

TASK 1: CONGRATULATIONS, IT'S A GIRL!**LESSON OBJECTIVES**

- To introduce the issue of gender inequality
- To explore the pupils' personal experiences
- To explore how and why some groups experience inequality
- To begin to develop awareness of the worldwide situation for girls

PREPARATION

Print out or project birth congratulations cards (Activity Sheet 1)

Print Activity Sheet 2 for each pupil

Gather a range of magazines and TV advertisements (if possible)

LESSON

Divide class up as they come into the room – boy/girl and seat separately (In single sex school the class could be divided using some other factor e.g. eye or hair colour/ hair length it does not matter so long as it is a physical feature.

Point out the cards on the blackboard/wall. These are to be used as a stimulus to introduce the class to the idea of differing attitudes to the birth of children in the U.K. and the Third World. Pupils should be questioned about the use of 'blue for a boy' and 'pink for a girl'. The images used should also be discussed e.g. dainty shoes and butterfly for a girl / dungarees and dirty 'New baby boy' which shows stereotypical attitudes to boys and girls from birth and expectations of what they will be like and how they will behave.

Beginning with prior knowledge, question the class about births in their own family/ family parties/ christenings/ naming ceremonies etc.

What experience have they had in their own family? e.g.

- Do they have younger brothers and sisters/ nephews and nieces?
- How did their family celebrate when a new baby was born?
- Did they have some religious ceremony associated with the birth or a big family party?

Whole class brainstorm differences in attitudes and expectations for boys and girls in Britain. Look at a range of magazines e.g. teenage fashion/ car or motorsport/ football magazines.

Discuss with the class what they hope to do in the future. A range of occupations could be written up on the board. Teacher-led discussion could tease out whether some of these jobs are more frequently associated with men and some with women. Are there any jobs the class think a man or woman cannot do or should not do? Why? Can they produce valid reasons for their opinions or is this just past present, prejudice and social expectaions?

Activity Sheet 2: may be completed individually, in pairs or in groups. Pupils should write one sentence under each of the headings - [Education](#), [Health](#), [Work in the Home](#) and [Work Outside the Home](#) for both Britain and then in Developing Countries.

PLENARY

Whole class feedback on Activity Sheet 2

Ask class to discuss with their parents, or better still, grandparents what the expectations were for girls when they were growing up.

KS 3 + 4 extension debate: There is a good reason why Britain has only had one female Prime Minister. Women's natural place is still in the home.

| CURRICULUM LINKS | |
|---|--|
| ENGLAND Citizenship 1a, 2a, 2b, 2c PSHE 1b, 3a, 3b, 3d | WALES Citizenship Social and moral responsibility Political Literacy |
| SCOTLAND Education for Citizenship: Human Rights Equalities | NORTHERN IRELAND Learning for Life & Work: Local and Global Citizenship – Equality & Social Justice |

TASK 2: HOME SWEET HOME

LESSON OBJECTIVES

- To explore and recognise differences in life experiences and expectations in different parts of the world
- To explore different ways of life
- To empathise with the experiences of others

PREPARATION

Photocopy Activity Sheet 3 for class

Display or hand out Activity Sheet 4, 'Daily timetable from Gambia'

Make sure class has access to internet to carry out research on life in a Developing Country using the [Plan-ed resource centre](#)

You may also like to view the [Because I Am A Girl Campaign Launch videos](#).

LESSON

Begin with whole class feedback from pupils who have questioned family adults about their experiences.

Get pupils to fill in Activity Sheet 3

Give out Daily Timetable for children in the Gambia. Discuss how the class spend their time and the differences between their experiences and those of the children in the Gambia. Brainstorm the main differences. Explore the responsibilities and expectations placed on children in Britain and contrast these with the children in the Gambia.

Now focus just on the Gambia and discuss the differences between boys' and girls' experiences there. This should enable the introduction of the concept of domestic slavery. Explain that this means more than just expecting girls to do housework. Whole class discussion leading in to paired work researching conditions in the home and the use of girls in domestic service in Developing Countries.

