



## Course Overview

### Grade 11

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**Source:** Reimers, F. (2017). *Empowering students to improve the world in sixty lessons*. 1<sup>st</sup> ed. Createspace Independent Publishing Platform.

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<b>Overview</b>	
<b>Learning Goal</b> In Grade 11, students will focus different aspects of gender: stereotypes, the role gender plays in everyday life, and its impact on larger global dynamics. Then, students will learn about the concept of positive deviance, and learn how they can promote change by identifying and supporting positive deviance in their own lives.	
<b>Lesson Scaffold</b>	
<b>Lesson 1</b>	Gender and Stereotypes
<b>Lesson 2</b>	Gender in Everyday Life
<b>Lesson 3</b>	Global Conversations About Gender
<b>Lesson 4</b>	Identifying Positive Deviance
<b>Lesson 5</b>	Project Presentation and Reflection
<b>Learning Objectives</b>	
<ul style="list-style-type: none"><li>• Students will learn about stereotypes and explore how they can be harmful to people.</li><li>• Students will engage with conversations about gender on a global scale.</li><li>• Students learn about positive deviance and how to identify it in their own lives.</li></ul>	



## Grade 11 Lesson 1

“Introduction to Gender and Sex: Identity, Roles/Stereotypes, and the LGBTQ+ Community”

**Time Frame:** 60 minutes

**Subjects:** Civics, History, Social Studies

**Standards:** Gender Equality and the Empowerment of Women and Girls (SDG 5)

**Designed by:** Isabelle Byusa, Arianna Pattek, Emily Pope, Sam (Shiv) Sharma, Tisha Verma, Devon Wilson

**Summary and Rationale:** This lesson is designed to facilitate students’ understanding of the difference between gender and sex, as well as gender identity and the stereotypes/roles attached to gender. Students will examine UNESCO's gender glossary and will examine how they have encountered or observed gendered roles in their own experiences. They will then go on to imagine what gender equality might look like in their context.

### Instructional Goals:

- To promote higher-level thinking skills in a scaffolded manner.
- To examine how these concepts are seen in daily life and add to conventional definitions in order to enrich or contextualize them.

**Understanding Goal:** Through the lens of their lived experience, students will understand the difference and draw connections between gender vs. sex, and gender equality vs. gender equity.

### Essential Questions:

- What is the difference between gender and sex?
- How would you define masculinity and femininity?
- What confines do these definitions entail?
- What is the difference between equity and equality?
- What is the pathway forward?

### Student Learning Objectives (Students will be able to):

- Students will understand the difference between and gain the vocabulary to discuss gender and sex as well as gender equality and gender equity.
- Students will draw connections between these concepts and their lived experience.

**Assessment:** Students will be able to participate in class and small group discussion based upon the topics covered above in the Student Learning Objectives.

### Sequence of Activities:



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- Students read relevant definitions from UNESCO's Gender Mainstreaming Implementation Framework as homework before class.
- Class begins with the TED Talk "We Should all be Feminists" by Chimamanda Ngozi Adichie.
- Discuss the video and integrate the UNESCO definitions into the discussion.
- Next, have students write and reflect about how they see gender or gendered roles in their daily lives, and what gender equality might look like in their context.
- Students will discuss their thoughts in small groups, painting a picture of current and/or historical gendered roles and then proposing a path towards gender equality.
- The teacher will facilitate a broad discussion with the whole class on these topics.

## Resources for Teachers:

- UNESCO's Gender Mainstreaming Implementation Framework: <http://tiny.cc/G11L1R1>
- (Video) "We Should all be Feminists" TED Talk by Chimamanda Ngozi Adichie: <http://tiny.cc/G11L1R2>
- From Where I Stand: A Gender Equality Project: <http://tiny.cc/G11L1R3>
- UNESCO Gender Equality Tools: <http://tiny.cc/G11L1R4>



## Grade 11 Lesson 2

“Community-Based Research: Gender Dynamics in My Community”

**Time Frame:** 60 minutes

**Subjects:** Civics, History, Social Studies

**Standards:** Gender Equality and the Empowerment of Women and Girls (SDG 5)

**Designed by:** Isabelle Byusa, Arianna Pattek, Emily Pope, Sam (Shiv) Sharma, Tisha Verma, Devon Wilson

**Summary and Rationale:** Encourage students to understand their personal relationship to gender dynamics and how gender dynamics play out in their own community.

**Instructional Goal:** Provide students with tools to conduct community-based research around gender dynamics and gender roles.

**Understanding Goal:** To understand how issues of gender manifest in different aspects of everyday life.

### Essential Questions:

- Are jobs in your community divided by gender?
- Can women or non-binary people participate in the same activities as men?
- Are there distinct roles in your family divided by gender?

**Student Learning Objectives (Students will be able to):** Conduct research in order to understand the gender makeup of their community.

**Assessment:** Turn in a Community Gender Profile (listing jobs in their community and the number of women and men who work in each job).

### Sequence of Activities:

- **Pre-Class (15 minutes):**
  - Watch the He For She campaign speech by Emma Watson. In pairs, students discuss what they think the call to action in the video is and why it is important.
  - Teacher leads class discussion on students' reflections on the video and introduces the importance of individual responsibility and community engagement.



- **Preparation for Research Activity (20 minutes):** Whole-class discussion about conducting community-based research. Students develop a list of questions to explore in their community. Examples include:
  - Are there more women or men who own businesses?
  - Is there anyone in your community who defies gender stereotypes? If so, how? Talk to them about this experience.
  - Ask people in their professions about how they got that job.
    - Did they choose?
    - Did they do it because their mother/father did it?
    - Within their family, what do they want to explore?
  - Talk to your parents about their roles in the family.
- **Small Group Work (15 minutes):** Students develop their community gender profiles in small groups, as well as a list of questions and a research plan.
- **Conclusion (10 minutes):** Students share what they developed in their small groups.

