| CAREER CLUSTER: Business Management & Administration (Human Resources) | DURATION: Approximately 20 sessions, but can be modified. (Session = 45 to 50 Minutes) | TEACHER: | UN SUSTAINABLE DEVELOPMENT GOAL: #5 — Gender Equality |
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## GLOBAL ISSUE OVERVIEW

Around the world, women and girls are discriminated against in health, education, political representation, and the work force. On average, women do three times as much unpaid care and domestic work as men. Women earn more bachelor's degrees than men but are less likely to be hired for entry level jobs. Women remain underrepresented in leadership and management level positions in the public and private sectors. According to the United Nations, less than one third of senior and middle management positions are held by women.

Gender equality provides unique perspectives and skill sets in the workplace and an increased available talent pool. Current efforts to address inequality include companies ensuring that hiring and promotions are fair through external performance reviews each year. There are also efforts to build leaders and managers who advocate for diversity and foster an inclusive and respectful culture. Additionally, there is a growing understanding that employees need the flexibility to fit work into their lives.

Women and girls have continued to make strides in achieving gender equality, yet discrimination remains. To counter this, the United Nations has suggested it will require more vigorous efforts, including legal frameworks that promote equality for men and women, and empowering women by addressing the unfair social norms and attitudes still in existence.

**Global Competencies Addressed:**

- *Investigate the World*: Initiate investigations of the world by framing questions, analyzing and synthesizing relevant evidence, and drawing reasonable conclusions about global issues.
- *Recognize Perspectives*: Recognize, articulate, and apply an understanding of different perspectives.
- *Communicate Ideas*: Select and apply appropriate tools and strategies to communicate and collaborate effectively — meeting the needs and expectations of diverse individuals and groups.
- *Take Action*: Translate ideas, concerns, and findings into appropriate and responsible individual or collaborative actions to improve conditions.

| STANDARDS ADDRESSED | | |
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| **Career/Technical Knowledge and Skills** | **Academic Knowledge and Skills** | **21st Century Skills** |
| **Common Career Technical Core**<br>**Career Ready Practices**<br>1. Act as a responsible and contributing citizen and employee.<br>4. Communicate clearly and effectively and with reason.<br>5. Consider the environmental, social, and economic impacts of decisions.<br>6. Demonstrate creativity and innovation.<br>7. Employ valid and reliable research strategies.<br>8. Utilize critical thinking to make sense of problems and persevere in solving them.<br>9. Model integrity, ethical leadership, and effective management.<br>12. Work productively in teams while using cultural global competence.<br><br>**Business Management and Administration Career Cluster**<br><br>• **BM-ADM-2.** Access, evaluate, and disseminate information for business decision making.<br>• **BAC05.04.01.** Describe the role and function of human resources management.<br>• **BAC08.01.** Describe business's responsibility to know and abide by laws and regulations that affect business operations.<br>• **BAC08.01.02.** Demonstrate ethical behavior in the workplace. | **National Council for the Social Studies**<br>Theme 3: People, Places, Environment<br>Theme 6: Power, Authority, and Governance<br>Theme 9: Global Connections<br>Theme 10: Civic Ideals and Practices<br><br>**Common Core Academic Standards**<br>ELA/Literacy:<br>• **RST. 11-12. 1.** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.<br>• **RST.11-12.7.** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.<br>• **RST.11-12.8.** Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.<br>• **RST.11-12.9.** Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. | **Learning and Innovation Skills**<br>• Creativity & Innovation<br>• Critical Thinking & Problem Solving<br>• Communication<br>• Collaboration |

## PROJECT DEFINITION & GOALS/OBJECTIVES

The Gender Inequality Index Map (GGI) reflects disadvantages in three dimensions: reproductive health, empowerment, and the labor market. It sheds light on the position of women in 160 countries. Students will be placed in teams for this project. Each team will represent a real company's Human Resources (HR) department. Each company has locations around the world and in each, differences exist in how women are treated. As HR department representatives, students must make a recommendation on how to address, and fix, the situation specific to their company's circumstances.

This will require that students dive into gender inequality issues globally along with the potential causes. They will research what laws are in place for each country their company has offices in. They will identify which country has the most effective laws and which country has the least effective laws with regard to gender equality. Next, students will identify the potential causes for gender inequality in that country. They'll research what organizations or resources are available to assist women who are discriminated against. Finally, they'll research the media involvement and impact on the issue.

