



GENDER EQUALITY

Student Handbook

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

Grades 8 - 12
Canadian Edition

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GENDER EQUALITY

Lesson 1

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Lesson 1: Gender Equality

Ideas on Gender, Sex, and Gender Identity Questions

Jot down your ideas for the following questions, then discuss answers with a partner. You will share your ideas with the whole class, when done.

What do you think the term “gender” refers to?

Are “gender” and “biological sex” related to each other or are these terms fundamentally different?

How would you define “gender identity”?

Lesson 1: Gender Equality

Gender or Sex Quiz

With your partner, read the statements below. For each statement, decide if it is Sex or Gender. Mark “S” or “G” beside each statement.

1. Women can give birth to children.
2. Women cannot become engineers.
3. Women can breastfeed and bottle-feed babies; men can only bottle-feed babies.
4. Boys do better in Math and Science; girls do better in Literature and Art.
5. Women should do all the household chores.
6. Males have testicles that produce sperm.
7. Men don't cry.

Lesson 1: Gender Equality

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Lesson 1: Gender Equality

Gender Norms and Roles Activity

“Gender norms are ideas about how men and women should look, be, and act. Norms refer to the accepted attributes and characteristics associated with each gender at a particular point in time for a specific society or community.

Gender roles refer to the different socially ascribed attitudes, behaviours, work or responsibilities assigned to men and women, boys and girls, and third gender or transgender persons.”

(From “I Know Gender 1-2-3: Gender Concepts to get Started” UN Women Training Centre)

Activity:

Form into a group of four. Complete the following questions.

In your community or culture,

What is valued in men?

What is valued in women?

What is expected from men?

What is expected from women?

Lesson 1: Gender Equality

Stereotypical Characteristics Activity

With your group, list stereotypical characteristics that you have heard applied to men. For example, men are competitive.

Then list stereotypical characteristics that you have heard applied to women. For example, women are nurturing

Lesson 1: Gender Equality

Exit Slip

What was the most interesting thing that you learned in the lesson today?

How would you define gender?

Is gender stereotyping something you see or experience on a daily basis? Explain.



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Lesson 2

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Lesson 2: Gender Equality

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.”

Kinds of Discrimination:

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.

- Example: 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.

Where have you seen one or more of these forms of discrimination to girls and women in your school or community?

Lesson 2: Gender Equality

Aspects of Inequality - Summary

Expert Group Topic _____

Summary: (You may use a semantic map for your work)

Lesson 2: Gender Equality

Kinds of Discrimination to Girls and Women Activities

Choose one activity below and work with your group to complete.

Activity 1: Contraception

It is estimated that one in three deaths related to pregnancy and childbirth could be avoided if all women had access to contraceptive services. (UNFPA) As much as 75% of all pregnancies worldwide are unplanned or unwanted, accounting for nearly 300,000 new pregnancies every day. (poverty-action.org) Half of all first births in the developing girls are to adolescent girls. (girlleffect.org)

Think about: Why might there be a controversy about funding contraception for women?

Discuss:

- Do you think poverty is affected by a women's choice over her family size? Why?
- When a large number of children are born to a family, how does that affect their standard of living?
- Is this an important goal to achieve for sustainable development?



Image Source: Unknown

Activity 2: Poverty

The “feminisation of poverty” refers to the fact that 70% of the world’s poor are women.

Think about: Why are women more likely to be poorer than men?

Discuss:

- Why are women poorer and how does poverty affect their families?
- What can prevent women from earning an income?
- How can women’s poverty be overcome?



Image Source: <https://wunrn.com/2007/10/poverty-has-a-womans-face-photo-world-poverty-day/>

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Activity 3: Right to Choose

If we do nothing, 142 million more girls will become child brides over the next 10 years. That is nearly four times the number of girls who attend school every day in North America and Western Europe combined. (tooyoungtowed.org)

Think about: Young girls are sold into marriage before puberty and become mothers as young teenagers.

Discuss:

- Why are girls denied a childhood?
- Why are girls not valued as much as boys?
- What are the health implications for girls who wed and become young mothers?



Image Source: <https://www.theguardian.com/lifeandstyle/womens-blog/2014/mar/06/international-womens-day-sex-trafficking-slavery>

Activity 3: Girl Effect

Worldwide over 51 million adolescent girls 15-19 are married. In some countries women are too scared to go to school in case they are raped or abducted.

Think about: What rights do girls and women in your community have that other girls and women do not?

Discuss:

- Why do you think women have fewer rights than men?
- Where in the world do you think women have the least amount of rights? What do you think the world should do about this?
- Why are girls and women the most marginalised groups globally?

