



# From Where I Stand

## A Gender Equality Project For the Global Goals

### Subject

Citizenship, PSHE, Social Studies

### Learning Outcomes

- To understand the framework of the Global Goals for Sustainable Development.
- To gain better understanding and awareness of one global topic, gender equality, to model more effective and active global citizenship.
- To apply local statistics to an action that contributes to the achievement of the Global Goals.
- To gather, process, calculate, interpret, analyse and apply data for practical application in a real-life context and compare these against a predicted outcome.

### Preparation

- This lesson and project is broken into 2 sessions, including a homework task. Plan to deliver session 1 on one day with a take home task, and session 2 shortly afterwards to complete the task.
- Read both the overview and the full lesson plan.
- If possible, prepare equipment to show either one or two short animation films depending on students' existing knowledge of the Global Goals.
- Print off copies of Appendix 3 and 4 - enough for 1 per student.



## Lesson Plan Overview : Session 1 & Session 2

**Preparation :** Print survey and poster for each student (Appendix 3 and 4) and if possible, prepare a way to show the video animations or have the scripts ready to read to students (Appendix 2).

### First Session

45  
mins

**Step 1.** Watch World's Largest Lesson part 1 animation as a reminder (or for the first time):  
<https://vimeo.com/138852758>

**Note:** If students are already familiar with the Global Goals, skip step 1 and go straight to step 2.

**Step 2.** Watch World's Largest Lesson 2 new for 2016: <https://vimeo.com/178464378>

**Step 3.** Focus on Global Goal #5 Gender Equality with a brief discussion and activity .

**Step 4.** Read an amazing story looking at one particular issue and solution for Global Goal #5.

**Step 5.** Set the activity/action: explain and give context for the task of conducting a survey (Appendix 3); discuss with students what results they expect from their survey; and set students the task of completing their surveys with their families and community.

**Note:** If possible show students the short call-to-action video from Emma Watson  
<https://vimeo.com/174213067> and encourage students to learn more by visiting  
[www.heforshe.org](http://www.heforshe.org)

### Second Session

45  
mins

**Step 1.** After students return to class having conducted their surveys, calculate gender ratio and complete posters (Appendix 4).

**Step 2** Share, compare, analyse and interpret results with those of your class, school, community, country and the world! Then have students discuss with their peers and as a class.

Alternatively - Have students capture their worksheet with a photo and upload it to World's Largest Lesson's social media on:

Twitter <https://twitter.com/TheWorldsLesson> ,

Facebook <https://www.facebook.com/TheWorldsLargestLesson/>

Instagram <https://www.instagram.com/theworldslesson/>

**Step 3.** Discuss and plan how we can positively contribute to gender equality and the Global Goals and look up HeForShe, UN Women and other great people doing great things in the field of supporting women and girls.

## General Note for Teachers on Teaching Possible Sensitive Issues

The discussions you have with your students in this lesson might need to be handled sensitively and with consideration given to students' backgrounds and experiences. You want to make the classroom a 'safe' place for your students to share their ideas and even experiences. Some students may want to be excused from certain discussions and this should be respected.

Gender can be a sensitive issue for some people but we believe this lesson gives an engaging fact-finding mission to learn more about the world through the lens of gender equality which is just one of 17 Global Goals. We also recognise some people may not identify with either of the particular genders that this lesson focusses on. If you wish, you could add a third column onto the survey to include people of other genders.

Please note this lesson has been designed to try and cover every possible student in the world from an almost infinite number of backgrounds, cultures, beliefs, etc. This means there might be aspects you wish were included or were more in-depth.

There are more topics that can extend from this one lesson and we encourage you to explore them if you wish. You can see more specific lessons to gender equality, and all the Global Goals, at our website <http://www.globalgoals.org/worldslargestlesson>

You may find the following sources of advice useful, on how to approach topics in the classroom.

