



April 2023

## Learning Unit for 8th Grade (Special Education class)

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# Gender Equality

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**Unit Developer**

**Bati Moshe, Yad Giora Middle School, Herzliya**



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## General information

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**Unit Developer:** Bati Moshe, Yad Giora Middle School, Herzliya

**Field of knowledge:** Language, writing, history, mathematics.

**Age group:** Grade 8

**Estimated time for learning:** 18 hours of study

**Subject studied:** Gender equality.

**Sub-theme:** Identifying gender perceptions and how they affect the professional and personal choices of men and women.

**Key concepts:** Gender, equality, stereotypes and prejudices, women's status, mental pattern, gender gaps.

**Learning environment:** The classroom, a computerized environment, active research in commercial areas of the city.

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## Reasons for choice of subject

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### Rationale for the teacher and the learning sequence

Students often express gender stereotypes that are ingrained from a young age. As a result, they do not exercise judgment and thought in their choices and in their reference to the choices of others. This is also reflected in their abilities and skills. During the unit, the students were exposed to gender gaps that still exist in our society as well as various statistics. They then conducted research in the community and commercial areas and finally, they planned an influence action at the school.

### General goals:

Students will understand the influence of thought patterns and stereotypes on their choices and will recognize the gender gaps that are created as a result. The students will experience the skills of research, asking questions and will conduct a statistical sample and survey in commercial situations to identify differences between women and men in everything related to supply and consumption. Students will use mathematical tools to collect, process and analyze the data. Students will summarize the findings and draw conclusions. The students will then decide on an influence action following their findings.

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## The *each* principles

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### How are *each* principles expressed in the teaching unit?

#### *e* — education & values

The main value in the unit is gender equality - analysis and research of stereotypes about women, their status and representation in society, culture and the public sphere. During the unit:

- The students will receive tools that will help them identify thought patterns and how these influence their behavior;
- Students will recognize the barriers of stereotypes that prevent them from choosing according to their abilities, skills and desire;
- The students will learn to develop critical thinking against the mental representation;
- The students will be exposed to the gender gaps in various fields (professions, commerce, advertisements, poetry).

#### *a* — academy

The students will investigate the topic of gender gaps in several ways:

- Studying the history of women's rights in the last hundred years;
- Multidimensional integrative research and practice of statistical and mathematical research tools to conduct a reliable survey and sample in commercial areas in order to identify supply and consumption characteristics;
- Critical observation of advertisements, songs and the design of public space.



- **C—community**

Community integration is based on place-based research. To this end, the students will go to commercial areas of the city near the school to investigate and identify gender gaps. Beyond the observations and the sample, the students will survey and observe the local community visiting the trading areas. At the end of the unit, in order to challenge gender stereotypes and reduce gender gaps among the community, the students will plan an influence action at the school and send a questionnaire to all the school's students to examine attitudes on the issue.

- **h—high tech**

- The students will develop critical thinking to help them identify gaps and stereotypes in advertisements, songs and the public space;
- Students will learn to assess their abilities;
- The students will think reflectively and identify the barriers that prevent them from making decisions that are appropriate and correct for them due to gender perceptions;
- The students will use technological means to conduct questionnaires, surveys and samples;
- The students will use mathematical skills in order to draw up a representative statistical sample;
- The students will initiate influence actions and, to that end, they will plan and implement a special day for all the students of the division under their leadership. In preparation for the special day, the students prepared various games showing the gender gaps that still exist in society, prepared information sheets that were hung around the school and operated sales stands whose proceeds were dedicated to the fight for gender equality.

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## Learning Resources

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## Learning and reference materials:

A database of past and present advertisements:

<https://lo.cet.ac.il/player/?document=9504b00f-6ba3-4406-8eb4-c19858cccecf&language=he&sitekey=ebag>

<https://blog.nli.org.il/ads/>

<https://www.globes.co.il/news/article.aspx?did=1001107819>

<https://www.ice.co.il/advertising-marketing/news/article/424453>

A collection of songs, which demonstrate different representations of women: Singer of the Three Answers (lyrics: Alterman), an ancient melody (Lyrics: Alterman), Does Not Work For Anyone (Lyrics: Ran Afron), Strong with the spirit (Lyrics: Esther Shamir), Toy (Lyrics: Doron Medalie, Stav Begar)

Learning outcomes:

1. A special day in the middle school for raising awareness of the issue and challenging gender stereotypes and reducing gender gaps.
2. Creating games based on data and facts about gender stereotypes and reducing gender gaps.

