



GENDER EQUALITY IN A STORY AND A SONG



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OŠ Jožeta Gorjupa, Kostanjevica na Krki, 30. 5. 2026



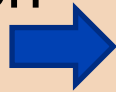
INTRODUCTION

An international project Erasmus+ *Greening Our Curriculum, Greening Our Schools* (Greece, Slovenia, Sweden)

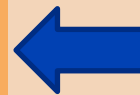
→ integration of the Sustainable Development Goals (SDGs) into English language teaching

→ innovative approaches to sustainability education

individualisation
differentiation

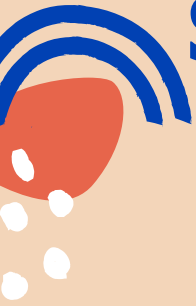


comparison of the
Greek and Swedish
lesson plans
related to SDG 5



two main activities:
a story and a song





SUSTAINABLE DEVELOPMENT GOALS IN THE CURRICULUM



- **17 sustainable development goals** - universal development standard
- sustainable development - part of the **curriculum reform**
- knowledge, values and skills for a **sustainable future**



GENDER EQUALITY



01

Intensify the role of women and girls

02

No discrimination and violence of women and girls

03



Equal opportunities in every area of life



LESSON PLANS

Project *Greening Our Curriculum, Greening Our Schools* →
Greek and Swedish partner teachers prepared lesson plans

Greek
lesson plan



Dream like a Girl

Age Group: 10-12 | Duration: 3-15-minute sessions

Objective/s:

By the end of the lesson, students will be able to:

- Understand the concept of gender equality and recognize gender stereotypes, particularly related to sports and daily life.
- Identify and reflect on challenges and discrimination faced by girls and women, using Allie's story as a relatable example.
- Develop empathy and respect by discussing the importance of equal opportunities regardless of gender.
- Analyze the role of perseverance and empowerment in overcoming gender-based barriers.
- Connect the story's themes to real-world contexts and personal experiences.
- Propose actions they can take to promote gender equality in their school, community, or day-to-day life.
- Communicate their understanding through discussion, reflection, creative projects, and written or visual expression.
- Foster a positive attitude towards other people's rights and capabilities.

Academic Skills	Life Skills
<ul style="list-style-type: none">Critical thinking and analysisReading comprehensionOral communicationWritingSelf-assessment	<ul style="list-style-type: none">empathy, social awareness, self-awareness, respect for diversity

Materials Needed / Resources

- Copies of the short story "Allie's Basketball Dream" for all students with story comprehension questions (digital or printed).
- Writing materials: notebooks, pens, or pencils for reflections and exit tickets.

SDG 5- Gender Equality

DEFINITION:

This lesson explores gender stereotypes and empathy through multimedia and discussion, adapted to align with the Sustainable Development Goals (SDGs).

This goal aims to ensure equal opportunities for all genders, eliminate discrimination, violence, and harmful practices against women and girls, and ensure their full and equal participation in all aspects of life, including decision-making, economic resources, and public life.

You can find out more by clicking on the following links/readers:

- [Goal 5: Gender equality - The Global Goals](#)
- [SDG 4 & SDG 5 - Quality Education & Gender Equality in India](#)
- [Goal 5 | Department of Economic and Social Affairs](#)

OVERARCHING GOAL OF THE LESSON PLANS:

To raise awareness of gender roles and stereotypes, encourage empathy, and promote critical thinking through multimedia analysis and reflective writing.

LESSON PLAN

TITLE	Gender Equality in our society
AGE GROUP	13-18
DURATION	Two weeks
OBJECTIVES	<ul style="list-style-type: none">Vocabulary about gender, equalityExpress themselves in English about gender equalityLearn about gender equality and be able to notice in their everyday life and in the system.
ACADEMIC SKILLS	<ul style="list-style-type: none">SpeakingWritingReadingGroup discussion

Swedish
lesson plan

ELEMENTS OF COMPARISON

1

Pedagogical approach

3

Activities

2

Learning objectives

4

Life skill development

5

Grading

BASIC COMPARISON

Element	Lesson plan 1 (Greece): <i>Always Like a Girl</i>	Lesson plan 2 (Sweden): <i>Gender Equality in Our Society</i>
Age	10-12 years	13-16 years
Approach	Storytelling, discussion	Multimedia, analysis, discussion
Complexity	Basic, concrete	More complex, abstract
Main goal	Understanding stereotypes	Critical analysis of society



PEDAGOGICAL APPROACH

Greek lesson plan

- the story of **a girl Allie with basketball ambitions**
- storytelling, emotions, simple reflection
- empathy
- a basic understanding of fairness.

