

# Gender Respect Project

Published by:  
The Development  
Education Centre  
South Yorkshire



For further information see:  
<http://www.decsy.org.uk>  
OR  
<http://genderrespect2013.wordpress.com>

## We Are One, We Are Different but Equal

**Age group:** Upper KS2

**Format:** Series of lessons

**Main curriculum / subject area:** Literacy, P4C

**Other curriculum links:** Maths

**Objective:** To explore gender roles and stereotyping in a local-global context

### Teaching activities:

#### Lesson One: Introduction of Gender Issues

Using the stereotypical and gender-equal statements (Appendix One), ask pupils to pair-up and decide whether they agree, disagree or are unsure. After dividing into these three categories, document this by taking photos and discussing opinions in larger groups.

Think carefully about the groups and adjust the number of statements accordingly.

#### Lesson Two: Philosophy for Children Enquiry

This session involves a P4C\* enquiry based on Anthony Browne's *Piggybook* (1986: Dragonfly Books).

Using the text and illustrations, discuss the book's content before choosing a word that really captures the story. Looking at these words agree on an interesting philosophical question.

The following ideas may help the discussion:

- 1) What are things like in your house?
- 2) What would you like things to be like?

Finish the session by going around the room, giving each pupil the opportunity to voice their final thoughts on the matter.

In the enquiry led by Ivonne, lots of children mentioned how dads, due to work pressures, were not able to spend a lot of time with their children, which made both the dads and the children sad. They also talked about dads enjoying cooking and helping at home, and pointed out that each family is different.

\*For further information on P4C please see: <http://www.decsy.org.uk/p4c/introduction--2>

### Lesson Three: Human Rights

Children sort UNICEF cards into 'wants' and 'needs' and discuss.

You will find the cards on the following website: [http://www.unicef.ca/sites/default/files/imce\\_uploads/UTILITY NAV/TEACHERS/DOCS/GC/Rights\\_card\\_images\\_colour.pdf](http://www.unicef.ca/sites/default/files/imce_uploads/UTILITY_NAV/TEACHERS/DOCS/GC/Rights_card_images_colour.pdf)

Children choose a needs card (wants cards could be included as well) and freeze frame the card. Other children question those in frame 'What are you feeling?' 'What are you doing / thinking?'

Use picture of *Right to Equality* from Amnesty International's *We Are All Born Free* (2008: Frances Lincoln) picture book as a stimulus for a P4C enquiry. The picture shows giant scales with boys on one side and girls on other. During the review of the enquiry, using thought bubbles, consider 'How does gender stereotyping and gender inequality impact on the pupils themselves within the variety of contexts they find themselves in (friendships, class, school, home, family)?'

### Lesson Four: Wadja

This film, which is the first one made by a female director in Saudi Arabia\*, tells the story of a girl who is desperate to ride bicycles. Take two afternoons to watch this, stopping the film to check understanding and discuss in pairs what the issues are around lack of equality.

You may want to use your own writing frame to write about responses to *Wadja*, or discuss the following questions:

- 1) In what way are girls and boys treated differently?
- 2) What are the similarities and differences with your own context?



Image: Wikipedia(2015)

### \*About Haifaa Al-Mansour

Born in Saudi Arabia in 1974, Haifaa Al Mansour is the first solo female filmmaker in Saudi Arabia. After studying literature at the American University in Cairo, she later completed her Masters in Directing and Film Studies at the University of Sydney.

After the success of three short films, as well as her award-winning 2005 documentary *Women Without Shadows*, her feature debut film *Wadjda*, which she both wrote as well as directed, made its world premier at the 2012 Venice Film Festival.

The film is about a girl who dreams of owning her own bike, which combines the need to take a critical look at traditional restrictive cultures.

Haifaa Al Mansour did not intend for her work to focus on women's issues, but found them too important not to address. She now lives in Bahrain with her husband and their two children.

- Discuss why you think the director made this film and what problems she may have had.

### **Lesson Five: Gender stereotyping and gender inequality in careers**

If possible, try and arrange a visit from a male nurse/male full-time parent/ female engineer/ female builder. Pupils will then play '20 Questions' to find out what the visitor's job is. Alternatively, photographs can be used or an adult could role play different professions.