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## Lesson program/ study sessions

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Lesson 1: Exposure to gender stereotypes

Lesson 2: Observing the representation of women in songs over the years

Lesson 3: Observing the representation of women in advertisements over the years

Lesson 4: The women's struggle for rights in the past hundred years

Lesson 5: Research in the community - the effect of gender patterns on consumption habits and supply (combination with mathematics)

Lesson 6: Research - the effect of gender patterns on consumption habits and supply - going out into the community

Lesson 7: Embarking on an influence action following the research

Lesson 8: Planning and activating the influence action - special day

## Program for Lesson 1

| Topic: Exposure to gender stereotypes |   |   |  |   |            |
|---------------------------------------|---|---|--|---|------------|
| Teaching Course                       | Activities  |   | Terms  | each model principle  | Time       |
|                                       | Instructions to students  | Recommendations to the teacher  |  |   |            |
| Introduction                          | The students will describe characters from different professions: fire and rescue, hospitals, kindergarten, flying, school, transport   | Pay attention to the use of language (do not say: fireman / policeman / male nurse, etc.)   | Stereotype<br>Fixed image  | Academy: curiosity, critical thinking<br><br>Skills: reflection, mental flexibility | 20 minutes |
|                                       | Students will watch the following video:<br><a href="#">Gender stereotypes in the kindergarten</a><br>The students will compare the images shown in the video with the description of their characters. | It is useful to offer tests for comparison.   |  |   | 40 minutes |
| Summary and reflection                | Students will discuss the images and stereotypes that were revealed.  | The images that were repeated both in the video and in the children's descriptions must be explained and the main differences in the way we perceive a "masculine" and a "feminine" profession must be emphasized | Caring professions versus managerial;<br>Gaps in the perception of a "female" versus a "male" profession |   | 30 minutes |



## Program for Lesson 2

| Topic: Observation of the representation of women in songs over the years |  |  |   |  |            |
|---|--|--|---|--|------------|
| Teaching Course   | Activities   |  | Terms   | each model principle   | Time       |
|   | Instructions to students   | Recommendations to the teacher   |   |  |            |
| Introduction  | The students will be exposed to different songs: "The Singer of the Three Answers", "An Ancient Tune", "I Don't Work for Anyone", "Yes, you can", "Stronger than the Spirit" and "Toy".  | It is also recommended to initiate a discussion about popular songs that the students know and hear at the present time.<br>Notice that the songs represent different perceptions regarding women. |   | Academy: finding information and analysis, drawing conclusions, managing a discussion<br><br>Values: gender equality | 10 minutes |
| Practice, implementation and evaluation                                   | The students will analyze the representation of the women in the song - what is her role, how is she perceived, what does she say, what is her position in relation to a man.<br>Students will learn about the background of the period in which the song was written. | It is useful to help students understand the context in which the songs were written.  | MeToo<br><br>Different representation of women: conservatism and liberalism |  | 50 minutes |
| Summary and reflection  | Students will identify and discuss the changes that have occurred in the way the female character has been presented in popular songs over the years.  |  |   |  | 30 minutes |

## Program for Lesson 3

| Topic: Observation of the representation of women in advertisements over the years |   |   |   |   |            |
|--|---|---|---|---|------------|
| Teaching Course  | Activities  |   | Terms   | each model principle  | Time       |
|  | Instructions to students  | Recommendations to the teacher  |   |   |            |
| <b>Introduction</b>  | The students will be exposed to advertisements from the past and present that have or do not have female representation.  | It is recommended to also refer to contemporary advertisements that the students are familiar with.                                     |   | Academy: finding information and analysis, identifying a problem, drawing conclusions, managing a discussion<br><br>Values: gender equality | 10 minutes |
| <b>Practice, implementation and evaluation</b>                                     | The students will analyze the representation of the woman in the advertisements according to the following questions:<br>What is her role? How is she perceived? What does she say? What does she do? How is she dressed? What does she convey by her behavior? What does she sell/market? When do you choose to use a woman and when a man? Is the way the woman is presented relevant to the product? | It is recommended to present a variety of advertisements over different periods.<br>Use different media: press, television, billboards. | Advertising<br>Product marketing<br>Consumption<br>Consumerism<br>Sexuality<br>Media methods<br>Gender inequality |   | 50 minutes |
| <b>Summary and reflection</b>  | The students will identify and discuss the gender gaps in the representation of the female figure in advertisements.  |   | Gender gaps   |   | 30 minutes |

