

Global Citizenship Education:
Module 4

Gender Equity



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Gender Equity

This module aims to guide students to understand what gender equity is and how gender and equity relate to issues in their own lives, communities and around the world.

Gender equity education is of utmost importance. The introduction of gender equity to youth provides opportunities to endorse positive gender norms. Furthermore, gender equity education will provide students with the knowledge and skills to empower themselves and others throughout their lives.

This module clearly accentuates that gender equity is not just about equity between men and women. It outlines gender identity and the relevance of gender equity to women of all sexualities and gender identities. Women's rights and the rights of the lesbian, gay, bisexual, transgender, queer, two-spirited (LGBTQ2+) community are profoundly interwoven.

Gender equity and gender equality are often confused, and while they are not one and the same they do go hand in hand. Gender equity can be considered the mechanism by which gender equality may be achieved. Gender equality indicates that everyone, whether male, female, LGBTQ2+, Indigenous, racialized, people with physical or intellectual disabilities, or self-identifying in any other gender identity of choice, will be allowed the same starting line of benefits and opportunities and that their rights, responsibilities, decision making power and access to resources will not depend on their biological sex. Gender equity on the other hand recognizes that people experience different barriers, benefits, responsibilities and access to resources according to their gender. Gender equity means fairness of treatment and the allocation of resources without discrimination and in accordance to their respective needs. This may include equal treatment or treatment that is different but which is considered equivalent in terms of rights, benefits, obligations, and opportunities. Gender equity is the means of reaching the finishing line.

Source: Adapted from International Labour Office ABC of Women Workers' Rights and Gender Equality, Geneva, 2000, p.91-92. https://www.ilo.org/wcmsp5/groups/public/---dgreports/---gender/documents/publication/wcms_087314.pdf, and the United Nations Educational, Scientific and Cultural Organization (UNESCO) <https://unesdoc.unesco.org/ark:/48223/pf0000121145>.

The intersectionality of gender equity and other socioeconomic factors are important. Intersectionality takes into account that there are overlapping categories of identities and oppressions such as gender, sexual orientation, race, and class. Intersectionality is the idea that oppression is intertwined and cannot be resolved alone. An example of this is the unfounded belief that all women have the same issues. This belief overlooks the inequities that Indigenous Peoples, peoples of colour, differently abled peoples or LGBTQ2+ peoples face societally and the dimension that this adds to women who belong to these groups. Intersectionality does not hold on to the belief of sameness and seeks to address the issues of all women in order to create a better world for all where no one is overlooked or silenced.

It is important to note that gender equity cannot be achieved without the education of all. People of all ages in a society need to learn about gender equity and become its champions. With access to education on gender equity, males and females, of all sexual orientations and gender identities can change societal roles, sexism, stereotypes, homophobia, and lead by example.

Gender equity education can and will lead the way to a healthy sustainable world. Students who engage in learning about and championing gender equity will become true global citizens who stand in solidarity with and support those who face disadvantages and discrimination based on gender.

What's In the Module

OBJECTIVES

- Engage students in learning about gender equity
- Distinguish the differences in gender equality and equity
- Offer information on gender equity issues for women and girls
- Create awareness about gender identity
- Introduce and encourage the concept of intersectionality
- Present knowledge and skills for the creation of youth gender equity champions
- Link global citizenship with gender equity solidarity

LESSONS

Lesson 1: Gender Equity

Lesson 2: Equity for Women and Girls

Lesson 3: Gender Identity and Equity

Lesson 4: Global Citizenship and Equity

CURRICULUM OUTCOMES AND INDICATORS FOR MIDDLE YEARS THROUGH GRADE 12

SS1 – Interactions and Interdependence

SS2 – Power and Authority
– Resources and Wealth

SS3 – Resources and Wealth

SS6 – Dynamic Relations
– Interaction and Interdependence
– Power and Authority
– Resources and Wealth

SS10 – Social Organizations

H20 – History

SS20 – World Issues

SS30 – Canadian Studies

BIG QUESTIONS

- What is gender equity?
- Why is gender equity important?
- What is the difference between gender equity and gender equality?
- What is gender identity?
- How can students come together to work towards gender equity in the classroom, community, city, province, within Canada and the world?
- What is the role of a global citizen in contributing to global gender equity?

TOPICS

- Gender equity
- Gender equality
- Gender identity and its importance in gender equity
- Women and girls' equity issues
- Intersectionality
- Global citizenship
- Gender equity education and its importance to all
- Sustainable Development Goal #5: Gender Equality

MATERIALS NEEDED

- Activity Sheets / Hand-outs • Computer / Laptop • Audio / Video equipment • Internet
- Journals and/or paper • Library access • Art Supplies • Markers and crayons • Pens and pencils
- Projector and screen • Whiteboard / Flipchart

LESSON KEY



Curriculum Outcomes



What You'll Need



Before Activities



During Activities



After Activities



Discussion



Question



Notes



Formative Assessment



Quote

Education Theory and Methodology

Global Citizenship Theory suggests that all individuals have a global duty to contribute directly to human rights protections and to promote rights-enhancing political integration between states. Global Citizenship Education promotes learning that nurtures greater consciousness in and around real life issues. It offers a way to make changes at a local level that can influence the global level through participatory strategies and methods. All this is possible with transformative pedagogy, which helps to increase the relevance of education in and out of classrooms by engaging stakeholders of the wider community who are also part of the learning environment and process.

Source: Council of Europe, 2012, Global Education Guidelines: concepts and methodologies on global education for educators and policy makers, Global Education Week Network in coordination with the North-South Centre of the Council of Europe.

Inquiry based learning is a complex process where students formulate questions, investigate to find answers, build new understandings, meanings and knowledge, and then communicate their learnings to others. In classrooms where teachers emphasize inquiry-based learning, students are actively involved in solving authentic (real-life) problems within the context of the curriculum and/or community. These powerful learning experiences deeply engage all students. Research suggests that inquiry-based learning increases student creativity, independence, and problem solving skills, and it improves student achievement.

Constructivist learners are taught to question, challenge, and critically analyze information rather than blindly accept what is taught.

Peace education is the process of acquiring the values, the knowledge, and developing the attitudes, skills, and behaviours to live in harmony with oneself, with others, and with the natural environment.

Social Justice Education – engaging in social justice through education is to fight oppression by giving all groups the opportunity to receive resources more equally.

Feminist Pedagogy engages students in hands on learning about gender equity. It adds to paradigm shifts and the introduction and implementation of new knowledge and skills to champion gender equity locally and globally. Feminist pedagogy is a way of thinking about teaching and learning. There are varying definitions of feminist pedagogy, but there is common agreement on these three key tenets:

- Resisting hierarchy: in the learning environment, the teacher figure and students work against the creation of a hierarchy of authority between teacher and student; the students are encouraged to deliver ‘content’ and influence the design of the class.
- Using experience as a resource: in addition to traditional sources of information such as academic journals and books, the students’ and teachers’ own experiences are used as ‘learning materials’. The purpose of using experience as a resource is twofold: firstly, experiences which have not been documented in academic work are brought into discussion, and secondly the class participants experience transformative learning...
- Transformative learning: feminist pedagogy aims for the class participants (students and teachers) not just to acquire new knowledge, but for their thinking to shift in new directions. This may involve the realisation that personal interpretations of experience or of social phenomena can be re-read and validated in new, critical ways.

Source: adapted from GEA – Gender and Education Association: Feminist Pedagogy <http://www.genderandeducation.com/feminist-pedagogy/>

Intersectional Pedagogy engages students in transformative learning. It promotes global awareness of how multifaceted variables such as gender, cultural, ethnic, and national identity influences treatment of people. Intersectional pedagogy challenges hierarchies and divulges oppressions that may have been unnoticed or ignored. Utilization of this pedagogy can contribute to assisting students to open their eyes to inequities and oppression while at the same time finding hope in solutions based ideas for the creation of a more just and healthy world.

CURRICULUM OUTCOMES AND INDICATORS



SS1 – Interactions and Interdependence

IN1.3 Assess ways in which relationships help to meet human needs.

- a. Identify human needs.
- c. Compare how various groups including classmates, family, friends, and significant adults in students’ lives impact on meeting community, personal, and societal needs.



SS2 – Power and Authority

PA2.3 Analyze rights and responsibilities of citizens in the school and local community.

- d. Identify opportunities for sharing responsibility in the community and school.



SS2 – Resources and Wealth

RW2.1 Describe ways in which the local community meets needs and wants of its members.

- b. Investigate how quality of life is influenced by individuals, businesses, and groups in the local community.



SS3 – Resources and Wealth

RW3.1 Appraise the ways communities meet their members’ needs and wants.

- a. Speculate upon various challenges faced by communities in meeting needs and wants, with evidence gathered from examining pictures, viewing media, and interpreting stories using a variety of fiction and non-fiction texts.
- b. Identify how individuals and communities meet needs and wants.
- c. Describe ways in which communities help ensure basic human needs are met (e.g., food and water, shelter, clothing, education, safety).



SS6 – Dynamic Relations

DR6.4 Relate contemporary issues to their historical origins in Canada and a selection of countries bordering the Atlantic Ocean.

- b. Analyze the historical origins of a current issue affecting youth in Canada and a selection of countries bordering the Atlantic Ocean by tracing the evolution of the issues over time (e.g., slavery, colonization, migration, and Indigenous Peoples’ relationships with colonizing peoples.)



SS6 – Interaction and Interdependence

IN6.3 Develop an understanding that global interdependence impacts individual daily life in Canada and a selection of countries bordering the Atlantic Ocean.

- a. Investigate and represent the contribution of a Canadian individual or organization toward enhancing human welfare in Canada or in a selection of countries bordering the Atlantic Ocean.



SS6 – Power and Authority

PA6.1 Examine the relationship between an individual’s power and authority and the power and authority of others.

All of the indicators apply though more deliberately indicators e and f

PA6.3 Explore examples and explain how people, such as ethnic minority groups, the disabled, youth, and the elderly, may be affected by injustice or abuses of power.

- a. Describe incidents of the misuse of power in groups of which students are aware.
- c. Propose changes needed in human behaviour and institutions in order to prevent the abuse of power.



- d. Investigate the relationship between people and their governments in Canada and a selection of countries bordering the Atlantic Ocean. Include such things as human rights, treatment of minorities, history with indigenous peoples, infrastructure for health, and education (including reference to residential schools and the intergenerational impact of those experiences).
- j. Propose changes needed in human behaviour and institutions in order to prevent the abuse of power.



SS6 – Resources and Wealth

RW6.1 Examine and analyze factors that contribute to quality of life, including material and non-material factors.

- e. Explain factors that affect the quality of life of youth in Canada and a selection of countries bordering the Atlantic Ocean (e.g., labour practices, access to education and technology, shelter, food and water, health care, sport and recreation, inclusion, or marginalization).
- g. Compare and contrast the quality of life in Canada with the quality of life in a selection of countries bordering the Atlantic Ocean using various sources of data including a quality of life index, maps, graphs, and charts.
- h. Propose reasons which might explain the differences in the quality of life of young people in Canada and in a selection of countries bordering the Atlantic Ocean.
- j. Recognize and assess the relationship between wealth and resources and the distribution of power and authority in Canada and a selection of countries bordering the Atlantic Ocean.

