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# GENDER EQUALITY MATTERS

A primary school resource to tackle gender stereotyping,  
gender-based bullying and gender-based violence.

By Dr. Seline Keating  
& Dr. Bernie Collins



GENDER  
EQUALITY  
MATTERS



## You are very welcome to this primary school resource to tackle gender stereotyping, gender-based bullying and gender-based violence.

In 2018, Dublin City University (DCU) received funding from the EU to run a project across Europe to promote gender equality. Gender Equality Matters (GEM) aims to raise awareness, build capacity and provide training for children, parents and educators, to promote gender equality through a rights and equality-based approach, to exchange good practices between the partner organisations and to empower the whole school and wider community to challenge attitudes and behaviours that undermine gender equality.

This project is led by Dr. Seline Keating who is assisted by Dr. Bernie Collins and Derek Laffan, the National Anti-Bullying Research and Resource Centre and Sarah Hayes from STEPS, DCU. The project team has a wide range of experience in working in and with schools on SPHE-related initiatives.

### The European partners are in:

**Greece - KMOP is a Social Action and Innovation Centre** with more than 40 years of accumulated experience in supporting disadvantaged groups. Founded in 1977, KMOP is one of the oldest NGOs in Greece. KMOP has various offices in Greece and has representative offices in Kosovo, Macedonia, Moldova, Albania, Serbia and Brussels.

**Italy - Fondazione Mondo Digitale (FMD)** works towards an inclusive knowledge society by blending innovation, education, inclusion and fundamental values. Its mission is to promote social learning, social innovation and e-inclusion with special attention to categories at risk of social exclusion.

**Spain - The University of Murcia Group of Research in Educational Technology (GITE)** specialises in exploring the uses of ICT to learn in formal and informal contexts from a pedagogical point of view.

**Netherlands - The European School Heads Association (ESHA)** is a professional organization for European School Heads. Members of ESHA include national organisations for school heads and deputy school heads within (pre-) primary, secondary and vocational education. Nearly all European countries (both EU and non-EU) are represented within ESHA by one or more organisations.

Using an equality and rights-based approach, the classroom materials have been developed for use in upper primary, are age-appropriate, and are grounded in the SPHE curriculum and school policies such as anti-bullying, wellbeing and child protection. The development of the classroom materials was guided by an Advisory Group with expertise in both the topic and working with primary pupils and post-primary students. The classroom materials were piloted in Irish, Greek, Spanish and Italian schools. Training was provided to teachers, parents and the wider education community. In addition, a Massive Open Online Course (MOOC) was developed which is accessible at [www.genderequalitymatters.eu](http://www.genderequalitymatters.eu)

We hope that you enjoy delivering these lessons to the pupils in your class!

**Dr. Seline Keating, Dr. Bernie Collins**  
**DCU Institute of Education**



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# Table of Contents

<b>Teacher Notes and Guidance</b>	<b>5</b>
<b>Curriculum Mapping</b>	<b>6</b>
<b>Glossary Sheet</b>	<b>7</b>
<b>Gender Equality and GBV Support Services</b>	<b>8</b>
<b>Lesson Overview</b>	<b>9</b>
<b>Lesson 1 - Rights and Equality</b>	
Teacher Notes	10
Lesson Overview	11
Lesson Content	12
Lesson Slides	18
<b>Lesson 2 - Gender Stereotyping</b>	
Teacher Notes	22
Lesson Overview	23
Lesson Content	24
<b>Lesson 3 - Gender Stereotyping and the Media</b>	
Teacher Notes	33
Lesson Overview	34
Lesson Content	35
Lesson Slides	44
<b>Lesson 4 - Gender-based Bullying and GBV</b>	
Teacher Notes	46
Lesson Overview	47
Lesson Content	48
<b>Lesson 5 - Making a Difference</b>	
Teacher Notes	57
Lesson Overview	58
Lesson Content	59
Lesson Slides	74

## Teacher Notes and Guidance

### Layout of the lessons:

These lessons are presented in a step format. Teachers can choose which step they wish to start the work on, depending on what prior work they have undertaken with their pupils.

### Key features of the lessons:

- ▶ **Teacher Notes** which highlight important background information for each lesson
- ▶ **Links to the SPHE Curriculum** and the specific content objectives
- ▶ **List of resources** – most of which are provided in the lessons
- ▶ **Key vocabulary** for each lesson
- ▶ **Introduction, Development and Closure** with steps detailed in each section
- ▶ **Home – School Links** to promote parental/guardian involvement
- ▶ **Extension Activities** if teachers wish to continue discussions on a lesson topic

### Teaching the lessons:

There may be children in the classroom whose rights are being infringed either in their family or social situations. It is important for teachers to let the pupils know that if they have any concerns about their rights that they can chat to teacher afterwards.

Teachers using these lessons will be teaching in various contexts, will have varying experience of working on sensitive issues in the classroom, and will have different levels of comfort in relation to some of the issues in these lessons. Teachers need to be self-aware and allow themselves to make choices within the lessons which fit their particular personal and classroom/school situations.

The role of the teacher in this type of work is generally a neutral/impartial one. However, there are times when the teacher will adopt other roles, such as informing the pupils of official school policies, or playing devil's advocate to generate debate (for example).

# Curriculum Mapping

## Links to the SPHE Curriculum Content Objectives

SPHE Strands and Strand Units	Gender Equality Matters Lessons				
Strand: <b>Myself</b>	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<p><b>Strand Unit: Growing and Changing</b></p> <ul style="list-style-type: none"> <li>▶ discuss the different types of love that exist and explore how love is portrayed and defined in music, films, books, magazines and other media</li> </ul> <p><b>Strand Unit: Safety and Protection</b></p> <ul style="list-style-type: none"> <li>▶ discuss and appreciate the role each individual has in keeping others safe and identify occasions when his/her actions can threaten the safety of others</li> </ul> <p><b>Strand Unit: Making Decisions</b></p> <ul style="list-style-type: none"> <li>▶ explore and learn to examine critically the factors and levels of thought that influence decisions and choices</li> </ul>	▲		▲	▲	
<p><b>Strand: Myself and Others</b></p>					
<p><b>Strand Unit: My Friends and Other People</b></p> <ul style="list-style-type: none"> <li>▶ explore how the opinions, views or expectations of others can influence how people relate to each other, either positively or negatively</li> <li>▶ recognise, discuss and understand bullying and its effects</li> <li>▶ explore and discuss how individuals can deal with being bullied, knowing that others are being bullied and being a bully</li> </ul> <p><b>Strand Unit: Relating to Others</b></p> <ul style="list-style-type: none"> <li>▶ examine the various ways in which language can be used to isolate and discriminate against people</li> <li>▶ begin to appreciate the importance of maintaining a personal stance while also respecting the beliefs, values and opinions of others</li> <li>▶ examine the power of persuasion, how it can be used both positively and negatively, and suggest practical ways and develop practical suggestions for dealing with pressures and influences</li> </ul>	▲	▲	▲	▲	▲
<p><b>Strand: Myself and the Wider World</b></p>					
<p><b>Strand Unit: Developing Citizenship</b></p> <ul style="list-style-type: none"> <li>▶ recognise and explore the positive contributions made to the local community by various organisations, ethnic, social or community groups and individuals</li> <li>▶ explore how inequality might exist in the local community and suggest ways in which this might be addressed</li> <li>▶ identify some local issues of concern and explore possible action that could be taken to address these issues</li> <li>▶ explore how justice and peace can be promoted between people and groups, both nationally and internationally</li> <li>▶ recognise unequal treatment of sexual roles and other issues in literature, advertising, drama, magazines and other media</li> <li>▶ become increasingly critical and discerning in his/her own attitude to advertising and the techniques used to promote products, life-styles and ideas</li> </ul>	▲	▲	▲	▲	▲

The lessons in this resource have links to many curriculum areas such as Language (oral development), and the Arts (drama). In addition to the links to other curriculum areas, the GEM lessons also link with Goodness Me Goodness You (GMGY), the patron’s programme for Community National Schools, and the Learn Together Curriculum in Educate Together National Schools.

## Glossary Sheet

LGBTI+ terminology may be challenging when you have no previous knowledge, and especially when terms may change over time. We have put together a glossary of common words to get you started. Please remember that the best way to determine someone's preferred identity or pronoun is to simply ask them.

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<b>LGBTI+:</b>	Lesbian, gay, bisexual, trans+ and intersex people.
<b>Lesbian:</b>	A woman who is mainly attracted to other women.
<b>Gay:</b>	Someone who is mainly attracted to people of the same gender.
<b>Bisexual:</b>	Someone who is attracted to people of the same gender and also to people of other genders.
<b>Transgender:</b>	People whose gender identity differs from the sex they were given at birth. Trans+ includes non-binary people.
<b>Intersex:</b>	People who are born with variations in their sexual anatomy or their hormonal patterns, variations that are not seen as fitting in with typical male or female bodies.
<b>Sexual Orientation:</b>	Sexual and romantic attraction.
<b>Gender identity:</b>	Our deeply felt internal experience of our own gender.
<b>Heterosexual:</b>	Someone who is attracted to people of a different gender.
<b>LGBTI+ bullying:</b>	Bullying based on prejudice or discrimination towards LGBTI+ people.
<b>Pansexual:</b>	Someone who could be attracted to any person, regardless of their gender.
<b>Gender expression:</b>	How we show our gender through our clothing, hair, behaviour, etc.
<b>Cisgender:</b>	Someone who is not transgender or non-binary.
<b>Non-binary:</b>	People whose gender identity is not exclusively male or female. Some non-binary people use they/them pronouns.

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\*These definitions are taken from [www.belongto.org](http://www.belongto.org) by kind permission.

# Gender Equality and Gender-based Violence (GBV) Support Services

                	<p><b>Action Aid Ireland</b>  <a href="http://www.actionaid.ie">www.actionaid.ie</a>            Tel: 01 8787911</p> <p><b>Men's Aid Ireland</b>  <a href="http://www.mensaid.ie">www.mensaid.ie</a>            Tel: 01 5543811</p> <p><b>Barnardos</b>  <a href="http://www.barnardos.ie">www.barnardos.ie</a>            Tel: 1850 222 300</p> <p><b>Belong To</b>  <a href="http://www.belongto.org">www.belongto.org</a>            Tel: 01 6706223</p> <p><b>CARI Foundation</b>  <a href="http://www.cari.ie">www.cari.ie</a>            Tel: 1890 924567</p> <p><b>Childline</b>  <a href="http://www.childline.ie">www.childline.ie</a>            Tel: 1800 66 66 66</p> <p><b>Children's Rights Alliance</b>  <a href="http://www.childrensrights.ie">www.childrensrights.ie</a>            Tel: 01 662 9400</p> <p><b>Dublin Rape Crisis Centre</b>  <a href="http://www.drcc.ie">www.drcc.ie</a>            Tel: 1800 77 88 88</p> <p><b>Equality Authority</b>  <a href="http://www.equality.ie">www.equality.ie</a>            Tel: 01 8589601</p>	                	<p><b>Inclusion Ireland</b>  <a href="http://www.inclusionireland.ie">www.inclusionireland.ie</a>            Tel: 01 855 9891</p> <p><b>COSC The National Office for the Prevention of Domestic, Sexual and Gender-based Violence</b>  <a href="http://www.cosc.ie">www.cosc.ie</a>            Email: <a href="mailto:cosc@justice.ie">cosc@justice.ie</a></p> <p><b>Irish Human Rights Commission</b>  <a href="http://www.ihrc.ie">www.ihrc.ie</a>            Tel: 1890 245545</p> <p><b>LGBT Helpline</b>  <a href="http://www.lgbt.ie">www.lgbt.ie</a>            Tel: 1890 929 539</p> <p><b>National Anti-Bullying Research And Resource Centre (ABC)</b>  <a href="http://www.antibullyingcentre.ie">www.antibullyingcentre.ie</a>            Tel: 01 8842012</p> <p><b>National Women's Council Of Ireland</b>  <a href="http://www.nwci.ie">www.nwci.ie</a>            Tel: 01 6790 100</p> <p><b>TENI (Transgender Equality Network Ireland)</b>  <a href="http://www.teni.ie">www.teni.ie</a>            Tel: 01 873 3575</p> <p><b>TUSLA</b>  <a href="http://www.tusla.ie/services/domestic-sexual-gender-based-violence/">www.tusla.ie/services/domestic-sexual-gender-based-violence/</a>            Tel: 01 7718500</p> <p><b>Women's Aid</b>  <a href="http://www.womensaid.ie">www.womensaid.ie</a>            Tel: 1800 341900</p>
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# LESSON OVERVIEW

LESSON 4  
GENDER-BASED  
BULLYING AND GBV

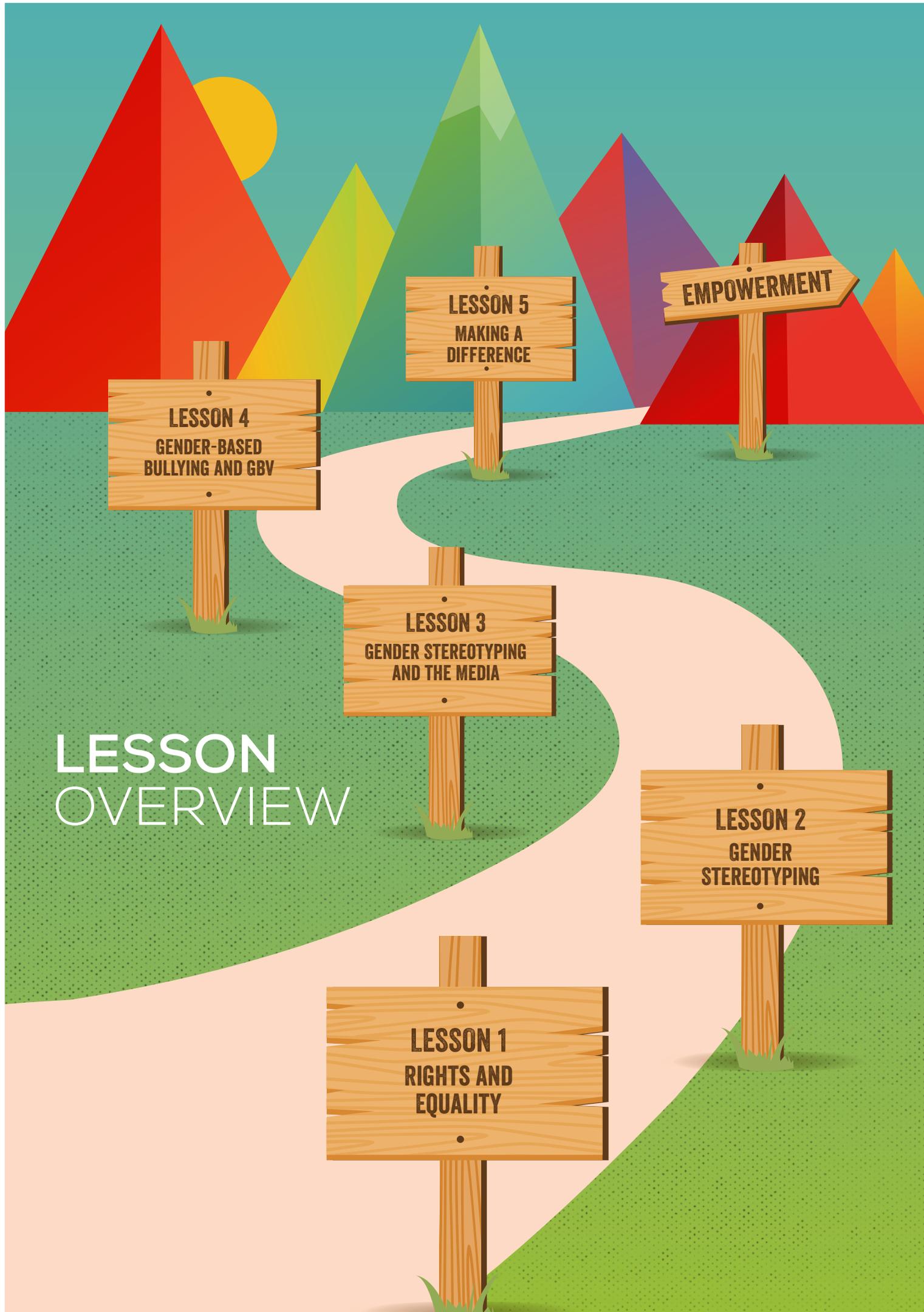
LESSON 5  
MAKING A  
DIFFERENCE

EMPOWERMENT

LESSON 3  
GENDER STEREOTYPING  
AND THE MEDIA

LESSON 2  
GENDER  
STEREOTYPING

LESSON 1  
RIGHTS AND  
EQUALITY



# Lesson 1

## Rights and Equality

### Teacher Notes

#### Rights

Human rights recognise the equal dignity and worth of each person, regardless of our background, where we live, what we look like, what we think or what we believe. Human rights laws aim to prevent violations of human rights. The Irish Human Rights and Equality Commission (IHREC) has a role to protect the human rights set out in the *Irish Constitution*, the *Universal Declaration of Human Rights (UDHR)* and in the many *international treaties and conventions* that Ireland has committed to protect, respect and fulfil.

