

LESSON TEMPLATE

Didactic learning unit: **‘Art for gender equality’**.

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Summary of the Main Activities:

Students are expected to become aware of gender equality issues as presented in works of art through the centuries. They can also gain insight on how women’s way of life and roles have changed in comparison with men’s roles, through their portrayal in paintings and works of art.

The presentation starts showing that art is a reflection of society in many ways and it gradually leads students to becoming aware of the changes that women’s roles in society went through as centuries went by.

Women cinematographic artists and activists are also presented. These women together with the original idea of our principal, Kotsavasileiadou Anastasia, became an inspiration for the students to create their own amateur video which shows how men and women can work together, with respect and love in their everyday lives through developing respectful cooperation that brings equality within their homes and families, thus changing mindsets that lead in conflicts between genders.

The students also created a quiz aiming at the assessment of the information presented.

Main methodologies:

- 1. Creation of a video and a presentation with a learning scenario.**
- 2. Effective use of the net in seeking and finding useful information.**
- 3. Analyzing and configuration of various elements and facts for the creation of a PowerPoint presentation and a video.**
- 4. Creation of a quiz for knowledge assessment.**

Total Time:

The total time for the whole presentation was 35 minutes:

Learning objectives:

- To gain insight of the historical changes the issue of gender equality has gone through.**
- To learn about the contribution of art to the depiction and commenting of the roles of men and women in various eras.**
- To share knowledge about the different societal norms having to do with gender equality through the centuries and the way these norms are presented or symbolized in art.**
- To appreciate the contribution of ancient Greek culture (Plato’s in this case), to developing awareness of the need for unity of men and women for the creation of healthy families and societies.**

Key competences:

- Development of communication through participation in answering questions concerning information presented. Self-confidence in presenting societal issues like gender equality, effectively, is also strengthened.

Skills:

- Collaborating in finding answers to questions concerning social matters and their projection in works of art.
- Grasping concepts.
- Critical thinking on societal matters presented in art.
- Assertiveness having to do with the gaining of knowledge on societal issues.

Learning outcomes:

Knowledge: students will be able to:

- Develop insight and understanding of societal issues and the way these are presented in works of art thus affecting social values.
- Appreciate the benefits coming from knowledge on societal issues.
- Appreciate the benefits of living in a society of equality and social justice.

Application:

Developing awareness on the seriousness of the issue of gender equality and of the need for conflicts between men and women to be overcome, an issue that remains critical in our days.

Critical thinking on specific societal issues. Collaboration skills.

European Key Competences:

- Communication in a foreign language.
- Effective listening and communicative skills.
- Understanding issues concerning societal norms that lead to inequality among people and the way such issues can be commented on through works of art and generally art in all its aspects.

Assessment:

Prerequisites:

Identifying terms having to do with gender equality and art. Understanding of societal issues and the way art comments on them and protests if necessary.

How to assess the prerequisites: Being able to give answers to questions concerning societal issues and being critical towards societal problems and the

way they affect women and men's art which often demonstrates them and comments on them.

Final Assessment:

The product:

Construction of a work of art, a 3d collage, 'Plato's couple' which can evaluate the students' learning outcome and it also manifests the value of gender unity as presented by the ancient Greek philosopher, Plato. The idea and design of the project is by Dimitra Papageorgiou, who is an architect and a teacher at the 4th Vocational School of Athens.

During the process, students learnt how to make the most of knowledge acquired.

Profile of the teacher-consultant:

- Good knowledge of the foreign language used for communication (English).
- Sufficient knowledge on the impact of the 'gender equality' issue on works of art.
- Skills for guiding and consulting.

