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**Women and Gender Equality: Aims of this Module:**

**Introduction**

These sessions support learning about women and gender equality. They start from the pupils own point of view and gives them an opportunity to discuss issues around gender identity, gender norms, gender equality and gender discrimination. All students will have their own experiences to bring to this unit.

**In lesson one** they are given some of the key definitions around gender identity and explore where we learn about gender norms. They get exposed to adverts and analyse these in relation to how these have reinforced stereotyping in the past.

**In lesson 2** the focus is on looking at global patterns of gender equality and the impact this has on women’s lives around the world. Through discussion and activities pupils will start to appreciate some of the facts around Global gender inequality. They will be encouraged to consider how we tackle this issue and consider the kind of future world they want to live in relating to gender equality.

**In lesson 3** pupils get the opportunity to examine the protests methods used by the Suffragettes when trying to gain equal voting rights. They are presented with information sheets and evidence to research and evaluate and explore the position of women at that time. Pupils are given the opportunity to think about the impact of direct action and whether this can ever be justified to get change. They are asked whether the Suffragettes should be pardoned.

**The focus then shifts in Lesson 4** to examining how educating girls can work towards reducing poverty. Pupils evaluate why education is important to enable young people to have a good future and what makes a good quality education. The lesson then looks at the work of Malala in developing global campaigns to raise the understanding of why girls, women and communities benefit from both genders getting equal access to education. This can not only reduce poverty but can decrease child mortality rates, can delay child marriages and empower women to participate in how societies are run.

**Lesson five** then introduces students to the gender disparities within the British workplace, a very topical issue at the present time. They get to examine British Equality legislation and apply this to various situations.

**To conclude** the unit students, get to examine the work of the MP Jo Cox who was committed in her short time as an MP to improving the lives of ordinary people and the rights of women. This case study supports the need for women to participate in leadership and decision making. Pupils are then introduced to many other role models and are able to reflect on their own ideas on gender equality.

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| **Educate: Know and Understand (sessions listed in brackets)** | **Encounter: Consider and Reflect** | **Engage: Respond and Act** |
| **Lesson 1: What is meant by gender identity?**  **Lesson 2: Global Inequality and Gender Should we be concerned? The Impact of Inequality on the lives of women around the world and in Britain**  **Lesson 3: The Fight for representation How did women win the vote in Britain? The power of taking action**  **Lesson 4: Gender Inequality and the role of Education How does education empower people? Malala – case study of an activist**  **Lesson 5 Gender and Equality in the British Workplace**  **Lesson 6 The power of positive role models in campaigning for change** | 1. Acknowledge (and understand) their own feelings about inequality and reflect on the purpose of the SDGs. 2. Understand and reflect what is meant by gender, gender roles and gender identity   and gender norms.   1. Reflect on their own experiences and ideas around gender and equality. 2. Reflect on the issues around gender inequality in Britain and across the world. 3. Evaluate the fight for political power for universal suffrage in Britain and examine the power of protest as a means of empowering women. 4. Consider how education can help reduce gender inequality and reflect on the work of activists such as Malala in supporting girls’ education globally. 5. Acknowledge that there is a gender pay gap that can impact women in many communities around the world. 6. Evaluate the impact of discrimination and stereotyping in the workplace. 7. Reflect on the impact of gender based violence that is mainly directed towards girls and women. 8. Consider the role of the United Nations along with government action as a means to address gender inequality. 9. Consider how role models can be a force for positive change. 10. Reflect on the impact citizens can have on their communities. | **International Day of the Girl Child**  11 October 2018  **International Women’s Day** Friday March 8 2019  **School based gender campaigns** – how can equality be promoted amongst young people [ ideas reducing harassment, developing confidence]  Campaigns to support equality in other countries  **Pupils write to MPs and local politicians on the issue of gender inequality** |
