

## Title: Gender Equality Part 1: Relationships

Level: SENIOR



### Links to Curriculum for Excellence

In terms of Curriculum for Excellence this level is concerned with extending or deepening what is described at Fourth Level.

Experiences and Outcomes	Benchmarks
I recognise that power can exist within relationships and can be used positively as well as negatively. HWB 4-45a I reflect on how my attitudes, beliefs, values and morality can influence my decisions about friendships, relationships and sexual behaviour. HWB 4-46a	<ul style="list-style-type: none"><li>• Distinguishes between a balance of power and abuse of power in relationships, for example, respect, trust, coercion, consent.</li><li>• Demonstrates the skills needed to manage challenging situations within relationships, including sexual relationships, for example, compromise, empathy, decisiveness.</li></ul>

### Learning intentions

- Young people consider gender equality in the context of relationships – broadly in society and in more personal relationships.
- Young people understand what the law says about gender equality/sex discrimination.
- Young people understand that the law applies to school and education.

### Success Criteria

- I can talk about what equality means to me.
- I can explain what the law says about gender equality and sex discrimination.
- I know that learning and work environments must be places of equality and safety for me.
- I am building skills and confidence to seek information, support or help when I need it and if my rights are infringed.

**NOTE:** Other learning activities at Third/Fourth and Senior Level explore in more detail the kind of personal/romantic relationships young people want, and specific issues of consent and communication within relationships.

### Resources to support this activity

- PowerPoint slides
- Red card cut into squares for the activity

## Activity

1. Explain that in this session young people will be exploring equality, thinking especially about equality between men and women –known as **gender equality**. Use the 2 slides/text: **What is equality?** Read together, check understanding. Then, **What is gender equality?** Read the slide together, check understanding and discuss as you go.
2. **Gender Equality in Relationships:** Use the prompt slides one at a time and ask young people to work in 2s/3s to consider these statements and prompt questions, the task asks them to provide examples of what men or women might experience if their relationships were *equal*. Give an example or two if it helps: *So, if men and women were equal in the family they might share how they bring up their child... So, if men and women were equal in society, they might get paid the same wages....*
  - Equality between men and women in the family/at home. *What would this mean?*
  - Equality between men and women in friendships. *What would this mean?*
  - Equality between men and women if they are in a relationship. *What would this mean?*
  - Equality between men and women in society, in general. *What would this mean?*
3. **Red Card.** Explain that this activity is about thinking a bit more about what a relationship would be like if it was experienced as equal *by both people*. Explain “*an equal relationship is one where one person doesn’t use power to put down or control their partner*”. There are 15 scenarios to be read out, do they describe an equal relationship or not? Cut up some red card so that young people have a red card to express a view, explain along these lines: *It’s a bit like in a football match where there is a terrible foul and the referee gets out their red card and sends a player off. In this game, there are a number of situations in a relationship between 2 people your age. As each one is read out decide to show the red card on this relationship or not. If it’s a red card, wave it high. If not sure, show it but keep it low. If it’s all good, don’t show it.* Share scenarios on slides, encourage participation.
  1. Your partner tells you what to do.
  2. You like to spend time with each other.
  3. You are expected to clean or tidy up your partner’s stuff.
  4. Your partner wants to know the password to your social media.
  5. Your partner puts you down in front of pals.
  6. You both like to pay for things when you are out.
  7. Your partner is moody.
  8. It’s okay to say: ‘No I won’t be able to see you tonight’.
  9. Your partner wants to meet your family.
  10. Your partner grabs you by the arm and it hurts.
  11. Your partner likes to do romantic things.
  12. Your partner pressures you to have sex.
  13. Your partner has a temper, you don’t want to upset them.
  14. You like to buy each other presents.
  15. You can both see your friends without each other also being there.

4. Use this prompt/slide to pull together some views following from this last set of discussions:  
**Regardless of gender, in an equal relationship you feel....**
5. Explain that discussions here are about relationships between people, particularly between men and women, and so it's important to talk about feminism. Acknowledge the class/group may (or may not) have spoken about this before. Use/read the slide/text: **Feminism is a movement to bring about equal rights for women.** Any first thoughts? Comments? If it doesn't come up ask: What's feminism got to do with boys/men?
6. Share the slide: **The personal is political.** Ask the class, what they think this means. After some contributions use the next slide to explain, encourage some thoughts/discussion.

**We are talking about equality.** This means changing society to make it fairer for everyone (the political) and for feminism there is a need to think about how we live together in equal ways day-to-day (the personal). Everything we do in our interactions with others is in some way political.

7. By way of further explanation, share the slide: **Where, after all, do universal human rights begin?** Explore and emphasise that rights are about our day-to-day activities and relationships.
8. **What can I do to bring about equality between girls/boys and women/men?** Ask the young people to have a conversation with a partner. No need to write anything down but they could use their fingers to count 5 things that they can do, day-to-day and in their relationships with others in relation to this question.
9. **To end, use the slide to acknowledge that these discussion about gender can help people recognise that they have been hurt or discriminated against, or treated unfairly.** If so, explain that you would encourage young people to speak to a trusted adult, this could be you, remind them that ChildLine also provides a confidential service to young people their age.

### Connecting with home

The following could be the basis of contact with parents/carers about this series of learning activities:

As part of our Relationships, Sexual Health and Parenthood programme, this block of learning is about **gender equality**. It starts with consideration of gender equality in relationships – broadly in society and then in more personal relationships. Then we will look at what the law says about gender equality and sex discrimination. Then young people will have the chance to think about what gender equality might mean in school and, as they prepare for life after school, in the workplace. We are looking at gender equality because we want young people to understand their rights, and also to think about how they can help bring about equality in different parts of their lives too.

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

- Equality and the law
- School and the workplace