



Women's Rights Day

IT IS TIME
FOR EQUALITY

8
march

Women's Day Rights



un mundo
en tus manos

Sustainable Development Goal 5: Achieve gender equality and empower all women and girls.

Objectives

- 1/ Reflect on the importance of equal opportunities for boys and girls.
- 2/ Promote the freedom of action, thought, and expression of the group, beyond sexist stereotypes.
- 3/ Encourage the implementation of actions that allow them to interact in equality.

We look at the poster

We observe the photograph, what do we see?

Development of the activity

We begin the activity by noting that we are on **Women's Rights Day: the day on which we celebrate the value of equality between men and women, boys and girls.** To begin the activity, we ask the following questions to the group:

- What does the word "equality" sound like? Do you think that all the girls in the world have the same opportunities?

After commenting on their answers as a group, we tell them that today there are still many girls who do not enjoy the same rights and opportunities as boys. For example, they cannot go to school or perform the same activities, professions, and have the same future options as their male classmates, just because they are girls and women. What do they think of this reality? To reflect on this reality, we will gather the participants in a group, to tell them the story of "**Valentina the Brave**".

"In the bears' herd, the little he-cubs had blue hair like the sky. They were allowed to stain themselves, play, and jump occupying all the space of the meadow they wanted, eat what they liked as well as explore new lands and unknown places. They had a great time! On the other hand, the small she-cubs were born with a silk-pink color and, although they were brave, intelligent and strong like the he-cubs, they had been taught to always ask what they could do.

ces that nature offered them! In addition, they could only eat the pink fruits that bloomed on the ground so that their skin would shine brightly.

Valentina, one of the she-cubs of the herd, was bored to death. One day she got tired of not being able to play and explore like her brothers, and went to the place reserved for the blue he-cubs. She picked up the ball and started playing with them, while the other she-cubs looked at her with surprise and admiration. As the days went by and the rest of the she-cubs saw what a good time Valentina was having, they also came over to play. What a good time they had run-

ning, jumping, and discovering new places! So much time they spent playing together, he-cubs and she-cubs, that their colors began to mix and the hair of all of them became lilac! Being all lilacs it did not matter if they were pink or blue, and everyone could choose how to play, how to express themselves, and how to enjoy nature and others.

From then on, the he-cubs and she-cubs had the same rights, and none of them ever felt bored or sad again. The legend of Valentina, who later became an explorer, was heard from herd to herd. From that moment, they called her "Valentina the Brave".

After reading the story we reflect with the group. How did you feel at the beginning when the he-cubs and she-cubs did different things? How did the situation change with Valentina's decision? What happens when we relate with equality? We will encourage them to identify moments in which they have felt like Valentina. At what times have we, boys and girls, done things together and have enjoyed them? What things would we like to do together but we don't?

It is Time for equality, where do we begin?

Each participant, individually or in groups, will draw a picture of how they imagine the lilac herd of Valentina, next to another one that represents a moment in which everyone has done some activity in equality that they have enjoyed a lot. The drawings will be hung on a mural with the title **It's time for equality!** We will encourage them to tell the story of the little she-cub Valentina at home and to their friends and to invite their family members to see the pictures of the lilac herd, which will be hanging in the classroom.

Objectives

- 1/ Reflect on the manifestations and consequences of gender inequality in the world.
- 2/ Encourage participants to identify themselves as promoters of equality in their environments.
- 3/ Encourage the design and commitment of the group through the elaboration of actions to create a more egalitarian society.

We look at the poster

We observe the photograph, what do we see?

Development of the activity

We begin the activity by noting that today is **Women's Rights Day: a day to commit ourselves to the path towards equality between men and women and to get involved with the situation in which women and girls are found in all parts of the world.** To begin the activity, we ask the following questions to the group:

- How do you think the situation of girls, young people, and women in the world is? Is there equality between men and women?
- Do women and girls have equal opportunities?

To stimulate the debate, we suggest that participants take a look at certain data on the situation of women in the world. To do this, we will divide the group into teams of 5 participants, who will be given a copy of the infographic "*Human Rights of Women*" that can be found on the UN Women website. <http://www.unwomen.org/en/digital-library/multimedia/2015/12/infographic-human-rights-women>

They will be given a few minutes to discuss the news in groups, afterwards we will open a debate with the group. Did you know these realities? What has caught your attention the most? Which of these inequalities can we see in our environments?

We will reflect together on who spends more time in their homes doing domestic work, how many girls in the group want to do professions in the field of science, how do the boys and girls occupy the spaces in the school and how are their interactions, how are the advertisements and advertising that we see every day or how many female presidents are there in Europe?

We will comment that the data that they have seen reflects a global situation that we can observe and live in our closest environments. The positive thing about this situation is that as global citizens, we have a huge margin of action to change it. We then watch the video of the Entreculturas campaign "*Mujeres que construyen futuro*" (*Women who build the future*): <https://mujeres.entreculturas.org/>. What message does the video convey?

Promoting equality is in our hands: with our behavior and attitudes we can make a big difference. Would you like to try?

It is Time for equality, where do we begin?