Oxfam UK's guide to *Teaching Controversial Issues*

<http://www.oxfam.org.uk/education/teacher-support/tools-and-guides/controversial-issues>

The Historical Association's guide to *Teaching Emotive and Controversial History*

<http://globaldimension.org.uk/resources/item/1522>

Many teachers find the *Philosophy for Children* techniques useful when handling discussions of this nature, you can read more here: <http://globaldimension.org.uk/news/item/13650>

## Acknowledgements

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## Full Lesson Plan - Session One

### Step 1. Introducing the Global Goals for Sustainable Development

5  
mins

Show students the World's Largest Lesson Part 1 animated film - Intro to the Global Goals

<http://worldslargestlesson.globalgoals.org/introduce-the-global-goals/>

This will either introduce the Global Goals or serve as a good reminder of what the Goals are and how we are all connected to them.

If you aren't able to show the animation, briefly summarise the Global Goals using Appendix 1 explaining:

*The Global Goals for Sustainable Development are a plan developed by the United Nations and agreed upon by all countries to work towards by 2030 to:*

- i. **Fight** global inequality.
- ii. **End** extreme poverty.
- iii. And **Respect** our planet.

#### Important Teaching Point

Students should clearly understand that there is a global plan for everyone no matter who they are or where they live, to find solutions to the most pressing issues for people and the planet.

All the Goals can be achieved through solidarity and the mobilisation of every person. Throughout the lesson encourage students to discuss their thoughts, feelings, and reflections of how solidarity would accelerate gender equality.

### Step 2 : What Can We Do To Achieve the Goals?

5  
mins

Show students the World's Largest Lesson animated film - take action: invent, innovate, campaign [www.globalgoals.org/worldslargestlesson](http://www.globalgoals.org/worldslargestlesson)

It is a 5-minute animated film looking at examples from around the world of young people using invention, innovation and campaigning to contribute to the ambition of the Global Goals.

The script from the animation is in **Appendix 2**.

## Step 3 : Focus on Global Goal #5 - Gender Equality

5  
mins

This step is designed for students to discuss thoughts, feelings and reflections on one of the Global Goals, Global Goal #5 (Gender Equality).

Explain to students that the rest of the lesson will focus on one particular Goal and give them a real opportunity to contribute to achieving this Goal.

Global Goal #5 - Gender Equality - "*Achieve gender equality and empower all women and girls* "

This lesson focuses on one way of doing this, on one of the specific *targets* that are part of the Global Goals agreement by all world leaders: "*ensuring equal participation and equal opportunities for leadership at all levels of decision making in political, economic and public life for women and men*"

## Express Yourself

5  
mins

Ask students some questions. Have the students stand up (or raise hands) if they agree or sit down if they disagree to the following statement:

Do you think there is gender inequality in the world?

- Ask those standing up to give an example that demonstrates that gender *inequality* exists  
Eg. Some women earn less doing exactly the same job as men
- Ask those sitting down to give an example that demonstrates that gender *equality* exists

Ask students to discuss in pairs or small groups all or some of the following questions:

- What would the world be like if gender equality existed everywhere?
- What difference do you think it might make to the world?
- What difference do you think it might make to you?
- Do you feel you can make a change in the world toward gender equality?
- Can you think of someone who is a role model for gender equality?

After students have had their discussions ask them to reflect briefly on the responses:

- Was there anything interesting they observed or discussed?
- Did it stimulate any questions in their minds?
- Is there anything they want to share or discuss as a class?

The remainder of this lesson helps to find out more about some of the issues that may have been raised in this discussion, through a story and a fact-finding project.

## Step 4: A Powerful Story

Read the story below to look at one particular issue and solution of the Global Goals that is specific to women, girls and education (Global Goals #4 and #5).

There are various ways the following story could be told depending on the class and the format. Note, the first two options are more appropriate for an assembly context:

1. Simply tell the story and ask students to try to work out if they know who the story is about.
2. Pause between each paragraph and ask a question for students to discuss for 30 seconds between each paragraph (the questions are provided below).
3. Put students into groups, read out the story paragraph by paragraph, and ask groups to dramatise the point in a freeze frame (*where students depict the scene without moving, captured in one still moment through their positions and expressions*) to represent the part of the story they have just read out.

The language used in this story has been written for the lower end of ability/age groups. Teachers may want to amend this to challenge older or higher ability students.