RW6.2 Contribute to initiating and guiding change in local and global communities regarding environmental, social, and economic sustainability.

- a. Represent through visual art, music, dance, writing, or other representation the contribution of individuals and communities to initiate change that supports sustainability.
- c. Develop an action plan for harmonizing one's personal lifestyle with collective needs regarding social, environmental, and economic sustainability.



SS10 – Social Organizations

Unit 1 Political Decision Making

Discrimination – Know that discrimination is the inequitable treatment of one group by another group or individual who usually has power and advantages. The group or individual uses its power to discriminate in order to maintain or increase its power and advantage. Know that the concept of discrimination has a number of critical attributes:

Sexism – Know that sexism is the belief that individuals should be assigned specific roles in society based on the their gender, that men and women are not equal, that laws should treat men and women differently, and that it is natural to discriminate on the basis of sex.

Equality – Know that equality is the state of being equal in dignity, privileges, power, responsibility, etc. with others in society.

Hierarchy – Know that hierarchy is any system of people ranked into levels in which the higher levels have more dignity, privilege, power, responsibility, etc. than do people in lower levels.

Human Rights – are claims for recognition by an individual that take precedence over other claims and which other individuals, groups, and societies are duty bound to recognize. Know that the concept of human rights has a number of critical attributes:

Universality – Know that human rights are universal and as such apply to everyone regardless of nationality, race, religion, political beliefs, age, or gender.

Empowerment – Know that empowerment sees the sharing of power as way of increasing the power of everyone within society. Know that empowerment begins with the acceptance of others as being worthy and equal to oneself.



Power – Know that power is the ability to make and carry out decisions. Know that the sources of power are unequally distributed among the people of society. Know that individuals and groups within society concentrate on gaining and using power for their benefit. Know that power has been used in ways that abuse the rights of other people.

Values – What are legitimate constraints on human behaviour? Should the rights of the individual or the group have the higher priority? What areas of life are appropriate for society to control, through norms and sanctions? On what basis should groups be awarded power within the social contract? Should men and women be given the same access to power and privileges? Is the greatest good for the greatest number the fundamental value on which to base decision making in a democracy?



SS20 – World Issues

Unit 1 Human Rights

Engage in problem solving, dialectical thinking, and independent learning. Explores the moral and ethical basis on which decision making should be based. The objective is to give students an opportunity to consider which obligations, in the form of human rights, individuals and groups should collectively assume for each other.

World Issues – Know that at this time, there are a number of issues that are global in nature both in their capacity to affect global environments and in the solutions to correct them.

Human Rights – are claims for recognition by an individual that take precedence over other claims and which other individuals, groups, and societies are duty bound to recognize. Know that the concept of human rights has a number of critical attributes:

Universality – Know that human rights are universal and as such apply to everyone regardless of nationality, race, religion, political beliefs, age, or gender.

Morality – Know that human rights are not simply demands for rights; they involve a moral entitlement to the right in question which other individuals and society must honour.

Humanity – Know that the moral basis for human rights is the humanity and inherent dignity of the individual.

Obligations – Know that a human rights claim by (an) individual(s) mean(s) that a set of responsibilities and obligations on the duty bearer(s) come into play governing the kinds of interactions that can occur within a particular situation.

Privilege – Know that privileges are a special right that may be earned or given to an individual or a group as a favour or concession that can be taken away for some reason. Know that privileges cannot be equated with human rights because, morally, and ethically, human rights can neither be taken from nor surrendered by the individual.

Racism – Know that in societies where the emotional climate prevents a dialectic and fosters paranoia and scapegoating, racism can be perceived as a reasonable explanation for the problems facing society. Know that the dialectical process is critical in allowing an alternative viewpoint to be expressed as a way of controlling and correcting thinking which is illogical or based on false assumptions.

Right – Know that a right is a claim which has a special force that overrides other claims based on privilege, social and economic agreements, or legal and political agreements. Know that the Declaration of Human Rights was seen as a system of impartial criteria is not just a list of rights, but is, rather, a mutually supporting system of complementary rights.

Empowerment – Know that empowerment sees the sharing of power as way of increasing the power of everyone within society. Know that empowerment begins with the acceptance of others as being worthy and equal to oneself.



Discrimination – Know that discrimination is the inequitable treatment of one group by another group or individual who usually has power and advantages. The group or individual uses its power to discriminate in order to maintain or increase its power and advantage. Know that the concept of discrimination has a number of critical attributes:

Racism – Know that racism is the belief that people can be categorized into different groups according to certain characteristics such as skin colour and that these characteristics will determine how people will behave and whether they will be morally good or bad.

Sexism – Know that sexism is the belief that individuals should be assigned specific roles in society based on their gender, that men and women are not equal, that laws should treat men and women differently, and that it is natural to discriminate on the basis of sex.

Prejudice – Know that a prejudice is an attitude or belief (often negative) toward a group or person which is thoughtlessly accepted (learned by someone who either refuses to find out whether the attitude is justified or refuses to accept legitimate contrary evidence).



SS30 – Canadian Studies

Unit 1: Change

Change means making choices and that means evaluating the alternatives available to come to a considered judgment about the best choices.

Worldview – Know that a worldview is a description of reality providing “natural and believable” knowledge which is generally accepted by the members of a cultural group, because it meets their needs, creates order and coherence, and provides a basis for predictions.

Unit 3: Culture

In this unit students will reflect on what it means to be a citizen in a democratic society, and what it means when citizenship is conferred upon an immigrant by a democratic state. Finally, students will be asked to consider the implications of cultural change on a democratic state.

Identity – the feeling of being a member of a group that has certain characteristics. However, identity should not presuppose a feeling of superiority over those with a different identity.

Cultural Dominance – the belief that certain cultures are superior and have the responsibility to eliminate “inferior cultures.”

Marginalization – a form of rejection in which the individual is denied the opportunity to play a significant role or have a place in the affairs of a dominant group.

Cultural Diversity – “...cultural diversity is possible when individuals accept, acknowledge and value the different ways in which people interact and live in the world. Cultural diversity is based on an understanding that even if people have cultural differences, they desire the same things: acceptance, well-being, security, esteem and equity.”

Source: <https://www.reference.com/world-view/cultural-diversity-ab9b7e77749b48dd>

Unit 4: Governance

A pluralistic, culturally diverse, regional nation is difficult to govern. Because of the problems related to regionalism, Canadians have always been concerned about identity, unity, and the influence of American culture.

Justice – Know that different conceptions of justice exist. Justice is concerned with maintaining law and order in ways that are consistent with a particular society’s definition (criteria) of fairness and rightness; justice is the process of protecting what individuals have accumulated within accepted rules of conduct; and, social justice is the partial equalization of wealth and income in order to achieve an acceptable range in standard of living.



1

Gender Equity

Gender equity is an important concept for all students to grasp and learn. This lesson will assist students in understanding the difference between equality and equity while illustrating how they are interwoven. It will also introduce the idea that gender equity includes women of diverse sexual and gender identities. The lesson will include activities to bring forth clarity on the issue of equity. It is focused on Middle Years and High School students, but can be adapted for all grades through teacher led discussions, prompts, and assistance.

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Show the Video: Emma Watson at the HeForShe Campaign	
After Activities	16
Debrief	
Exit Slip	
Formative Assessment	



CURRICULUM OUTCOMES AND INDICATORS



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SS10 – Social Organizations

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Human Rights – are claims for recognition by an individual that take precedence over other claims and which other individuals, groups, and societies are duty bound to recognize. Know that the concept of human rights has a number of critical attributes:

Universality – Know that human rights are universal and as such apply to everyone regardless of nationality, race, religion, political beliefs, age, or gender.

Empowerment – Know that empowerment sees the sharing of power as way of increasing the power of everyone within society. Know that empowerment begins with the acceptance of others as being worthy and equal to oneself.

Values – What are legitimate constraints on human behaviour? Should the rights of the individual or the group have the higher priority? What areas of life are appropriate for society to control, through norms and sanctions? On what basis should groups be awarded power within the social contract? Should men and women be given the same access to power and privileges? Is the greatest good for the greatest number the fundamental value on which to base decision making in a democracy?



SS30 – Canadian Studies

Unit 1 Change

Change – means making choices and that means evaluating the alternatives available to come to a considered judgment about the best choices.

Unit 3 Culture

Identity – the feeling of being a member of a group that has certain characteristics. However, identity should not presuppose a feeling of superiority over those with a different identity.

Marginalization – a form of rejection in which the individual is denied the opportunity to play a significant role or have a place in the affairs of a dominate group.

1

GENDER EQUITY



WHAT YOU'LL NEED

1. Art Supplies
2. Audio Visual Equipment
3. Video: What's Up? – Equality vs. Equity
<https://www.youtube.com/watch?v=Rkh2oKBfH4w>
4. Video: Emma Watson at the HeForShe Campaign 2014 - Official UN Video
<https://www.youtube.com/watch?v=gkjW9PZBRfk>
5. Flip Chart Paper
6. Whiteboard



“On the path to gender equality, we need gender equity. In order to have gender equity, we need to change the narrative and focus away from fixing women and put it squarely where it belongs - fixing the system. A system that has generated a leaky pipeline and suppressed economic opportunity at all levels - individual, family, company, and country.” – Katica Roy

Source: <https://www.forbes.com/sites/ellevate/2017/09/14/why-we-need-gender-equity-now/#1e33ffc277a2>



KEY QUESTIONS TO GUIDE LESSON

1. What is the difference between gender equality and equity?
2. How are gender equality and equity linked?
3. Why is it important for all people to learn about and to be involved in establishing gender equity?
4. What can we do as global citizens to change the narrative and create gender equity in our classroom, community, and world?

Activity 1: Understanding the Difference and Relationship between Gender Equality and Gender Equity



BEFORE ACTIVITIES

1. **Ask students** if they have ever heard the terms gender equality and gender equity.
2. **Ask students** what equality means to them.
3. **Lead a discussion** on gender equality and equity. Information on gender equality and equity is found below.



According to Saskatchewan Education “gender equity is defined as the provision of equality of opportunity and the realization of equality of results for all students based on individual aptitudes, abilities and interests, regardless of gender.”

Source: <http://publications.gov.sk.ca/documents/11/15318-gender-equity.pdf>

There are differences between equality and equity:

Equality

DEFINITION: is the state of being equal, especially in status, rights or opportunities

Equity

DEFINITION: refers to the rights of individuals and groups to an equitable share of the resources and influence in society. “Equity” means equitable access and outcomes. Equity work analyzes and challenges unfair systems and practices and works towards the creation of equitable outcomes.

Source: <https://en.oxforddictionaries.com/definition/equality>

Source: Lopes, T. & Thomas, B. (2006). *Dancing on Live Embers: Challenging Racism in Organizations*. Toronto: Between the Lines Publications.