#### Equality

Equality is based on your human right to participate in your own society. Equality is about ensuring that individuals or groups of individuals are treated equally and no less favourably than other individuals or groups for a broad range of different reasons. These reasons are known as **grounds of discrimination** which include characteristics such as gender, ethnicity, nationality, age, disability, civil status, family status, membership of the Traveller community, sexual orientation or religion.

Equality laws in Ireland aim to prevent discrimination against individuals or groups, and to promote equality of opportunity for individuals and groups. Equality does not always mean treating everyone the same. Different supports may be needed by different individuals and groups to achieve equality [www.ihrec.ie].

#### The United Nations Convention on Human Rights

The United Nations Convention on Human Rights was held almost 70 years ago and the Universal Declaration of Human Rights (UDHR) was agreed on 10th December 1948. Ireland signed up to the Charter of Children's Rights in 1992 and a number of organisations monitor progress in this area (e.g. Children's Rights Alliance).

#### Specific learning objectives:

- ▶ examine the various ways in which language can be used to isolate and discriminate against people
- ▶ explore how inequality might exist in the local community and suggest ways in which this might be addressed
- ▶ explore how justice and peace can be promoted between people and groups, both nationally and internationally

#### Lesson vocabulary:

Rights; equality; discrimination; harassment; grounds; gender; infringement; sexual orientation.

#### Lesson resources:

- ▶ UN Convention on the Rights of the Child (UNCRC) Poster (OCO e-version)
- ▶ UDHR [Plain Language version]: Handout (also on pp slides)
- ▶ Activity Sheet 1: Scenarios
- ▶ Equality Act (2004) (simplified version)
- ▶ Gender Recognition Act (2015)
- ▶ Convention on the Elimination of all forms of Discriminations Against Women (CEDAW) (1981) ([www.unicef.org/gender/files/CEDAW\\_In\\_Brief\\_For\\_Adolescent-Web\\_Version.pdf](http://www.unicef.org/gender/files/CEDAW_In_Brief_For_Adolescent-Web_Version.pdf))
- ▶ Powerpoint slides
- ▶ Activity Sheet 2: My Learning in Lesson 1
- ▶ Home School Link 1

# LESSON 1

Rights & Equality

STEP 1  
RIGHTS AND  
EQUALITY

STEP 2  
VIDEO-CLIP

STEP 3  
UNCRC POSTER

STEP 4  
UDHR

STEP 5  
SCENARIOS

STEP 6  
MENU OF ACTIVITIES

STEP 7  
REFLECTION

LESSON 2

# INTRODUCTION

## Step 1: Rights and Equality

The teacher writes the words Rights and Equality on the board to stimulate discussion.

### Key Questions

- ▶ Does anyone know what a right is?
- ▶ Have you ever heard of the Universal Declaration of Human Rights?
- ▶ What does universal mean?
- ▶ Does that apply to Ireland then?
- ▶ What about The Charter of Children's Rights – have you heard anything about this before?
- ▶ In what context?

The teacher provides background information to the pupils about the UDHR and the UNCRC (see Teacher Notes box). The OCO poster is displayed to outline the UNCRC, while the url for UDHR (Plain Language Version) is included in slides. Specific rights are highlighted, in particular the right to be treated equally (see slides).

The teacher may also wish to use pictures: [www.amnesty.org.uk/we-are-all-born-free-universal-declaration-human-rights-pictures](http://www.amnesty.org.uk/we-are-all-born-free-universal-declaration-human-rights-pictures).

### Key Questions

- ▶ What do you think is the most important right in the UNCRC?
- ▶ Is there anything not there that you think should be there?

The first right in the UDHR is the right to be treated equally (see slide). This is considered so important that we have enacted legislation in Ireland to ensure this right is upheld. The teacher displays the slides to discuss the Equality Act (2004) and the grounds outlined.

### Key Questions

- ▶ Do you agree that equality is an important right? Why/why not?
- ▶ Are you surprised by any of the grounds included?
- ▶ Have you heard of anyone being discriminated against on any of these grounds?

# DEVELOPMENT

## Step 2: Video-clip

The teacher shows the following video-clip [www.youtube.com/watch?v=hLr2GNRnmXM](http://www.youtube.com/watch?v=hLr2GNRnmXM)  
Whole class discussion through use of key questions.

### Key Questions

- ▶ Would you react in the same way as these children?
- ▶ Who took responsibility for a solution?
- ▶ Did you notice anything about how some of the children sorted the balls?
- ▶ Why do you think they did it in that way?

The teacher signals that equality is the main theme in this lesson, and that the two main grounds for equality that will be discussed are in relation to gender and sexual orientation.

## Step 3: UNCRC Poster

The teacher again looks at the UNCRC for a whole class discussion (slides have a link to the poster). The teacher poses the key question:

- ▶ Which rights focus on equality?

**Example: being safe; expressing yourself; having a voice; all different all equal; being treated fairly by the law... (as per poster). Children have these rights whether they are a boy/girl (gender), or whatever their sexual orientation is.**

### Key Questions

- ▶ How do adults keep children safe?
- ▶ Which adults?
- ▶ What about your voice – do you think your opinions are heard? Where?
- ▶ Do you think everyone is treated equally by the law? Why/why not?
- ▶ What about LGBTI+ people?
- ▶ Do you know what those letters stand for? [Note: it's important that the children know what the T stands for as it will be referred to later in this lesson].
- ▶ What law was passed recently in Ireland to enable same sex people to marry? [Marriage Equality Referendum, followed by the Marriage Equality Act 2015].

## Step 4: UDHR [Plain Language Version]

The teacher progresses to the UDHR – these can be displayed using the slides. The teacher asks the pupils:

- ▶ What articles in UDHR speak to equality?

### Step 5: Scenarios

The pupils are divided into pairs. The teacher distributes **Activity Sheet 1 Scenarios** to each pair. The children identify which article/right is being infringed. (Note: teachers can google "wearing a hijab in school" to access some interesting articles on this subject in an Irish context). Whole class discussion.

#### Key Questions

When a right is not upheld we say it is being infringed.

- ▶ In Scenario 1 (2, 3), whose rights are not being upheld? Which right?

The teacher introduces the children to the Gender Recognition Act (2015) (see slide) and asks:

- ▶ Which Article does this address?
- ▶ Will this address issues in Scenario 3? Why/why not?

The teacher also refers to CEDAW (1981) (see slide) and asks:

- ▶ Why do you think this was brought in?
- ▶ Are men/boys also discriminated against? How?

### Step 6: Menu of Activities

These activities are based on the work already done. The teacher chooses one or two, depending on time.

**Activity 1:** walking debate where some statements are read – children are asked to situate themselves on an

agree/disagree line in the classroom (designated by the teacher). Encourage children not to take the middle ground if possible, but to choose a definite stance.

**Examples:** in Ireland everyone is treated equally...; I would know what to do if one of my rights was not upheld...; Girls are treated equally in school activities...; Boys are treated equally in school activities.

Children are asked why they chose to stand in a particular place on the agree/disagree line – this is done on a voluntary basis. At the end of the discussion, children may be asked if they now want to change their position on the line.

**Activity 2:** in groups, pupils are given a right and have to create a news bulletin or freeze-frame about a time when it was infringed. Groups are invited to share their work.

**Activity 3:** the pupils view clips/footage of recent events where children have made a stand for their rights – examples might include girls not being allowed to wear trousers in school; students campaigning for action on climate change outside the Dáil (see **Factsheet 7 on Greta Thunberg in Lesson 5** for some background information on this); Join the Dots campaign (OCO.ie).

**Activity 4:** the pupils develop a slogan/catchphrase/chant around one right which they could put on a banner/poster as if they were preparing a campaign.

## CLOSURE

### Step 7: Reflection

The pupils complete a short reflective exercise about what they have learned in this lesson and some questions they still have. This handout is on the front of the parent letter which children will bring home (see **Home School Link 1** below).

The teacher signposts the next lesson on stereotyping as an example of when someone might not be treated equally/have their rights infringed.

#### Extension Activities:

- ▶ BeLong To (belongto.org) have a number of video clips made with Irish students which deal with some of the issues raised in this lesson in relation to LGBTI: Stand Up! Don't Stand for Homophobic Bullying; Stand Up for Jen. Find them at: <https://www.youtube.com/user/BeLongToYouthService>.
- ▶ The following video clip is a song about diversity: [www.youtube.com/watch?v=nJ1QEE\\_RXP8](https://www.youtube.com/watch?v=nJ1QEE_RXP8)
- ▶ This clip is Irish children in 5th/6th class talking about gender equality: [www.youtube.com/watch?v=uD6NrXwnTXs](https://www.youtube.com/watch?v=uD6NrXwnTXs)

- ▶ The Ombudsman for Children's office have an online survey each month to get children's views on issues that affect their lives. Children can fill in the survey anonymously and it gives them an opportunity to see how they can contribute to making things better. See [www.oco.ie/childrens-rights/have-your-say/](http://www.oco.ie/childrens-rights/have-your-say/) for the current survey at any time.

#### Home School Link:

The pupils will have **Home School Link 1** outlining the lesson themes throughout the programme (on the back of the worksheet they have filled in in **Step 6**). The specific Home Link activity is outlined in the letter: *in relation to L1 ask your child about what they have learned and questions they might still have*. Parents are encouraged to think of a right that is really important in their family, and any questions they might also have which can be noted on the sheet. Children can be asked to write these on slips of paper (so they are anonymous) and some time may be allocated to discussing them at the beginning of the next lesson.

# Lesson 1 Rights and Equality

## UDHR (Plain Language Version)

### Sample of relevant Articles

- Article 1:** When children are born, they are free and each should be treated in the same way. They have reason and conscience and should act towards one another in a friendly manner.
- Article 2:** Everyone can claim the following rights, despite: - a different sex; - a different skin colour; - speaking in a different language; - thinking different things; - believing in another religion; - owning more or less; - being born in another social group; - coming from another country. It also makes no difference whether the country you live in is independent or not.
- Article 3:** You have the right to live, and to live in freedom and safety.
- Article 5:** Nobody has the right to torture you.
- Article 6:** You should be legally protected in the same way everywhere, and like everyone else.
- Article 29:** 1. You have duties towards the community within which your personality can fully develop. The law should guarantee human rights. It should allow everyone to respect others and to be respected.

# Lesson 1 Rights and Equality

## Activity Sheet 1 - Scenarios

**Scenario 1:**

Jamon was in the school yard when some of the older boys came over and started taunting him and pushing him around. One of the boys recorded it on his phone and sent it to his group of friends...

**Scenario 2:**

Abeer is Muslim and wears a hijab all the time. One day in school a teacher says that some schools are banning wearing a hijab...

**Scenario 3:**

Chloe's older brother Séan has been thinking about his gender for a long time and has now asked his family to use the female pronoun (she) and to use Shauna instead of his birth name. His school and part-time employer are slow to make the changes asked for...

# Lesson 1 Rights and Equality

## Activity Sheet 2 - My Learning in Lesson 1

In Lesson 1 we talked about rights for everyone (UDHR and UNCRC), equality legislation and gender discrimination.

What I have learned...

Other viewpoints I found interesting...

Some questions I still have...

Please show your parents the letter at the back of this page. Talk to them about what you have learned and ask them what rights they think are really important in your family. Make a note of them in the boxes below.

A really important right (or rights) in our family is (are)...

If your parents have any questions that they would like to ask, write them below:

# Home School Link 1



**Dear Parent(s)/Guardian(s),**

Your child is taking part in a short series of lessons on gender equality and the prevention of bullying/violence based on gender. The following is an outline of the lessons that will be undertaken.

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### **Gender Equality Matters Lesson Overview**

- Lesson 1** Rights and Equality
  - Lesson 2** Gender Stereotyping
  - Lesson 3** Gender Stereotyping and the Media
  - Lesson 4** Gender-based Bullying and GBV
  - Lesson 5** Making a Difference
- 

After each lesson, the children will be encouraged to bring something home to share and discuss with you to enhance your child's learning. For Lesson 1, there is a worksheet at the back of this letter on which your child has summarised their learning and generated some thoughts and questions. Please take time to discuss this worksheet with your child and, if you are happy to do so, insert a really important right for your family, and any questions you may have in relation to the lesson theme. The questions will be used anonymously to generate further discussion in the classroom on gender issues.

Thank you for your cooperation,

**Yours sincerely,**

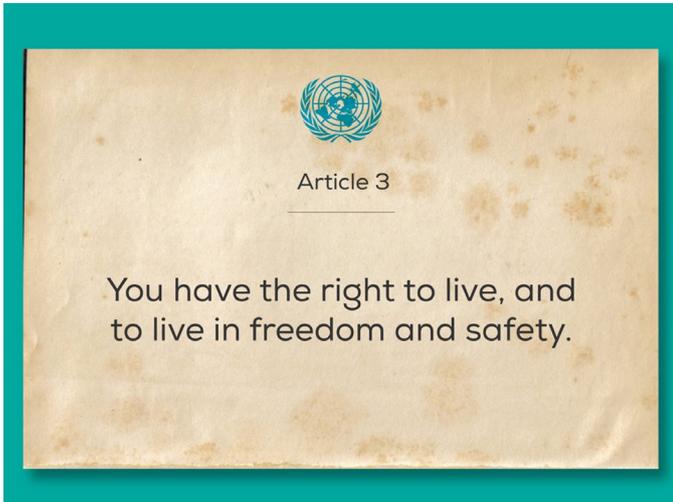
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(Class teacher)





# Lesson 1 Slides



The slide features a teal border and a background of aged, yellowed paper. At the top center is the United Nations logo. Below it, the text "Article 3" is centered and underlined. The main text reads: "You have the right to live, and to live in freedom and safety."