*Once upon a time, there was a young girl who loved going to school. However, she lived in an area where some political leaders didn't want her to go to school. They used to attack the schools and try to stop girls going to school.*

**Question : What would you do if the people with political power in your area attacked your school and said you (whether you are a boy or a girl) weren't allowed to go any more?**

*So one day this young girl, who was only eleven years old at the time, started to make speeches and write blogs saying that girls should be allowed to go to school as well.*

**Question : How do you think the people with political power, who were against girls in school, might have reacted when she started doing this?**

*However, the people in power, who didn't want girls to go to school, wanted to frighten her to stop her telling people these things. They knew lots of people around the world were listening to what she was saying, so they made it clear that they would harm her if she kept saying these things.*

**Question: If someone threatened you for saying your opinion, would you stop or would you carry on anyway?**

*The young girl did not stop saying her opinions. So one day, when she was fourteen years old, a man came onto the bus when she was on her way back from school and shot her. The bullet hit her head. Luckily, this young girl did not die.*

**Question: If you had been harmed for saying your opinions and survived, would you stop after that?**

*She was taken to another country and she survived. She went on to finish school and continues to tell the world that girls should be allowed to go to school.*

**Question: What do you think of this girl? Do you think what she did made an impact? Why/why not?**

You can reveal that this girl is Malala Yousafzai and this happened between 2008 and 2012. In 2014 she was awarded the Nobel Peace Prize and is now a leading global advocate championing the equal right to education for all, especially for girls.

## Optional Additional Activity

Ask students to reflect and respond to the following statements and questions:

- Is Malala Yousafzai is a role model for you? Why / why not?
- Women can be as good at being leaders and role models as men.
- Do you think we need more role models like Malala in the world and our local community?
- Could you be someone like Malala, passionate about something you believe in, in your local community?

### Step 5 : Homework – A fact finding mission!

10  
mins

Explain to students that they can become active contributors towards Global Goal #5, Gender Equality, by completing their homework task – a survey.

This survey will help them and others become better informed on the data of gender equality in their local family and community and in the world.

#### Set the Context

FÈ Before handing out the survey (Appendix 3) provide some context of the global situation with some facts and figures

GÈ Highlight the ambition of the Global Goals by reading the following points from the details of Global Goal #5 - Gender Equality, 50 : 50

æÈ Our leaders and the creators of the Global Goals decided the world needs:

àÈ More female leaders

ãÈ More women in charge of organisations, businesses and companies

àÈ The ambition is that by 2030 women will be equally represented in these positions as men. For more information about the Global Goals for Sustainable Development please visit <http://www.globalgoals.org/>

#### Set Survey Task

1. If possible play the video from Emma Watson at <https://vimeo.com/174213067>

If this is not possible read the following description of the task on the next page.

*We've just seen some statistics that demonstrate that we are far away from reaching Gender Equality. And we've heard about how that fits with the Global Goals and Global Goal #5.*

*The World's Largest Lesson, UN Women's HeForShe initiative, UNICEF, governments and all the organisations supporting the Global Goals believe that one thing that would make a difference is if all girls and boys grow up feeling that they can achieve anything. And one way to make this happen is if everyone has strong role models and leaders to look up to in their communities - showing them what's possible.*

*It could be easy to assume that this is already happening in many parts of the world – but is it really? How often do we stop and really think about the balance of men and women making the decisions and doing the jobs that most influence our lives? Are we really moving towards an equal world, where there's an equal number of men and women who work as doctors, newsreaders, politicians, police, bosses, judges – and all those sorts of things.*

*The only way to create change is to know the facts - to know where we're starting from. So they are asking you to take part in a really interesting project to measure where things actually stand with gender equality here where we live.*

*Here it is (hold up the page to capture survey results - Appendix 3). It's really easy to do. The idea is you fill in the form and calculate a ratio based on your findings.*

*Once that's done and you return back to school after your survey we will fill in the "poster" (show poster, Appendix 4) to show the balance or imbalance between women and men. We can then join others around the world and contribute that data and knowledge to the World's Largest Lesson website, and help build a global story map showing what Gender Equality is like, right now in 2016 - so we can compare and be more aware of gender equality locally and globally!*

2. Hand out the Survey (Appendix 3).
3. Explain to students that their job is to ask questions at home and fill out the survey.

