

# CONNECTING CLASSROOMS



# What does gender equality mean to your pupils?

Gender Equality Sustainable Development Goal 5

[www.britishcouncil.org/connectingclassrooms](http://www.britishcouncil.org/connectingclassrooms)

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## Gender Equality Sustainable Development Goal 5

### INTRODUCTION

**Gender Equality** is the principle that all men and women need to be treated equally and to have the same rights and the same opportunities to succeed in school and in life.

There have been advances for girls and women in many fields in recent years including female leaders now representing countries as diverse as Ethiopia and Georgia in national parliaments. However, the UN Women Annual Report of 2017 found that a global gender gap still exists. The report notes that in 18 countries, husbands can still legally prevent their wives from working; in 39 countries, daughters and sons do not have equal inheritance rights; and 49 countries lack laws protecting women from domestic violence.

The 17 United Nation's Sustainable Development Goals aim to achieve a better and more sustainable future for all by achieving 3 things by 2030:

- Ending Extreme poverty
- Fighting inequality and injustice
- Protecting the planet

This theme focuses on Sustainable Development Goal 5, which aims to achieve gender equality by 2030 and empower all women and girls. It contains challenges that can be adapted to the age and interests of your pupils and completed with your partner school, by sharing thoughts, ideas and outcomes using communication technology and social media platforms.

What can we do to make a difference to the Global Goals together?

Even small actions can make a difference.

**Learning objectives:** To explore gender identities, gender equality and learn about female role models.

**Core Skills:** Communication and collaboration, citizenship, critical thinking and digital literacy.

**Subject links:** English, History, Citizenship, Personal, Social and Health Education.

**Resources:** Activity sheets, scissors, sticky notes, access to the Internet.



\*Report from UN Intergovernmental Panel on Climate Change (IPCC) 2019.

## CHALLENGE 1

### Create discussion guidelines and discuss gender roles

Divide your class into small groups and explain that they will be working together and discussing some issues that may prove controversial. In order to achieve productive discussions and deeper thinking it is useful to set out some discussion guidelines that they can all agree with.

Ask each group to come up with 5 discussion guidelines starting with the stem we will...such as:

- We will respect each other's opinions.
- We will ask everyone to join in.

Having agreed on your guidelines, ask each group to draw a large picture of a boy and a girl from their age group on two pieces of paper. Ask the groups to think about what it means to be a boy or a girl in society, write down the things they think are most important on sticky notes and put them around the pictures.

Ask them to then discuss if they think different things are expected of boys and girls. Older students could complete the following statements:

Dress: As a boy/girl I am expected to dress...

Sport: As a boy/girl I am expected to...

Feeling sad: As a boy/girl when I am feeling sad I am expected to...

When a friend makes a mistake: As a boy/girl I am expected to...

Chores around the house: As a boy/girl I am expected to...

Career: As a boy/girl I am expected to...

If they disagree with each other, encourage the students to challenge each other politely using sentence stems such as:

- I understand your point of view, but have you thought about...
- I disagree with you because...
- Can you explain a bit more about...

Share your thoughts with your partner school.



## CHALLENGE 2 Gender Equality

Print out copies of the Venn diagram, adjectives, jobs, domestic roles and childcare on the four activity sheets. These can be adapted as required. Ask the students to cut out or copy out the words and place them on the Venn diagram according to whether they think the task or description applies to women, men or both women and men.

Take photographs of the results and exchange with your partner school along with responses to the following questions:

