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**PSHE Session 3 1 hour Gender : Lesson 3 The Fight for representation How did women win the vote in Britain? The power of taking action**

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| Directed Teaching Tasks: including group and whole class activity | Teacher support notes |
| **First Thoughts / Let’s Get Engaged 10 Minutes**  **The teacher explains:** **Lesson Objectives** / **Key terms**  **Key ideas to discuss:**  **Why is it important that women are involved in leadership and decision making?**  **SETTING THE SCENE** –Why did women want the vote? Engage- true / false statements  Teacher develops with Clip of older women talking about women’s rights early in the 20th century.  **Extend discussion:**  **Why did the Suffragettes feel so strongly about being able to vote?** | 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.  This lesson could be developed into 2 sessions  Resources: session 1 power point  <https://www.bbc.co.uk/news/av/uk-42943814/how-the-suffragettes-woke-us-up>  Teacher introduces them to the following:  Big Idea 2 - Drivers of changing gender norms- social changes and new consciousness leading to legal changes- The Suffragettes Movement  Big Idea 2 - what is meant by a patriarchal society? |
| **Opening up Ideas 15 Minutes**    **Activity One** Pupils use the evidence they have been given to help discuss the following questions:  Why did the Suffragettes feel so strongly about being able to vote?  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. Pupils write down a comment he might have said at the time explaining his view.  Teacher gets feedback from the class and then shows them what some men thought at that time. | **Resources:**  **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 |
| **Exploration and Consolidation 25 minutes**  **Activity Two Should the suffragettes be pardoned? 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  1.What methods do you think were most effective in the Suffragette campaign?  2.Do you think the Suffragettes would have had more success if they had used less extreme measures?  3.What methods do you think the Suffragettes would have used if they had been active today?  4.Were the Suffragettes right to have paused their campaign during the First World War and what might have happened if they had continued?  5. Does having no means of fair representation justify the Suffragettes breaking the law?  6. Is it ever justifiable to break the law as part of a political campaign  **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**  **Teacher supports group work and checks learning** Conclusion and Reflection 10 minutes **What do I think? Responding and reflecting** : **Plenary**: Write a tweet to a friend saying what your view is on ‘Pardoning the Suffragettes 100 years on’ You have 240 characters | **Resources**  **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 ]  **2.4 Tweet Template – 1 per pupil [ group?]** |