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The slide features a green border and a background of aged, yellowed paper. At the top center is the United Nations logo. Below it, the text "Article 5" is centered and underlined. The main text reads: "Nobody has the right to torture you"

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The slide features a light green border and a background of aged, yellowed paper. At the top center is the United Nations logo. Below it, the text "Article 6" is centered and underlined. The main text reads: "You should be legally protected in the same way everywhere, and like everyone else."

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# Lesson 2

## Gender Stereotyping

### Teacher Notes

Teachers may hear issues from school life in relation to stereotyping from children. Ideally, there should be a forum for these issues to be debated in the classroom in a way that is respectful of all staff and pupils in the school.

**Step 6** in this lesson invites children to share reflections on times when they had a lightbulb moment about stereotypes – the teacher needs to decide if it is appropriate for the children to share their insights, depending on the classroom dynamic.

**A stereotype** is an oversimplified and unfair belief that a group of people have particular characteristics or that all members of a group are same.

**Gender stereotypes** are ideas formed whereby boys and girls are supposed to have certain characteristics and roles which are only determined and limited by their gender.

**Sexuality stereotypes** are ideas formed whereby boys and girls are supposed to have certain characteristics and roles which are only determined and limited by their sexual orientation.

### Specific learning objectives:

- ▶ explore how the opinions, views or expectations of others can influence how people relate to each other, either positively or negatively
- ▶ examine the power of persuasion, how it can be used both positively and negatively, and suggest practical ways and develop practical suggestions for dealing with pressures and influences
- ▶ recognise unequal treatment of sexual roles and other issues in literature, advertising, drama, magazines and other media
- ▶ become increasingly critical and discerning in his/her own attitude to advertising and the techniques used to promote products, life-styles and ideas

### Lesson vocabulary:

Stereotype; gender norm; stereotype

### Lesson resources:

- ▶ Activity Sheet 1: "Inside" the Box
- ▶ Activity Sheet 2: "Outside" the Box
- ▶ Colours (crayons; markers; pencils)
- ▶ Activity Sheet 3: Jobs
- ▶ Video-clip <https://www.youtube.com/watch?v=G3Aweo-74kY>
- ▶ Activity Sheet 4: My Gender Lightbulb Moment
- ▶ Home-School Link 2

# LESSON 2

## Gender Stereotyping

STEP 1  
STEREOTYPE  
MIND MAP

STEP 2  
"INSIDE" THE BOX

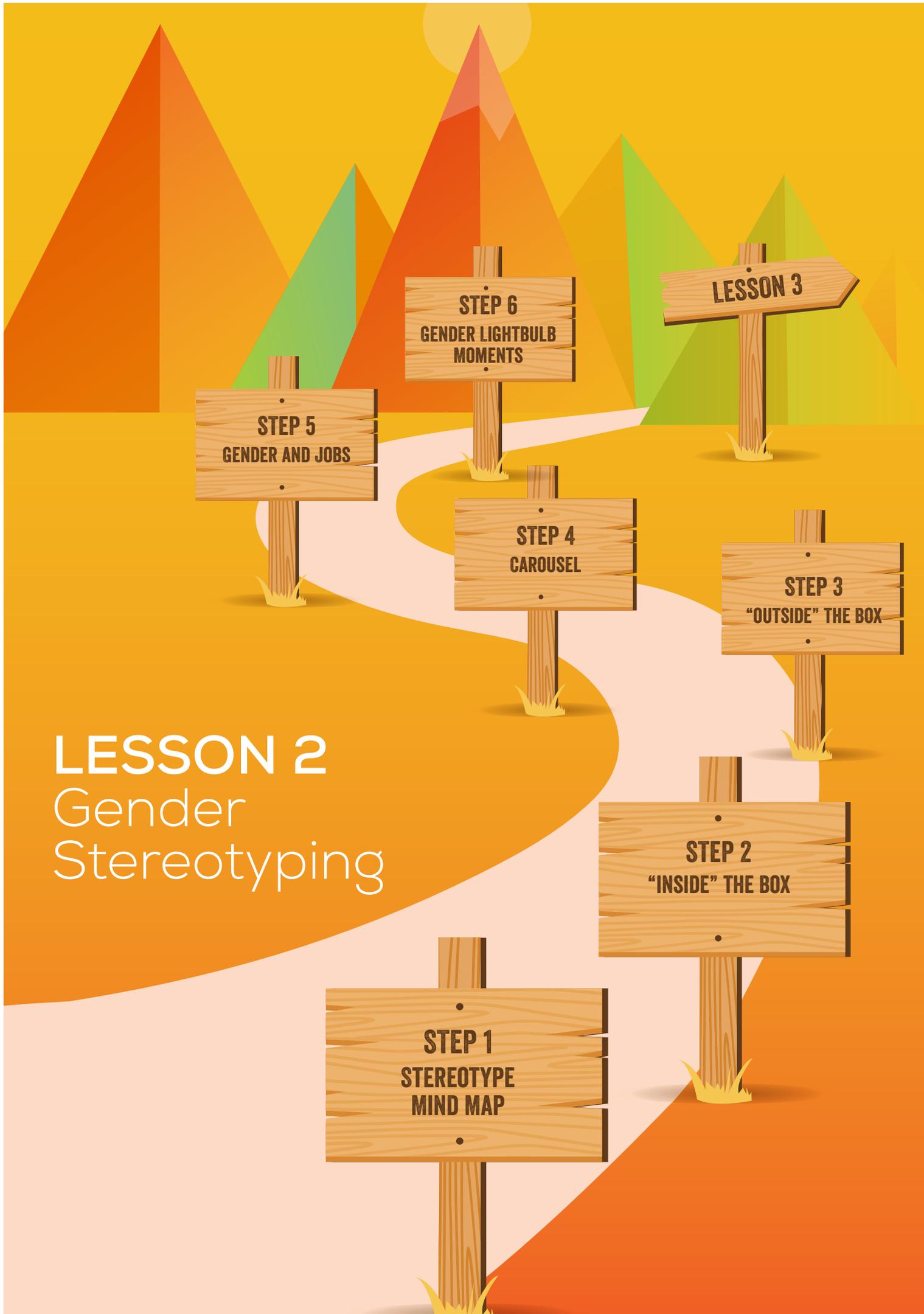
STEP 3  
"OUTSIDE" THE BOX

STEP 4  
CAROUSEL

STEP 5  
GENDER AND JOBS

STEP 6  
GENDER LIGHTBULB  
MOMENTS

LESSON 3



# INTRODUCTION

## Step 1: Stereotype Mind-map Discussion

The teacher writes the word Stereotype on the board to elicit pupil's own understanding of the word. A mind-map is created by the teacher to represent responses and the types of stereotyping named by the pupils.

The teacher clarifies that a stereotype is an oversimplified and unfair belief that a group of people have particular characteristics or that all members of a group are same.

If not mentioned by the pupils, the teacher writes the words *Gender Stereotype* and *Sexuality Stereotype* on the board and elicits from the pupils what a gender and sexuality stereotype is.

**Gender stereotypes are ideas formed whereby boys and girls are supposed to have certain characteristics and roles which are only determined and limited by their gender. Sexuality stereotypes are ideas formed whereby boys and girls are supposed to have certain characteristics and roles which are only determined and limited by their sexual orientation.**

### Key Questions

- ▶ Can you think of an example of a stereotype?
- ▶ What are the messages that are typical when stereotyping?

# DEVELOPMENT

## Step 2: Labelling: Thinking "inside" the Box

The pupils are divided into small groups (3-4 children). Each group is given **Activity Sheet 1 "inside" the Box** (photocopied as A3). Half of the classroom groups receive a box labelled Girl while the other half receive a box labelled Boy. The teacher asks the pupils to think of as many gender stereotypes as possible and to write/draw these inside the box image.

### Key Questions

- ▶ Can you think of any stereotypes in relation to the ways girls might behave?
- ▶ Can you think of any stereotypes in relation to the ways boys might behave?
- ▶ Can you think of any stereotypes about what girls might like and dislike?
- ▶ Can you think of any stereotypes about what boys might like and dislike?
- ▶ Can you think of any stereotypes about how girls might look, think and feel?
- ▶ Can you think of any stereotypes about how boys might look, think and feel?

## Step 3: Labelling: Thinking "outside" the Box

After the pupils have had sufficient time to work on filling in the inside of the box, the teacher explains that they are now going to write or draw some ideas outside the box. Each group receives **Activity Sheet 2 "inside" the box** (photocopied A3). The teacher asks the following questions:

- ▶ What might make a girl or boy think/behave outside of the box?
- ▶ Why do you think this is outside of the box?

(Note: Pupils' examples may focus on dress or taste, which is important and valid. However, try to direct their thinking to issues of personality and behaviour expectations as well). The teacher points out that although some people seem to fit into gender norms or stereotypes more than others, almost everyone has behaviour or parts of themselves that are outside the box.

## Step 4: Carousel

When the pupils have recorded their outside the box examples, each group displays their two completed boxes on their desks. The pupils rotate around the classroom viewing each group's boxes. When the pupils return to their groups they choose a different colour marker and add to their boxes ideas they gathered from their peers. Whole class discussion on the similarities and differences that they noted whilst viewing their peers' work.

### Key Questions

- ▶ What are the common elements of the work completed – inside the box?
- ▶ What are the common elements of the work completed – outside the box?
- ▶ What have we learned?
- ▶ What are the advantages/disadvantages of acting inside the box?
- ▶ What are the advantages/disadvantages of acting outside the box?

The teacher asks the pupils about what if you do not fit inside or outside the box for being a boy or a girl? Ask:

- ▶ Is it possible not to fit in either box in relation to our gender?
- ▶ What do you think? Why?

### Step 5: Gender and Jobs

The teacher distributes **Activity Sheet 3 Jobs**. The teacher sets a timer (5 minutes) and the pupils draw the person doing the job in the box. Following this, the pupils stand up and move around the classroom while the teacher plays music, when the music stops the pupils group up with peers close to them (groups of 3) and share their drawings with each other.

#### Key Questions

- ▶ Which jobs depict girls in the role?
- ▶ Which jobs depict boys in the role?
- ▶ What are the similarities and differences between each other's drawings?

The pupils watch the video-clip <https://www.youtube.com/watch?v=G3Aweo-74kY> which highlights the stereotypical views that may exist surrounding occupations.

#### Key Questions

- ▶ What did you notice in the video about male and female occupations?
- ▶ What do you think about that?
- ▶ Is it just young children who think like that?
- ▶ Why do they (and some adults) think like that?
- ▶ Reflect on your activity sheet Jobs: Have you ever thought like that?

## CLOSURE

### Step 6: Gender Lightbulb Moment

The teacher explains that a "gender lightbulb moment" is a time when they became aware of being treated differently because of their gender. An example might be a girl not being allowed or being discouraged to play football, or a boy being told he shouldn't play with dolls. This moment could encompass anything from the toys the pupils were allowed to play with, being aware of different rules for boys and girls, to feeling uncomfortable because of their gender in a certain situation. This may be the first time that the pupils have been asked to reflect on this, so it may be helpful to provide some examples. Creating a safe place for sharing will be important here, as well as reminding pupils that it is about acknowledging and challenging gender stereotypes and not reinforcing them. This activity may also be used as a personal reflection that will not be shared.

#### Extension Activities:

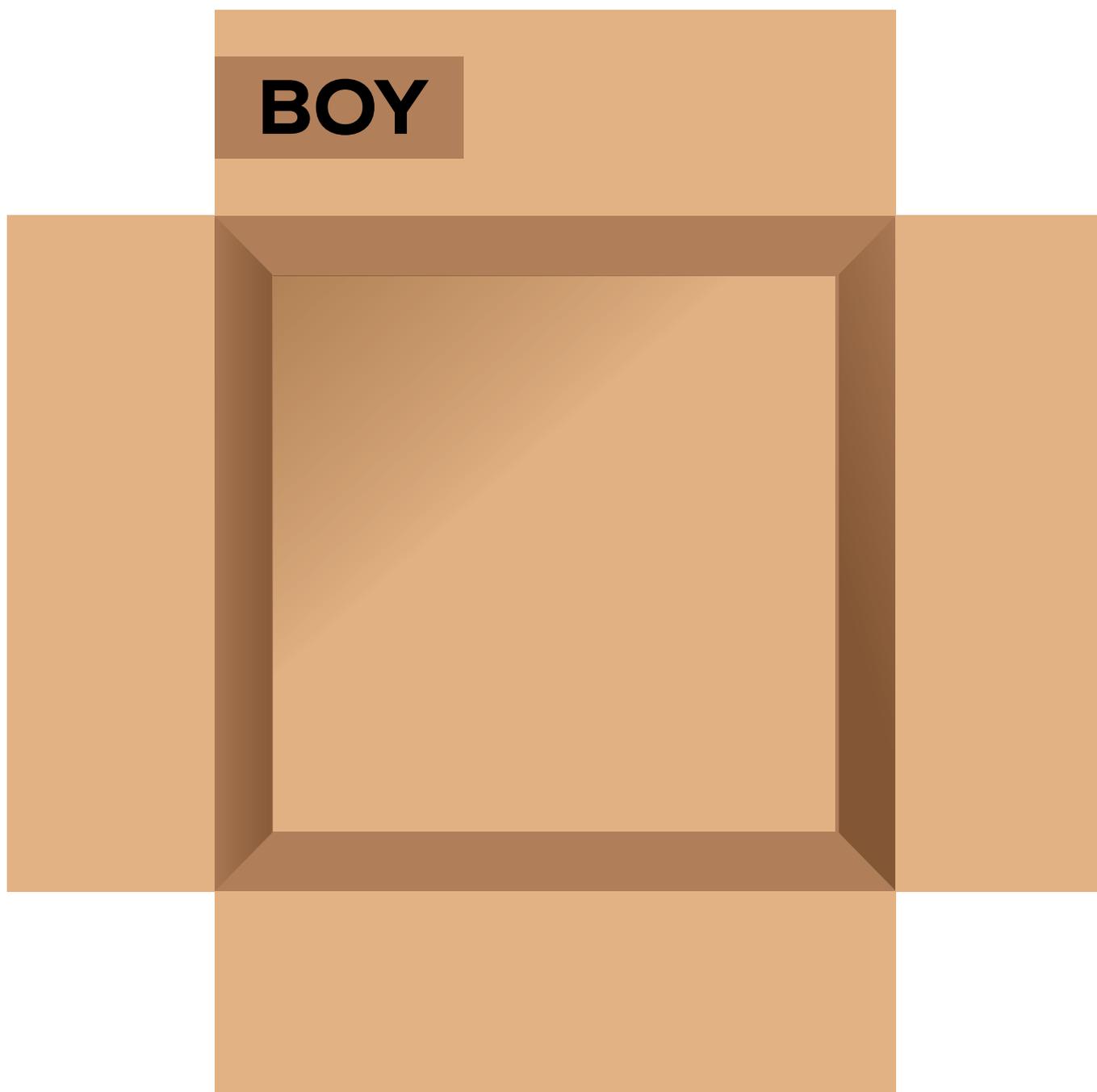
- ▶ Children are encouraged to spot stereotypes in their daily lives e.g. advertising/tv/other media. Each pupil records their stereotypes for a week. These examples are posted on a Stereotypes flipchart using post-its. This activity could also provide some examples for **Lesson 3** which focuses on media.