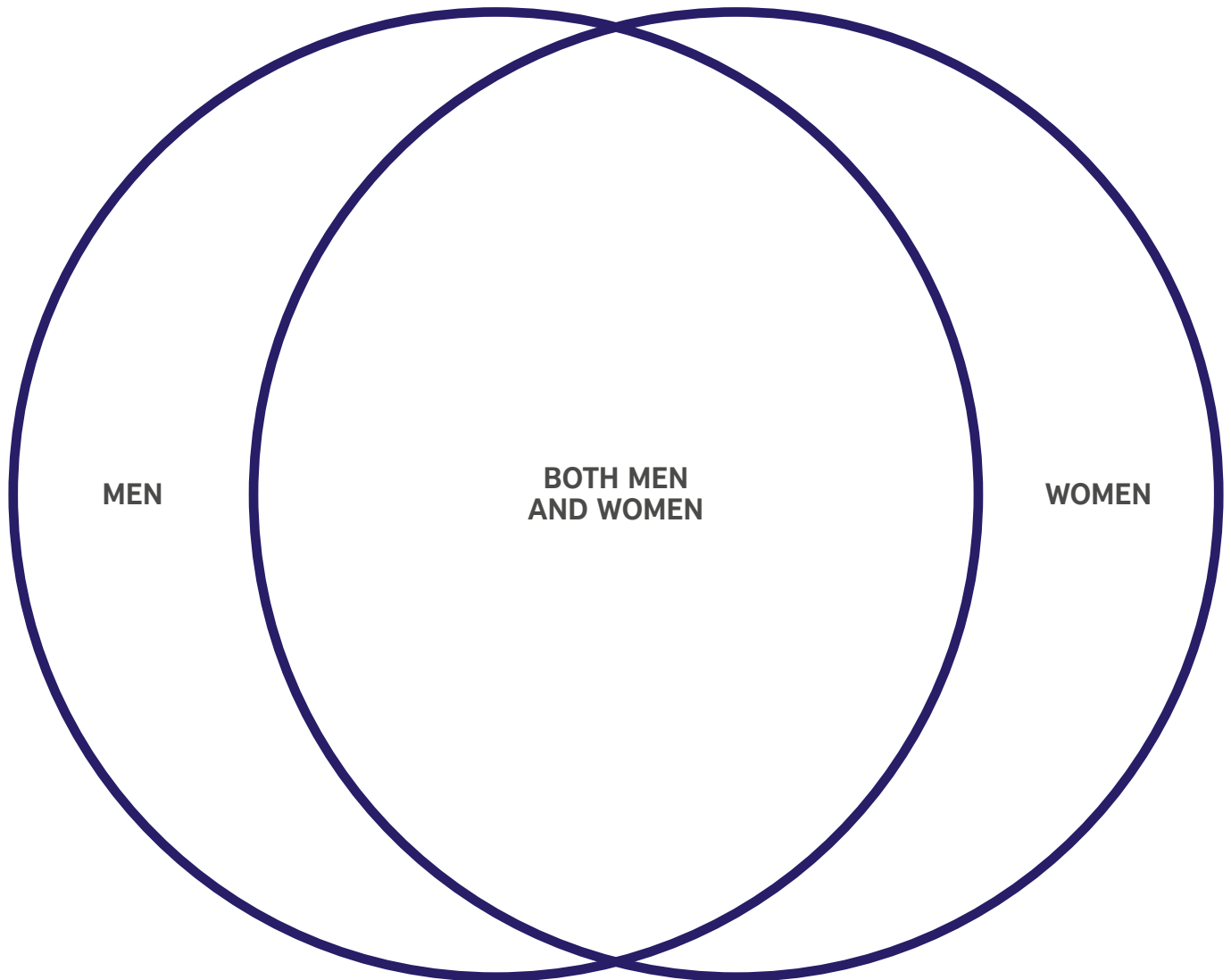
- How did you decide what went where?
- Where do you think your ideas about gender come from?

This activity is taken from the Connecting Classrooms collaborative template on Gender Equality. Older students may be interested in carrying out some of the other activities in the pack.



**ACTIVITY SHEETS**  
**Resource sheet 1**

Venn diagram\*



\*Please note that this Venn diagram is not to size and would ideally work better enlarge to A3.

A) Adjectives

<b>STRONG</b>	<b>MEAN</b>
<b>CARING</b>	<b>SPORTY</b>
<b>KIND</b>	<b>NOISY</b>
<b>TOUGH</b>	<b>QUIET</b>
<b>CLEVER</b>	<b>BOLD</b>
<b>BRAVE</b>	<b>FRIENDLY</b>
<b>THOUGHTFUL</b>	<b>LOVING</b>

B) Jobs

<b>NURSE</b>	<b>DOCTOR</b>
<b>SURGEON</b>	<b>FIRE-FIGHTER</b>
<b>TEACHER</b>	<b>HEADTEACHER</b>
<b>PILOT</b>	<b>CEO/MANAGER</b>
<b>SOLDIER</b>	<b>SCIENTIST</b>
<b>CARER</b>	<b>INVENTOR</b>
<b>FOOTBALLER</b>	<b>DANCER</b>
<b>ARTIST</b>	<b>SOCIAL WORKER</b>

