



## Educate Together / Plan Resource Project

- **Topic: Gender Equality**
- **Sub Topic: Access and Rights**
- **Lesson: 4**

- **Date:**
- **Subject: Learn Together Programme**
- **Class level: 5<sup>th</sup>/6<sup>th</sup> Class (Ages 10-12)**

### ■ **Learning objectives:**

*This lesson will guide children to examine the link between gender, discrimination, rights and access to opportunities.*

**Strand:** Equality and Justice, Moral and Spiritual Development

**Strand Unit:** Promoting Equality, Exploring Moral Development

### ■ **Content Objectives:**

- To explore an issue in depth such as gender, migration etc. comparing issues at a community, local/national level and globally.
- To help children develop the ability to critically question and make informed decisions.
- To explore the concept of collective responsibility.

### ■ **Lesson Objectives:**

- Examine the issue of gender discrimination in relation to access and rights.
- List barriers to gender equality regarding access to education and health
- List ways to overcome these barriers

### ■ **Learning activities:**

**Introduction:** *There are two PowerPoint presentations to choose from; one version to use with IWB or one version to use with conventional projector (basic)*

- Teacher will start the class by asking the children to stand together in an appropriate spot in the classroom. Teacher will distribute coloured stickers to a number of pupils, using a mixture of boys and girls. In one corner of the room the teacher will have a bowl of fruit, or some sweets. The children without stickers will be allowed to help themselves. All children will be asked to sit down.
- The children who got no treat and those who got treats will be asked how they feel and prompted to think of possible reasons for the exclusion of one group (the emphasis is on the fact that it was an arbitrary discriminatory act, so any use of vocabulary such as *discrimination, unfair, inequality* etc will be noted on IWB or flipchart, to be referred back to later.

- Teacher will play video-clip for children of decisions made for girls (Plan International)  
<http://www.youtube.com/watch?v=054QwLEqSEE&feature=relmfu>

### **Development:**

- The teacher explains the reason for the sticker game and what 'discrimination', 'equality' and 'inequality' mean (definitions on PowerPoint)
- Teacher presents various facts regarding access and rights to the class on PowerPoint
- Teacher leads discussion from equality/inequality to barriers to equality (definition on PowerPoint).
- Children work in groups and teacher hands out paper to each scribe. The task is to list reasons or barriers to equal access and rights.
- Class returns to plenary and collates barriers on IWB or flipchart, choosing the three most important barriers.
- Teacher replays the end of the Plan International TV video, where the narrator says 'We have a plan'. Teacher explains that in groups the task is to come up with a plan to remove these barriers. Each group has about 5-7 minutes to discuss how to remove barriers.
- Teacher will direct the ensuing class discussion towards empowerment, change and children as active agents for change in the world.

### **Conclusion /Plenary:**

- Teacher and class arrive at an agreed definition of discrimination, which is recorded on the IWB/flip chart.
- Teacher leads discussion of ways to make a change in the world and record these on IWB, posters or flip chart to be used as part of visual display for classroom.  
(At this point teacher can give example of Plan Ireland building wells so girls can go to school rather than collect water).

**Note to teacher: It is probably advisable that the teacher ends the lesson by giving treats to those who were denied them during the lesson!**

### **■ Linkage and Integration for this lesson:**

**Geography:** People and Places in other countries

**English:** Reading, Writing, Oral Language

**Drama:** To explore feelings, knowledge and ideas leading to understanding.

**SPHE:** Myself and the Wider World

**Maths:** Number (proportion, fractions, percentage – choose whichever suits class level/progress to represent inequality)

**Art:** Paint & Colour /Printing – for poster campaign

## ■ Differentiation:

Differentiation by

- Group work and roles: Teacher will ensure the roles assigned in the group meet the needs and abilities of the individual.
- Questioning: Teacher will use a series of higher and lower order questions (see above marked HO and LO).
- Resource: For less able learners teacher can provide prompt cards with definitions and access to dictionaries and the internet so children can help themselves discover meanings (with teacher's help where necessary).
- Students' abilities: An additional adult is strongly recommended to assist ESL students particularly for debate/discussion aspects of lesson. Furthermore, language support teacher could engage student/s on the topic to allow for better inclusion in this lesson.

## ■ Assessment:

- Teacher Observation and Questioning
- Teacher designed tests and tasks (e.g.: record cards)
- Peer to Peer and Self Assessment (teacher will observe this during the class discussion)

## ■ Resources:

- IWB/flip chart
- 2 PowerPoint presentations (1) one version to use with IWB or (2) to use with conventional projector (basic)
- Record Cards
- World Globes and atlases
- Coloured stickers (for discrimination activity)
- Bowl of fruit/sweets
- Pictures of children in school and working in the fields etc (Wikimedia Commons is good source).

## ■ Extension Activities: *(Ideas to extend this sub topic in EE and other subjects)*

- Poster campaign to end gender discrimination
- Children in groups are assigned a country to research in terms of gender discrimination and to report back to the whole class.
- Watch uTube video on 'gender inequality' (School project on gender inequalities in the world) <http://www.youtube.com/watch?v=xIW1I5QSUto&feature=related>
- Role-play activity exploring the experience of parents trying to decide how to spend limited resources in relation to boy and girl children.
- Consciousness raising exercise in the school about gender inequality, e.g. literacy levels around the world (<http://www.worldmapper.org/display.php?selected=198>)
- Examine the link between gender inequality, access, rights and poverty looking at the work being done to meet the Millennium Development Goals ([www.un.org](http://www.un.org))

## Acknowledgements

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