

# GENDER EQUALITY

## Lesson 2

A classroom resource that covers both local and global gender equality issues.

Grades 8 - 12  
Canadian Edition

AN INITIATIVE BY



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## Lesson 2:

# Gender Equality

*“I raise my voice not so I can shout, but so that those without a voice can be heard. We cannot succeed when half of us are held back.” – Malala Yousafzai*

*“Gender equality is more than a goal in itself. It is a precondition for meeting the challenge of reducing poverty, promoting sustainable development, and building good governance” – Kofi Annan*

## Objectives:

In this lesson, students will:

- Explore causes and consequences of gender inequality
- Understand and articulate a definition of gender equality

## Time:

Approximately 90 minutes – 120 minutes

## Procedure:

**1.** Begin by reviewing the first part of the homework assignment: What examples of gender stereotyping were noticed in their school/community? (Note that students will be asked for their definition of gender equality later in this lesson.)

Form groups of four students. Have students put their answers to the question above on poster paper (can be words, phrases, drawings, etc.). Hang completed posters around the classroom and have students do a “gallery walk” to view and reflect on the examples found.

Debrief with the whole group, when done. Ask: What words/images stood out the most for you?

## Resources/Materials:

- Laptop and LCD Projector
- Educator Handbook: Lesson Two
  - Teacher Notes: One Girl Can Discussion Questions
- Student Handbook:
  - Forms of Discrimination to Girls and Women Questions
  - Aspects of inequality - Summary
  - Kinds of Discrimination to Girls and Women Activities
  - One Girl Can – Buzz Group – Discussion Questions
  - Definition of Gender Equality
  - Lesson 2 Exit Slip
  - Empowerment survey
- YouTube Video One Girl Can (3:14) [https://www.youtube.com/watch?v=FpDV-\\_9IFJU](https://www.youtube.com/watch?v=FpDV-_9IFJU)

**2.** Explain that before students focus on the concept of “gender equality,” it is important to explore the causes and consequences of gender inequality.

Use the “Think, Pair, Share” strategy to have students respond to these questions: Think of a time when you felt you were part of a group. Why did you feel included? How did it make you feel to be included?

Have students THINK individually about the answer to the question, PAIR with a partner to discuss the question, and then SHARE their ideas with the rest of the class.

Now use the “Think, Pair, Share” strategy to have

students respond to these questions: How do you think it would feel to be outside or excluded from a group? How would someone feel if they were excluded?

**3.** Ask students to follow in their handbook as you review a definition of discrimination.

“Discrimination is unfair treatment of a person or group. Sometimes the reason people are being treated unfairly is because of their age, gender, sexual orientation, religion or race.”

Ask students for their comments and questions on this definition.

Explain that gender stereotypes can lead to discrimination against all people based on perceptions of sex, gender, and stigma against traits perceived as feminine or as violating traditional gender laws. Gender discrimination against people is a violation of human rights.

**4.** Note that the next part of the lesson will focus specifically on gender inequality with respect to girls and women. Review with students the kinds of discrimination that can be shown specifically to girls and women. Students can follow in their Student Handbook.

- **Direct Discrimination:** This kind of discrimination is often easier to recognize as it is quite obvious.
  - Examples: In some countries, women cannot legally own property or are forbidden by law to take certain jobs or are unable to get a driver’s license.
- **Indirect Discrimination:** This kind of discrimination can be difficult to recognize. It refers to situations that appear to be unbiased but result in unequal treatment of girls and

women.

- **Examples:** There may be a school that gives equal admissions to both boys and girls. However, the school is a far distance from most student’s homes. If parents in the community feel that it is unsafe for their daughters to walk the long distance to the school, they may choose to only send their sons. In this way, girls may be stopped from going to school despite it being available to them. Another example may be that both men and women are hired to do exactly the same job in the work force, however, the men in the position receive a higher rate of pay.
- **Multiple Discrimination:** Some women and girls face discrimination on more than one grounds, including sex, race, ethnicity, religion, health, class, age or sexual orientation.
  - Example: Women from ethnic minorities may feel that two main factors contribute to their disadvantaged position: external racism emanating from the majority community and internal cultural pressures to conform with gender norms.
- **5.** Have students focus on gender inequality with respect to girls and women in Canada. Use the jigsaw strategy. Form home groups with three or four students in each group. Each student will become an expert in one section that will contribute to overall understanding of gender inequality with respect to girls and women in Canada. Members will leave their home group and join assigned expert groups to review material(s) provided. Each expert group will summarize relevant information on [Aspects of Inequality – Summary](#). Expert groups may summarize by using semantic maps. (Semantic maps (or graphic organizers) are maps that can visually display a word or phrase and a set of related words or concepts.) Experts then return to their home

groups and relate their knowledge to the group, until everyone has shared.  
(Information on each topic is found in the Educator Handbook.)

**Expert Group A:** Moving Women Into Leadership

**Expert Group B:** Women and Poverty in Canada

**Expert Group C:** Sexual Assault and Harassment

**Expert Group D:** Moving Women Out of Violence

When done, ask students for their thoughts and comments regarding the new information learned from this exercise.

**6.** Have students focus on gender inequality with respect to girls and women globally. Form small groups and assign or have groups choose one activity to complete from the [Kinds of Discrimination To Girls and Women Activities](#). Students should share, discuss, and complete answers to the questions provided in each activity. Have each group make notes on poster paper and share what was learned with the class.

**7.** Have students watch the following video:



**YouTube Video One Girl Can (3:34)**

**[https://www.youtube.com](https://www.youtube.com/watch?v=FpDV_9IFJU)**

**[/watch?v=FpDV\\_9IFJU](https://www.youtube.com/watch?v=FpDV_9IFJU)**

Then have students form buzz groups of 4 or 5 and respond to the following questions recording their notes on the [One Girl Can – Buzz Group – Discussion Questions](#) section in the Student Handbook. (A buzz group is a small, discussion group usually involving persons responding to specific questions or in search of very precise information. It's called a 'buzz' group because it mimics the sound of people in intense discussion.)

• What do you think was the main message of

the film?

- List four issues faced by girls in the film.
- How did the film say girls could overcome these challenges?

When done, ask students to share some of their buzz group discussion and debrief with the whole group. *Teacher Notes – One Girl Can Discussion Questions.*

**8.** Remind students of the term 'gender discrimination' and introduce 'gender equality' into the discussion. Ask students to relate their ideas on what gender equality might look or sound like.

Discuss the following with the class:

- The film focused on the way gender discrimination can impact girls, but do you think boys can experience gender discrimination too?
- Is gender equality an issue only for girls and women? Discuss gender equality with respect to males and intersex.
- Is more gender equality good for all people? Why?
- What role can men and boys play in tackling gender inequality?

**9.** Discuss a definition of gender equality. Elicit that gender equality means that all people have equal conditions, treatment, and opportunities for realizing their full potential, human rights and dignity, and for contributing to (and benefitting from) economic, social, cultural, and political development.

Have students note their definition of gender equality in their handbook.

**10.** Have students answer [Lesson 2 – Exit Slip](#)

questions in the Student Handbook and submit their responses.

**11.** As a homework assignment, ask students to complete the [Empowerment Survey](#) in their Student Handbook.