Gender equality and equity are not the same:

- **Gender equality’s** premise is that female, male, Indigenous, racialized, cognitively or mentally challenged, disabled, or anyone self-identifying in any other gender identity of choice will be provided with the same opportunities and resources.
 - **Gender equity’s** premise is that all people will not only be provided with the same opportunities and resources, but will be provided with what they need to succeed with these resources and opportunities. Gender equity is inclusive and comprehends that the needs of each “gender” can vary and aims to make provisions for those needs.
 - **Gender equity** is necessary for true gender equality to occur. It is presumptuous to assume that everyone will have equality just by starting out on the same line without adequate supports to reach the finishing line.
 - In essence **gender equality** is equal opportunity, and **gender equity** is equal outcome.
4. **Share with students** that gender equality and equity isn’t just about the rights of men and women, rather it includes women of all sexual and gender identities.
 5. **Have students create a classroom definition** for gender equality and gender equity. Do so by brainstorming answers and arriving at a consensus for the definitions. Post their definition on the white board or on flip chart paper.



DURING ACTIVITIES

1. **Show the video:** What’s Up? – Equality vs. Equity
<https://www.youtube.com/watch?v=Rkh2oKBfH4w>.
2. **Ask students** for examples of what they learned about gender equality and equity from the video and if what they learned in the video assists them in their comprehension of gender equality and equity.



AFTER ACTIVITIES

1. **Ask students** how gender equity can assist true gender equality.
2. **Review student definitions** of gender equality and equity and ask them if they would like to edit the class definition or leave it as is.

1

GENDER EQUITY

Activity 2: Gender Equity Education and Advocacy By and For All



BEFORE ACTIVITIES

1. **Ask students** why it is important for people of all genders to learn about gender equity.
2. **Have students discuss** the importance of men and boys being involved in advocacy and creation of gender equity in their community, classroom, and globally.
3. **Lead students in a discussion** of how gender equity is important for people as global citizens.



DURING ACTIVITIES

1. **Let students know** that Goal 5 of the United Nations Sustainable Development Goals is Gender Equality.
2. **Show the video:** Emma Watson at the HeForShe Campaign 2014 - Official UN Video
<https://www.youtube.com/watch?v=gkjW9PZBRfk>.
3. **After the video ask the students** what they learned from the video, and how they felt about Emma Watson's message.
4. **Have students discuss** how gender equity will assist in reaching the United Nations Sustainable Development Goal 5.
5. **Discuss the importance** of gender equity education in the classroom, schools, and in communities.
6. **Have students reflect** on why gender equity will create a better, freer world for all.
7. **Place students in groups** to develop a plan for the promotion and implementation of gender equity in the classroom and school. Have them share this plan with the class upon completion.
8. **Allow students to create** posters, murals, videos, essays or other media on how they can be the change they want to see in implementing gender equity around them.



AFTER ACTIVITIES

Ask students the following questions:

1. What did you learn about gender equality and gender equity?
2. What is the link between gender equality and gender equity?
3. Is gender equity only about girls and women?
4. What role does education play in promoting gender equity?
5. If gender equality is a goal of the United Nations Sustainable Development goals, do they think there is a relationship between human rights and gender equality and equity? If so, have them explain what the relationship is.



Exit Slip

Have students respond to the following questions in their journals:

1. What are your personal feelings about gender equity?
2. Do you want to be a gender equity advocate/champion? If so, how can you promote gender equity as a global citizen in the school and community?



Formative Assessment

1. **Appraisal** of students' knowledge base of gender equality and gender equity.
2. **Analysis** of student discussions.
3. **Assessment** of student enthusiasm for gender equity.
4. **Observation** of student participation in gender equity planning for the classroom and school.
5. **Examination** of student art promotions of gender equity.
6. **Review** of student journal responses.



2

Equity for Women and Girls

Women of all sexual and gender identities worldwide have historically faced gender inequalities. In order to stand up for gender equity, students need to learn about existing inequalities and formulate ideas for solutions and ways and means to achieve gender equity. This lesson will provide students with thought provoking activities to bring forth clarity on the issue of gender equality, equity, inequality, and intersectionality. It is focused on Middle Years and High School students, but can be adapted for all grades through teacher led discussions, prompts, and assistance.

Please be aware that the Gender Inequality Fact Sheet provided discusses marginalized populations in relation to equity for women and girls. In this regard, refrain from expecting visible minority youth to be ambassadors of their community, as it is uncomfortable and can further distance them from their peers.

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CURRICULUM OUTCOMES AND INDICATORS

SS1 – Interactions and Independence

IN1.3 Assess ways in which relationships help to meet human needs.

- Identify human needs.
- Compare how various groups including classmates, family, friends, and significant adults in students' lives impact on meeting community, personal, and societal needs.



SS2 – Power and Authority

PA2.3 Analyze rights and responsibilities of citizens in the school and local community.

- Identify opportunities for sharing responsibility in the community and school.



SS2 – Resources and Wealth

RW2.1 Describe ways in which the local community meets needs and wants of its members.

- Investigate how businesses, groups, and individuals, influence the quality of life in the local community.



SS3 – Resources and Wealth

RW3.1 Appraise the ways communities meet their members' needs and wants.

- Speculate upon various challenges faced by communities in meeting needs and wants, with evidence gathered from examining pictures, viewing media, and interpreting stories using a variety of fiction and non-fiction texts.
- Identify how individuals and communities meet needs and wants.
- Describe ways in which communities help ensure basic human needs are met (e.g., food and water, shelter, clothing, education, safety).



SS6 – Dynamic Relations

DR6.4 Relate contemporary issues to their historical origins in Canada and a selection of countries bordering the Atlantic Ocean.

- Analyze the historical origins of a current issue affecting youth in Canada and a selection of countries bordering the Atlantic Ocean by tracing the evolution of the issues over time (e.g., slavery, colonization, migration, and Indigenous Peoples' relationships with colonizing peoples.)



SS6 – Interaction and Interdependence

IN6.3 Develop an understanding that global interdependence impacts individual daily life in Canada and a selection of countries bordering the Atlantic Ocean.

- Investigate and represent the contribution of a Canadian individual or organization toward enhancing human welfare in Canada or in a selection of countries bordering the Atlantic Ocean.



SS6 – Power and Authority

PA6.3 Explore examples and explain how people, such as ethnic minority groups, the disabled, youth, and the elderly, may be affected by injustice or abuses of power.

- Describe incidents of the misuse of power in groups of which students are aware.
- Propose changes needed in human behaviour and institutions in order to prevent the abuse of power.
- Investigate the relationship between people and their governments in Canada and a selection of countries bordering the Atlantic Ocean. Include such things as human rights, treatment of minorities, history with indigenous peoples, infrastructure for health, and education (including reference to residential schools and the intergenerational impact of those experiences).



SS6 – Resources and Wealth

RW6.1 Examine and analyze factors that contribute to quality of life, including material and non-material factors.

- c. Explain factors that affect the quality of life of youth in Canada and a selection of countries bordering the Atlantic Ocean (e.g., labour practices, access to education and technology, shelter, food and water, health care, sport and recreation, inclusion, or marginalization).
- j. Recognize and assess the relationship between wealth and resources and the distribution of power and authority in Canada and a selection of countries bordering the Atlantic Ocean.

RW6.2 Contribute to initiating and guiding change in local and global communities regarding environmental, social, and economic sustainability.

- a. Represent through visual art, music, dance, writing, or other representation the contribution of individuals and communities to initiate change that supports sustainability.
- c. Develop an action plan for harmonizing one's personal lifestyle with collective needs regarding social, environmental, and economic sustainability.



SS10 – Social Organizations

Unit 1 Political Decision Making

Discrimination – Know that discrimination is the inequitable treatment of one group by another group or individual who usually has power and advantages. The group or individual uses its power to discriminate in order to maintain or increase its power and advantage. Know that the concept of discrimination has a number of critical attributes:

Sexism – Know that sexism is the belief that individuals should be assigned specific roles in society based on their gender, that men and women are not equal, that laws should treat men and women differently, and that it is natural to discriminate on the basis of sex.

Equality – Know that equality is the state of being equal in dignity, privileges, power, responsibility, etc. with others in society.

Human Rights – are claims for recognition by an individual that take precedence over other claims and which other individuals, groups, and societies are duty bound to recognize. Know that the concept of human rights has a number of critical attributes.

Empowerment – Know that empowerment sees the sharing of power as way of increasing the power of everyone within society. Know that empowerment begins with the acceptance of others as being worthy and equal to oneself.

Values – What are legitimate constraints on human behaviour? Should the rights of the individual or the group have the higher priority? What areas of life are appropriate for society to control, through norms and sanctions? On what basis should groups be awarded power within the social contract? Should men and women be given the same access to power and privileges? Is the greatest good for the greatest number the fundamental value on which to base decision making in a democracy?



SS30 – Canadian Studies

Unit 1 Change

Change means making choices and that means evaluating the available to come to a considered judgment about the best choices.

Unit 3 Culture

Marginalization – a form of rejection in which the individual is denied the opportunity to play a significant role or have a place in the affairs of a dominate group.

**WHAT YOU'LL NEED**

1. Audio Visual Equipment
2. Flip Chart Paper
3. Gender Inequality Fact Sheet (below)
4. Global Affairs Canada Feminist International Assistance Policy handout (below)
5. United Nations Sustainable Development Goal 5: Gender Equality handout (below)
6. Video: Gender Inequality PSA (Gr 7 Media Project)
<https://www.youtube.com/watch?v=sl8RN2fNiAE>
7. Video: Intersectionality 101
<https://www.youtube.com/watch?v=w6dnj2lyYjE>
8. Intersectionality Chart (below)
9. Whiteboard



“Canada is adopting a Feminist International Assistance Policy that seeks to eradicate poverty and build a more peaceful, more inclusive and more prosperous world. Canada firmly believes that promoting gender equality and empowering women and girls is the most effective approach to achieving this goal”.

Source: Government of Canada's Feminist International Assistance Policy
<https://www.international.gc.ca/gac-amc/campaign-campagne/iap-pai/index.aspx?lang=eng>

**KEY QUESTIONS TO GUIDE LESSON**

1. What inequalities do women and girls face?
2. Why is it important for women and girls to have equality and equity?
3. What is intersectionality, and why is it important to address intersectionality in gender equity?
4. How can gender equality and equity benefit society and the world?
5. How can I as a global citizen contribute to gender equality and equity?

Activity 1: Women and Gender Inequalities



BEFORE ACTIVITIES

1. **Ask students** what they know about the inequalities facing women.
2. **Have students discuss** the inequalities women face.
3. **List the inequalities** on a flip chart paper or white board.
4. **Ask students** why they think it is important to have gender equity and to eliminate gender inequalities.



DURING ACTIVITIES

1. **Show the video:** Gender Inequality PSA (Gr 7 Media Project)
<https://www.youtube.com/watch?v=sI8RN2fNiAE>
2. **Upon completion of the video divide the class into groups** and give them the Gender Inequality Fact Sheet (below). Ask the groups to discuss the fact sheet and to reflect on the video they just viewed.
3. **Give students approximately 15 minutes to discuss** the fact sheet and video then engage them in a three way brainstorm (explained below) about the gender inequalities in their school, community and province.

