

GENDER EQUALITY

Lesson 4

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

Grades 8 - 12
Canadian Edition

AN INITIATIVE BY



SUPPORTED BY



Lesson 4:

Gender Equality

“Where, after all, do universal human rights begin? In small places, close to home - so close and so small that they cannot be seen on any maps of the world. Yet they are the world of the individual person; the neighbourhood he lives in; the school or college she attends; the factory, farm, or office where they work. Unless these rights have meaning there, they have little meaning anywhere. Without concerted citizen action to uphold them close to home, we shall look in vain for progress in the larger world.” – Eleanor Roosevelt

“What’s your perfect future?” – Anon.

Objectives:

In this lesson, students will:

- Review the issue statements written in Lesson 3
- Learn what others have done for social action
- Design a social action project to foster gender equality
- Get ready to complete the action project

Procedure:

1. Have students form into their action plan groups from Lesson 3 and review their issue statements.

2. Explain that there are so many people and groups that have become ambassadors and activists for change in their community. There is so much we can learn from their experience – from their successes and their mistakes. Patrisse Cullors and Tarana Burke, co-founder of Black Lives Matter and founder of the #MeToo movement have interviewed each other on the steps they took to plan, launch, and grow their campaigns, how they

Time:

Approximately 90 minutes – 120 minutes

Resources/Materials:

- Laptop and LCD Projector
- Educator Handbook: Lesson Four
 - Teacher Notes: Ideas for Action to Highlight Gender Equality and Support Work Done by the One Girl Can organization
- Student Handbook:
 - Steps Others Have Taken Questions
 - Action Plan Template (Parts A and B)
 - Reflective Journal
- YouTube Video Anger, Activism, Action How #BlackLivesMatter and #MeToo Went From Hashtags to Movements. (5:29) https://www.youtube.com/watch?v=_omi9JgKnnw
- YouTube Video Shaping Us. (3:41) https://www.youtube.com/watch?v=KF1S_64rfx0&feature=emb_logo

turned plans into action, and became ambassadors in their local and global communities.

Have students watch the following video:



YouTube Video Anger, Activism, Action How #BlackLivesMatter and #MeToo Went From Hashtags to Movements. (5:29)
https://www.youtube.com/watch?v=_omi9JgKnnw

Then have students complete the ‘Steps Others Have Taken’ Questions with their group in the Student Handbook.

3. Explain that once students have picked their issue, it is important to map out an action plan for getting things done. An action plan can take many forms, but to get started a simple template can be used.

Before beginning the action plan, show students an example of what a group of high school students in Manitoba did for their action to promote gender equality.

Have students watch the following video:



YouTube Video Shaping Us. (3:41)

[https://www.youtube.com/](https://www.youtube.com/watch?v=KFIS_64rfx0&feature=emb_logo)

[watch?v=KFIS_64rfx0&feature=emb_logo](https://www.youtube.com/watch?v=KFIS_64rfx0&feature=emb_logo)

Explain that these high school students from around Manitoba came together to create a collaborative spoken word piece called “Shaping Us.” These students learned about gender equality and put their ideas into a spoken poem.

Then have students discuss how these students, having designed this action, could have conducted it and added a fundraising opportunity for a global cause of their choosing. For example, the group of students could have performed it during lunch and charged an entry fee, or offered a by donation lunch time lesson to peers on how they can write their own spoken word. Or if the students could not raise funds, they could continue the focus on raising awareness. They could showcase their presentation to their families, neighbours, and the wider community.

Record student ideas of what other actions these students could have done.

Then teachers may discuss other ideas for action and fundraising ideas that their own students could engage in.

Teacher Notes – Ideas for Action to Highlight Gender Equality and Support Work Done by the One Girl Can organization.

4. With their group, have students complete the **Action Plan Template (Parts A and B)** in their Student Handbook

5. Introduce students to the **Reflective Journal** they will keep during the action plan experience. (Found in the Student Handbook)

- Before putting their plan into action, have students complete the ‘**Before the Experience**’ section of the Reflective Journal.
- During the action plan experience, have students complete the ‘**During the Experience**’ section of the Reflective Journal.
- After implementing their action plan, have students complete the ‘**After the Experience**’ section of the Reflective Journal.
- Remind students to document their action plan experience through videos and/ or images. These will be used during Lesson Five.

