**What does Girls’ Empowerment Mean?**

**What can we do about it?**

 **(Secondary)**

**Aims of these Activities:**

These activities should be run after the initial Assembly on Empowering Girls. They aim to:

* Support children in understanding the theme more deeply, to think critically and to be able to discuss matters for themselves
* Introduce options for taking further action on the theme, including creative activities and taking part in campaigns in school, the local community and beyond.

*\*Many thanks to Oxfam for their kind permission to reproduce some of their resources for International Women’s Day (*[*https://www.oxfam.org.uk/education/resources/international-womens-day*](https://www.oxfam.org.uk/education/resources/international-womens-day)*)*

1. **Introductory Activity:**

**Equibingo:**

Aim: To discuss pupils’ understanding and ideas about the status of men and women in their own country and globally, questioning to what extent gender equality is a reality.

This activity works best if pupils have enough room to move around.

* Give each pupil a copy of Sheet 1 (Equibingo). Explain that the aim of the activity is for them to talk to one another and fill in the answers to the questions on the sheet as quickly as they can, putting the name of a different pupil in each box. The person who fills in each box in the shortest time is the winner. *(Note that the answers to questions 10, 11 a 12 are: 1918, SDG5 and 8th March).*
* Equibingo should take around 10 minutes. If nobody has answered all the questions within that time, the ‘winner’ is the person with the most correct answers.
* Discuss the themes arising from the activity with the group. Is life equal for men and women in their opinion – in their community, in the UK and

globally? You could make the point that historically men and women haven’t been equal (e.g. the right to vote and to own property), and that inequalities persist today. Were some questions more difficult than others? It’s easier, for instance, for most people to think of a man who’s a famous sportsperson, rather than a woman. If learners offer prejudiced and stereotypical views, encourage others to challenge these and explore what evidence these ideas and assumptions are based on.

2. The Line of Inequality: (Sheet 2)

Aim: to consider what factors (such as gender) affect people’s opportunities in life and the varying power and influence that different people have.

* Explain that learners are going to play a game to investigate what factors affect the life opportunities, power and influence that someone has. You might like to briefly discuss learners’ initial thoughts and ideas. What do we need to be considered doing well in life? What factors might affect the life opportunities that someone has? Why do some people have more power and influence in their communities than others?
* Ask learners to line up at one end of the room and give each learner one of the Role play cards (Sheet 2). Alternatively, organise learners into pairs or groups of three and give each pair or group one of the role play cards.
* Explain that the role play cards represent fictional people living in different countries around the world. Ask learners to spend a few minutes imagining the daily life of the person whose role they are playing and to think of a name for their character.
* Read out the list of statements below and ask those learners whose character agrees with the statement to take a step forward. If working in groups, give learners time to discuss and decide whether they would agree with the statement. Encourage those learners who are unsure how to answer to ask you for advice.
* Eventually learners will be spaced out across the room according to how many steps they have taken forward.

## Power Statements

1. You receive or received a primary school education.
2. You can afford to meet your basic needs.
3. You are never short of food.
4. You can afford to see a doctor and buy medicine when you have health problems.
5. You have the power to influence people in your community.
6. You have people who care about you and protect you.
7. You have enough money to save some for later.
8. You have enough spare time and money to enjoy leisure activities with friends.
9. You are satisfied with your life.
10. You live in a sturdy house safe from bad weather.
11. You can afford to go on a foreign holiday at least once a year.
* Once you have read out all the statements, ask learners to stay where they are and introduce their character to the rest of the class. Encourage the learners to give reasons for their decisions about how many steps they took.
* You can follow up this activity with some further discussion. What were the main reasons for inequality? To what extent was gender a factor in the life chances which each character had? What can we do to reduce inequality – locally, nationally and globally?

## 3. Breaking down the Bricks:

Aim: to identify and discuss examples of gender inequality in learners’ own school and community, before thinking critically about what action could be taken to overcome these barriers.

* Ask learners to suggest ways in which life and opportunities for girls and boys are unequal in their school (or community). For example, this might relate to access to certain sports, the proportions of males and females taking certain GCSE subjects, or more direct examples of prejudice or discrimination through the use of social media. You might like to allow time for learners to first discuss their ideas in pairs or small groups before sharing and recording their ideas in a whole- group discussion.
* Organise learners into small groups and give each group a large piece of paper. Ask them to draw a brick wall on their paper. They should then label each brick with one of the examples of gender inequality identified.
* Learners should then make paper hammers to knock down these bricks. A template is provided on Sheet 3. On each hammer, they should write an action that could be taken to overcome this issue and make life fairer.
* As a follow-up activity, learners could be supported to choose, plan and carry out some of the suggested actions below to promote gender equality in their school (or community).