| **Gender and the Sustainable Development Goals by 2030:**  **SDG aim to “Leave no one behind”.** | **Module Outcomes Students will have opportunity to develop:** | **Climate for Learning** |
| 5.1 End all forms of discrimination against all women and girls everywhere  5.2 Eliminate all forms of violence against all women and girls in the public and private spheres, including trafficking and sexual and other types of exploitation  5.3 Eliminate all harmful practices, such as child, early and forced marriage and female genital mutilation  5.4 Recognise and value unpaid care and domestic work through the provision of public services, infrastructure and social protection policies and the promotion of shared  responsibility within the household and the family as nationally appropriate  5.5 Ensure women’s full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic and public life  5.6 Ensure universal access to sexual and reproductive health and reproductive rights as agreed in accordance with the Programme of Action of the International Conference on Population and Development and the Beijing Platform for Action and the outcome documents of their review conferences  5.a Undertake reforms to give women equal rights to economic resources, as well as access to ownership and control over land and other forms of property, financial services, inheritance and natural resources, in accordance with national laws  5.b Enhance the use of enabling technology, in particular information and communications technology, to promote the empowerment of women  5.c Adopt and strengthen sound policies and enforceable legislation for the promotion of gender equality and the empowerment of all women and girls at all levels | 1. Increase awareness of different life experiences, and the choices, or lack of choice that some women have locally and globally. 2. Increased knowledge of gender equality issues the causes of all forms of discrimination, the experience of it for women and girls, the dangers of it; how the UK supports equality through legislation. 3. Increased knowledge and understanding of related SDGs, and understanding of goals in a global context, and the implication of the goals for the UK (Goal 5: 4. Opportunity to raise questions about the impact of inequality and gender inequality, and to arrive at informed viewpoints; examining and challenging assumptions. 5. Gain understanding of the value of education in supporting women to raise their living standards, to be able to critically examine the meaning of decent work, 6. Increased understanding of the dangers of all forms of violence and harmful practices against women and girls and the dangers for victims of exploitation 7. Opportunity to discuss the value of care and unpaid work 8. Knowledge and understanding of how women can effectively participate to be change agents for the communities in which they live 9. Evaluate the impact that legislation can have on promoting gender equality and empowering women 10. Develop skills of investigating, listening, sharing and evaluating. 11. Increased use of enabling technology to support the empowerment of women. | Gender is a topical and complicated topic as it’s relevant to the lives of all young people. They will have heard some of the facts and figures but had limited chance to explore what it means for them and their future.  Issues such as gender identity and gender norms can be posing questions for young teenagers so discussions on this topic need to be held in a safe and non-judgemental learning environment where all present show respect for others through their choice of language and behaviour.  Gender based violations are increasingly discussed in the news and when dealt with in lessons teachers need to be able to signpost students to support where this may be appropriate.  Teachers should encourage open discussion in a safe learning climate. PSHE Association has advice on their website |
| **Links to PSHE Curriculum:** PSHE Programme of Study (2017): | **Links to SMSC / British Values** | **Link to Teachers’ Standards 2012** |