Three Way Brainstorm Process

- a. Place students in groups of no more than 5. Supply each group with a marker and one flip chart paper.
- b. In each group have students write down 10 gender inequalities women face in Canada, the classroom, community, province, and world.
- c. After 5 minutes, have students pass their flip chart paper to the group to the left of them. This group is to choose 5 of the 10 gender inequalities chosen from the group before them. They are to choose the ones they think stand out the most, and put a line through the remaining 5.
- d. After 5 minutes, have the students pass their flip chart paper to the group to the left of them and have this group pick 3 of the 5 gender inequalities chosen from the group before them and put a line through the remaining 2.
- e. After 5 minutes, have each of the groups read their final three picks. As they share their list, post their findings on the whiteboard or flip chart paper.

4. **Ask the students** how it felt doing the three way brainstorm and what they learned from it.



AFTER ACTIVITIES

1. **Ask the students** what they learned about gender inequalities.
2. **Have students review** the gender inequalities they listed before the activity and ask them if they want to add anything to their list.

Gender Inequality Fact Sheet

1. In 2016, just 57 percent of the world's working-age women are in the labour force, compared to 70 percent of working-age men.
2. Women with full-time jobs still earn only about 77 percent of their male counterparts' earnings.
3. In Canada women who work full time on average make 73.5 cents for every dollar a man makes.
4. 62 million girls are denied an education all over the world.
5. Every year, an estimated 15 million girls under 18 are married worldwide, with little or no say in the matter.
6. 4 out of 5 victims of human trafficking are girls.
7. According to the United Nations Foundation, "At least 250,000 maternal deaths and as many as 1.7 million newborn deaths would be averted if the need for both family planning and maternal and newborn health services were met."
8. On average, 30 percent of women who have been in a relationship report that they have experienced some form of physical or sexual violence by their partner.
9. Female genital mutilation (FGM) affects more than 200 million girls and women alive today in 30 countries.
10. Until recently, women in Saudi Arabia weren't allowed to drive and are still discouraged from working jobs that would put them in contact with men. The unemployment rate is 33% for women and 7% for men.
11. At least 1,000 honour killings occur in India and Pakistan annually. Honour based crimes are distinguished by the fact that they are often carried out by a victim's family or community.
12. Women around the world aged 15-44 are more at risk from rape and domestic violence than from cancer, car accidents, war and malaria.
13. 1 in 5 women on U.S. college campuses have experienced sexual assault.
14. More than 43 million people around the world are forcibly displaced as a result of conflict and persecution. Half of all refugees are women.
15. Less than 30 percent of the world's researchers are women.
16. 1 in 3 women worldwide have experienced either intimate partner violence or non-partner sexual violence in their lifetime.
17. Women of colour in North America experience higher levels of economic hardships, poverty, and unemployment than non-racialized women.
18. Indigenous women in Canada experience much higher rates of violence and homicide than other Canadian women.
19. Homicides that involve Indigenous women in Canada are often unsolved. Approximately 53% of these cases are solved in comparison with approximately 84% solved for other Canadian women.
20. Lesbian, gay and bisexual women face serious human rights violations globally and face discrimination in all aspects of society such as in schools, the labour market, and in hospitals.
21. Lesbian and bisexual women face a high rate of physical violence and torture.
22. Transgender women face higher rates of poverty, harassment, violence, poor health, and job discrimination than other women. They are society's most vulnerable.
23. Transgender women of colour are victims of high rates of murder and represent approximately half of LGBTQ2+ homicides.
24. Women with disabilities face difficulties in obtaining health services, education, training and employment and have a higher risk of gender-based violence and sexual abuse.
25. Women with disabilities are often placed in care homes and institutions.

Source: adapted from <https://www.makers.com/blog/21-facts-you-never-knew-about-international-gender-inequality>

Activity 2: Exploring Intersectionality



BEFORE ACTIVITIES

1. **Ask students** if they have ever heard the word intersectionality, and what they think it means.
2. **Show the video:** Intersectionality 101
<https://www.youtube.com/watch?v=w6dnj2lyYjE>.
3. **Discuss intersectionality** with the class and have them determine why it might be important for gender equity for women.



DURING ACTIVITIES

1. **Ask students to review** what gender equity is and discuss the concept.
2. **Have students reflect** on the gender inequalities they learned about and discuss them.
3. **Ask students** how the inequalities they learned about Indigenous, lesbian, bisexual, transgender women, women of colour, and women with disabilities differ from those of other women and how this might make inequalities more complicated for members of these communities.
4. **Place students in groups** to discuss how gender equality and equity means meeting the needs of each person, and how their needs can be met if the intersectionality of women is taken into consideration. At the end of their discussion have them fill out the Intersectionality Chart of how the needs of different groups of women can be met in order to ensure all have gender equity.
5. **Have each group present** their chart to the class.



INTERSECTIONALITY CHART

Intersectionality	Intersectional Inequalities	Intersectional Needs for Equity	Intersectional Equity Achievement
Disabled Women			
Indigenous Women			
Lesbian/Bisexual/Gay Women			
Transgender Women			
Women of Colour			



AFTER ACTIVITIES

1. **Ask students** what they learned about intersectionality and gender equity for women.
2. **Post points from the discussion** on the whiteboard or flip chart paper.
3. **Have students discuss** why intersectionality is so important to women's gender equity.

Activity 3: The Importance of Global Gender Equity for Women



BEFORE ACTIVITIES

1. **Familiarize yourself with** the United Nations Sustainable Development Goals found at <https://www.un.org/sustainabledevelopment/sustainable-development-goals/> and <https://www.globalcompact.ca/sustainable-development-goals/>.
2. **Familiarize yourself with** the handout below on the United Nations Sustainable Development Goal 5: Gender Equality. Find further information here: <https://www.undp.org/content/undp/en/home/sustainable-development-goals/goal-5-gender-equality.html>.
3. **Familiarize yourself with** handout below on Global Affairs Canada's Feminist International Assistance Policy (below) <https://www.international.gc.ca/gac-amc/campaign-campagne/iap-pai/index.aspx?lang=eng>
4. **Some things to reflect on are:**
 - a. Women and girls are powerful agents of change.
 - b. The education and empowerment of women and girls can contribute to economic growth, and the reduction in global hunger and poverty.
 - c. When the rights of women and girls are respected, and they have accomplished equality and equity, they can become more involved in concrete actions that will benefit their communities, families, and nations.
 - d. When the intersectionality of the rights of women and girls are met, the rights of all marginalized people who face discrimination based on race, ethnicity, sexual orientation, gender identity, age, ability, or migrant or refugee status will also be met.
 - e. Gender equality and equity offer a great solution to the problems of today's world.



DURING ACTIVITIES

1. **Introduce students** to the idea that gender equality and equity is the best way to reach the goal of building a better, more peaceful and sustainable world where poverty is erased and nobody is left behind.
2. **Let students know** that the United Nations has 17 Sustainable Development Goals for the world to achieve by 2030 and that Goal 5 is Gender Equality.
3. **Tell students** that the Government of Canada through Global Affairs Canada has created a Feminist International Assistance Policy to guide development assistance to the world.
4. **Both the** United Nations and the Government of Canada have made gender equality a priority in recognition of gender inequalities worldwide and the understanding that righting these inequalities will benefit society and the world.
5. **Place students in groups** to read the United Nations Sustainable Development Goal 5 and the Global Affairs Canada Feminist International Assistance Policy handouts (below).
6. **Have students compare** the two documents and discuss how each will assist Canada and the world to achieve gender equality and equity.
7. **Have each group record** the discussion points on how these policies will do so and share their results with the class.

HANDOUT**United Nations Sustainable Development Goal 5: Gender Equality**

The United Nations has created 17 Sustainable Development Goals (SDG's) for the world to reach by 2030. The SDG's are the blueprint to achieve a better and more sustainable future for all. They address global challenges including those related to poverty, inequality, climate, environmental degradation, prosperity, and peace and justice. The SDG's interconnect and focus on leaving no one behind. As a nation, Canada has agreed to the United Nations SDG's and is involved in achieving these goals.

Goal 5 seeks to achieve gender equality and empower all women and girls. In order to reach this goal and leave no one behind, there are a variety of targets the United Nations wants all countries to reach. These targets are as follows:

Goal 5 Gender Equality

5.1

End all forms of discrimination against all women and girls everywhere

5.2

Eliminate all forms of violence against all women and girls in the public and private spheres, including trafficking and sexual and other types of exploitation

5.3

Eliminate all harmful practices, such as child, early and forced marriage and female genital mutilation

5.4

Recognize and value unpaid care and domestic work through the provision of public services, infrastructure and social protection policies and the promotion of shared responsibility within the household and the family as nationally appropriate

5.5

Ensure women's full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic and public life

5.6

Ensure universal access to sexual and reproductive health and reproductive rights as agreed in accordance with the Programme of Action of the International Conference on Population and Development and the Beijing Platform for Action and the outcome documents of their review conferences

5.a

Undertake reforms to give women equal rights to economic resources, as well as access to ownership and control over land and other forms of property, financial services, inheritance and natural resources, in accordance with national laws

5.b

Enhance the use of enabling technology, in particular information and communications technology, to promote the empowerment of women

5.c

Adopt and strengthen sound policies and enforceable legislation for the promotion of gender equality and the empowerment of all women and girls at all levels

Sources: Adapted from <https://www.un.org/sustainabledevelopment/sustainable-development-goals/>
<https://www.globalcompact.ca/sustainable-development-goals/>

HANDOUT

GOVERNMENT OF CANADA'S FEMINIST INTERNATIONAL ASSISTANCE POLICY

Global Affairs Canada is involved in a program of international assistance. Part of this international assistance includes a feminist international policy that focuses on gender equality and the empowerment of women and girls. This policy includes initiatives that stand up against sexual and gender-based violence, that support women's organizations who promote women's rights and are involved in gender equality and gender equality action. In order to do so, the policy will take part in the following actions:

- a. Address the unacceptably high rates of sexual and gender-based violence experienced by women and girls. This will include support for comprehensive approaches that help end these forms of violence so that fewer women and girls are subjected to domestic violence; intimate-partner violence; trafficking and exploitation; child, early and forced marriage; and female genital mutilation/cutting. Canada's support will raise awareness of rights among women and girls to improve their access to justice and to provide psychosocial support for survivors of violence. Canada will also raise the importance of these issues through diplomatic channels and advocacy efforts.
- b. Provide better support for local women's organizations and movements that advance women's rights. These groups lead the way when it comes to pushing for gender equality but often lack the resources needed to provide the help women and girls need. Canada will support these organizations and movements, building their capacity so that they can better advocate for changes in policies, legislation and services and so that they can more effectively challenge harmful and discriminatory social beliefs and practices. To support and expand this work, Canada is dedicating \$150 million over five years to support local women's organizations and movements that advance women's rights in developing countries.
- c. Help governments in developing countries address the differential needs of women and men through policies and services. Governments have an important role to play in ensuring that women and girls have equal rights and opportunities to participate in the sustainable development of their societies. Canada will work with the governments of developing countries to improve their ability to deliver programs that support gender equality at all levels of government and in all sectors. This will be accomplished, for example, through programming and technical assistance.
- d. Step up its commitment to evidence-based decision making. For the work of civil society, governments and donors to be most effective, it must rely on evidence and learning. Canada will strengthen the evidence base by investing in policy research, better data collection and evaluation for gender equality. This will be done across all of Canada's international assistance efforts, and all of our partners will be expected to do the same.