Another activity which works well is to put job descriptions up on PowerPoint slides, asking pupils to guess the job and who might do it. Some ideas have been shared below (Appendix Two) which may provide a useful starting point.

Ask questions about the advantages and disadvantages of any of these roles.

### **Lesson Six: Global comparisons on gender inequality**

Choose one table (Appendix Three) of gender equality facts (e.g. Maternity/Paternity Leave and Pay)

In groups or pairs (depending on class size/ability), ask pupils to discuss the statistics presented on the following countries: UK, Cuba, Rwanda, Canada, Norway, India.

Is there anything they find interesting/surprising? Ask the pupils to pick the top three countries in terms of equality, awarding them a gold, silver or bronze medal.

Feeding back to the class, discuss what we could learn from other countries.

Repeat activity as many times as you like using the additional tables provided.

### **Lesson Seven: Reflection - Active Citizenship**

Evaluation and Action: What have we learnt from series of lessons? Is there anything we could do to let others in our school/community/country/world know?

### **Resources/References :**

Amnesty International (2008), *We Are All Born Free*, Frances Lincoln: London

Browne, A (1986), *'Piggybook'*, Dragonfly Books: London

IMDB (2015), *'Haiffa Al-Mansour'*, Available (Online), [http://www.imdb.com/name/nm2223783/?ref\\_=fn\\_al\\_nm\\_1](http://www.imdb.com/name/nm2223783/?ref_=fn_al_nm_1), Accessed 25 August 2015

UNICEF, *'Rights, Wants & Needs Cards'*, Available (Online), [http://www.unicef.ca/sites/default/files/imce\\_uploads/UTILITY%20NAV/TEACHERS/DOCS/GC/Rights\\_card\\_images\\_colour.pdf](http://www.unicef.ca/sites/default/files/imce_uploads/UTILITY%20NAV/TEACHERS/DOCS/GC/Rights_card_images_colour.pdf), Accessed 25 August 2015

Wikipedia, *'Haiffa Al-Mansour'*, Available (Online), [https://en.wikipedia.org/wiki/Haifaa\\_al-Mansour](https://en.wikipedia.org/wiki/Haifaa_al-Mansour), Accessed 25 August 2015

**Appendix One: Stereotypical/Gender-Equal Statements**

**Agree**

**Disagree**

**Unsure**

All children with short hair are boys

Girls should not play football

Girls should not study science at university

Only women should do the cooking and cleaning

Women should not be bus drivers

Boys do not like dancing

Men should not be hairdressers

Men should earn more than women

Boys are stronger than girls

Girls are more intelligent than boys

It is ok for boys to wear pink and girls to wear blue

Alex, Jordan and Ashley are names for both boys and girls

Both men and women should take on roles in the emergency services

All women should have children

Only men should be prime minister

Women are not capable of being builders

It is only ok to buy women flowers

Only men can do DIY

Boys should not play netball

## Appendix Two: Job Descriptions

### **Pilot**

- I work long hours
- I work all over the world
- Safety is my priority
- I take people on holiday

### **Hairdresser**

- I work through the week, as well as some weekends
- I work with the general public
- My job requires good hand-eye coordination
- I shape, colour, cut and curl

### **Nurse**

- I work days and nights
- My location is fairly central
- I am always busy
- I provide hands-on care
- I assist Doctors

### **Gardener**

- I work outdoors
- Some may say I have green-fingers
- I am passionate about nature and the environment
- I am very creative

### **Police Officer**

- I work closely with members of the public
- I wear a compulsory uniform
- I patrol the streets on foot, by car and bicycle
- I serve to maintain law and order




### **Librarian**

- My work environment is very quiet
- I work alongside a wealth of resources
- I like to be organised
- The general public like to visit my place of work to learn and for enjoyment

### **Cook/Chef**

- I work in a hot and high pressured environment
- I work as part of a team
- I use a variety of utensils and equipment
- I work with food

## Appendix Three: Global comparisons on gender inequality (page 1)

		
<p>Gold Star Image: Wikimedia Commons Author: Rhanyeia Source: own work</p>	<p>Silver Star Image: Wikimedia Commons Author: Lestatdelc Source: own work</p>	<p>Bronze Star Image: Wikimedia Commons Author: Lestatdelc Source: own work</p>