Swedish lesson plan

- real media – an advertisement *Gillette – **We Believe the Best***
- ***Men Can Be*** and a song ***If I Were a Boy*** by Beyoncé
- analysis, discussion, and argumentation
- critical thinking and social awareness



LEARNING OBJECTIVES

Greek lesson plan

- recognising stereotypes
- understanding gender equality
- developing empathy
- expressing opinions about the topic in a simple way

Swedish lesson plan

- expressing complex opinions about the discussed topic
- analysing society and the media
- using appropriate vocabulary in discussions about gender equality



ACTIVITIES

Greek lesson plan

- reading, a guided discussion (teacher's questions)
- structured nature – safe environment for expression

Swedish lesson plan

- the analysis of the advertisement *Gillette – We Believe the Best Men Can Be* and the song *If I Were a Boy* by Beyoncé, discussions
- controversial topics
- critical thinking

Greek lesson plan



Swedish lesson plan



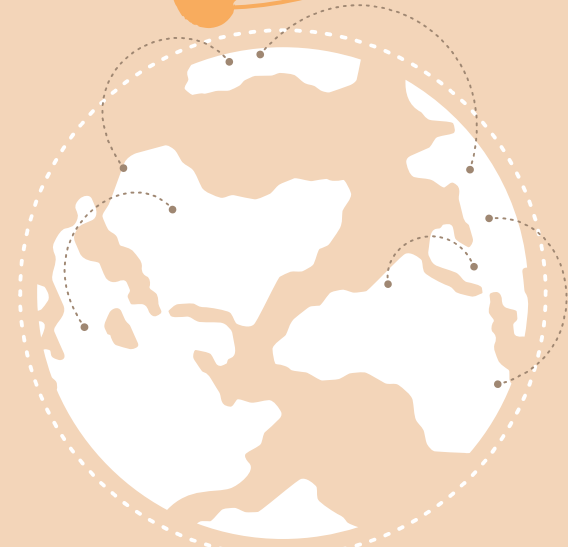
LIFE SKILLS DEVELOPMENT

Greek lesson plan

- empathy

Swedish lesson plan

- impersonal representation
- critical thinking
- self-expression
- raising social awareness



GRADING

Greek lesson plan

- exit tickets
- continuous observing of students' participation - clear and ongoing assessment.

Swedish lesson plan

- group work – given answers
- group discussion

Greek lesson plan



Swedish lesson plan

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2024-2-SE01-KA210-KC1-000000011

EXIT TICKET

Subject: English

Name: Niga Oulimane

1. What problem did Allie face in the basketball story? *She wanted to show the boys that she can shoot but every time she missed.*
2. How did Allie respond to people saying girls can't play basketball? A. Gave up / B. Kept trying / C. Didn't listen to them
B. Kept trying
3. What is one thing you learned about gender equality today?
I learned that not only boys are good at sports and you can't judge a girl just because she has to be an expert at things.

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EXIT TICKET

Subject: English

Name: Amanda Jopina Prosen

1. What problem did Allie face in the basketball story? *Her teacher got her.*
2. How did Allie respond to people saying girls can't play basketball? A. Gave up / B. Kept trying / C. Didn't listen to them
B. Kept trying
3. What is one thing you learned about gender equality today?
That girls can do anything that boys can do or good or anything that some "manly".

GROUP 5

9. Are some behaviors considered acceptable for men but not for women?
Do you agree or disagree? Why?
I agree because I think that society accepts men's behaviors more like getting drunk, be chaotic in public, disrespectful to women.

10. Are certain jobs seen as more suitable for men than for women?
Do you agree or disagree? Why?
Again I agree because society sees women as the weaker gender and thinks it not lady like to work in the army construction and many more.

GROUP 1

1. Do teachers treat boys and girls differently?
Do you agree or disagree? Why?
No, I think they treat us all the same. But we think they treat students with bad grades differently than with good.

2. Is it sometimes easier to be a boy or a girl?
Do you agree or disagree? Why?
Yes a boy, because girls have many more problems, boys don't care that much about everything they just let it go.

