

"Art & Science on Climate, Equality & Peace"

Leonardo 4 Children

LEONARDO 4 CHILDREN

CHOSEN FIELD: Equality and discrimination

Luca Mazzalupi, Matilde Mineo,
Lucrezia Pozzi and Giulia Spanò

2C Liceo G. Ferraris, Varese (Italy)

Present

OBJECTIVE 5

A journey towards gender equality

"Art & Science for Climate, Equality and Peace" - Leonardo 4 Children

A JOURNEY TOWARDS GENDER EQUALITY



EQUALITY

Equality is a state or quality of being equal, which means that two things or people have the same qualities and attributes. In a social context, it refers to a condition whereby all individuals must be considered in the same way as everyone else, therefore equal in political, social, and economic rights.

As stated in art. 3 of the Italian Constitution, it is the task of the Republic to promote equality, for the full development of the human being. Despite all the current efforts, in many circumstances, equality is not fully implemented in our society.

Since equality is a pervasive concept, we have decided to focus our attention on gender equality. This is a recurring concept in today's debate and deserves further analysis and insights to achieve a higher level of awareness.

Gender equality

Gender equality is not only a fundamental human right, it is an essential condition for a prosperous, sustainable and peaceful world, as stated in the Universal Declaration of Human Rights of the United Nations (1948). The document establishes equal conditions between men and women in the political, social and economical fields. Guaranteeing women and girls equal access to education, medical care, adequate work, as well as representation in decision-making, political and economic processes, will promote sustainable economies.

It is necessary to make a distinction between the terms "sex" and "gender": the first one concerns the genetic aspect and the biological characteristics that an individual possesses at birth, while the second one is a cultural construction that has been acquired over time.

A recent study of the World Bank has shown that only 6 countries guarantee equal rights between men and women: Belgium, Denmark, France, Latvia, Luxembourg and Sweden. Gender inequalities exist in many countries; one of the most common cases is the impossibility for women and girls to fully access education or to have equal pay at work. Or again, the various forms of violence against women, in both private and public spheres, which manifest themselves in the form of verbal and physical violence; among these the exploitation of prostitution, arranged marriages, mutilations and femicides.



The message

The purpose of our project can be summarized as an attempt to raise awareness, to transmit the value of equality and in particular the importance of a world where women and men can be considered as equals, with the same rights and duties.

The achievements of women in the last century have been many, but today there is still a lot of work to do. The law affirms gender equality, starting from Article 3 of the Italian Constitution, yet what still has to change is people's mentality.

Indeed, in many everyday aspects, the male chauvinist ideal that has been part of our culture for centuries persists. We are still attached to this mentality: for example, in families where the man and the woman both work, it is often the woman who manages the housework and devotes more time to her children. No political reform in the field of women's rights will ever be effective if we do not first embrace the concept of equality, starting from our daily lives. In fact, no progress will take place in society if it is precisely the latter that rejects the idea of change. Raising awareness is therefore an integral part of the long journey that leads to effective gender equality.

The project

Our project consists in the creation of 3 stands, each of which will provide the students of our school with an activity. In one of our classrooms we will set up the various workstations with the goal of informing and giving food for thought to those who will participate.

01. Learn

As an introduction to the project, an informative video will be shown to participants: it will concentrate on topics such as health and safety, work and wages, media and much more.

02. Play

We will continue with a series of riddles and puzzles that will allow young people to understand the conquest of women's rights over the years. They will focus on civil rights: we will use a balance with two plates, each of which will represent one of the two genders. To highlight the disparity between the sexes, some blocks will be placed on the man's plate, each of which will symbolize a right that will be missing on the woman's plate. The goal is to make the plates align by obtaining the missing blocks through the resolution of riddles based on the history of women's emancipation.

03. Critical thinking

As a final part of the project, a video game, designed and programmed by the members of the group, will be presented. The game is set in the utopian world of "Aequalitas": by moving the main character around a maze, participants will meet a series of objects where questions regarding gender equality will be hidden. The last question will be: "what does gender equality mean to you?". At this point, the students will be given a post-it and they will write down what they think: all the answers will be collected and they will become part of a poster.

The realization

Stand 1

The creation of the first stand requires an in-depth study of the history and current issues concerning the conquest of rights by women. We will select extracts from journalistic articles and comment on them, while some slides will be shown on the screen. This phase ends with the editing of the video. We consider 2 hours for the research of materials, also necessary for the construction of the subsequent stands, 3 hours for making the videos of our comments, and 2 other hours for editing. It will not require the use of particular materials.

Stand 2

To realize the second stand we will use: a scale with two pans, cardboard for the construction of the ballot boxes and the blocks. It took us about 1 hour to ideate the riddles, and we will spend about 4 hours assembling the ballot boxes and the blocks .

Stand 3

The third and last stand requires the development of the graphics of the video game: after drawing it by hand, we proceeded with the creation with the software Blender. We also created an avatar on the website Ready Player me. The virtual space will be uploaded on the software Spatial, to make it compatible with the avatar, which will then be free to move around it. It took us 1 hour to design the avatar, approximately 15 to design the virtual space.

Posters

For the stands to be communicative, we will also take care of the aesthetic aspect of the room in which they will be set up. We would like to include posters and evocative images to convey the gender equality message effectively. We therefore consider about 2 hours and another hour of setting up the classroom.

The itinerary

1 VIDEO

The students, divided into groups, will enter the class: an information video will be shown to them



2 GAMES

In the second stand, they will continue along an elaborate and complex path through games and riddles that symbolize the difficulty in achieving the various rights conquered by women over the years



3 VIDEOGAME

Through good teamwork, it will be possible to reach the end of the course, where the students will be invited to participate in a further educational game in which they will be asked to share their opinions and actively participate in solving the problem of inequality



Each of us will manage a stand, while the fourth component of the group will lead the students through the whole itinerary.