



equal measures

Introduction

Book 1



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Foreword by the Chief Inspector



The Department of Education and Science is committed to ensuring equality of opportunity for all pupils in the Irish education system. As part of its commitment to gender equality throughout the school system, the Department has supported a significant number of initiatives since the early 1980s. These have included intervention programmes, action research projects as well as in-service programmes for teachers. It also has funded research related to gender equality in education and has published a wide range of resources for schools. *Equal Measures* has been developed as a resource for primary schools, to assist them in the promotion of gender equality within the whole school context.

Irish society has changed dramatically in recent years and the promotion of equality has become increasingly a feature of public policy. A comprehensive legislative framework for promoting equality, including gender equality, has been enacted. In addition to schools' obligations under equality legislation, the promotion of equality is embedded in the Education Act 1998 in a number of ways. The Act requires that schools plan for and promote equality of opportunity for male and female students and it requires that schools are inclusive places where diversity is acknowledged, valued and accommodated, and where equality of outcomes is achieved for all.

Legislation however, though crucial, is not the only means of fostering a climate of inclusivity and equality. A conscious effort on the part of society to change attitudes and to accommodate difference is a prerequisite for an inclusive society. The school, which occupies a unique position in society, plays a crucial role in this process. As educators, all of us need to be aware of how expectations, attitudes and behaviour affect the development of children.

The responsibility for the formulation and implementation of a gender equality policy in individual schools rests with the board of management, the principal, teachers, parents, pupils and the school community. The formulation of this policy will raise awareness of gender equality issues among all members of the school community. It will also afford teachers and pupils the opportunity to explore and reflect on practices and relations within the school.

I welcome the publication of *Equal Measures* as a valuable resource for school communities and I would like to acknowledge the high-level of co-operation the project team received from schools during the development of these resources.

I would also like to thank the Gender Equality Unit of the Department of Education and Science which co-ordinated and funded the publication of this important resource.

Eamon Stack
Chief Inspector



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This publication was funded by the Gender Equality Unit of the Department of Education and Science. The Unit was established under the National Development Plan (NDP) 2000 - 2006 and is co-funded by the European Social Fund.

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Introduction

The Gender Equality Unit of the Department of Education and Science (DES) has produced this resource for primary schools entitled Equal Measures, which consists of a manual and a DVD. The manual contains four separate booklets. These booklets have been developed to assist teachers, parents, pupils, the school community and boards of management in formulating a gender equality policy and in promoting gender equality in primary schools.

Booklet 1

Background and overview

Booklet 1 provides an outline of the equality initiatives undertaken by the Department of Education and Science. It details an overview of the legislative background, both national and international, relating to gender equality issues. A brief overview of the equality bodies established to implement equality legislation is also presented.

Booklet 2

Formulation of a Gender Equality Policy – Guidelines for Teachers

Booklet 2 outlines three audit models that will facilitate teachers, pupils and members of the school community to conduct a gender audit. The outcome of the audit will contribute to the formulation of the school's gender equality policy.

Booklet 3

Teaching Resources

Booklet 3 contains a variety of exemplar lessons, suggested themes for debate and stimuli for classroom interaction. These resource materials are appropriate for all class levels.

Booklet 4

Guidelines for Parents

Booklet 4 provides a range of materials and activities to facilitate parents in contributing to the formulation of their school's gender equality policy.

The DVD accompanying these resource materials promotes good practice in relation to gender equality. It also provides practical support for the school community in the development of a gender equality policy.



1 Background and Overview

1.1 Equality Initiatives

The DES is committed to the promotion of equality, including gender equality, at all levels of schooling. Over the past twenty years a number of initiatives to promote equality of opportunity and outcome for boys and girls, men and women, have been undertaken by the Department. Some of these projects have been jointly funded by the European Union.

A resource manual and video, entitled *Gender Matters*, was formulated and issued by the DES in the mid 1990s. These materials, which were utilised by teacher trainers, included guidelines for the promotion of equal opportunities for boys and girls in primary schools.

In the intervening years, there have been many legislative and social changes in Ireland. Taking cognisance of the need for plans and policies which reflect these changes, *Equal Measures* incorporates a review of the resource materials in *Gender Matters*.

Equal Measures will support school communities by providing resources for exploring and reflecting on gender practices and relations within the school. It places an emphasis on a whole-school approach, affording all groups the opportunity to contribute to the formulation of a gender equality policy. It will also assist individual schools in developing a policy that reflects the characteristic spirit and ethos of their own school while at the same time reflecting the changes, including the legislative changes, which have occurred in Irish society in recent years.

1.2 Equality and the International Community

1.2.1 The United Nations

Ireland was a signatory in 1995 to the Beijing Platform for Action and consequently gave a commitment to implement actions to ensure that the objectives outlined in the Platform for Action were achieved in this country. The platform recommends that action towards the integration of gender perspectives into legislation, public policies, programmes and projects be undertaken. It also seeks to ensure that before policy decisions are taken an analysis of their impact on women and men is carried out.



The Beijing Declaration mission statement¹ states:

Equality between women and men is a matter of human rights and a condition for social justice and is also a necessary and fundamental prerequisite for equality, development and peace. A transformed partnership based on equality between women and men is a condition for people-centred sustainable development. A sustained and long-term commitment is essential, so that women and men can work together for themselves, for their children and for society to meet the challenges of the twenty-first century.

Strategic Objective B1², entitled “Ensure equal access to education,” outlines a number of actions to be taken by governments. These include

the creation of a gender-sensitive educational system in order to ensure equal educational and training opportunities and full and equal participation of women in educational administration and policy and decision-making.

As a result of signing the Beijing Platform, the promotion of equality has become an integral part of public policy in Ireland in recent years. This has been given statutory effect in both European and Irish legislation.

1.2.2 European Legislation

Since the Treaty of Rome was adopted in March 1957, the European Union (EU) has been committed to the achievement of equality between the sexes. All member-states are required to enact national equality legislation in response to directives from the EU. This commitment to equality between women and men contributed significantly to the anti-discrimination legislation enacted in all countries of the Union. With the enlargement of the European Union, more men and women will now benefit from EU directives outlawing any form of discrimination in this area.

The Treaty of Amsterdam³, 1999, article 3, states “the community shall aim to eliminate inequalities, and to promote equality between men and women.” Article 23 of the Charter of Fundamental Rights of the European Union, 2000, also gives emphasis to the commitment to equality when it states:

equality between men and women must be ensured in all areas, including employment, work and pay. The principle of equality shall not prevent the maintenance or adoption of measures providing for specific advantages in favour of the under-represented sex.