#### Home School Link:

Pupils share their *Gender Lightbulb Moment* worksheet with parents and initiate a conversation about this. The pupils are provided with key questions to focus the discussion with their parents – see **Home School Link 2**.

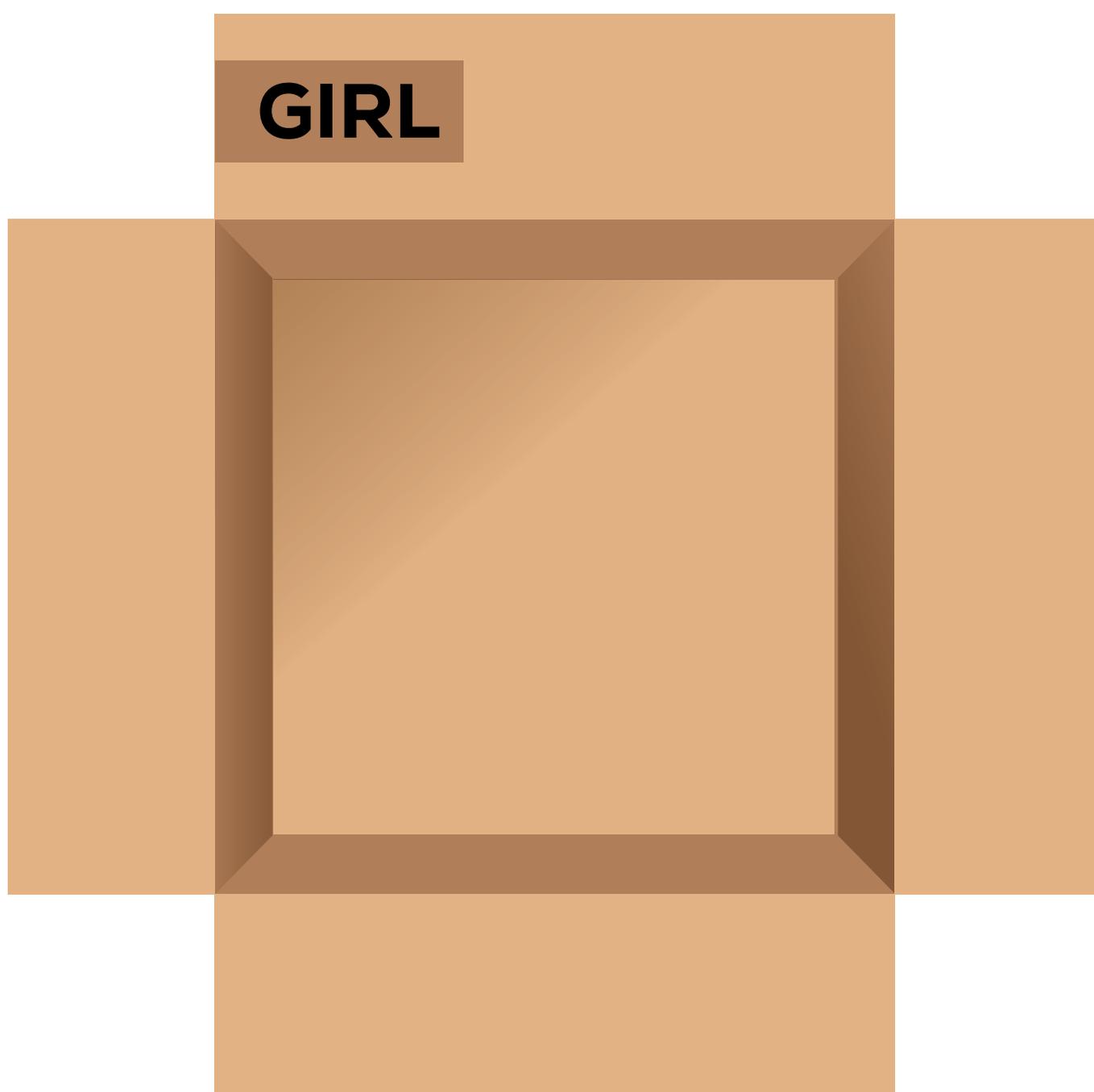
## Lesson 2 Gender Stereotyping

### Activity Sheet 1 - "Inside" the Box



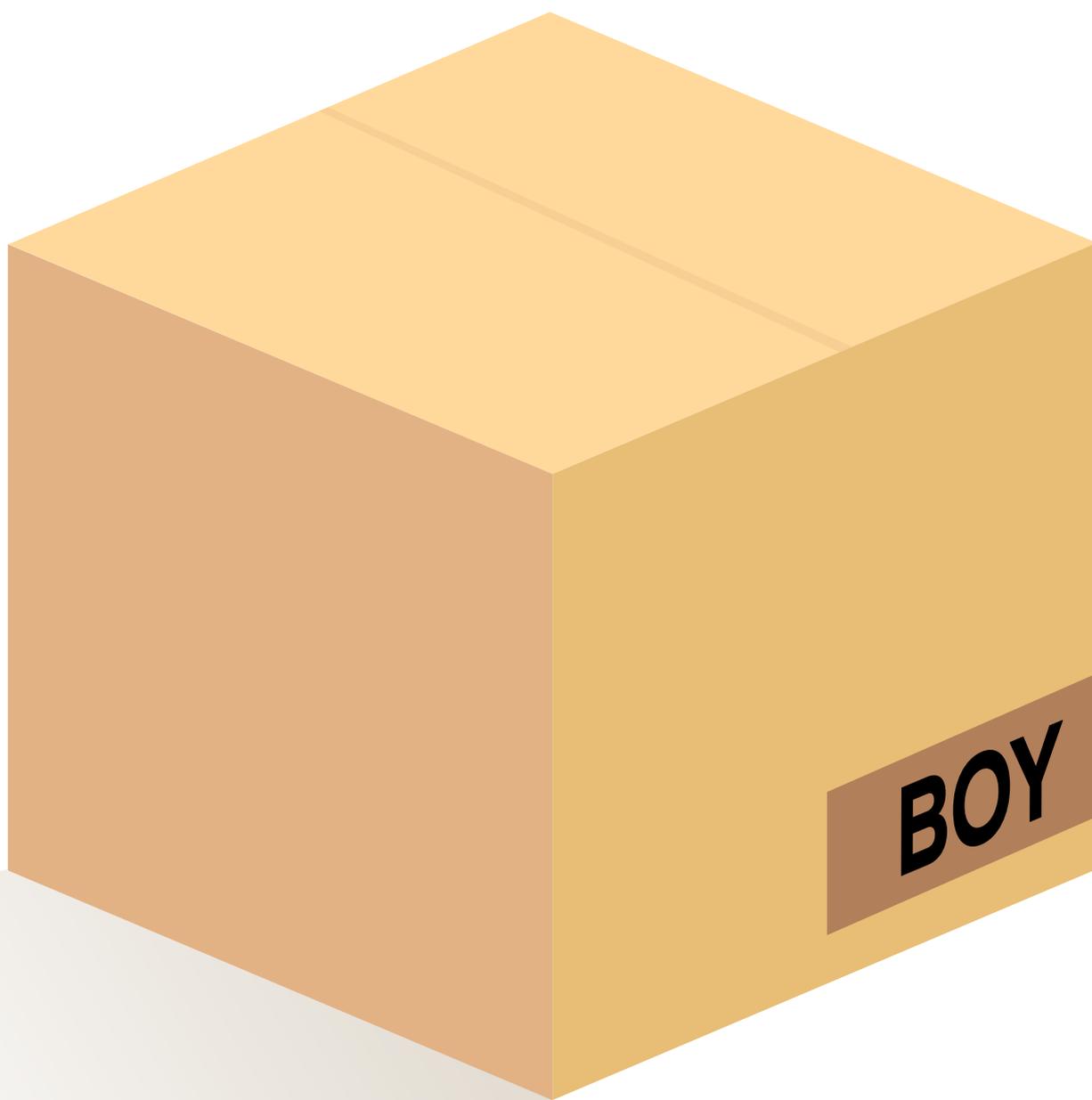
## Lesson 2 Gender Stereotyping

### Activity Sheet 1 - "Inside" the Box



## Lesson 2 Gender Stereotyping

### Activity Sheet 2 - "Outside" the Box



## Lesson 2 Gender Stereotyping

Activity Sheet 2 - "Outside" the Box



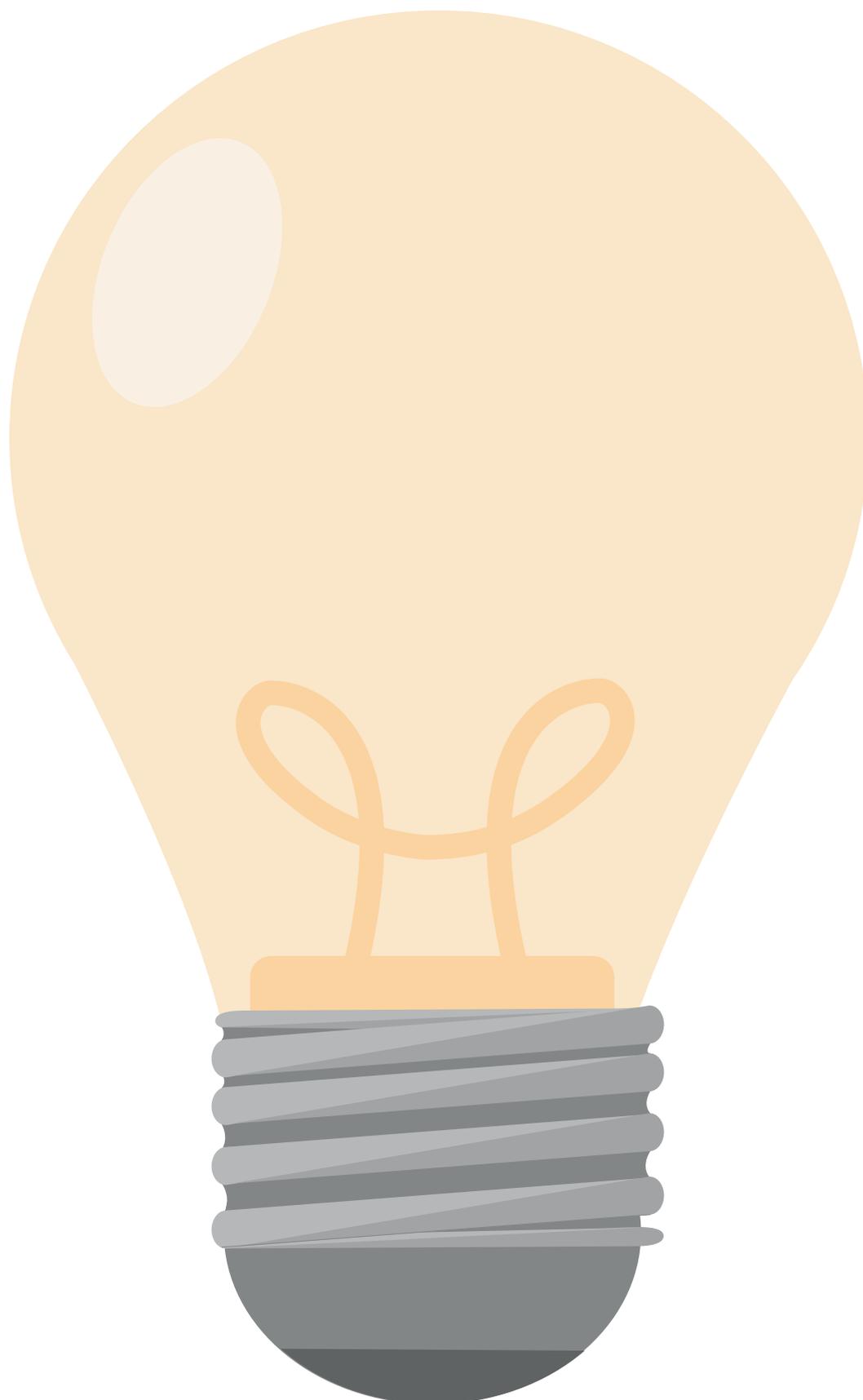
## Lesson 2 Gender Stereotyping

### Activity Sheet 3 - Jobs

BALLERINA	TEACHER	MECHANIC	SCIENTIST
NURSE	DOCTOR	HAIRDRESSER	FOOTBALLER
CARPENTER	GARDA	JUDGE	AUTHOR

## Lesson 2 Gender Stereotyping

### Activity Sheet 4 - My "Gender Lightbulb Moment"



## Home School Link 2



In Lesson 2 the pupils have been discussing stereotypes. The following questions may be explored with them to reinforce their learning.

What, if any, was your experience of stereotyping as a child?

What, if any, is your experience of stereotyping now as an adult?

Have things changed since you were a child? How?

My Reflection...

# Lesson 3

## Gender Stereotyping and the Media

### Teacher Notes

The Home School Link in this lesson requires teachers to pay attention to the anonymity of any feedback from parents around the ideas children have discussed with them after the lesson.

If teachers wish, they can access information on the [www.teni.ie](http://www.teni.ie) website in relation to transgender issues if they arise in this lesson.

### Specific learning objectives:

- ▶ discuss the different types of love that exist and explore how love is portrayed and defined in music, films, books, magazines and other media
- ▶ explore and learn to examine critically the factors and levels of thought that influence decisions and choices
- ▶ explore how the opinions, views or expectations of others can influence how people relate to each other, either positively or negatively
- ▶ examine the various ways in which language can be used to isolate and discriminate against people
- ▶ begin to appreciate the importance of maintaining a personal stance while also respecting the beliefs, values and opinions of others

### Lesson vocabulary:

Stereotyping; stereotypical; influences; media; harmful; helpful

### Lesson resources:

- ▶ Activity Sheet 1: Children's Toys
- ▶ Option 1: Fairytale List
- ▶ Option 2: Excerpt from *The Boy in the Dress* by David Walliams
- ▶ Option 3: Fictional Story: *Girls Just Wanna be – Lads!*
- ▶ Activity Sheet 2: *Effects of Stereotyping*
- ▶ Activity Sheet 3: *My Learning about Stereotyping and the Media*
- ▶ Home School Link 3
- ▶ Red and green colours (crayons; markers; pencils)
- ▶ iPads/Laptops
- ▶ Powerpoint slides

# LESSON 3

## Gender Stereotyping and the Media

STEP 1  
STEREOTYPE  
INFLUENCERS

STEP 2  
MEDIA PORTRAYALS:  
CHILDREN'S TOYS

STEP 3  
MEDIA PORTRAYALS:  
STORIES

STEP 4  
EFFECTS OF  
STEREOTYPING

STEP 5  
REFLECTION

LESSON 4

## INTRODUCTION

### Step 1: Stereotype Influencers

The teacher recaps briefly on Lesson 2 and the “inside” and “outside” the box activity. The teacher asks the pupils the key question:

- ▶ Where do stereotypes come from?

