

Global Citizenship – An Interdisciplinary Approach in Primary School

@GCEducationScot



RME: Discrimination & Gender Equality

RME & Social Studies Focus – Developing an understanding of gender equality for girls and women, as a form of discrimination around the world.

- *Learning context:*
 - *As part of learning around the Sustainable Development Goals*
 - *Analyse the challenges facing gender equality in the contexts of education, employment and politics.*
 - *Use following resources for videos and some lesson plans:*
 - <https://globaldimension.org.uk/wllgoal/gender-equality/>
 - <https://www.unwomen.org/en>
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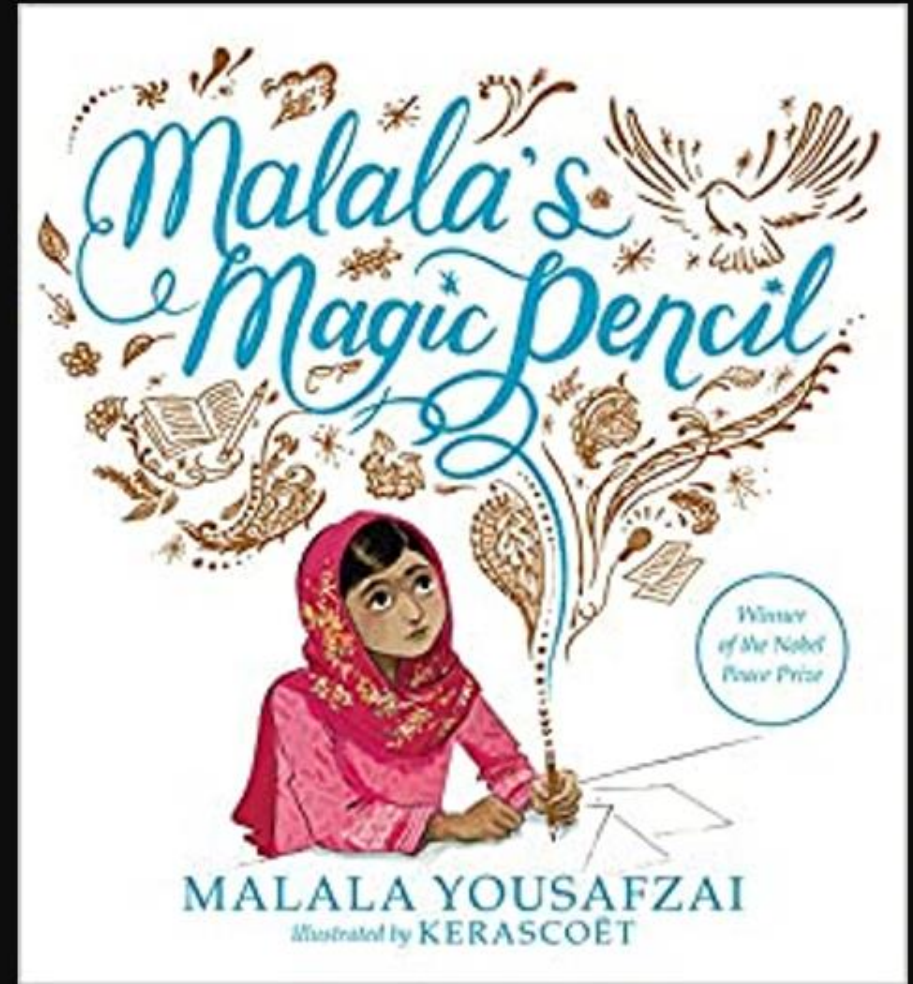
5 GENDER
EQUALITY



