Project
Website

https://pros4democracy.internprize.eu/

Activity
Video
Summary

https://www.youtube.com/watch?v=JApIwmmVPbk

Lesson Category

Socio-Emotional Literacy

Title

Managing your bias as a voter

Area(s)

Political argumentation affected by gender

Objectives

Students should be in a position to:

1. **Understand what are the sociological influences**
2. **Understand what are the stereotypes against women in politics**
3. **Identify ways to reduce those biases and come up with solutions on how to empower women in politics**

Time needed

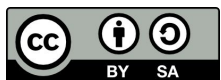**8 - 10 teaching periods**

Materials needed

Online articles, videos, PCs, worksheets

Age level(s)

14-18

Number of participants per group

4 - 6

Step-by-step description of activity

1. The students are introduced by their teacher to the term "socio-emotional influence". They are asked to brainstorm about what they believe are the main sociological influences that affect people's vote?

1. The students are given the 2018 French Parliamentary results as well as the 2021 Cyprus Parliamentary results. They are asked to examine the composition of the candidates running for elections and the electoral outcomes. By diving them into groups, they are asked to comment on the attitudes towards gender gap and by using both administrative data on local gender earnings gaps (the difference in labour earnings between men and women) and survey data on gender roles in politics (the fraction of respondents who agree with the statement "men are better political leaders than women").

1. The students are asked to brainstorm on why they think that women are less represented in Parliamentary elections. They are to work in groups to identify the stereotypes against women who make them less of "political leaders" than men. Students can use newspaper articles, online articles and videos to source these biases against women.

1. The students are then divided again in groups and are asked to do some research and come up with examples of how different countries implement strategies to reduce this gender gap in female representation in the Parliament. They are then presented by each group in class.

5. The students are asked up with ways that governments could use these mechanisms to promote equal representation of women on both the electoral list and on Parliament seats.

5. The students are introduced by their teacher to the term "electoral quotas". They are divided into two groups. One group is given the task to identify the arguments in favour of electoral quotas and the other group is to in charge of finding the arguments against them. They are then asked to present their findings in class.

5. The teacher gives the students a case study where "electoral quotas" were used in the Spanish local elections in the last 10 years. The students are asked to discuss what they see in the results – do electoral quotas work in this case?

5. Bearing in mind all they have learnt, students are asked to come together and evaluate the level of biases against women's representation in their country and identify what they consider as obstacles to having women elected in Parliament.

Strategies of teaching and learning

Research-based learning; interview; critical analysis

Evaluation

Students are asked to prepare a poster of "Why we should close the gender gap in local elections"

Notes to the educator

- The teacher's role should be one of facilitator and moderator
- The activity may be implemented in Language, History, Politics or Psychology classes

Notes to the students

- Students should be encouraged to do some research at home and find material, articles or videos

Suggestions for follow-up activities:

Students prepare a powerpoint presentation or produce a short video on identifying and characterising the different stages of the problem of gender inequality