C) Domestic roles

<b>COOKING</b>	<b>CLEANING</b>
<b>TAKING OUT THE RUBBISH</b>	<b>PAYING THE BILLS</b>
<b>DOING THE WASHING UP</b>	<b>IRONING</b>
<b>LOOKING AFTER THE CAR</b>	<b>FIXING A COMPUTER PROBLEM</b>
<b>FIXING THINGS IN THE HOME</b>	<b>WASHING CLOTHES</b>
<b>CHOPPING WOOD</b>	<b>CHOOSING HOLIDAYS</b>
<b>DOING THE SHOPPING</b>	<b>CHILDCARE</b>
<b>MAKING DECISIONS</b>	<b>EARNING MONEY</b>



D) Childcare

<b>CHANGING NAPPIES</b>	<b>TAKING TO SCHOOL</b>
<b>HELPING WITH HOMEWORK</b>	<b>GOING TO PARENTS EVENING</b>
<b>DOING THE WASHING UP</b>	<b>FOOD SHOPPING</b>
<b>TAKING TO THE DOCTOR</b>	<b>GOING TO SPORTS EVENT</b>
<b>BUYING CLOTHES</b>	<b>DOING THE LAUNDRY</b>
<b>READING STORIES</b>	<b>GIVING A CUDDLE</b>
<b>GIVING PUNISHMENT</b>	<b>GIVING A BATH</b>
<b>PREPARING MEALS</b>	<b>GOING TO THE PARK</b>

**CHALLENGE 3****Carry out research into role models and key events in gender equality**

To be successful, the global goals depend on women and girls' full participation and leadership in all arenas of life. Divide the class into groups and give each group a category such as science, arts, sport, education, social justice or politics. Ask the members of each group to find out about trailblazing women role models from these fields who have made a difference in their country. Display the results and share with your partner school.

Discuss how we can all positively contribute to gender equality and the Global Goals. Invite your pupils to write a short speech, which sets out their thoughts about this important subject and persuades others to take action. You could publish your speeches or record or film them and share them with your partner school and perhaps enter the British Council speech writing competition for World Speech Day.

Older students could also research key gender equality events in their own country, for example the year when women achieved equal voting rights and make timelines and exchange their research with their partner school in a media of their choice. They could create slideshow presentations, podcasts or wiki pages of their results.

**Find Out More:**

The following links have additional resources and activities linked to gender equality:

<https://plan-international.org/because-i-am-a-girl>

<http://www.unwomen.org/-/media/headquarters/attachments/sections/library/publications/2017/un-women-annual-report-2016-2017-en.pdf?la=en&vs=0>

To find out more about the Sustainable Development Goals go to: <https://www.un.org/sustainabledevelopment/sustainable-development-goals/>

Resources and activities to develop oracy and discussion skills can be found on the British Council resource *It's Good to Talk* at: <https://www.britishcouncil.org/school-resources/find/classroom/its-good-talk>

Sinclair, A & Strachan, A (2018) *Standing on the shoulders of giants: contemporary scientists bringing your science curriculum to life*. This book provides examples of contemporary women scientists from around the world.

Further details about World Speech Day can be found at: <http://www.worldspeechday.com/>



# CONNECTING CLASSROOMS

Connecting Classrooms offers a range of free downloadable classroom resources available to all teachers across the world. These resources, based on the United Nations Global Goals for Sustainable Development, have been designed to adapt to any curriculum. They offer creative and engaging ideas to bring knowledge and core skills to life in the classroom and inspire students to take action on global issues. Find out about our global learning resources designed to address topics which are high on the agenda for governments around the world here: <https://connecting-classrooms.britishcouncil.org/resources/global-learning-resources>

Connecting Classrooms offers free online professional development around core skills and international collaboration, helping teachers and school leaders to prepare young people for life and work in a globalised economy. The programme also supports partnerships between schools around the world with schools in the UK to share knowledge, skills and experience with other teachers. More details on how to find a school partner can be found here: <https://connecting-classrooms.britishcouncil.org/partner-with-schools/find-partner>

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