



Title: Gender: Equality and Feminism

Level: FOURTH

Code: 4.4.1

Links to Curriculum for Excellence

Experiences and Outcomes	Benchmarks
I recognise that power can exist within relationships and can be used positively as well as negatively. HWB 4-45a	Distinguishes between a balance of power and abuse of power in relationships, for example, respect, trust, coercion, consent.

About this activity

This is the first of two sessions, designed to be delivered at fourth level, that explore gender. During this activity, the class/group will talk about **equality** and **feminism**.

Resources to support this activity

- Accompanying slides
- Heforshe: A Level Playing Field for Kids: <http://www.heforshe.org/en/newsroom/education/level-playing-field-for-kids>
- The Status of Young Women in Scotland 2016: <http://www.ywcascotland.org/wp-content/uploads/2017/02/SYWS-2016.pdf>
- Girlguiding Girls Attitude Survey 2017 <https://www.girlguiding.org.uk/globalassets/docs-and-resources/research-and-campaigns/girls-attitudes-survey-2017.pdf>
- Equality and Human Rights Commission in Scotland <https://www.equalityhumanrights.com/en/commission-scotland>

Activity

1. Explain that in this session young people will be talking about gender, about men and women. The class/group may have done some previous learning about gender, but this is worth a quick review to establish/refresh that gender is a social construct, and that what we are talking about in this learning activity is about equality for all people, regardless of how they identify. Use the introductory slides to talk about this along these lines:

*When a baby is born parents are told what **sex** their baby is. A doctor looks at the baby’s body and decides - if the baby has a vulva, they say the baby is a **female/girl** baby or if the baby has a penis and testicles, they say it is a **male/boy** baby. Mostly this is easy for the doctor to decide, but for some babies it isn’t so clear, and the doctor might decide the baby is **intersex**.*

*After we are born, people start to see us and think about us as a boy or a girl and then a young man or young woman, even if they don’t know what sex we were allocated at birth, this is when being a boy or a girl is called our **gender**. Of course, some of us strongly identify as male or female, for others this matters less. This slide of the ‘gender bread’ person reminds us that our*

*sex is about the body/genitals, that sexual orientation (being heterosexual or lesbian, gay or bi) is about who we love, and **gender is about how we think about ourselves and express who we are.** It is important that we are happy, no matter what gender we feel like.*

2. Check understanding. Explain that in this session we will talk about gender equality and what feminism means to us. To start, with a partner: **Men can.../Women can...** Explain that each pair should choose an option to discuss, either *Men Can* or *Women can*. Their task is to make a list in response to the short prompt. Bring pairs back together and explore – similarities? Differences? Why so? Is gender restricting? Or is gender liberating?
3. **A quiz:** use the slides to work through the quiz questions, get responses with a show of hands, work through them quite quickly and one at a time. The final slide has all of the questions visible, use this to have some discussion about the answers and people's reactions to the questions.

A quiz:

1. Do you believe in the equality of all people?
 2. Do you believe that women and men should be paid the same money for the same job?
 3. Do you believe that girls and women and boys and men should be safe in their own home and in the street?
 4. Do you think boys/men and girls/women should do the same amount of work at home?
 5. Do you think that women and men should be equally involved in bringing up their children?
4. Use the slide/text: **What is equality?** Read together, check understanding, any thoughts or question?
 5. Use the slide/text: **Feminism is a movement to bring about equal rights for women. Feminism is about making sure women and girls can be free to be who they want to be.** Any first thoughts? Comments?
 6. **Use the full slide with additional text.** Read through and discuss. Any surprises? Anything people would question or agree or disagree with?
 7. **Quiz/Part 2:** Do you consider yourself to be a feminist? Can a man be a feminist? Show of hands and some discussion.
 8. **What's feminism got to do with boys and men? Imagine an equal world.** Pose question on the whiteboard. Ask the young people to think about both men and women. And think about an equal world. Have discussion on the question: What would be good for men and good for women about such a world?
 9. Use the slide to tell the young people about **heforshe**, which has been set up by the United Nations Women Solidarity Movement for Gender Equality. It is about involving boys and men to create a gender equal world. Seek some first reactions to the idea.
 10. As an example of what men are doing, here is one story from **heforshe**. Show on the whiteboard and read together **A Level Playing Field for Kids:**
<http://www.heforshe.org/en/newsroom/education/level-playing-field-for-kids>
What do the class think about this man's actions?

11. End with informing the young people that the focus of the next session will be on sexual harassment. As with all RSHP work, follow up on any concerns about a child or young person after the session.

Additional ideas

- Use the cartoon/image **Equality and Equity**. The young people might be interested in thinking about equality further by exploring the difference between equality and equity. The cartoon provided illustrates that *equality might be perceived as everyone gets the same, while equity gives everybody what they need to experience equality*.
- When the **heforshe** movement was launched, actor Emma Watson (from the Harry Potter films) spoke powerfully about why she wants boys and men to get involved and work for gender equality: <https://www.youtube.com/watch?v=Q0Dg226G2Z8&feature=youtu.be> (duration 11 minutes).

Connecting with home

The following could be the basis of a short email/message home to parents/carers about this series of learning activities:

As part of our RSHP (Relationships, Sexual Health and Parenthood) learning, we are exploring gender and equality. This means talking about the experience of men and women in our society, and thinking about what feminism means to the young people today. In the second session of two, we will look at sexual harassment with a focus on how this can be experienced in school. We have some good information about these matters from the perspective of young women in Scotland because of the work of the YWCA and Girlguiding Scotland. The reports are here if you would like to have a look.

- The Status of Young Women in Scotland 2016: <http://www.ywcascotland.org/wp-content/uploads/2017/02/SYWS-2016.pdf>
- Girlguiding Girls Attitude Survey 2017 <https://www.girlguiding.org.uk/globalassets/docs-and-resources/research-and-campaigns/girls-attitudes-survey-2017.pdf>

Further learning activities are available that connect to this RSHP curriculum content

- 4.4.2 Gender: Sexual Harassment

Practitioner Notes