



The Rights of Girls and Women

A resource about the rights of girls and women to raise awareness of local and global challenges and support opportunities for gender equality.





The Rights of Girls and Women

About this Resource

This resource introduces learners to the rights of girls and women and how gender stereotypes, roles, and inequality affect their lives and societies. Learners will be encouraged to reflect on the barriers girls and women face and the impacts it has on their lives. They will also explore social actions they can take to increase youth voice for gender equality.

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INTRODUCTION

RIGHTS OF GIRLS AND WOMEN

Generation Global is an educational program with the Tony Blair Institute for Global Change used by a wide range of schools, organisations, educators, and young people worldwide.

Our programme:

- Gives learners the opportunity to interact directly with their peers from around the world to dialogue about the range of identities, cultures, faiths, beliefs, values, and perspectives that they hold. This occurs safely through facilitated video conferences and a moderated online community.
- Supports educators by providing a rich range of high-quality, engaging, and appropriate materials to help them prepare young people for dialogue.
- Emphasises both similarity and difference – finding the ways in which we are like other people is often easy but discovering the ways in which we are different gives us much more opportunity to learn.
- Supports the development of key skills for global citizenship, including respectful dialogue, digital literacy, cooperation, conflict mediation, reflection, global awareness, and intercultural understanding.
- Provides a set of flexible materials; designed to be integrated and enhance existing curriculum requirements.

This module has two broad overarching aims for young people to:

- Understand how gender roles, gender stereotypes and gender inequality affect everyone.
- Develop core dialogue skills by practising and engaging in dialogue with peers about the rights of girls and women and gender equality.

By the end of the module and through the dialogue activities with peers, young people should be able to:

- Understand, identify, and describe the various challenges and limitations that prevent gender equality.
- Use dialogue skills to understand the rights of girls and women through their own experiences and social actions.
- Reflect on different perspectives and ideas about gender equality and how it can be achieved.
- Develop a social action to address gender inequality that could positively impact their communities.

As always, we encourage educators to approach these materials creatively and to use them to enhance existing curriculum materials. The basic materials here can be covered in about four to six hours, although several extension and enrichment materials are also provided.

LESSON ONE

UNDERSTANDING THE RIGHTS OF GIRLS AND WOMEN

PURPOSE

The purpose of this lesson is for learners to understand the importance of what has been achieved for the rights of girls and women worldwide and to obtain an awareness of the challenges that persist.

ASSESSMENT CRITERIA

Learners should demonstrate their understanding of the importance that the rights of girls and women have globally and in their own communities, through critical thinking and dialoguing exercises.

STARTER ACTIVITY

INTERNATIONAL TIMELINE OF WOMEN'S RIGHTS

PURPOSE

Learners will understand the global struggle for equal rights, and how much work remains to be done.

RESOURCES

- Video. *A global history of women's rights, in 3 minutes by the UN Women* (See link below)
- Teaching Material 1.A *International Timeline of Women's Rights*

STEP 1

Watch the video *A global history of women's rights, in 3 minutes by UN Women* in which the most important historic milestones that have changed the world for girls and women are presented.

STEP 2

Arrange learners into small groups (3-4 members) and ask them to have a conversation about what they have observed in the video. You can give them 15 minutes to do so. Encourage learners to provide details of their experiences and/or feelings, and to ask questions to each other to deepen their dialogue.

IN THIS LESSON

1. ACTIVITIES

INTERNATIONAL TIMELINE OF WOMEN'S RIGHTS

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

FOUR SCENARIOS, FOUR DISCUSSIONS

REFLECTIONS ABOUT THE RIGHTS OF GIRLS AND WOMEN

2. WORKSHEETS

1.1 FOUR SCENARIOS, FOUR DISCUSSIONS

3. TEACHING MATERIALS


1.A INTERNATIONAL TIMELINE OF WOMEN'S RIGHTS

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

1.C FOUR SCENARIOS, FOUR DISCUSSIONS

STEP 3

After the learners have finished their conversation, hand them in *Teaching Material 1.A International Timeline of Women's Rights* to introduce the students to some of the major achievements gained by girls and women in the last 100 years.

 **Note:** Particularly worth emphasising the UN Universal Declaration on Human Rights, which guarantees gender equality, and is backed up by the Committee on the Elimination of Discrimination against Women (CEDAW).

STEP 4

Ask the small groups to write on a piece of paper what they consider to be the three major rights obtained by girls and women.

CITATION:

UN Women (2020) "A global history of women's rights, in 3 minutes". Available at: https://www.youtube.com/watch?v=m_UjYOfmkn8

STEP 5

As a reflection activity, ask the learners to share what they have written and respond to these questions:

- What have you learned throughout the activity?
- What actions would you take in your community if you were an activist for the rights of girls and women?

MAIN ACTIVITY 1

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


PURPOSE

To learn about the different challenges that girls and women experience when it comes to their rights.

TEACHING MATERIALS

Teaching Material 1.B

How much do you know about the challenges of girls and women around the world?

 **Note:** To prepare for this activity you can write or print the words “True” and “False” on two pieces of paper. You can also write or print “Resource 2. How much do you know about the challenges of girls and women around the world?”

STEP 1

As learners come in, arrange them in a semicircle. Ask them what have they learnt about girls' and women's rights so far. After a few of them answer the question, tell the group you will be reading a few sentences. After each one is read, they will have to decide if that sentence is true or false.

STEP 2

Use *Teaching Material 1.B How much do you know about the challenges of Girls and women around the world?* Read each sentence aloud. After each sentence is read ask the learners to vote before revealing the correct answer.

STEP 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 having heard these statistics, what reflections do you have about the situation of girls and women in the world?

MAIN ACTIVITY 2

FOUR SCENARIOS, FOUR DISCUSSIONS

PURPOSE

Learners will obtain a deeper understanding about some of the challenges girls and women face every day and how they are being addressed by showing them examples.