To rehearse, we carry out with the group the activity "**It is time for equality**". To do this, we are going to urge them to individually draw a clock on a sheet of paper. Under each hour they must write a realistic action that they commit themselves to carry out in order to promote equality in their environments. The clocks will be shared as a group, and the dynamizer of the activity will draw a large clock on continuous paper with the title "*It is time for equality*", which will point out the actions that arise

The clock will stay in a visible place of the class. Each month they will have to focus on the actions of one of the hours of the clock, so that the following year they should have put into practice all of them.

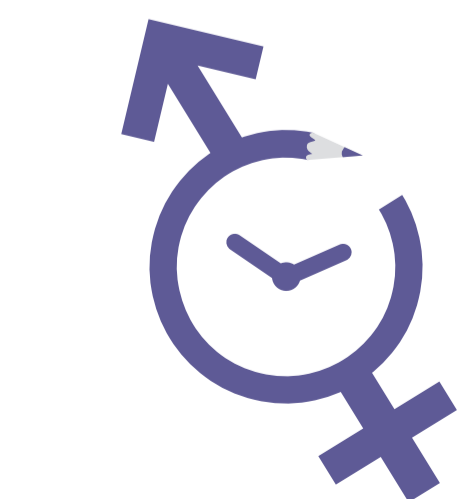
In addition, we will encourage them to keep the watch they have individually designed so that they have their commitments always present, as well as to replicate the activity with their friends and family, thus creating a spiral of commitments and becoming promoters of equality in their environments!



Kindergarten,
1st and 2nd
grade



7th, 8th and
9th grade



3rd to 6th
grade



10th, 11th and
12th grade

Objectives

- 1/ Reflect on the importance of equal opportunities for boys and girls.
- 2/ Promote the freedom of action, thought, and expression of the group, beyond sexist stereotypes.
- 3/ Encourage the group to identify actions that can be related to equality.

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- What does the word "equality" sound like? Do you think that all the girls in the world have the same opportunities?

After commenting on their answers as a group, we tell them that today there are still many girls who do not enjoy the same rights and opportunities as boys. For example, they cannot go to school or perform the same activities, professions, and have the same future options as their male classmates, just because they are girls and women. What do they think of this reality? Can we change this reality with our actions, attitudes and behavior?

To rehearse their capacity for action, we will gather the participants in a group to tell the story of "**Valentina the Brave**". They should pay attention, as it is a story without an end: they will have to invent the resolution:

"In the bears' herd, the little he-cubs had blue hair like the sky. They were allowed to stain themselves, play, and jump occupying all the space of the meadow they wanted, eat what they liked as well as explore new lands and unknown places. They had a great time! On the other hand, the small

she-bear cubs were born with a silk-pink color and, although they were brave, intelligent, and strong like the he-cubs, they had been taught to always ask what they could do. They could not take up a lot of space when playing, let alone catch the ball and play with it in the meadow since they could not

get stained. It was so difficult to enjoy all the spaces that nature offered them! In addition, they could only eat the pink fruits that bloomed on the ground so that their skin would shine brightly. Valentina, one of the she-cubs of the herd, was bored to death.

We reflect with the group on what they think about that situation. What happens when boys and girls are marked with doing such different things? Do we miss other things that we would like to do and allow us to develop? Have we ever felt like Valentina? We will divide the group into subgroups, each of which must design an ending for the story. After a few minutes, we will make a "storytelling" in which each group will present its end of the story. The storytelling will end with reading and discussing the original ending of the story, present in the 4-8 years old unit of this material.

It is Time for equality, where do we begin?

We will reflect with the group on the alternative endings they have created and about moments in which they have felt like Valentina, thinking about the consequences of the lack of equal opportunities and identifying actions that can reverse these dynamics. The ideas that arise will be placed under each of the hours of a mural with the shape of a clock with the title **It's time for equality!** to always remind them of their commitment to promoting more equal environments. To close the activity, we will all watch the video of the Entreculturas campaign "*Mujeres que construyen futuro*" (*Women who build the future*): <https://mujeres.entreculturas.org/>

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They will be given a few minutes to discuss the news in groups, after which we will open a debate with the group.

- Did you know these realities? What has caught your attention? Which of these inequalities can we see in our environments? Do you think it is important to promote gender equality?

In order to strengthen their arguments on this issue, we will divide the participants into two groups that are as equal as possible. The activity will consist of generating a debate based on the question "**Is it time for equality?**" Each group will have a few minutes to choose their best arguments to defend that we are at the time of equality, in which gender equality it is a reality that cannot be postponed. After these minutes the debate will begin, in which they will be encouraged to present their best arguments.

Once the debate has finished, we will pose a series of questions for them to reflect on:

- How they have felt during the debate? Of the arguments presented, which ones were the most powerful? How can we use these arguments to defend the right to equality in our own environments?

It is Time for equality, where do we begin?

We watch with the group the video of the Entreculturas campaign "*Mujeres que construyen futuro*" (*Women who build the future*): <https://mujeres.entreculturas.org/>

We reflect with the participants on the fact that they are the protagonists of change, that it is in their hands to make the time for equality a reality, to place it as an affirmation and not as a question. To do this, in smaller groups, we encourage them to rescue the most powerful ideas that emerged during the debate, creating an awareness campaign in their educational environment under the slogan "**It's time for equality!**".

The image of the campaign will be a clock, reflecting on each hour an action created by them to achieve equality. They must design the image and strategies for disseminating it, as well as an act of mobilization, which they must promote in their educational and community environment, becoming authentic promoters of equality in their environments. How far could they get their message go?