Sample companies and locations include:

- Proctor & Gamble: Algeria, Belgium, Chile, China, Denmark, Egypt
- Whirlpool: Italy, Poland, Slovakia, Russia, South Africa
- Toyota: Australia, Kenya, Mexico, France, Turkey

Objectives:

- Research what countries have effective gender equality laws in place and what countries lack them.
- Identify causes for gender inequality for a specific country.
- Research what resources are available to help women who have been discriminated against.
- Research media coverage of gender equality in the country.
- Interview local HR departments on what they have seen or experienced.
- Develop a recommendation to communicate to the company based on research.
- Model potential impact.
- Communicate the solution in a creative way.

## SCENARIO OR PROBLEM: What scenario or problem will you use to engage students in this project?

Choose an existing company that has at least three different international locations. You may choose one of the three sample companies listed in the project description or choose a company that sparks your interest. You are an employee in the Human Resources (HR) Department of the company you chose. You've started to notice different rules for women at some of your international locations. You decide to investigate how you can improve workplace policies for women to remove gender inequality. You will research what laws are in place for each location of your company. Then, you will identify which country has the most effective laws and which have the least. Next, research the potential causes of gender inequality in all three countries your company is located in. Research what organizations and resources are available to assist women who face discrimination in the workplace. Finally, look into how the media covers gender

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inequality in the three countries and how that impacts the issue. Once those steps are complete, create a recommendation to improve company HR policies globally, taking into consideration the laws of the various countries. (Policies may need to differ by country). Draft a recommendation to present to the management of your company in a creative way.

| Essential Questions | Grade Level Adaptations |
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| <ul><li>Why does gender inequality exist?</li><li>What plans or laws could be put in place to decrease gender inequality?</li><li>How do some legal frameworks promote gender equality?</li><li>How do some legal frameworks hinder progress toward gender equality?</li><li>How can rules for women in the workplace be improved to remove gender inequality?</li></ul> | <ul><li>For younger students, provide them with ample time to research a variety of sources to learn more about the topic. Provide videos, articles, and resources to help them begin. Assign students one country to research.</li><li>Advanced students can begin their own investigation. Students can choose their own countries to research. Then, require advanced learners to reason and identify causes for gender inequality.</li></ul> |

| **ASSESSMENT: How will you determine what students have learned? (Check all that apply)** | | | |
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| **FORMATIVE** | | **SUMMATIVE** | |
| Quizzes/Tests | | Multiple Choice/Short Answer Test | |
| Notes/Graphic Representations | **X** | Essay Test | |
| Rough Draft | | Written Product with Rubric | |
| Practice Presentation | **X** | Oral Presentation with Rubric | **X** |
| Preliminary Plans/Goals/Checklists of Progress | | Other Product or Performance with Rubric | |
| Journal/Learning Log | **X** | Self-evaluation or Reflection | **X** |
| Other: | | Evaluation by Authentic Audience | **X** |
| | | 3D Model | |
| | | Other: | |

**MATERIALS, RESOURCES, or CONSTRAINTS: What materials and resources will be needed? Are there any perceived challenges?**

**Materials:**

- Computers with internet access
- Student journals
- Project rubric

**Internet Resources:**

- U.N. Sustainable Development Goals
  - Goal #5: Gender Equality
- Gender Inequality Index
- U.N. Women's article, "Spotlight on Sustainable Development Goal 5: Achieve Gender Equality and Empower all Women and Girls"
- Video Resources:
  - United Nations Foundation's video, "A Look at the Sustainable Development Goals" (1:00) An introduction to the 17 Sustainable Development Goals from the United Nations Foundation.
- Alexandra Kalev and Gal Deutsch's article, "Gender Inequality and Workplace Organizations: Understanding Reproduction and Change"
- Jessica Johnson's article, "Gender Inequality in the Workplace: The Experience of Female Administrators"

**Support & Modifications:**

- Provide rotating small group sessions or team meetings on a regular basis with a focus on teaching research skills and strategies for students that will need support.
- Design journal templates for students that might struggle to keep their own journal organized.

**Extensions:**

- Require advanced learners to reason and identify causes for gender inequality.
- Require advanced learners to develop a teachable unit for younger students and have them deliver the lessons to classrooms.
- Develop an awareness campaign for their cause.
- Interview a local business HR department.