RESOURCES

Worksheet 1.1

Four scenarios, four discussions

TEACHING MATERIALS

Teaching Material 1.C


Four scenarios, four discussions

STEP 1

Arrange learners in small groups (3-4 people). You can print or share it digitally *Teaching Material 1.C Four scenarios, four discussions* and give one to each group. Learners will select one of the following videos:

- *"The Road to Gender Equality - Malala's story by The Global Goals (See link below).* Malala recounts her story by sharing how she became an activist for gender equality, while discussing some of the challenges girls and women face.
- *Being a 14-year-old in rural India - studying, Kabbadi and selfies with my sisters by Malala Fund (See link below)* As a girl advocate for education, 14-year-old Akanksha, shares how in her community most girls drop out of school because of barriers such as the lack of transportation, financial resources, and support from their families.
- *When Women and Men Work Together for Gender Equity by Lutheran World Relief (See link below)* This video tells the story of an innovative project implemented in a community in Honduras that brought women and men together to address inequities. By working together, they are having an impact on public policies and government institutions.
- *Ending violence against girls and women - Meron's story by Womankind Worldwide (See link below)* This video narrates the story of a woman called Meron and her children, who experience violence. One day she meets a women's rights organisation working in her community and she learns about her and her daughters' rights.



 **Note:** Alternatively, you can flip your classroom – ask the students to watch the videos for homework, and then present the key ideas to their classmates.

STEP 2


After watching their selected video, learners should work with their groups to complete the activity described in *Worksheet 1.1 Four scenarios, four discussions*. Give them 20–25 minutes.

STEP 3

After the teams have completed the worksheet, bring the groups back together and ask a spokesperson from each team to give a short report about the ideas they have shared. On the board you can summarise what the learners are sharing by writing their ideas in two columns: “challenges” and “actions to address them.”

STEP 4

Begin a whole class discussion to address what is written on the board. You can ask the learners to read what is on the board and to share what they see in common and what is different.

 **Note:** It’s quite likely that the students will mention “inequality”. If they don’t you can introduce them to the concept. According to the *Oxford Dictionary*, inequality means: “The state of not being equal, especially in status, rights, and opportunities.”

STEP 5

To wrap up, ask the learners the following questions:

- How does inequality affect girls' and women's lives?
- How do you think each inequality can be eradicated?

CITATION:

The Global Goals (2020) The Road to Gender Equality - Malala's story. Available at: <https://youtu.be/4jnSFAECLzM>

Malala Fund (2019) Being a 14-year-old in rural India – studying, Kabbadi and selfies with my sisters by Roll Call. Available at: <https://youtu.be/XS8CCP6CDJI>

Lutheran World Relief (2017) When Women and Men Work Together for Gender Equity. Available at: <https://youtu.be/3pj8jFNHOLw>

Womankind Worldwide (2014) Ending violence against girls and women - Meron's story. Available at: <https://youtu.be/7WfT7FjJnwk>

Oxford Dictionary (n.d.) “Inequality”. Available at: <https://www.oxfordlearnersdictionaries.com/us/definition/english/inequality?q=inequality#>

REFLECTION ACTIVITY


REFLECTIONS ABOUT THE RIGHTS OF GIRLS AND WOMEN

PURPOSE

Learners reflect on the main learning outcomes from Lesson 1.

MATERIALS

Flipchart paper, markers, and paper

 **Note:** Prior to this activity ask the learners to bring markers and a piece of paper to the class.

STEP 1

Ask learners to sit in a circle, and ask: what have you learnt about the rights of girls and women so far?

STEP 2

Make a list on a flipchart and discuss how important it is to be aware of and informed about these issues.

STEP 3

Ask the learners to draw the most important idea they have learnt during Lesson 1.

STEP 4

Learners gather in a circle and place their drawings on the floor and at the centre of the circle. Tell them to look at everyone’s drawings and to share any thoughts and feelings from what they are observing.

WORKSHEET 1.1

FOUR SCENARIOS, FOUR DISCUSSIONS

Instructions:

After watching the video, have a conversation about what surprised you the most. Make sure that you ask each other questions to deepen the conversations. Provide as much details as you can when answering the questions below.

Questions	Notes from your conversations
1. Write five words that describe what you learnt about the women and girls' life experiences portrayed in the video.	
2. List some of the challenges women and girls faced in the video.	
3. Write down how the challenges listed above were addressed in the video.	
4. What could your community do to address these issues?	
5. What can the government of your country do to address these issues?	

TEACHING MATERIAL 1.A

INTERNATIONAL TIMELINE OF WOMEN'S RIGHTS

INTERNATIONAL TIMELINE OF WOMEN'S RIGHTS (PART 1)

1905

Bertha von Suttner becomes the first woman to win a Nobel Peace Prize.

1911

First ever International Women's Day celebrated.

1915

Women from the U.S. and Europe gather in The Hague in the Netherlands for the first International Congress of Women later known as the Women's International League for Peace and Freedom.

1945

Eleanor Roosevelt becomes the American delegate for the recently formed United Nations and in 1946 is elected as head of the United Nations Human Rights Commission. She is instrumental in drafting the Declaration of Human Rights.

1932

Alexandra Kollontai is appointed ambassador from the Soviet Union to Sweden. She is considered the first woman ambassador in modern history.

1918

Women gain the right to vote in the UK (although with property qualifications, and limited to age over 30)

1945

Women gain the right to vote in France, Italy, Japan, and Yugoslavia.

1946

UN Commission on the Status of Women established with mandate to set standards of women's rights, encourage governments to bring their laws into line with international convention and to encourage global awareness.

1948

Adoption of Universal Declaration of Human Rights, which forms the basis for action for promoting equal rights and freedoms.

1974

Isabel Martínez de Perón becomes President of Argentina and the first female president in the American continent.

1971

Helga Pederson becomes the first female judge on the European Court of Human Rights.

1958

Swedish diplomat Agda Rössel is the first woman to head a permanent delegation to the United Nations.

1952

Covenant on Political Rights of Women enacted by the United Nations, calling for women's right to vote and right to stand for elections.

1975

First International Women's Year, first global United Nations' Women's Conference held in Mexico City and beginning of the UN Decade for Women.

1979

The UN General Assembly adopts the Convention on the Elimination of All Forms of Discrimination Against Women. It defines what counts as discrimination against women and creates an agenda for nations to adopt.

