Equal rights for all – are we there yet?

Assembly Guide

A 20 minute assembly on women’s rights for male and female students to lead for their peers

About the assembly

This assembly can be run by teachers or, more powerfully, by a team of 2 – 6 students for their peers. The team could comprise the head girl and head boy, members of one form leading other forms in the same year or a group of Sixth Formers. Alternatively the activities could be used as part of a Citizenship/PSHE/RE workshop for a class of students.

With preparation and support this assembly could be led by students from all key stages across secondary school.

The assembly highlights the challenges facing women’s rights in the UK and across the world and encourages students to engage in the issues.

The assembly comprises

• A quick starter activity to engage students in gender inequality
• A PowerPoint quiz with a selection of questions for use as appropriate
• A short PowerPoint presentation of photos on action for change

This outline contains

• A section to help a team of students run the assembly by themselves
• Some ideas for teachers for follow up work in form time / tutor time
• Links to further information and resources
Outline for student assembly leaders

Before the assembly

- Read through all the material for the assembly as a team.
- View the Quiz and PowerPoint slides on Womankind’s work.
- With your teacher choose 5 questions from the 8 quiz questions that you think will be most effective with your audience and save your final version of the PowerPoint.
- Allocate jobs (use the ‘who does what’ form on p.7)

On the day

1. Set up two large flipcharts or boards with the following factors printed/written very large on A4 card and stuck onto each board in random order.

   - Intelligence
   - How hard you work
   - Shoe size
   - Gender
   - Hair colour
   - Friendliness
   - Taste in music

2. Set up two tables on either side of the stage/front of the room (out of line of the projector) with two chairs at each table.
   On each table put a set of 3 different coloured cards labelled clearly A, B and C respectively.

3. Set up the Quiz/PowerPoint

4. Try out microphones

Aim

This assembly aims to help students consider why women’s rights are important for everyone, how women around the world are affected when their rights are not respected and how action can bring about greater equality.

You will need

- 2 flipchart stands or boards
- 2 sets of factor cards (see left)
- Blutak
- Bar of chocolate
- Womankind’s ‘Are we equal yet?’ PowerPoint quiz and presentation
- Notes on PowerPoint
- Projection facilities
- Microphones
- 2 tables
- 4 chairs
- 2 sets of coloured cards labelled A, B & C

www.womankind.org.uk
The assembly

Part 1

Quick starter activity

1. Introduce the team and explain that this assembly is to get us thinking about our rights and about a large group of people who can’t enjoy their human rights.

2. Explain that first we’re going to think about how we decide how to share things. Ask for 4 volunteers (if your school is mixed, 2 teams of a boy and a girl). You could arrange for volunteers before the start of the assembly and ask them to sit near the front.

3. Call the volunteers out to the front – in a mixed school have mixed teams. Show a bar of chocolate. Imagine you want to share this with the people in the room, but there are so many that you have to be selective. Explain each team has 30 seconds to put the deciding factors on their board in order of what would be the most reasonable factors to consider.

4. After 30 seconds, compare the two boards – what is at the top and the bottom? Did both teams choose the same thing? Ask for their reasons (if they can’t give any, move on). Finally point out that GENDER can actually be a very big factor that decides who gets what and how people are treated in the world. Place the GENDER card at the top of the boards. Is this a sensible way of deciding how to treat people? Is this right? Isn’t it just as silly as deciding on shoe size?

Thank the teams and ask them to sit at the 2 tables.

Part 2

The PowerPoint Quiz ‘Are we equal yet?’

5. Now the teams are going to do a quiz to see how equal things are across the world. The answer will be A, B or C or a combination – they must discuss with each other quickly and hold up one or more cards to show their answer.

6. Go through the quiz on the PowerPoint. Keep the pace quick, but give enough time to think. One person keeps score. Congratulate the winners – if one team has won - and show sympathy for losers.

Part 3

The PowerPoint slides on action for change

7. Show PowerPoint slides 18-24 and give commentary. (See page 4). At the end mention any action being taken in the school e.g. fundraising or petition as appropriate.

