

## Gender prejudices in life (12 h)

Day 1			
Day 1:	Subjects	Materials	Outputs
8.10- 8.20 Big room	<p><b><i>Make a big room for all the students and teachers in Teams, Zoom or Skype or what you prefer to use, but let the students work in smaller groups most of the time.</i></b></p> <p><i>The big room means that we are all together in the shared classroom.</i></p> <p>Getting ready with the students.</p> <p>All together in Teams, Zoom or Skype or what you prefer to use.</p>		<p>Small presentation.</p> <p>To say good morning, and to see if everybody is ready.</p>
8.20- 10.10 Small rooms	<p>The students are getting to know each other by playing a game.</p> <p><b><i>There are several small rooms:</i></b></p> <p>The students are split in small groups in Teams (3-4 students), to make the learning process possible and feasible, so they are still in the shared</p>	<p><b>Games</b></p> <p>1.- Icebreaker: “Ask the participants to go to their phones and dig out the last photo that they took. Ask them to show it to the camera. Then, ask them to share a story behind the picture (if it’s not a secret!)”</p> <p>2.- <a href="https://www.eslconversationquestions.com/two-truths-one-lie/">https://www.eslconversationquestions.com/two-truths-one-lie/</a> (related</p>	<p>Hopefully the students will feel comfortable with each other and think that it is interesting to get to know something about each other.</p>

	<p>classroom, but not all together.</p> <p><i>The small room means that the students are working in their small groups in the shared classroom.</i></p>	to SDGs number 5 and 10)	
<b>10.10-10.30</b>	Break		
<b>10.30-11.30</b> <b>Big room/small rooms</b>	<p>Meeting in Teams in the big room again, at first.</p> <p>Then the students go back to their small rooms in Teams.</p> <p>Presentation of the two schools (the Spanish and the Danish) in small groups.</p>	School websites and some pictures of the city and the school	To get a picture of the Spanish/Danish students' school.
<b>11.30-12.00</b>	Break		
<b>12.00-12.30</b> <b>Small rooms</b>	<p>The students go back to their small rooms in Teams.</p> <p>They see a video: "Inspiring the future" and make questions to discuss the video and to talk about gender issues and stereotypes.</p>	<p>The video: Inspiring the future (2 minutes): <a href="https://www.youtube.com/watch?app=desktop&amp;v=pJvJo1mxVAE">https://www.youtube.com/watch?app=desktop&amp;v=pJvJo1mxVAE</a></p> <p><b>The students make a short list of questions.</b></p> <p>Some of the questions could be:</p> <p>Do you think "man" or "woman" when you think of a firefighter, a</p>	List of questions related to SDGs 5 and 10

		<p>surgeon and a fighter pilot – and why is that?          To the girls/women:          Would you prefer a (future) boyfriend/husband with a bigger income than yourself (in the future) or would you prefer a (future) boyfriend/husband with a lower income than yourself (in the future) or does it not matter to you who has the biggest income?</p> <p>To the boys/men: Would you prefer a (future) girlfriend/wife with a bigger income than yourself (in the future) or would you prefer a (future) girlfriend/wife with a lower income than yourself (in the future) or does it not matter to you who has the biggest income?</p> <p>Do you think that jealousy is a good or a bad thing in a couple?          Explain your thoughts...</p>	
<p><b>12.30-13.00</b>  <b>Small rooms</b></p>	<p>Talk about the video in the small groups.</p>		

<b>13.00-13.10</b>	Break		
<b>13.10-13.50</b>  <b>Small rooms</b>	The students see the video: "Pink and blue" and make a short list of questions to talk about.	The video Pink & Blue (3 minutes) NB! This video may ask you to document your age. You can leave this video out and still discuss the questions below.  <a href="https://www.youtube.com/watch?v=65iC2I4KEXo&amp;has_verified=1">https://www.youtube.com/watch?v=65iC2I4KEXo&amp;has_verified=1</a>  Questions put and answered by the students in the small groups:  If you have a baby boy in the future, would you dress him in pink?  If you have a boy, would you preferentially give him toys like cars or dolls?  What kind of toy would you preferentially give to your future son or daughter, and why is that?	List of questions related to SDGs 5 and 10 to be aware of.
<b>13.50-14.00</b>  <b>Big room</b>	Meeting in Teams in the big room again.  Say goodbye.		