1979

Margaret Thatcher is elected Prime Minister of the United Kingdom, becoming Europe's first female elected head of state.

1994

Women secure another major step forward for women's and girl's right to control their own lives and bodies at International Conference on Population & Development in Cairo.

1993

Adoption of the Declaration on the Elimination of Violence Against Women; women successfully promote the message that women's rights are human rights at the World Conference on Human Rights in Vienna.

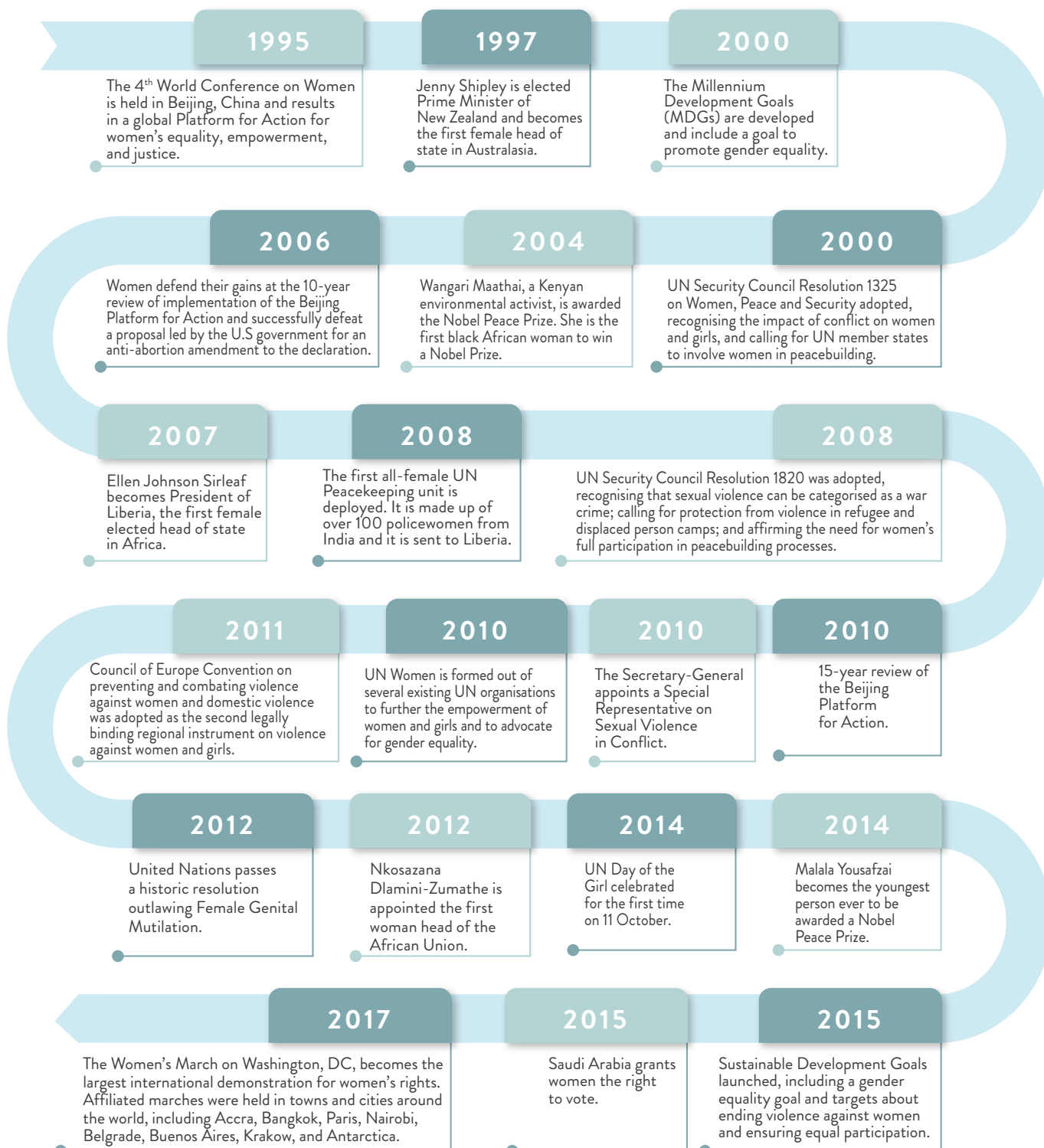
1986

Maria Corazon Aquino becomes the first female President of the Philippines and the first female president in Asia.

TEACHING MATERIAL 1.A

INTERNATIONAL TIMELINE OF WOMEN'S RIGHTS

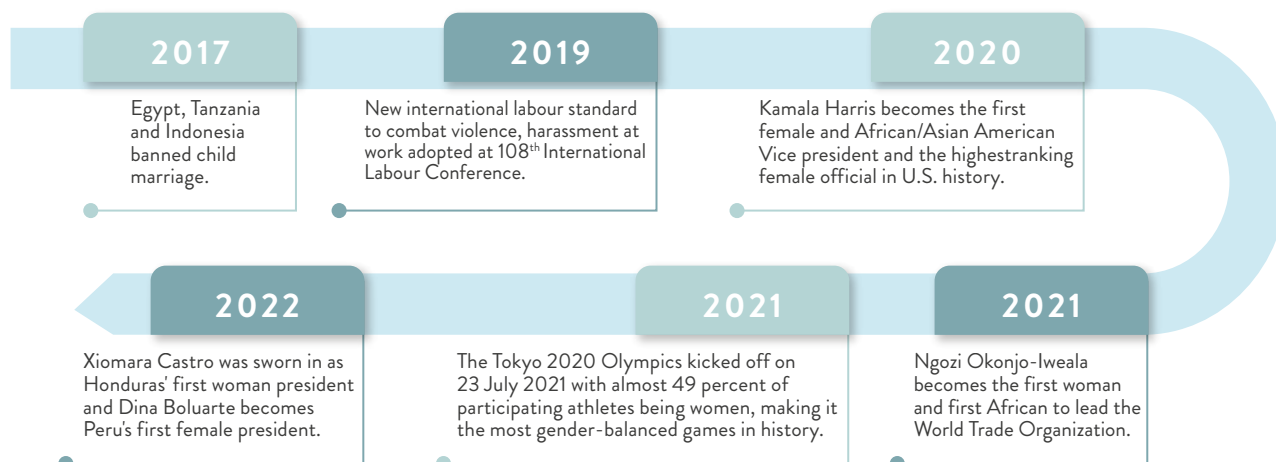
INTERNATIONAL TIMELINE OF WOMEN'S RIGHTS (PART 2)



