



Educate Together / Plan Resource Project

- **Topic: Gender Equality**
- **Sub Topic: Working for Change**
- **Lesson: 5**

- **Date:**
- **Subject: Learn Together programme**
- **Class level: 5th/6th Class (Ages 10-12)**

■ **Learning objectives:**

This lesson guides children to examine why women hold fewer positions of power and how they can be empowered to fight for change.

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 choices available to girls and boys locally and globally.
- List ways to give more choices to girls and to ensure equal representation.
- Being agents for change?
- Explore how the difference in choices available to boys/girls contributes to more girls and women in poverty.

■ **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 how many countries do they think are in the world?
- Then teacher will ask how many countries are led by women, with reference to the following document, which can be shown on IWB or adapted by teacher for individual needs of his/her pupils <http://www.guide2womenleaders.com/>
- Class will compare their estimates with the true figure in plenary

Development:

- Teacher divides the class into groups based on gender (!). Their task is to list the reasons why women are not in power/decision making positions as much as men are.

- Using jigsaw groups i.e. 2 boys and 2 girls going to the opposite groups to discuss the same issue.
- Plenary session where the outcomes of both brainstorming activities are collated and compared, noted on IWB/flip chart. Boys think X, Girls think Y, Boys and Girls think XYZ. Hopefully the outcome will show that a mixture of gender is to the benefit of any discussion or group.
- In mixed gender groups children watch the video clip of women protesters in Tahrir Square <http://www.youtube.com/watch?v=FxDGfke09Bw>
- Remaining in these groups children brainstorm how the women interviewed are trying to change the world, and how they, as children can change the world. *Is it up to girls/women to fight for changes in gender equality? What about men/boys? What can/should they do?*

Conclusion /Plenary:

- 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.

■ **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 and progress to represent women in power vs. men in power)

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).
- Resources: 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)
- Video clips (noted above)
- Record Cards
- World Globes and atlases
- Pictures of women in power, protests etc (Wikimedia Commons is good source).

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

- Poster campaign to encourage both men and women to promote gender equality in society
- Discussion on same sex stereotyping and how to promote more tolerance in society
- Design a campaign to promote gender equality in the school (What would you like to change? How can you do it?)
- Children in groups are assigned a woman leader to research either current or historical i.e. Gráinne Mhaol, Queen Maedbh, Florence Nightingale, Albert Nobbs, Joan of Arc, Mary Robinson, including women leaders and decision makers from a variety of cultures and countries to show that women can be leaders and decision makers anywhere in the world see <http://www.guide2womenleaders.com/>
- Explore how women and men can stand up for women's rights. Link with the Millennium Development Goals (www.un.org/millenniumgoals/), Rights of the Child (www.childrensrights.ie) or Convention on Elimination of Discrimination Against Women (www.un.org/womenwatch/daw/cedaw/).

Acknowledgements

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