Source: adapted from Government of Canada

<https://www.international.gc.ca/gac-amc/campaign-campagne/iap-pai/index.aspx?lang=eng>



AFTER ACTIVITIES

1. **Engage students in activities** such as essay / story writing, video production, or art creation that reflects how fostering gender equality and equity for women and girls can create a better world for all.
2. **Remind students** that women and girls equality and equity will contribute to economic growth, an end to world hunger and poverty, and a more peaceful and sustainable world. As a global citizen, involvement in gender equality and equity is important.
3. **Display students' work** in the school if possible.

Debrief



Ask students the following questions:

1. What did you learn about gender inequalities?
2. What is intersectionality?
3. How does intersectionality impact gender equity?
4. Why is gender equality and equity important for all?
5. How would Canada, the classroom, community, province, school, and the world benefit from gender equality and equity?
6. Why and how should global citizens be involved in the promotion of gender equality and equity?

Exit Slip

Have students respond to the following questions in their journals:

1. What have I learned about gender equality and equity for women and girls of diverse sexual and gender identities?
2. What do I think the world would be like once gender equality and equity are a reality?



Formative Assessment

1. **Assessment** of students' knowledge base of gender inequalities.
2. **Evaluation** of student discussions.
3. **Review** of all student group work.
4. **Appraisal** of student Intersectionality charts.
5. **Evaluation** of students' completed art work, essays, stories, or videos on the benefits of gender equality and equity to the world.
6. **Review** of student journal responses.



Gender Identity and Equity

This lesson will assist students in gaining an understanding and broadening perceptions of gender identity, moving beyond the female / male dichotomy. Lesson 3 is focused on Middle Years and High School students, but can be adapted for all grades through teacher led discussions, prompts, and assistance.

Keep in mind that gender identity can be a highly sensitive issue for some and the classroom needs to continue to be a safe space. Ensure that all discussions maintain all students’ dignity and that respect is embodied at all times. Should students become uncomfortable, address the issues with sensitivity and allow them to do what they need to do to take care of themselves while respecting others around them. Allow students to refrain from taking part in anything that triggers or upsets them. Although tempting, also refrain from expecting visible minority youth to be the ambassadors of their community, as it is uncomfortable and can further distance them from their peers.

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Show the Video: 10 Gender Identities Beyond Male and Female	
Handout: Gender Identity Terms	
Show the Video: Gender Pronouns, Get Them Right! MTV Life	
Show the Video: Hate	
Show the Video: Homophobia and Transphobia Hurts Everyone	
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CURRICULUM OUTCOMES AND INDICATORS

SS1 – Interactions and Independence

IN1.3 Assess ways in which relationships help to meet human needs.

- a. Identify human needs.
- c. Compare how various groups including classmates, family, friends, and significant adults in students' lives impact on meeting community, personal, and societal needs.



SS2 – Power and Authority

PA2.3 Analyze rights and responsibilities of citizens in the school and local community.

- d. Identify opportunities for sharing responsibility in the community and school.



SS3 – Resources and Wealth

RW3.1 Appraise the ways communities meet their members' needs and wants.

- a. Speculate upon various challenges faced by communities in meeting needs and wants, with evidence gathered from examining pictures, viewing media, and interpreting stories using a variety of fiction and non-fiction texts.
- b. Identify how individuals and communities meet needs and wants.
- c. Describe ways in which communities help ensure basic human needs are met (e.g., food and water, shelter, clothing, education, safety).



SS6 – Dynamic Relations

DR6.4 Relate contemporary issues to their historical origins in Canada and a selection of countries bordering the Atlantic Ocean.

- b. Analyze the historical origins of a current issue affecting youth in Canada and a selection of countries bordering the Atlantic Ocean by tracing the evolution of the issues over time (e.g., slavery, colonization, migration, and Indigenous Peoples' relationships with colonizing peoples.)



SS6 – Power and Authority

PA6.3 Explore examples and explain how people, such as ethnic minority groups, the disabled, youth, and the elderly, may be affected by injustice or abuses of power.

- a. Describe incidents of the misuse of power in groups of which students are aware.
- c. Propose changes needed in human behaviour and institutions in order to prevent the abuse of power.
- j. Propose changes needed in human behaviour and institutions in order to prevent the abuse of power.



SS10 – Social Organizations

Unit 1 Political Decision Making

Discrimination – Know that discrimination is the inequitable treatment of one group by another group or individual who usually has power and advantages. The group or individual uses its power to discriminate in order to maintain or increase its power and advantage. Know that the concept of discrimination has a number of critical attributes:

Sexism – Know that sexism is the belief that individuals should be assigned specific roles in society based on their gender, that men and women are not equal, that laws should treat men and women differently, and that it is natural to discriminate on the basis of sex.

Equality – Know that equality is the state of being equal in dignity, privileges, power, responsibility, etc. with others in society.

Values – What are legitimate constraints on human behaviour? Should the rights of the individual or the group have the higher priority? What areas of life are appropriate for society to control, through norms and sanctions? On what basis should groups be awarded power within the social contract? Should men and women be given the same access to power and privileges? Is the greatest good for the greatest number the fundamental value on which to base decision making in a democracy?



SS20 – World Issues

Human Rights are claims for recognition by an individual that take precedence over other claims and which other individuals, groups, and societies are duty bound to recognize. Know that the concept of human rights has a number of critical attributes:

Empowerment – Know that empowerment sees the sharing of power as way of increasing the power of everyone within society. Know that empowerment begins with the acceptance of others as being worthy and equal to oneself.



H20 – History

Unit 4 Self Determination and the Superpowers

Define a problem or problems facing society

Look for and evaluate the validity of bias and assumption in communications



SS30 – Canadian Studies

Unit 1 Change

Change means making choices and that means evaluating the alternatives available to come to a considered judgment about the best choices.

Unit 3 Culture

Marginalization – a form of rejection in which the individual is denied the opportunity to play a significant role or have a place in the affairs of a dominate group.

Unit 4 Governance

Examine cultural and political change.

Explore conflict resolution.

Engage in moral testing and dialectical thinking.

Unit 5 Globalization

Examine the impact of local and global decisions.

Discuss personal and societal responsibilities locally and globally.



WHAT YOU'LL NEED

1. Audio Visual Equipment
2. Flip Chart Paper
3. Gender Identity Terms Handout
4. Video: LGBTQ: Understanding Sexual Orientation and Gender Identities
<https://www.youtube.com/watch?v=oIDKLT0cj-c>
5. Video: 10 Gender Identities Beyond Male and Female
<https://www.youtube.com/watch?v=shOSz2Jo450&feature=youtu.be>
6. Video: Gender Pronouns, Get Them Right! MTV Life
https://www.youtube.com/watch?v=gXLFdYNEI_I
7. Video: Hate
https://www.youtube.com/watch?v=dMPe_MU_HxA
8. Video: Homophobia and Transphobia Hurts Everyone
<https://www.youtube.com/watch?v=xYCNcOmy6U>
9. Whiteboard



“We build empowerment by accepting, celebrating, and supporting women with different sexualities and sexual identities. We aren’t empowering women at all if we focus only on issues facing straight and cisgender women. We must be equally committed to ending the particular kinds of prejudice and harassment that women who are lesbian, gay, bisexual, questioning, and transgender face. To ignore those realities is to ignore systemic discrimination against many women. We believe in empowerment for all, not in empowerment for some.”

Source: <https://www.aauw.org/2014/03/24/lgbt-rights-are-civil-rights/>



“Gender identity is each person’s internal and individual experience of gender. It is their sense of being a woman, a man, both, neither, or anywhere along the gender spectrum. A person’s gender identity may be the same as or different from their birth-assigned sex. Gender identity is fundamentally different from a person’s sexual orientation.”

Source: <http://www.ohrc.on.ca/en/gender-identity-and-gender-expression-brochure>



KEY QUESTIONS TO GUIDE LESSON

1. What is gender identity?
2. Why is gender identity important?
3. What is the difference between gender identity and sexuality?
4. What is the relationship between gender identity and sexual orientation?
5. How can we promote gender equality and equity through a lens of gender identity and inclusivity?



Activity 1: Understanding Gender Identity



BEFORE ACTIVITIES

1. **Ask students** what they know about gender identity.
2. **Have students share** gender identity terminology they know about.
3. **Show the video:** LGBTQ: Understanding Sexual Orientation and Gender Identities
<https://www.youtube.com/watch?v=oIDKLt0cj-c>.



DURING ACTIVITIES

1. **Ask students** what they learned from the video they just watched.
2. **Discuss the difference** between gender identity and sexual orientation. Let them know that gender identity is their personal gender identity. It is how they feel about who they are, whether female or male or any other identity along the gender spectrum. Also, discuss with them that gender identity has nothing to do with sexual orientation or sexuality, which is a physical attraction to another person of any gender identity. Sexuality has nothing to do with the gender one identifies with.
3. **Explain** that there are many gender identity terms that are changing and growing every day.
Show the video: 10 Gender Identities Beyond Male and Female
<https://www.youtube.com/watch?v=shOSz2Jo450&feature=youtu.be>.
4. **Put students in groups** and pass out the Gender Identity Terms handout.
5. **Ask students** to identify the gender identity terms they already know and to discuss those they don't know.
6. **Explain to students** that these pronouns are important to each person's identity and it is important for us to acknowledge and honour them.
7. **Ask students** which terms they think are most relevant for them as a class and chart their answers on flipchart paper or the whiteboard.
8. **Ask students** if they have heard or used any of the gender pronouns. List the ones they know on the white board or on flip chart paper.
9. **Show the video:** Gender Pronouns, Get Them Right! MTV Life
https://www.youtube.com/watch?v=gXLFdYNEI_I.
10. **After the video** ask each student to introduce themselves and include their personal gender pronouns in their introduction.



AFTER ACTIVITIES

1. **Ask students** what they learned from the videos they watched and the Gender Identity Terms handout.
Ask students why they think gender pronouns are important.
2. **Have students discuss** how they will use gender pronouns in the future.
3. **Lead a discussion** on how this activity has or has not influenced them and their actions towards others.





Handout Gender Identity Terms

Androgyny: A gender expression that has elements of both masculinity and femininity.

Bi-Curious: Someone who identifies as being straight, but is curious about being bisexual or gay and experiments accordingly. They may or may not then decide if they're bisexual or gay.

Bigender: A person who fluctuates between two genders.

Chimera: In medicine, a person composed of two genetically distinct types of cells.

Cisgender: Describes gender identity where an individual's self-perception of their gender matches the sex they were assigned at birth. (Gender identity, gender expression, and biological sex all align.)

Gender Binary: The gender binary is a system that pairs together sex (which is based on an individual's reproductive anatomy) and gender (which refers to the socially constructed ideas and expectations that a culture has for a certain sex). This system classifies gender into two distinct, opposite, and disconnected forms of masculine and feminine through social systems or cultural beliefs.

Gender Expression/Presentation: How we show our gender identity through dress, behaviour, grooming, etc.

Genderfluid: A person whose gender fluctuates.

Gender Identity: Your inner sense of being male, female, or somewhere in between.

Genderless/Agender: A person who does not identify with any gender.

