

THE WORLD'S LARGEST LESSON INDIA

**LESSON PLAN:
AN INTRODUCTION TO GENDER EQUALITY**



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LEARNING OBJECTIVES

- Learners can define gender discrimination and relate it to their own lives.
- Learners can describe gender discrimination and describe it in relation to issues they see in their own country or community.
- Learners can explain how they can contribute to the Global Goals ambition of 50:50 Gender Equality by 2030.

PREPARATION

Write up a definition of gender discrimination on a board or a flipchart.

“Gender discrimination means discrimination based on a person's gender or sex, which more often affects girls and women. Because of gender discrimination, girls and women do not have the same opportunities as boys and men for education, meaningful careers, political influence, and economic advancement.”

Set up to enable the class or assembly to watch or read ‘Chakra The Invincible and Mighty Girl in the Great Switcheroo’ either on a screen or by downloading and printing sufficient copies of the comic (minimum 1 comic per 5 students if at all possible).

Print out the “empowerment star” in appendix 1 to distribute as homework or an additional activity.

Note: Before teaching this lesson you should think about whether any of your students might have been, or are now affected by, gender inequality in their lives. Be sensitive to this and try to make sure your classroom is a safe environment for all your students. Make it clear that students can choose to speak or not speak about their own experience as they wish.

INTRODUCTION

10 MINUTES

Start the lesson with a discussion question. Ask students: “Think of a time when you were treated differently to someone of the opposite sex. How did that make you feel?”

Give students a minute or two to think about their answers. Let a few students share their experiences and feelings.

Then ask: “Do you think it is fair that boys and girls are treated differently?”

Again, give students a minute or two to think about their answers and let a few students share their feelings, if appropriate.

Alternative:

Instead of giving responses out loud, have students write their feelings in a journal or on a sheet of paper, and only share them if they wish. Make sure all children who want to share something have the opportunity to. Another alternative is to share with a partner instead of the whole class.

COMIC ACTIVITY

10 MINUTES

Ask students if anyone can explain what gender discrimination is. Show students the definition of gender discrimination that you previously prepared.

As a class read 'Chakra the Invincible and Mighty Girl in the Great Switcheroo': [read or download here](#).

Or watch the [animated film of the comic here](#).

DISCUSSION ACTIVITY

10 MINUTES

Ask students to discuss whether they think the story described a situation of gender discrimination. If so, how?

Ask them to describe what they think this Goal is about and why they think it is relevant to India.

For older students encourage them to think about gender discrimination in a broad form, as covered in the Goal targets below.

Alternative: Print and share the cartoon description of Gender Equality available in both English and Hindi, available [here](#).

FOCUS ON GOAL 5: GENDER EQUALITY

Goal 5 focuses on Gender Equality.

The targets for this Goal are:

- End all forms of discrimination against all women and girls everywhere.
- End all forms of violence against women and girls including any form of exploitation.
- End all practices and traditions that may impair the physical, mental and sexual health of women and girls.
- Recognize and value women's work at home. Encourage women and girls to have equal opportunities to be heard and to have real opportunities to participate in all political, economic and public spheres.
- Protect women's rights to sexual and reproductive health.
- Support policies and laws to ensure gender equality including reforms to give women equal access to ownership and control over land and other forms of property, financial services, inheritance and natural resources.

[Further information on Goal 5](#)

PLENARY ACTIVITY**10 MINUTES**

Give each student an empowerment star (appendix 1). Ask them to think about the questions under the star, giving honest answers about how they feel now – not what they hope or aspire their situation to be like in the future.

Circle on the star the number that corresponds to each answer given.

