



Title: Equality, Feminism and Sexual Harassment
Part 1: Equality and Feminism

Level: THIRD/FOURTH

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.

We can also identify these additional CfE Experiences and Outcomes as being relevant to these activities; they sit within **Mental, Emotional, Social and Physical Wellbeing** group within Health and Wellbeing. As the responsibility of all they do not have associated Benchmarks.

- As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others. HWB 4-09a
- I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all. HWB 4-10a

Learning intentions

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

Success criteria

- I can talk about what gender/sex-based 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
- The activity plan suggests that it would be interesting to tap into something happening currently on social media that explores or promotes sex equality or feminism. The teacher/educator and young people could think of this in advance.

Activity

1. Explain that in this session young people will be talking about men and women and equality.
2. **Men can.../Women can....** To start, ask young people to work with a partner. 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. Try to set up equal numbers doing each. After some time in a pair, join pairs up for some comparison. Bring everyone back together and explore: Similarities? Differences? Why so? Is a person's sex (always) restricting? Or is a person's sex (ever) liberating?
3. **Question time:** Use the slides to work through the questions. Use discussion as it works with your class/group – small group, full group, you could get responses with a show of hands (YES/NO) or moving to points in the room (spectrum of responses) - and seek 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?
4. Use the next 2 slides/text: **What is equality?** Read together, check understanding, any thoughts or questions? This should be an idea/concept young people have explored before – do young people think their views on what equality means have changed as they mature?
 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. **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.
7. **Question time/Part 2:** Use the slides to prompt discussion, either in small groups or the larger group. For the last question ask young people to have a conversation in a group/with a partner and discuss ideas.
- 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 world in which women and men are equal?
8. 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. Have young people explore the site on phones or tablets. Seek some first reactions to the idea.
9. **Tap into something happening currently on social media** that promotes sex equality and/or feminism – share something you have identified or ask young people (in advance?) if they know of any current issues, actions, campaigns or movements that they can report on and will help explore some of the issues raised today.
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*.
- 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 2018 <http://www.ywscotland.org/wp-content/uploads/2019/05/SYWS18.pdf>
- The Status of Young Women in Scotland 2016: <http://www.ywscotland.org/wp-content/uploads/2017/02/SYWS-2016.pdf>
- Girlguiding Girls Attitude Surveys are published here: <https://www.girlguiding.org.uk/girls-making-change/girls-attitudes-survey/>

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 equality, feminism and sexual harassment. 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 2018 <http://www.ywcascotland.org/wp-content/uploads/2019/05/SYWS18.pdf>
- Girlguiding Girls Attitude Surveys are published here: <https://www.girlguiding.org.uk/girls-making-change/girls-attitudes-survey/>

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

- Sexual Harassment

Practitioner Notes