

## LESSON PLAN

**Learn how beauty standards and gender roles impact women's rights and how they are advocated for in your local and global communities.**

Explore womanhood through global beauty standards, gender roles, and the ways that women and girls form communities to protect and support one another as they strive for equality around the world. Learn the interconnected nature of each individual's actions as they engage with women's issues in their local and global communities.



### **About Global Nomads Group**

For over 25 years, Global Nomads Group has leveraged technology to host digital safe spaces for young people around the world to share their stories, challenge assumptions, engage with and learn from each other, and, by doing so, foster a more just world.

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## Objectives

By the end of the module, students will be able to:

1. Examine the beauty standards in your own community and communities around the world.
2. Understand the concept of beauty standards.

## Warm-up

- Ask students to take out a piece of paper and a pen. Ask them to write down five adjectives that they would use to describe a beautiful person.
- After they finish, ask for volunteers to share their answers. Write the adjectives on the board.
- Allow these adjectives to prompt a discussion on beauty standards.

## Introduction

- Explain to students that people tend to dress, speak, and behave in ways that their society has deemed correct or acceptable. This is especially true for women, who are often expected to conform to certain beauty standards.
- Tell them that in this lesson, they will learn how beauty standards are connected to women's rights and how these standards differ across time and culture.

## Peer discussion

Ask students to pair up and discuss the following questions:

1. What do you see when you look in the mirror?
2. Who do you compare yourself to?
3. Have you ever been told to dress a specific way by your parents or your community?
4. Have you ever changed the way you look to fit other people's expectations?
5. Have you seen your friend or someone in the media change the way they look because of the pressures of these expectations?

6. Have you ever wondered why people change the way they look to fit the expectations of others?

After they have discussed the questions, ask for volunteers to share their answers with the class.

## Small Groups Activity

- Divide the class into small groups and assign each group a different country or culture.
- Ask them to research the beauty standards of that country or culture and create a presentation that includes the following:
  - A description of the beauty standards
  - Examples of how these beauty standards are enforced
  - Any historical or cultural context that may explain these beauty standards
- After each group has finished their presentation, ask for volunteers to share their findings with the class.

## Explore

Show the students the map, and explore the stories, articles, and videos that have been provided by their global peers. Ask the youth to pick their top three stories, and share them with their peers.

## Share

Students will answer the following prompts:

1. Think about the beauty standards in your community.
2. Consider how those beauty standards make you feel.
3. Reflect on your own actions: how do you respond to beauty standards? Do you put in effort to follow the beauty standards of your community? Why or why not?

At the end of their stories, students should mention 2-4 stories and resources they've explored and would recommend to their global peers.

## Objectives

By the end of the module, students will be able to:

1. Explore gender roles in your local community.
2. Reflect on individuals in your community who have challenged gender roles.

## Introduction

- Display Maya Angelou's quote: "Each time a woman stands up for herself, without knowing it possibly, without claiming it, she stands up for all women."
- Ask students to reflect on what this quote means to them.
- Allow students to share their thoughts and ideas.
- Explain what a 'shero' means.

## Sheroes in Our Community

- Ask students who their sheroes are in their community and why.
- Have students discuss and share their responses in small groups.
- Then, have each group share their responses with the class.

## Gender Roles in Our Community

- Ask students to reflect on the gender roles and expectations in their community.
- Have students discuss and share their responses in small groups.
- Then, have each group share their responses with the class.
- Create a chart on the board or chart paper and list the common gender roles and expectations in the community.

## Navigating Gender Roles

- Ask students to reflect on how women in their community navigate gender roles and expectations.

- Have students discuss and share their responses in small groups.
- Then, have each group share their responses with the class.
- Encourage students to share examples of women who work within, question, ignore or try to “do it all” when it comes to these gender roles.

## Explore

Show the students the map, and explore the stories, articles, and videos that have been provided by their global peers. Ask the youth to pick their top three stories, and share them with their peers.

## Share

Students will answer the following prompts:

1. Tell the story of a woman from your community who inspires you.
2. What do they do that makes them inspiring to you?
3. How has her gender identity affected her life?
4. What values does your shero represent for you?

At the end of their stories, students should mention 2-4 stories and resources they've explored and would recommend to their global peers.

## Objectives

By the end of the module, students will:

1. Explore global justice for women around the world.
2. Learn about intersectional oppression.
3. Reflect on individuals and movements that have challenged gender roles.

## Global Justice for Women

- Go through the content, playing each Youtube video and reading out the examples.
- After reading, ask the students to discuss in small groups the following questions:
  - What are the strategies and actions taken around the world in the fight for women's rights right now?
  - What is the purpose of these efforts and why are they urgent?
- After a few minutes of group discussion, bring the class back together and ask each group to share their thoughts.