¹ Extract from Mission Statement: Platform for Action and the Beijing Declaration, United Nations, 1995

² Platform for Action and Beijing Declaration

³ The Treaty of Amsterdam was approved by the European Council held in Amsterdam on 16–17 June 1997 and signed on 2 October 1997 by the Foreign Ministers of the fifteen member-countries of the European Union. On 1 May 1999 it came into force, having been ratified by all the member-states following their own constitutional rules.



Despite a continuing emphasis on and commitment to the promotion of gender equality issues, the European Union is still concerned with inequalities. Its annual report *Equal Opportunities for Women and Men in the EU* (2002) records that, on average, women in member-states earn only 84 per cent of men's wages. The report further states:

democratic societies can only achieve their full potential with the full participation and contribution of all. It must be underlined that gender equality is not a minority issue as it concerns the whole population.

Ireland, as a member of the European Union, is obliged to enact national legislation to implement EU directives and, as a signatory to United Nations conventions concerning gender equality, is morally obliged to implement the recommendations of these conventions. The promotion of gender equality, therefore, is supported by the edicts of the United Nations (Beijing Declaration, 1995, and CEDAW⁴) and by EU legislation under the Treaty of Amsterdam, 1999. The European Commission Report 2005, which focuses on equality between women and men, also reports "equality between women and men is reinforced by the new Treaty establishing a Constitution for Europe"⁵. Ireland's efforts in promoting gender equality, therefore, can be seen as part of a worldwide move to promote an inclusive society.

1.3 Legislation, Agencies and Plans for Promoting Gender Equality

1.3.1 Legislation

A significant body of equality legislation has been enacted in Ireland in recent years. In addition, the Education Act was enacted in 1998. The legislative documents that include reference to gender equality are

- the Education Act 1998
- the Education (Welfare) Act 2000
- the Employment Equality Acts 1998 and 2004⁶
- the Equal Status Acts 2000 to 2004⁷.

1.3.2 Agencies

To implement the legislation, the following were established:

- The Equality Authority
- The Equality Tribunal (formerly known as the Office of the Director of Equality Investigations)

The Equality Authority

The Equality Authority is an independent statutory body established in October 1999, under the Employment Equality Act 1998. The Equality Authority has a dual

⁴ Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), UN Beijing Platform for Action.

⁵ The Treaty establishing a European Constitution was signed in Rome on 29 October 2004. This Constitutional Treaty will replace all the main existing Treaties with a single text. The ratification process is expected to last for two years and the Constitution is expected to enter into force in November 2006.

⁶ The Employment Equality Act 1998 and Equality Act 2004 are referred to together as the Employment Equality Acts 1998 and 2004.

⁷ The Equal Status Act 2000 and Equality Act 2004 are referred to together as the Equal Status Acts 2000 to 2004.



mandate, which is to combat discrimination and to promote equality of opportunity. The Equality Authority in its mission statement states that:

it is committed to realising positive change in the situation of those experiencing inequality by promoting and defending the rights established in the equality legislation and by providing leadership in building a commitment to addressing equality issues in practice, creating a wider awareness of equality issues, celebrating the diversity in Irish society and mainstreaming equality considerations across all sectors⁸.

In its annual report for 2004 the Equality Authority reported that it had 129 active cases relating to gender issues under the Employment Equality Acts 1998 and 2004 and the Equal Status Acts 2000 to 2004. In 2004 the greatest number of information queries to the Authority under the legislation was on gender grounds.

The Equality Tribunal

The Office of the Director of Equality Investigations was established in October 1999 under part VII of the Employment Equality Act 1998. Its name was formally changed in 2004 to the Equality Tribunal. This is an independent statutory office contributing to the achievement of equality by investigating or mediating complaints of unlawful discrimination. It is an integral part of the equality infrastructure, designed to promote equality and eliminate discrimination. The Tribunal was established to remedy unlawful discrimination on any one of nine grounds⁹, one of which is gender. It also deals with unlawful discrimination in the areas of employment, disposal of property, provision of services and accommodation, and certain aspects of education. The annual report of the Equality Tribunal, published in June 2004, stated “gender remains the top ground for referral.”

1.3.3 The National Development Plan 2000-2006

The National Development Plan (NDP) is an ambitious investment plan drawn up for Ireland. It involves the investment of more than €52 billion (1999 estimates) of public, private and EU funds over the period 2000–2006. The plan was designed

to underpin the development of a dynamic competitive economy over the period 2000–2006 . . . The Plan provides for a number of specific actions designed to ensure that men and women share the benefits of the Plan. It contributes to the achievement of a more equal society for men and women through the mainstreaming of equal opportunities across all sectors¹⁰.

Gender mainstreaming is a requirement for all policies and programmes funded under the NDP. Gender mainstreaming is both a strategy and a modus operandi which has as its aim the promotion of equality between women and men. This is

⁸ Mission Statement of the Equality Authority. Strategic Plan 2003-2005

⁹ The nine grounds that are protected under Irish law are gender, marital status, family status, sexual orientation, religion, age, disability, race, and membership of the Traveller community.

¹⁰ National Development Plan 2000-2006, paragraph 13.31



achieved by incorporating explicitly an equality aspect in all policies and at all policy levels and stages.

Under the NDP a dedicated Equality Unit was established in 2001 in the Department of Education and Science. This unit is co-funded by the EU. The remit of the unit is to promote, co-ordinate and monitor the process of gender mainstreaming in all areas of the education system.

It is a legal requirement of the NDP, 2000–2006, that all policies and programmes funded under the plan incorporate the principle of equality of opportunity between men and women and between boys and girls. “Its incorporation into all policies is therefore no longer an option but an obligation¹¹”.

The Department of Education and Science is committed to promoting gender equality at all levels of education. In compliance with the requirements of the Public Service Management Act 1997, the Department in consultation with the Minister for Education prepares a strategy statement. In its Statement of Strategy, 2003–2005, objective 2.6 states: “We will promote gender equality in services, actions, programmes and measures for children and adults at all levels of education.”

1.4 Legislation and schools

Recent legislation makes a number of additional demands on schools. The school community should be aware of the legislative documents that are of particular relevance to schools.

