world. History of women's suffrage (suffrage, non-voting countries)
Formative Assessment(s)	Formative Assessment(s)	Formative Assessment(s)	Formative Assessment(s)
Develop a mind map that reflects the knowledge gained.	Elaboration of graphs (bars, circular). Create an infographic that summarizes mind maps and graphs	Making a video or podcast with plays about everyday sexism in the environment, in high school, at home, on the street.	Write a kahoot or quiz about women in politics.

Do we know equally representative men and women in various fields? (2 sessions: 4 hours)	And me, what can I do? (2 sessions: 4 hours)	Pollution (3 sessions: 6 hours)
Study on various women who excel in politics, science, literature with special attention to women who give their name to the classrooms of the institute.	Reflections on inequalities from all sources of information analyzed	A process of making a talk that shows all the learning that has been done throughout the week. Creating a dynamic where the student receiving the talk interacts with the students giving the talk



Formative Assessment(s)	Formative Assessment(s)	Sumative Assessment
Form on women who give names to high school classrooms.	Making a poster or banner that encourages to continue fighting or that denounces inequalities.	Talk to students from the school of origin.
Creating the alphabet of feminism	Letter to father, grandfather brother arguing about why household chores and care of relatives need to be distributed	Student involvement with the dynamics carried out

4. Project Calendar

Day 1:	
Project Milestone 1: Why is International Women's Day on 8th March? (1 session: 2 hours)	Project Milestone 2: Who works more at home? (2 sessions: 4 hours)
<ul style="list-style-type: none"> - Reading articles about the salary gap and history of 8th March. - Consulting infographics that show the protests of 8th March. - Elaborating a mind map that reflects on the acquired knowledge. 	<ul style="list-style-type: none"> - Completing a form about domestic chores and gender roles. - Analysing the results. - Elaborating graphics with the results and creating an infographic that summarizes the mind map and the graphics.



Day 2	
Project Milestone 3: What are gender microaggressions? (2 sessions: 4 hours)	In which countries women cannot vote? (1 session: 2 hours)
<ul style="list-style-type: none"> - Watching videos from different sources about gender microaggressions. - Elaborating a video or podcast with role plays that reflect these gender microaggressions in different environments. 	<ul style="list-style-type: none"> - Analysing the percentage of women in Parliaments around the world.



Day 3

In which countries women cannot vote? (3 sessions: 6 hours)

- History about women's right to vote (suffragism, women's movements and countries where they are not allowed to vote.)

Day 4

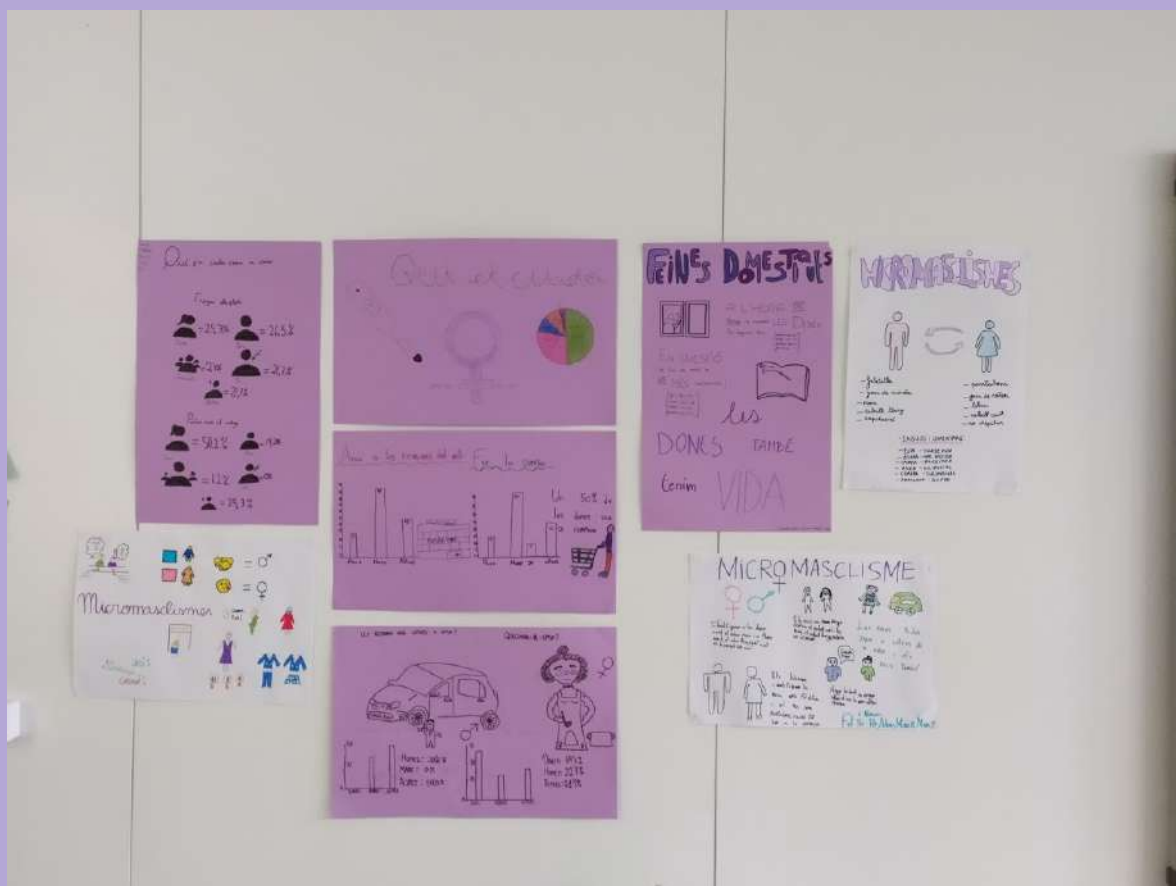
Do we know the same men and women in certain fields? (2 sessions: 4 hours)

- Studying about women in politics, science, literature, and giving special attention to the women that give their names to some of the rooms in the school.
- Completing a questionnaire about the women that give their names to some of the rooms in the school.
- Creation of a feminist alphabet.

What can I do? (1 session: 2 hours)

- Reflecting about gender inequalities based on the information that has been analyzed.
- Creating a poster that encourages keep fighting and reveals the inequalities.





Day 5

What can I do? (1 session: 2 hours)	Dissemination (2 sessions: 4 hours)
<ul style="list-style-type: none"> - Writing a letter to a father, brother or grandfather giving arguments about why it is necessary to distribute equally domestic chores and attention to relatives. - Process of preparing a talk that shows everything that has been learnt during the week. 	<ul style="list-style-type: none"> - Students who are being lectured have to interact with the students who are doing the talk. - The talk is carried out for a group of students from their previous primary schools.





5. Resources / Tools

Visual map
Poster
Google Presentations
Kahoot (program to create questions and play)
Google documents
Making graphs from google spreadsheets.

6. References and Acknowledgments

[Competències bàsiques de l'àmbit personal i social](#)

[Competències bàsiques de l'àmbit digital](#)

[Currículum educació secundària obligatòria Àmbit social \(ciències socials: geografia i història\)](#)

[Continguts clau-competències ciències socials](#)



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