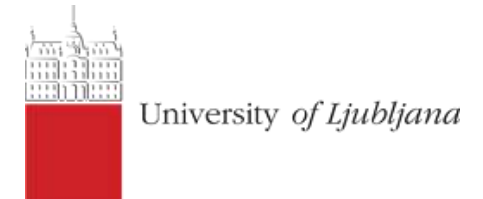


Sustainable Competences
in Higher Education.

‘SustainComp Curriculum’



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Gender

Lesson 1

Let's see what you think of gender

- *Watch the video:* <https://www.youtube.com/watch?v=pF1j22x-yU8>



Discussion (20 min)

- *Discuss the video in pairs or in a group. If online, the instructor will put you in groups in breakout rooms.*
- **Guideline questions and tips for your discussion:**

Share your reactions to the video. What are the gender stereotypes communicated in the video? What do you think is the main message? How do you understand the symbolism of coloring and dressing of the girl and the boy? How do you interpret their reactions to the ways they are colored and dressed? Why do the girl and boy emotionally react to the situation the way they do? What is the symbolism of the line drawn between the girl and the boy? Why are they “glued” to the paper?

- *One of you in the pair or in the group shares your views and reflections in the classroom/in the main online session.*

How do you understand *gender*?

Connect the parts in right and left to create definitions of gender

- identification as
- may be based on

- male, female
- both male and female or neither
- legal status, personal preferences, physical appearance, activities and interests

And the definition of gender is...

- *'identification as male, female, or, less commonly, both male and female or neither. Gender may be based on such aspects as one's legal status, personal preferences, physical appearance, public persona, activities and interests, and social interactions, among others'* (Jackson, J. 2020: 130).

Sources

- Gender Bias Case Study. Harvard Graduate School of Education. Available at <https://mcc.gse.harvard.edu/resources-for-educators/gender-bias-case-study>
- Jackson, J. (2020). *Introducing Language and Intercultural Communication*. Routledge. Taylor & Francis Group
- Ting-Toomey, S. and Chung, C. L. (2012). *Understanding Intercultural Communication*. New York: Oxford University Press

THANK YOU



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