Gender Queer: A blanket term used to describe people whose gender falls outside the gender binary.

Gender Spectrum: There are many more genders beyond just man and woman.

Hetero-Flexible: A person who considers themselves straight, but who finds the same sex appealing, and isn't adverse to the idea of a same-sex encounter if the chance arose.

Hetero-Rigid: Someone who is 100% straight, and has never considered a sexual relationship with anyone other than a member of the opposite sex, whether it's kissing or sex.

Heteronormativity: Our culture is heteronormative because straight is the default and it promotes heterosexuality as normal and as the preferred orientation.

Heterosexual: Individuals that have a feeling of sexual attraction for the opposite sex; straight.

Homosexual: Individuals that have feeling of sexual attraction for individuals of the same sex; lesbian (f) or gay (m).

Intersex: A person with a set of sexual anatomy that doesn't fit within the labels of male or female.

Queer: A blanket statement meaning "not straight" often used in the gay community to express "Queer Pride" (but may be viewed as offensive from outsiders).

Romantic Orientation: The sex or gender that one is most likely to have a romantic relationship with; ask "Who can I fall in love with?" to figure this out.

Sex: The classification of people as male or female. We are all assigned a biological sex at birth based on chromosomes and reproductive organs. This is your biological gender. It isn't always clear at birth.

Sexual Orientation/Sexuality: Physical, sexual attraction to another person. May (or may not) also include romantic, emotional attraction.

Includes:

Asexual: A person who generally does not experience sexual attraction (or very little) to any group of people.



Demisexual: A person who can only experience sexual attraction after forming a strong emotional connection.

Bisexual: A person who experiences sexual attraction to people of their own gender as well as another gender.

Polysexual: A person who experiences sexual attractions to multiple genders/gender identities, but not all.

Pansexual: A person who does not base their attraction on gender.

Androsexual: A person who experiences sexual attraction to men or masculine characteristics.

Gynosexual: A person who experiences sexual attraction to women or feminine characteristics.

Skoliosexual: A person who is attracted to people who are not cisgender.

Transgender (or Trans): A broad term for people whose gender identity and/or expression doesn't match the sex they were assigned at birth; it could exist at any point along the gender spectrum. Trans people may or may not choose to alter their body with prescribed hormones and/or surgery.

Transsexual: An older, specific term for a person whose gender identity is opposite from the one they were given at birth. Many transsexuals choose to alter their body with prescribed hormones and/or surgery.

Transition: The usually lengthy process of changing one's birth sex. It can include coming out to people, changing your name and/or sex on legal documents, hormone therapy, and surgery.

FTM or MTF: Someone who is FTM is female to male, so they were assigned the sex of female at birth and discovered their truly male identity and have transitioned to male. MTF means male to female, so it is someone who has been assigned the gender of male at birth who discovers their true identity is really female and transitions to female.

Two Spirit: A broad pan-Indigenous term created in 1990 during an inter-tribal Native American/First Nations gay and lesbian conference in Winnipeg to be an umbrella term to incorporate sexual, gender and/or spiritually based gender identity.

Sources: Adapted from <https://quizlet.com/212396222/gender-identity-and-sexual-orientation-flash-cards/>
<https://www.plannedparenthood.org/learn/sexual-orientation-gender/sexual-orientation>



Activity 2: History of Gender Identity



BEFORE ACTIVITIES

- 1. Familiarize yourself** with the history of non-conforming gender identities and roles globally. Some good resources are as follows:
 - a) <https://www.globalcitizen.org/en/content/third-gender-gay-rights-equality/>
 - b) <https://www.quora.com/What-are-some-non-western-cultures-that-accept-and-embrace-gender-diversity-and-gender-variance-and-recognize-multiple-genders-as-existing>
 - c) <https://www.teenvogue.com/story/gender-variance-around-the-world>
 - d) http://www.pbs.org/independentlens/content/two-spirits_map-html/
 - e) <https://elizabethdebold.com/the-subtle-imperialism-of-western-gender-identity/>
 - f) <https://apihtawikosisan.com/2012/03/language-culture-and-two-spirit-identity/>



DURING ACTIVITIES

- 1. Let students know** it is important to know the idea of non-conforming gender is ancient and existed in most countries and cultures worldwide which includes colonial Europe. Hundreds of diverse and distinct societies in the world have time-honoured traditions that recognized, revered, and integrated third, fourth, fifth, or more genders.
- 2. Share some of the information** you learned in your research during this discussion.
- 3. Share with students** that the modern day terms such as “transgender” and “gay” create a false assumption based on three narrow beliefs: 1) there are only two genders – woman and man; 2) there are only two sexualities, gay and straight; and 3) there are only two sexes – female and male.
- 4. Remind students** there was mention of a few of the diverse non-conforming gender identities in other cultures in the video 10 Gender Identities Beyond Male and Female and review them with the class:
 - a. Hirajs in Bangladesh, India and Pakistan
 - b. Fa’afafine in Samoa
 - c. Mahu in Hawaii
 - d. Dineh in Southwestern United States have four or five genders
 - e. Two-Spirit North American Indigenous contemporary term for diverse Indigenous gender identities
- 5. Have each student** use the internet or other media to find out as much as they can about the history of gender non-conforming people worldwide and give examples of people with these identities within different cultures. Each student will then present their findings to the class.
- 6. List student findings** on the whiteboard or flipchart paper.
- 7. Place students** in groups and have them discuss what each of the gender non-conforming identities they discussed and learned about have in common. After the discussion, each group will present their findings.



AFTER ACTIVITIES

- 1. Ask students** what they learned about gender non-conformance and diversity globally.
- 2. Lead a discussion** on gender identity diversity and how this relates to them personally and as a global citizen.
- 3. Ask students** why they think that some cultures and societies honour and revere gender non-conforming persons, and if they think we need to incorporate more of this practice in today’s world.





Activity 3: Gender Identity Rights and Responsibilities



BEFORE ACTIVITIES

- 1. Lead students in a discussion** about what they have already learned about women and gender equality and equity. Review the following with them:
 - a) Lesbian, gay, bisexual women face serious human rights violations globally and face discrimination in all aspects of society such as in schools, the labour market, and in hospitals.
 - b) Lesbian, gay, bisexual women face a high rate of physical violence and torture.
 - c) Transgender women face higher rates of poverty, harassment, violence, poor health, and job discrimination than other women.
 - d) Transgender Indigenous women and women of colour are victims of high rates of murder and represent approximately half of LGBTQ2+ homicides.
 - e) People are often harassed if they are not heterosexual and face some of the following:
 - Refusal by others to use chosen pronouns and deliberately using ones that are inappropriate
 - Denied access to education because of their gender identity
 - Inappropriate touching
 - Insults or remarks about their body
 - Verbal, sexual or physical assault
- 2. Review intersectionality with students** and the inclusion of LGBTQ2+ women. Remind them of the chart they did on intersectionality in Lesson 2.
- 3. Discuss** how women's rights and gender identity are interwoven. We do not live the principle of "nobody gets left behind" if we do not respect gender identity. If we want to empower women and create gender equality and equity, we need to accept, celebrate, and support all women with diverse sexual and gender identities. If we don't stand up for and focus on all issues that intersectional women face we contribute to the prejudice and harassment that LGBTQ2+ women face, and we ignore discrimination against many women.
- 4. Ask students** if they know what homophobia is. Have them give a definition of homophobia. According to Wikipedia "homophobia encompasses a range of negative attitudes and feelings toward homosexuality or people who are identified or perceived as being lesbian, gay, bisexual or transgender (LGBT). It has been defined as "contempt, prejudice, aversion, hatred or antipathy, may be based on irrational fear, and is often related to religious beliefs."
Source: <https://en.wikipedia.org/wiki/Homophobia>
- 5. Post the student definition** on the whiteboard or on flip chart paper.
- 6. Let students know** that homophobia is about sexism. It is about buying into the view that there are only female and male genders, and it normalizes gender stereotypes and shunning of those who don't fit in to these roles. We need to stand up against homophobia and leave no one behind.
- 7. Explain to students** that they have discussed and learned about gender identity and homophobia, and now they are going to engage in activity that puts them in to an alternate world where being LGBTQ2+ is the norm and heterosexuality is not considered normal. Let students know this activity is not to upset them, but to help them feel what it is like to be in other people's shoes





DURING ACTIVITIES



1. Show the following two videos:

a. Hate

https://www.youtube.com/watch?v=dMPe_MU_HxA and

b. Homophobia and Transphobia Hurts Everyone

<https://www.youtube.com/watch?v=xYCNcOmy6U>.

2. Ask students to pay attention to what is being said and shared in the videos and to reflect on their feelings as they engage in the activity that follows the video.

3. Engage students in the Imagine How You Would Feel exercise found below:

Imagine How You Would Feel

You are now living in an alternate world. A world that will give you an opportunity to feel what it is like to be ridiculed, excluded, and discriminated against on the basis of gender identity. In this case, heterosexual orientation. If you are LGBTQ2+ take part in the activity and concentrate on how you feel in the activity as well.

During the activity, concentrate on my voice and the feelings that come up for you as I speak. Do not concentrate on analyzing or rationalizing what I am saying. Just feel and ask yourself what emotions come up for you during the activity. Think back to the two videos you watched before participating in this activity, and remember the feelings that were expressed and exhibited in the videos.

Find a comfortable position and close your eyes. Let your body relax. Notice how you breathe in and out, and in and out. Relax the muscles in your body as you imagine a world that is very different from the one you currently live in. Because it is different, it requires you to stretch your imagination. Let yourself experience and imagine as fully as you can. Rather than judging yourself for what comes up, just notice and record what comes up for you. If you feel pressure to analyze or judge, simply notice that you have the feeling. If you become distracted at any point, just notice that and return to the process. The more you can be with your experience, the more you will get out of this exercise.

Imagine for a while that you live in a society in which the majority of people are lesbian or gay. The entire society is set up for homosexuality. It is the way things are. By the way having children is no problem: adoption, artificial insemination and other methods are used. Children are raised by parents who are both of the same sex. So, your parents are the same sex, your peers are all lesbian or gay and everyone you ever met is gay....but you are heterosexual.

- How do you feel having your sexual orientation be in the minority?
- How does it feel having to make a decision about admitting your heterosexuality to yourself? To others?
- How do you claim your identity?
- How does it feel to hear heterosexual jokes from your family and friends?
- How does it feel to have religious authorities like your priest, pastor, rabbi, or other religious leaders say your feelings are wicked or sinful?
- How does it feel when you can't understand why you have certain desires that involve fantasies about the other sex, desires that no one around you seems to share?
- How does it feel when you turn on the TV or open a magazine and all the ads are for people unlike you? Always those ads about what toothpaste men should use to attract the best men, about the perfect hairstyle for two women to fall in love. Never anything for people of different sexes who are attracted to each other. Nothing for heterosexuals.