| ***Focus on:***  **Links to PSHE Curriculum:** PSHE Programme of Study (2017):  Core Theme 3 ***Living in the Wider World*** *KS3*  ***Focus on:***  L1. to recognise, clarify and if necessary challenge their own core values and how their values influence their choices (all)  **Links to Citizenship**:   * Pupils are equipped with the skills to think critically and debate political questions [ EG climate change] debate and evaluate viewpoints and present reasoned arguments. * Show knowledge of the ways that citizens can work together to improve their communities, knowledge of forms of responsible action, * knowledge of relations with Europe, the Commonwealth, the UN and the wider world.   The focus of Gender links to Citizenship as when we examine the political debate around the gender pay gap, the use of Equality legislation and helping citizens understand how responsible action can lead towards change.  The lesson exploring The Suffragettes and their campaigns to get women the vote all link to this subject | **SMSC stands for spiritual, moral, social and cultural development. All schools in England must show how well their pupils develop in SMSC.**  Teaching about ‘Gender and the SDGs’ enables pupils to explore issues around respect for women respect for them and enables them to explore their own personal values. In addition these lessons will : contribute to pupils being able to:  ‘***Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views’.***  Strong SMSC taught in schools as part of the whole school curriculum should contribute towards helping pupils ‘Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.’ This can link to the topic of gender as our present position around gender equality today in Britain and the world is linked to our cultural heritage.  It is also intended that these lessons will support pupils in developing their ability to think, talk and reflect on issues around gender identity, gender equality and inequality and the need to ensure equality for all to raise living standards in all communities. Therefore pupils will be encouraged to ‘ ***Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the '***[***British values***](http://www.doingsmsc.org.uk/british-values)***' of democracy, the rule of law, liberty, respect and tolerance.***  **Links to British Values**  ***As set out in government guidelines SMSC must also promote British Values:*** *[Highlighted in red those statements that link to this resource on gender]*  **Through their provision of SMSC, schools should**:  • enable students to develop their self-knowledge, self-esteem and self-confidence;  • enable students to distinguish right from wrong and to respect the civil and criminal law of England; **example Equality Legislation**  • encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely; **Example treat everyone equally and with respect**  • enable students to acquire a broad general knowledge of and respect for public institutions and services in England;  • further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures; **Example treat everyone equally and with respect** , **understand why historically there have been issues around gender equality**  • encourage respect for other people; and  • encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England. | T1:1 establish a safe and stimulating environment for pupils, rooted in mutual respect  T3:1 have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings  P2: Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs    **Key Documentation**   1. Promoting fundamental British values as part of SMSC in schools Departmental advice for maintained schools November 2014 2. Statutory guidance **National curriculum in England: citizenship programmes of study for key stages 3 and 4** Published 11 September 2013 3. Guidance on Personal, social, health and economic (PSHE) education Published 11 September 2013  New relationships and health education in schools Draft guidance published today to make sure education prepares young people for life in the modern world July 2018 , to be in place for September 2019 |
|  | **Gender and the Sustainable Development Goals by 2030:**  **SDG Aim to leave No one behind** |  |
| **1.End poverty**  1.4. By 2030, ensure that all men and women, in particular the poor and the vulnerable, have equal rights to economic resources, as well as access to basic services, ownership and control over land and other forms of property, inheritance, natural resources, appropriate new technology and financial services, including microfinance.  1.5. By 2030, build the resilience of the poor and those in vulnerable situations and reduce their exposure and vulnerability to climate-related extreme events and other economic, social and environmental shocks and disasters.  **4 Quality Education**  4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development | **8 Decent work and Economic Growth**  8.7. Take immediate and effective measures to eradicate forced labour, end modern slavery and human trafficking.  