

## Grade 12 Economics: Gender Inequality as Part of Measuring Development Among Different Countries

*by Maria Karla Rodriguez de la Cuesta*

<b>Tool(s) used:</b>	<ul style="list-style-type: none"> <li>• Sustainability Compass</li> <li>• Systems Iceberg</li> </ul>
<b>Purpose of using tool:</b>	<ul style="list-style-type: none"> <li>• Research</li> <li>• Generating Questions</li> <li>• Synthesizing Thinking</li> <li>• Guiding Discussion</li> <li>• Deconstruct Preconceived Ideas</li> </ul> <p><b>Overview:</b> Students were having a discussion about gender inequality as part of the Development topic. I first showed them how to work with the Iceberg tool and they completed it while having numerous arguments about gender inequality as my students come from different cultures and religions. Afterwards, they worked on the Compass analysis to assess the impact of the opposite: gender equality.</p>
<b>Context of lesson/case study:</b>	Economics lesson about what should be considered when measuring development among different countries
<b>Participants (# and description):</b>	Five Grade 12 students. One of them is a member of the Student Council, three are boys and two are girls. They are around 17 years old.
<b>Topic, Theme, or Key Understanding of unit/project:</b>	Why is there gender inequality? why should it be eradicated? would people should educated about it? what would be the impact on the 4 different levels of analysis of the Compass tool of achieving that SDG.
<b>Length of unit/project:</b>	Two 40 minutes periods one week and two more on the next week
<b>Resources/materials &amp; setting required:</b>	Posters, markers, computers, internet, whiteboard
<b>Lesson Plan/Description of the Project:</b>	
<p>I began by explaining them what a system was and how we should conduct systemic analysis in every aspect of our lives because that way we evaluate impacts of our own actions on others lives and also, on the world around us.</p> <p>Then, they researched about the SDGs as we are on the Unit Development and they felt very passionate about the gender equality one. They gave different and contrasting opinions and I thought that it was the perfect opportunity to use both the Iceberg and the Compass tools.</p> <p>We had already done one compass analysis before about the impact of the world football cup in South Africa and they were very interested on it.</p>	
<b>Reflection</b>	
<b>Plusses:</b>	
<p>Different positions were adopted by students but maybe with not enough arguments to defend their positions, so research and deconstruction was very useful to construct new ideas and learning. students were highly engaged and gave them different perspectives they had not thought about. The Iceberg about the gender inequality helped them understand why it exist and what is what you cannot see about it, and then analyzing</p>	

the possible impacts of eradicating it completed the discussion by examining the opposite side with all the possible positive effects in a systemic way.

