

*Celebrating*  
IWD 2020

PRIMARY  
SCHOOLS KIT

Photo credit: Ryan Brown



**UN**  
**WOMEN**  **AUSTRALIA**

[www.unwomen.org.au](http://www.unwomen.org.au)







# WELCOME

## A MESSAGE FROM UN WOMEN EXECUTIVE DIRECTOR

Every year, I am overwhelmed with gratitude by the number of students who enquire about International Women's Day: what is it all about? Why does it matter? What can I do to support?

Now more than ever, as we approach the 10th birthday of UN Women globally, with ten years to go until we arrive at the 'finish line' for the Sustainable Development Goals, your voice, your thoughts and importantly, your actions, are vital to make change so that every girl and boy everywhere have the same opportunities to go to school, to become a leader and to fully participate in our communities.

In 2020, our International Women's Day theme is Generation Equality. No matter what year you were born, your say in our future, around questions like: Should everyone no matter their age or gender be free and equal? What actions might you take to protect the planet? These are vital questions – and we want to hear from you.

Being a part of Generation Equality means you will actively work towards a brighter future where all of us are equal. In the pages that follow, my hope is that some of the stories we share, and the questions and activities we invite you to explore, prompt you to consider little steps you might choose to take to advance equality, for everyone. Thank you for your support of and interest in the work of UN Women.

**Janelle Weissman**  
**Executive Director**  
**UN Women Australia**

## ABOUT UN WOMEN

UN Women Australia exists to raise funds for and awareness of UN Women's work to end violence against women, promote economic empowerment, advance women in leadership, and ensure women's participation in peace processes to accelerate gender equality worldwide.

UN Women is the United Nations agency for women's empowerment and gender equality, delivering programs and transforming policy to enable a brighter future for women and girls in more than 100 countries worldwide.

## ABOUT IWD

International Women's Day (IWD) is celebrated around the world on March 8. IWD has been celebrated differently across the world since the early 1900s, beginning with a strike in New York to stand against the working conditions garment workers faced in 1908. It shifted to more international actions and today has grown into a global celebration of achievements of women, and an opportunity to shine a light on the progress still to be made to achieve full gender equality.



### WATCH:

This short film explores the progress that has been made in gender equality, worldwide.  
[www.youtube.com/watch?v=InBEIrfwrew](https://www.youtube.com/watch?v=InBEIrfwrew)

## THEME: GENERATION EQUALITY



GENERATION EQUALITY IS UN WOMEN'S GLOBAL THEME FOR INTERNATIONAL WOMEN'S DAY 2020. GENERATION EQUALITY HIGHLIGHTS THE IMPORTANCE OF:

**COLLABORATION ACROSS GENERATIONS:** IT IS BY WORKING TOGETHER, YOUNG AND OLD, THAT WE CAN MAKE A VISION FOR EQUALITY

**STEPPING UP ACTION:** NO COUNTRY HAS ACHIEVED GENDER EQUALITY. THE PACE OF CHANGE IS TOO SLOW. WE NEED TO PICK UP THE PACE SO THAT WE SEE REAL CHANGE *WITHIN A GENERATION*.

THERE IS NO BETTER WAY TO MAKE A MORE EQUAL WORLD, THAN BY EDUCATION. WE KNOW THAT:

**2.5 times**

During war and conflict, girls are 2.5 times more likely than boys to drop out of school.

**2/3**

Today, two thirds of the world's illiterate adults are women. This trend has not changed in 20 years.

**48%**

of girls who are out-of-school today are unlikely to ever enrol in school

WHEN EDUCATION BENEFITS WOMEN AND MEN EQUALLY, IT DELIVERS UNMATCHED OUTCOMES:

- Educated women are more likely to be healthier, earn more and have more of a say in household decisions
- Educated mothers are twice as likely to school their children
- Every year of schooling, a girl's earnings go up 20%
- Children of educated women are 50% more likely to survive

Education can be a powerful force to change the world, but so far there has not been a global effort to use education to spread gender equality. Until now.

UN Women is working with local partners and communities to change the way we educate women and girls, to use technology and financial training, to deliver a brighter future and a more equal world.

This International Women's Day, funds raised for UN Women Australia will go to these programs. To support the world's women and girls to earn money and learn skills, so that change happens within your lifetime, and continues to happen in lifetimes to come.



