



01 SOCIAL SCIENCES ACTIVITY BLOCK

Exploring the impact of girls and women's rights

DESCRIPTION

In this Activity Block, learners will explore their own identities and how this relates to the experiences of women's rights and gender equality in preparation for a dialogue on the rights of girls and women.

LEARNING OBJECTIVES

By the end of the activity block, learners will:

- Reflect on important aspects of their identity.
- Think critically about the challenges of girls and women based on what they observe in their own communities.
- Share about their own personal experiences on how women have influenced their lives.



DIALOGUE SKILLS



Global communication - Sharing

Learners are able to explain personal values, meanings, and the importance of their own experiences when engaging with individuals and groups from different cultures and backgrounds.



Critical thinking

Learners are able to evaluate and interpret the complexity of their own and others individual identities, seeing others as unique individuals, not only as members of the groups to which they belong.



Reflection

Learners can reflect on the experience of dialogue and say what they have learned from others and about themselves, including any ways the dialogue has helped them to shape new perspectives.

FURTHER RESOURCES

- [Essentials of Dialogue](#)
- [The Rights of Girls and Women](#)

AGE GROUP

13-17

DURATION

120 minutes

RELATED SUSTAINABLE DEVELOPMENT GOALS



GENDER
EQUALITY
(SDG 5)



REDUCED
INEQUALITIES
(SDG 10)

PREPARATION Identity Wheel

DURATION 25 minutes

First, learners begin to explore the concept of identity and consider the impact that different intersections of identity have on themselves and people's experiences of the world in preparation for the main activity and dialogue.

1. Begin by explaining to students that the purpose of this session is to explore what we mean by 'identity'. Ask them to suggest definitions for this word. While there may be components of our identities that are internal, the vast majority are generated by the society in which we live.

2. Use an example to illustrate how the wheel should be completed. You can either print the *Identity Wheel worksheet example* (see Appendix) for reference or create your own example that is relevant to your community. Provide copies of the *Identity Wheel worksheet example* (see Appendix) or your own example to each student or write the components of the resource on the board, allowing students to transcribe them onto their own sheets of paper. Then, instruct learners to complete the wheel based on their own identities.

3. When they have finished, you should ask them to record some information to answer the questions under the wheel:

- One thing I love about being _____ is:
- One thing that is hard about being _____ is:
- One thing that I want others to know about being _____ is:
- One thing that I never want to hear again about being _____ is:

NOTE: This is an activity designed to help students explore what identity is. This will be an excellent way of helping students to explore their own identities and the identities of those in their communities. Students explore facets that compose their identities. Students should work on their own throughout this activity and should never feel pressured to share anything about themselves that they wish to keep private. (Please feel free to adapt the resource for this lesson; it could also include gender, sexual orientation, etc.)



NOTE: You can instruct the students to share only information about themselves that they are comfortable sharing.

MAIN ACTIVITY

**Exploring Challenges Faced by Girls and Women Worldwide:
The Women in My Life**

DURATION

60 minutes

Once learners have warmed-up by exploring their own identities, they can learn about some of the identities and experiences of women, including challenges they face in society.

1. As learners come in, arrange them in a semicircle. Inform the group that you will be reading a few sentences. After each one is read, they will decide whether that sentence is true or false.

2. Use teaching material *How much do you know about the challenges of women and girls around the world* (see Appendix). Read each sentence aloud. After each sentence is read, ask the learners to vote true or false, before revealing the correct answer.

3. Begin a whole-class discussion and ask learners to share their answers to these questions:

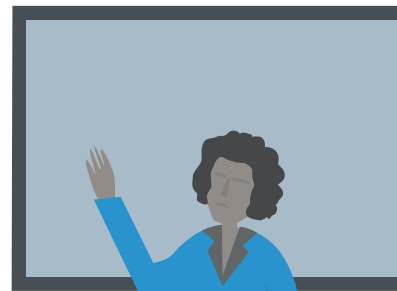
- **What was your reaction when you heard these facts?**
- **Which one impacted you the most? Why?**
- **After hearing these statistics, what reflections do you have about the situation of girls and women in the world?**

4. Tell learners they will now reflect on women who inspire them while considering the challenges these women have experienced and how they have influenced them.

5. Hand out a copy of *The Women in My Life worksheet* (see Appendix) to every learner or write the items contained on the worksheet on the board. Learners should choose and reflect on one of the most influential women in their family, group of friends, at school, in their community, or a famous woman that inspires them.