8.8 . Protect labour rights and promote safe and secure working environments for all workers, including migrant workers, in particular women migrants, and those in precarious employment  **10 Reduce Inequality within and among countries**  10.2 By 2030, empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status    10.3 Ensure equal opportunity and reduce inequalities of outcome, including by eliminating discriminatory laws, policies and practices and promoting appropriate legislation, policies and action in this regard  10.7 Facilitate orderly, safe, regular and responsible migration and mobility of people, including through the implementation of planned and well-managed migration policies | **13 Urgent action on climate change**  13.1 Strengthen resilience and adaptive capacity to climate-related hazards and natural disasters in all countries  **16 Peace Justice and Strong Institutions**  16.10 Ensure public access to information and protect fundamental freedoms, in accordance with national legislation and international agreements |
| **Learning Focus** | **Themes & Activities; Conclusion & Reflection, including key questions** | **Resources and Notes** |
| **Themes**  **Lesson 1: What is meant by gender identity?**  **Key Questions:**  What is meant by gender identity?  Why are gender roles often determined by a person’s culture?  **Learning Outcomes**  **Pupils will be able to:**    •describe the difference between sex  and gender.  •Explain what gender is, including how appropriate behaviours are taught to both men and women  •Reflect on how gender norms influence the lives and relationships of men and women.  •Understand that we all have a right to express our identity as we wish  **PSHE Programme of Study**  **Core Theme 2.** **Relationshi**ps *how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts and to respect equality and be a productive member of a diverse community. [ R4,7,27]*  **Core Theme 1.** Health and wellbeing  *[ H1,18,19,2 ]*  **Core Theme 3**. Living in the wider world [ *L1,3,4,7]*  **Citizenship** the different ways in which a citizen can contribute to the improvement of their community  **SMSC**  Pupils’ cultural development is shown by their: understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities | Topic content being taught and its purpose:  In this lesson pupils will be introduced to the theme of Women and gender equality. They will be able to start to explore terms and discuss in a safe situation gender norms and stereotyping. They will be able to start to evaluate where we get our idea from about our behaviour. There will be an opportunity to look at stereotyping in young children. Older pupils have alternative activities.  **Summary:**  **Let’s get engaged: 15 minutes**  1. Teacher explains lesson outcomes and defines key terms [ could do this after the starter activity]  2. Pupils discuss in groups 2 adverts and the question ‘What do you like or dislike about this advert?’  **Developing Ideas: 25 minutes**  3**. Teacher defines** key terms relevant to the lesson [ slides 10 – 14] and introduces idea of gender, gender norms and the difference between gender and sex]  4**. Activity One** How do young children think about identities? Pupils have a template and add words that come to mind when you say woman/ man. Use the following prompts to get them to add to this exercise. They can also add in the jobs they typically associate with men / woman.  **Question Prompts** How are all girls and boys supposed to behave? What are they supposed to like or dislike? How are they supposed to look, think and feel? What are they supposed to be good at?  **5. Activity Two** Where does Stereotyping take place? [Slide 22]  In your group list all the areas of society where we might pick up our ideas about gender roles. **Case study 1** – Let look at what young children think [ slides 23 to 27] Or **Case study 2** – What about adverts? These are now changing due to a new rule about negative and stereotypical portrayal of men and women. [ slides 28 to 31]  **For older pupils**: Optional exploration of how pupils feel as a boy/ girl Extension 6. With an older class [ slides 32 to 37]-  These slides help explore in more depth questions around gender identity, stereotyping and how we define ourselves. This could lead to a further lesson that looks in more detail at gender related questions/ identity and issues around Transgender identities.  **What do I think? Responding: Summary- 20 minutes**  **6. Plenary-** get pupils to reflect on the lesson slides 39- 41. Three things they have learnt on a post it notes. | **Resources:**  Adverts/ Images slides 7 and 9 could be printed    Activity One Gender Resource 1.1 – 1 per pupil [ slide 36 ]  Activity Two Paper / pens for responses  **For older pupils Gender Resource 1.2 [ slide 40 ] Activity 3 - Exploring our attitudes. What do we think about these statements?**  **Clip- ADVERTISING AND CHILDREN**   * [**https://www.youtube.com/watch?v=Yo54SHy4IzY**](https://www.youtube.com/watch?v=Yo54SHy4IzY)   **POST IT NOTES**    **Teacher Provides:**  **The photocopied worksheets** |