The pupils engage in a Think-Pair-Share discussing the question with a partner, followed by whole class discussion. The teacher records pupils' answers on the board around the question asked. If pupils do not

mention media, add this to the recorded list and discuss with the pupils.

#### Key Questions (available as a slide for the IWB)

- ▶ Where do you think stereotypes come from?
- ▶ Does anyone agree/disagree?
- ▶ In relation to gender stereotyping, what are the common sources of stereotypical ideas? What about sexuality (sexual orientation) stereotyping – is it the same sources?
- ▶ Can you give some examples?

## DEVELOPMENT

### Step 2: Media Portrayals – Children's Toys

The teacher distributes **Activity Sheet 1 Children's Toys** to the pupils. Each pupil must decide if the toy is for boys to play with, for girls to play with or for both boys and girls to play with. Beside each named toy, the pupils place a tick in the box of their choice.

When the activity sheet has been completed, the teacher assigns each option a gesture e.g. for **boys = hands in the air; for girls = hands on head; for both boys and girls = hands on lap**. The teacher calls out each toy from the activity sheet and the pupils use the assigned gesture to share their recorded responses. Whole class discussion based on the key questions below.

#### Key Questions

- ▶ How many toys did you record for only boys?
- ▶ How many toys did you record for only girls?
- ▶ How many toys did you record for both boys and girls?
- ▶ What influenced your choices?
- ▶ How could you prevent stereotypical ideas about “boys' toys” and “girls' toys”?
- ▶ Do you think toys should be assigned only for girls/only for boys to play with? Why?

\*If the school has iPads or Laptops they could be utilised at this point to explore photographs of children playing with toys. See [www.smythstoys.com/ie/en-ie/toys](http://www.smythstoys.com/ie/en-ie/toys). In small groups (3-4) the pupils are assigned 5 of the toys listed on **Activity Sheet 1 Children's Toys**. Alternatively, toy catalogues or the IWB could be utilised. Each pupil has a specific role e.g. searcher; recorder; reporter. In their groups they find photographs of these toys and record the following:

- ▶ Toy Name:
- ▶ Gender in the photo playing with the toy:
- ▶ Is the photo gender stereotyping?
- ▶ Why? Why not?
- ▶ Would you make any changes to the photograph?
- ▶ Why? Why not?

### Step 3: Media Portrayals – Stories

There are three options for teachers for Step 3. The options relate to the stories used. The teacher chooses one of the options below to use with the class.

**Option 1:** Fairytale List

**Option 2:** Excerpt from The Boy in the Dress by David Walliams

**Option 3:** Fictional story Girls Just Wanna be – Lads!

The pupils are divided into small groups (3-4) and receive the chosen option. In their groups they answer the key questions below.

#### Key Questions (available as a slide for the IWB)

- ▶ What kind of stereotype is being portrayed in your story?
- ▶ Is it about gender? Sexuality? Other stereotypes?
- ▶ Why do you think that?
- ▶ What would make it not stereotypical?

### Step 4: Effects of Stereotyping

In the same groups, the teacher distributes one **Activity Sheet 2 Effects of Stereotyping** per group. The teacher asks the pupils to record all the effects of stereotyping that they can think of. Refer back to **Lesson 2** and the **Inside the Box/Outside the Box activity**, along with **Step 2** and **Step 3** in this lesson as stimuli for pupils. When the effects are recorded, through use of two different colours the pupils identify and circle the harmful effects listed (red colour), and then any helpful effects (green colour).

### Key Questions (available as a slide for the IWB)

- ▶ What do we notice about the effects of stereotyping – are they more harmful than helpful?
- ▶ Is the harm physical? Emotional?
- ▶ What can we do to avoid this harm for ourselves/ others?
- ▶ What could you do to challenge stereotypes on social media (for example)?
- ▶ What might stop you doing this?
- ▶ What could you do if your friend wanted to do something “outside the box”?
- ▶ Is it easier if you know someone to support their choices? Why/why not?

## CLOSURE

### Step 5: Reflection

Each pupil receives **Activity Sheet 3 My Learning about Stereotyping and the Media**. The pupils reflect on and record their learning through answering the following

- ▶ What I have noticed about stereotyping in the media...
- ▶ What I think about stereotyping in the media...
- ▶ Some ways I could tackle stereotyping in the media...

This activity sheet forms the basis of Home School Link 3, which is replicated for parents/guardians.

### Extension Activities:

**Option 1: Fairytale list** - In pairs, the pupils choose one story from the list and rewrite it applying the learning that has taken place to date from the lessons e.g. character’s gender; age; sexuality; ethnicity; marital status; behaviours.

**Option 2: Fictional story** - In pairs or small groups the pupils create their own newspaper articles to highlight going against stereotypical ideas.

### Home School Link:

For this lesson, the pupils are encouraged to discuss stereotypes with their parents/guardians through using their completed **Activity Sheet 3 My Learning about Stereotyping and the Media** and the **Home School Link 3** activity sheet.

## Lesson 3 Gender Stereotyping and the Media

### Activity Sheet 1 - Children's Toys

<b>TOY</b>	<b>FOR BOYS</b>	<b>FOR GIRLS</b>	<b>FOR BOTH BOYS &amp; GIRLS</b>
Dolls			
Computer games			
Action figures			
Jigsaws and puzzles			
Lego			
Scooters			
Slime			
Board games			
Wrestlers			
Radio control cars			
Flickers			
Train sets			
Bikes			
Jewellery creation sets			
Footballs			
Toy kitchen			
Kite			
Toy cleaning set (hoover; ironing board; iron)			
Teddy bears			

## Lesson 3 Gender Stereotyping and the Media

### Option 1 - Fairytale List

# Once Upon a Time...

- ❖ Pinocchio
- ❖ Aladdin
- ❖ Alice in Wonderland
- ❖ Bambi
- ❖ Beauty and the Beast
- ❖ The Boy Who Cried Wolf
- ❖ Cinderella
- ❖ The Elves and the Shoemaker
- ❖ The Emperor's New Clothes
- ❖ The Frog Prince
- ❖ The Gingerbread Man
- ❖ Goldilocks and the Three Bears
- ❖ Hansel and Gretel
- ❖ Jack and the Beanstalk
- ❖ The Little Mermaid
- ❖ The Little Red Hen
- ❖ Little Red Riding Hood
- ❖ Peter and the Wolf
- ❖ The Pied Piper of Hamelin
- ❖ The Princess and the Pea
- ❖ Puss in Boots
- ❖ Rapunzel
- ❖ Rumpelstiltskin
- ❖ The Selfish Giant
- ❖ Sleeping Beauty
- ❖ The Snow Queen
- ❖ Snow White
- ❖ Three Billy Goats Gruff
- ❖ The Three Little Pigs
- ❖ Thumbelina
- ❖ Tom Thumb
- ❖ The Enormous Turnip
- ❖ The Ugly Duckling
- ❖ The Wizard of Oz

## Lesson 3 Gender Stereotyping and the Media

### Option 2 - Excerpt from *The Boy in the Dress* by David Walliams

Dennis is twelve years old. He lives with his Dad and older brother John who is fourteen. Their Mam left home a couple of years. At this stage of the story Dad has just found a *Vogue* magazine belonging to Dennis...

"What the hell is this?" said Dad. His eyes were popping out, he was so angry.

"It's a magazine," replied Dennis.

"I can see it's a magazine."

Dennis wondered why Dad was asking, if he already knew what it was, but he kept that thought to himself.

"It's *Vogue* magazine, Dad..."

"I can see it's *Vogue*. What I want to know is why a son of mine wants to look at a fashion magazine?"

It sounded like a question, but there was such anger and force in Dad's voice Dennis wasn't sure if he really wanted an answer. Not that Dennis could think of one anyway.

"I just like it. It's only pictures and things about dresses and that."

"I can see that," said Dad, looking at the magazine.

And that was when he paused and a funny look crossed his face. He studied the cover for a moment – the girl in the flowery frock. "That dress. It's like the one your M-"

"Yes, Dad?"

"Nothing, Dennis. Nothing."

Dad looked for a moment like he was going to cry.

"It's OK, Dad," said Dennis softly, and he slowly moved his hand and placed it over his Dad's. He remembered doing the same with his Mum once when Dad had made her cry. He remembered how strange it felt too, a little boy comforting a grown-up.

Dad let Dennis hold his hand for a moment, before moving it away, embarrassed. He raised his voice again. "No, son, it's just not right. Dresses. It's weird..."

Dennis's Dad brandished the magazine. "This is going in the dustbin, son."

"But Dad..." protested Dennis.

"I'm sorry. It's just not right. A boy at your age reading *Vogue* magazine." He said "*Vogue* magazine" as if he was talking a foreign language he didn't understand. "It's just not right," he muttered over and over as he left the room.

Dennis sat on the edge of his bed. He listened as his Dad clumped his way down the stairs, and then lifted the dustbin lid. Finally he heard a clanging thud as the magazine hit the bottom of the bin.

## Lesson 3 Gender Stereotyping and the Media

### Option 3 – Fictional story Girls Just Wanna Be – Lads!

25th February 2019

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# THE MORNING ECHO

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## ***Girls just wanna be – lads!***

By Paul Newman

St. Jude's secondary school was the venue for a demonstration by female students about uniforms last Friday. The school has always had male students, but opened its doors to females early in 2000 when their numbers started going down. At the time, a school uniform was designed by one of the teachers which kept the same colours as the boys' uniforms but specified skirts for girls. The girls now want to be able to wear skirts or trousers and they brought their demonstration outside the school gates during their lunch hour last week. Charlene Murray, one of the leaders of the students, explained to this reporter that they don't have a forum in their school (like a student council) to deal with this issue,

and the teachers have been dismissive. When this reporter visited, the girls were being subjected to verbal taunts from some boys in the school ("you can have my trousers luv!"; "stick to the knitting!"). At one stage, there was a tussle between one particularly vocal male who tried to wrestle posters from one of the girls while being egged on by others. The girl was knocked to the ground in the fracas, which raised a cheer from some of the boys. What school management thought of the whole affair is not known, as none were present and the principal refused to comment. The girls have vowed to continue their protest each Friday until something is done – so watch this space!

# Lesson 3 Gender Stereotyping and the Media

## Activity Sheet 2 - Effects of Stereotyping

### Effects of Stereotyping

Use a red colour to circle the harmful effects of stereotyping and a green colour to circle the helpful effects.

What do you notice?

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## Lesson 3 Gender Stereotyping and the Media

### Activity Sheet 3 - My Learning about Stereotyping and the Media

What I have noticed about stereotyping in the media...

What I think about stereotyping in the media...

Some ways I could tackle stereotyping in the media:

## Home School Link 3



In Lesson 3 the pupils completed Activity Sheet 3: My Learning about Stereotyping and the Media using the questions on this sheet. Please discuss this sheet with your child and record your answers to the questions below.

What I have noticed about stereotyping in the media...

What I think about stereotyping in the media...

Some ways I could tackle stereotyping in the media:





# Lesson 4

## Gender-based Bullying and GBV

### Teacher Notes

#### 3 key features of bullying:

- ▶ The intent to hurt someone's feelings
- ▶ An imbalance of power (may be physically, socially, cognitively, emotionally)
- ▶ Repetition

It is important to note that repetition is not always applicable especially in instances where one act has a manifold effect e.g. cyber-bullying, graffiti.

Identity-based bullying: (e.g. homophobia, member of the Traveller community, race, transphobia, disabilities, Special Education Needs (SEN), gender, biphobia, xenophobia.)

#### Bullying behaviours: Direct

- ▶ verbal (name-calling, slugging)
- ▶ physical (pushing, shoving, poking, tripping up, kicking, punching, hitting with materials)
- ▶ extortion (extraction of money/possessions accompanied by threats)
- ▶ gesture (glances/body signals that convey messages of threat and intimidation)
- ▶ cyberbullying (bullying via electronic devices/means)

#### Bullying behaviours: Indirect

- ▶ social isolation/ignoring someone
- ▶ attempting to make others dislike someone
- ▶ spreading malicious rumours
- ▶ deliberate manipulation of friendship groups to make someone unpopular
- ▶ falsehoods/gossip
- ▶ circulation of nasty notes/pictures/graffiti

#### The Bullying Circle

Bullying should be understood as a group phenomenon in which children play a variety of roles. These roles comprise of eight parts that belong to a continuum which leading bullying researcher Olweus (2010) refers to as "The Bullying Circle". The role played by pupils may depend on their relationship with the bully and victim.

**Bully:** the person who starts the bullying behaviours  
**Bully Followers/Henchmen:-** they take an active part in the bullying behaviours but do not start it  
**Bully Supporters:** they support the bullying behaviours but do not take an active part  
**Passive Supporters:** they like the bullying but do not display open support  
**Disengaged Onlookers:** they watch what happens but do not take a stand  
**Possible Defenders:** they dislike the bullying and know they should help but do not  
**Defenders:** they dislike the bullying and try to help the victim  
**Victim:** the target of the bullying behaviours

**Gender-based Violence (GBV):** can be defined as violence directed against a person because of that person's gender (including gender identity/expression) or violence that affects persons of a particular gender in an unbalanced way.

#### Specific learning objectives:

- ▶ recognise, discuss and understand bullying and its effects
- ▶ explore and discuss how individuals can deal with being bullied, knowing that others are being bullied and being a bully
- ▶ discuss and appreciate the role each individual has in keeping others safe and identify occasions when his/her actions can threaten the safety of others

#### Lesson vocabulary:

Bullying; bullying circle; bystander; gender-based bullying; gender-based violence (GBV)

#### Lesson resources:

- ▶ 6 Flipchart pages or 6 A2 sheets
- ▶ The Bullying Circle image
- ▶ Activity Sheet 1: Scenario 1
- ▶ Activity Sheet 2: Scenario 2
- ▶ Activity Sheet 3: Scenario 3
- ▶ Activity Sheet 4: Scenario 4
- ▶ Activity Sheet 5: Feeling Footprints
- ▶ Home School Link 4
- ▶ Colours (crayons; markers; pencils)

# LESSON 4

## Gender-based Bullying and GBV

STEP 1  
CIRCULAR  
BRAINSTORM

STEP 2  
GENDER-BASED  
VIOLENCE (GBV)

STEP 3  
THE BULLYING CIRCLE

STEP 4  
SCENARIOS

STEP 5  
FOOTPRINT FEELINGS

STEP 6  
REFLECTION: Q&A

LESSON 5

## INTRODUCTION

### Step 1: Circular Brainstorm

The teacher places 6 flipchart pages or 6 A2 sheets around the classroom to elicit the pupils' current understanding of bullying. Each sheet contains the following statements and questions:

**Sheet 1:** What is Bullying?

**Sheet 2:** Types of Bullying...

**Sheet 3:** Bullying Behaviours...

**Sheet 4:** Causes and Effects of Bullying...

**Sheet 5:** Who to tell...

**Sheet 6:** What to do...

The pupils are divided into six small groups (5-6 children). Each group uses a different coloured marker to record their answers during the circular brainstorm. The teacher allows pupils 2 minutes per sheet and signals via IWB timer/bell when to move on to the next sheet.

