



Welcome!

Today we are going to try to tackle one of the big issues effecting the world



**ON A SCALE  
OF RAPUNZEL,  
HOW ARE YOU  
FEELING  
TODAY?**

**Take a moment to check  
in with yourself.**



## Warm-up drawing

10 mins to draw whatever  
comes to mind, but you must  
draw for the full 10mins. Just  
keep your pencils moving!

Have your  
materials ready.

Pencil and paper is  
all you need!







## WARM UP DRAWING PROMPT: "GENDER"



# Gender Equality



## ESSENTIAL QUESTION(S):

What is gender? (Legal, social, historical)

Can you identify gender inequality?

How would the world benefit from reducing gender inequality?

How have you been affected by gender inequality?  
Asking students how gender has affected their own lives and the lives of their loved ones.



# What is Gender?

I am the only kind  
of woman?

Gender refers to the characteristics of women, men, girls and boys that are socially constructed. This includes norms, behaviors and roles associated with being a woman, man, girl or boy, as well as relationships with each other. **As a social construct, gender varies from society to society and can change over time.**

According to the World Health Organization





# What is Gender?

Gender is hierarchical and produces inequalities that intersect with other social and economic inequalities. Gender-based discrimination intersects with other factors of discrimination, such as ethnicity, socioeconomic status, disability, age, geographic location, gender identity and sexual orientation, among others. This is referred to as intersectionality.

According to the World Health Organization



# What is Gender?

**Gender interacts with but is different from sex**, which refers to the different biological and physiological characteristics of females, males and intersex persons, such as chromosomes, hormones and reproductive organs.

**Gender and sex are related to but different from gender identity.** Gender identity refers to a person's deeply felt, internal and individual experience of gender, which may or may not correspond to the person's physiology or designated sex at birth.

According to the World Health Organization





# What is gender equality?



# Gender inequality

Gender inequality and discrimination faced by women and girls puts their health and well-being at risk. Women and girls often face greater barriers than men and boys to accessing health information and services. These barriers include restrictions on mobility; lack of access to decision-making power; lower literacy rates; discriminatory attitudes of communities and healthcare providers; and lack of training and awareness amongst healthcare providers and health systems of the specific health needs and challenges of women and girls.

[https://www.who.int/health-topics/gender#tab=tab\\_1](https://www.who.int/health-topics/gender#tab=tab_1)

# Gender inequality

Consequently, women and girls face greater risks of unintended pregnancies, sexually transmitted infections including HIV, cervical cancer, malnutrition, lower vision, respiratory infections, malnutrition and elder abuse, amongst others. Women and girls also face unacceptably high levels of violence rooted in gender inequality and are at grave risk of harmful practices such as female genital mutilation, and child, early and forced marriage.

WHO figures show that about 1 in 3 women worldwide have experienced either physical and/or sexual intimate partner violence or non-partner sexual violence in their lifetime.



[https://www.who.int/health-topics/gender#tab=tab\\_1](https://www.who.int/health-topics/gender#tab=tab_1)



# Gender inequality for men

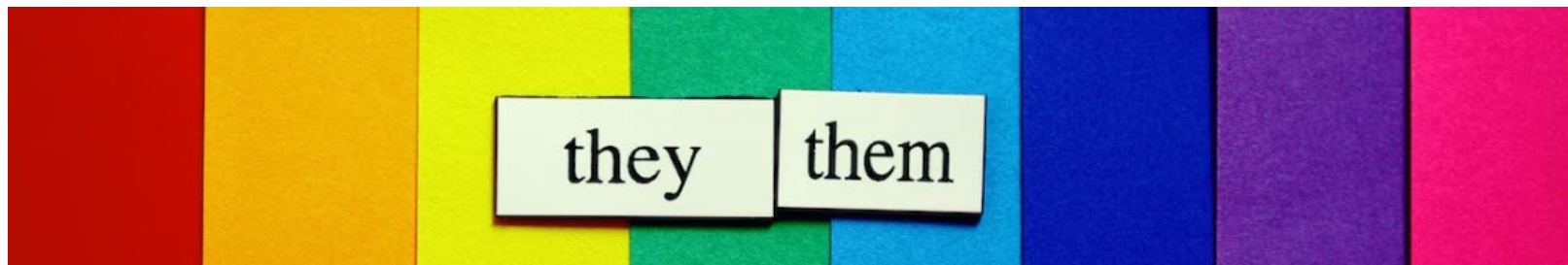


Harmful gender norms – especially those related to rigid notions of masculinity – can also affect boys and men’s health and wellbeing negatively. For example, specific notions of masculinity may encourage boys and men to smoke, take sexual and other health risks, misuse alcohol and not seek help or health care. Such gender norms also contribute to boys and men perpetrating violence – as well as being subjected to violence themselves. They can also have grave implications for their mental health.

[https://www.who.int/health-topics/gender#tab=tab\\_1](https://www.who.int/health-topics/gender#tab=tab_1)

# Gender inequality for other genders

Rigid gender norms also negatively affect people with diverse gender identities, who often face violence, stigma and discrimination as a result, including in healthcare settings. Consequently, they are at higher risk of HIV and mental health problems, including suicide.



[https://www.who.int/health-topics/gender#tab=tab\\_1](https://www.who.int/health-topics/gender#tab=tab_1)

# SDG 5 Gender Equality



This document is supplemental material to Gender Equality, a lesson plan created by Jessamyn Bailey of High Point Central High School as part of the 2022-2023 UNC World View Global Fellows Program. For more information about the program, please visit <http://worldview.unc.edu/>.



# Work in groups of two

Visit the SDGs website for Goal 5

Pick one fact from the overview page to share that you didn't already know

Pick one target from the Target and indicators page that you think is the most helpful

15mins, then share with class

Goals

5

**Achieve gender equality and empower all women and girls**

<https://sdgs.un.org/goals/goal5>



# Slow looking

Name one thing you see/think about when viewing this artwork.

You can't repeat what was already said but you can build on someone else's idea.

Simone Leigh, *Corrugated*, 2019, bronze and raffia, H. 81 × W. 73 × D. 40 1/2 in., ©Simone Leigh, Courtesy Matthew Marks Gallery



# Does the artist context matter?

Simone Leigh, *Corrugated*,  
2019, bronze and raffia,

H. 81 × W. 73 × D. 40 1/2 in.

©Simone Leigh, Courtesy Matthew  
Marks Gallery

The artist identifies as:

**American**

**Female**

**African American**

Does that change your  
impression of the artwork?



<https://learn.ncartmuseum.org/artwork/corrugated/>



## Exit Ticket:

Fill out a post-it note and place it on the board as you leave the classroom.



**Tell me two things you learned today  
about gender equality?**

# Resources:

1. [https://en.wikipedia.org/wiki/1945%E2%80%931960\\_in\\_Western\\_fashion#/media/File:Lisa\\_Fonssagrives\\_at\\_Paddington\\_Station,\\_London,\\_1951.jpg](https://en.wikipedia.org/wiki/1945%E2%80%931960_in_Western_fashion#/media/File:Lisa_Fonssagrives_at_Paddington_Station,_London,_1951.jpg)
2. World Health Organization, health topics, gender and health, [https://www.who.int/health-topics/gender#tab=tab\\_1](https://www.who.int/health-topics/gender#tab=tab_1)
3. <https://youtu.be/-hc0kZh6CnM>
4. <https://youtu.be/nEHjxMXHe2E>
5. <https://sdgs.un.org/goals/goal5>
6. <https://learn.ncartmuseum.org/artwork/corrugated/>

Other images in this slide show taken from <https://unsplash.com/>, a royalty-free image website