6. After finishing working on the worksheet, ask the whole class to sit in a circle. Choose 4-5 learners to share:

- **The main achievement of a woman they wrote about in their worksheet.**
- **What are the main challenges these women might have encountered in their lives?**
- **Do you feel any connection to the experiences of these women we are hearing about? Why?**
- **How can we show appreciation for other girls and women in our lives and celebrate their achievements?**
- **What can we do to celebrate more inspiring women in our lives?**



DIALOGUE ACTIVITY

DURATION 20 minutes



Now that learners have learned about some of the experiences and challenges of women and how they might relate to their own identities, they can participate in a dialogue on the Rights of Girls and Women. Be sure to remind participants to practise sharing about their own identities and experiences, ask each other questions, and build on the topic to go deeper in conversation.

Use these agenda questions to help learners prepare and support the dialogue:

- **What are your own experiences of gender inequality/equality? (In the module you looked at early marriage, employment rights, barriers to leadership, economic inequalities, violence, and abuse.)**
- **Are the rights of girls and women important to you? Why/ why not?**
- **What are some of the things you do to promote gender equality? What is the impact?**

REFLECTION ACTIVITY

DURATION 15 minutes

When you have completed a dialogue with your learners, take 10-15 minutes to debrief the experience and reflect on these questions:

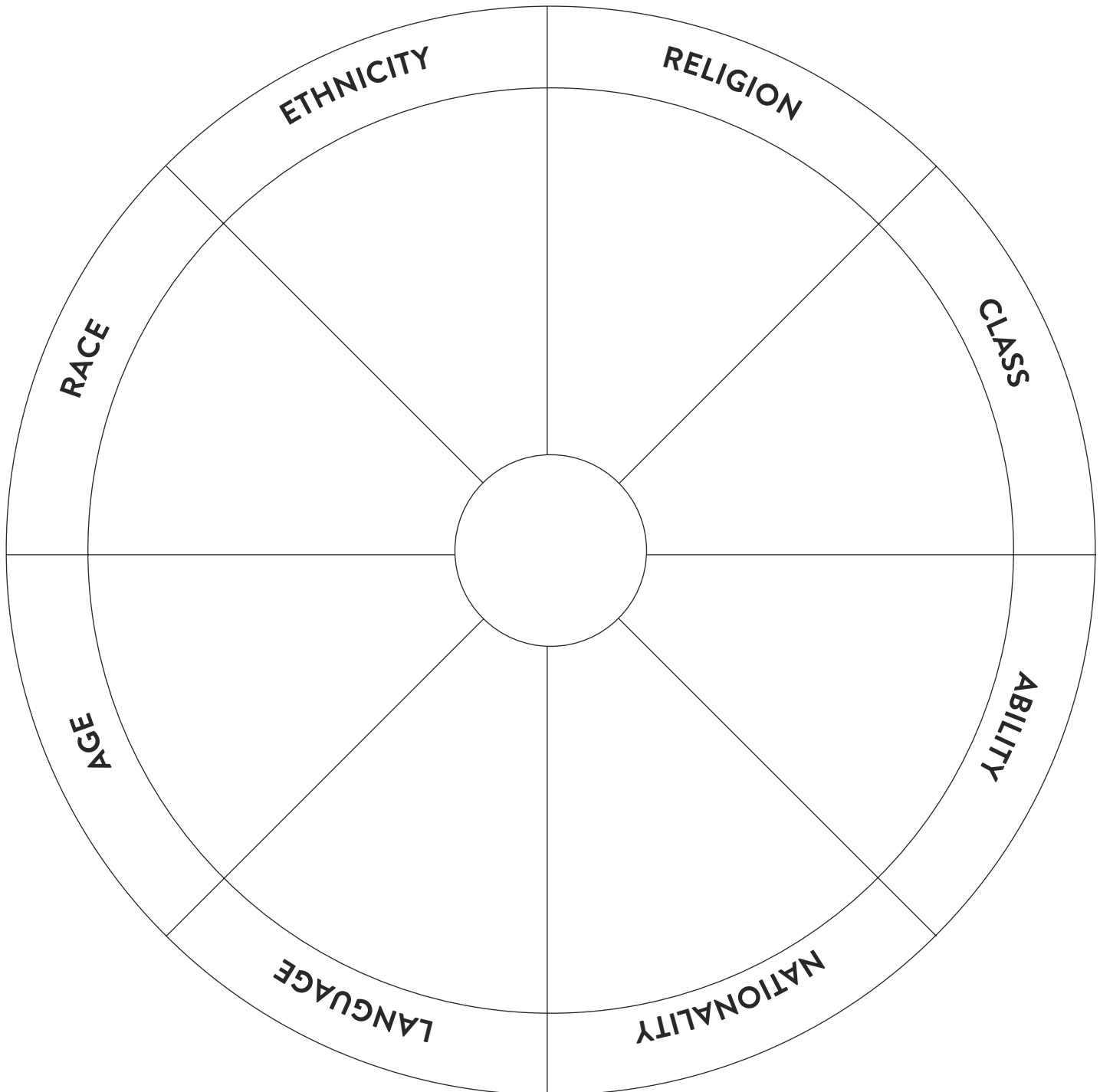
- **What did you learn that really surprised you?**
- **What challenged you the most while having conversations about the challenges of girls and women around the world?**