## Program for Lesson 4

| Topic: The women's struggle for rights in the past hundred years |   |   |  |  |            |
|--|---|---|--|--|------------|
| Teaching Course  | Activities  |   | Terms  | each model principle   | Time       |
|  | Instructions to students  | Recommendations to the teacher  |  |  |            |
| <b>Introduction</b>  | Students will discuss women's rights over the past hundred years.   | Prepare a historical review and guiding questions about women's rights throughout history.  |  |  | 15 minutes |
| <b>Practice, implementation and evaluation</b>                   | Students will learn concepts related to the struggle of women throughout history. In groups, using different sources of information, the students will research the struggle of the suffragettes in Great Britain and the USA, the background to their awakening and the actions taken. | It is recommended to encourage collaboration among the research groups.   | Suffragettes<br>The right to vote and be elected | Academy: data processing, research, higher order thinking, computerized research   | 90 minutes |
| <b>Summary and reflection</b>                                    | The groups will present the research findings in the class.<br>The students will refer to the struggle for the right to vote and be elected during the last hundred years by referring to data and facts.   | As a summary, the students will be presented with current facts and figures on the percentage of female members of the Knesset, serving in the government, mayors of cities in Israel, presidents of states, etc. | Equality   | Values: women's rights, gender equality, the history of women's struggle for equality<br><br>Skills: research in groups, cooperation, standing in front of an audience | 30 minutes |

## Program for Lessons 5

| Topic: Research in the community - the effect of gender patterns on consumption habits and supply (combined with mathematics) |   |   |   |  |            |
|---|---|---|---|--|------------|
| Teaching Course   | Activities  |   | Terms                                   | each model principle   | Time       |
|   | Instructions to students  | Recommendations to the teacher  |   |  |            |
| <b>Introduction</b>   | Students will learn and practice: <ul style="list-style-type: none"> <li>• Data collection</li> <li>• Using Excel</li> <li>• Ways of analyzing information</li> <li>• Making a sample</li> <li>• Why it is important to make a reliable sample?</li> </ul>  | Prepare for integrative teaching with the math teacher who will teach the relevant skills of sampling, surveying, statistical data processing and more. | statistics<br>sample<br>survey          | Academy: higher order thinking, learning and practicing observation and research tools, integrative learning and research processes<br>Innovation: latest research and processing tools  | 90 minutes |
| <b>Practice, implementation and evaluation</b>  | The students will prepare for a research trip to the commercial areas of the city:<br>The students will prepare an observation sheet with the research tools they learned and refer to the following aspects: <ul style="list-style-type: none"> <li>• How many clothing, accessories and shoe stores are there for men and how many for women?</li> <li>• What is the area of a women's clothing store compared to the area of men's clothing?</li> <li>• Which colors dominate the women's and girls' department and the men's and children's department? Who are the sellers?</li> <li>• What characteristics do the children's clothes have (colors, cuts, styles, etc.)</li> </ul> | It is important to encourage the students to prepare the observation criteria themselves.   | supply<br>consumption<br>representation | Academy: multidimensional research, learning and practicing observation and research tools<br><br>Community: Going to explore the commercial areas in the students' living environment is an integral part of the learning and research processes. | 70 minutes |
| <b>Summary and reflection</b>   | The students will understand the goals of going to the commercial area and the connection to the issue of gender and equality that they learned in the previous lessons.  | The guidelines and objectives must be followed before going out to explore the commercial area of the city.   |   |  | 20 minutes |