Whole class discussion on the above. The teacher prompts pupils if not all are mentioned (e.g. bullying behaviours; bullying types) and clarifies what bullying is if preconceptions exist among the pupils. When discussing the effects of bullying the teacher focuses on the effects on the different people involved e.g. effects on a victim; effects on a bystander; effects on the bully.

## DEVELOPMENT

### Step 2: Gender-based Bullying and GBV

The teacher focusses on gender-based bullying with the pupils and elicits examples from the pupils of what they think gender-based bullying might be. These are recorded on the board. The teacher writes the letters G B V on the board and asks the pupils if they know what these letters stand for. The teacher explores with the pupils what GBV stands for and what it means.

#### Key Questions

- ▶ When is GBV gender-based bullying?
- ▶ When is it not?
- ▶ Why do you think GBV is a problem?
- ▶ Can you remember any instances of GBV that have already been discussed in these lessons?
- ▶ What about in the media/stories/tv/literature etc. – can you think of any examples of GBV?

### Step 3: The Bullying Circle

Elicit from the pupils what roles children may take in a bullying/GBV incident. Display the image of "The Bullying Circle". Whole class discussion about the eight roles.

#### Key Questions

- ▶ Which role do you think most children choose to play?
- ▶ Which role do you think is the easiest to play? Why?
- ▶ Do you think it is difficult to be a **possible defender**?
- ▶ Why do you think that it may find it difficult to be a **defender**?
- ▶ How can you be a **defender** and keep yourself safe?
- ▶ In relation to GBV, are different roles needed/easier/more difficult?

### Step 4: Scenarios

The teacher divides the class into small groups (3-4) and assigns each pupil a specific role e.g. reader, reporter, recorder. Four scenarios are provided to stimulate discussion based on gender-based bullying. One scenario is given to each group (**Activity Sheets 1-4 Scenarios**). On reading the scenarios the following questions are answered:

- ▶ What is happening in this scenario?
- ▶ Is this an example of gender-based bullying? Why?
- ▶ Is this an example of gender-based violence? Why?
- ▶ What role does each character play in the scenario?

## CLOSURE

### Step 5: Footstep Feelings

The teacher distributes footprints (A3 size) to each scenario group (**Activity Sheet 5 Feelings Footprints**). There is a footprint to represent each character (name is written on the line) in the scenario along with a blank one to represent someone who may also feature in the scenario e.g. teacher, parent, sibling. The pupils step on the footprints and imagine they are the characters in the scenarios. The teacher writes the following key questions on the board

- ▶ How do I feel?
- ▶ What am I thinking?
- ▶ What could I do next?
- ▶ Who could help me?

While the pupils are standing on the footprints and are imagining they are that particular character they focus on the above 4 questions. If time allows, teachers can signal and pupils rotate on to the next set of footprints and consider the same 4 key questions for that character.

### Step 6: Reflection

The teacher leads a whole class reflection through using the following questions as a stimulus. These questions are also used as an opportunity to assess pupil's learning:

- ▶ How easy/difficult is it to stand in other people's shoes?
- ▶ Does it change how we think about bullying/GBV?
- ▶ What have you learned in this lesson about bullying/GBV?
- ▶ What can we do to help?
- ▶ Where could we go for help?
- ▶ Have you any questions you would like to ask?

### Extension Activities:

- ▶ Drama activities based on the 4 scenarios: Freeze-frames of scenarios; role-play/conscience alley/hot-seating of the characters.
- ▶ Fictional scenarios based on potential school, classroom or playground situations. Pupils have to sort these scenarios into two columns under the headings: **Bullying, Not Bullying**. This activity will assess the pupil's ability to distinguish between both.

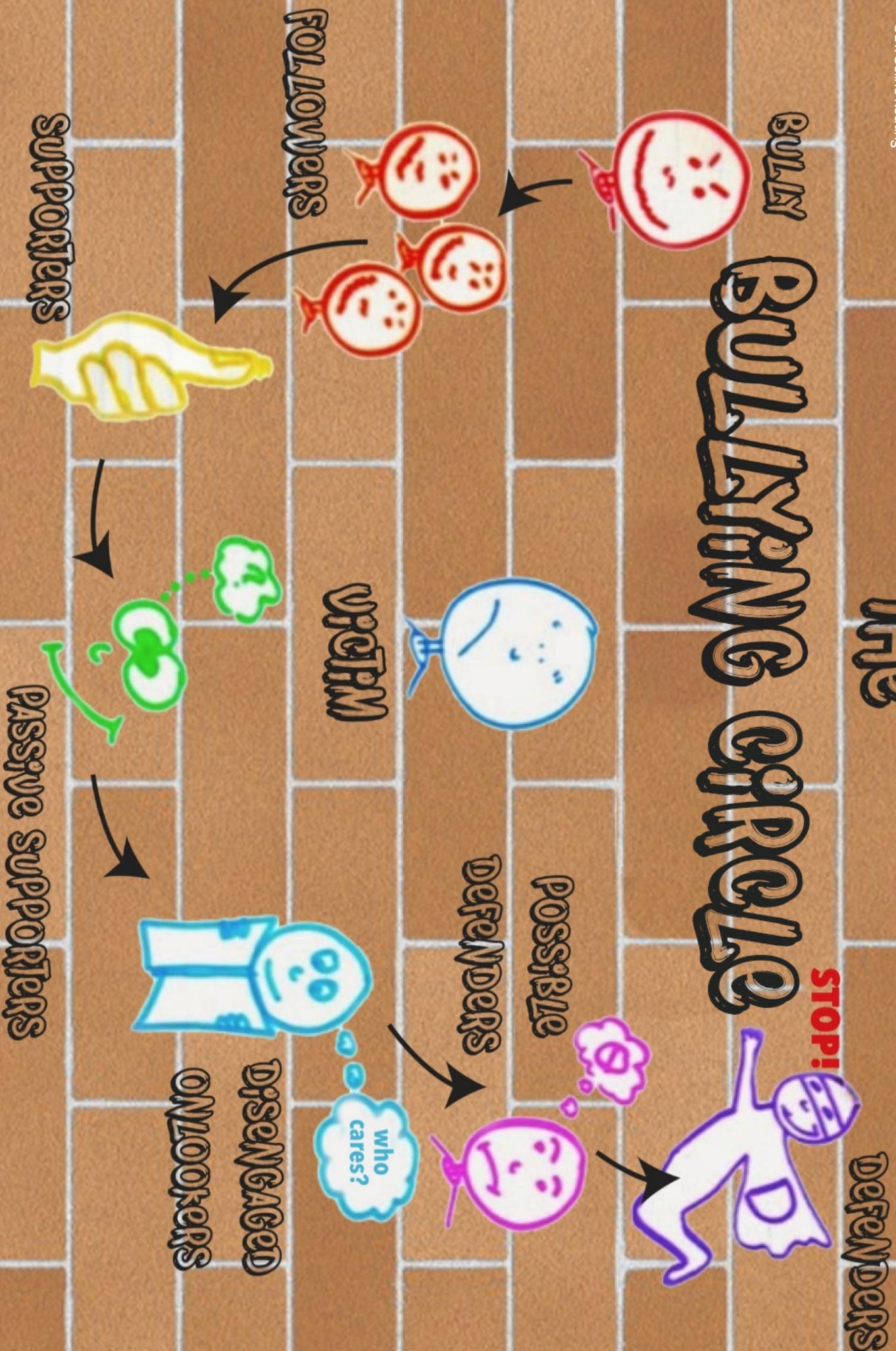
### Home School Link:

For this lesson, the pupils are encouraged to discuss the questions from Step 6 with their parents/guardians to highlight what they have learned about bullying and GBV in this lesson and, in particular, how they might act if they were a bystander. Home School Link 4 guides and provides parents with key questions to talk about and emphasise safety issues with their child in dealing with potential bullying and GBV incidents.

# THE

# BULLYING CYCLE

**STOP!**



## Lesson 4 Gender-based Bullying and GBV

### Activity Sheet 1 - Scenario 1

Darragh is in 6th class. It was his twelfth birthday last week. He was delighted when he unwrapped his birthday present and saw the Nike Roshe runner's box. Darragh wore his new runners to school the following day. Abdullah and Robbie thought they were cool. Viktor looked at them but said nothing. At break time Viktor started talking about runners and said that Nike Roshe runners were gay and anyone that owned a pair was gay too. Everyone started laughing and looking at Darragh, even Abdullah and Robbie joined in. After break, during a Maths lesson a note was passed to Darragh. It said "You're gay!" Darragh felt so upset when he looked up and saw everyone sniggering. The next day Darragh decided not to wear his runners to school. However, Viktor and other boys in his class kept calling him gay. The name calling continued for the next few weeks. Darragh stopped wearing his runners outside of school too.

1. What is happening in this scenario?

---



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2. Is this an example of gender-based bullying? Yes  No

Why? \_\_\_\_\_

3. Is this an example of gender-based violence? Yes  No

Why? \_\_\_\_\_

4. What role does each character play in the scenario?

Darragh	<input type="text"/>	Viktor	<input type="text"/>
Abdullah	<input type="text"/>	Robbie	<input type="text"/>

# Lesson 4 Gender-based Bullying and GBV

## Activity Sheet 2 - Scenario 2

Zara is in 5th class. She was never interested in playing with dolls and wearing dresses or skirts. She doesn't listen to or fancy any of the popular boybands like most of the girls in her class. A lot of the time Zara feels that she has more in common with the boys in her class rather than the girls. Her friends since junior infants are Mohammed, Alfie and Artiom. She enjoys playing football with them at yard time and playing Fifa and other online computer games with them outside of school. On Monday Zara went online to play Fifa with Mohammed, Alfie and Artiom. They were all online but when she went to chat with them they went offline. The following day at yard time when she went to play football with them Alfie said that it was a boy's only game. Mohammed agreed while Artiom blushed and said nothing. The following day Alfie was out sick and Mohammed, Artiom and Zara played football together at lunchtime. The next week Zara overheard them talking about how good the film was that they had seen in the cinema over the weekend. Zara felt upset as they did not invite her. At lunchtime when she went to play football with them Alfie said that it was a boy's only game and that she should go find girls to hang around with from now on. Mohammed laughed while Artiom looked awkwardly at the ground.

1. What is happening in this scenario?

---

---

2. Is this an example of gender-based bullying? Yes  No

Why? \_\_\_\_\_

3. Is this an example of gender-based violence? Yes  No

Why? \_\_\_\_\_

4. What role does each character play in the scenario?

Zara  Mohammed

Alfie  Artiom

## Lesson 4 Gender-based Bullying and GBV

### Activity Sheet 3 - Scenario 3

Niall is in 5th class. He has decided that he would like to try something different with his hair and grow it long for a change. He has noticed that a lot of footballers and singers that he likes also have long hair. After two months his hair has become noticeably longer. In school some of the boys and girls in his class slag him about it. He just laughs it off. Niall likes his new hairstyle but he sometimes finds it hard to play hurling as his hair sometimes covers his eyes. On Saturday he had planned on going to the cinema with his friends and was meeting them outside the shopping centre at 2pm. Niall's Mam dropped him off early at 1:30pm so he decided to buy some elastic hair ties before he met his friends as he had a hurling match the following day and thought that he would play better with his hair tied up under his helmet. Niall went into the shop and quickly picked up a pack of hair ties and paid for them at the till. Before leaving the shop he stuffed them in his pocket and went to meet his friends. When he arrived all of his friends were laughing and looking at their phones. They had all got a Snap. It was a photo of Niall inside the shop. A crown has been doodled onto his head with the caption "Princess Niall!" It was sent by a boy on his hurling team called Ryan. Later that day Niall's friend, Alec posted the photo on Instagram. Niall felt embarrassed and was dreading the hurling match the next day.

1. What is happening in this scenario?

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---

2. Is this an example of gender-based bullying? Yes  No

Why? \_\_\_\_\_

3. Is this an example of gender-based violence? Yes  No

Why? \_\_\_\_\_

4. What role does each character play in the scenario?

Niall  Alec

Ryan

## Lesson 4 Gender-based Bullying and GBV

### Activity Sheet 4 - Scenario 4

Fatima, Kayleigh, Lily and Brianna were kicking a ball around in the school pitch during break time. They were having fun and enjoying the exercise. A group of boys came along and started slagging them. Jordan kept pointing and sniggering as Fatima tried to score a goal. When she missed the shot, Piotar roared laughing and shouted "Girls can't play football!" Jordan and Jamie joined in. The girls just rolled their eyes, laughed and continued playing. After a few minutes, Jamie starting charging into the girls when they had possession of the ball, knocking them over. Piotar and Jordan joined in, circling around Lily who had the ball. Lily told the boys to stop acting silly and to move. They ignored her. Piotar snatched the ball they ran off with it to the other end of the pitch.

1. What is happening in this scenario?

---

---

2. Is this an example of gender-based bullying? Yes  No

Why? \_\_\_\_\_

3. Is this an example of gender-based violence? Yes  No

Why? \_\_\_\_\_

4. What role does each character play in the scenario?

Fatima

Lily

Brianna

Kayleigh

Piotar

Jordan

# Lesson 4 Gender-based Bullying and GBV

## Activity Sheet 5 - Feelings Footprints

Name: \_\_\_\_\_



## Home School Link 4



In Lesson 4 the pupils have been learning about bullying and gender-based violence (GBV). Please discuss the following questions with your child to reinforce their learning:

- ▶ When is an incident bullying?
- ▶ When is it not bullying?
- ▶ Is gender-based violence always bullying?
- ▶ Why/why not?

Your child has also been discussing the roles they might play in any incident of bullying or GBV. They have discussed the role of the bystander and how they can be defenders of those who are being bullied or who are victims of GBV. This should always be done in a safe way which does not endanger the bystander/defender.

Please discuss the following with your child:

- ▶ How could you be a defender if someone was being bullied in school?
- ▶ What is the safe way to defend someone in that situation? Who can help?
- ▶ What if someone was being bullied outside of school – can you think of ways you could defend them while keeping safe yourself? Who can help?
- ▶ If someone was a victim of GBV how could you defend them while keeping safe yourself?

Please note any ways that you can be a possible defender while keeping safe.

# Lesson 5

## Making a Difference

### Teacher Notes

The teacher may be aware of people in the local community (or in the school) who have made a difference in other people's lives and who might be more pertinent for children. These can be substituted for any of the **People Who Have Made a Difference** listed in the lesson.

It is worth noting with the children that we all have flaws and weaknesses – even those who have made a significant difference to other people's lives! A person can make an important contribution in one area but may be open to question or controversy in others. This should not diminish the contributions they have made.

Children may be very aware of influencers in the media who influence people in relation to lifestyle choices. They are asked to identify the differences between social media influencers and the people they have learned about in this lesson in terms of motivation.