On the board, you can write the main ideas shared for everyone to see.



TEACHER'S NOTES

SOCIAL IDENTITY WHEEL



ONLY SHARE PERSONAL

INFORMATION THAT

YOU ARE COMFORTABLE

DISCUSSING

FOLLOW UP QUESTIONS:

What did you learn about yourself?

Which parts of the wheel were easiest to fill out?

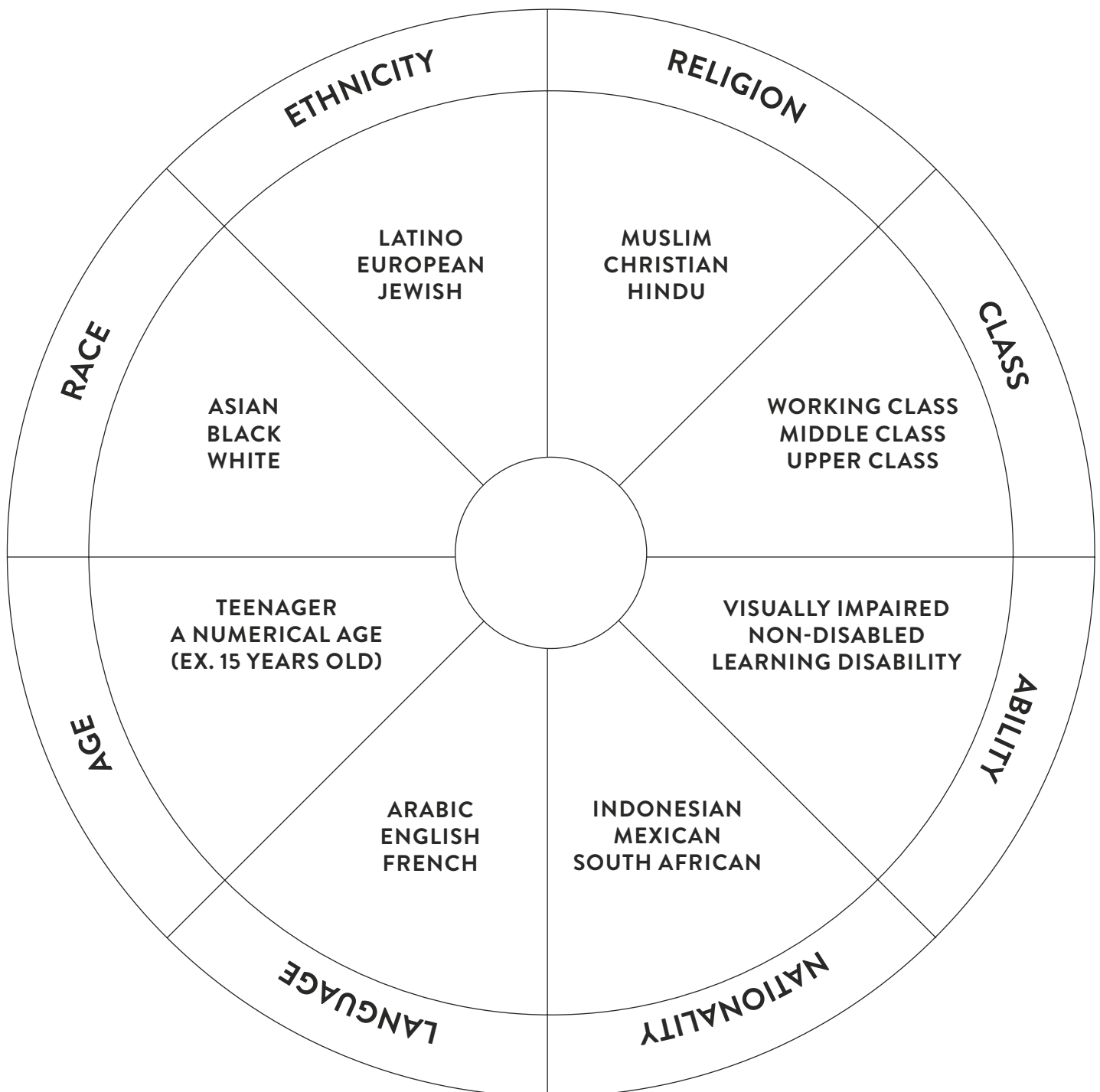
Which parts were the hardest to fill out?