1.4.1 The Education Act 1998

The promotion of equality is embedded in the Education Act. Section 9 states:

A recognised school shall provide education to students which is appropriate to their abilities and needs, and without prejudice to the generality of the foregoing, it shall use its available resources to . . . (e) promote equality of opportunity for both male and female staff and students in the school.

Schools are also required to formulate an admissions policy that incorporates the principles of equality. The formulation of a school plan that identifies a commitment to achieving equality is important in ensuring the creation of an inclusive school. Section 21 of the Education Act 1998 refers to the inclusion of gender equality in the development of the school plan. It states:

¹¹ National Development Plan 2000-2006, p. 222



the school plan shall state the objectives of the school relating to equality of access to and participation in the school and the measures which the school proposes to take to achieve those objectives.

The publication *Looking at Our School: An Aid to Self-Evaluation in Primary Schools*¹² refers to these requirements. Evaluation themes are included in the document that reflect the principles of equality in education that will be of assistance to schools in ensuring that school policies and practices meet equality requirements, including those of the Equal Status Acts.

1.4.2 The Education (Welfare) Act 2000

This Act requires school managers to maintain a register of pupils attending the school, record attendance, notify the relevant educational welfare officer of particular problems in relation to attendance, support pupils with difficulties in attending school regularly, prepare and implement a school attendance strategy to encourage, in a positive way, regular school attendance and an appreciation of learning within the school, prepare and implement a code of behaviour, set standards of behaviour and disciplinary procedures for the school, and liaise with other schools and with relevant bodies on school attendance issues.

While gender is not a core component of the Act, gender mainstreaming underpins the philosophy of the Act. Gender equality should be addressed in the development of the following policies:

- enrolment
- bullying
- attendance.

1.4.3 The Employment Equality Acts 1998 and 2004

The Equality Employment Acts promote equality in employment, prohibit discrimination on any of the nine grounds (with some exemptions), and prohibit harassment, including sexual harassment, and victimisation. Positive action measures to ensure full equality in practice across the nine grounds is also allowed by the Equality Employment Acts.

1.4.4 Equal Status Acts 2000 to 2004

The Equal Status Acts, specifically section 7, apply to people who attend or who are in charge of educational establishments and are applicable to a range of activities that take place in the school setting. They require that schools do not discriminate on any of the nine grounds, one of which is gender. As in the case of the Employment Equality Acts, the Equal Status Acts promote equality, prohibit discrimination on any of the nine grounds (with some exemptions), and prohibit harassment, including sexual harassment, and victimisation. The Equal Status Acts also allow a broad range of positive action measures.

¹² Department of Education and Science Inspectorate, *Looking at Our School: An Aid to Self-Evaluation in Primary Schools*.



1.5 Conclusion

Irish society has changed dramatically over the last decade and has developed a comprehensive framework for dealing with gender inequality. This framework now includes the Employment Equality Acts 1998 and 2004, the Equal Status Acts 2000 to 2004, the Education Act 1998, and the Education (Welfare) Act 2000. This legislation is supported and underpinned by the Equality Authority and the Equality Tribunal. The NDP provides for a number of specific plans designed to ensure that men and women share the benefits of national development. These actions are also designed to contribute to the achievement of a more equal society for men and women by providing for the mainstreaming of equal opportunities in all sections of society.

We are determined to . . . take all necessary measures to eliminate all forms of discrimination against women . . . [and] encourage men to participate fully in all actions towards equality¹³.

Legislation, though crucial, is not the only means of fostering a climate of inclusivity and equality. A conscious effort on the part of society to change attitudes and to accommodate difference is a prerequisite for an inclusive society. Schools play a crucial role in this process. The obligations on Ireland, both moral and legislative, to prevent gender-based discrimination are augmented and consolidated by our responsibility to educate and inform our citizens on the matter. The school occupies a unique position in society, and the role of the school is fundamental in promoting gender equality. By raising awareness, broadening horizons, confronting misinformation, and offering new models of behaviour, the school will be seen as an instrument of positive change.

¹³ Beijing Declaration and Platform for Change, 1995, articles 24 and 25



Legislation

The full text of the legislation referred to in this booklet can be downloaded from the internet at the following addresses:

Education Act 1998 / An tAcht Oideachais 1998, at
<http://www.gov.ie/bills28/acts/1998/a5198.pdf> (in English),
<http://www.gov.ie/bills28/acts/1998/a5198i.pdf> (i nGaeilge).

Education (Welfare) Act 2000 / An tAcht Oideachais (Leas) 2000, at
<http://www.oireachtas.ie/documents/bills28/acts/2000/a2200.pdf> (in English),
<http://www.oireachtas.ie/documents/bills28/acts/2000/a2200i.pdf> (i nGaeilge)

Employment Equality Act 1998 [Note: This is the act as originally passed] / **An tAcht um Chomhionannas Fostaíochta 1998** [Note: This is the official Irish translation of the act as originally passed], at www.gov.ie/bills28/acts/1998/a2198.pdf (in English), www.gov.ie/bills28/acts/1998/a2198i.pdf (nGaeilge).

Equal Status Act 2000 [Note: This is the act as originally passed] / **An tAcht um Stádas Comhionann 2000** [Note: This is the official Irish translation of the act as originally passed], at www.oireachtas.ie/documents/bills28/acts/2000/a800.pdf (in English), www.oireachtas.ie/documents/bills28/acts/2000/a800i.pdf (i nGaeilge).

Equality Act 2004 / An tAcht um Chomhionannas 2004, at
www.oireachtas.ie/documents/bills28/acts/2004/A2404.pdf (in English).

Equality Authority
<http://www.equality.ie>

Equality Tribunal
<http://www.equalitytribunal.ie>



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Equality Authority Annual Report 2004 at www.equality.ie

Equality Tribunal Annual Report 2004 at www.equalitytribunal.ie

European Union Annual Report 2002 *Equal Opportunities for Women and Men in the EU*.

Platform for Action and the Beijing Declaration: Fourth World Conference on Women, Beijing, 1995.

Treaty Establishing the European Community: As Amended by Subsequent Treaties, Rome, 25 March 1957.

Treaty of Amsterdam <<http://europa.eu.int/scadplus/leg/en/s50000.htm>>



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equal measures

Formulating a Gender
Equality Policy

Guidelines for Teachers

Book 2



AN RÓINN | DEPARTMENT OF
CIDEACMAIS | EDUCATION
AGUS EOLAÍOCHTA | AND SCIENCE

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Introduction

The Department of Education and Science is committed to the promotion of equality, including gender equality, at all levels of schooling. Over the past twenty years a number of initiatives to promote equality of opportunity and outcome for boys and girls, men and women, have been undertaken by the Department. Some of these projects have been jointly funded by the European Union.