## Think, Predict, Act and Validate

5  
mins

Before the students take their surveys to complete at home and bring back, prompt some final discussion so they have ownership of the survey, know why they are doing it and to see if their perceptions match their findings.

Using any of the following questions prompt some discussion, hypothesis and justification:

1. Do you think the leaders and decision makers in your area and country are 50:50 women men?
2. What results do you predict as a gender ratio of females and males from your survey?
3. Justify your prediction and why this might be the case
4. Once you know your results how will this enable you to be a more active global citizen?

Note: To save time, more able students could complete the full task at home including the calculation of their gender ratio and even completing the poster. They can involve their parents too!



## Full Lesson Plan : Session Two

This session focuses on completing posters, comparing, analyzing, interpreting and discussing results.

### Step 1 : Complete the poster

10  
mins

Guide students using the instructions in Appendix 5 to calculate their gender ratio and complete the poster colouring each side of the image, proportional to the ratio.

**OPTION:** If it is too difficult or time consuming for each student to do, you can collate your surveys, work out the average and submit one ratio and poster for the whole class, year level, or school.

### Step 2 : Upload Data and Share!

10  
mins

**Note.** You will need internet access or alternatively, you can send posters to the UNICEF office in the country where you live.

This is where we put the data into action and create awareness and advocacy.

With the data from their survey, students (or as a whole class with their results collated) go to this URL to upload the data: <https://be-a-fact-ivist.worldslargestlesson.globalgoals.org/en>

OR Have students capture their hand-made posters by taking a photo and sharing it with the ratio they have calculated World's Largest Lesson on:

Twitter: <https://twitter.com/TheWorldsLesson>

Facebook <https://www.facebook.com/TheWorldsLargestLesson>

Instagram <https://www.instagram.com/theworldslesson>

## Step 3 : Show and Tell – What did you discover?

This is an opportunity for students to do some self and class discovery. Act as a facilitator and allow the students to think, discuss and create ideas for solutions on how to work towards achieving Global Goal #5.

1. Show and tell - have the students share their posters to others in the class and compare. As a class, can they reach some kind of conclusion or average for their findings and results?
2. In pairs have the students discuss what this means to their community in the context of gender equality and the Global Goals. How far away are they from the goal of 50:50?
3. As a class (or group) share and discuss their findings and consider them against the predictions they made before they conducted their survey. Were they right or not? Did anything surprise them?
4. Ask the students to think or write down the top three things they might personally be able to do to make sure the gender ratio is closer to a 50:50 ratio of leaders when they are older.
5. Create a class plan of action or vote on the best ideas and share them with other classes and aim to put them into action.
6. This would also be a great opportunity to share with students a couple of wonderful resources and examples of people and organisations committed to gender equality.
  - a. Look at UN Women and the HeForShe initiative as a great place to start  
<http://www.heforshe.org/> , <http://www.unwomen.org/en/news/in-focus/csw/from-where-i-stand>

# THE GLOBAL GOALS

For Sustainable Development



## **World's Largest Lesson Animation Script:**

### **What Can You Do?**

Hello.... Hello..... Are you there?

I was just saying that we have to use our creative superpowers to achieve the United Nations' Global Goals. But how?

Although the earth is just a tiny speck in space, it seems enormous to us when we're on it.

The Global Goals can seem huge too. But if you focus on fixing the things where you live you can make a big difference.

There are three ways you can help. You can invent, innovate and campaign.

So buckle up and let's take a lightning flight around the world to see what young people are doing already.

In the beautiful city of Istanbul we meet Elif, she's an inventor.

Like many big cities there's a lot of pollution in Istanbul.

Some caused by petroleum-based plastics. Elif wasn't happy about that and wondered what she could do. So she invented a new natural plastic made from banana skins.

No, seriously. It's cheap, easy to recycle and you can make it in your kitchen. And if you like banana desserts, you can't really lose. Unless you eat too much.

So let's talk about toilets. This is Rohit.

He lives in Bangalore in India. The population there is growing very quickly and so is all the, well, waste. A regular toilet uses 6 litres of water each time it's flushed. This is too much where water's scarce.

So Rohit invented a toilet that saves 50% of the water that ordinary toilets use. He called it the “Vacu-flush”. His invention won an International Science Prize and now he’s flushed with his own success, as it were.