Are there important aspects of your identity that don't fit on the wheel?

Were you surprised by any of the categories?

SOCIAL IDENTITY WHEEL EXAMPLE

This Identity Wheel gives some examples of what might be included in each of these sections:



HOW MUCH DO YOU KNOW ABOUT THE CHALLENGES OF WOMEN AND GIRLS AROUND THE WORLD?

Instructions: After each sentence is read, ask the learners to vote true or false, before revealing the correct answer.

1. Globally, over 380 million women and girls are in extreme poverty, living on less than \$1.90 a day.

Answer: True. Source (Global Citizen, 2022)

2. Women and girls represent 10% of all undernourished people in the world.

Answer: False, women and girls represent 60% of all undernourished people in the world. (UN, Women, 2022)

3. Around the world, 12.9 million girls are out of school.

Answer: False, around the world, 129 million girls are out of school (UNICEF, 2022)

4. Each additional year a girl spends in school can also boost her earnings as an adult by up to 20%.

Answer: True. Source (UN, Women, 2022)

5. The lack of clean water claims the lives of 100,000 women and girls every year.

Answer: False, the lack of clean water claims the lives of more than 800,000 women and girls every year. (UN Women, 2022)

6. In 2022 women held only 26.4 % of parliamentary seats globally (UN Women, 2022)

Answer: True. Source (UN, Women, 2022)

7. Globally, more than 1 in every 10 women and girls aged 15-49 were subjected to sexual and/ or physical violence by an intimate partner in the previous year.

Answer: True. Source (UN, Women, 2022)

8. 1 million girls under 18 are married each year.

Answer: False, 12 million girls under 18 are married each year (Global Citizen, 2022)

9. Less than 20 % of the world's landholders are women.

Answer: True. Source (UN, Women, 2022)

HOW MUCH DO YOU KNOW ABOUT THE CHALLENGES OF WOMEN AND GIRLS AROUND THE WORLD?

10. Globally, women still have only three quarters of the legal rights afforded to men. At the current rate of progress, it may take another 286 years to remove discriminatory laws and close prevailing gaps in legal protections for women and girls.

Answer: True. Sources (World Bank, 2022) (UN, Women, 2022)

11. Some 4 million women and girls were forcibly displaced by the end of 2021 whether by climate change, war, conflict, or human rights violations.

Answer: False, some 44 million women and girls were forcibly displaced by the end of 2021 whether by climate change, war, conflict, or human rights violations. (Global Citizen, 2022)

12. Women earn just 77 cents for every dollar men earn.

Answer: True. Source (World Economic Forum, 2022)

13. Men and boys experience the greatest impacts of climate change, which amplifies existing gender inequalities and poses unique threats to their livelihoods, health, and safety.

Answer: False, women and girls experience the greatest impacts of climate change, which amplifies existing gender inequalities and poses unique threats to their livelihoods, health, and safety. (UN Women, 2022)

Bibliography

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UN Women (2022) "Explainer: How gender inequality and climate change are interconnected". Available at: <https://www.unwomen.org/en/news-stories/explainer/2022/02/explainer-how-gender-inequality-and-climate-change-are-interconnected>

THE WOMEN IN MY LIFE

Instructions: Choose a woman from your community to interview. They can be a parent, a grandparent, a relative or a friend. Take notes during the interview and remember to practise active listening. Be sure to include these points below.

- The name of the woman
- Their main achievements
- Their main challenges
- How they have influenced you

FAMILY	FRIENDS
COMMUNITY	SCHOOL
FAMOUS WOMEN	OTHERS