| **Learning Focus** | **Themes & Activities; Conclusion & Reflection, including key questions** | **Resources and Notes** |
| **Lesson Two**  **Lesson 2 Global Inequality and Gender**  **Session Outcomes -Learners will be able to:**   * To describe some of the inequalities that impact on women’s lives * To develop opinions about gender inequality in Britain and the rest of the world. * To be able to empathise with women and start to imagine a world where gender inequality has limited or no impact on communities   **Key Questions for the lesson:**   * Should we be concerned about the impact of gender inequality in Britain and the rest of the world? * How does inequality impact on women and the communities that they live in? * How are women helped to improve their position and what are the consequences for being disadvantaged?   **Pupils to consider:**  Has gender equality been achieved within the UK today? Give examples where women and men are still not equal.  What is your view on this? Should this change? How will it change? How long will this take?  How about women in the rest of the world?  What action needs now needs to be taken to help promote gender equality and empower women across the world? | **Topic content being taught and its purpose:**  Pupils will be introduced to the theme of Gender through relating this to the gender global SDG.  This will inform them as this lesson develops and other lessons in the series [ although these can stand alone]  Pupils will be able to explore their opinions in a safe and secure environment where teachers have referred to classroom ground rules as this can focus lead to heated discussions.  Male pupils will be helped to understand why it’s an issue that relates to them as well and why they should be equally concerned and involved in coming up with solutions for the future. Through discussion and activities pupils will start to appreciate some of the facts around Global gender inequality. They will be encouraged to consider how we tackle this issue and consider the kind of future world they want to live in relating to gender equality.  **Summary:**  **Let’s get engaged: 15 minutes  1.Introduce the lesson focus, learning outcomes and links to the SDGs**. [ UP TO SLIDE 9 ]2. Slide 10 Pupils discuss the image and Chinese proverb; they then work in small groups to discuss opening questions on slide 11[**Activity One].** Feedback to class  **Developing Ideas: 25 minutes**  **3**. Slides 11 to 15 – teacher shares lesson focus, explains about inequality [views of Oxfam] and then discuss how it inequality impacts on all of us- boys. Girls, men/ women  4. **Activity Two:** Fairness statements on gender Instructions- pupils work in groups of Four, they read each statement and put these in order of how fair they all feel it is.  **Group discussion**  **What do I think? Responding and reflecting: Summary- 20 minutes**  **5. Teacher shows newspaper headlines from UK and then plays clips [or chooses** their preferred one] slides 17 to 20]  6. **Pupils complete Activity Three**: Diary Entry They write a diary entry of no more than 100 words. This is their wish for the future around gender equality.  ***I hope that by the year 2030 ………..***  **Plenary-** Pupils share their diary entries [ they could be posted around the room] | **Resources**  **Starter- Image on Slide 9**  **Activity One – group discussion**  **Activity Two- worksheet 1.1**  **Fairness Gender Line**  **Clips:**  [**https://www.theguardian.com/global-development/video/2016/oct/11/a-girls-life-how-inequality-starts-before-birth-video-international-day-of-the-girl**](https://www.theguardian.com/global-development/video/2016/oct/11/a-girls-life-how-inequality-starts-before-birth-video-international-day-of-the-girl)  [**https://www.youtube.com/watch?v=R51ijgtRqZU&feature=player\_embedded**](https://www.youtube.com/watch?v=R51ijgtRqZU&feature=player_embedded)  **Activity Three – Diary entry [ on paper, in books or provide a template]**  **Teacher Provides:**   * Copies of image slide 9[ optional] * Key questions slide 10 [ optional] * A3 paper or flipchart paper/ pens for record of pupils’ discussions. * Copies of fairness statements [ could be cut up] * Template for Dairy Entry   **Teacher to do**   * Photocopying * Cut out fairness statements [ optional] |
| **Learning Focus** | **Themes & Activities; Conclusion & Reflection, including key questions** | **Resources and Notes** |