The quiz is designed to give teachers a quick overview of children's learning in relation to the concepts discussed in the preceding lessons. The answers children give can be discussed in class and any clarifications made – but not in a way that might put individual children on the spot. For example, those who have chosen correctly could be asked to explain their choice rather than those who chose incorrectly having to indicate this.

### Specific learning objectives:

- ▶ begin to appreciate the importance of maintaining a personal stance while also respecting the beliefs, values and opinions of others
- ▶ recognise and explore the positive contributions made to the local community by various organisations, ethnic, social or community groups and individuals
- ▶ explore how inequality might exist in the local community and suggest ways in which this might be addressed
- ▶ identify some local issues of concern and explore possible action that could be taken to address these issues

### Lesson vocabulary:

Role models; influencers; contributing to community; inspiring; agency; empowerment

### Lesson resources:

- ▶ Activity sheet 1: Quiz
- ▶ Factsheet 1: Malala Youszafi
- ▶ Factsheet 2: Amal Azzudin
- ▶ Factsheet 3: Rosa Parkes
- ▶ Factsheet 4: Nelson Mandela
- ▶ Factsheet 5: Harvey Milk
- ▶ Factsheet 6: Greta Thunberg
- ▶ Factsheet 7: John Hume
- ▶ Activity sheet 2: Factsheet Discussion Questions
- ▶ Decision Door Scenarios
- ▶ Activity sheet 3: Decision Doors
- ▶ Scenarios from Lesson 4
- ▶ Home School Link 5
- ▶ Powerpoint slides
- ▶ A3 paper
- ▶ Colours (crayons; pencils; markers)

# LESSON 5

## Making a Difference

STEP 6  
MAKING A  
DIFFERENCE

STEP 7  
DOTMOCRACY

EMPOWERMENT

STEP 5  
SCENARIOS  
REVISITED

STEP 4  
RESPONDING TO  
BULLYING/GBV

STEP 3  
DECISION DOORS

STEP 2  
PEOPLE WHO HAVE  
MADE A DIFFERENCE

STEP 1  
QUIZ RECAP

# INTRODUCTION

## Step 1: Quiz Recap

The teacher revises the content from Lessons 1 - 4 with the pupils through use of a quiz. Each child receives **Activity Sheet 1 Quiz**. Alternatively, pupils may complete the quiz in small groups. When completed, whole class discussion on the questions and answers.

# DEVELOPMENT

## Step 2: People Who Have Made a Difference

The teacher selects factsheets (from the 7 provided), and divides the pupils into small groups (3-4). Each group receives one factsheet with a photo, text and quotes while each group member is also assigned a specific role e.g. reader; presenter. The groups receive **Activity sheet 2: Factsheet Discussion Questions** to stimulate discussion on the person that they have received on their factsheet. The assigned presenter for each group shares the details of the person with the class. Whole class discussion on each presentation through use of two stars and a wish.

## Step 3: Decision Doors

One of the two fictional scenarios provided is chosen by the teacher and read to the pupils. At the end of the scenario a question based on the character's decisions is given to the pupils:

**What 3 choices does \_\_\_\_\_ face?**

Each pupil in the class receives **Activity Sheet 3 Decision Doors**. Alternatively this activity may be carried out in small groups. On this sheet they record the decision faced by the character and the three potential options under each door which may be positive and negative. Using a fictional character provides a safe space to acknowledge both the positive and negative choices that people face. Behind each door they record the possible consequences of choosing that option.

When the pupils have completed the activity sheet they have a silent reflection. The teacher encourages them to reflect on the decision faced and think about what door they would choose themselves and why. This reflection is not shared with the class but kept private.

## Step 4: Responding to Gender-based Bullying and GBV

The teacher displays a slide with the following key questions to elicit the pupils' own understanding of what to do if they are being bullied, experience GBV or know of someone being bullied or a victim of GBV.

- ▶ What do you do if you are being bullied/ cyberbullied?
- ▶ What do you do if you experience GBV?
- ▶ What do you do if you know of someone being bullied/cyberbullied?
- ▶ What do you do if you know of someone experiencing GBV?
- ▶ What are the effects of bullying on the victim? Bystander? Bully?
- ▶ What are the effects of GBV on someone?

The teacher engages the class in a whole class discussion based on the above with reference to the school's **Anti-Bullying Policy, UNCRC, Equality Act and Gender Recognition Act (2015)**. The difference between telling tales and reporting bullying behaviour is also discussed.

## Step 5: Scenarios Re-visited

The four scenarios discussed in Lesson 4 are revisited. The teacher writes:

### What happens next?

on the board. In pairs or small groups pupils discuss and create positive endings to the scenarios drawing on knowledge acquired from Lessons 1 - 4. They are encouraged to use language, actions and thoughts to make each situation better whilst also identifying the role that they would like to play if they were faced with that situation. The positive endings are shared with each other.

# CLOSURE

## Step 6: Making a Difference

The pupils create their own personal quotations that will inspire them and others to fight for what is right, based on what they have learned throughout these lessons. The pupils move around the classroom and when the teacher signals, they stop and share their quote with the pupils closest to them. The teacher repeats this twice more.

Whole class discussion on how the pupils themselves can make a difference e.g. in their class, their school, their home, in the community. The following may provide a stimulus for the pupils.

- ▶ Are there practices at school that are anti-equality – be specific (for example, uniforms, play activities and spaces, dividing into boys/girls needlessly, teams)?
- ▶ What about at home (e.g. boy's/girl's chores)?
- ▶ In our communities (e.g. men only clubs/gangs based on gender)?
- ▶ How can we make a difference in our own lives/communities? What specifically can we do?

\*available as a slide for the IWB

## Step 7: Dotmocracy

The teacher records the pupils' suggestions for making a difference in their school. These are written on separate A3 sheets of paper and blue tacked on to the walls around the classroom. Each pupil has to pick the top three activities that they would like to do. They choose a colour (crayons; markers; colouring pencils) and draw one large dot on the three pages that represent their top three choices. The activities that receive the most dots will be the ones that the class and teacher will try to implement.

\*The teacher may also choose to use the responses from **Home School Link 5** and include these on to the Dotmocracy sheets.

## Extension Activities:

- ▶ **Campaign:** the pupils explore the possibility of creating a campaign in the school community e.g. an awareness week in school in relation to gender equality. Some of the issues identified in **Step 5** above might provide areas for attention in this regard.
- ▶ **Mural:** the pupils create a mural about some of the key ideas from these lessons which is displayed in a pivotal place in the school and a photo is also uploaded to the school website to share the mural with the whole school community.

## Home School Link:

Home School Link 5 focuses on the following questions:

- ▶ Who have you learned about that has made a difference in other people's lives?
- ▶ What gender equality issues have you identified in school or community?
- ▶ What do you think you might be able to do about these issues?
- ▶ What might we do as a family to promote gender equality?

The teacher may choose to use these responses as part of the Dotmocracy process in deciding on what actions the class will try to implement.

# Lesson 5 Making a Difference

## Activity Sheet 1 - Quiz

QUESTIONS/STATEMENTS	TRUE	FALSE
1. The Universal Declaration of Human Rights (UDHR) guarantees everyone's rights in the world.		
2. I can say anything I like because freedom of expression is a right.		
3. In Ireland, there is a specific organisation to look after children's rights.		
4. Gender stereotypes are ways of behaving or thinking about ourselves that we learn from a very young age.		
5. Every person fits inside and outside either a boy/girl box.		
6. The media influences how we think about gender.		
7. There is nothing we can do about stereotypes in the media.		
8. The effects of stereotyping are mainly good.		
9. There should be toys for boys and girls only.		
10. A defender is someone who tries to help the victim in a safe way e.g. telling someone who can help.		
11. Every fight with a friend is bullying.		
12. Gender-based bullying is the same thing as gender-based violence (GBV).		

# Lesson 5 Making a Difference

## Quiz Answer Sheet

1. The Universal Declaration of Human Rights (UDHR) guarantees everyone's rights in the world.	FALSE	<b>Answer:</b> not every country in the world has ratified the UDHR and even those that have may not have supporting legislation which would guarantee people's rights.
2. I can say anything I like because freedom of expression is a right.	FALSE	<b>Answer:</b> There are conditions attached to freedom of expression in the UDHR. For example, if you are inciting others to harm people (and there are plenty of examples of this happening in the online and face to face world), this infringes other people's rights which is not allowed under Article 30. So we have to use our freedom of expression with responsibility.
3. In Ireland, there is a specific organisation to look after children's rights.	TRUE	<b>Answer:</b> The Ombudsman for Children's Office (OCO) was established in 2004, and it has a responsibility to promote the rights and welfare of young people under 18, particularly in relation to their interactions with public agencies. Children can be encouraged to log on to <a href="http://www.oco.ie">www.oco.ie</a> to read more about this organisation and to contribute to their monthly online survey.
4. Gender stereotypes are ways of behaving or thinking about ourselves that we learn from a very young age.	TRUE	<b>Answer:</b> Even very young children can be given messages about gender stereotypes, for example, when babies are dressed in blue and in pink.
5. Every person fits inside and outside either a boy/girl box.	FALSE	<b>Answer:</b> Some people do not fit into either boy or girl boxes, or even outside boy or girl boxes.
6. The media influences how we think about gender.	TRUE	<b>Answer:</b> The children have explored this issue in Lesson 3 and should be aware of the way different media portray gender issues.
7. There is nothing we can do about stereotypes in the media.	FALSE	<b>Answer:</b> Although it may not be easy to tackle stereotypes in the media, we can sometimes use those same media to influence change. A good example would be writing a letter to a newspaper (which they might publish in their letters section), or creating a Youtube clip about gender equality.
8. The effects of stereotyping are generally good.	FALSE	<b>Answer:</b> The children will have explored the effects of stereotyping in Lesson 3 and noted that the effects are generally negative.
9. There should be toys for boys and girls only.	FALSE	<b>Answer:</b> Although boys and girls are often encouraged to play with certain toys (by the media or family) there is no reason why boys and girls cannot play and enjoy the same toys. Children are attracted by different toys at various stages when they are growing up.
10. A defender is someone who tries to help the victim in a safe way e.g. telling someone who can help.	TRUE	<b>Answer:</b> We would all like to be defenders in situations where we witness gender stereotyping, bullying or gender-based violence. However, the importance of doing that in a safe way is emphasised in these lessons.
11. Every fight with a friend is bullying.	FALSE	<b>Answer:</b> Sometimes friends have differences of opinion which would not be classed as bullying. Remember the definition: bullying is deliberately hurting someone physically, emotionally, verbally which is repeated over time. A one-off fight or argument with a friend is not bullying.
12. Gender-based bullying is the same thing as gender-based violence (GBV)	FALSE	<b>Answer:</b> The definition of bullying used in these lessons highlights that bullying must be repeated, while an incident of GBV could be a one-off occurrence and therefore would not be categorised as gender-based bullying.

## Lesson 5 Making a Difference

### Fact Sheet 1: Malala Youszafi



Malala Youszafi

“ We realize the importance of our voices only when we are silenced. ”

“ I raise up my voice-not so I can shout but so that those without a voice can be heard... we cannot succeed when half of us are held back. ”

Malala Youszafi was born on 12th July 1997. She was born in Pakistan to a Pashtun family – this is a minority Muslim group in Pakistan with a long history. Malala’s family ran a chain of schools in her region, and she admired her father’s commitment to education which she followed. At a young age (11-12) she began to write a blog about her life in Pakistan for the BBC World Service.

A New York journalist made a documentary about her life just as the Taliban militants and the Pakistani army were engaging in a battle to try to win territory. She began to become well known, giving interviews in newspapers and television, and she was nominated for the International Children’s Peace Prize which she received in 2013.

However, in 2012, while on a bus with other students after taking an exam, Malala and two of her female companions were shot by Taliban militants. Malala was critical and in a coma for a while but she improved enough for her to be transferred to a hospital in Britain. This was necessary because the Taliban did not think they had done anything wrong in spite of international condemnation, so there was a danger they might try to harm her again.

In spite of her experience, Malala became active again after she recovered for the right to education. She founded the Malala Fund to help her achieve her goals. She has written a book *I am Malala* about her life. She was the co-recipient of the Nobel Peace Prize when she was only 17, making her the youngest ever person to receive this award. You can find out more about her on her website: [www.malala.org](http://www.malala.org).

## Lesson 5 Making a Difference

### Fact Sheet 2: Amal Azzudin

“ Even though I had my leave to remain, I couldn't just sit there. I had to do something. That could have been my family. ”

“ As long as there is passion and courage, anything is possible. ”



Amal Azzudin

**Amal Azzudin was born in Somalia in 1990 and moved with her family to Glasgow in Scotland to escape the Somali civil war in 2000. After four years, the family were told that they would be allowed to remain in Glasgow. She attended Drumchapel High School where she met other refugees who were awaiting word on their status, just like her family had been.**

One Sunday morning, when Amal was 15, her friend Agnesa, a Roma from Kosovo was “lifted” with her family by 14 bullet proof vested officers from the UK Border Office. They were in danger of being deported back to Kosovo. Amal and some of her friends in school, along with one of her teachers, decided to mount a campaign to try to stop their deportation. They organised an online petition which went viral, and met the Scottish Home Office Minister.

Eventually Agnesa’s family were allowed to remain in Scotland, but more importantly, the Glasgow Girls’ campaign (as it became known) resulted in new asylum rules and regulations for other refugee families. A musical called Glasgow Girls was made of the story of the campaign. This was staged in the Abbey Theatre in Dublin in February 2019 and Amal attended.

Amal now works for a human rights organisation as an Equality and Human Rights Officer. She manages a refugee programme and tries to help refugees and asylum seekers in whatever way she can. She was awarded the Saltire Society’s Young Outstanding Woman of Scotland in 2016.

## Lesson 5 Making a Difference

### Fact Sheet 3: Rosa Parkes



Rosa Parkes

“ People always say that I didn't give up my seat because I was tired, but that isn't true... No, the only tired I was, was tired of giving in. ”

“ I believe we are here on the planet Earth to live, grow up, and do what we can to make this world a better place for all people to enjoy freedom. ”

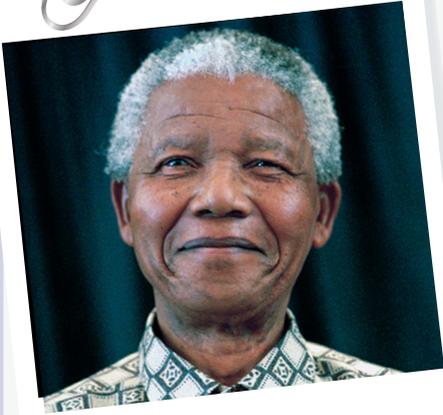
Rosa Parkes is known as “the first lady of human rights”. She was born in 1913 in Alabama, which was a segregated state at the time. This means that black people were not treated equally and were barred from public places that white people used. She walked to primary school but even then noticed something wrong: “I'd see the bus pass every day ... The bus was among the first ways I realised there was a black world and a white world.”