## Program for Lesson 6

| Subject: Research - the effect of gender patterns on consumer habits and supply - going out into the community |  |  |                                      |   |               |
|--|--|--|--------------------------------------|---|---------------|
| Teaching Course  | Activities   |  | Terms                                | each model principle  | Time          |
|  | Instructions to students   | Recommendations to the teacher   |                                      |   |               |
| Introduction   | The students will prepare to explore the commercial areas of the city.   | It is worth repeating the instructions and goals before going out to explore the commercial areas of the city.   | statistics<br>sample<br>survey       | Academy:<br>multidimensional<br>research, study and<br>application of<br>observation and<br>research tools                              | 10<br>minutes |
|  | The students will divide into groups and carry out the task of observation and data collection in the commercial areas of the city.                  | It is recommended to accompany the students when performing the task. A page for reflective observation should be attached to the observation where the students will express their feelings during the performance of the task. | supply<br>consumer<br>representation | Community: Exploring the commercial areas in the students' living environment is an integral part of the learning and research process. | 60<br>minutes |
| Summary and reflection   | The students will express their first feelings following the observations and the reflective observation sheet they filled out while doing the task. |  |                                      | Developing reflective skills  | 20<br>minutes |

## ◀ Program for Lesson 7

| Topic: Embarking on an influence action following the research |   |   |   |   |            |
|--|---|---|---|---|------------|
| Teaching Course  | Activities  |   | Terms   | each model principle  | Time       |
|  | Instructions to students  | Recommendations to the teacher  |   |   |            |
| Introduction   | <p>The students will go over the findings they gathered while observing the commercial areas of the city.</p> <p>Students will investigate the data and findings following the observation.</p> <p>The students will draw conclusions following the analysis of the findings.</p>   | <p>Work with the students in computerized environments to present the data.</p>   | <p>data exploration</p> <p>reducing gaps</p> <p>stereotypes breaking patterns</p> | <p>Academy: Implementation of influence actions after research and analysis of findings</p> <p>Entrepreneurship: The students will decide on an action of influence following the findings of the research they conducted, activism</p> <p>Values and community: Taking action to promote equality and social justice, responsibility to the community.</p> <p>Development of critical thinking skills, collaborations.</p> | 15 minutes |
|  | <p>The students will discuss the question: How awareness be expanded in order to challenge gender stereotypes and reduce gender gaps? The students will work in groups and come up with several ideas for the influence action they would take to challenge gender stereotypes and reduce gender gaps in the community.</p> | <p>In planning the action of influence, the guiding question is, in light of the findings we have researched, is it important that we bring about a change?</p> |   |   | 60 minutes |
| Summary and reflection   | <p>Students will decide on the influence action they would take to challenge gender stereotypes and reduce gender gaps in the community.</p>  | <p>Decide in advance whether the class, as a whole, would perform one influence action, or whether each group would decide on a different influence action.</p> |   |   | 15 minutes |

## Program for Lesson 8

| Topic: planning the influence action and its presentation - a special day |   |  |   |  |            |
|---|---|--|---|--|------------|
| Teaching Course   | Activities  |  | Terms                                       | each model principle   | Time       |
|   | Instructions to students  | Recommendations to the teacher   |   |  |            |
| <b>Introduction</b>   | <p>The students will present the influence action decided on in the previous lesson:</p> <ul style="list-style-type: none"> <li>Participation of the whole school (active break) through games and quizzes about facts and data collected during the research.</li> <li>Collecting money by sales stands which will be donated to help promoting women in the community.</li> </ul> | <p>The students should be reminded of the stages of the discussion about the influence action and how the decision was made.</p>   | <p>Survey</p> <p>Effect</p> <p>Teamwork</p> | <p>Entrepreneurship: the students will carry out and implement the influence action they planned at school</p> <p>Values and community: taking action to promote equality and social justice, responsibility to the community by making the students aware and interested.</p> <p>Developing skills of critical thinking, creativity, collaborations, reflection</p> | 10 minutes |
| <b>Practice, implementation and evaluation</b>                            | <p>Students will work in groups:</p> <ul style="list-style-type: none"> <li>Preparation of trivia and quiz games</li> <li>Preparation of "Did you know?" signs, which will be hung throughout the school in preparation for the special day.</li> <li>Carrying out an attitude questionnaire in the classrooms before the special day.</li> </ul>                                   | <p>It is useful to prepare an guide for group work and refer to the division of roles, listening and the various processes that took place in the group.</p>                                   |   |  | 70 minutes |
| <b>Summary and reflection</b>   | <p>Carrying out the influence action and writing a reflection following the action and the entire unit</p>  | <p>When writing the reflection, you should refer to the new things that the students have learned; to the feelings following the performance of the action; thoughts on follow-up actions.</p> |   |  | 40 minutes |

## Examples of Products