| **Lesson Three**  **The Fight for representation How did women win the vote in Britain? The power of taking action**  **Key Questions for the lesson:**  Why is it important that women are involved in leadership and decision making?  Why did women want the vote at the turn of the 20th century?  How did women win the right to vote today?  Is it ever justifiable to break the law?  **Session Objectives-Learners will be able to:**   * describe why women in Britain wanted to have the vote in 1900 * explain the different peaceful and non-peaceful ways that women fought for the right to vote * Evaluate the Suffragette/ Suffragist campaigns and the use of violence to make a protest * Express a personal view on what impact that has had on women's lives today.   **Pupils to consider:**  1. What protest methods are acceptable when trying to campaign for change.  2. Whether protest methods have changed over the last 100 years.  3. Whether the Suffragettes have had the same success if they have only used peaceful methods?  4. Whether using illegal or extreme protest methods can ever be justified.  **• PSHE Opportunity to discuss ideas and challenge perceptions (PSHE L4)**  **• Skills of group work – sharing, listening, questioning.**  **• Personal development, and awareness of own thoughts and feelings.** | Topic content being taught and its purpose:  In this lesson pupils consider how women were able to win the right to vote. They are presented with information sheets and evidence to research and evaluate the protest methods used by the Suffragettes.  They explore the position of women at that time. And the rights they had or didn’t have. Pupils are given the opportunity to think about the impact of direct action and whether this can ever be justified to get change.  **Summary**  **Let’s get engaged** 15 minutes SETTING THE SCENE  Why did women want the vote?  Engage: true / false statements  Develop with Clip non older women talking about women’s rights early in the 20th century.  **Activity One** Use the evidence you have been given to help you discuss the questions: Why did the Suffragettes feel so strongly about being able to vote? 1. Find 3 reasons that would have made your group want women to have the right to vote.  Imagine you are a man against women having the vote. Write down a comment he might have said at the time explaining his view.  Feedback with ideas and look at what some men thought [ slide 11]  **Developing our Ideas** – activity 1 Methods used /case study 35 minutes  Teacher- facts about voting, voting today  **Should the suffragettes be pardoned?**  **Activity Two Part One**: Review the methods the Suffragettes used. Were these acceptable or not acceptable? What is your groups view? Complete the table you have been given and conclude your group’s view by discussing the key questions  **What do I think? Responding and reflecting: Summary 30 minutes**  **Decision Making Part Two** Should the Government pardon the Suffragettes? Use your evidence sheets to come to a group decision? You will need to justify your group’s decision.  **Plenary:** Write a tweet to a friend saying what your view is on ‘Pardoning the Suffragettes 100 years on’ You have 240 characters | * [https://](https://www.bbc.co.uk/news/av/uk-42943814/how-the-suffragettes-woke-us-up) [www.bbc.co.uk/news/av/uk-42943814/how-the-suffragettes-woke-us-up](https://www.bbc.co.uk/news/av/uk-42943814/how-the-suffragettes-woke-us-up)     **Activity One – Evidence to use**  **1 set per group [ or stick up in the classroom]**  2.1- Task sheet plus 4 evidence sheets  [ teachers can pick according to age and ability]  2.1.1 Views of women 1900 [ diagram]  2.1.2 Separate Spheres [ diagram]  2.1.3 Women's position in society in 1900  2.1.4 Women and the Vote  **Activity Two- Part 1**  2.2 Task sheet – Explanation of task  2.2 Task Sheet – Key Questions  2.3 .1 Group Opinion [ 1 per group]  2.3.2 Group Table Protest Methods  Evidence sheets- 1 per group [ or stick up around the classroom]  **Plenary**  **2.4 Tweet Template – 1 per pupil [ group?]**  **Teacher to Provide:**  Copies of evidence  Worksheets for completion |
| **Learning Focus** | **Themes & Activities; Conclusion & Reflection, including key questions** | **Resources and Notes** |