Or you can be an innovator, be creative and think about how to improve the way we live. Take Urban Creators in North Philadelphia. This amazing group of teenagers reclaimed derelict land in a dangerous, run down neighborhood. They built a thriving farm where they grow fresh food and now supply hundreds of local homes and restaurants. Life Do Grow Farm has transformed the community and made it healthier and safer for everyone.

Speaking of health and safety, this is Nigeria, which has one of fastest growing populations in the world. And one of the youngest. Almost half of Nigerians are under 15. This is Team Charis a group of brilliant girls who are solving a big problem. Team Charis realized that in parts of Nigeria lots of people get sick because rubbish isn’t cleaned up properly. So they created Discardious – a phone app to report waste and have it taken away safely by eco friendly carts. See? Sometimes a healthier world is just one great idea away.

Or you can be a campaigner.

Melati and Isabel are sisters from Bali.

They’ve been on a mission to stop plastic bags from harming their beautiful island home. Millions of plastic bags end up in the ocean. They pollute the water and harm marine life. Or they’re burned and belch filthy chemicals into the air. Melati and Isabel decided enough was enough. They organized petitions and beach cleanups and now their efforts have convinced their governor to ban plastic bags in Bali by 2018.

Finally, let's go to Jordan.

This is Muzoon from Syria. She used to live in a refugee camp.

Many girls in the camp had to marry so young they had to give up their education.

Muzoon thought this was a big mistake and she has waged a campaign to convince parents to keep their daughters in school and not make them marry too young.

Muzoon knows that all girls have a right to a great education. And just look at what one educated girl can achieve with enough determination.

Young inventors, innovators and campaigners everywhere are changing the world for good. And so can you. The problems we face are huge. But so are your creative superpowers. You just need to care, get creative and collaborate. If we all do that, by 2030 we really can make the global goals a reality.

I'm just saying.

**Ken Robinson.**

## “From Where I Stand”

A Survey of Your Local Community Influencers and Decision Makers.

Fill in your survey by putting a cross in the relevant box.

	Female	Male
<b>POLITICAL LEADERSHIP</b>		
Your Prime Minister / President		
The person that represents you in your national parliament		
<b>LOCAL LEADERSHIP</b>		
The local leader of your district or town council / tribal chief / head of county / mayor etc.		
<b>LOCAL COMMUNITY INFLUENCERS AND DECISION MAKERS</b>		
Your head teacher		
Your doctor		
The boss of one of your parents		
The head of your local police		
Your local bank manager		
Newsreader on the TV news channel you watch or the editor of the newspaper you read		
The lead singer of your favourite song		
The coach of your sports team (optional)		
Your religious/spiritual or pastoral leader (optional)		
<b>TOTAL:</b>		

**Note:** Some people may not identify as either of these particular genders, you can add an inclusive third column if you wish.



