

# GENDER EQUALITY

## Lesson 3

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 3:

# Gender Equality

*“Gender equality is a human fight, not a male fight or a female fight or an intersex fight.” – Anon.*

*“You cannot get through a single day without having an impact on the world around you. What you do makes a difference, and you have to decide what kind of difference you want to make.” – Jane Goodall*

## Objectives:

In this lesson, students will:

- Understand the framework of the Global Goals for Sustainable Development
- Understand and develop an awareness of one global topic, gender equality, to model more effective and active global citizenship
- Explore how gender equality is promoted globally and locally
- Investigate gender issues at school

## Time:

Approximately 120 minutes – 150 minutes

## Procedure:

**1.** Begin by reviewing the [Empowerment Survey](#) which was assigned for homework. Ask students for their thoughts and observations of this assignment.

**2.** Have students watch the following video (if students are not familiar with the Global Goals for Sustainable Development):

## Resources/Materials:

- Laptop and LCD Projector
- Educator Handbook: Lesson Three
  - Teacher Notes: Global Goals for Sustainable Development
  - Teacher Notes – Malala Story and Discussion Questions
- Student Handbook: Lesson Three
  - Making a Difference – Buzz Group – Discussion Questions
  - School Gender Equality Audit
  - Our Issues
  - Lesson 3 – Exit Slip
- YouTube Video Malala Introducing The World’s Largest Lesson (6:19) <https://www.youtube.com/watch?v=p2hyORs83EE>
- YouTube Video The World’s Largest Lesson Part 2 (5:16) <https://www.youtube.com/watch?v=IUjYMrGreRw>
- <https://www.globalgoals.org/>
- <https://onegirlcan.com/>



**YouTube Video Malala Introducing The World’s Largest Lesson (6:19)**  
<https://www.youtube.com/watch?v=p2hyORs83EE>

Then have students watch the following video:



**YouTube Video The World’s Largest Lesson Part 2 (5:16)**  
<https://www.youtube.com/watch?v=IUjYMrGreRw>

**3.** Project the following website to review the Global Goals. (Or project the copy of the Global Goals found in the Educator Handbook.)

<https://www.globalgoals.org/>

Review that The Global Goals for Sustainable Development are a plan developed by the United Nations and agreed upon by all countries to work towards by 2030 to:

- Fight global inequality
- End extreme poverty
- Respect our planet

Reinforce that there is a global plan for everyone no matter who they are or where they live, to find solutions to the most pressing issues for people and the planet.

It is thought that all the Goals can be achieved through solidarity and the mobilization of every person.

Then explain that students will focus on one particular Goal and will be given an opportunity to contribute to achieving this Goal.

- Global Goal #5 - Gender Equality – “Achieve gender equality and empower all women and girls”

**4.** Have students form buzz groups of 4 or 5 and respond to the following questions recording their notes on *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?

When done, ask students to share some of their buzz group discussion and debrief with the whole group.

**5.** Read the story of Malala aloud, pausing to ask questions and discuss what was read. *Teacher Notes – Malala Story and Discussion Questions*.

When done, debrief the activity by asking these questions:

- Is Malala Yousafzai a role model for you? Why / why not?
- Women can be as good at being leaders and role models as men. Do you think we need more role models like Malala in the world and our local community?
- Could you be someone like Malala, passionate about something you believe in, in your local community?



Image Source:  
[https://commons.wikimedia.org/wiki/File:Malala\\_Yousafzai\\_-\\_Education\\_for\\_girls\\_\(22419395331\).jpg](https://commons.wikimedia.org/wiki/File:Malala_Yousafzai_-_Education_for_girls_(22419395331).jpg)

**6.** Discuss that many organizations in the world (and locally) work to foster gender equality. For example:

- HeForShe initiative
- UNICEF
- We are Real: The Growing Movement Advancing the Rights of Intersex People:
- Charity Village

Discuss another organization that is based in British Columbia: One Girl Can. (Students have watched a video produced by this organization in Lesson 2.)

In a small group, have students conduct research into the One Girl Can organization (<https://onegirlcan.com/>) to understand the organization's mission and work that has been accomplished, specifically with respect to girls' access to education and the environments that many girls in the world live in. Have students report to the whole group on one or two objectives/accomplishments they found inspiring regarding the One Girl Can organization. Post the accomplishments for students to review.

**7.** Form small groups and explain that students will work to develop and complete action plans to foster gender equality locally in their school/ community and globally by helping to support the work being done by the One Girl Can organization. (Four to five students per group would be ideal.)

Provide each group with a copy of the school map.

Do the following:

- Mark any areas of the school that feel unsafe or uncomfortable (physically, emotionally or socially).
- Colour code any parts of the school which

students see as 'gendered areas'. For example, students might feel based on their experience that sports fields or libraries or certain classrooms are gendered areas, only used by/ comfortable for a particular gender.

- Have each group complete [School Gender Equality Audit](#) in their handbook

In the same groups, work to agree on 1-2 priority issues from the audit list. These are the issues that students will focus on when taking action to create change in their school/community.

- Have each group complete the 'Our Issues' in their Handbook.
- When done, debrief statements written with the whole group.

**8.** Explain that students will begin forming plans of action on the issues identified and will discuss the One Girl Can organization in the next lesson.

**9.** Have students answer [Lesson 3 – Exit Slip](#) questions and submit their responses.