Based on their research each pair should either:

- * Produce a comic strip showing a day in the life of a girl in the Gambia.
- * Produce a colourful poster showing the differences in the day of the life of a teenage girl in Britain and one in a Developing Country.

PLENARY

Display comic strips or posters on wall.

Desktop publish the comic strips and send to local feeder primary schools to introduce them to the topic.

Display posters around school to raise awareness of the issue.

KS 3 + 4 extension activity: Newspaper feature writing. Using the appropriate style, tone and vocabulary write a features article contrasting life for teenage girls in Britain and in the Developing World at the beginning of the 21st century.

| CURRICULUM LINKS | |
|--|--|
| <p>ENGLAND Citizenship 2a, 3a PSHE 3a, 3d</p> | <p>WALES Citizenship Today – Social and moral responsibility Political Literacy</p> |
| <p>SCOTLAND Education for Citizenship: Global Citizenship, Human Rights Equalities</p> | <p>NORTHERN IRELAND Learning for Life & Work: Local and Global Citizenship – Human Rights and Social Responsibility, Equality & Social Justice</p> |



TASK 3 EDUCATION – THE KEY

LESSON OBJECTIVES

- To explore the importance of access to education
- To present information in different formats
- To work in groups brainstorming and preparing mindmaps
- To work collaboratively to create a game

PREPARATION

Prepare statements for class stimulus:

- 62 million girls are not in primary school
- This is more than all the girls in North America and Europe
- Education is the key to many other opportunities for girls

Print out [Education Issue File](#) from Plan-ed (attached as Activity Sheet 6)

Display Activity Sheet 4 (project or print out)

LESSON

Begin with statements to stimulate class discussion. These can either be read out or written up on the board or on wall posters.

Read through Plan's Education Issues file (Activity Sheet 6).

Display Worksheet 4 and get class to present the literacy rates visually i.e. histogram/graph.

Watch Plan video 'Indian Girls Education Camp' from [Plan UK India Videos](#) as lead in.

Divide the class into groups.

Give half the task of producing a mindmap to show factors that hinder education in developing countries (especially for girls).

Possible answers: [large family/ siblings to look after/being eldest in family/being sick or disabled/early marriage/ if mother works so child is needed at home/domestic violence/ being in lower caste/ where education is not valued/ natural disaster/ needed to work in either home or to get money for family.](#)

The other half creates a mindmap of factors facilitating successful education.

Possible answers: [school within reachable distance/ adult in the family who values education/ small family/ being youngest child in family./ role models in family or village/ welcoming school/ other adults in the family who can work at home and look after younger siblings\)](#)

Groups then have the task of creating a card or board game entitled Key to Success. The associated Planning and Rules Sheet can be used for assessing group work and communication skills.

PLENARY

Groups should exchange games and rules and play each others.

Feedback from class on which was best game and which was the most effective in helping people understand the importance of access to education.

KS 3 + 4 extension activity – Using your school literacy policy as stimulus, and write an appropriate literacy policy for a primary school in a Developing Country.

| CURRICULUM LINKS | |
|--|---|
| ENGLAND Citizenship 1i,2a,2b,2c,3b PSHE 3a,3b | WALES Citizenship Social and Moral Responsibility Political Literacy |
| SCOTLAND Education for Citizenship Global Citizenship Human Rights Equalities | NORTHERN IRELAND Local & Global Citizenship Human Rights and Social Responsibility Equality and Justice Democracy and Active Participation |

TASK 4: WORK! WORK! WORK!

LESSON OBJECTIVES

- To work collaboratively in a group decision-making exercise
- To investigate how pupils can participate actively in society
- To develop Political Literacy

PREPARATION

Download or watch 'Ecuador Child Labour 3' from [Plan UK Ecuador Videos](#)

Find out all the local MPs for the catchment areas of the school

Photocopy 'Bill of Rights' (Activity Sheet 5) for the class

Bookmark www.becauseiamagirl.org

LESSON

Beginning with what the children already know and their own personal experiences, brainstorm what they hope to do in the future.