In Ireland in recent years the promotion of equality has become an integral part of public policy, and this has been given statutory effect in legislation. The Education Act 1998, under "Functions of a school" paragraph 9 (e), states that the school "shall use its available resources to . . . promote equality of opportunity for both male and female students and staff."

The Education Act also refers to the development of equality policies as part of the school plan. "The school plan shall state the objectives of the school relating to equality of access to and participation in the school and the measures which the school proposes to take to achieve those objectives . . ." (section 21 (2)).

The Employment Equality Acts 1998 and 2004¹ and the Equal Status Acts 2000 to 2004² prohibit discrimination in provision by educational establishments on nine grounds,³ one of which is gender.

The National Development Plan (NDP), 2000–2006, requires that all policies and programmes funded under the plan incorporate the principle of equality of opportunity between men and women and between boys and girls. "Its incorporation into all policies is therefore no longer an option but an obligation."⁴ The strategy used to achieve this objective is gender mainstreaming.

Evaluation themes included in *Looking at Our School: An Aid to Self-Evaluation in Primary Schools*⁵ reflect the principles of equality in education that assist schools in ensuring that school policies and practices meet equality requirements, including those of the Equal Status Acts 2000 to 2004.

This booklet, *Formulation of a Gender Equality Policy: Guidelines for Teachers*, is designed to assist teachers in formulating a gender equality policy in their school. It outlines three audit models that will facilitate teachers, pupils and members of the school community in conducting a gender audit. The outcome of the audit will contribute to the formulation of the school's gender equality policy.

¹ The Employment Act 1998 and the Equality Act 2004 are referred to together as the Employment Equality Acts 1998 and 2004.

² The Equal Status Act 2000 and the Equality Act 2004 are referred to together as the Equal Status Acts 2000 to 2004.

³ The nine grounds protected under Irish law are gender, marital status, family status, sexual orientation, religion, age, disability, race, and membership of the Traveller community.

⁴ NDP, page 222.

⁵ Department of Education and Science Inspectorate, *Looking at Our School: An Aid to Self-Evaluation in Primary Schools*.



2.1 Formulating a gender equality policy

2.1.1 Purpose of the guidelines

The purpose of these guidelines is to assist schools in developing a gender equality policy.

The guidelines are organised under three headings:

- Formulating a gender equality policy
- Review and research
- Auditing school practice.

Questions a school community might consider when addressing the area of gender equality

What is the purpose of this policy?

The purpose of the policy is

- to comply with recently enacted legislation (see Booklet 1: Introduction)
- to promote the principles of equality and justice within the school community
- to promote an awareness of gender issues and to support the development of an inclusive school.

Who has responsibility for the formulation of a gender equality policy?

The board of management has the responsibility for ensuring that a gender equality policy is formulated and implemented.

Who will formulate the gender equality policy?

The whole school community, including the principal, staff, parents, pupils, and board of management, will contribute to the formulation of a gender equality policy.

The following issues may be considered

- Are there staff members with expertise in gender equality?
- Who will be responsible for the implementation and continuous monitoring of the policy?
- How will implementation and evaluation be managed?

Suggested stages in the drafting of the gender equality policy

- consultation 1
- review and research: auditing school practice
- preparation of the draft policy
- consultation 2 and circulation
- ratification and communication
- evaluation
- continuous implementation.



Stage 1: Consultation 1

This is the first stage of the process towards formulating a gender equality policy. It involves informing all members of the school community that this policy will be developed. It is important to define clearly who will be consulted in the process.

Staff

Who in this group will be responsible for ensuring that all aspects covered in the audit, and all concerns raised, have been included in the draft policy document?

Parents, guardians, carers

- How will the views of this group be incorporated?
- Who will take responsibility for co-ordinating views and opinions?
- What is the time scale?

Pupils

- How will children's views be incorporated in the policy? (see booklet 3: Exemplar Lessons.)
- Who will take responsibility for co-ordinating their views and opinions?
- What is the time scale?

Board of management

When will the draft policy be presented to the board?

Stage 2: Review and research: Auditing school practice

It is important to engage in a comprehensive review of school practices and policies. All members of the school community should participate actively in this process (see section 2.4, "Gender auditing of school policies and procedures").

Stage 3: Preparation of the draft policy

The draft policy is formulated under a number of headings. Schools may use the format outlined in this booklet to assist them in developing their equality policy. (The headings outlined reflect the format used by School Development Planning Support, "Prompt questions towards a draft policy" <http://www.sdps.ie>).

Stage 4: Consultation 2 and circulation

Establish who is responsible for circulating the policy. Circulate the draft policy, consult the school community, and amend the policy as necessary. Decide on the time limit for amendments.



Stage 5: Ratification and communication

Present the agreed policy to the board of management for approval and formal ratification. Make provision for the circulation of the policy to the parents' association. Communicate the ratified policy to members of the school community.

Stage 6: Evaluation

How will we know that the policy is effective? Identify a number of practical examples that will demonstrate the success of the policy, for example

- increased awareness of the language of equality
- all pupils, regardless of sex, having access to and participating in all areas of the curriculum
- feedback from members of the school community.

Stage 7: Continuous implementation

Roles and responsibility

Who will co-ordinate the progress of the policy, encourage and accept feedback on its implementation, and report back to members of the staff?

Responsibility for review

Identify who will be involved in reviewing the policy:

- staff members
- pupils
- parents
- board of management
- others.

Time limit for implementation

Build in provisional dates for review and reporting. Give a definite date by which the policy will be fully implemented.

Time limit for review

Give a definite date for the review of this policy.

It is important that at least one person has overall responsibility for co-ordinating this review.



2.2 Suggested steps in formulating a gender equality policy

Title: Gender equality policy

Introductory statement

State how and when the policy was formulated, and who was involved.

Rationale

State why it is necessary to devise a gender equality policy at this time.

It is necessary to devise a gender equality policy in order to comply with recently enacted legislation⁶:

- to promote the principles of equality and justice within the school community
- to ensure a broad and balanced education for all pupils
- to promote an awareness of gender issues and to support the development of an inclusive school.

Relationship to characteristic spirit of school

Relate the policy to the school's mission statement. In what way does the mission statement support and promote the principle of gender equality?

