



Title: Gender: Equality and Feminism (V2)

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.

Learning intentions

- Young people understand that power exists within relationships.
- Young people consider what the abuse of power means in terms of gender.
- Young people explain what gender, equality and feminism mean to them.

Success criteria

- I can talk about what gender, equality and feminism mean to me.
- I am developing skills and confidence to challenge inequality and abuse of power.

Resources to support this activity

- PowerPoint slides

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 using the slides, 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 2 slides to talk about this.
2. Use the slide of the 'gingerbread person' along with this explanation to develop discussion and understanding of gender: 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.
3. **Men can.../Women can....** 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?
4. **Question time:** Use the slides to work through the questions. Use discussion as it works with your class/group. You could get responses with a show of hands (YES/NO) and any additional comments anyone wants to make, working through them one at a time.

Question time:

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?
5. Use the slide/text: **What is equality?** Read together, check understanding, any thoughts or question?
 6. 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?
 7. **Work through the subsequent slides with additional text.** Read through and discuss. Any surprises? Anything people would question or agree or disagree with? (This could be done in small groups initially per slide, or the larger group)

Feminism is important now because while in many ways men/boys and women/girls have the same opportunities there are still important ways in which women and girls are discriminated against. For example:

- Although women make up 51% of the population that are in a minority in positions of power like being an MSP (only 1 in 3 are women).
- Girls can be made to feel that certain subjects (like science or computing) or activities (like football or gaming) are not for them (this can apply to boys too).
- Women might be paid less than men for doing the same/similar job. In almost all big companies there is gender pay gap – so on average women workers earn less than men do.
- In many families, women/girls are expected to do more of the domestic chores or childcare.
- Women/girls are often expected to look and behave in certain ways – to be a stereotype of what *feminine* should be. On the other hand, when they enjoy dressing up they can be called negative things and blamed if they are harassed or attacked.
- Women and girls are more likely to experience sexual harassment and sexual violence. Women and girls can be blamed or shamed when they are the ones who experience these things.
- In some cultures, girls are married too early or experience Female Genital Mutilation (their genitals are cut).

8. **Question time/Part 2:** use the slides to prompt discussion, either in small groups or the larger group.

- Do you consider yourself to be a feminist?
- Can a man be a feminist?
- What's feminism got to do with boys and men?
- Can you imagine a gender equal 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. Share the home page/site on the smartboard. Seek some first reactions to the idea.

10. To end, inform the young people that the focus of the next session will be on sexual harassment.

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*.
- 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>
- 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).
- More about the Equality and Human Rights Commission in Scotland here:
<https://www.equalityhumanrights.com/en/commission-scotland>

These reports have informed this and subsequent learning activity and would be of interest to young people looking for more information or undertaking research projects:

- The Status of Young Women in Scotland 2016: <http://www.ywcascotland.org/wp-content/uploads/2017/02/SYWS-2016.pdf> A 2018 report is to be published.
- Girlguiding Girls Attitude Survey 2017 <https://www.girlguiding.org.uk/globalassets/docs-and-resources/research-and-campaigns/girls-attitudes-survey-2017.pdf>

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 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> (a 2018 report is being compiled)
- 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