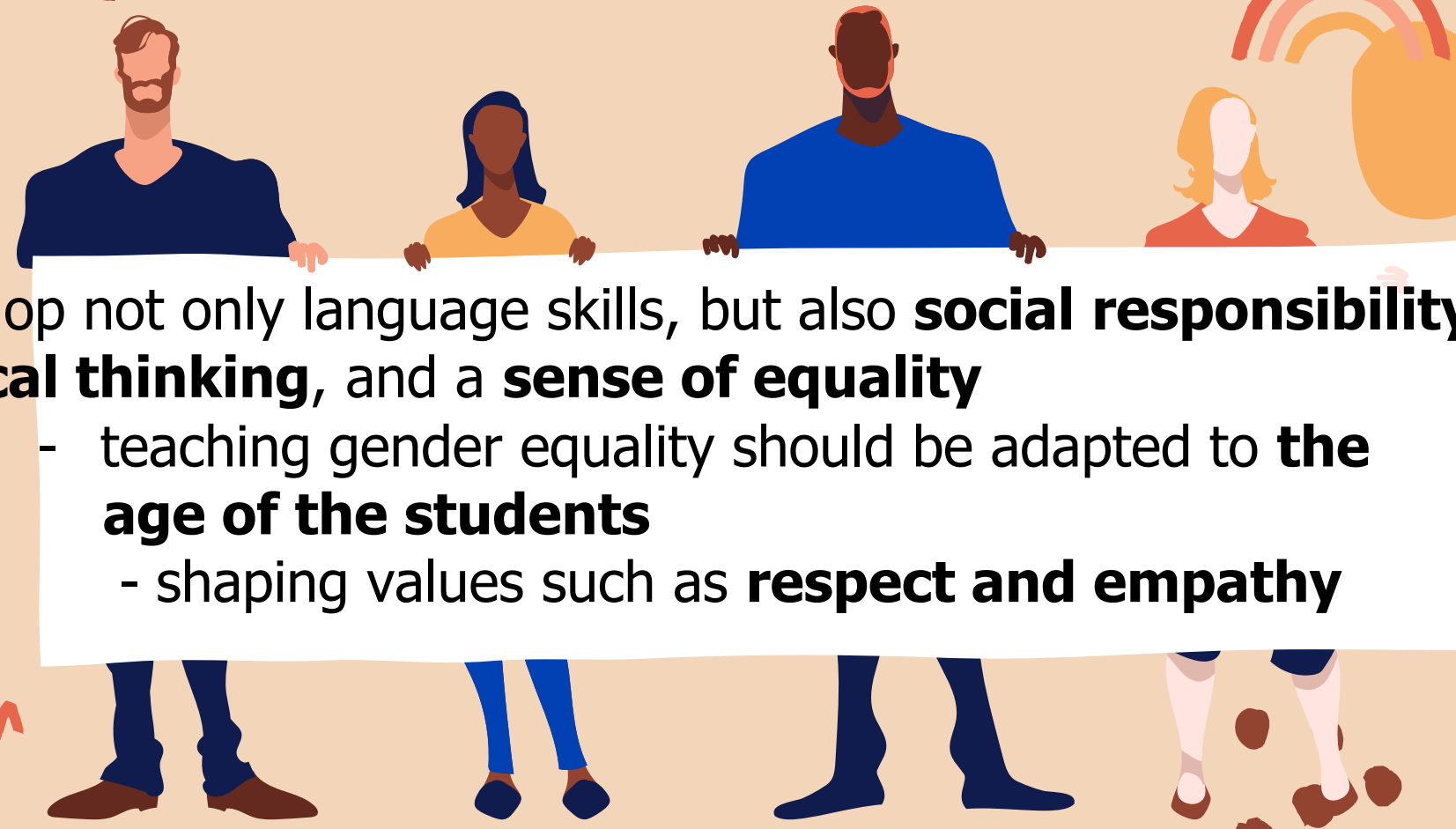
GROUP 2

3. Do you think it's wrong that media influences how boys and girls should behave or look?
Do you agree or disagree? Why?
I agree because some people say that boys can't sing or dance or anything came sound "girly". Same for girls that they can't drive cars or anything that some "manly".

4. Should social media be banned in schools?
Do you agree or disagree? Why?
No, because students don't and are not allowed to even have phones in our school so it's pointless.



CONCLUSION

- 
- develop not only language skills, but also **social responsibility, critical thinking**, and a **sense of equality**
 - teaching gender equality should be adapted to **the age of the students**
 - shaping values such as **respect and empathy**



International cooperation contributes to the exchange of:

- **good practices**
- development of more **modern teaching approaches**
(sustainable development and active citizenship)