4. The world of advertising:

Ask learners to look at adverts (in magazines, on the TV, on the internet, on billboards ……) for products for men / women – e.g. shampoo, perfume / deodorant, shoes, clothes, cars …………

Ask them to analyse the adverts according to:

* Their appearance (how do they look?)
* The atmosphere that’s invoked (how do they ‘feel’? What comes to mind when looking at them / hearing them?)
* The language used (what sort of nouns / adjectives? What associations do these words have?)

As a class – share the results of your research. What is similar and what is different about the adverts that are aims at men / women? What does this tell us about the ideas / prejudices of our society? What can we do to challenge these stereotypes?

5.Case Studies:

There are two case studies which are suitable for secondary pupils – one which looks at hygiene and sexual health for girls in Uganda; and one which deals with the issue of FGM (Female Genital Mutilation).

*\*Note that these are both sensitive issues. Further activities are suggested within the secondary case studies. The case studies in the primary pack can also be adapted for secondary learners.*

You can use these case studies to understand the problems which face girls in more depth, but also as a source of inspiration by considering what girls themselves have done to campaign for change – sometimes at their own personal risk.

**6. What can we do? Taking action!**

An important aspect of the Message of Peace and Goodwill this year is the aim to encourage as many young people as possible in Wales and beyond to express themselves creatively on the theme of Empowering Girls in the period leading up to 18th May – also to encourage young people to take action and to share what they have done.

Some ideas are suggested below.

1. **Look at the case studies which accompany this pack. What issue is of concern to you?**
	* *Plan a campaign with your friends, using the ideas at the end of the case studies.*
	* *Be creative: you can create an exhibition in your school or local library; write poems, stories or songs; express yourself through artwork …..*
	* *Contact people you think can help you to make a change – e.g. politicians, celebrities ….. to support you in your campaign!*
2. **Choose a girl / woman who is an important role model for you. It can be someone contemporary or a historical figure – e.g. Malala Yousafzai, Greta Thunberg, Rosa Parks, Tanni Grey Thompson….. Remember that it can be someone close to home. (See ‘100+ Welsh Women here:** [**http://www.100welshwomen.wales/**](http://www.100welshwomen.wales/)**)**
	* *With your friends, put an exhibition together or create a project about women who have achieved amazing things and changed the world!*
	* *Your exhibition / project can include creative writing (poems / articles / blogs, stories ……); art (pictures / sculptures / photos); creating digital presentations or films*
	* *Invite people to come and see your work – e.g. local councillors / governors/ politicians / celebrities….*
3. **Invite a prominent woman to your school to give a talk or make a presentation – e.g. someone from the world of sport / drama / politics (See ‘100+ Welsh Women here:** [**http://www.100welshwomen.wales/**](http://www.100welshwomen.wales/)**)**
	* *Organise a whole-school assembly*
	* *Prepare questions for an interview, in order to discover more about her experiences and the challenges she has overcome*
	* *Share your interview with a wider audience (with permission) through blogs or social media*
4. **For International Women’s Day (8th March):**
* *Encourage as many people in your school to make a pledge to empower girls, using the WEN Wales Pledge Card .*
* *Hold an event on 8th March – e.g. a speaker, a café, a book fayre, a discussion group, a film ….*
* *Invite members of your community to your event and ask them to support your campaign!*
1. **On 18th May (the day on which the Message of Peace and Goodwill will be broadcast):**
	* *Hold a special Assembly in your school to share the Message*
	* *Respond to the Message through email and on social media*
	* *Share the Message with friends in Wales and abroad, and encourage them to create and share responses to the Message.*

**Use the hashtag: #Heddwch2020**

**Whatever you do, remember to share it with the Urdd. You can do this by using** @Urdd / @Urddgobaithcymru

**Other Hashtags to use:**

**#WelshHeroine #100WelshWomen**

**#IWD2020**

**#HeforShe**

**For other ideas go to:**

* International Women’s Day website: <https://www.internationalwomensday.com/School-Resources>
* Women’s Equality Network Wales (WENWales) website: <https://wenwales.org.uk>
* HeforShe Action Kit (UN Women) : <https://www.heforshe.org/sites/default/files/2018-09/HeForShe_Action_Kit_Individuals.pdf>

**Sources:**

Oxfam: International Women’s Day – activity ideas: <https://www.oxfam.org.uk/education/resources/international-womens-day>

International Women’s Day resources: <https://www.internationalwomensday.com/School-Resources>

WENWales Activity Pack: <https://www.internationalwomensday.com/School-Resources>

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