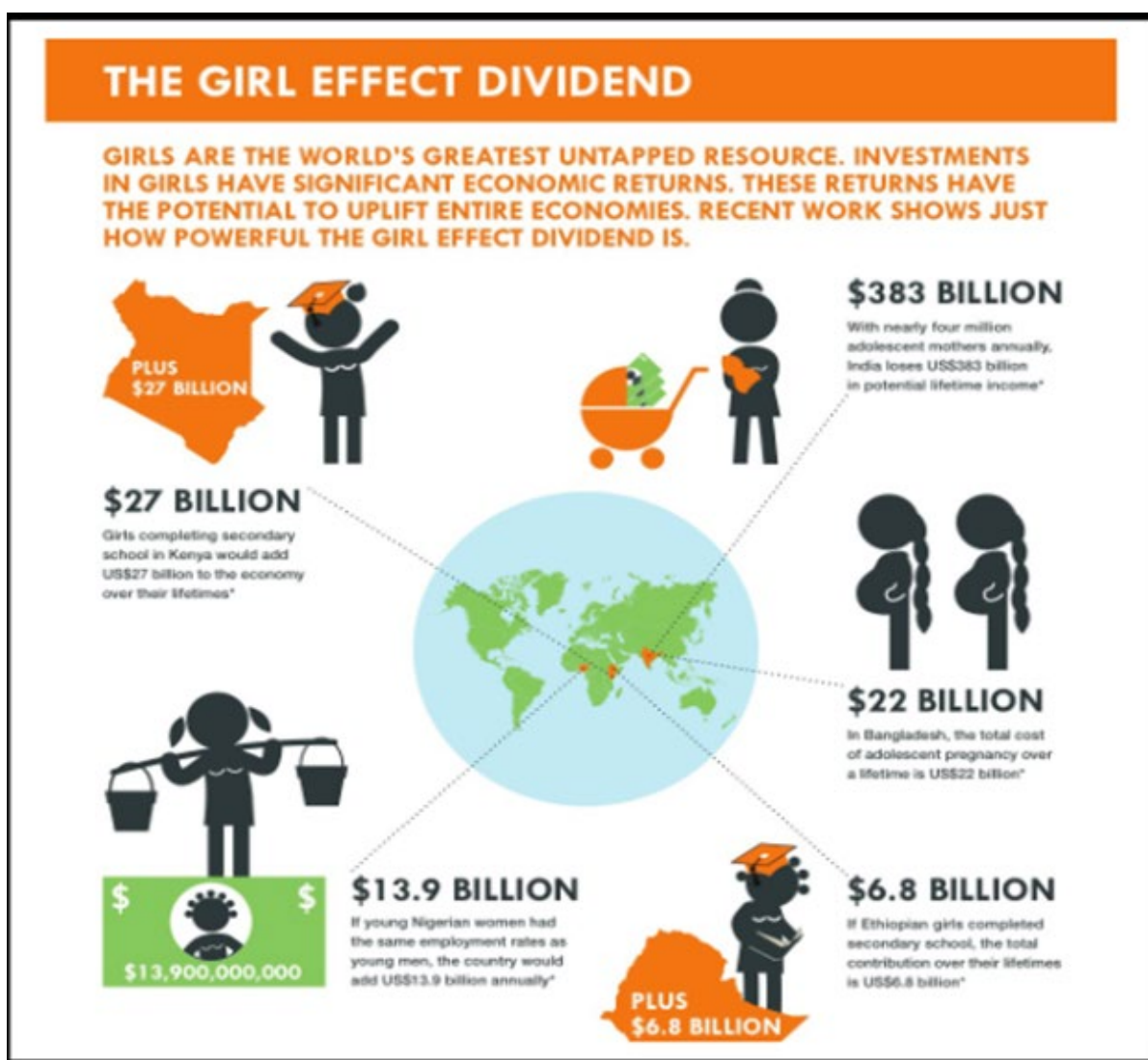


Image Source: <https://www.girleffect.org>

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Lesson 2: Gender Equality

One Girl Can – Buzz Group – Discussion Questions

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?

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Lesson 2: Gender Equality

Definition of Gender Equality

Write your definition of gender equality:

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Lesson 2: Gender Equality

Definition of Gender Equality

What did you learn in the lesson today that you didn't know previously?

Why do you care about gender equality?

Do you have ideas on how to affect gender equality? Jot down a few of them.

Lesson 2: Gender Equality

Empowerment Survey

Instructions: Complete the following survey to think broadly about your life, your community, and your interactions with people. Answer the questions honestly about how you feel now, not what you aspire or hope to be in the future.

Question 1

Do you feel you are as valuable as your peers of other genders?

- ☐ Never
- ☐ Seldom
- ☐ Sometimes
- ☐ Often
- ☐ Always

Question 2

Do you feel you have influence over decisions that impact your life?

- ☐ Never
- ☐ Seldom
- ☐ Sometimes
- ☐ Often
- ☐ Always

Question 3

Do you believe you have the ability to lead groups?