Aims

State what the school aims to achieve by formulating this policy, for example:

- to build a school community committed to promoting gender equality
- to heighten the understanding of gender influences in school practice
- to encourage all pupils to reach their full potential, regardless of their sex
- to promote the principles of justice and equality for all
- to create an environment in which diversity is valued and celebrated
- to ensure that the school complies with legislative requirements and principles of good practice.

Who is responsible for drafting the policy?

The school formulates the policy and may choose one of the following models:

- the staff formulates the policy in collaboration with parents and pupils
- staff representatives formulate the policy in collaboration with parents and pupils
- a committee consisting of two staff members, two parents, two pupils and two members of the board of management formulate the policy.

⁶ Education Act 1998, Education (Welfare) Act 2000, Equal Status Acts 2000 to 2004, Employment Equality Acts 1998 and 2004.



Content of policy

The policy should include the following

Mission statement or characteristic spirit and ethos of the school

In what way does the school's vision, mission, aims, characteristic spirit and ethos support and promote the principles of gender equality for all the school community – staff, pupils, parents, board of management, and community?

Staff issues

Staff issues related to employment equality practices may also be dealt with in the policy.

Examination of other policies

The audit may include issues to be considered in the following areas, and these can be incorporated into the policy:

- behaviour and anti-bullying policy
- enrolment
- harassment and sexual harassment
- attendance
- special needs
- equality policy
- extracurricular activities
- school uniform
- transition to second-level school.

Links to the community

Parents

- State how the school will encourage both parents, where possible, to attend parent-teacher meetings.
- Describe the practice for communicating with both parents in cases of divorce or separation.
- State how the school will work towards a gender balance in the parents' association.

Community

Outline school policy for involving volunteers with regard to

- gender balance
- ensuring that personnel other than those working in the school are aware of the school's equality policies and procedures.





The formal curriculum

Review of the formal curriculum (see section 2.4.2, "Auditing school practice")

- curriculum areas
- assessment
- methodologies
- textbooks
- classroom interaction: teacher-pupil interaction, pupil-pupil interaction
- library books
- resources and budgets.

The informal curriculum

Review of the informal curriculum (see section 2.4.2, "Auditing school practice")

- assemblies
- displays and visual images
- seating arrangements; classroom organisation
- informal interaction with children
- children's play
- pupils' responsibilities
- allocation of school funding.

The school yard

What changes does the school intend to make to improve interaction in the school yard?

Other

Any other issues of relevance to the school.





2.3 Review and research

Auditing school practice

The aim of this section is to enable staff members to begin to reflect on aspects of culture in their own school, using the audit materials provided.

- what is an audit, and why have one?
- different models of auditing
- staff issues
- school policies
- the formal curriculum
- the informal curriculum
- school yard issues.

What is an audit, and why have one?

All schools are different, and each one has its own unique culture, formed by its people, its history and traditions, its values, and its aspirations for the future.

Each school has a tangible quality defined by its physical and organisational structures. However, it also has the critical, intangible character called “ethos” which encompasses collective attitudes, beliefs, values, traditions, aspirations and goals . . . The ethos of a school is an organic element, arising, first and foremost, from the actual practices which are carried out in that school on a daily, weekly and yearly basis⁷.

⁷ Charting Our Education Future, 1995.



To carry out the review and research or “audit” phase of policy formulation it is necessary to involve all members of the school community in an exploration of existing practices. At the end of the review and research stage the school will have documented the influence of gender in all aspects of its organisational culture.

As a result of this, the policy will be formulated out of the specific needs identified by the whole school community, thus increasing a sense of ownership, relevance, and validity.

An “action research”⁸ approach is used during the audit of the existing practices in the school. This approach will ensure that gender equality will be mainstreamed throughout all aspects of school life, rather than being confined to one specific policy. The culture of a school is of critical importance in any exploration of education and gender. The “collective attitudes, beliefs, values, traditions, aspirations and goals” inform all decisions and practices in the school and consequently, warrant close attention before and during the drafting of policy.

2.3.1 Different models of auditing

Three different models of auditing are suggested, each of which has its own strengths.

A school may choose the one that best suits its individual needs.

Model 1: Comprehensive approach

This model deals with

- the informal or “hidden” curriculum (see appendix 2)
- the formal curriculum
- textbooks and library books
- a review of the physical and social environment of the school yard
- school policies and staff issues.

A comprehensive review of all aspects of school life will take time and will yield a wide range of data. The advantage of this approach is that it will provide a rich and solid basis on which the school’s gender equality policy will be formulated.

To maximise the potential and the efficacy of these auditing tools, the school may decide to adopt a “staged” approach to the audit, whereby initially the principal takes time at a staff meeting to explain the purpose of the materials. Secondly, the responsibility for exploring different aspects of school life may be allocated to staff groups for auditing in the following ways:

- one group of staff members may deal with behaviour and interaction in the playground
- another group may deal with free play in infant classrooms

⁸ Action research is an approach that allows practitioners to carry out research of their own practice, enabling them to gain greater understanding of their practices. It also provides them with opportunities to review, evaluate and improve their practice.



- a number of staff members may review the library (the school library and individual classroom libraries)
- one group may review a curricular area, concentrating on textbooks and looking at the subject in detail
- displays and visual images, assemblies and extracurricular activities may form the basis of work for another group
- school policies and the mission statement may be explored by the school management team
- staff members may also examine staff issues as a means of reflecting on equality procedures within the school.

The collated data from all these areas are discussed at the next staff meeting. The results of the data collection will form the basis of the gender equality policy.

Choosing model 1

This approach may be best suited to a school with a large staff. The comprehensive review will produce a large amount of data. Though the emphasis of the policy is on gender equality, the data collected and collated may highlight other equality aspects of school life. For example, in auditing school yard behaviour, the staff may discover patterns of interaction among groups of pupils that could be addressed by the provision of zoned play areas. Such action could result in an improvement in whole-school behaviour, while at the same time supporting and promoting gender equality.

Another advantage of this approach is that it involves the whole community working collaboratively, so that the school community will have “ownership” of the policy, ensuring that it becomes a “living” document, supported by everyone, rather than just a paper exercise. Furthermore, it will produce a policy that accurately reflects the spirit of the particular school.

Model 2: The audit as part of the staff meeting

In this approach the audit is carried out “on the spot” at a staff meeting that has allocated time on the agenda to discuss the development of a gender equality policy.