TEACHING MATERIAL 1.A

INTERNATIONAL TIMELINE OF WOMEN'S RIGHTS

INTERNATIONAL TIMELINE OF WOMEN'S RIGHTS (PART 2)



TEACHING MATERIAL 1.B

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)

TEACHING MATERIAL 1.B

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

Global Citizen (2022) "13 Shocking Facts About Gender Inequality Around the World". Available at: <https://www.globalcitizen.org/en/content/shocking-facts-gender-inequality-international-wom/>

UN Women (2022) "Statement: Women's and girls' human rights – universal and indivisible. Available at: <https://www.unwomen.org/en/news-stories/statement/2022/12/statement-womens-and-girls-human-rights-universal-and-indivisible>

UNICEF (2022) "Girls' education" Available at: <https://www.unicef.org/education/girls-education>

UN Women (2022) "Leaving no girl behind in education" Available at: <https://www.unwomen.org/en/news-stories/feature-story/2022/10/leaving-no-girl-behind-in-education>

UN Women (2022) "Progress on the Sustainable Development Goals the Gender Snapshot 2022" Available at: https://data.unwomen.org/sites/default/files/documents/Publications/GenderSnapshot_2022.pdf

The World Bank (2022) "Nearly 2.4 Billion Women Globally Don't Have Same Economic Rights as Men". Available at: <https://www.worldbank.org/en/news/press-release/2022/03/01/nearly-2-4-billion-women-globally-don-t-have-same-economic-rights-as-men#:~:text=In%2086%20countries%2C%20women%20face,which%20denotes%20complete%20legal%20parity>

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>

TEACHING MATERIAL 1.C

FOUR SCENARIOS, FOUR DISCUSSIONS

Instructions: Learners will select one of the following videos

1. *The Road to Gender Equality - Malala's story by The Global Goals*

Malala recounts her story by sharing how she became an activist for gender equality, while discussing some of the challenges women and girls face.

The Global Goals (2020) The Road to Gender Equality- Malala's story. Available at: <https://youtu.be/4jnSFAECLzM>

2. *Being a 14-year-old in rural India - studying, Kabbadi and selfies with my sisters by Malala Fund*

As a girl advocate for education, 14-year-old Akanksha, shares how in her community most girls drop out of school because of barriers such as the lack of transportation, financial resources, and support from their families.

Malala Fund (2019) Being a 14-year-old in rural India — studying, Kabbadi and selfies with my sisters by Roll Call. Available at: <https://youtu.be/XS8CCP6CDJI>

3. *When Women and Men Work Together for Gender Equity by Lutheran World Relief*

This video tells the story of an innovative project implemented in a community in Honduras that brought women and men together to address inequities. By working together, they are having an impact on public policies and government institutions.

Lutheran World Relief (2017) When Women and Men Work Together for Gender Equity. Available at: <https://youtu.be/3pj8jFNHOLw>

4. *Ending violence against women and girls - Meron's story by Womankind Worldwide*

This video narrates the story of a woman called Meron and her children, who experience violence. One day she meets a women's rights organisation working in her community and she learns about her and her daughters' rights.

Womankind Worldwide (2014) Ending violence against women and girls - Meron's story. Available at: <https://youtu.be/7WfT7FjJnwK>

LESSON TWO

THE WOMEN IN MY LIFE

STARTER ACTIVITY 1

GENDER STEREOTYPES

PURPOSE

Learners will engage in conversations with their peers to address gender stereotypes.

RESOURCES

Worksheet 2.1

Conversations about gender stereotypes

STEP 1

Play the video *If Gender Bias Begins with Us, It Can End with Us* by HeforShe (See link below) and ask the learners to pay attention to the ideas explained.

STEP 2

After watching the video explain what gender stereotypes mean.

According to The Office of the United Nations High Commissioner for Human Rights (OHCHR) a gender stereotype is:

“A generalized view or preconception about attributes or characteristics, or the roles that are or ought to be possessed by, or performed by, women and men”.

(OHCHR, n.d.)

STEP 3

Ask the learners to find a partner and give them a copy of *Worksheet 2.1 Conversations about gender stereotypes*.

STEP 4

Ask them to have a conversation about the scenarios that appear in the worksheet. Encourage learners to provide details of their experiences and/or feelings, to ask questions to deepen the conversations and to practice respectful challenge if they disagree. This activity is an opportunity for learners to explore their own experiences and feelings towards gender stereotypes. Learners can have 20-25 minutes to complete this activity.

IN THIS LESSON

1. ACTIVITIES

GENDER STEREOTYPES

THE WOMEN IN MY LIFE

A WOMAN WHO INSPIRES ME

REFLECTIONS ROUND

2. WORKSHEETS

2.1 CONVERSATIONS ABOUT GENDER STEREOTYPES

2.2 THE WOMEN IN MY LIFE

STEP 5

Bring learners together as a whole group and ask them to share some thoughts about their conversations. You can use the following prompts to facilitate their participation:

- Mention one thing about your conversation that you found very interesting.
- Mention one thing in your conversations in which you disagreed.
- What can you do in your community to reduce gender stereotyping?

MAIN ACTIVITY 1

THE WOMEN IN MY LIFE

PURPOSE

Learners will reflect on women that inspire them, while considering the challenges they have experienced and how they have influenced them.

RESOURCES

Worksheet 2.2 The women in my life

CITATION:

HeforShe (2018) “If Gender Bias Begins with Us, It Can End With Us”. Available at: <https://www.youtube.com/watch?v=GEqRhNSisel>

The Office of the United Nations High Commissioner for Human Rights (n.d.) “Gender Stereotypes” Available at: <https://www.ohchr.org/en/women/gender-stereotyping>

STEP 1

Hand in a copy of *Worksheet 2.2 The women in my life* to every learner. Learners should choose and reflect on one of the most influential women in their family, group of friends, at school, in their community, or well a famous woman that inspires them.