Gender Equality & Education

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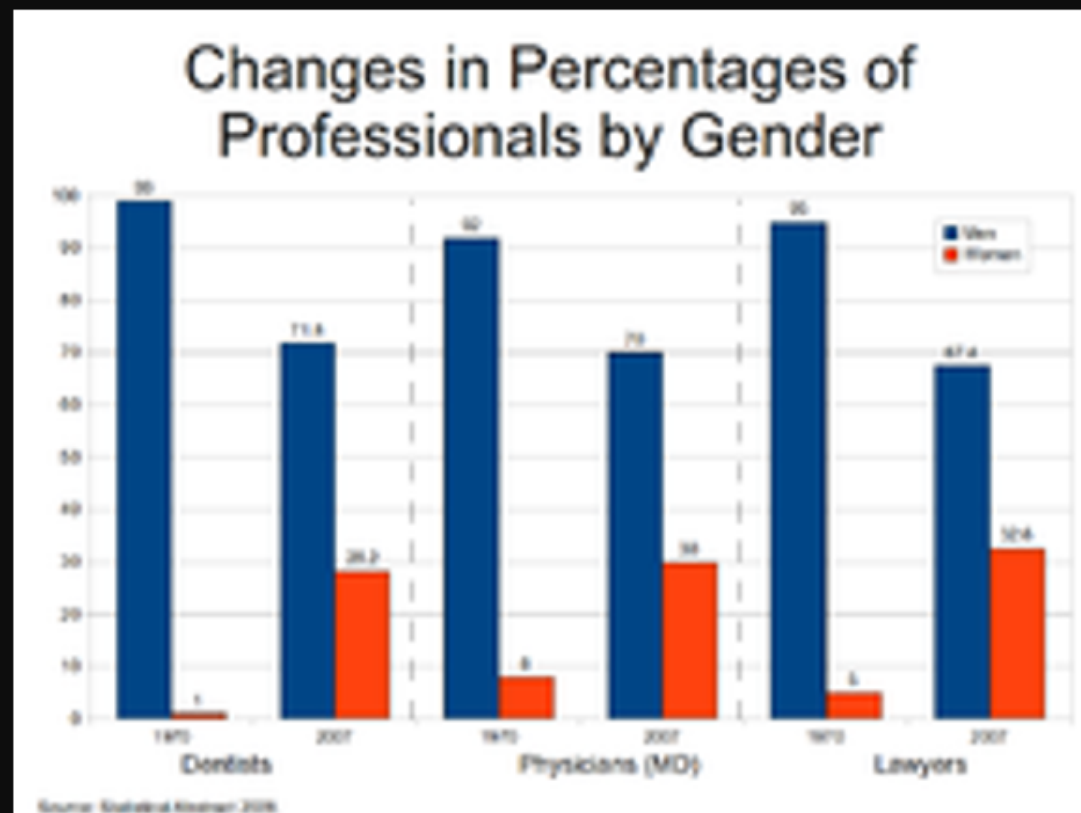
- Learning context:
 - Focus on gender inequality in access to **education**.
 - Link in with SDG 4 Quality Education & SDG 16 Peace and Justice.
 - Use Global Dimensions resources for videos and some lesson plans:
<https://globaldimension.org.uk/wllgoal/gender-equality/>
 - Introduce story of Malala Yousafzai, using her book, 'Malala's Magic Pencil':
https://www.youtube.com/watch?v=oqRmBG_FNv4
 - Consider writing a piece with details on what pupils would do to make the world fairer if they had a magic pencil.
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Gender Equality & Employment