### WATCH:

Click here to see Generation Equality world wide.  
[https://www.youtube.com/watch?v=DWk\\_ujOzISc](https://www.youtube.com/watch?v=DWk_ujOzISc)

# WOMEN IN NATURAL DISASTERS

Viet Nam is in the top 12 countries with the greatest risk of natural disasters, the most common natural disaster in the country being floods. Natural disasters, such as floods, leave a trail of destruction; homes and livelihoods destroyed, crops wiped out, no clean water, smaller food supply, packed living conditions in evacuation centres, and physical and emotional injuries. These impacts affect women and girls differently: women are more likely to die in disasters than men, take on more caring responsibilities than men, be given less food than men, and are more likely to have to stop school or work. But, women should not be just thought of as victims – they have an important role to play in rebuilding after disasters and preventing future tragedies. Women, as half of the population, must be included in decision making and solving the issues they face.

In partnership with UN Women, the Viet Nam government decided that women must be part of the Committee for Natural Disaster Prevention and Control, making them part of decision-making and planning for actions during the storm season. UN Women also began training women for disaster preparations in partnership with Viet Nam's Women's Union, women like Huong Duong. During the 2016 floods, Huong Duong put everything she learnt into action. Before the flood, she had placed all her furniture and the chickens she raised on higher ground. She had already sold the pigs, in anticipation of the dangerous season. Huong Duong and others' preparations meant that her neighbourhood only had minor damage.

"When I know a storm is coming, I inform the villagers. We help each other to reinforce houses. Some people place sand and stock bags on the roofs to stabilize them. I also remind my neighbours to stock up on food and keep a portable kerosene stove or wood stove handy, so that we can cook without electricity during stormy days," explains Duong. She is now one of 30 active "communicators" (community leaders in charge of information spreading) in her region. Since 2013, the UN Women project that trained this community has reached more than 5,000 people—including men, women, the elderly and children—training and informing them about disaster preparedness and response.

Ly Nguyen, another woman trained by the program, said "Some farmers can change from farming bighead carps and dorabs, which need around 10 months to grow, to farming prawns and crabs, which need only two to three months. Others are planting vegetables, such as morning glory, sweet potato or taro, which require shorter time for cultivation. If a storm comes, it does not create huge losses." This education and awareness raising program is helping women and men reduce the impact of storms both immediately and in the long term.



## DISCUSSION

Explain to students that after a natural disaster people often need different things. Babies would need different food to men, and young women would need different toilet facilities to boys. Ask students to brainstorm needs of people in the Viet Nam floods, and collate discussion on the board. Then ask students if people who have different needs, such as women, children, people with disabilities, should be included when decisions are made after a disaster, like what food to distribute, where to put toilets, and what facilities are needed.

Discuss the importance of including women in decision making, to make sure theirs and other women's needs are provided for.





## FROM THE FIELD: DOAA'S DREAMS

*Doaa Eshtayeh has found a way to turn her passion into her profession. With the support of UN Women, she has been able to develop the skills and buy the equipment she needs to start her own photography business and provide for her family. Doaa also has received six months of photography training, provided by UN Women. Her story shows how the role of women within families is changing and how, with access to skills, women and families can thrive.*



"I have been a breadwinner for the last three years, raising two children, a four-year-old daughter and six-year-old son. My son, Islam, suffers from severe autism. As my husband cannot work, I decided to become a photographer to support my family. At first, I didn't know where to start, as it requires a lot of money to buy photography equipment. I specialise in photograph[ing] babies and infants, which takes a lot of time and preparation. I love babies and I am very patient when taking photos of babies."

"I heard about the Business Women Forum in 2018, which supports women who need assistance in growing their businesses. I was selected to be one of the trainees and they helped me improve my photography skills and taught me how to expand my business. The project also funded me to buy a brand-new photo printer so that I could print high definition photos at home....My dream is to open the first baby photography studio in Palestine. Many pregnant women and mothers in Palestine dream of getting good photos of their babies and children. My studio will be the place for them."



### DISCUSSION

Explain to students that women and girls everywhere have dreams, just like they do, but sometimes face more obstacles to achieve them.

Ask students what their dream is, and what obstacles they may face doing it. Examples may be dreaming of being a doctor, but not yet knowing much about the human body.

Call on students to share with the class and facilitate a discussion around how they can overcome the obstacles they identified, e.g. Going to university to train to become a doctor.

Relate the discussion to the experience of women in developing countries, how their obstacles may be multiplied by war, poverty, or a lack of education.





## FROM WHERE I STAND: RAPHAELA BARBOSA

Raphaela Barbosa, 17, is a handball player from Rio de Janeiro, Brazil. She was a participant in 'One Win Leads to Another', a program to empower young women and girls through sport in Brazil by UN Women and the International Olympic Committee (IOC) in 2016. Recently, Barbosa spoke at the United Nations about how sport has empowered her and her family.