Introduce the issue of stereotyped jobs for males and females.

Discuss hindrances for girls in Britain e.g. 'the glass ceiling'.

Watch video 'Child Labour in Ecuador'.

Question the class and create a class mindmap of the minimum expectations/entitlement of all children.

Divide into groups to write a Bill of Rights for boys and girls throughout the whole based on the class' ideas. (Activity Sheet 5)

Feedback from groups.

Now pose the question: What can we all as individuals do to help ensure better opportunities? Direct class/ show class the website www.becauseiamagirl.org and discuss how they can get involved.

Introduce the idea of lobbying MPs. Each pupil or pair or group to draft a letter to the local MP.

PLENARY

Depending on the outcomes either all the letters could be sent or one letter from the class.

(If possible try to get the local MP to come to the school and receive the letters personally so the pupils can have the opportunity to state their case.)

| CURRICULUM LINKS | |
|---|--|
| ENGLAND Citizenship 1a,1i,2a,2c,3b PSHE 3a,3b | WALES Citizenship Social & Moral Responsibility Community Involvement/ Political Literacy |
| SCOTLAND Education for Citizenship Global Citizenship Political Awareness Human Rights Equalities | NORTHERN IRELAND Local & Global Citizenship Human Rights and Responsibilities Democracy & Active Participation |



UNITED KINGDOM

| Girl | | Boy | |
|---|-----------------------|--|-----------------------|
| Health | Education | Health | Education |
| Work in the Home | Work Outside the Home | Work in the Home | Work Outside the Home |
|  | |  | |

DEVELOPING WORLD

| Girl | | Boy | |
|---|-----------------------|--|-----------------------|
| Health | Education | Health | Education |
| Work in the Home | Work Outside the Home | Work in the Home | Work Outside the Home |
|  | |  | |

My Ordinary Schoolday

Tick if you are

BOY

GIRL

TIME

| | |
|--------|--|
| 6AM | |
| 7AM | |
| 9AM | |
| 11AM | |
| 1PM | |
| 2PM | |
| 6PM | |
| 7PM | |
| 8PM | |
| 9-11PM | |
| 12AM | |
| | |