- ☐ Never
- ☐ Seldom
- ☐ Sometimes
- ☐ Often
- ☐ Always

Question 4

Do you believe you can approach important people with ease?

- ☐ Never
- ☐ Seldom
- ☐ Sometimes
- ☐ Often
- ☐ Always

Question 5

Are you comfortable speaking out in a public way?

- ☐ Never
- ☐ Seldom
- ☐ Sometimes
- ☐ Often
- ☐ Always

Question 6

Do you feel driven to make a change in the world around you?

- ☐ Never
- ☐ Seldom
- ☐ Sometimes
- ☐ Often
- ☐ Always

Question 7

Do you have a clear idea of what is important for you to change in the world?

- ☐ Never
- ☐ Seldom
- ☐ Sometimes
- ☐ Often
- ☐ Always

Question 8

Do you feel you can change the world if you put your mind to it?

- ☐ Never
- ☐ Seldom
- ☐ Sometimes
- ☐ Often
- ☐ Always



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Lesson 3: Gender Equality

Making a Difference – Buzz Group – Discussion Questions

What would the world be like if gender equality existed everywhere?

What difference do you think it might make to the world?

What difference do you think it might make to you?

Can you think of someone who is a role model for gender equality?

Lesson 3: Gender Equality

School Gender Equality Audit

Areas of School	Positive Examples	Negative Examples	Ideas for Improvement	Score / 5
Curriculum and Learning <ul style="list-style-type: none"> • Do we see gender stereotypes in the materials given or classes available to us? • Are we actively taught about gender equality and respectful behaviour? 				
Teaching <ul style="list-style-type: none"> • Are teachers using supportive language & behaviours? • Do teachers have the knowledge to support gender equality? 				
Environment and Facilities <ul style="list-style-type: none"> • Do all students have equal access to facilities? • Who uses which spaces? Who uses sporting equipment and spaces? • Are there some spaces dominated by one group over another? 				

<p>Student Behaviour</p> <ul style="list-style-type: none"> • Are there areas of the school where people don't feel comfortable going? Why? • Is negative behaviour used to exclude some people or make them feel uncomfortable? • Are sexist or violent jokes or behaviour tolerated? 				
<p>Values</p> <ul style="list-style-type: none"> • What are the school values? • Do they relate to respect? • Does the school community understand them? • Are they displayed? 				

Lesson 3: Gender Equality

Our Issues

Go through the following steps to begin to prioritise issues identified in the school audit activity.

1. As a group, discuss responses to the following questions:

What are key issues different groups have identified in your gender audit?

Which of the issues identified makes you feel passionate, annoyed or angry?

2. Using post-it notes, individually, write down the theme or issue that has resonated most with you – this is the main thing you most want to change. Put your ideas on the wall.

3. Use a 'tickocracy' method to identify the top 1 - 2 issues: read the issues on the wall and vote by placing a tick next to your top 2 issues.

4. As a group, spend some time discussing the 2 issues that receive the most ticks, and agree on the specific statement that describes this issue (e.g. teachers don't understand gendered language, our school doesn't have non-gender specific toilets, there is sexist language in graffiti in the toilets, only boys are able to play sport on the oval at lunchtime, etc.).

5. Write your agreed statement/s below.

Lesson 3: Gender Equality

Exit Slip

What particularly inspired you with regards to the One Girl Can organization and their work done to foster gender equality?

Do you feel you can make a change in the world toward gender equality? Explain.



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Lesson 4

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Lesson 4: Gender Equality

Action Plan Template

Part A:

Planning for Action	
Issue/ Priority • What is the issue we have chosen to focus on?	
Change • What is the change we will create? • What / who will change? • What will it look like?	
Focus/ Target Group • Where will we target our actions? • Who do we need to engage to make this happen? Teachers, Students, Parents, Community organisations	
How do we get others excited about this issue? • How will we reach or speak to our target group? • What will they engage with? • Newsletters, Posters, Event, Video, Social media	

Part B:

Steps	By who?	By when?	What is needed to make this happen?
1.			
2.			
3.			
4.			
5.			

Lesson 4: Gender Equality

Reflective Journal

Before the experience: My Expectations

To get you to start thinking about your expectations for the action plan experience, briefly complete the sentences below:

“During this time, I hope...”

“I am most anxious about...”

Draw an image

Draw an image about the people or objects you will be working with in your action plan experience. Think about the subject matter or your feelings about what you will be doing. Everyone can draw!

During the Experience

List anything that happened you're grateful about.

Why do you feel grateful?

You have worked alongside others during this experience. What have you learned about working with these people?

After the Experience

Think of 2 good things that have happened during this experience.

Good thing 1:

Why did this good thing happen?

What does this good thing mean to me?

How can I get more of this good thing into my life?

Good thing 2:

Why did this good thing happen?

What does this good thing mean to me?

How can I get more of this good thing into my life?