8. Finally, break the chocolate bar in 4 and give equally to the team members – we want to see a world where human rights are enjoyed equally by men and women. Help make it happen!
### Questions and answers

| Q1 | According to the Universal Declaration of Human Rights, everyone is entitled to all human rights, regardless of what sex they are:  
A – True, B – False, C – It depends on which country you are in  
Wait about 20 secs  
Answer: A – Almost all countries have signed one or more human rights declarations. Unfortunately there is often a difference on how much that means, depending on where you live. |
|---|---|
| Q2 | Which of these is a human right?  
A – Education, B – Equality in law, C – Fair treatment at work  
Wait about 20 secs  
Answer: A, B & C – Yet 31 million girls around the world are not going to school, many women don’t know their legal rights and all around the world women often get less pay for the same jobs that men do. |
| Q3 | Women and men enjoy equal rights in the UK.  
A – True, B – False, C – Can’t tell  
Wait about 20 secs  
Answer: B – False. Women are not equal in many areas. The average pay for women in the UK is 15% less than men, many women are not safe from violence – in fact two women in the UK are killed each week by a current or former partner. |
| Q4 | What percentage of the world population is female?  
A – 49, B – 50, C – 51  
Wait about 20 secs  
Answer: C – 51% – It varies from country to country, but women make up over half the world’s population. But in countries such as India and China, where boy babies are preferred, babies may be aborted or poorly fed just because they are female so there are many more boy babies – 120 for every 100 girls. |
| Q5 | Around the world what percentage of people in parliament are women?  
A – 13%, B – 22%, C – 40%  
Wait about 20 secs  
Answer: B – 21.9% – The UK recently reached a historic high of 29.4% – ranking 48th in the world, behind many other EU countries and many developing countries. In East Africa, the country of Rwanda has 64%. |
| Q6 | Having a baby is quite safe these days.  
A – True, B – False, C – Depends where you live  
Wait about 20 secs  
Answer: C – Every two minutes a woman dies in childbirth somewhere in the world - but 99% of these deaths are in developing countries and most of them could be avoided with better access to health care. |
| Q7 | Which of the following is most likely to cause death in 16-44 year old women in Europe?  
A – Domestic violence, B – Traffic accidents, C – Breast cancer  
Wait about 20 secs  
Answer: A – Every year up to 10% of European women aged 16-44 experience physical or sexual violence. |
| Q8 | Violence against women is a major problem all over the world.  
A – True, B – False, C – Depends where you live  
Wait about 20 secs  
Answer: A – At least 1 in 3 women around the world has been beaten, forced into sex or otherwise experienced violence. The figure in the UK is about the same – 31%. |
We all have rights and yet....

Women’s rights as human beings are under attack in every country of the world. This girl in Zambia is in school but 31 million girls are not – millions more than boys due to work at home, poverty, sexual harassment.

What can be done?

Womankind Worldwide is working with women’s rights organisations around the world in many ways to support women’s rights and make the world more equal. This Zambian girl is taking part in a girls’ leadership club to help girls know their rights and to speak up against sexual harassment, including harassment by teachers.

Why are these boys in Sierra Leone demonstrating for girls to go to school and against sexual harassment?

Because they understand that women and girls have the same rights as they do and that they should be free from harassment and discrimination. Because they want to help make this happen.

What difference will they make?

In Afghanistan, where women are often prevented from completing their education, Womankind is enabling women to become computer literate and receive training in leadership and politics.

Why all the drama?

These young people in Ethiopia are in a drama group supported by Womankind to help people understand why violence against women and girls is harmful to women and damages society.

So are we nearly equal yet?

No. Stand up for equality.

NOTE FOR TEACHERS:

Some students may be affected by some of the issues in this assembly. This slide is a prompt for the teacher responsible for the assembly to remind students of named members of the staff safeguarding team they may speak to if they wish.
Tip on leading this assembly

1. Decide what everyone will do e.g. organise the board, and who is going to say what. Fill in the ‘who does what’ sheet (p.7) and make sure everyone has a copy.

2. Do a dummy run – try the assembly out on your form or practise in the place where the assembly will take place. Do you need to use microphones? If you can’t have a microphone each, make sure that you speak loudly and clearly – without shouting.