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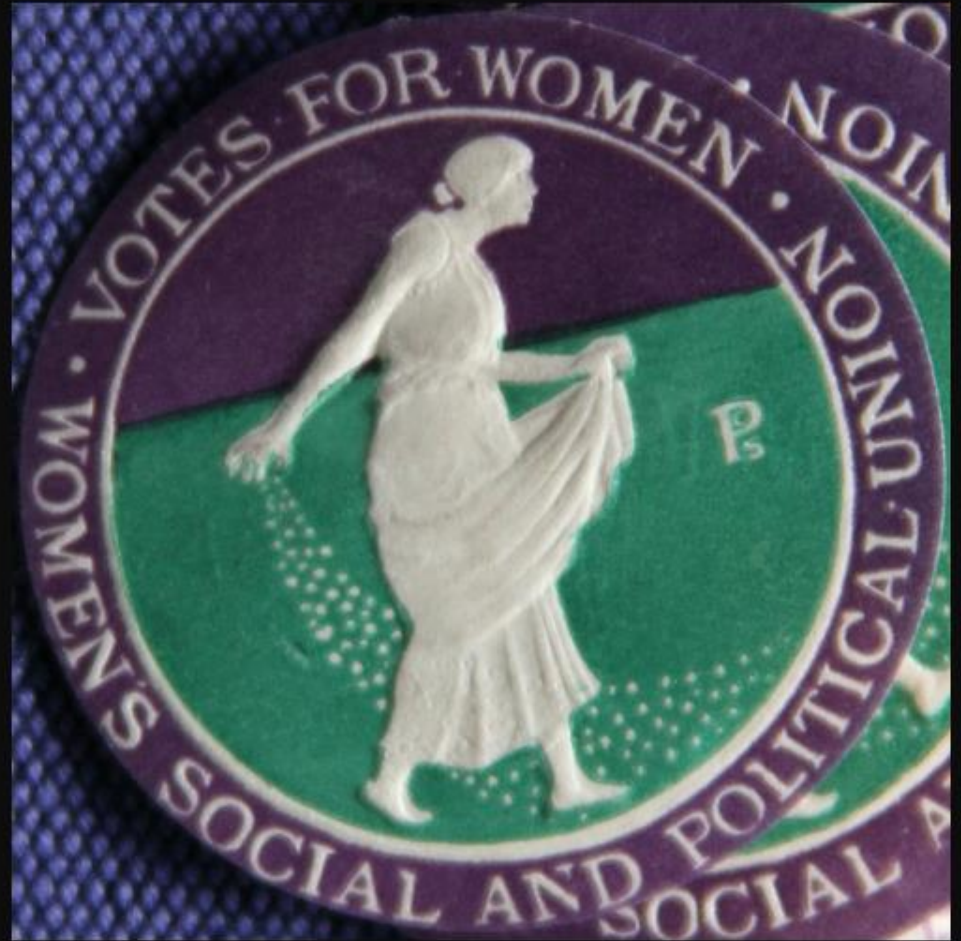
- Learning context:
 - Focus on gender inequality and employment opportunities.
 - Link in with SDG 8 Decent Work & Economic Growth.
 - Use UN Women for articles on challenges faced by women in employment: <https://www.unwomen.org/en>
 - Encourage debate around jobs viewed as for men or women.
 - Encourage discussion around how to improve opportunities for women around the world.



Gender Equality & Politics

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- Learning context:
 - Focus on gender inequality and opportunities within global politics.
 - Link in with SDG 8 Decent Work & Economic Growth.
 - Research how many countries are led by women and their impact on controlling the pandemic of COVID 19.
 - Link in with the suffragette movement and 'votes for women'
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Focus: RME/Gender Equality

Stage: Second Level

Mathematics

I can display data in a clear way using a suitable scale, by choosing appropriately from an extended range of tables, charts, diagrams and graphs, making effective use of technology.

MTH 2-21a

Literacy

I can persuade, argue, explore issues or express an opinion using relevant supporting detail and/or evidence.

LIT 2-29a

Health and Wellbeing

As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others.

HWE 2-09a

Expressive Arts

Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design.

EXA 2-05a

Learning Context

RME: **Discrimination**

Global Citizenship Focus: **Gender Equality**

ICT and Technologies

Throughout all my learning, I can use search facilities of electronic sources to access and retrieve information, recognising the importance this has in my place of learning, at home and in the workplace.

TCH 2-03b

Social Studies

I can gather and use information about forms of discrimination against people in societies and consider the impact this has on people's lives.

SOC 2-16b

Religious and Moral Education

I can share my developing views about values such as fairness and equality and love, caring, sharing and human rights.

RME 2-05b

Sustainable Development Goals

SDG 5: Gender Equality

Focus for Assessment

SAY: Discuss ideas for improving opportunities for girls and women in education, employment and politics.

MAKE: *Make a bar graph based on the number of female politicians in different country's parliaments. *Design a poster highlighting the need for gender equality.

WRITE: Write a report detailing the challenges facing gender equality & how it should be improved.

DO: Hold a debate on an issue such as female world leaders or women in traditionally male jobs.