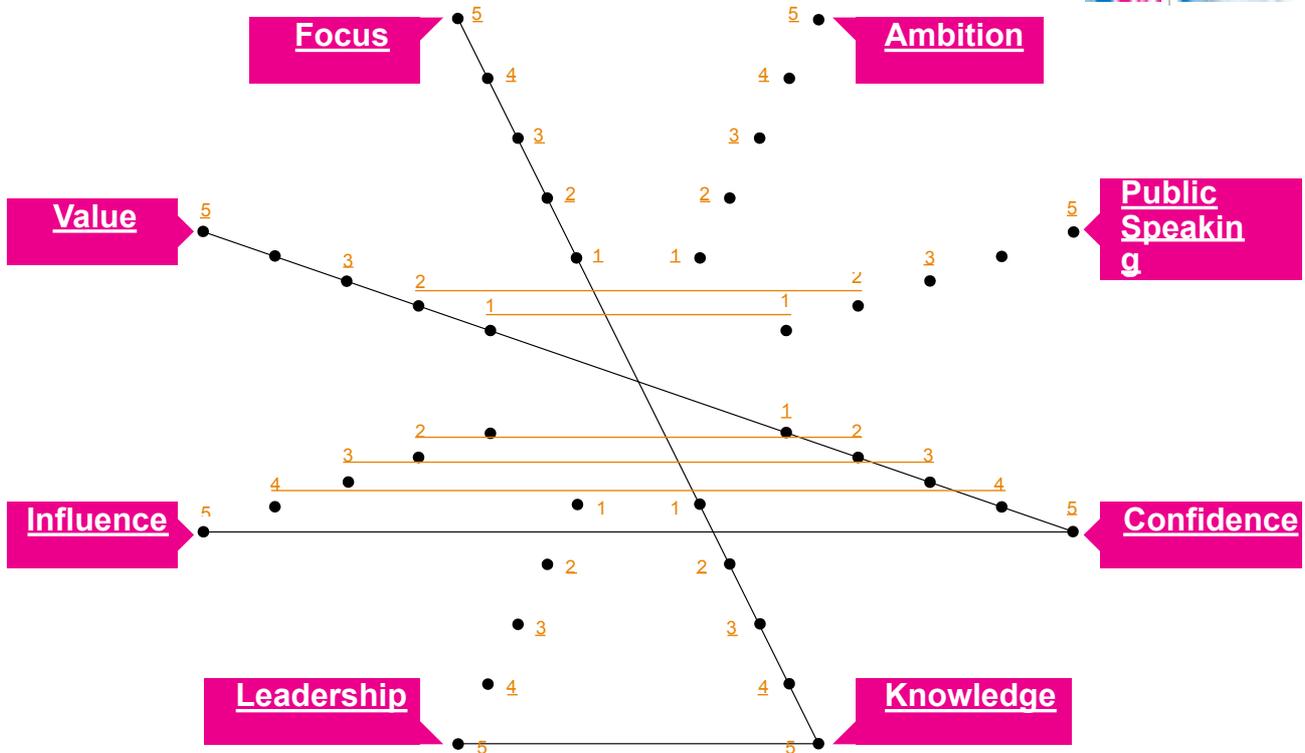
Suggest they think broadly about their lives, community and interactions with members of the opposite sex, parents and people with power.

Connect the dots. Someone who is completely empowered (all 5s) will make a perfect, full sized octagon. Someone who is not empowered at all (all 1s) will make a tiny octagon. Ask a mix of boys and girls who feel comfortable to share their empowerment stars and compare the differences. As a class, discuss together what they all could do to help each other feel more empowered.

Draw these plans up into a charter and commit to take action to support each other and India in achieving Global Goal 5 Gender Equality.

Empowerment Star

Self-Assessment Tool



Issue	Key Question	Response (circle)				
		Never	Seldom	Sometimes	Always	
Value	Do you feel you are as valuable as your peers of the opposite gender?	1	2	3	4	5
Influence	Do you feel you have influence over decisions that impact your life?	1	2	3	4	5
Leadership	Do you believe you have the ability to lead groups?	1	2	3	4	5
Knowledge	Do you have the information you need to make informed arguments?	1	2	3	4	5
Confidence	Do you feel you can approach important people with ease?	1	2	3	4	5
Public Speaking	Are you comfortable speaking out in a public way?	1	2	3	4	5
Ambition	Do you feel driven to make a change in the world around you?	1	2	3	4	5
Focus	Do you have a clear idea of what is important for you to change in the world?	1	2	3	4	5
Ability	Do you feel you can change the world if you put your mind to it?	1	2	3	4	5

Take Action for the Global Goals



As an educator you have the power to channel students' positive energies and help them believe that they are not powerless, that change is possible, and that they can drive it.

Right now, students can take action for the Global Goals at the end of any of our lessons by writing to their leaders and asking them what they are doing to achieve a specific Goal.

For deeper learning and impact they can also take part in projects to make change for the Goals in their local communities. Visit the "Take Action" page on our website

<http://worldslargestlessonindia.globalgoals.org/take-action-title/> and find out more. Your school can take part in Design for Change India's "I Can" Schools Challenge 2016 and 2017. There is a special GEMS Education Global Goals Prize.



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