STEP 2

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

- 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?

MAIN ACTIVITY 2**A WOMAN WHO INSPIRES ME****PURPOSE**

Learners will create a presentation about a woman they consider to be the most inspirational for them.

MATERIALS

Flipchart paper and markers.

STEP 1

Ask learners to use the one woman they chose from the previous activity "The women in my life".

STEP 2

Learners should prepare a poster about the selected woman to share with their peers. Learners can include biographical information, but the key focus should be on why they are inspirational, and how they have been an influence. The presentation should include:

- Basic biographical background
- Why does that person inspire you?
- What did they do?
- Why did they do it?
- How did they do it?
- How have they influenced you?

STEP 3

Learners can be creative as they design their posters. Once finished, the posters can be hung on the walls of the classroom. They can have 5 minutes to present.

STEP 4

Give learners small pieces of paper or sticky notes and ask them to do a gallery walk by walking around the room and looking at all the posters. They can leave notes of encouragement and questions about each other's posters.

STEP 5

Have a whole class discussion with learners to address any questions, shared thoughts, and learning outcomes.

REFLECTION ACTIVITY**REFLECTIONS ROUND****PURPOSE**

Learners reflect on the main learning outcomes from Lesson 2.


STEP 1

Ask learners to choose one of the questions below and share their answer in a whole group discussion:

- What did you learn that really surprised you?
- What challenged you the most while having conversations about gender stereotypes?
- 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?

STEP 2

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

 **Note:** If you would like to take this lesson further, ask the learners to complete the Topic "The Rights of Girls and Women" on the Ultimate Dialogue Adventure. After they complete the topic, they could participate in the dialogue space in preparation for a video conference.



WORKSHEET 2.1

CONVERSATIONS ABOUT GENDER STEREOTYPES

Instructions: In pairs, have a conversation about the scenarios that appear below. You should provide details of your experiences and/or feelings. You can also ask each other questions to deepen your conversations while practicing respectful challenges if you disagree. Take notes of the main points in your conversation for each scenario.

Scenarios	Notes
<p>Have you heard some phrases or statements that reflect gender stereotypes? If so, share your experience:</p> <ul style="list-style-type: none"> • Why do you think that phrase or statement is an example of gender stereotypes? • What are your thoughts about it? • How does it make you feel? 	
<p>Have you ever stopped doing an activity you like because of a gender stereotype?</p> <ul style="list-style-type: none"> • How did it make you feel? • How did you respond? • What would you like to have been different, if anything, and why? 	
<p>Were you ever expected to behave, dress, talk, or respond in a certain way because of your gender?</p> <ul style="list-style-type: none"> • How did it make you feel? • How did you react? • What would you like to have been different, if anything, and why? 	

NOTE: This activity is an adaptation from World's Lesson Plan activity "Climate Change People Search". Available at: <https://worldslargestlesson.globalgoals.org/wpcontent/uploads/2020/09/UNESCO-Climate-Change-lesson-plan.pdf>

WORKSHEET 2.2

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:

- a. The name of the woman
- b. Their main achievements
- c. Their main challenges
- d. How they have influenced you

A large rectangular box containing six teal-colored circles arranged in a 3x2 grid. Each circle contains white text indicating a category of people to interview. The categories are: FAMILY, FRIENDS, COMMUNITY, SCHOOL, FAMOUS WOMEN, and OTHERS.

FAMILY	FRIENDS
COMMUNITY	SCHOOL
FAMOUS WOMEN	OTHERS

LESSON THREE

GENDER EQUALITY

PURPOSE

The purpose of this lesson is to raise awareness about gender roles, gender equality, and its impact on society. This lesson will also prompt learners to think about ways they could engage in social actions to become agents of change for the promotion of gender equality.

ASSESSMENT CRITERIA

Learners should demonstrate they understand the causes and consequences of gender inequality by designing a positive social action for change in their community.

STARTER ACTIVITY

GENDER ROLES COLLAGE

PURPOSE

Learners will increase their awareness about how gender roles can influence the lives of everyone.

MATERIALS

Magazines, scissors, glue, paper, and markers

STEP 1

Explain to learners the difference between gender stereotypes and gender roles. Gender roles are stereotypes regarding attitudes, attributes, and actions imposed on people based on gender. In other words, if gender stereotypes did not exist, nor would gender roles.

STEP 2

Ask learners to make a collage with words, statements, drawings, and/or images that show what the gender norms and roles are in their culture and society.

STEP 3

Write down on the board the following definition from The European Institute for Gender Equality (2016) and ask the learners what they think:

Gender roles are social and behavioural norms which, within a specific culture, are widely considered to be socially appropriate for individuals of a specific sex. Gender roles often determine the traditional responsibilities and tasks assigned to women, men, girls, and boys.

IN THIS LESSON

1. ACTIVITIES

GENDER AND ROLES

GENDER EQUALITY

SOCIAL ACTION FOR GENDER EQUALITY

REFLECTIONS ON GENDER EQUALITY

2. WORKSHEETS

3.1 SUCCESSFUL STORIES ABOUT GENDER EQUALITY

3.2 SOCIAL ACTION FOR GENDER EQUALITY

3. TEACHING MATERIALS

3.A REFLECTIONS ON GENDER EQUALITY

STEP 4

Invite the learners to challenge themselves by looking at their collages and observing if there is something they notice that could be related to the definition of gender roles. Learners can circle those ideas if they have found any.

STEP 5

Afterwards, learners can reflect on the characteristics they wrote in each drawing:

- Give an example of gender roles in your community.
- Give an example of people breaking down gender roles in your community.
- How do you think gender roles impact people's lives in the present and future?

EXTENSION ACTIVITY

Learners can take their collage home and have a conversation about those ideas with one or two members of their family that are from older generations. This will provide them with the opportunity to hear different thoughts and insights about gender roles.