Daily timetable from the Gambia (data from 1999)¹²

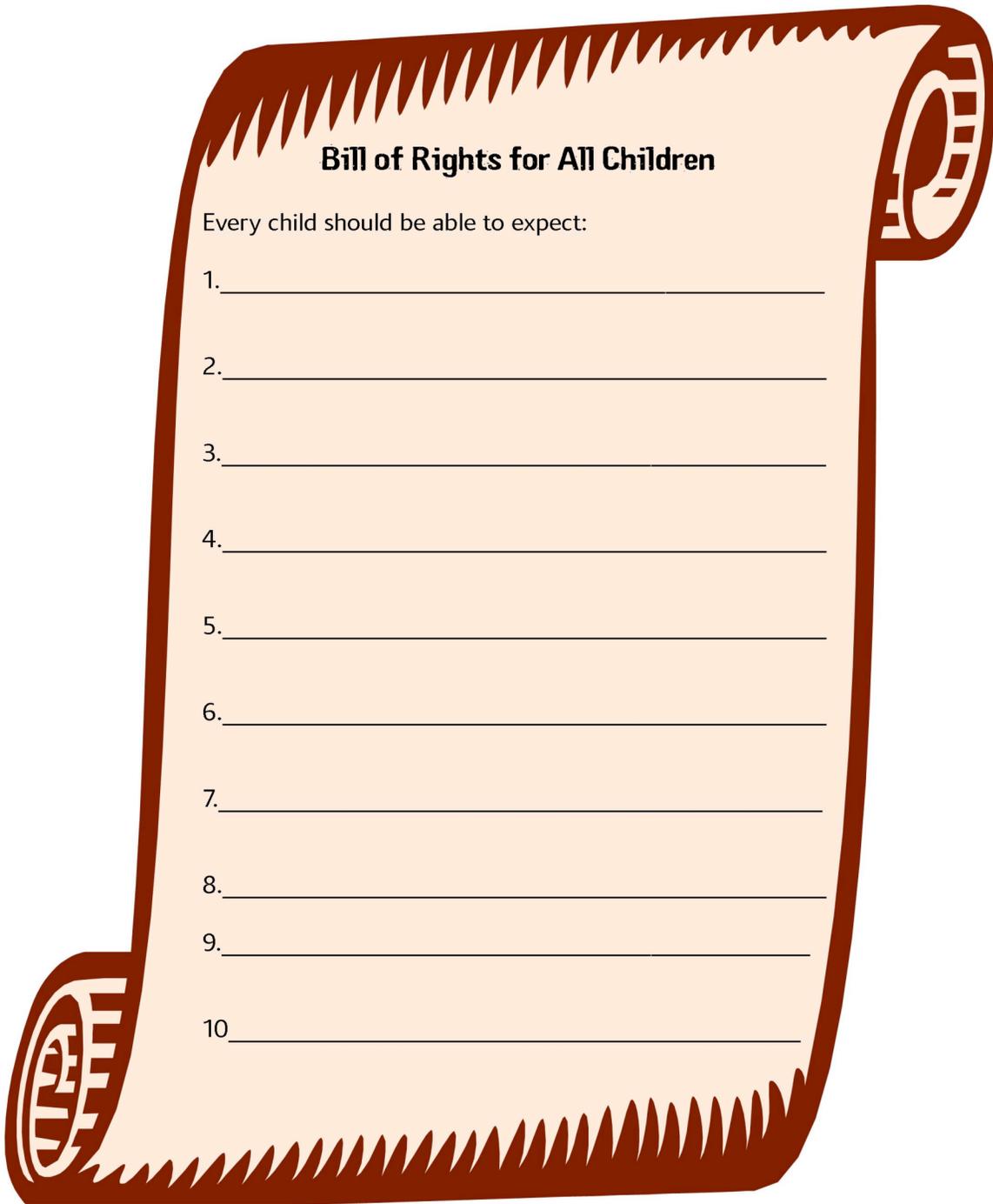
| Time | Girl not in school | Girl in school | Boy in school |
|----------------|---|--|--|
| 6 AM | Rises, bathes, prays | Same | |
| 7 AM | Sweeps compound, fetches water, washes dishes | Same | Rises, bathes, prays, revises lessons |
| 9 AM | Cooks lunch | Goes to school | Goes to school |
| 9:30 AM | Takes lunch to mother on farm, works on farm | In school | In school |
| 2 PM | Working on farm | School day ends, lunch in school, extra studies until 6 PM | Same, if studies end early, plays football |
| 6 PM | Working on farm | Takes food to mother on farm, helps her | Fetches water, bathes |
| 7 PM | Returns home, cooks dinner | Cooks dinner, bathes | Various (play, study) |
| 8 PM | Dinner, washes dishes | Dinner, washes dishes | |
| 9-11 PM | Various (rests, plays, talks to friends, does more housework) | Goes to teacher for extra studies | Goes to teacher for extra studies |
| 12 AM | Goes to sleep | Goes to sleep | Goes to sleep |

Kane, E. and M. O'Reilly deBrun. 1993. Bitter seeds. (Draft). Washington, DC: World Bank.

Literacy rate of 15-24 year olds, percentage¹³

| | Total | Men | Women |
|---------------------------------|-------|------|-------|
| World | 87.2 | 90.4 | 84.0 |
| Developing Regions | 85.0 | 88.7 | 81.1 |
| Northern Africa | 84.3 | 89.9 | 78.4 |
| Sub-Saharan Africa | 73.1 | 78.1 | 68.4 |
| Latin America and the Caribbean | 96.0 | 95.6 | 96.4 |
| Eastern Asia | 98.9 | 99.2 | 98.5 |
| Southern Asia | 72.2 | 80.3 | 63.3 |
| South-Eastern Asia | 96.2 | 96.5 | 95.9 |
| Western Asia | 91.3 | 94.9 | 87.6 |
| Oceania | 72.8 | 74.9 | 70.5 |

UN Millennium Development Goals Indicators, 2006



Bill of Rights for All Children

Every child should be able to expect:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Understand the Issues: Education

FACT

130 million children world-wide do not go to school.

