**Women´s struggle for equality and respect in the game**

**Activity Plan**

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| **Enquiry question** | To what degree have women been successful in drawing attention to their game, and gain respect and equality?  How have women used creative and controversial means to draw attention to their game and gain respect and equality? Does it work? |
| **Learning outcomes** | Students will:   * Analyse how women must work harder than men to gain attention and respect * discuss sexism in football * discuss the ethics of using a sensual language and imagery in advertisements * discuss the use of history and stereotypes for promotional purposes |
| **Lesson structure** | Students are divided into groups of 2-4  Question sheet is given to students, and advertisements are shown on a projector or printed and handed out.  Students are shown the advertisements one after the other and will answer the questions in the question sheet accordingly or share their thoughts with the rest of the class.  If there is time left, primary sources can be given to students. The students will answer the questions after each source or discuss them in groups. |
| **Assessment** | Students hand in their question sheets accompanying the advertisements or answer questions orally.  Students have time to read the primary sources and answered the questions, they will hand them in or answer orally. |
| **Prior knowledge** | Basic knowledge of 20th century European history is required. One of the advertisements depicts the so-called “Cod Wars” a fishing dispute between Iceland and the United Kingdom in the 1950´s, 60´s and 70´s. These conflicts are common knowledge in Iceland but are little known elsewhere, even in the UK. Although it is not necessary to dedicate class time to these events, the teacher may need to acquire basic knowledge on the Cod Wars before presenting the advertisements. |
| **Blocks to learning** | Students who are not familiar with abstract thinking may struggle to understand the questions and articulate their answers. Many students may find that there is no problem with women´s football getting less attention and less money. Teachers should prepare for questions from students regarding that issue. |
| **Resources** | * Student Material   + Student worksheet (Question sheet)   + Student worksheet 2 (Discussion document) * Teacher Material   + Sources worksheet (PowerPoint Presentation with advertisement board)   + Teachers’ Notes * Internet connection |
| **More help on the Cod Wars** | The Wikipedia page for the Cod wars has more than enough information on the subject.  https://en.wikipedia.org/wiki/Cod\_Wars |
| **Description of the activity** | Step 1. The teacher divides students into groups of 2 to 4  Step 2. The teacher explains students that women have traditionally struggled to gain respect and equality in football, and that this is still the case. The teacher tells them that they will be shown a few advertisements that the Icelandic female national team published to attract the public to their games. This should take about 10 to 15 minues.  Step 3. The teacher distributes the questions sheet to each group of students (you can decide if you want to describe one sheet per group, or one per students). Then, the teacher shows the advertisements to the class with a projector (alternatively, you can print them in colour and share them with the groups as well).  Step 4. As they are shown the advertisements, students answer the questions in the question sheet, and then share their thoughts with the rest of the classroom. This should take about 30-45 minutes.  Step 5. If there is time left, distribute to students the discussion document as well. Working in the same groups, students will look into two examples of discrimination in women´s football in Iceland and discuss them. This will take 45-60 minutes. |