**CALENDAR OF MAJOR LEARNING ACTIVITIES: What are the learning activities or tasks for each day? Are there any project milestones? When will formal assessment activities occur?**

| Week 1 | | | | |
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| Monday | Tuesday | Wednesday | Thursday | Friday |
| **Initiating**: Lead lesson and discussion on building awareness for SDG#5. What prior knowledge do students have on the topic? | **Initiating**: Discussion on SDG #5. Discuss where gender inequality could occur, the potential causes, and challenges to reaching equality. | **Initiating**: Discussion that helps students generate questions and challenge assumptions. Facilitate discussion and record questions for continued research. | **Planning:** Form teams of students and share the scenario with them. Students research gender inequality in three of the countries their company is in. What might be the potential causes? Why does gender inequality still exist? What barriers stand in the way to implementing meaningful change? How can students remove/prevent gender inequality? | **Planning**: Considering the company you chose yesterday, and three different countries it is in, dig deeper into each of the country's protection of women's basic rights. How are these laws upheld? What laws exist in the in other countries throughout the world, and how are they enforced? |

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| Week 2 | | | | |
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| **Planning:** Students submit a brief overview of their perspective on the gender inequality challenges in their workplaces. Interview an HR specialist in a local business on the topic.<br><br>Students continue to research their issue and gather data. They might research online, conduct interviews, etc. | **Planning:** Armed with research, data, and information, student teams brainstorm possible solutions. Facilitate the brainstorming session(s) and encourage all ideas. | **Planning:** Students determine their best recommendation for the HR department, keeping cultural and legal realities of their chosen country or countries in mind. Students generate a plan to address their solution and assign team roles and tasks. | **Executing:** Students begin creating their presentation and any necessary materials to enhance their message. | **Executing:** Continued creation time. Encourage testing and improving solutions throughout. Students share and seek feedback to improve how the information is being presented and to increase clarity. |
| Week 3 | | | | |
| **Executing:** Continued creation time. Encourage testing and improving solutions throughout. Students share and seek feedback to improve how the information is being presented and to increase clarity. | **Executing:** Continued creation time. Encourage testing and improving solutions throughout. Students share and seek feedback to improve how the information is being presented and to increase clarity. | **Executing:** Students complete the first iteration of their presentation and share it with the class. The class discusses positives and negatives of the presentation and offers ways to improve the message. Student teams make revisions based on their feedback. | **Executing:** Students complete the first iteration of their presentation and share it with the class. The class discusses positives and negatives of the presentation and offers ways to improve the message. Student teams make revisions based on their feedback. | **Executing:** Students complete the first iteration of their presentation and share it with the class. The class discusses positives and negatives of the presentation and offers ways to improve the message. Student teams make revisions based on their feedback. |
| Week 4 | | | | |
| **Closing:** Students present their recommendations to an authentic audience — local HR departments, politicians, students, public, etc. | **Closing:** Students present their recommendations to an authentic audience — local HR departments, politicians, students, public, etc. | **Closing**: Student reflection activities. | | |

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| Students could also post solutions (e.g., pictures, brief summaries, etc.) to social media such as Twitter, Instagram, or Facebook. | Students could also post solutions (e.g., pictures, brief summaries, etc.) to social media such as Twitter, Instagram, or Facebook. | | | |

**STUDENT REFLECTION ACTIVITIES: How will students reflect on their work? Add reflection questions and/or activities here.**

- Provide a prompt at the end of each session and have students write their reflections in their journals.
- Using a site like Flipgrid, allow students to post video reflections of their work and development.
- Guide summary activities at the end of research days such as:
  - Quick Pick: Students pick the top three takeaways they had during the lesson.
  - Two Dollar Summary: Students write summaries of what they learned with each word they write hypothetically costing ten cents.
  - Gallery Walk: Students write or draw what they learned on large sheets of paper then walk through the "Gallery" reading each other's charts.
- Allow students to create a blog that details the problem they are trying to solve and the process they are engaged in for solving it.

Adapted from:

- "Sustainable Development Goals: Goal 5: "Achieve Gender Equality and Empower All Women and Girls," 2018, New York: The United Nations. Retrieved from https://sustainabledevelopment.un.org/sdg5
- "Unit Planning Template" by the Southern Regional Education Board, n.d., Atlanta: Southern Regional Education Board.