"I started playing handball at school when I was 12, and haven't stopped since. When I joined the UN Women programme I found a safe space where we could discuss various issues that impact our day-to-day lives, and it gave me confidence to pursue my dreams. Ultimately, the program taught me feminism, gave me clarity about what feminism meant for me and how it was important for me."

"Handball has taught me everything. It teaches you that you're not alone; to reach your goals, you need to work with your team. Everyone needs to give their best for the collective goal. And this showed me that we need to help each other [even outside the handball court] to be able to live better lives."

"The girls on the handball team are brave; we call ourselves 'the warriors'. We know that women athletes have struggled to get where they are. It's important that their achievements are visible. It is important to show that women athletes can be anywhere and can do anything [as well as men athletes], so that society sees there is no difference between men and women."

"People need to respect themselves and each other, treat each other as equals. We don't need to minimize the value of the other person to achieve our goals. We're all equal."



### WATCH:

<https://www.youtube.com/watch?v=ZWJNMC6cSRs>

UN Women Goodwill Ambassador Marta Vieira da Silva lists the five ways sport can empower women and girls.



### DISCUSSION

Read the below statements aloud or create your own. Ask your students to stand up if they agree and stay seated if they disagree with the statements below. Ask some students to explain their position and create discussion around issues raised.

At the close of the activity, explain to your students that being a girl or a boy doesn't limit what activities they can play, like or what they can become when they grow up.

- It is fair to exclude women from football because they aren't very good.
- It is fair to exclude boys from netball because they aren't very good.
- I have been excluded from a sport based on my gender.
- I felt sad when I was excluded from sport based on my gender.

# CLASSROOM ACTIVITIES



## VENN GENDER-GRAM

**AIM:** Testing students' assumptions about gender differences/ similarities

**INSTRUCTIONS:** Give each student a printed Venn Diagram, as on page 11. Ask students to write in one area words that describe girls, in another, words that describe boys, and in the middle, words that describe them both. Invite students to discuss with the class why they positioned words in each category and challenge students to question if their differences are indeed differences.

Repeat with other statements if desired, such as what words describe women athletes, and what words describe male athletes?



## DRAW WHAT YOU HAVE LEARNT

**AIM:** Allow students to express themselves and their thoughts on gender roles through images and colour.

**INSTRUCTIONS:** Ask students to draw an image related to the activities in this booklet – it may be a picture of Raphaella the athlete, or Huong Duong in the Viet Nam floods, or an expression of an emotion they felt learning about the world's women and girls.



## WATCH:

Watch this history of womens rights in 3 minutes to learn more about the courageous actions of activists of the past. Visit UN Women's YouTube channel to find more related content.

[https://www.youtube.com/watch?v=m\\_UjYOfmkn8&list=PL3rc8FEOW8SbCKiNEsa8GEG5NajYMi1sQ](https://www.youtube.com/watch?v=m_UjYOfmkn8&list=PL3rc8FEOW8SbCKiNEsa8GEG5NajYMi1sQ)



Photo credit: UN Women/Allison Joyce



# HOW YOU CAN HELP

STUDENTS, JUST LIKE YOU, CAN MAKE A BIG DIFFERENCE IN THE LIVES OF WOMEN AND GIRLS AROUND THE WORLD. HERE ARE SOME IDEAS TO GET YOU STARTED!

1



## HOST AN IWD EVENT IN YOUR CLASS OR SCHOOL

Help make the world safe and fair by hosting an event and raising money to support UN Women's work around the world. There are many different ways that you and your classmates can fundraise, such as a Walk-a-thon or a Bake Sale. If you're stuck for ideas, check out [our website](#) and [Fundraiser Pack](#) for ideas!

2



## SELL PURPLE INTERNATIONAL WOMEN'S DAY RIBBONS

Show your support for International Women's Day – wear your purple ribbon with pride. Wearing a purple ribbon is a great way to demonstrate that you support gender equality and are working to make the world safe and fair for everyone. You can help to spread the word by purchasing purple ribbons to sell or give away at your event, school or in your community.

Each ribbon sold supports UN Women's work, ensuring that girls and boys, women and men are treated fairly, are safe and have access to opportunities like learning.