### Country Statements

#### **Maternity and Paternity Pay**

Rwanda	In Rwanda the law states that both mothers and fathers are entitled to maternity and paternity leave. Mothers are given 84 days off work at full pay. Fathers are given 4 days off work at full pay.
India	In India the law states that only mothers are entitled to maternity leave. Mothers are given 84 days off work at full pay.
Canada	In Canada the law states that only mothers are entitled to maternity leave. Mothers are given 105 days off work at full pay.
Cuba	In Cuba the law states that either a mother or father is entitled to parental leave. Whoever takes parental leave is given 126 days off work at full pay.
UK	In the UK the law states that both mothers and fathers are entitled to maternity and paternity leave. Mothers are given 273 days off work at full pay. Fathers are given 14 days off work at full pay.
Norway	In Norway there is no law that states that mothers and fathers should receive maternity and paternity leave. However, employers usually agree to parental leave. Whoever takes parental leave is given 343 days off work at full pay.

#### **Pay**

Rwanda	In Rwanda men and women do not receive the same pay for the same work.
India	In India men and women do not receive the same pay for the same work.
Canada	In Canada the law states that both men and women should receive the same pay for the same work.
Cuba	In Cuba the law states that both men and women should receive the same pay for the same work.
UK	In the UK the law states that both men and women should receive the same pay for the same work.
Norway	In Norway the law states that both men and women should receive the same pay for the same work.

## Appendix Three: Global comparisons on gender inequality (page 2)

### Labour Force

Rwanda	In Rwanda 0.4% of the female labour force are currently unemployed compared to 0.8% male.
India	In India 4.0% of the female labour force are currently unemployed compared to 3.1% male.
Canada	In Canada 6.8% of the female labour force are currently unemployed compared to 7.6% male.
Cuba	In Cuba 2.9% of the female labour force are currently unemployed compared to 2.2% male.
UK	In the UK 7.4% of the female labour force are currently unemployed compared to 8.4% male.
Norway	In Norway 2.8% of the female labour force are currently unemployed compared to 3.6% male.

### House Ownership

Rwanda	In Rwanda both married men and women have the right to own a house. This has been law since 1999.
India	In India both married men and women have the right to own a house. This has been law since 1874.
Canada	In Canada both married men and women have the right to own a house. This has been law since 1884.
Cuba	In Cuba both married men and women have the right to own a house. This has been law since 1917.
UK	In the UK both married men and women have the right to own a house. This has been law since 1822.
Norway	In Norway both married men and women have the right to own a house. This has been law since 1888.

### Parliamentarians

Rwanda	In Rwanda 63.8% of national parliamentarians are female.
India	In India 11.4% of national parliamentarians are female.
Canada	In Canada 25.1% of national parliamentarians are female.
Cuba	In Cuba 48.9% of national parliamentarians are female.
UK	In the UK 22.6% of national parliamentarians are female.
Norway	In Norway 39.6% of national parliamentarians are female.

### School

Rwanda	In Rwanda, 78% of girls and 78% of boys progress from primary to secondary school.
India	In India, 89% of girls and 88% of boys progress from primary to secondary school.
Canada	In Canada, 100% of girls and 100% of boys progress from primary to secondary school.
Cuba	In Cuba 99% of girls and 98 % of boys progress from primary to secondary school.
UK	In the UK, 100% of girls and 100% of boys progress from primary to secondary school.
Norway	In Norway, 100% of girls and 100% of boys progress from primary to secondary school.

## Appendix Three: Global comparisons on gender inequality (page 3)

### References for Country Comparisons:

World Bank Data (2014), Accessed (Online) at <http://data.worldbank.org/> MEDDICC Review (2014)

Accessed (Online) at [http://www.medicc.org/publications/medicc\\_review/0605/mr-features.html](http://www.medicc.org/publications/medicc_review/0605/mr-features.html)

Women's Rights Country by Country Interactive, Accessed (Online) at <http://www.theguardian.com/global-development/ng-interactive/2014/feb/04/womens-rights-country-by-country-interactive>

Social Institutions and Gender Index (2014), Accessed (Online) at <http://genderindex.org/country/cuba>

Inter-Parliamentary Union (2014), Accessed (Online) at <http://www.ipu.org/wmn-e/classif.htm>