- How does it feel to think you are the only one attracted to the other sex, and no one else in the world is like you? Who do you talk to about it? Who can you risk telling your secret?
- If you are a woman, how does it feel to be asked each time you call home, “When are you bringing your girlfriend home to us?” Or if you are a man, “Where is your boyfriend? Why, I must have dated dozens of boys when I was your age.”
- How does it feel when everyone always assumes you are gay or lesbian, never allowing for the possibility that you are heterosexual?
- How does it feel when not only do you have to hide the fact that you may want a sexual relationship with the other sex, but you have to pretend that you want one with someone of the same sex?
- How does it feel to know that you can never raise children because society tells you that you are harmful to children and awards them only to lesbian and gay couples?
- How does it feel to know you might lose your job or your apartment or your health insurance just because someone suspects you are heterosexual, and you have no protection from the law?
- How does it feel to be assaulted by a hetero-basher, but to not be able to go to the police about it?
- How does it feel to be always, always, aware of what you say, of how you act? Aware of things you have to do in order to be considered homosexual? Aware of the things you would never dare do, because you might be suspected of being heterosexual?
- What does it feel like to be asked and have to answer questions like these:
 - What do you think caused your heterosexuality?
 - When and how did you first decide you were heterosexual?
 - Isn't it possible that all you need is a good gay or lesbian partner?
 - If you never have had relations with a person of the same sex, how do you know you wouldn't prefer that?
 - Your heterosexuality doesn't offend me as long as you don't try to force it on me.
 - Why do you people feel compelled to seduce others into your sexual orientation?
 - If you chose to nurture children, would you want them to be heterosexual knowing the problems they would face?
 - A great majority of child molesters are heterosexual. Do you really consider it safe to expose your children to heterosexual teachers?
 - Why do you insist on being so obvious, making a public spectacle of your heterosexuality? Can't you just be what you are and keep it quiet?
 - There seem to be very few happy heterosexuals.
 - Techniques have been developed to help you change if you really want to. Have you considered participating in any of these techniques?

Now open your eyes, breathe, come back to the room, ground yourself and reflect for a moment on what you felt.

Source: adapted from <https://lgbtrc.usc.edu/files/2015/05/Imagine-How-Youd-Feel.pdf>



AFTER ACTIVITIES

1. **Ask the students** to share the feeling they had during the activity.
2. **Have students discuss** what they learned from participation in the activity.
3. **Put students in groups** to discuss and make a list of actions they can take as a class or personally to ensure that people of all gender identities feel included and do not have to experience what they did during the Imagine How You Would Feel exercise.
4. **Upon completion of the group work, have each group share** their list with the class. Post their lists on the whiteboard or on flip chart paper.



Debrief

Ask students the following questions:

1. What is gender identity?
2. Has gender identity always been looked down upon historically?
3. Are there cultures, societies, and communities worldwide that accept gender diversity? Can you name some of them?
4. Has your definition and understanding of gender identity changed since the beginning of this lesson? Would you like to edit your original definition posted in the class?
5. What are gender pronouns and why is it important to use them?
6. How is gender identity tied in to intersectionality?
7. How are respect of LGBTQ2+ and gender identity interwoven with equality and equity for women and girls?
8. What would an ideal world look like where diverse gender identities were accepted as a normal part of society?

Exit Slip

Have students respond to the following questions in their journals:

1. How did you feel during the Imagine How You Would Feel Exercise? What did you like or not like about it?
2. What are your thoughts on gender identity?
3. Why do you think respect for gender identity is important to women and girls gender equality and equity?



Formative Assessment

1. **Appraisal** of students' knowledge base of gender identity.
2. **Review** of student responses to gender identity pronouns.
3. **Analysis** of student discussions.
4. **Evaluation** of student of gender non-conformity research.
5. **Assessment** of student reactions to Imagine How You Would Feel Exercise.
6. **Review** of student journal responses.



4

Global Citizenship and Equity

This lesson assists students in linking global citizenship and gender equality and equity. It ties up the previous lessons in the Gender Equity Module through review of gender equality and equity concepts and brings it full circle to global citizenship. Upon completion of this lesson students will have participated in a hands on experiential activity to inspire them to become champions of gender equality and equity. Lesson 4 is focused on Middle Years and High School students, but can be adapted for all grades through teacher led discussions, prompts, and assistance.

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CURRICULUM OUTCOMES AND INDICATORS

SS1 – Interactions and Interdependence

IN1.3 Assess ways in which relationships help to meet human needs.

- c. Compare how various groups including classmates, family, friends, and significant adults in students' lives impact on meeting community, personal, and societal needs.



SS2 – Power and Authority

PA2.3 Analyze rights and responsibilities of citizens in the school and local community.

- d. Identify opportunities for sharing responsibility in the community and school.



SS3 – Resources and Wealth

RW3.1 Appraise the ways communities meet their members' needs and wants.

- c. Describe ways in which communities help ensure basic human needs are met (e.g., food and water, shelter, clothing, education, safety).



SS6 – Power and Authority

PA6.1 Examine the relationship between an individual's power and authority and the power and authority of others.

All of the indicators apply though more deliberately indicators e and f.

PA6.3 Explore examples and explain how people, such as ethnic minority groups, the disabled, youth, and the elderly, may be affected by injustice or abuses of power.

- c. Propose changes needed in human behaviour and institutions in order to prevent the abuse of power.



SS6 – Resources and Wealth

RW6.1 Examine and analyze factors that contribute to quality of life, including material and non-material factors.

- g. Compare the quality of life in Canada with the quality of life in a selection of countries bordering the Atlantic Ocean through the utilization of various sources of data such as a quality of life index, maps, graphs, and charts.
- h. Propose reasons which might explain the differences in the quality of life of young people in Canada and in a selection of countries bordering the Atlantic Ocean.

RW6.2 Contribute to initiating and guiding change in local and global communities regarding environmental, social, and economic sustainability.

- c. Develop an action plan for harmonizing one's personal lifestyle with collective social, environmental, and economic needs for sustainability



SS10 – Social Organizations

Equality – Know that equality is the state of being equal in dignity, privileges, power, responsibility, etc. with others in society.

Sexism – Know that sexism is the belief that individuals should be assigned specific roles in society based on the their gender, that men and women are not equal, that laws should treat men and women differently, and that it is natural to discriminate on the basis of sex.



SS20 – World Issues

Human Rights – are claims for recognition by an individual that take precedence over other claims and which other individuals, groups, and societies are duty bound to recognize. Know that the concept of human rights has a number of critical attributes:

Empowerment – Know that empowerment see the sharing of power as way of increasing the power of everyone within society. Know that empowerment begins with the acceptance of others as being worthy and equal to oneself.



SS30 – Canadian Studies

Unit 1 Change

Change means making choices and that means evaluating the available to come to a considered judgment about the best choices.

Unit 4 Governance

Examine cultural and political change.

Engage in moral testing and dialectical thinking.

Unit 5 Globalization

Examine the impact of local and global decisions.

Discuss personal and societal responsibilities locally and globally.

4

GLOBAL CITIZENSHIP AND EQUITY



WHAT YOU'LL NEED

1. Art Supplies
2. Audio Visual Equipment
3. Flip Chart Paper
4. Video: Meet The Young Activist Doing Everything She Can To Change The World
<https://www.youtube.com/watch?v=nkEwu5NdDgg>
5. Video: Stand Up for Gender Equality #ShelsEqual
<https://www.youtube.com/watch?v=nZxxX5fz99c>
6. Video: Playing for Change Song Around the World: Get Up Stand Up
<https://www.youtube.com/watch?v=d6szT5NnwTY>
7. Video: Playing for Change Song Around the World: One Love
<https://www.youtube.com/watch?v=4xjPODkxI08>
8. Whiteboard



“Being globally connected, emerging as global citizens, will help women achieve equality and help them show leadership... Each one of us needs to be globally connected. The days of staying in our national boundaries are gone. It is necessary to see women’s rights and equality as human issues, not women’s issues... Men and women together, we have the power to empower.”

Source: <https://www.thecitizen.in/index.php/en/NewsDetail/index/7/3153/Global-Citizenship-Essential-for-Gender-Equality>



KEY QUESTIONS TO GUIDE LESSON

1. What is global citizenship?
2. Why is gender equality and equity important to a global citizen?
3. What are the roles and responsibilities of a global citizen in the promotion of gender equality and equity?
4. How can everyone contribute to gender equality and equity as a global citizen?

Activity 1: Gender Equality and Equity Review



BEFORE ACTIVITIES

1. **Review** the prior three lessons before presenting the fourth lesson.
2. **Let students know** they will be reviewing what they have already learned about gender equality and equity. Ask them to reflect on the link between what they have learned and global citizenship while they participate in the review.



DURING ACTIVITIES

1. **Ask students** to describe the difference between gender equality and equity.
2. **Have students define** gender equality and equity. If possible, remind them of the definition they came up with in Lesson 1 Gender Equity and compare and contrast it to the current definition they have produced.
3. **Place students in groups** and have them list gender inequalities that women and girls of all sexualities and identities face. Refer back to Lesson 2 Women and Girls Equality and Equity Gender Inequality Fact Sheet, if needed.
4. **After 5-10 minutes** have each group present their list to the class. Post their lists on whiteboard or flip chart.
5. **Have students discuss** intersectionality and why it is important to gender equality and equity.
6. **Ask students** what gender identity is and why it is important.
7. **Remind students** that there are a variety of gender identities and ask them which ones they remember. If needed refer back to Lesson 3 Gender Identity and Equity: Gender Identity Terms handout.
8. **Put students in pairs** and have them introduce themselves with their preferred pronouns. After they have done so, debrief with the class why pronouns are important and how as global citizens we need to respect gender pronouns and gender identity.
9. **Discuss gender** non-conformity with the students, and ask them some of the things they remember historically and within other cultures about gender non-conformity and the history of allowing for more than one gender identity.



AFTER ACTIVITIES

1. **Have a check-in** with students on what was the most important thing they learned about gender equality and equity.
2. **Ask students** if they think there is a link between global citizenship and gender equality and equity and why they do or do not think there is one.



Activity 2: Global Citizenship and Equity



BEFORE ACTIVITIES

1. **Ask students** to brainstorm what global citizenship is. Post their answers on flipchart paper or on the whiteboard.
2. **Have students** define global citizenship and post the definition on flipchart paper or the whiteboard.



DURING ACTIVITIES

1. **Read out the following** to the students:

“A global citizen is someone who is aware of and understands the wider world - and their place in it. They take an active role in their community, and work with others to make our planet more equal, fair and sustainable.”

Source: <https://www.oxfam.org.uk/education/who-we-are/what-is-global-citizenship>

“A global citizen is a person who sees the world they live in as a globe of interconnected persons and is prepared to take responsibility for their role and its effect on the all of Earth’s inhabitants.”

Source: <http://lumenkids.org/the-role-of-global-citizenship/>

2. **Have students reflect** on what they heard and how they feel about being global citizens.
3. **Show the Video** Meet The Young Activist Doing Everything She Can To Change The World
<https://www.youtube.com/watch?v=nkEwu5NdDgg>.
4. **Ask students** how this video relates to global citizenship and being a global citizen and to discuss what they saw that relates to gender equality and equity in the video.
5. **Place students in groups** to create a list of global citizen’s roles and responsibilities towards contributing to a class, school, community, nation, and world that embraces gender equality and equity. After 10 minutes have the groups share their list with the class. Post responses on flipchart paper or whiteboard.