The audit is conducted during the meeting, with various tasks allocated to staff members. One group will need to have carried out an audit on activities in the school yard before the meeting, should the school wish to include these findings in the policy formulation.



Areas for exploration include

- policies
- mission statement
- curriculum areas
- displays
- assemblies
- textbooks
- extracurricular activities.

Staff members report to the meeting and share findings with the group.

Choosing model 2

The advantage of this approach is that the audit can be carried out on the day of the meeting. It therefore takes less time, and all the material compiled is available for discussion immediately. The disadvantage is that some aspects of the audit may be overlooked. The school yard audit, for example, would need to be conducted in the week before the staff meeting so that the information could inform the development of policy.

Model 3: The review and research approach

This approach involves a small group of interested staff members who would take on the task of carrying out the audit systematically and then presenting the information gathered to the staff at a staff meeting convened to formulate a gender equality policy.

Each member of the group would deal with a different aspect of school life, using the auditing materials. Teachers can involve children in various ways: carrying out surveys of the school yard, textbooks and library books, etc.

Choosing model 3

The advantage of this model is that members of the review and research group are self-selecting and so are likely to be particularly interested in the area of gender equality. The disadvantage is that it limits the involvement of the whole-school community and could reduce the sense of ownership of the policy. It could also suggest that gender is a minor issue and not something of concern to each person in the school but only to those who have a particular interest in the area.



2.3.2 Gender equality and staff issues

In order to ascertain if there is equality in the workplace it is necessary to carry out a review. While most organisations would profess to treating all staff equally regardless of gender, race or other grounds included in the 1998 Act, the reality is that many do not have the information or systems in place to be able to monitor equality within the workplace.⁹

This section contains a number of exercises that will raise the awareness of staff members to gender equality issues within the school.

School Gender profile [May be photocopied]

The school gender profile, when completed, will give an overview of staff numbers and the gender breakdown of roles within the school.

	Numbers	
How many people are employed in the school?		
Female teaching staff?		
Male teaching staff?		
Female non-teaching staff?		
Male non-teaching staff?		
	Please list	
What positions are held by men in the school?		
What positions are held by women in the school?		
How many women are members of the in-school management team?		
How many men are members of the in-school management team?		
What is the gender breakdown of the board of management?	Male	Female



⁹ ICTU, Negotiating for Equality: Gender and Pay Toolkit, 2004.

Personal reflection and discussion document

This is a personal reflection on a range of issues of relevance to staff members in relation to gender equality.

The purpose of this exercise is to enable staff members to reflect on existing procedures in the school. The questions are intended to stimulate discussion and to raise the awareness of gender equality issues as they pertain to the school.

This is a personal exercise and it is not intended that the information be collated or made public. These pages may be circulated before the meeting so that people can reflect on the issues raised.

Equality procedures within the school [May be photocopied]

Question	Please comment
Staff allocation	
Have all teachers the opportunity to teach the entire age range of pupils?	
Is there a perception among the management, teachers or parents that the teaching of certain classes is more suited to teachers of one sex?	
Policies and procedures	
Are you aware of an equality policy in your school?	
In your opinion, are there fair and equitable procedures for male and female staff members for the following? Job-sharing [Yes / No / Don't know] Secondment [Yes / No / Don't know] Career break [Yes / No / Don't know] Carer's leave [Yes / No / Don't know] Applications for maternity and paternity leave [Yes / No / Don't know] Study leave [Yes / No / Don't know]	
Legislation	
To ensure compliance with the Equal Status Acts 2000 to 2004, has your school a policy on adult bullying, harassment, and sexual harassment?	



Continued

Question	Please comment
<p>Employment In your opinion, is the board of management an equal opportunities employer – i.e. not discriminating against any application for a position, or continuation in employment, training opportunities, promotion, etc., on grounds of sex or any of the nine grounds set out in the Employment Equality Acts 1998 and 2004?</p>	
<p>Promotion Are you aware of procedures that safeguard equality of opportunity?</p>	
<p>Staff development Have you attended any courses, read literature or discussed with colleagues any equality-related issue in the recent past? How do you think the school could further facilitate the development of staff skills in the area of equality?</p>	
<p>Is there a member of the staff interested in promoting awareness of gender equality issues?</p>	
<p>Is this interest formally recognised—in a post of responsibility for example?</p>	
<p>Is there anyone to whom you could turn for advice on issues related to gender equality in your work-place?</p>	
<p>Are there curricular areas that you are less comfortable teaching?</p>	
<p>Do you find yourself not allocating the recommended amount of time to these curricular areas?</p>	
<p>What supports can the school offer to further enhance your skills to ensure a balance in curricular provision for pupils?</p>	



2.3.3 Gender auditing of school policies and procedures

Gender permeates all aspects of school life even in single-sex schools. Other policies will therefore have a bearing on the school's gender equality policy. The code of behaviour for example, aims to promote positive behaviour for all children.

The implementation of the behaviour policy is worth exploring with regard to gender equality. Similarly, the implementation of the special-needs policy can be audited to ensure that all children have access to the entire curriculum.

Policies and procedures to be considered

- attendance policy
- behaviour and anti-bullying policy
- harassment
- sexual harassment
- special-needs policy
- equality policy
- procedures pertaining to the involvement of the whole-school community, including parents and the board of management
- extracurricular activities
- school uniform
- transfer to second-level school
- assemblies.

General questions

- Are you aware of any or all of the policies listed above in your school?
- Are they freely available to all members of the school community?
- Are all policies audited for gender-inclusive language?
- Are you aware of procedures relating to the involvement of both parents in all school-related activities, for example parent-teacher meetings?
- Are you aware of the recently enacted equality legislation and its implications for schools?

Attendance policy

If your school has a home-school-community liaison (HSCL) teacher, or an educational welfare officer, this part of the audit can be undertaken as a joint activity with the HSCL teacher or the educational welfare officer (or both).



Questions to consider

What is the gender breakdown of absences?

Mostly girls	
Mostly boys	
Equal	

What patterns emerge in relation to attendance? Do attendance patterns change in relation to different age ranges in the school?

What is the gender breakdown of pupils visited by the HSCL teacher in relation to attendance (if applicable)?

Mostly girls	
Mostly boys	
Equal	

What is the gender breakdown of pupils referred to the educational welfare officer?

Mostly girls	
Mostly boys	
Equal	

Future development

If there is a gender-related trend in relation to attendance in your school, what is the cause of this and what can be done to deal with it?

