**Message of Peace and Goodwill 2020**

**An Assembly for Secondary School Pupils (KA3 - 4)**

**NOTES FOR TEACHERS**

**The message this year:**

The theme of the Message of Peace and Goodwill 2020 is Empowering Girls.

Why is this an important theme? Empowering girls is key to creating inclusive, open and prosperous societies. Ensuring education for girls, for example, has important repercussions for family health, and is an important factor when growing a country's economy. However, gender disparity exists in many countries across the globe, including the United Kingdom. In the world's 10 poorest countries, 9 out of 10 girls have not completed school. Only a minority of local leaders in Wales are women. There's a long way to go.

Empowering girls is also a strong element of the sustainable development goals that 193 countries of the world are committed to achieving by 2030 in order to create a better and more sustainable world. Gender equality is important in terms of aiming to overcome problems such as poverty and famine and promoting health, education and economic growth.

**Objectives:**

This assembly can be used to introduce the theme of the Message of Peace and Goodwill 2020 to the whole school, and to form the basis for further activities on the theme of empowering girls.

More specifically, the assembly aims to:

* Raise awareness of gender inequality – globally and also in Wales
* Discuss the side effects of this inequality.
* Give the children/young people an opportunity to consider what they can do about the problem – as part of preparing for and responding to the Message

*\* Please note that this service is part of an educational pack, which includes activities and ideas for a lesson, half a day or for an extended project.*

**To prepare:**

You will need:

* A copy of the PowerPoint which coincides with this service
* A number of coloured sticky dots that you can give to around 20% of the children as they enter the Hall; some with one spot and a few with two

**The Assembly:**

Before the service starts, prepare strips with a coloured sticky dots for around 20% of the pupils. Hand these out randomly to the children as they enter the hall.

1. **Slide 2**: **Introducing the subject – Inequality**

Ask: What does the word 'equality’ mean? Invite answers from the pupils. It means having the same opportunities and resources – e.g. access to nutritious food, health, care and education – whoever you are.

Now, ask who has received a sticky dot when entering the service. Imagine that these people are entitled to go in first for dinner today – or even every day. How does this make the rest of the pupils feel? Is it fair?

This is a small example, but inequality badly affects the lives of individuals and societies, and causes feelings of unfairness and injustice.

1. **Slide 3: Equality in Women: True or False?**

Introduce the statements on the slide, one by one, and ask the pupils to quietly consider whether they are true or not? After all the statements have been submitted, ask: in your opinion, how many of these are true? (0, 1, 2, 3, 4, 5 – all? Ask the pupils to raise a hand for the number they think are true).

Reveal that all the statements are true. Is this surprising? Are some more surprising than others?

1. **Slide 4: Other factors:**

Some other facts. How does this make the pupils feel about the situation – globally – and in Wales too?

You can add that around 35% of girls around the world have been victims of discrimination or sex-based violence during their lives. (United Nations Statistic)

1. **Slide 5: Why is this important?**

Ask the pupils for their opinion before revealing the reasons on the slide – then reveal the evidence. Are there other factors to consider?

1. **Slide 6: Sustainable Development Goals:**

Introduce the Sustainable Development Goals (SDGs). What are these? They’re a set of global development goals that 193 countries agreed to adhere to in 2015, in order to create a better and more sustainable world. Countries have agreed to try to reach the 17 goals by 2030.

Which goal relates directly to equality (5)? What other goals would be easier to reach if there were greater equality between boys and girls? (The most prominent are goals 1, 2, 3, 4, 8 and 10).

1. **Slide 7: So, why is equality important?**

This slide shows a few examples of women – from Wales and beyond - who have achieved extraordinary things because they have had opportunities to do this (or sometimes, despite the fact that they haven't had those opportunities!) Do the pupils know who some of them are?

The answers are:

a. Malala Yousafzai – a campaigner for girl’s rights, particularly the right to an education

b. Tanni Grey-Thompson – para-olympian, TV presenter and a member of the House of Lords

c. Beti Campbell – Wales’ first black headmistress

d. Betsi Cadwaladr – born near Bala in 1789. She worked as a nurse alongside Florence Nightingale in the Crimea – also on board ships (Betsi Cadwaladr University Health Board has been named after her today)

e. Hayley Gomez, a teacher at Cardiff University – an international expert on astrophysics

f. Kirsty Williams – politician; Welsh Government Education Secretary

g. Greta Thunberg – young campaigner for the environment

Can they think of other examples?

You can see 100 examples on the WEN Cymru website: <http://www.100menywodcymreig.cymru/>

1. **Slide 8: Message of Peace and Goodwill:**

Explain that we are looking at the theme of Equality for women today, as Empowering Girls is the theme of this year's Message of Peace and Goodwill in Wales.

Here’s a chance to explain a bit about the history of the Message, if necessary.

* The first message was sent by the Rev Gwilym Davies from the Rhymney Valley. He was a pacifist and was prominent in setting up the Welsh League of Nations and UNESCO. He believed in uniting the children of the world. The founder of the Urdd, Sir Ifan ab Owen Edwards, decided to support the campaign in order to eradicate ignorance and prejudices.
* The first Message was sent in 1922 by wireless telegraph. It was a little disappointing, as only a reply was received - from the director of the Eiffel Tower Station!
* However, Reverend Davies persisted, and in 1924, the message was broadcast for the first time on the BBC World Service. Today, it is broadcast in a number of different languages, and is sent all over the world through digital media.
* Having supported the Message since its inception, the Urdd took over the responsibility for creating and publishing the Message of Peace and Goodwill in the 1950s.
* By 1935, 68 countries had responded. Even during the Second World War, the message was broadcast without a break, and following the war, these messages were received by German and Japanese children:
* ***"It's been years since we’ve heard from the children of Wales. Oh, it grew dark! We would like to hear from you once again. "*** Germany, 1946
* **"*We are very happy to know that, after so many years of separation, you have delivered hearty words of friendship and love."*** *Japan, 1948*
1. **Slides 9 and 10: What can we do to empower girls?**

These slides give more suggestions about the ways in which the pupils can act to empower girls. There are some special dates – e.g. International Women's Day on 8 March as well as a campaign by World Vision on 16 May.

1. **Slide 11: How can you be part of the Message of Peace and Goodwill 2020:**

A Message of Peace and Goodwill is sent every year on behalf of the Children of Wales – you! You have an opportunity in the lead up to the publication of the message and on the date, to respond to the topic of ' Empowering Girls', and to share your views and comments with other young people around the world. It's also an opportunity to express your opinion and do practical things for a fairer world for girls and boys!

Tell the pupils that there will be opportunities in the coming months to respond creatively to the message and to act to empower girls in Wales and the world.

If you like, you can finish the service with a period of silence, where the pupils can think of girls in the world who have no access to education, limited nutrition and unequal health care. Encourage the pupils to think about what they would like to do in order to respond to this problem.

Alternatively, you can end the service with a piece of inspirational music.