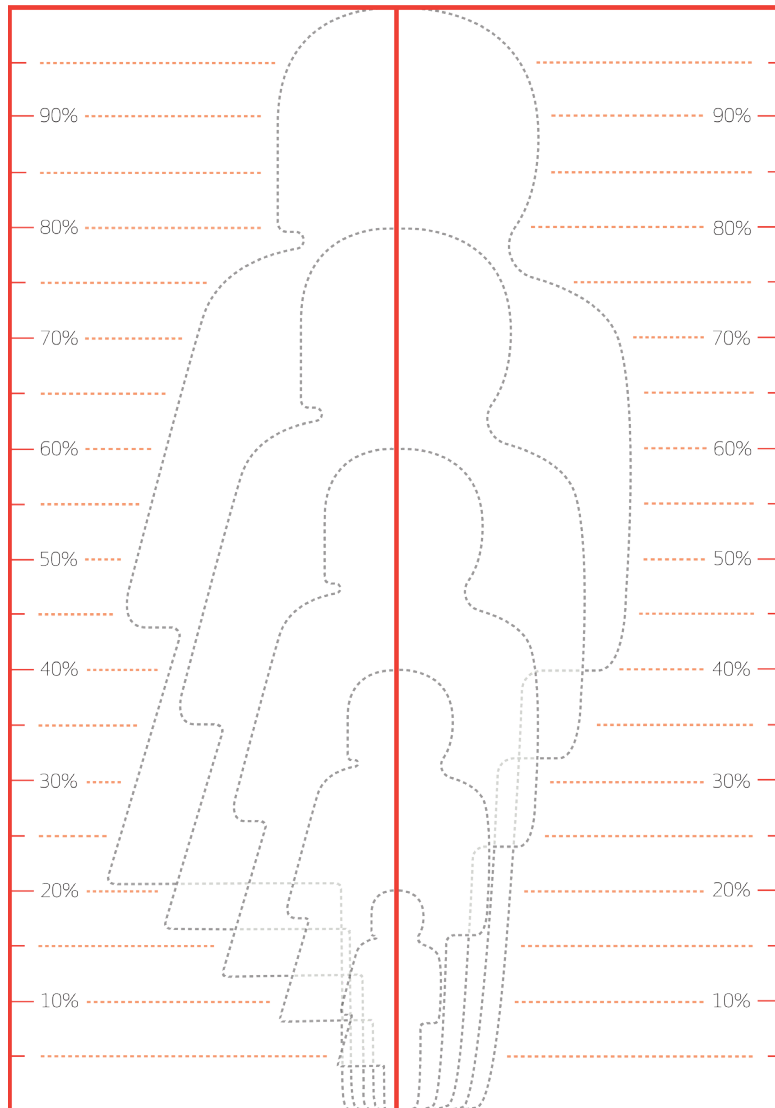
# From Where I Stand



School Name

Town/District/Region  
Country

Flag



These are my results of a survey looking at the ratio of community influencers and decision makers who are female & male.

Female Male

●

●

.@TheWorldsLesson #FromWhereIStand in #.....  
my gender ratio is ..... : ..... #GlobalGoals



# Instructions for completing your survey and poster

## Calculate your gender ratio.

Total the number of crosses in each column and put that number in the bottom row.  
Add the column totals together. For example if you have answered **every question** then the sum of all the columns will be 12.

How to calculate your ratio:

$$\frac{\text{Female column total}}{\text{sum total}} \times 100 : \frac{\text{Male column total}}{\text{sum total}} \times 100$$

So for example, if you answered all the questions and recorded 2 females and 10 males in your survey, your calculation would be:

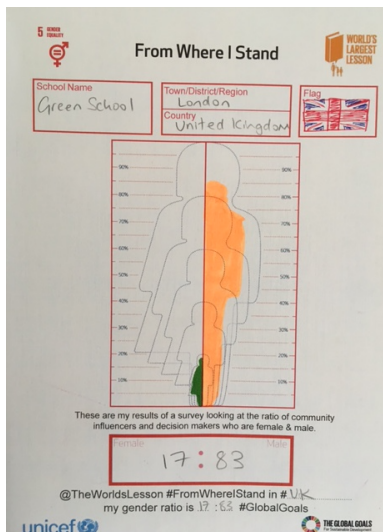
$$\frac{2}{12} \times 100 : \frac{10}{12} \times 100$$

$$= 16.66 : 83.33$$

$$= 17 : 83$$

Now express your ratio like this %females : %males e.g. 50 : 50 or 17 : 83  
The sum of the two sides of your ratio should equal 100 and remember to put the female figure on the left, the male figure on the right.

## Complete your poster



Fill in the boxes at the top of the poster  
We want to know where you are but if you don't want to include your name, that's fine.

Take your ratio for the female side e.g. 17  
Colour in the shape on the female side that represents 17% on the scale, this would be an approximate shape slightly smaller than the figure outline at the 20% mark.

Using a different colour do the same for the male side on the right.

Write your ratio clearly in the box below your image so that we can see it.

## Share your results

Visit <https://worldslargestlesson.globalgoals.org/FromWhereIStand> and input your data onto the world map or take a photo of your poster and post it to us on Twitter, Facebook or Instagram. Accurately copy and complete this post to make sure we can capture your information.

**.@TheWorldsLesson #FromWhereIStand in #[insert your country] my gender ratio is x:y (insert your gender ratio women : men) #GlobalGoals**

Twitter: @TheWorldsLesson  
Facebook: TheWorldsLargestLesson

Instagram: @theworldslesson