Afterwards, learners can write a brief essay answering the question: How can different generations work together to promote gender equality?

CITATION:

European Institute for Gender Equality (2016) "Gender Roles" Available at: <https://eige.europa.eu/thesaurus/terms/1209>

MAIN ACTIVITY 1

GENDER EQUALITY

PURPOSE

Students will gain an understanding of gender equality and its impact on society.

RESOURCES

Worksheet 3.1


Successful Stories about gender equality

STEP 1

Play the videos *Understand Goal 5: Gender Equality (Secondary)* by Participate and *#IDo Manifesto* by HeforShe. Ask the learners to pay attention to the concepts and examples presented.

STEP 2

Ask 2-3 learners to provide a definition in their own words about what gender equality means.

 **Note:** Afterwards you can explain the definition of this concept from the *World's Largest Lesson* (2016) by writing on the board or reading it to the group: "Gender equality is when everybody is treated in the same way and has the same rights and opportunities, regardless of who they are, what they do, or where they are born and live".

STEP 3

Learners will sit in groups of 4 people to work on *Worksheet 3.1 Successful Stories about gender equality*. Each group will conduct a web search to investigate successful stories of gender equality. You can suggest looking for cases or stories in their country. While the learners are researching, move along the groups to follow up on questions and advise on the cases or stories selected.

STEP 4

After having filled in the worksheet, bring the class together and ask the learners to share the stories they have found. They will have 5 minutes to share, then the rest of the group can ask their peers questions regarding the story.

STEP 5

As a reflection activity, ask students to answer the following questions:

- Which story inspired you the most? Why?
- What have you learned from these stories?
- Why is gender equality good for everyone?

- What role can men and boys play against gender inequality?
- How can collective actions help promote gender equality?

MAIN ACTIVITY 2

SOCIAL ACTION FOR GENDER EQUALITY

PURPOSE

Learners will generate a plan to take a specific action for promoting gender equality.

RESOURCES

Worksheet 3.2

Social action for gender equality

STEP 1

Ask the learners if the previous activity has sparked any ideas or inspired them to promote gender equality. Then ask them this question: What do you care about the most when it comes to gender equality? While listening to their thoughts, write down their responses on the board or a flipchart. Create groups based on where you have seen common ideas.



STEP 2

Learners will sit together with their team and work on *Worksheet 3.2 Social action for gender equality* in which they will think of a name for their gender equality social action and then proceed to answer the following questions.

- What action is feasible and can be implemented in your school, neighbourhood, or community to raise awareness about gender equality?
- What resources do you need to implement that social action?
- What might you do to overcome this barrier?
- Who will be impacted the most by your action?
- What's your message for change?

STEP 3

After they have finished working on the worksheet, they will participate in a round of presentations. Each group will have 5-7 minutes to share their idea with the group.

CITATION:


Participate (2020) "Understand Goal 5: Gender Equality (Secondary)". Available at: <https://www.youtube.com/watch?v=vz7IUD0YvXk>

HeforShe (2022) "HeForShe #IDo Manifesto". Available at: <https://youtu.be/QoffHeXVxtcw>

World's Largest Lesson (2016) "Everybody wins when girls can stay in school" Available at: [19-Everybody-Wins-When-Girls-Can-Stay-in-School.pdf](https://www.wlls.org/19-Everybody-Wins-When-Girls-Can-Stay-in-School.pdf) ([globalgoals.org](https://www.wlls.org))

STEP 4

Once every group has presented their ideas, each student will cast a vote for the idea they think is the most feasible and has a larger impact.

 **Note:** For the voting activity, you can write the name of the idea or the team on the board. Give each student a sticky note to cast their vote below the idea. You can also ask them to come to the board and vote by using a marker.

STEP 5

As a group, you can decide to make the idea a reality in your school or communities.

EXTENSION

If your group decides to go forward into making their idea a reality and they need inspiration, you can recommend the following to get them involved in doing something to raise awareness of these issues in their own school community.

Social Action 1. Create a quiz or board game about gender equality for other learners, parents, and educators.

Social Action 2. Learners can write an article for the school newspaper or website, while also promoting it on social media.

Social Action 3. Write a letter to the chosen inspiring woman from Lesson 2 Main Activity 2. A woman who inspires me or to people who promote gender equality, outlining how they have inspired them and have the letters: linked to a tweet or printed in your local paper.

Social Action 4. Learners can have a poster display around the school, to raise awareness about gender equality. They can host an event as if it was a gallery.

Social Action 5. Have a panel discussion in school, perhaps inviting people from different schools to attend the event.

Social Action 6. Create a short documentary and show it to other classes, to the wider school community, and hold a screening of the documentary.

Social Action 7. Learners can write and perform a play about how gender equality can be addressed in their community.

STEP 1

Print out *Teaching Material 3.A. Reflections on gender equality* and cut the different statements into squares. Place the paper pieces in a bowl.

STEP 2

Ask learners to choose one of the questions and share their answers in a whole group discussion.

STEP 3

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

REFLECTION ACTIVITY**REFLECTIONS ON GENDER EQUALITY****PURPOSE**

Learners reflect on their main learning outcomes from Lesson 3.

TEACHING MATERIALS

Teaching Materials 3.A
Reflections on gender equality

WORKSHEET 3.1

SUCCESSFUL STORIES ABOUT GENDER EQUALITY

Instructions:

Step 1:

In groups, conduct a web search to investigate successful stories where gender equality was achieved. You can look for stories in other countries or in your own country or community. Stories should reflect how challenges were overcome to achieve gender equality.

Note: Remember that gender equality “...is when everybody is treated in the same way and has the same rights and opportunities, regardless of who they are, what they do, or where they are born and live”. (World’s Largest Lesson, 2016)

Step 2:

Fill out the following table:

<p>Describe what is the story about? Briefly describe the story.</p>	<p>Who are the main actors of the story? Describe the main characters in the story.</p>
<p>What are the main challenges? Mention the main challenges encountered on this story.</p>	<p>What was achieved? Mention the main achievements of this story.</p>

Quote: World’s Largest Lesson (2016) “Everybody wins when girls can stay in school” Available at: [19-Everybody-Wins-When-Girls-Can-Stay-in-School.pdf \(globalgoals.org\)](https://www.globalgoals.org/wp-content/uploads/2016/09/19-Everybody-Wins-When-Girls-Can-Stay-in-School.pdf)

WORKSHEET 3.2

SOCIAL ACTION FOR GENDER EQUALITY

Instructions: Give a name to your social action and write it on the centre of the diagram, then complete each part of the diagram.

