



STEP 2: YOU ME EQUAL RIGHTS

This step, You Me Equal Rights', is about girls' equal rights. Be inspired by children and young people talking about how and why they are fighting together for equal rights for girls. Let the pupils learn from their strategies for change, and discuss what they themselves can do to improve gender equality in their community and in their country.

THE OPINION LINE ON GENDER EQUALITY

Measure the gender equality temperature like this:

1. Mark a line on the floor/ground using paper or string, for example. Ask all the participants to stand on the line. One end represents YES. Let the participants choose where to stand on the line based on how much or how little they agree with a particular statement. The participants can, of course, change their opinion and therefore their position on the line, having listened to other people's opinions.
2. Start with simple statements to help the participants understand the method, like: "Buses travel faster than bicycles".
3. Move on to statements about girls and boys. For example:
 - Girls and boys always help out with the household chores.
 - Girls and boys have the same amount of time to do their homework.
 - Girls and boys have the same amount of time for play and sport.
 - Boys have the right to decide over girls.
 - Parents treat girls and boys equally.
 - Girls get to decide when they want to get married.
 - Everyone can make their own decision about whether they want to identify as a girl or a boy.
 - Girls and boys have the same opportunities in our country.

YOU ME EQUAL RIGHTS

Hand out one of the stories about children fighting for equal rights for girls in, for example, southern Africa. Get the participants to read quietly, or out loud to one another in pairs/groups.

Ask the participants to write down:

- Three similarities and three differences between the lives of girls and boys in southern Africa compared with their own country.
- At least three methods that children in southern Africa are using to improve gender equality.

Gather everyone together and get them to talk about what similarities and differences they discovered, and which methods they think are best and would help improve equality between girls and boys, women and men in your country.

Ask the participants to think quietly about the question:

- Why is it important for a country's development, for example, for girls and boys, women and men to have equal rights?

Get the participants to discuss in pairs, groups or the whole class how greater gender equality can lead to:

- reduced inequalities between people (Global Goal 10)
- more peaceful and inclusive societies (Global Goal 16)



Global Goal 5 is about achieving greater equality between girls and boys, women and men. Many of the

stories in *The Globe* are about the vulnerable situation for girls and their struggle for empowerment.

"I made a decision to try to be fair, honest and respectful to girls and women. My behaviour can start a trend of other young men treating women in the same way. This is my personal mission. It is something in my power to do."

QUINLEY, 17, SOUTH AFRICA

Imagine if children...

...could meet local leaders and demand that they think about what's best for children and about equal rights for girls when they make decisions.

...could change attitudes towards girls and boys where you live, so society becomes more equal.

RESOURCES

- * P. 28, 111–116,
- * 123, 129–131 in *The Globe*
- * Films at worldschildrens-prize.org

