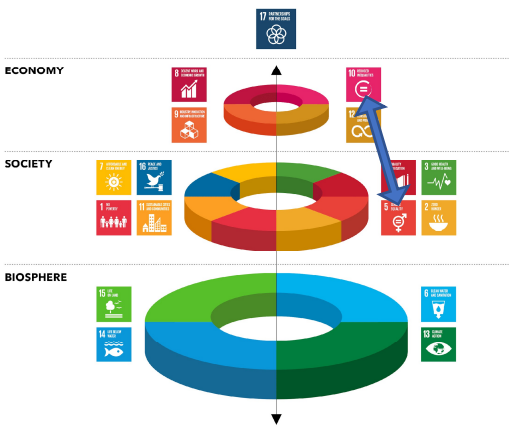


Gender prejudices in life

Subject and disciplines	SDG 5: Gender equality. SDG 10: Reduced inequalities.
Time	2 days (12 hours). It's also possible to split the days as for example 4 days, 3 hours per day. It is also possible to pick one or two sequences from the program if you do not have more than fx 3 hours to spend on the project.
SDGs, primary, secondary	5: Gender equality. <ul style="list-style-type: none"> 10: Reduced inequalities. <ul style="list-style-type: none"> 4: <i>Quality education</i> 17: <i>Partnerships for the goals</i>
Schools and countries. contacts	<ul style="list-style-type: none"> ZBC, Denmark. CIPFP Misericordia, Spain.
Purpose: Students collaborate on a comparative view on SDGs in their local contexts. <ul style="list-style-type: none"> They share challenges and solutions. They build global skills. They contribute to sustainable communities. 	 <p>SDG 5: Gender equality. SDG 10: Reduced inequalities.</p>
Problem statement for the SDGs	Gender-based prejudices have a big influence throughout life (school, workplace, family and institutional framework)
Work questions	<p>Do you consider that you have chosen your educational career freely?</p> <p>If not, what has affected in your decision?</p> <p>Why do you think there are some masculinized or feminized sectors?</p> <p>Which are the main consequences of this?</p> <p>What does it mean to be a woman in the labor market?</p> <p>Which are the main inequalities and who are the most affected?</p> <p>What can the students and the school do to take part in the change?</p>
Working methods and data material	Problem Based Learning Methodology.

	<p>1. Problematize to raise the analysis</p> <p>2. We get informed/ We play/ We investigate/ We propose (call to action) <i>formal ways to shed light on the problem.</i></p> <p>We work towards our final product during the two days together.</p>
Collaborative learning and mediated meetings	Sharing of information and presentations for webinars, comparison of problems and solutions. Sharing process and output through videos, documents and the final products.
Outputs and community	<p>Final products:</p> <ul style="list-style-type: none"> - Poem. - Survey. - Article. - Drawing.
Shared materials and resources	<p>Links to materials and information for the module.</p> <p>Videos:</p> <p>SDG number 5: https://youtu.be/W1MxRIgONxw</p> <p>SDG number 10: https://youtu.be/H4pl2XcCHbw</p> <p>https://www.youtube.com/watch?app=desktop&v=pJvJo1mxVAE https://www.youtube.com/watch?v=65iC2I4KEXo&has_verified=1 https://www.youtube.com/watch?v=FUBA0VTykrk https://www.youtube.com/watch?v=fZ0X6iy8iCs https://www.youtube.com/watch?v=s82iF2ew-yk https://www.youtube.com/watch?v=hPBrApzkrB4</p> <p>Documents: Influence of gender stereotypes on career choice PublicOpinionMobile https://eige.europa.eu/gender-mainstreaming/policy-areas/education</p>