Social Action

What action is feasible and can be implemented in your school, neighbourhood, or community to raise awareness about gender equality?

Message

What's your message for change?

Resources

What resources do you need to have to implement that social action?

Target

Who will be impacted the most by your action?

Challenges

What might you do to overcome this barrier?

TEACHING MATERIAL 3.A

REFLECTIONS ON GENDER EQUALITY

Instructions:

Print out this sheet, then cut the dialogues and place them in a bowl. Select a sentence strip to discuss.

Something I'd like to know more about would be...

Something I was little unsure about was...

If I could sum up my learning in three pictures, they would be...

Something I found particularly interesting was...

The big question remaining for me is...

Today I learnt...

One of the key words I learnt today is...

The learner contribution I found most interesting was...

Something that really stands out about what we learnt today is...

One thing from today's lesson that really made me think was...

The question I'm going to ask on the Ultimate Dialogue Adventure dialogue spaces is...

LESSON FOUR

DIALOGUING ABOUT THE RIGHTS OF GIRLS AND WOMEN

By now, your learners have spent time practising the skills of dialogue throughout the different activities in the previous lessons, so now it is time to put them into use. Remember, the video conference is not a performance, but a wonderful learning opportunity for your learners, to practice their dialogue skills.

BEFORE THE VIDEO CONFERENCE

By doing the activities in this resource guide, you have already begun to prepare learners for dialogue on this topic. Use these tips and activities to prepare further.

- Learners can prepare for the video conference by using *Worksheet 4.1: Personal stories about the rights of girls and women* and/or *Worksheet 4.2: Thoughts, actions, and feelings about the rights of girls and women*. Thinking about their personal stories and experiences will help the learners in preparation for the video conference.
- As a reminder, each video conference has a suggested agenda, and it is often a good idea to have learners run through these with a partner once or twice, this will help to get rid of pre-video conference nerves.
- The following dialogue structure is another suggested preparation activity for the learners to practice before the video conference.



IN THIS LESSON

1. ACTIVITIES AND TIPS

BEFORE THE VIDEO CONFERENCE

DURING THE VIDEO CONFERENCE

AFTER THE VIDEO CONFERENCE

2. WORKSHEETS

4.1 PERSONAL STORIES I HAVE ABOUT THE RIGHTS OF

GIRLS AND WOMEN

4.2 THOUGHTS, ACTIONS, AND FEELINGS ABOUT THE

RIGHTS OF GIRLS AND WOMEN

4.3 REFLECTING ON THE DIALOGUE

4.4 WWW/EBI: WHAT WENT WELL? EVEN BETTER IF...

- You can also ask your learners the following questions as a warm-up activity before the video conference:
 - What do the rights of girls and women look like where I live?
 - How do I feel about what I have learned about the rights of girls and women?
 - What am I going to do to address the challenges of gender inequality?
 - What do I want others to know about it?

IMPORTANT REMINDERS

Before the video conference goes live, talk through these reminders with your learners:

- Follow the agreed rules for having a safe and brave space for dialogue.
- Use “I statements”. It’s important that you speak for yourself only and not on behalf of others.
- Stay curious, ask critical questions based on what you hear from peers, and seek clarification for what you do not understand.
- Listen to what others say and stay open to learning from them.

DURING THE VIDEO CONFERENCE: DOS AND DON'TS FOR EDUCATORS

There are some clear dos and don'ts for educators in video conferences. It is important that your support for your learners is encouraging, motivating, and calming for them. You should avoid directing them and certainly avoid censoring them. The best way you can support your learners is to sit away from the camera, settle them during the dial-in period, clarify questions when your microphone is on mute, help them to develop their thoughts if they are given thinking time in the video conference and perhaps help with translation if your learners' first language is not the language of the video conference. Please do not tell your learners what to say, sit in front of the camera or join in the dialogue – dialogue should be directly between the learners as much as possible.

Dos


- Make sure you have built in time to have a brief chat with the learners before dialing into the video conference to remind them of any points that individuals have raised in class and of any other areas or issues that have been previously agreed with your facilitator as no go topics.
- It is also a great time to remind them of the key skills of dialogue that they have been practicing with you.
- Take charge of the mute button or ask a learner to take on this responsibility.
- Encourage learners behind the scenes, by making sure they understand the questions and comments and prompting them with ideas from lessons for their answers.
- Use a flip chart or board behind the camera to write key ideas or questions.
- Intervene if inappropriate or offensive comments are made.
- If you are translating, then make sure you translate word for word what the learners are saying. This is their dialogue, not yours.

Don'ts

- Leave the learners unattended.
- Stay silent if you are unhappy with any aspect of the

video conference; let your facilitator know. You can end the dialogue at any point if you feel it is not going in a direction that is suitable for your learners.

- Take an active part in the video conference by answering questions on behalf of the learners. This is their dialogue, not yours.
- Embellish answers if you are translating.
- Put adverse pressure on individuals to speak or embarrass your learners with comments such as 'Come on...' 'Hurry up and speak...' – instead make sure your learners and other learners on the video conference are comfortable with silence. It is useful thinking time.
- Be too visible. This will help the learners on all sides of the video conference feel more that it is a direct dialogue between them. Please do not sit in front of the camera.

 **Please note:** Sometimes, at the start of a video conference, learners can be hesitant. The facilitators are used to this and will gently ease your learners into the dialogue. This is the reason that most video conferences start gently. It is an opportunity for many learners to speak briefly. You will find that in most cases, while learners are often shy at first, they soon 'loosen up' and will actively participate by the end of the video conference.



Be mindful of encouraging all those in front of the camera to participate and be wary of allowing two or three members of your group to become 'spokespeople' for the rest of the group. Again, your facilitator will be watching out for this and encouraging others to take part if this happens.