[Head to our website to purchase your ribbons!](#)

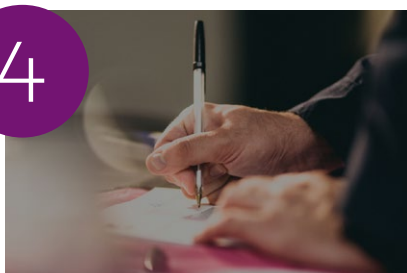
3



## ATTEND OUR INTERNATIONAL WOMEN'S DAY EVENTS

Join us for the largest International Women's Day celebrations across the country. We host events in Adelaide, Brisbane, Canberra, Melbourne, Perth, Sydney. [Get your tickets from our website today!](#)

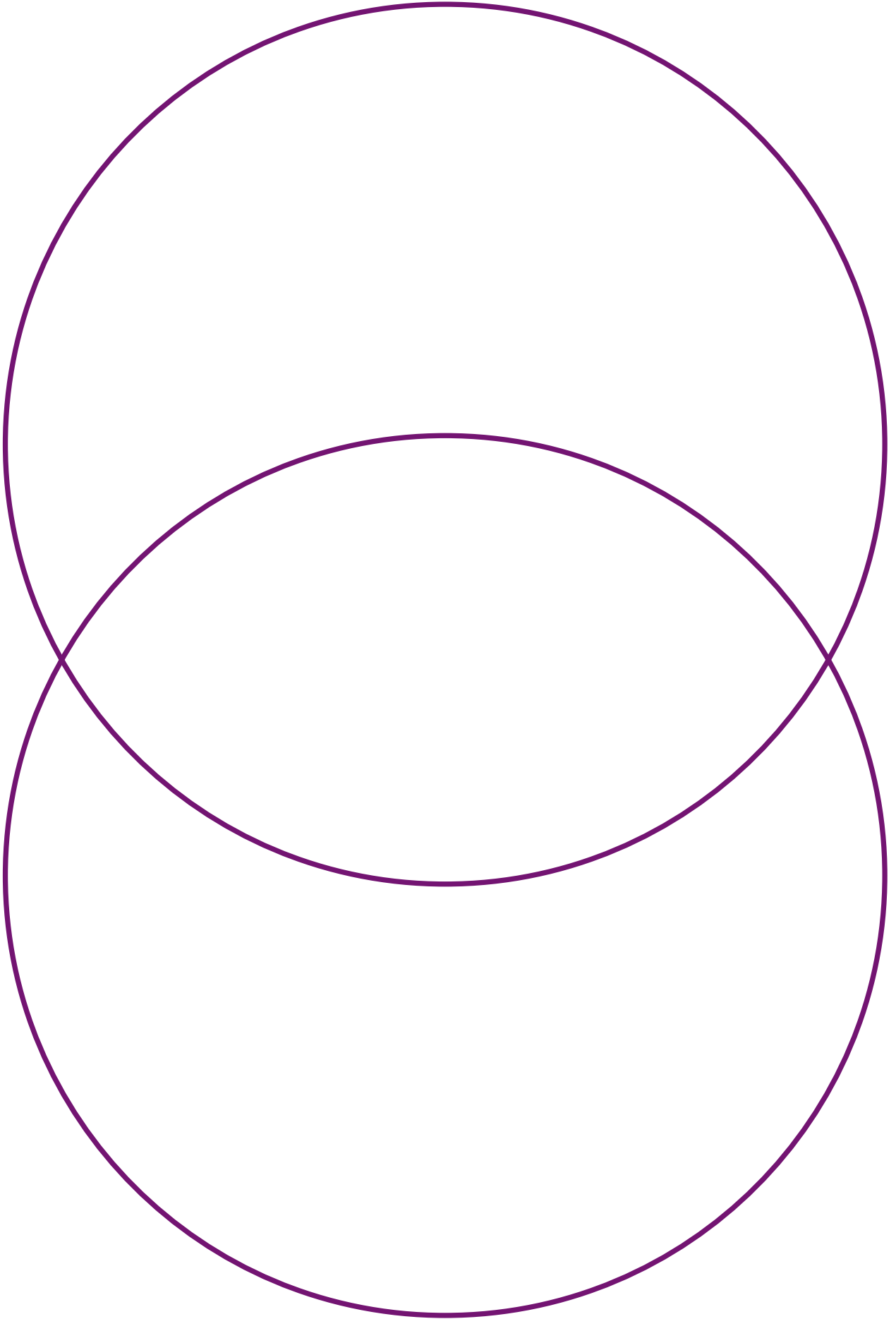
4



## TAKE THE HEFORSHE PLEDGE

Do you think that everyone should be treated fair and feel safe, regardless of whether they are a boy or girl? Do you want to help make that happen? Then you are HeForShe. [Join the community and make the HeForShe commitment today.](#)

# VENN DIAGRAM











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