## Women's Rights Around the World

- Divide the students into pairs and assign each pair one of the countries mentioned in the given content: South Africa, Poland, Mexico, or Jordan.
- Ask the pairs to do research on the current state of women's rights in their assigned country, focusing on the strategies and actions taken by individuals and groups to fight for women's rights.
- After 15 minutes, ask each pair to present their findings to the class, focusing on the following questions:
  - What are the current issues facing women in your assigned country?
  - What are the strategies and actions being taken to fight for women's rights?
  - How effective do you think these strategies and actions are?
- After each pair has presented, lead a class discussion about the commonalities and differences between the countries' fights for women's rights, and how they connect anyone and everyone interested in women's rights across distance and difference.

## Conclusion

- Ask the students to reflect on the importance of solidarity with women fighting for their rights globally.
- Show the students the examples of women supporting women via social media and virtual campaigns mentioned in the given content.
- Discuss the importance of understanding the movements we are participating in, in order to create true solidarity with women fighting for their rights across the world.
- End the lesson by asking the students to write a short reflection on what they learned today and what they can do to support the fight for women's rights globally.

## Explore

Show the students the map, and explore the stories, articles, and videos that have been provided by their global peers. Ask the youth to pick their top three stories, and share them with their peers.

## Share

Students will answer the following prompts:

1. Write a letter to a woman on the other side of the world, asking her how women are treated in that region ( it can be a back and forth discussion/exchange) if they want any changes and what kind of changes they want to implement.
  1. What questions would you want to ask this friend?
  2. What would you like to tell them about the way women are treated in your region?
  3. What do you think you will have in common? What do you think will be different?

At the end of their stories, students should mention 2-4 stories and resources they've explored and would recommend to their global peers.



## Objectives

By the end of the module, students will:

1. Explore taking action against beauty standards and gender roles.
2. Reflect on how empathy can play a role in taking action.

## Introduction

Ask your students to think about the following questions:

1. How can I change the way I think about beauty standards?
2. How can I unlearn the gender roles taught to me?
3. What can I do to support women in my own and other countries?

Ask students to share their responses and write them on the board.

## Empathy

- Show a video or image that illustrates a particular issue affecting women and girls globally (e.g., child marriage, gender-based violence, lack of access to education).
- Have students pair up and ask them to discuss their initial reactions to the issue, including how they feel about it and whether they think it affects them directly or not.
- Ask each pair to share their thoughts with the class and facilitate a group discussion on the importance of empathy in understanding and addressing these issues.

## Taking Action

- Show a video or image that showcases activism and action taken by individuals or groups to promote women's rights (e.g., protests, social media campaigns, charity work).

- Discuss different ways that students can take action to support women's rights, including signing petitions, donating money, and spreading awareness on social media.
- Have students create a handout, which shows how they can take action to support women's rights in their own community and globally.

## Conclusion

- Ask students to share one thing they learned from the lesson and one action they can take to support women's rights.
- Summarize the key points and emphasize the importance of empathy and action in making a difference for women's rights.
- Provide resources for students who want to learn more about women's rights and activism.

## Explore

Show the students the map, and explore the stories, articles, and videos that have been provided by their global peers. Ask the youth to pick their top three stories, and share them with their peers.

## Share

Students will answer the following prompts:

Create a SMARTIE Goal that outlines your plan to take action to support women's rights.

**S - Specific:** Reflects a concrete, definable goal that you seek to accomplish, connected to a broader values-based purpose. Guiding Questions: What specifically do you want to do? Is the purpose of your goal clear? What is your desired result?

**M - Measurable:** Includes clear measures that show whether the goal has been reached (in numbers or a measurable change). Guiding Questions: How will you measure your progress? How will you know when you have achieved your goal?

**A - Ambitious:** Challenging enough that reaching the goal will make a difference in people's lives. Guiding Questions: Is your goal aligned with the issue? Is your goal challenging enough? Is your goal meaningful and relevant? Why does your goal matter? What makes attaining this goal important?

**R - Realistic:** Something you can actually accomplish. Guiding Questions: Is this goal within your power to accomplish? Do you have the resources you need to accomplish your goal? Do you have access to the contacts, support, training, facilities, education, skills that your goal requires?

**T - Time-bound:** Includes clear deadlines. Guiding Questions: When exactly do you want to accomplish this goal? What time frame do you need to reach your goal? When will your goal be achieved and at what pace?

**I - Inclusive:** The goal brings people who are directly affected, particularly those most impacted, into reaching the goal. Guiding Questions: Are all the people affected accounted for in your goal? Does it bring in traditionally marginalized people? How can you make your goal be inclusive towards/positively impact people from marginalized groups? Is your goal taking a diverse universe into consideration?

**E - Equitable:** Seeks to address injustice, inequity, and oppression. Guiding Questions: Does it seek to address systemic injustice, inequity, or oppression? How can you adapt your goal so that it actively and intentionally seeks to promote equity and limit the disparity of access to resources? How can you make your goal purposefully seek to share power amongst groups?

At the end of their stories, students should mention 2-4 stories and resources they've explored and would recommend to their global peers.