She became famous because she refused to give up her seat on a packed bus to a white man on her way home from work one day. The bus had designated seats for coloured and white people, but the white section was full. She was arrested for civil disobedience and this started a boycott of the bus company by coloured people. Eventually the law was changed. Rosa lost her job because of what she did and received death threats as well – this did not stop her from continuing her fight for equality for all.

A film was made of her life: *The Rosa Parks Story*. She was awarded the Presidential Medal for Freedom and the Congressional Gold Medal, had a statue erected in her honour in Washington, and some US states commemorate her birthday on February 4th, while others mark the day she was arrested (1st December 1955).

## Lesson 5 Making a Difference

### Fact Sheet 4: Nelson Mandela



Nelson Mandela

“ Education is the most powerful weapon which you can use to change the world. ”

“ Do not judge me by my successes: judge me by how many times I fell down and got back up again. ”

Nelson Mandela was born in South Africa in 1918. He was the first person in his family to attend school. Nelson Mandela fought to end apartheid in South Africa which was a system which treated black and white people differently and which separated them in public places like libraries, schools and parks.

He became a member of the African National Congress (ANC), a political party, in 1944. Nelson Mandela believed in peaceful protest to fight apartheid and organised many non-violent protests. Despite this, he was classified as a terrorist and sentenced to prison for 27 years before being granted early release.

After he was freed in 1990, he worked with the then President of South Africa, F.W. de Klerk, to end apartheid and this happened in 1993. He went on to campaign to become President himself and was the first black President of South Africa from 1994-1999. This was the first fully democratic election in South Africa which gave an equal vote to everyone.

Nelson Mandela and F.W. de Klerk were awarded the Nobel Peace Prize in 1993. July 18th (Mandela's birthday) is known and celebrated as Nelson Mandela Day to remember his achievements in fighting for human rights. Nelson Mandela died in 2013, aged 95.

## Lesson 5 Making a Difference

### Fact Sheet 5: Harvey Milk



Harvey Milk

“ Hope will never be silent. ”

“ If a bullet should enter my brain, let that bullet destroy every closet door. ”

Harvey Milk was born in New York in 1930. He knew he was gay in his teenage years kept it secret because he thought it would upset his parents. It wasn't until he was 40 that he became active in LGBTI+ rights. He moved to San Francisco in 1972 at a time when many LGBTI+ people were moving there.

Although he was involved in theatre and ran a camera shop for a while, he became interested in politics and LGBTI+ rights and ran for public office a number of times before being elected as a city supervisor in San Francisco in 1977. He made history as one of the first openly gay elected official in the USA. He received death threats during his campaign but this didn't stop him.

While in office, he introduced a bill banning discrimination on the basis of sexual orientation particularly in relation to those looking for public housing or jobs in San Francisco. This bill was signed into law by the Mayor, however both the Mayor and Harvey were assassinated in 1978 when Harvey had only been 11 months in office.

Even though his career was short, he managed to make a significant difference in the lives of LGBTI+ people. In 2009, many years after his death, he was awarded the Presidential Medal of Freedom.

## Lesson 5 Making a Difference

### Fact Sheet 6: Greta Thunberg



Greta Thunberg

“I have learned that you are never too small to make a difference.”

“I don't care about being popular. I care about climate justice and the living planet.”

Greta Thunberg is a Swedish girl who has become well known as a political activist in relation to global warming and climate change. She described herself in 2019 as a “16 year old political activist with Asperger [Syndrome]...” She says she first became aware of climate change when she was about 8 years old, and couldn't understand why nobody was doing anything about it.

In 2018 she went on school strike outside the Swedish Parliament to protest about this, after heat waves and wild fires in Sweden. She decided to continue striking on Fridays. The movement which she has founded (#FridaysForFuture) has inspired other students to strike on Fridays as well.

In Dublin in 2019 over 11,000 students protested outside the Irish Parliament (The Dáil). There were also smaller demonstrations in other parts of the country. This is a global movement, with school students around the world taking part each Friday. Greta says the teen activists in Parkland School in Florida inspired her to start her protests. They organised the March for Our Lives after a mass fatal shooting incident in their school.

Greta has addressed the United Nations Climate Change Conference, and in January 2019 she was invited to talk to the World Economic Forum in Davos, Switzerland. It took her 32 hours to get there by train as she refused to fly like the other delegates. She was nominated for the Nobel Peace Prize in 2019.

# Lesson 5 Making a Difference

## Fact Sheet 7: John Hume

“ Difference is of the essence of humanity. Difference is an accident of birth and it should therefore never be the source of hatred or conflict. The answer to difference is to respect it. Therein lies a most fundamental principle of peace: respect for diversity. As long as there is passion and courage, anything is possible. ”

“ The basis of peace and stability, in any society, has to be the fullest respect for the human rights of all its people. ”



John Hume

John Hume was born in 1937 in Londonderry, Northern Ireland. He was a founder member of Derry Credit Union and became the youngest ever President of the Irish League of Credit Unions at age 27. He served in the role from 1964 to 1968. Inspired by the example of Martin Luther King Jr., John led a non-violent civil rights movement in his home town of Derry during the 1960's. As a founder and leader of the Social Democratic and Labour Party, as a Member of the European Parliament, and as a member of Britain's House of Commons, he worked continuously for peace in Northern Ireland. The violence which existed in Northern Ireland, known as The Troubles (70's - 90's), arose from tensions between the British (Unionist, Protestant) majority and the Irish (Nationalist, Catholic) minority following the Partition of Ireland in 1920.

During the Easter of 1998, Northern Ireland's largest political parties signed a peace agreement which became known as the Good Friday Agreement. John played a key role in making this peace agreement happen. He looked past centuries of conflict in his country and imagined a future where people of all religions could live together in peace and freedom. John Hume is regarded as one of the most important figures in the recent political history of Ireland and the architect of the peace process in Northern Ireland. He is often referred to as "Ireland's Peacemaker" and "Ireland's Greatest".

John Hume won the Nobel Peace Prize in 1998 with David Trimble (the leader of the Ulster Unionist Party). They won this award for their efforts to find a peaceful solution to the conflict in Northern Ireland. John also received both the Gandhi Peace Prize and the Martin Luther King Award. He is the only person to receive the three major peace awards. John Hume died in 2020, aged 83.

“ I never thought in terms of being a leader. I thought very simply in terms of helping people...I was grateful for the opportunity to make a difference. ”

## Lesson 5 Making a Difference

### Activity sheet 2 - Factsheet Discussion Questions

- ▶ How did these people make a difference?
- ▶ Why do you think they acted in the way they did?
- ▶ Do you think that was easy or difficult?
- ▶ If you got a chance to ask them a question what would it be?

- ▶ What do their stories tell us about how change can happen in the world?
- ▶ Who are the people who influence us on social media?
- ▶ Are they making a difference? In what way?

- ▶ Why do you think they try to influence us?
- ▶ Can you think of one difference between people who influence us in the media and the person on your factsheet?

## Lesson 5 Making a Difference

### Decision Doors Scenarios

#### Scenario 1:

Jamie is watching his favourite soap with his family which is something they do regularly. There are some really interesting storylines – Jamie particularly likes it when one of the characters called Tom who is the same age as himself is doing something or going somewhere. One night Tom is shown coming back from the shops when he is attacked by a local gang of teenage boys who have been causing trouble in the area. Tom is bruised and shaken, but the gang are portrayed as cool and popular in the soap. Tom tells his Mum he is afraid now to go out in the area unless someone is with him. He is then seen in his room staring at the wall and looking sad. Jamie looks at his parents and his little sister to see how they are reacting. He feels uncomfortable and wonders if he should say or do something.

**What 3 choices does Jamie face?**

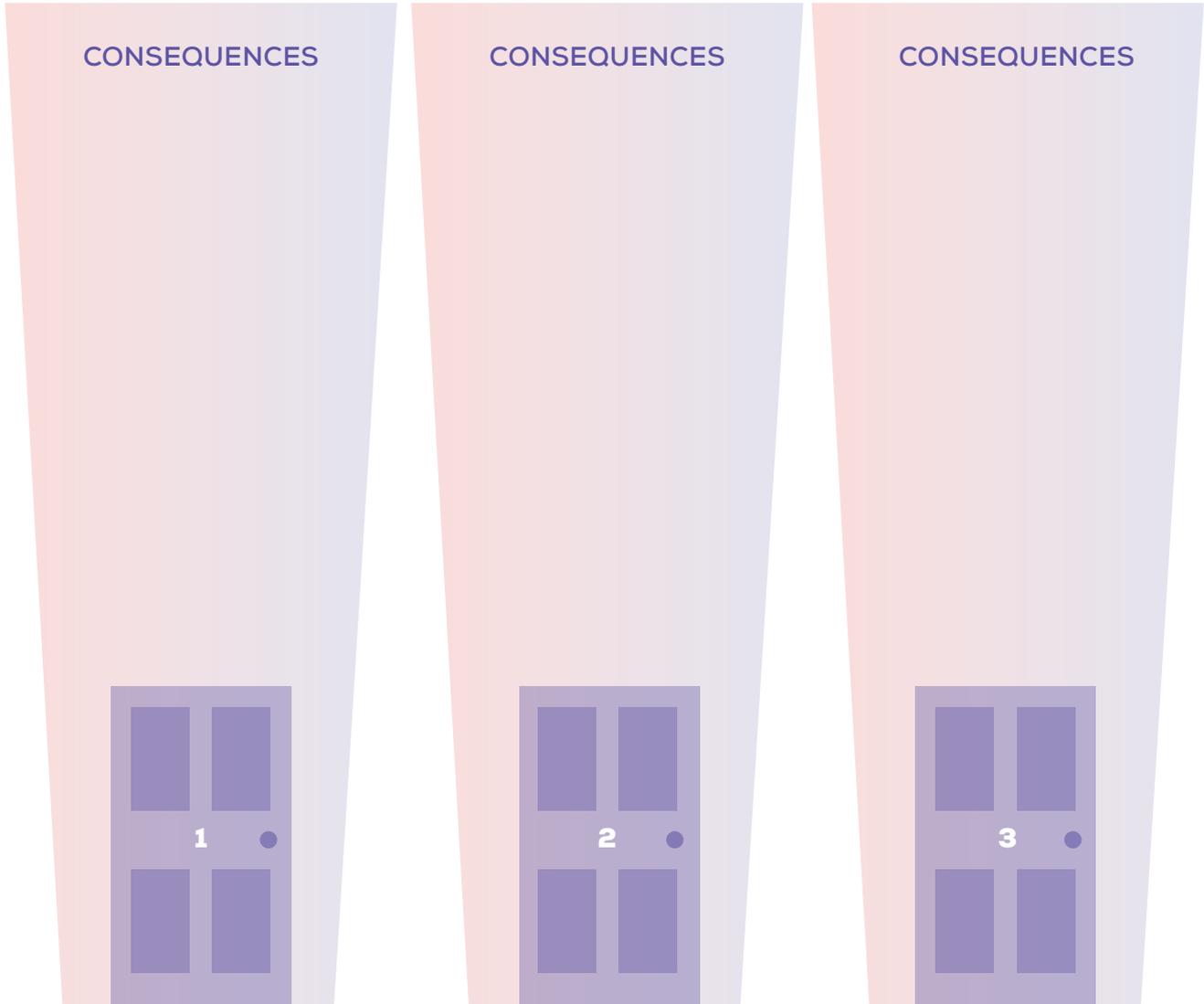
#### Scenario 2:

Jenna has just moved to a new school in a large town where her Mam has got a new job. She was used to a smaller school where everyone knew one another and looked out for each other. She's finding it hard to make new friends but has started to be included in a gang of girls from her class at lunch time. Some of the girls are really nice but there's one or two that can be quite rough on one of the other girls who is outside the gang. It's usually Kim that starts making the comments about Tina's clothes or her shoes, but lately Ava has also started joining in. Jenna can see that this upsets Tina and that some of the other girls are uncomfortable too. She's not sure what to do as she doesn't want to be left out of the gang.

**What 3 choices does Jenna face?**

# Lesson 5 Making a Difference

## Activity Sheet 3 - Decision Doors



DECISION 1	DECISION 2	DECISION 3

What 3 decisions does \_\_\_\_\_ face?

## Home School Link 5



In Lesson 5 the pupils have been discussing gender equality and how they might make a difference. Please explore the following questions below with your child to reinforce their learning:

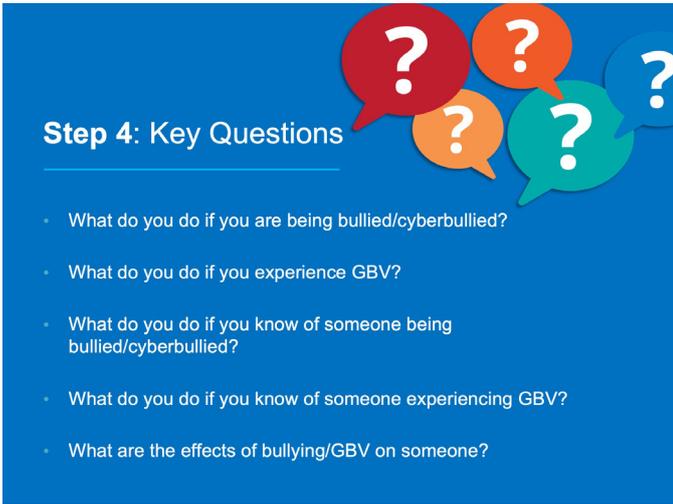
Who have you learned about that has made a difference in other people's lives?

What gender equality issues have you identified in school or community?

What do you think you might be able to do about these issues?

What might we do as a family to promote gender equality?

# Lesson 5 Slides e-versions available at <https://www.genderequalitymatters.eu> under the tab Toolkits



**Step 4: Key Questions**

- What do you do if you are being bullied/cyberbullied?
- What do you do if you experience GBV?
- What do you do if you know of someone being bullied/cyberbullied?
- What do you do if you know of someone experiencing GBV?
- What are the effects of bullying/GBV on someone?

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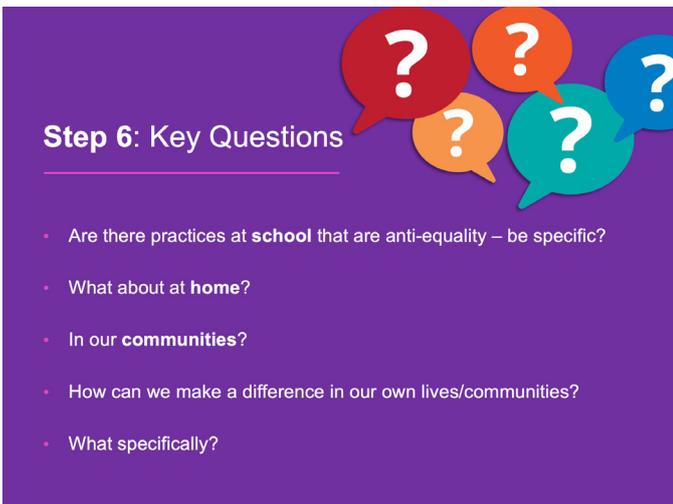
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**Step 6: Key Questions**

- Are there practices at **school** that are anti-equality – be specific?
- What about at **home**?
- In our **communities**?
- How can we make a difference in our own lives/communities?
- What specifically?

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