



International women's day - Exploring choices and impact



GRADE LEVEL	B2
CLIL SUBJECT	Social Studies / History / Ethics
OBJECTIVE	Students will use a structured thinking routine to explore different ways to celebrate or support gender equality, evaluating options based on ideals, criteria, real-world constraints, and personal perspectives.
MATERIALS NEEDED	• Markers or sticky notes • Case studies (see page 3)
LESSON DURATION	60 minutes

LESSON PROCEDURE	1.Warm-up discussion (10 min) Ask: What does an ideal world for gender equality look like? Have students brainstorm in pairs, then share ideas with the class. Record key words and themes (<i>equal pay, respect, leadership, freedom of choice</i>). 2. Present a case study (10 min) Students choose one of the following scenarios (or create their own): Historical – A suffragette deciding whether to protest publicly despite risks. Modern – A woman in a male-dominated field choosing whether to speak out about workplace discrimination. Personal connection – A student deciding how to respond to gender stereotypes at school. Each student or group reads their chosen scenario and discusses: • What are the possible options for the person in this situation? • What might be the risks and benefits of each option? You can find the case studies from page 3. 3. Apply "fit your options" (30 min) Students now assess the options using four perspectives: Fit to the ideal • What would be the best outcome in an ideal world? • Which option brings society closest to that ideal? Fit to the criteria • Students define important criteria (<i>personal safety, impact on others, fairness</i>). • Which option meets these criteria best? Fit to the situation • Consider real-world constraints (<i>time, resources, risks</i>). • Which option is the most realistic one in this situation? Fit to you personally • Students imagine themselves making the choice. • What does it feel like? Which option resonates the most? Then, have each group shares their reasoning and compare how different groups approached the same case study.
CLOSURE	Ask the students: • What can we learn from these dilemmas? • How can we apply this thinking to gender equality issues today? • Each student writes a short reflection: What is one action I can take to promote gender equality in my community?
ASSESSMENT	Students will be assessed based on the following questions: Did the student clearly explain their chosen option? Did the student use the four-step process to evaluate their decision? Did the student engage in discussions and share ideas?

Case study 1:

It is 1913, and women in Britain do not yet have the right to vote. The suffragette movement, led by Emmeline Pankhurst and the Women's Social and Political Union (WSPU), is fighting for change. Peaceful protests and petitions have been ignored, and some suffragettes have turned to direct action, breaking windows, and disrupting public events. The government is cracking down on the movement and arresting activists.

You are a young suffragette faced with an important decision. There is an upcoming protest where you and others will march through the city, demand voting rights, and engage in civil disobedience. However, there is a high risk of arrest, imprisonment, and public backlash. You must decide what to do.

Example

Your choices:

1. Join the protest and take a visible stand.

- You will publicly demand the right to vote and show that women will not be silenced.
- There is a strong chance of arrest and imprisonment.
- The protest could gain media attention and influence public opinion.

2. Support the movement in other ways (*writing articles, organising meetings*).

- You will still contribute to the cause without directly risking arrest.
- Your efforts may not be as visible, but they help sustain the movement.
- Some people may see indirect action as less impactful.

3. Stay silent to avoid personal risk.

- You will avoid the dangers of protesting and protect yourself and your family.
- However, staying silent could mean that nothing changes.
- Others might continue fighting, but without enough voices, progress could be slow.

You can also come up with your own options and evaluate them!

Applying "fit your options"

Use the following four steps to evaluate your options:

Fit to the ideal:

- In an ideal world, women would already have the right to vote. Which option brings society closest to this ideal?

Fit to the criteria:

- What factors matter most in your decision (*effectiveness, personal safety, public impact*)? Which option best meets these criteria?

Fit to the situation:

- Consider real-world constraints (*risk of arrest, government opposition, your personal responsibilities*). Which option is the most realistic one in this situation?

Fit to you personally:

- Imagine yourself making each choice. How does it feel? Which option aligns best with your values and sense of purpose?

Case study 2:

You are a woman working in a highly male-dominated industry, such as engineering, finance, or technology. You have noticed ongoing discrimination, including being overlooked for promotions, receiving lower pay than male colleagues, and facing dismissive attitudes in meetings. Recently, a female colleague shared her similar experiences, and you are considering whether to speak out about the issue within your company. However, taking action could have consequences for your career.

You are faced with an important decision. Should you report the discrimination, advocate for change, or remain silent to avoid potential backlash?

Example

Your choices:

1. Speak out publicly within the company.

- You raise awareness about workplace discrimination, potentially leading to policy changes.
- Your voice could inspire other women to come forward.
- There is a risk of negative consequences, such as being seen as a troublemaker or harming your career progression.

2. Address the issue through internal channels.

- You file a formal complaint or speak privately with HR and leadership.
- This approach may lead to changes without drawing as much public attention.
- However, internal complaints are not always taken seriously, and progress may be slow.

3. Stay silent to avoid professional risks.

- You protect your career and maintain workplace relationships.
- However, remaining silent allows the issue to persist, affecting others as well.
- Without action, discrimination may continue unchecked.

You can also come up with your own options and evaluate them!

Applying "fit your options"

Use the following four steps to evaluate your options:

Fit to the ideal:

- In an ideal workplace, discrimination wouldn't exist. Which option moves the company closest to this ideal?

Fit to the criteria:

- What factors matter most in your decision (*effectiveness, professional risk, long-term impact*)? Which option best meets these criteria?

Fit to the situation:

- Consider real-world constraints (*company culture, potential backlash, level of company support*). Which option is the most realistic one in this situation?

Fit to you personally:

- Imagine yourself making each choice. How does it feel? Which option aligns best with your values and long-term goals?

Case study 3:

You are a student at school, and you have noticed that some people have strong opinions about what boys and girls should or shouldn't do. Some classmates make comments like, "boys are better at sports," or "girls should be quiet in class." You believe everyone should have the same opportunities, but speaking up might be difficult. Some students might disagree, and you don't want to cause problems.

You are faced with a decision. Should you challenge gender stereotypes when you hear them, talk to a teacher about it, or ignore the comments to avoid conflict?

Example

Your choices:

1. Speak up when you hear gender stereotypes.

- You help challenge unfair ideas and encourage others to think differently.
- Some classmates may agree with you, and it could start a good discussion.
- However, some students might not listen, and you could feel uncomfortable.

2. Talk to a teacher or school staff.

- You can get support from an adult and maybe start a school-wide conversation.
- This could lead to lessons or activities that help everyone understand gender equality.
- Some students might not take it seriously, or they could say you are making a big deal out of nothing.

3. Ignore the comments and move on.

- You avoid possible arguments or uncomfortable situations.
- However, the stereotypes will continue, and other students might think they are okay.
- If no one speaks up, things may not change.

You can also come up with your own options and evaluate them!

Applying "fit your options"

Use the following four steps to evaluate your options:

Fit to the ideal:

- In a fair and equal school, gender stereotypes wouldn't exist. Which option helps create this kind of school environment?

Fit to the criteria:

- What matters most in your decision (*making a difference, avoiding conflict, getting support*)? Which option best meets these needs?

Fit to the situation:

- Think about your school's culture, your classmates, and your comfort level. Which option is the most realistic one?

Fit to you personally:

- Imagine yourself making each choice. How does it feel? Which option matches your values?