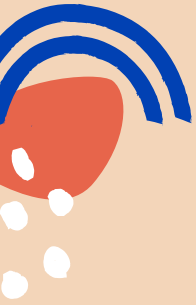
a broader understanding of the world





RESOURCES

- Analiza elementov učne priprave, available on (4. 5. 2026)
https://ucilnice.arnes.si/pluginfile.php/6163966/mod_resource/content/1/ANALIZA%20ELEMENTOV%20U%C4%8CNE%20PRIPRAVE.pdf
 - Cilji trajnostnega razvoja, available on (4. 5. 2026)
https://www.zrss.si/pdf/kljucni_cilji_po_podrocjih_SC.pdf
<https://www.mirovni-institut.si/wp-content/uploads/2016/08/KONZORCIJ-NVO-Tematski-mesec-CTR-5-in-GU.pdf>
 - Ekošola, available on (4. 5. 2026)
<https://ekosola.si/wp-content/uploads/2020/11/Cilji-trajnostnega-razvoja-resources.pdf>
 - 5. cilj trajnostnega razvoja, available on (4. 5. 2026)
<https://www.stat.si/Pages/cilji/cilj-5.-dose%c4%8di-enakost-spolov-ter-krepiti-vlogo-vseh-%c5%beensk-in-deklic>
 - Prenova učnih načrtov, available on (4. 5. 2026)
https://www.gov.si/assets/ministrstva/MVI/Dokumenti/Razvoj-solstva/DS-NPVI/Gradiva/Skupni_cilji_in_umescanje_v_UN_in_KZ_oktober_2023.pdf
<https://www.gov.si/assets/ministrstva/MVI/SRI/REFORMA/Usmeritve-za-didacticna-priporocila-7.seja.pdf>
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- Pesem, available on (4. 5. 2026)

<https://www.youtube.com/watch?v=AWpsOqh8q0M>

- Reklama, available on (4. 5. 2026)

<https://www.youtube.com/watch?v=EkRxdtmJ4L4>

- Zbornik grških in švedskih priprav, available on (4. 5. 2026)

<https://drive.google.com/drive/u/0/folders/1s79BqRLrTm2mAKfG1NrlxxgFzT1aHCDL>

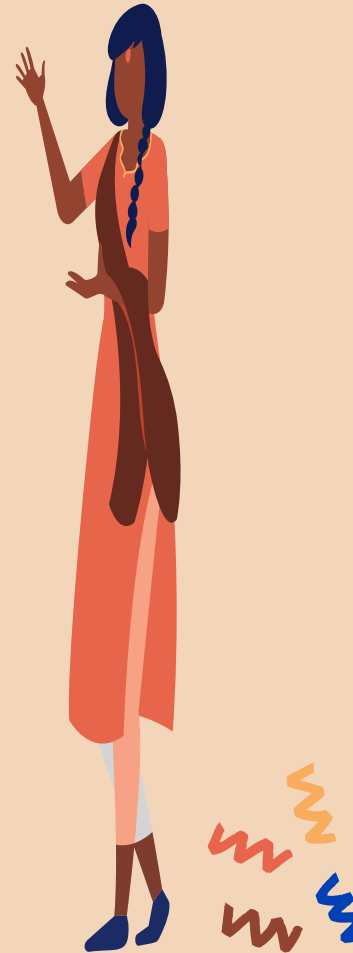
Picture resources

Picture 1, available on

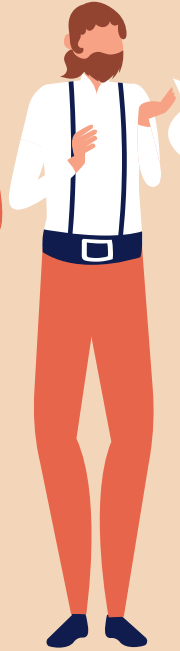
<https://theret.org/commitment-to-sdgs>

Picture 2, available on

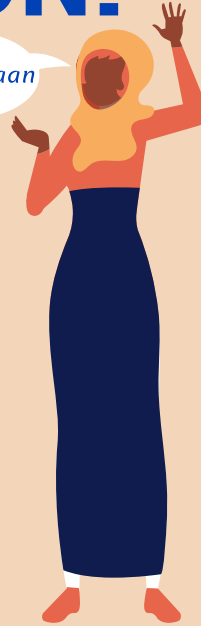
https://en.wikipedia.org/wiki/Sustainable_Development_Goal_5



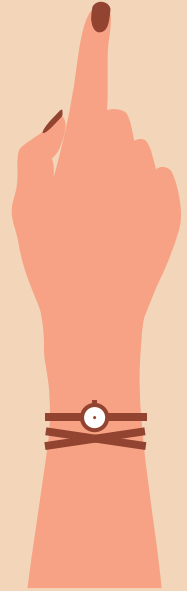
THANK YOU FOR YOUR ATTENTION!



Marhabaan



Hello





*A Picture Is
Worth a
Thousand
Words*