AFTER THE VIDEO CONFERENCE

Reflecting on the video conference is an essential part of the experience. Immediately after the video conference, you may want to ask your learners to complete the *Worksheet 4.3 Reflecting on the dialogue*, as an individual activity while the experience is fresh in their minds.

You will probably want to do another video conference before too long, so reflect on what went well or how it could be improved. For this purpose, you can implement the "What Went Well, Even Better If" activity, since it creates room for a more self-critical approach. Hand in *Worksheet 4.4 WWW/EBI: What went well? Even better if...* to your learners.

WORKSHEET 4.1**PERSONAL STORIES ABOUT THE RIGHTS OF GIRLS AND WOMEN**

Sharing our personal stories about the rights of girls and women can help us understand how it is relevant to our lives.

Instructions:**Step 1:**

Think about what you have experienced or observed in your community regarding the rights of girls and women. Use these guiding questions to explore your own stories.

- What do the rights of women and girls mean to me?
- What are the opportunities and barriers for women in my community?
- Who are the women who inspire me? Why?
- What are the opportunities for women as leaders in my community?
- What experiences have I observed in my community regarding gender equality?
- What examples do you have of everyone (not just women) working together to achieve gender equality in your community? In your country?

Step 2:

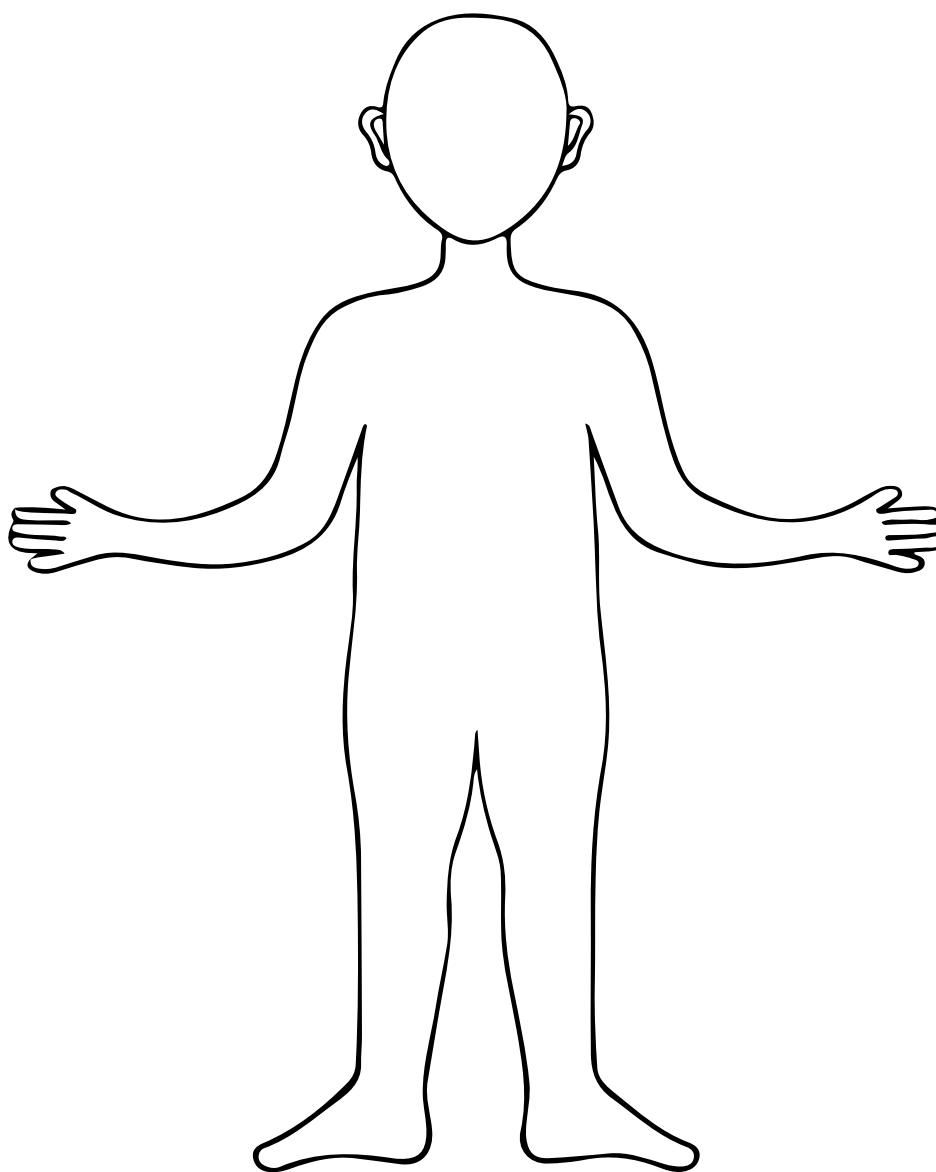
Reflect on your answers as you construct your own story about how you have experienced the rights of women and girls. Write your thoughts below.

WORKSHEET 4.2**THOUGHTS, ACTIONS, AND FEELINGS ABOUT THE RIGHTS OF GIRLS AND WOMEN****Instructions:****Step 1:**

On the human outline that appears below, add the ways in which you think, speak, act, and feel about the rights of women and girls.

Step 2:

After completion, find a partner and trade your Human Outline papers. Start a conversation about what you observe in your partner's paper.



WORKSHEET 4.3

REFLECTING ABOUT THE DIALOGUE

Instructions: Complete the following sentences with as many ideas as you can.

Five things that I have learned from the dialogue:

- 1.
- 2.
- 3.
- 4.
- 5.

Three things I want to know more about:

- 1.
- 2.
- 3.

Times when I enjoyed the dialogue:

Times when I felt challenged by the dialogue:

WORKSHEET 4.4**WHAT WENT WELL / EVEN BETTER IF**

Instructions: Write two or three bullet points under each column below:

<p>WHAT WENT WELL?</p> <p>Identify those areas of the activity that were a success</p>	<p>EVEN BETTER IF...</p> <p>Identify those areas of the activity that could be done better</p>