The school may be unable to come up with a comprehensive solution to attendance problems. The emphasis here is on increasing awareness of a possible gender aspect to poor attendance. From this awareness it may be possible to initiate a joint approach by the school and the education welfare officer to tackling the problem.

Behaviour and anti-bullying policy

This section explores whether the school's response to behaviour is gender-related.

General questions

Is priority given to children with "acting out" behaviour, for example children who are disruptive or attention seeking in class?

How are children who demonstrate their need for extra support in a quiet or withdrawn way ("acting in" behaviour) appropriately catered for?



Rewards

In your opinion, who receives more rewards?

Mostly girls	
Mostly boys	
Equal	

What kinds of behaviour are rewarded?

Sanctions

In your opinion, who receives more sanctions?

Girls	
Boys	
Equal	

What kinds of behaviour result in sanctions?

If you have sent letters home for disciplinary purposes, in general were these more for boys or for girls?

Girls	
Boys	
Equal	

If you have asked parents to visit the school to discuss a pupil's misbehaviour, in general was this more for girls or for boys?

Girls	
Boys	
Equal	



Questions for single-sex schools

Rewards and sanctions

What kinds of behaviour are generally acknowledged and rewarded?

What kinds of behaviour generally result in sanctions?

Are there stereotypical expectations of girls' behaviour or boys' behaviour?

Are there ways in which the types of behaviour being rewarded or being sanctioned fall into stereotypical expectations (for example girls rewarded for presentation of work or neatness, boys rewarded for the content of work)?

Have you experienced any situations in which children have been bullied, teased or laughed at because their behaviour is not in keeping with gender norms? How is this dealt with?

Future development

What changes, if any, does the school need to make to ensure an equitable implementation of the behaviour policy?



What changes, if any, does the school need to make to ensure an equitable implementation of the anti-bullying policy?

Special-needs policy

The emphasis here is on teachers who are working with pupils with special educational needs and who are receiving the support of a special-needs assistant.

General questions

Are pupils referred to the educational psychologist because of “acting out” behaviour, for example pupils who are disruptive or attention-seeking in class?

How does the school respond to the needs of pupils who exhibit very challenging behaviour?

How are pupils who demonstrate their need for extra support in a quiet or withdrawn way (“acting in” behaviour) appropriately catered for?

How does the school respond to the needs of pupils who display exceptional ability?





2.3.4 Gender equality policy

Questions to consider

Has the school a gender equality policy?

In what way does your school mission statement support and promote the principles of equality of access and opportunity and participation by the whole school community?

Is your mission statement inclusive and respectful of all?

Does your school environment (including classrooms) reflect diversity in a positive manner? If so, how?

Whole-school community

Working in partnership with parents, guardians, and carers—

Parent-teacher meetings

- How are parents, guardians and carers encouraged to attend parent-teacher meetings?
- What happens in situations where parents are separated or divorced?

Records

- Are records of pupils' progress communicated to both parents where necessary?
- Are communications in relation to the child (for example breaches of code of behaviour, notice of awards for positive behaviour) sent to both parents where necessary?

Parents' association

- Is membership of the parents' association representative of both sexes?
- What can be done to encourage participation?



Community links

Adults other than teachers working with pupils

- Are both sexes encouraged to participate in school-related events and supervisory duties?
- Are they made aware of school policy in relation to gender equality and all forms of equality?
- Are they made aware of the importance of not using sexist language, of not grouping children according to sex, and of not having differing expectations for boys and girls?

Board of management

It is important to note that under the Education Act 1998 the composition of the board of management is obliged to have a gender balance.

Extracurricular activities

The emphasis here is on the equitable allocation of funding and the balanced provision of extracurricular activities.

The principal should consider the following question:

In allocating the budget for extracurricular resources, what percentage of the budget is directed towards activities

for girls?

for boys?

for both girls and boys?

For example, does a large proportion of funding go towards an activity that is taken up predominantly by children of one sex? In allocating the budget for extracurricular activities, is equal value attached to those activities that do not fit in to the traditional domain of girls or boys? For instance, in a boys' school is there an opportunity for pupils to pursue an interest in the arts, gymnastics, knitting, or dancing? In a girls' school is there an opportunity for pupils to pursue an interest in hurling, football, soccer, and adventure sports? What clubs are on offer after school or at lunchtime? Who attends these clubs (breakdown by sex)?

Club	Mostly girls	Mostly boys



Do these clubs reflect the interests of both boys and girls? Are there any changes that could be made to include both sexes equally?

Future development

What changes, if any, could the school make to allow all children greater access to extracurricular activities?



School uniform

Questions to consider

- Does the policy on uniforms make provision for both boys and girls?
- Is there a dress code for male and female teachers?
- Is there a separate uniform for physical education, and if so, does it meet the needs of both boys and girls?
- Is there an equitable policy in relation to jewellery?
- Is there an equitable policy in relation to hairstyles?
- Is there the same dress code for girls and boys for religious or other ceremonies?

Future development

What steps, if any, could the school take to make uniform policy more equitable for all pupils?



Transition to second level school

List the schools to which pupils have recently transferred.

Girls' schools	Boys' schools	Co-educational schools

Questions to consider

- What determines the choice of second level school for parents and pupils?
- Can the promotion of gender equality in your school affect the choice of subjects at second level?

Assemblies (where applicable)

Questions	Female	Male
If there were guest speakers at assemblies, what was the gender breakdown?		
If staff members spoke at assemblies, what was the gender breakdown?		
If children performed at assemblies, did these performances include an equal number of boys and girls?		
If competition results were announced, did the activities reflect the involvement of both sexes?		
If pupils' behaviour was commented on at assembly, did boys and girls receive equal praise and reprimand?		

Future development

What steps could the school take to deal with any issues that have emerged through these findings?



2.4 Gender auditing of school policies and procedures

2.4.1 Gender auditing of the formal curriculum

In this section the relationship between gender and the formal curriculum will be explored.

Questions to consider

- In your opinion, is equal value attached to all subjects
 - by staff members?
 - by parents?
 - by pupils?
- Have all pupils equal access to the whole curriculum, regardless of their sex?
- Are some subjects perceived as being more suitable for pupils of one sex? Please comment.
- Does the school employ a range of teaching methods and organisational settings that promote equality of participation? (see Primary School Curriculum, 1999, appendix 1.)
- In organising paired and group work, is there a gender balance?
- While implementing the curriculum, how is respect for diversity and a sense of equality for all pupils fostered?
- Are certain activities omitted (such as knitting, woodwork, cookery, sewing, dancing) because it is perceived that pupils of one particular sex would not be comfortable participating in them?
- If so, what can be done to counteract this?