AFTER ACTIVITIES

1. **Engage students** in a written activity that expresses how a global citizen can be involved in gender equality and equity promotion. This can be an essay, short story, or poem.
2. **Allow for students to share** their written activity with the class.

Activity 3: Championing Gender Equity as a Global Citizen



BEFORE ACTIVITIES

1. **Ask students** if they know what a champion is.
2. **Discuss the definition** of champion as someone who stands up for justice. One of the definitions in the Cambridge Dictionary is below.

Champion

DEFINITION: a person who enthusiastically supports, defends, or fights for a person, belief, right, or principle. E.g.: She has long been a champion of prisoners' rights/the disabled/free speech.

Source: <https://dictionary.cambridge.org/dictionary/english/champion>



DURING ACTIVITIES

1. **Show the video:** Stand Up for Gender Equality #ShelsEqual
<https://www.youtube.com/watch?v=nZxxX5fz99c>
2. **Discuss the five things the video** identifies an individual, community, school, province, nation, and the world needs to engage in for gender equality and equity to occur:
 - (a) Eliminating barriers
 - (b) Promoting access to clean water
 - (c) Promoting quality nutrition
 - (d) Ensuring access to medicines and healthcare
 - (e) Ensuring access to education
3. **Ask students** if they think true gender equality and equity exists in Canada. Ask them why or why not.
4. **Discuss what students** think needs to change in Canada for true gender equality and equity.
5. **Let students know** the issues they have learned about in regards to gender equality and equity worldwide include Canada and Saskatchewan. Ask them to identify the gender inequalities that exist in Canada and Saskatchewan with a focus on the five points in the video. Some examples are clean water issues on First Nation reserves, quality nutrition and access to education, medicines and healthcare for remote and rural communities including first nations. Remind them to also focus on the intersectionality of needs for Indigenous, LGBTQ2+, women with disabilities and women of colour, as they identify gender inequalities in Canada and Saskatchewan.
6. **Place students in groups.** Once they are in their groups ask all students to participate in three minutes of silence to think about how they can contribute to gender equality and equity locally, nationally, and globally as a global citizen.
7. **Next, have each group** come up with a plan how they can become global citizen champions for gender equity in the school and community. Have them share their plan with the classroom. Post their plans on flipchart paper or on the whiteboard.
8. **Let students know** they have great plans and ideas, now they will put them in to action by developing a class production on the promotion of gender equality and equity by global citizens. The production can include art, music, poetry, skits, etc. Have students identify how they would like to contribute to the production and identify those who can lead students in each of the areas. Designate a production director and producer and assist the students in putting the production together. If possible, make the production public to the school and/or community.





AFTER ACTIVITIES

1. Play the videos:

- a. Playing for Change Song Around the World: Get Up Stand Up
<https://www.youtube.com/watch?v=d6szT5NnwTY>
- b. Playing for Change Song Around the World: One Love
<https://www.youtube.com/watch?v=4xjPODksI08>

2. **Let students know** they are the future. They are the change they want to be. These songs are dedicated to them and the hope they bring and are to the world.



Debrief

Ask students the following questions:

1. What is global citizenship?
2. How do global citizenship and promotion of gender equality and equity go hand in hand?
3. What do we need to achieve in order to have gender equality and equity?
4. How can you be a global citizen and champion for gender equity?

Exit Slip

Have students respond to the following questions in their journals:

1. How did it feel to take part in the production on global citizenship and the promotion of gender equality and equity?
2. How can I be a champion of gender equality and equity as a global citizen?



Formative Assessment

1. **Appraisal** of students' knowledge base of global citizenship and gender equality and equity.
2. **Analysis** of student discussions.
3. **Review** of student written activity on a global citizenship involvement in gender equality and equity promotion.
4. **Assessment** of students' participation and responses in group work.
5. **Appraisal** of student planning for global citizenship promotion of gender equity.
6. **Evaluation** of class production on global citizenship and gender equity.
7. **Review** of student journal responses.



Glossary

This section contains pertinent definitions to this module on Gender Equity.

Champion: someone who defends a person, belief, rights, principles, and stands up for justice.

Gender: “is defined as the socially constructed roles and behaviours that a society typically associates with males and females”

Source: <https://www.yourdictionary.com/gender>

Gender Equality: all peoples who self-identify as female, male, LGBTQ2+, Indigenous, racialized, cognitively or mentally challenged, disabled, or anyone self-identifying in any other gender identity of choice, will be provided with the same opportunities and resources.

Gender Equity: meets the needs of each “gender,” and aims to make provisions for those needs.

Gender Identity: each person’s internal and individual experience of gender. It is a sense of who you are. It is their sense of being a woman, a man, both, neither, or anywhere along the gender spectrum. A person’s gender identity may be the same as or different from their birth-assigned sex. Gender identity is fundamentally different from a person’s sexual orientation.

Source: <http://www.ohrc.on.ca/en/gender-identity-and-gender-expression-brochure>

Gender Pronouns: the pronouns one uses to address a person. Pronouns in the past only used “he” or “she.” As time evolved it has been recognized that this usage is not inclusive and did not contribute to gender equality and equity. There are many gender pronouns such as, but not limited to, she, her, he, him, they, and them. There are others that one needs to research and learn about. It is important to address people by the pronoun they prefer.

Source: <https://uwm.edu/lgbtrc/support/gender-pronouns/>

Global Citizen: a person takes an active role in the community and globally to work towards creating an equal, just, and sustainable world.

Homophobia: a range of negative attitudes and feelings toward homosexuality or people who are identified or perceived as being lesbian, gay, bisexual or transgender (LGBT).

Intersectionality: each person has multiple identities that intersect or come together to make us who we are such as female, LGBTQ2+, Indigenous, Black, disabled, racialized, etc. It also refers to how oppression and privilege overlap and reinforce each other within these groups. Intersectionality addresses the needs of all peoples within the spectrum of their identities and how this influences their opportunities. It embraces the need to recognize the intersectionality of needs and create true gender equality and equity.

Sexism: is discrimination of women of all sexualities and gender identities based on the belief that “women” and “men” have specific societal roles, and men and women are not equal.

Sexual Orientation: is a physical attraction to another person of any gender identity. Sexuality has nothing to do with the gender one identifies with.



Resources

Champion

<https://dictionary.cambridge.org/dictionary/english/champion>

Cultural Diversity

<https://www.reference.com/world-view/cultural-diversity-ab9b7e77749b48dd>

Empowerment

<https://www.aauw.org/2014/03/24/lgbt-rights-are-civil-rights/>

Equality

<https://en.oxforddictionaries.com/definition/equality>

Equity

<https://www.forbes.com/sites/ellevate/2017/09/14/why-we-need-gender-equity-now/#1e33ffc277a2>

Lopes, T. & Thomas, B. (2006). *Dancing on Live Embers: Challenging Racism in Organizations*.

Toronto: Between the Lines Publications

Feminist Pedagogy

<http://www.genderandeducation.com/feminist-pedagogy/>

Gender

<https://www.yourdictionary.com/gender>

Gender Binary

University of California, Santa Barbara <https://sexinfo.soc.ucsb.edu/article/gender-binary>

https://en.wikipedia.org/wiki/Gender_binary

Gender Equity

<http://publications.gov.sk.ca/documents/11/15318-gender-equity.pdf>

Gender Identity

<http://www.ohrc.on.ca/en/gender-identity-and-gender-expression-brochure>

http://www.pbs.org/independentlens/content/two-spirits_map-html/

<https://apihtawikosisan.com/2012/03/language-culture-and-two-spirit-identity/>

<https://elizabethbold.com/the-subtle-imperialism-of-western-gender-identity/>

<https://quizlet.com/212396222/gender-identity-and-sexual-orientation-flash-cards/>

<https://www.globalcitizen.org/en/content/third-gender-gay-rights-equality/>

<https://www.quora.com/What-are-some-non-western-cultures-that-accept-and-embrace-gender-diversity-and-gender->

<https://www.teenvogue.com/story/gender-variance-around-the-world>

Gender Inequality

<https://www.makers.com/blog/21-facts-you-never-knew-about-international-gender-inequality>

Gender Pronouns

<https://uwm.edu/lgbtrc/support/gender-pronouns/>

Global Citizenship

<http://lumenkids.org/the-role-of-global-citizenship/>

<https://www.oxfam.org.uk/education/who-we-are/what-is-global-citizenship>

<https://www.thecitizen.in/index.php/en/NewsDetail/index/7/3153/Global-Citizenship-Essential-for-Gender-Equality>

Government of Canada

Feminist International Assistance Policy

<https://www.international.gc.ca/gac-amc/campaign-campagne/iap-pai/index.aspx?lang=eng>



Government of Saskatchewan

Gender Equity Policy and Guidelines for Implementation
<http://publications.gov.sk.ca/documents/11/15318-gender-equity.pdf>

Homophobia

<https://en.wikipedia.org/wiki/Homophobia>

Imagine How You Would Feel

<https://lgbtrc.usc.edu/files/2015/05/Imagine-How-Youd-Feel.pdf>

Saskatchewan Council for International Cooperation

Global Citizen Reading Lists
Module 2: Understanding Power and Privilege through Anti-Oppression
Module 3: Global Citizenship in the Classroom
<https://www.saskcic.org/resources>

Sexual Orientation

<https://www.plannedparenthood.org/learn/sexual-orientation-gender/sexual-orientation>

Sustainable Development Goals

<https://www.globalcompact.ca/sustainable-development-goals/>
<https://www.un.org/sustainabledevelopment/sustainable-development-goals/>
<https://www.undp.org/content/undp/en/home/sustainable-development-goals/goal-5-gender-equality.html>

Videos List

- 10 Gender Identities Beyond Male and Female
<https://www.youtube.com/watch?v=shOSz2Jo450&feature=youtu.be>
- Emma Watson at the HeForShe Campaign 2014 - Official UN Video
<https://www.youtube.com/watch?v=gkjW9PZBRfk>
- Gender Inequality PSA (Gr 7 Media Project)
<https://www.youtube.com/watch?v=sl8RN2fNiAE>
- Gender Pronouns, Get Them Right! MTV Life
https://www.youtube.com/watch?v=gXLFdYNEI_I
- Hate
https://www.youtube.com/watch?v=dMPe_MU_HxA
- Homophobia and Transphobia Hurts Everyone
<https://www.youtube.com/watch?v=xYCNcOmy6U>
- Intersectionality 101
<https://www.youtube.com/watch?v=w6dnj2lyYjE>
- LGBTQ: Understanding Sexual Orientation and Gender Identities
<https://www.youtube.com/watch?v=olDKLt0cj-c>
- Meet The Young Activist Doing Everything She Can To Change The World
<https://www.youtube.com/watch?v=nkEwu5NdDgg>
- Playing for Change Song Around the World: Get Up Stand Up
<https://www.youtube.com/watch?v=d6szT5NnwTY>
- Playing for Change Song Around the World: One Love
<https://www.youtube.com/watch?v=4xjPODksI08>
- Stand Up for Gender Equality #ShelsEqual
<https://www.youtube.com/watch?v=nZxxX5fz99c>
- What's Up? – Equality vs. Equity
<https://www.youtube.com/watch?v=Rkh2oKBfH4w>