

## SDG 5 and Women in Guatemala

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**Title:** SDG 5 and Women in Guatemala

**Theme/Topic:**

- AP Spanish Language and Culture Themes
  - Families and Communities
  - Contemporary Life
  - Global Challenges
- SDG 5 - Gender Equality
- SDG 16 - Peace, Justice, and Strong Institutions

**Introduction:** Students will be introduced to SDG 5. As a class students will identify the goals of SDG 5 and define gender equality and identify the areas in which women are underserved. The students will explore the programs that the Guatemalan government and the United States Agency for International Development (USAID) have created to help the women of Guatemala achieve gender equality.

**Subject(s)/Grade level(s):** AP Spanish Language and Culture / 11th and 12 th graders

**Suggested Duration of Lesson:** 6 class periods (50 minutes)

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**Connection to Standards/Common Core** (1-2 standards per lesson):

- 7.1.IH.IPRET.1: Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics.
- 7.1.IH.IPRET.2: Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses.
- 7.1.IH.IPRET.4: Summarize information from oral and written discourse dealing with a variety of topics.
- 7.1.IH.IPRET.5: Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.
- 7.1.IH.IPRET.6: Identify several of the distinguishing features of the text (e.g., type of resource, intended audience, purpose).
- 7.1.IH.IPRET.8: Collect, share, and analyze data related to global issues including climate change
- 7.1.IH.IPERS.1: Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
- 7.1.IH.IPERS.5: Ask and respond to questions and state opinions as part of a group discussion on topics and situations of a personal, academic, or social nature.
- 7.1.IH.IPERS.6: Compare and contrast global issues in a group discussion, with emphasis on climate change and its impact on the target language regions of the world and the people

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who live in those areas.

- 7.1.IH.PRSNT.1: Present detailed information orally and in writing on information gathered from culturally authentic resources, using short paragraphs and often using major time frames.
- 7.1.IH.PRSNT.2: Tell and write detailed stories, presentations, speeches on community events and personal experiences, using connected sentences and short paragraphs, often across major time frames.
- 7.1.IH.PRSNT.5: Express viewpoints on familiar and researched topics, give reasons to support the claims, and speak and write in strings of connected sentences and some short paragraphs.
- 7.1.IH.PRSNT.6: Explain cultural perspectives of the target language people regarding climate change and compare and contrast those perspectives with ones held by people in the students' own culture.

### Essential Questions:

1. What gender equality challenges are women (particularly indigenous women) facing in Guatemala?
2. What are the local, national, and international implications of these challenges?
3. How is Guatemala implementing the targets of SDG 5 Gender Equality?

### Learning Objectives:

1. SWBAT explore resources in both English and the target language to help them gain background knowledge about SDG 5 and what Guatemala is doing to implement the target indicators of SDG 5.
2. SWBAT analyze the Guatemala National Plan.
3. SWBAT analyze an international plan created for Guatemala by the United States Agency for International Development (USAID).
4. SWBAT to present their research to the class.

**Materials Needed:** digital handouts

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### Day 1

**Pre-Assessment of Prior Knowledge:** Students will have a class discussion to discuss what they know about gender equality in Spanish-speaking countries or the United States.

### Teacher-Student Interaction:

- Introduction of SDG Goal 5 Gender Equality and the target indicators of the goal.
- Class will discuss how the AP Spanish Language and Culture Themes and the targets of SDG Goal 4 overlap.
- Students will venture to Twitter to visit the UN page, The Sustainable Development Goals page, UNESCO page, SDGs page, World Economic forum page, etc.

**Closing Activity:** Review with students the resources they are to watch and read for homework.

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**Post-Assessment: Exit ticket, Google Form,** The students will read a Tweet that relates to SDG 4 and the students will craft a response to the Tweet.

### Day 2-3

**Pre-Assessment of Prior Knowledge:** Students will complete the K and W of a KWL chart.

#### Teacher-Student Interaction:

- Students will break into assigned groups.
- The groups will divide the Case Study: Strengthening the Institutional Environment for the Advancement of Women in Guatemala into sections.
- Students will read, analyze, fill out charts and discuss with the group each segment of the case study.
- Teacher will rotate from group to group as the discussions take place.

**Closing Activity:** As a whole class the students will reflect on the Case Study.

**Post-Assessment:** Students will add to the KWL chart.

### Day 4 - 5

**Pre-Assessment of Prior Knowledge:** Students will sign up with a partner for a United States Agency for International Development (USAID) plan.

#### Teacher-Student Interaction:

- With a partner students will research one of the USAID plans.
- Students will read, analyze, fill out the same charts in the case study and discuss with their partner each segment of the plan analysis.
- Teacher will rotate from group to group as the discussions take place.

**Closing Activity:** Students will present each plan to the whole class.

**Post-Assessment:** Exit ticket - You are to pick between the Guatemalan plan and the USAID plan to recommend for implementation. Which of the two plans would you select and why?

### Day 6

**Assessment of Prior Knowledge:** Students will compare and contrast the results and impact, challenges, lessons learned, sustainability and potential for replication of the two plans. Based on the research, students will predict if Guatemala will meet SDG 5 by 2030 and what additional work needs to be done for Guatemala to be successful.

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**Reflection:** Students are looking at the gender equity issues in Guatemala. They will be able to compare those issues to the gender equity issues in other Spanish-speaking countries as well as their own.

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### Resources:

Handouts

[Case Study vs. USAID Program](#)

[KWL Chart Template](#)

Cases

[Case Study-Strengthening the institutional environment for the advancement of women in Guatemala: Sustainable Development Goals Fund](#)

[USAID: Women in Guatemala](#)

Videos good for EdPuzzles

[Empowering indigenous women through transformative social and economic change in Guatemala](#)

[Teaching girls in Guatemala to empower themselves with education](#)

[Guatemala: Farmer's Association Leader Confirms Need to Empower Rural Women](#)

Video

[USAID MujerProspera/WomenProsper Winners Announcement Event](#) (75 minutes) [MujerProspera Challenge, a regional cohort promoting women's equality in El Salvador, Guatemala, and Honduras]

Additional resources

[UN Women: Explainer: Sustainable Development Goal 5](#)

[UN Women: Americas and the Caribbean: Guatemala](#)

[Indicators-Guatemala-Sustainable Development Report 2022](#)

[Guatemala: 2030 Agenda Latin America and the Caribbean](#)

[Guatemala Faced with the 2030 Agenda](#)

[Gender Equity: Why it Matters](#)

### **Extension Activities/Extending the Lesson/Cross-Curricular Connections (2-3 ideas):**

Students can study the educational systems of different Spanish-speaking countries and compare them to the United States system.

Students can look at educational tracking and reflect on the system.

Students can look at the movement to decolonize education and the impact this would have on indigenous populations.