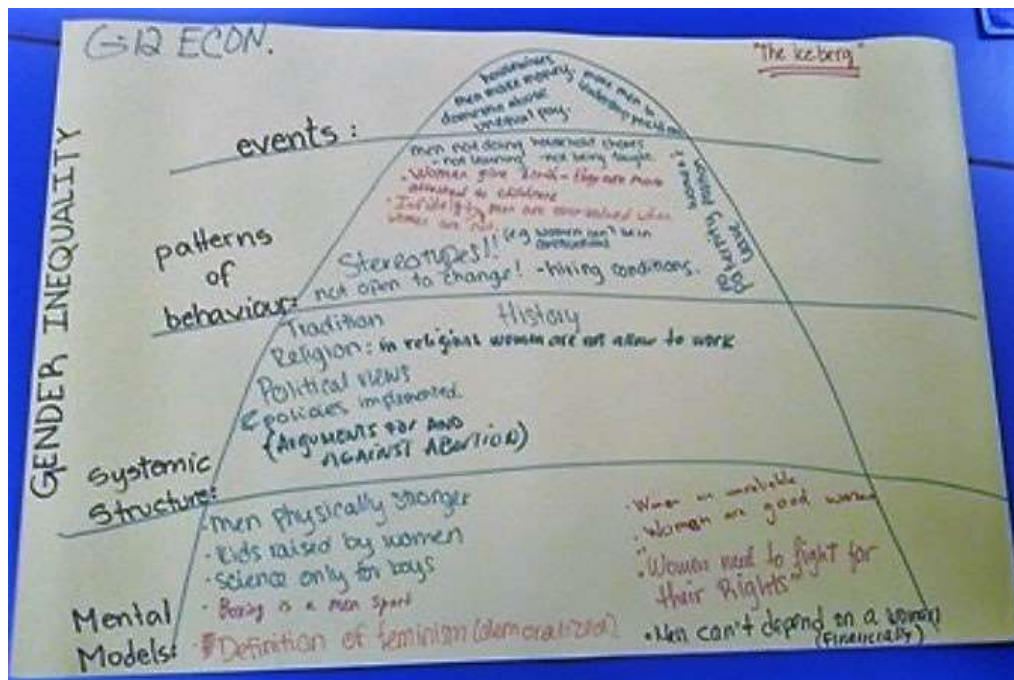
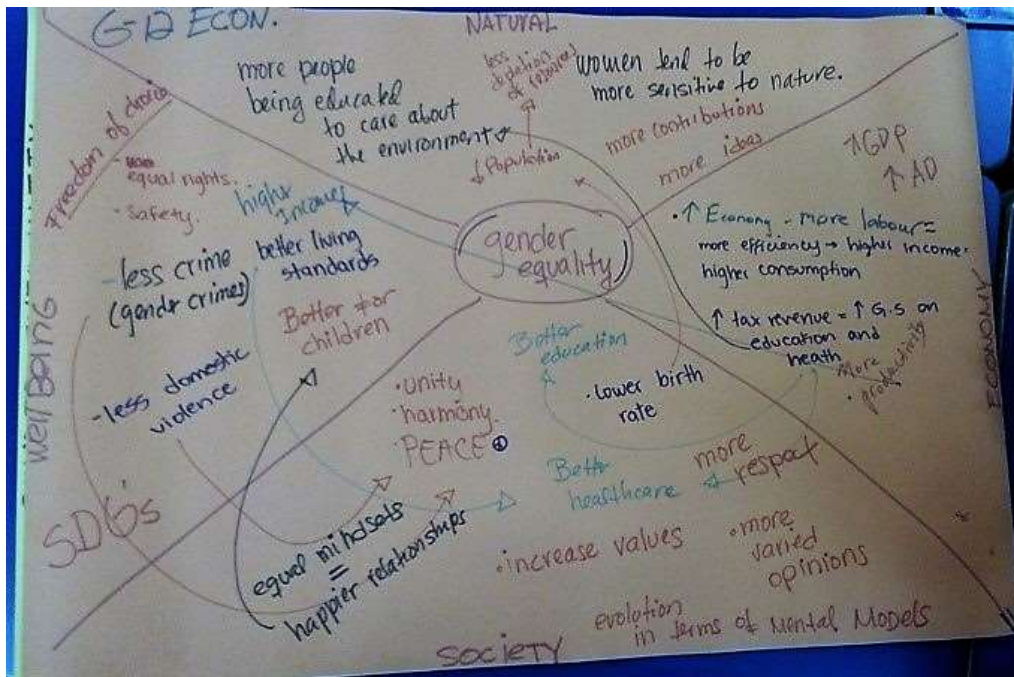
**Challenges:**

I would give them more time to research about it first and maybe the next day we would use the tools.

**Suggestions for other practitioners and educators:**

Begin explaining what a system and a systemic analysis is and how applicable is to their daily lives using examples coming from their own experiences. Incorporate it on a systematic base to make it consistent.

**Evidence and Resources:**



Case study submitted by: Maria Karla Rodriguez de la Cuesta, 2017, while serving as Head of Social Studies/IGCSE/IB Economics teacher at International School of Havana, Cuba