3. Be prepared. Agree on one person as the leader for the assembly, but also have a back up leader in case of illness. On the day, make sure you have enough time to set up all that is needed and can test microphones if being used. Arrange permission, if necessary, for all the team to be given time by the necessary teachers to do this.

4. Speak without notes if possible – learn the words off by heart. If a phrase is difficult, put it into your own words.

5. When you speak to your audience, look at your audience. When you show the PowerPoint, look briefly at the slide image but then look at your audience – they do not want to see the back of your head and will hear you better and listen better if you face them.

6. Keep up a good pace, but don’t gabble.

7. Use some of the extra comments on the quiz questions and answer page to give more information – particularly if both teams get the answer wrong.

8. End well. Make sure that your assembly ends with a good positive message about what the audience can do to make things better e.g. sign a petition, buy cakes at a cake stall to raise awareness. There are things that can be done and are being done by organisations like Womankind Worldwide.

9. Thank your audience for listening.
The **who does what** sheet

Use this page to help plan your assembly and make sure everyone involved has a copy.

<table>
<thead>
<tr>
<th>Who?</th>
<th>What?</th>
<th>What materials needed?</th>
<th>Who is in charge of these materials?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 person</td>
<td>Introduction to the assembly and the team if necessary</td>
<td>• Microphones</td>
<td></td>
</tr>
</tbody>
</table>
| 1-2 people | How to share the chocolate activity | • Chocolate bar  
• 2 x large boards or flip chart board  
• Factor cards  
• Blutak |  |
| 2 people | The Quiz | • Projection facilities  
• PowerPoint Quiz:  
Two tables on either side of stage with 2 chairs each facing the audience  
• 2 x A,B & C cards  
• Scoreboard if desired |  |
| 1-2 people | The PowerPoint slides on action for change | • PowerPoint slides 18-22  
• PowerPoint notes |  |
| 1 person | Ideas for action | • PowerPoint slide 23 on follow up action |  |
| 1 person | Sharing the chocolate, conclusion | • Chocolate bar |  |
Follow up activities for form/tutor time

A. Tweet writing
Invite discussion on the assembly.

What surprised/ shocked/ encouraged the students regarding progress for equal rights? What would they like to see change? Give out small slips of paper. Ask students to write a paper tweet style message to send to your local MP about women’s rights and how these could be improved. The tweets could be used to form part of a display.

B. What’s so good about being a boy or girl?
An exercise to encourage listening and understanding between students.

1. Give out green and yellow slips of paper to everyone in the class. Ask them to write something that is positive about being a boy or a girl on the green slip and something negative on another. N.B. Make it clear that students only need write what they are happy to have read out and that you will not read out anything offensive.

2. Collect in 2 separate piles and read out first the positive, then the negative comments. Avoid making value judgments on comments e.g. ‘That’s a very good point.’ ‘That’s a funny way of looking at things.’ but encourage discussion. Some apparently flippant comments may enable useful discussion.

3. On the board write a list of some of the things that were mentioned as good/bad for girls/boys. Invite observations.

4. Ask the class to discuss in mixed groups. Are there any things that boys can do to help the negative things about being girls and vice versa? Does it seem that gender makes a little or a lot of difference to our lives? Do you think the answers to the question would be different in other countries of the world? Why? Have you learned anything from hearing others’ comments?

C. Fundraising for women’s rights
Discuss what your form could do – use Agents for Change: Womankind’s Campaign and Fundraising pack for secondary schools to help.

Examples of issues that might be raised with the MP

- Violence against women
- The number of women MPs in parliament
- Aid to developing countries for the support of work on women’s rights

Be clear with the group that sexist and homophobic comments will not be tolerated during discussion

To encourage discussion resist commenting on statements that you disagree with personally (unless they are offensive and need to be firmly but respectfully challenged) but encourage further comments by questions such as ‘Does anyone have a different opinion on this?’ ‘Are there any exceptions to this?’ ‘Is that always true?’

Links to statistics used in this pack

Unesco – The numbers of girls out of primary school in 2011. Also statistics on the impact of education on women – www.unesco.org

UN statistics – the ratio of men to women

Interparliamentary Union – The number of women in parliament around the world, June 2016 – www.ipu.org