WHAT?

In the UK we take education for granted; almost all children go to school, there is simply no other option. But for many children around the world education is an unattainable dream. A large number of children do not attend school at all, not even primary school, while others begin but are forced to drop out for various reasons.

Even if children in poorer areas do manage to attend school, they are likely to find it a lot harder to learn than children in the UK. Class sizes are usually very large so it is difficult for the teacher to give students any personal attention, resources like pens and books are often scarce, and school buildings can be in a very bad condition.

A lack of education means fewer options in adult life. Children who did not go to school are likely to be badly paid and their lives will be harder. Their children are less likely to go to school than the children of educated adults, so the cycle continues.

In contrast, where poorer children have access to education, improvements are seen in many different areas of life. Educated young people are much less likely to contract illnesses, including HIV, and tend to have a generally better quality of life. Development organisations have found that educating girls is particularly beneficial to future generations; educated women have healthier, better educated children and contribute more to their communities.

TALK ABOUT IT

- Why might it be important that the community school in Niger is run by the community, not by Plan?
- What other commitments do you think the children and young people from the community school in Niger might have?
- Why is it so important to teach some non-traditional, practical subjects?
- How would you feel if you were told you could never return to school?

FACT

- Educated mothers are 50% more likely to vaccinate their children and more than twice as likely to send their children to school.
- Since the Kenyan government abolished school fees the number of children going to school has risen by 1.3 million.

WHY?

For most children who are not able to go to school, lack of money is the major issue. In many countries schools charge fees, which can be a very large proportion of a family's annual income. There are also 'hidden costs' for things like books and uniforms. Once everything is added together the total price of an education is often too much for a family to afford.

Many children are expected to work in the family business or help out in the home. In developing countries, everyday tasks often take a lot longer to do; collecting water, for example, can mean a two hour walk. If a child is at school and can not do their chores this puts extra pressure on the family.

Even if parents are willing and can afford to send their children to school, practicalities often get in the way. For children in rural areas, their nearest school can be several hours away. Some children are not allowed to go to school because they do not have a birth certificate to prove their identity.

Many parents have lots of children, and can not afford to send them all to school. In this case, they will often choose to send the boys because they think they will have a better chance of getting a good job. Traditionally, girls and women look after the home and take care of the children, so many people think it is not worth them being educated.

Some children do not have parents or have no contact with them. These children are the least likely to be able to go to school; they tend to have very little money and will often need to work and look after younger siblings.

WHERE?

Plan runs education projects in all regions where we work. This section is about a community school in Niger, west Africa.

Many young people in Niger are not able to go to traditional schools and are growing up without any access to education. That is why community groups and Plan have come together to start a new kind of school to give these young people a second chance at an education. Members of the community have helped build the school room and choose the teachers, and now the school is fully functioning.

The community school is different to a normal school; there is a mix of ages in the classes and the timetable is much more flexible, to allow young people with other commitments to attend. The children also learn some non-traditional subjects like farming, that will help them in their day to day lives, and anyone in the community can suggest a new subject for the curriculum.

The community school is not just benefiting the children, but the whole community. As one 17 year old student says; “During my year of studies in the community school I learned how to improve our farming techniques ... very soon the village will be able to eat and sell fruits!”

Find out more:

Take a look at Plan’s education work: <http://www.plan-uk.org/about/work/learning/>

Get the facts from UNESCO, the UN’s education organisation: www.unesco.org

Join young people from around the world in tackling the problem of access to education: www.sendmyfriend.org