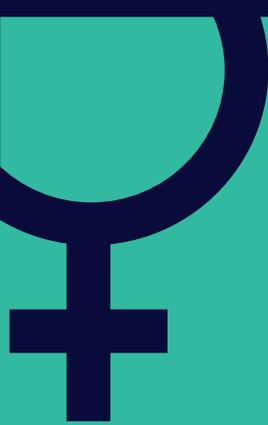


ACTIVITY GUIDE\_

**INTERNATIONAL**

**WOMEN'S**

**DAY**



FROM THE DIANA AWARD

# INTRO

Conducting these sessions can be really important and beneficial to your students but you should be aware that this can raise conversations that may be considered sensitive by many and is something that you should be prepared for.

**It is important to set expectations of all young people in the room by ensuring that all who attend understand the rules of the space.**

1. Prepare a safe space agreement ahead of the session:
  - Be supportive of one another
  - Respect each other's views and experiences
  - Be open and honest as much as you feel comfortable
  - What's said in the room, stays in the room
  - Be prepared to be positively challenged if you say something that could offend or upset someone else in the group.
2. Draw your student's attention to the school policy of treating everyone with respect and dignity; any behaviour that could be derogatory or offensive will not be accepted. The safe space agreement should assist you in facilitating a successful session but it is important to note that you may come across the view that we all have freedom of speech.
3. Get consent from your curriculum leader to do these sessions and promote the benefits of running them for students. It might be a good idea to invite other members of staff to assist you in facilitating!
4. Be prepared to signpost your students not only to internal support if needed, but external agencies and information websites as well. The Diana Award has created a hub of information and support at [www.antibullyingpro.com/support-centre](http://www.antibullyingpro.com/support-centre)

## STAFF ACTIVITY GUIDE

### INTRODUCTION TO INTERNATIONAL WOMEN'S DAY

International Women's Day is a time to remember the achievement of all women who have played vital roles in the history and future development of their community and celebrate the progress, change and innovations of women everywhere.

### WHY IS THIS IMPORTANT?

The purpose of International Women's Day is to remove barriers to gender equality and accelerate the progress for women's empowerment and improve all social protection systems, infrastructure and access to all public services required to meet the needs of women everywhere.

### MODULE LEARNING OBJECTIVES

- To describe and discuss the purpose of International Women's Day
- To investigate and challenge gender stereotypes and negative gender-based labels

# ACTIVITY ONE

## WORK GRAFFITI

This activity aims to introduce/review all young people's understanding of International Women's Day, the importance of the day and its impact on all young people.

The activity will also look at the word 'feminism'. Many of the young people taking part in these workshops may already have an understanding of feminism. It is helpful to first identify any areas they are aware of in order to build on these ideas or correct any misunderstandings. This activity will also allow young people to achieve the first learning objective: To describe and discuss the purpose of International Women's Day.

### PREPARATION

#### MATERIALS NEEDED

- A3 Paper
- Different coloured pens (separate colours per group)

#### INSTRUCTIONS

1. Split young people into groups (approximately 4 per group)
2. Groups are given 90 seconds to write down all the information and words they know associated with International Women's Day
3. Holding onto their pens, young people now have 30 seconds to move around the room and add, change or remove any information they want to on other groups' sheets.
4. All young people return to their seats and review any changes.
5. Recap and review answers from groups, identifying any changes made to their work. Use the key questions below to assess understanding.

#### KEY QUESTIONS

- What is International Women's Day?
- Why is International Women's Day so important?

**Note: The answers to these two questions can be found in the Introduction of this activity guide.**

#### EXTENSION

1. Groups are given 90 seconds to write down all the information and words they know associated with Feminism.
2. Holding on to their pens, young people now have 30 seconds to move around the room and add, change, remove any information they want to on other groups sheets.
3. All young people return to their seats and review any changes.
4. Recap and review a from groups, identifying any changes made to their work. Use the key questions below to assess understanding.

#### KEY QUESTIONS

- What is feminism?
- Is feminism relevant today?
- Why is feminism important?
- How does feminism affect us?

**Feminism: the advocacy of women's rights on the ground of the equality of the sexes.**

# ACTIVITY TWO

## DRAWING STEREOTYPES

This activity aims to introduce/review the idea of gender stereotypes, how these can cause misconceptions and how assumptions can affect those around us.

It is important that during this activity, young people are not identified as being 'wrong' for their designs but they are questioned as to why they hold this belief and where they may be misguided. There is no wrong answer and you should remind young people of the safe space contract.

### PREPARATION

#### MATERIALS NEEDED

- A3 Paper
- Felt tip pens

#### INSTRUCTIONS

1. In groups of 4, young people are to draw examples of the following occupations: Firefighter, Nurse and Builder.
2. Explain that all groups are to draw what they imagine a person from this profession looks like. Instruct them to write adjectives and/or qualities they associate with this profession around the drawing, giving them 4 minutes to do so.
3. Once they have done this, ask them to turn over the sheet and draw examples of the following occupations: Teacher, Doctor and Musician.
4. Once completed, check in with the whole group, asking the key questions outlined below.

#### KEY QUESTIONS

- Did you assign a gender to any of the professions?
- What professions are associated with women and which ones with men?
- Why do we make these assumptions?

### EXTENSION

1. In pairs, ask young people to discuss: is the language we use gender-specific? Can you think of an example?
2. Ask pairs to feedback on their discussion.
3. Ask students to conduct some research into the movements and government-lead initiatives that create opportunities for women in fields previously dominated by men. For example, women are increasingly being encouraged to pursue non-traditional careers – in military, business and finance, science and technology, etc.

We're proud to be the only charity set up in memory of Diana, Princess of Wales and her belief that young people have the power to change the world. It's a big mission but there are two things within it that we focus our charity's efforts on – young people and change.

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Throughout all of our programmes and initiatives 'change' for and by young people is central, including our anti-bullying work which encourages change in attitudes and behaviours.

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We hope you found this resource useful and wish you all the best in your anti-bullying journey. If you would like to help us create more resources and train even more Anti-Bullying Ambassadors you can make a £5 donation by texting CHANGE 5 to 70470 or visit [diana-award.org.uk/donate](https://diana-award.org.uk/donate)

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