| **Lesson Four**  **Gender Inequality and the role of Education How does education empower people?**  **Malala – case study of an activist**    **Key questions to consider:**   * Do pupils understand the concepts of ‘Gender equality’ and ‘gender equity’? * Can they see the need for International Action to address gender inequality through education, * Do they understand the influence of activists like Malala? * Can they see the value of the UN in influencing things such as the right to an education for all young people? * Can they evaluate the benefits of gender equality and how educating girls can contribute to reducing poverty?   **Session Objectives -Learners will be able to:**   * Explain the concept of gender equality * Describe why getting a good quality education is an important human right especially for girls * Evaluate what makes a good school that enables pupils to have a high quality education * Explain how educating girls can help reduce poverty and benefit communities   PSHE | In this lesson pupils are able to examine the value of getting a quality education. They are able to consider what makes a good education and start to make links between being educated and having good future prospects for all.  They learn about the work of the activists Malala who has fought tirelessly for the right of girls around the world to get the opportunity to go to school.  **Summary Let’s get engaged 15 minutes**  **Task 1 [15 minutes] slides 7-12**   * Imagine you have been told that there is no more school. * How would that affect your life? Today? When you are 16? 18? 21? And in 10 years’ time? * Which years in school are the most important to you to fulfil future ambitions? * Would a lack of education affect your future job ambitions?   **Now develop your ideas further**.  Why is education an important human right? Look at some facts slides 10-12  **Let’s develop our ideas**- 20 minutes’ slides 13 – 16  Teacher explains ACTIVITY 2 What makes a good school and a high quality education? Group task The brief for pupils: You are in charge of developing new schools for children in emerging economies [on continents like Africa and Asia]. You have a number of decisions to make as a group.  Divide your group into 3 pairs: Each pair will be planning schools- one pair will have a high budget, one pair a medium budget and one a very small budget. Read the cards you have been given and then make some choices:  1] Put your cards in rank order – choose top features and go down in order, it’s you own opinions.  2] Now discuss as a group the following question’ What makes a good school?’ Write your answers into the comment box that you have been given  Why is education so powerful? Show 2 short clips slides 17 to 19  **Making a Difference Influencing Change**  slides 20-21 Case Study of an Activist 25 minutes  Watch clip of Malala Activity 3 Why is Malala an inspiration? 1. Use the picture of Malala and stick it into your exercise books. 2. Read the information sheet 3. Think of reasons why Malala is in inspiration and write this round the picture4.What reasons does she give for wanting all girls to go to school? What do you think about this?5. Malala is an activist / campaigner trying to make a difference. Why is it important to speak out?  **Plenary** Pupils complete a post it note slide 25  why is it important that all girls get the chance to get an education until the age of 16? | **Resources**  Resource 4.1 Costing Different types of schools  Resource 4.1b Rank order of factors- write in number and brief description  Resource 4.2 What makes a good school and a high quality education?  https://www.youtube.com/watch?v=yzfPdn1xTKM  Malala YousafzaiResource Sheet 4.3  Additional Resources  Slides 31 to 33 - images and quotes about Malala- pupils to stick into exercise books  Information linking SDGS with Education  Teacher to provide  **Teacher to do** |
| **Learning Focus** | **Themes & Activities; Conclusion & Reflection, including key questions** | **Resources and Notes** |
| **Lesson Five**  **Themes Lesson 5 Gender and Equality in the British Workplace**  **Key Questions:**  **How can we help all women to have equal opportunities in the workplace? How do we get**  **Equal, status, rights and access to resources and services for women?**  **How do we ensure that governments implement policies and strategies to support all people?**  **How do we get over women’s historical and social disadvantages?**  **What is meant by the gender pay gap and issues around gender discrimination?**  **Why is there a need for action to support the achievement of gender equality and empower all women and girls?**  **Session Objectives -Learners will be able to:**  **• Describe how there is still inequality between the sexes in Britain**  **• Describe the legislation that exists in all workplaces to protect workers from discrimination**  **• Explain how inequality can impact on women's lives**  **• Develop arguments to present to an employer when wanting to speak out to combat inequality in the workplace**  **PSHE Education Planning Toolkit for key stages 3 and 4: PSHE**  **opinions of others’;**  **and**  **Develop attributes:** | **Topic content being taught and its purpose:**  **In this lesson pupils are able to explore the work place and understand some of the issues around equality and discrimination. They will evaluate government legislation and be able to use their empath to work out the personal impact of discriminatory practices.