#### Resources for Students:

- Emma Watson at HeForShe Campaign (Video) <http://tiny.cc/G11L2R1>
- International Labor Organization Framework for Gender Analysis and Planning: <http://tiny.cc/G11L2R2>





## Grade 11 Lesson 3

### “Global Conversations About Gender”

**Time Frame:** 60 minutes

**Subjects:** Civics, History, Social Studies

**Standards:** Gender Equality and the Empowerment of Women and Girls (SDG 5)

**Designed by:** Isabelle Byusa, Arianna Pattek, Emily Pope, Sam (Shiv) Sharma, Tisha Verma, Devon Wilson

**Summary and Rationale:** To engage students in a conversation about gender status around the world and open their eyes beyond their community.

**Instructional Goal:** To give students the opportunity to further develop their vocabulary and think around gender issues in a global context.

**Understanding Goal:** The status of women and gender minorities around the world.

**Essential Question:** What is the situation of women across the globe?

**Student Learning Objectives (Students will be able to):**

- Familiarize themselves with the situation of women across the globe.
- Analyze gender inequity across contexts.

**Assessment:** Participation in the class and small group discussions.

**Sequence of Activities:**

- Students are assigned a region around the world:
  - Scandinavia
  - Europe
  - North America
  - Latin America
  - North Africa and the Middle East
  - South Asia
  - Southeast Asia
  - East Asia
  - Sub-Saharan Africa
  - etc.
- Students are then assigned an identity:



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- Women
- Men
- Lesbian/Gay/Bisexual/Queer
- Transgender/Gender Non-Conforming
- etc.
- Students will conduct research on the educational, career, and social freedoms their group has in three regions.
- Students will compile a report and present to the class.
- Students debrief on their reflections.
  - What did they find that was surprising?
  - How did this change their view of gender inequity?

## Resources for Teachers:

- Workshop Activity for Gender Equity Simulation: <http://tiny.cc/G11L3R1>
- Book Review (Worlds Apart): <http://tiny.cc/G11L3R2>





## Grade 11 Lesson 4

“Positive Deviants on Gender Equity, Stereotypes, and LGBTQ+ Rights”

**Time Frame:** 60 minutes

**Subjects:** Civics, History, Social Studies

**Standards:** Gender Equality and the Empowerment of Women and Girls (SDG 5)

**Designed by:** Isabelle Byusa, Arianna Pattek, Emily Pope, Sam (Shiv) Sharma, Tisha Verma, Devon Wilson

**Summary and Rationale:** Students will be asked to explore a topic of gender roles, gender stereotypes, or LGBTQ+ rights in greater depth. Through this process, students will be challenged to develop their research, writing, and editing skills.

**Instructional Goal:** To provide students with tools to conduct community-based research around gender dynamics and gender roles.

**Understanding Goal:** Ways in which people are working to develop gender equity in various contexts around the world.

### Essential Questions:

- How do gender roles and gender stereotypes manifest themselves in our day-to-day lives?
- What is gender equality and equity?
- How can individuals address these issues?

**Student Learning Objectives (Students will be able to):** Research and write about a topic of gender equity.

**Assessment:** Students’ final piece of written work.

### Sequence of Activities:

- Students will be asked to reflect on the gender equity issues that surprised them the most during the first three lessons.
- From here, students will be challenged to:
  - Conduct greater research on the problem and its sources
  - Research people or projects that may already be in play to counteract that problem (locally and/or internationally).
- After conducting initial research, students may start working on either:
  - Writing a piece on one of the people or projects they discovered and posting their final work to a blog
    - This opportunity could be used to create a class blog or a specific blog on the topic of gender equity.



- Creating a proposal on a project to counter the issue.
- At the end of the project, students will be challenged to think about their research on their topic and complete a reflection activity. More information on these resources are included in the Resources for Teachers section below.

### Resources for Teachers:

- Visible Thinking Framework (Project Zero): <http://tiny.cc/G11L4R1>



## Grade 11 Lesson 5

“Capstone Project: Contributing to a Gender-Blind Community”

**Time Frame:** 60 minutes per lesson

**Subjects:** Civics, History, Social Studies

**Standards:** Gender Equality and the Empowerment of Women and Girls (SDG 5)

**Designed by:** Isabelle Byusa, Arianna Pattek, Emily Pope, Sam (Shiv) Sharma, Tisha Verma, Devon Wilson

**Summary and Rationale:** To engage students to boldly envision a gender-blind world (a world in which your gender does not decide what you can do and achieve in life).

**Instructional Goal:** To provide students with tools to independently explore and act on issues of gender equity.

**Understanding Goal:** We all should strive towards building a gender-blind world.

### Essential Questions:

- What holds us back from a gender-blind society?
- Why do we let our gender determine what we can and cannot achieve in life?

### Student Learning Objectives (Students will be able to):

- Conduct research in order to understand the gender makeup of their community.
- Develop competencies related to taking action based upon their research.

**Assessment:** Submitted final research project.

### Sequence of Activities:

- **Part 1 (10 minutes):** Continue discussion of students findings from Lesson 4 and the topic of a gender-blind society.
- **Part 2 (remaining class time):** Based upon research conducted and shared in Lesson 4, students will be challenged to make an action plan that would allow for a more equitable society.
- **Part 3 (outside of class; optional):** Students may conduct personal interviews in order to learn different points of view on gender equity and proposed action plans.



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- **Part 4 (after completion of project):** Students envision the short- and long-term impact of their programs and how the world might look when there is gender equality and gender blindness.