Day 2:			
Day 2:	Subjects	Materials	Outputs
8.10- 8.20 Big room	Meeting in Teams in the big room.		The students say hello and get ready for the working day
8.20- 8.50 Not shared classroom	After the morning greetings, we split up for a while to see two different videos, one in Spanish for the Spanish students, and another one in Danish for the Danish students, and they take notes in English, and make a short list of questions	<p>SDG number 5: <a href="https://youtu.be/W1MxRIG0Nxxw">https://youtu.be/W1MxRIG0Nxxw</a></p> <p><b>The students make a short list of questions or issues to be discussed.</b></p> <p>Some of the questions could be:</p> <p>Why is there so much inequality between the genders in many countries of the world?</p> <p>Is there anything I/we can do to reduce the inequality between the genders in countries where women are oppressed?</p> <p>Tell about: How do I feel being a boy/man or a girl/woman in my country. Are there any gender issues that bother me in my daily life?</p>	List of questions related to SDGs 5 and 10

<p><b>8.50-9.10</b></p> <p><b>Small rooms</b></p>	<p>The students go to their small rooms in Teams.</p> <p>The students discuss their questions and issues</p>		
<p><b>9.10-9.30</b></p>	<p>Break</p>		
<p><b>9.30-9.40</b></p> <p><b>Not shared classroom</b></p>	<p>Individually, the students decide the questions to ask to each other.</p>	<p>Questions:</p> <p>What do you have to do at home for housework?</p> <p>Who cleans the bathroom?</p> <p>Who uses the Hoover?</p> <p>Who washes the clothes?</p> <p>Who cooks?</p> <p>Who cleans the table?</p> <p>Who buys everyday goods?</p>	<p>List of questions related to SDGs 5 and 10</p>
<p><b>9.40-10.00</b></p> <p><b>Small rooms</b></p>	<p>Meeting in the small room in Teams where the students discuss their questions and issues.</p>		
<p><b>10.00-10.20</b></p> <p><b>Not shared classroom</b></p>	<p>See the video: what does it mean to do something like a girl?</p>	<p>Video: "What does it mean to do something like a girl?"</p> <p><a href="https://www.youtube.com/watch?v=s82iF2ew-yk">https://www.youtube.com/watch?v=s82iF2ew-yk</a></p>	

		(3-4 minutes)	
<b>10.20-10.30</b>	Break		
<b>10.30-11.00</b>  <b>Not shared classroom</b>	<p>The students are split up by countries, and they see 2 videos:</p> <p>Video of Leonardo, a Guatemalan boy, and videos related to the SDG 10 (in Danish and Spanish), and they take notes</p>	<p>Videos:</p> <p><a href="#">Generation Migration: Leonardo</a></p> <p>SDG number 10:</p> <p><a href="https://youtu.be/H4pI2XcCHbw">https://youtu.be/H4pI2XcCHbw</a></p> <p><b>The students make a short list of questions or issues to be discussed.</b></p> <p>One of the questions could be:</p> <p>Is there anything I/we can do to help Leonardo to a better life?</p> <p>Why do you think that Leonardo's family is so poor?</p> <p>What does it mean to be poor in your country? Please give examples of poverty in your country.</p>	<p>Short list of questions to be discussed related to SDGs 5 and 10</p>
<b>11.00-11.30</b>  <b>Small rooms</b>	<p>Meeting in the small group in Teams where students discuss their questions and issues.</p>		

<b>11.30-12.00</b>	Break		
<b>12.00-14.00</b>  <b>Small rooms/Big room</b>	<p>Final product creation</p> <p>Possibilities, online media, examples of output</p> <p>Data, reports, opinions, interviews, photos, videos, a game, a tale, a poem, etc</p> <p>Think about layout.</p> <p>Interactive tools to make/present final product.</p>		Final products