**  **Summary**  **Let’s get engaged: 20 minutes**  **Teacher explains lesson outcomes**  **• Starter- initial discussions- discrimination today "Haven't women achieved equality now?’’ Think- Pair- Share**  **• slide 8 1] What do you think? 2] Can you think of 3 examples where women are treated differently to men? 3] Does it matter if men and women are treated differently?**  **• Teacher explains facts around workplace equality [ slides 9-11]**  **• 4. Activity Two Inequality statements- Which are true or false? [ Slide 12] Paired Task Class feedback and discussion**    **Developing Ideas: 25 minutes**  **Refer to government legislation- give out resources, pupils work in groups, read information and do Activity 3 looking at 3 case studies. What do they think? Legal or not Legal? Slides 13 to 15**  **Extension Activity Four: How would I feel and what could I do ?**  **In groups discuss the situations and think about how it would make you feel and what you could do about the situation. What should they do?**  **What do I think? Responding : Summary- 15 minutes**  **watch the 1 minute clip #https://www.fawcettsociety.org.uk/close-gender-pay-gap**  **6. Plenary- get pupils to reflect on the lesson, they write a postcard to the Minister for Women and Equalities asking for a Fairer Deal for women in the future** | **Resources**  **1. Starter- slide 8 is stimulus**  **2. Slide 12 – statements**  **3. 5.1a to 5.1e – Equal Opportunities Legislation**  **4. 5.2 Equal Rights ACTION**  **5. 5.3 You Decide Case Studies**  **6. Postcard - slide 20**  **#https://www.fawcettsociety.org.uk/close-gender-pay-gap**  **Teacher to provide**  **Teacher to do** |
| **Learning Focus** | **Themes & Activities; Conclusion & Reflection, including key questions** | **Resources and Notes** |
| **Lesson 6**  **Themes Lesson 6 The power of positive role models in campaigning for change**  **Key Questions:**  **How can world leaders, politicians and other activists influence change?**  **How can we address gender inequality through international action?**  **Session Objectives –**  **By the end of the lesson pupils will be able to:**  •Describe the importance of having female role models  •Evaluate the work done by Jo Cox as a female MP  •Evaluate different role models’ views about gender equality  •Express a personal view about how gender equality can be achieved    **PSHE Education Planning Toolkit for key stages 3 and 4: PSHE Y8 (p.49)**  **Key Question:**  How can we support those who might face intolerance in our community?  •To understand isolation and integration in school, and help everyone join in.  •To think about how a community activity (e.g. a Pocket Park) might not only help people integrate, but improve their skills - such as language skills, IT skills, and employability.  •To use listening, sharing and problem-solving skills  •To consider how integration links to well-being and happiness**.**  **SDGs : Goal 10 - Reduce Inequality within, and among, Countries**  **10.2 By 2030, empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status.** | **Topic content being taught and its purpose:**  **In this lesson pupils can learn about the work of Jo Cox, the focus is positive, how was she trying to make a difference as an MP?**  **They then go on to pick inspirational quotes about gender equality in the future.**  **Summary**  Let’s get engaged: 20 minutes  Let’s get thinking- Image- why do girls and boys need to work together to make the world more equal between the sexes? Pairs discuss  ‘You cannot be what you cannot see’ Discuss this quote in a pair. What do you think it means? Do you agree with it?  **Let’s develop our ideas: Watch the clip about the MP Jo Cox 20 minutes**  1.Write down 5 things that inspire you about her work as an MP and campaigner.  2.Who was she trying to help?  3.Is she a good role model?  How can we respond? What can we do? 20 minutes - Inspiring people  **•**Around the room there are quotes from lots of different people about gender equality. Find one quote that you really like and write it into your work sheet.  •Then go back to your table and complete the activities on the work sheet. Be prepared to explain your choice to the rest of the class.  **Plenary:** Write down your wish for the future  •I think gender equality can be achieved by…..  •This will help women and communities because: | 1. Slides 7/ 8 – initiate discussions   2.<https://www.youtube.com/watch?v=hXAAvU1VGZg>  Jo Cox case study  3.Slides 21 to 20 – print 1 copy of each for around the room  4. Resource sheet 6.1 Role Models and inspirational quotes  Teacher to provide  Teacher to do |