

GLOBAL EDUCATION - Gender Equality

WebQuest Description: There are many issues that affect people at an individual and global level. Global issues concern us all and are at the heart of many valuable learning experiences. Issues such as gender equality, environmental sustainability, health, peace building and human rights focus students' attention on contemporary events and how they affect our lives at a local and global level. Each having their own problems, reasons and solutions.

One of the largest issues within gender equality is equality for women and women's rights, as throughout many parts of the world there is little to no equality between men and women.

Grade Level: 9-12

Curriculum: Social Studies

Keywords: Global Education, Gender, Equality, Women's rights, social studies.

Published On: 2011-09-15 17:15:06

Last Modified: 2011-09-14 23:23:14

WebQuest URL: <http://zunal.com/webquest.php?w=113291>

Introduction

In many countries around the world today, men and women aren't treated equally. Why is this? And Can this problem be solved? How are people trying to solve this problem?

What do you think about gender equality and how would you achieve it?

Tasks

Congratulations! You have just been promoted to President of the Equal Rights Organization! The first part of your new job is to help raise awareness of the Gender Inequality in several different countries around the world. To do this you'll need to have an extensive understanding of the different inequalities in different places, and then find meaningful ways to let people know about these problems and what they can do to help bridge the gap!

Process

Congratulations! You have just been promoted to President of the Equal Rights Organisation. The first part of your new job is to help raise awareness of the Gender Inequality in several different countries around the world.

Task: Design an awareness of Gender Inequality or Women's Rights program/advertisement, which informs people about the gender issue as well as suggesting solutions to help fix these inequalities.

Step 1. Use this web-quest to research gender equality and women's rights around the world. Consider issues such as where and how there is gender inequality. Each page in this web-quest has a variety of links, pictures and videos to information about gender inequality and ideas to help bridge the gap of men and women's rights.

Step 2. Organise your research and information into logical groups to help decide what will be used in raising awareness and suggesting solutions. Such as: •What is gender equality/inequality? •Where are some of the places affected? How are they affected? •How can people raise awareness about gender issues? •How can people work towards bridging the gap and solving problems with gender inequality?

Step 3. Using your research and opinions develop a plan of how best to present the information and/or suggestions about global gender equality, in a meaningful way that your Equal Rights Organisation could use. Such as: •Pamphlets and brochures •PowerPoint presentation •Newspaper articles •Short films or TV ads •Speech •Or anything else you can think of

Step 4. Create and implement your researched and planned idea for raising awareness and solutions towards gender equality. It should be interesting and attention grabbing. Include facts, colour, pictures and any other information or ideas that you find interesting or necessary. Remember you are the President of the Equal Rights Organisation, so mention your organisation and you can also create a logo and/or organisation motto.

Ideas and Suggestions to Help get you Started!

IDEAS: What types of countries have gender equality? And what countries have gender inequality? Is it just women that have gender inequality? Are there different types of gender inequality? What are they? Is gender equality just a thing of the past? What can I do as an individual do about gender inequality? What can my community do about gender inequality? What can my country do about gender inequality? Also, have a look at some case studies on gender equality.

Evaluation

Performance will be evaluated on the fluidity of the topic and content, presentation and organisation, research and referencing as well as students creativity. See the marking Rubric.

Category and Score	Basic Understanding	Good Understanding	Very Good	Excellent	Score
Research and References Value 20%	Researchers identify, with considerable help, ideas/questions or fail to identify relevant questions/research. Little to no referencing, with several mistakes.	Researchers identify, with some help reasonable ideas/questions. Referencing is limited and/or with several mistakes.	Researchers independently and identify reasonable ideas/questions. Work is referenced with few mistakes, or missing references.	Researchers independently and identify reasonable, insightful, creative ideas/questions. Work is fully and correctly referenced.	/20
Presentation and Organisation Value 15%	Organisational structure does not establish connection between ideas. The overall structure is incomplete or confusing.	Organisational structure establishes some relationship between some of the ideas. The structure is minimally complete.	Organisational structure establishes relationships between ideas, although minor lapses may be present.	Organisational structure establishes strong relationship between ideas	/15
Creativity Value 15%	The student did not make or display any creativity.	One or two graphics or objects were used, but the ideas were typical rather than creative	One or two of the graphics or objects used to reflect student creativity in their creation.	Several of the graphics or objects used to reflect an exceptional degree of student creativity in their creation.	/15
Topic and Content Value 50%	May fail to establish focus on topic/subject. An attempt has been made to add support information, but it was unrelated or confusing.	May lose or may exhibit major lapses in focus on topic/subject. Support information has major weaknesses in relatedness to and/or support of the topic/subject	May exhibit minor lapses in focus on topic/subject. Support information has minor weaknesses in relatedness to and/or support of the topic/subject	Maintains focus on topic/subject throughout response. Support information is related to and supportive of the topic/subject.	/50
Total Score					/100

Conclusion

Gender Equality is a global issue, it affects men and women all over the world. Equality is a necessary step to improving the Global Environment and allows both men and women to equally contribute to and benefit from economic, social, cultural and political developments within society. When women and men have relative equality, economies grow faster and there is less corruption. When women are healthy and educated, their families, communities and nations benefit. There are many issues within gender equality, such as the gender equality of men in some countries. Raising awareness is the first step to working towards a Global gender equality. What else can you do to help with gender inequality? What other issues have a global impact that you can help change?

Teacher Page

This web-quest is aimed at later secondary students (years 9-12) interested in social studies and women's history. It is a basic task that allows students to work and research within a level that will challenge students, whilst still allowing for creativity and flexibility. This web-quest fits in with Modern History, Social Studies, Community and Family Studies, Geography and many more as it is an important cross-curriculum topic. Essential students are to use this web-quest to research and form opinions on women's rights and gender equality throughout the world, then using these opinions and information create a meaningful and exciting way to inform people about global gender issues, and what we as individuals and communities can do to work towards global gender equality. Exploring the webquest will help in understanding the task.

REFERENCES:

Johnson, J. (2000). Ten deadly web site sins. Available at: <http://www.sitepoint.com/print/deadly-web-site-sins>

March, T. (2004). The learning power of webquests. *Educational Leadership*, vol. 61, no. 4, pp.42-47.

Smith, S. (2002). It's not easy being green. *Quick*, vol. 83, 14-21.

Yoder, M.B. (1999). The student webquest: A thought-provoking use of the internet. *Learning & Leading With Technology*, vol.

26, no. 7, 6-9, 52-53.

USEFUL WEBSITES:

Global Issues: www.globalissues.org/

Global Education: www.globaleducation.edna.edu.au

United Nations Global Issues: www.un.org/en/globalissues/

Standards

Credits

Other