Curriculum areas

Teachers may choose to broaden the range of their investigation to include curricular areas.

Language (English and Irish)

- Are equal opportunities given to boys and girls to participate in discussions and to deliver presentations?
- Are equal opportunities given to boys and girls to participate in reading activities?
- An bhfuil éagsúlacht idir na torthaí a bhaineann buachaillí agus cailíní amach sa Ghaeilge?
- An dtugtar deis do na daltaí ar staidéar a dhéanamh ar fhilíocht atá scríofa ag mná agus ag fir?
- An gcuirtear ábhar léitheoireachta i láthair na ndaltaí a bhaineann le cailíní agus le buachaillí?





Mathematics

- Are there gender issues that need to be considered in relation to Mathematics?
- Are equal opportunities given to boys and girls to use manipulatives and to deliver presentations etc.?
- How can the school ensure equal opportunities for learning in Mathematics?

History curriculum

The Primary School Curriculum – History: Teacher Guidelines 1999 states that ...Women’s lives were largely omitted from historical accounts until relatively recently; the current growth of interest in women’s history has mirrored (and helped to foster) the concern of contemporary society to achieve gender equality.¹⁰

- Is due recognition given to women’s activities and to their contribution in the areas of History, Science, Maths, Music, and Sport?

Science

Strong differences are evident in the take-up of Science subjects in terms of student characteristics, such as gender, social class and ability / performance. Although Chemistry has become more gender balanced in terms of take-up over time, Biology remains predominantly female and Physics predominantly male in composition.¹¹

- Is equal value attached to Science for both girls and boys in your school?
- Is equal value attached to all strands of the Science curriculum for girls and boys? For example, have girls the opportunity to work on the strand “Energy and forces,” and have boys equal opportunities to explore living things?

Physical Education

The Physical Education curriculum of the Primary School Curriculum – Physical Education 1999 states that “consideration should be given, on an equitable basis, to the needs and interests of both girls and boys, helping to build positive attitudes towards all activities.”

Questions to consider

- Is equal emphasis given to activities that appeal to both sexes?
- Are there different expectations based on gender in the area of games?
- If there equal access to equipment for boys and girls?
- What can be done to address any imbalance that may exist?

¹⁰ Teacher Guidelines, Primary School Curriculum, 1999, page 2

¹¹ Smyth and Hannan, 2002





Visual Arts

It is important that all children have equal access to Visual Arts Education. The school plan should outline opportunities for all children to engage in purposeful activities in all six strands. The Primary School Curriculum - Visual Arts: Teacher Guidelines 1999 states that -

“When planning for equal opportunity, which would include equal access for boys and girls, staff members might discuss attitudes to art and the values it holds for them.”

- Is equal value attached to Visual Arts education for girls and boys?
- Have boys and girls equal access to all strands?

Information and communications technology (ICT) throughout the curriculum

Are both boys and girls given equal opportunity and encouragement to engage with ICT as a learning tool in all curricular areas?

Textbooks in other subject areas

You may choose to take a selection of textbooks in all subject areas and consider the following:



	Yes	No	Examples
Are women authors represented in literature anthologies?			
Are women scientists represented in science books?			
Are women leaders, reformers, pioneers etc., presented in history books?			
Are men depicted and valued in nurturing and caring roles?			
Are women depicted and valued in nurturing and caring roles?			
Are men presented as positive role models for boys and girls?			
Are women presented as positive role models for boys and girls?			
Are women depicted as important national figures in geography books?			

Do puzzles in Mathematics books feature women and men in non-stereotypical roles? For example, “If a farmer had 60 sheep and sold a third of them, how many would she have left?”

Assessment

The emphasis here is on the attainment of children in standardised and non-standardised tests (including teacher observation and pupil profiles).

Questions to consider

Are there any trends in the attainment of children in relation to gender? For example, do girls or boys perform better in certain subjects? Are there aspects of some subjects in which children of one sex outperform the children of the other sex? Please comment.

How can trends regarding gender be assessed in a single-sex school? For example, are there any subjects in which pupils seem to be under-performing?

Future development:

Are there steps the school can take to address different expectations and performance?





Literature analysis: Survey

Children balancing the books!

This may be a suitable activity for a senior class to undertake and may lead to a heightened awareness of gender issues.

Children choose six books at random from the school library.

[May be photocopied]

Count the number of female characters.	
Count the number of male characters.	
What is the ratio of male to female characters?	
Count the number of Traveller, black and ethnic minority characters.	
Look at all the main characters. How many are male?	
Look at all the main characters. How many are female?	

Literature analysis: Check-list [May be photocopied]

Teachers balancing the books!

Teachers choose a sample of books from the school library (or their own class libraries) and consider the following questions:

	Almost always	Occasionally	Never
Are girls and boys, men and women, equally represented?			
Do boys and girls participate equally in both physical and intellectual activities?			
Do boys and girls each receive positive recognition for their endeavours?			
Do boys and girls, fathers and mothers, participate in a wide variety of domestic chores?			
Are both boys and girls presented with a variety of choices, and are they encouraged to aspire to various goals (including non-traditional ones)?			
Are both boys and girls depicted as being independent and capable of meeting challenges and finding their own solutions?			
Are women and men shown in a variety of occupations, including non-traditional ones?			
When women are portrayed as home-makers, are they depicted as competent and decisive?			
Do characters put themselves or others down because of their sex (e.g. "I'm only a girl")?			
Do the illustrations stereotype the characters?			
Is inclusive language used—for example "firefighter" instead of "fireman"?			





Textbook analysis

Reading scheme survey

Categorise and count the roles of female characters in your class reading scheme.

Name of book	
Number of female characters	
Roles of female characters	

Categorise and count the roles of male characters in your class reading scheme.

Name of book	
Number of male characters	
Roles of male characters	

2.4.2 The informal curriculum

When lessons are forgotten, and differential calculus, the periodic table of the elements and irregular verbs have become shadowy memories, the ethos of the school we attended can remain part of our consciousness.¹²

This section of the audit examines the informal curriculum and its links to gender equality.

- informal or hidden curriculum (see appendix 2)
- displays and visual images
- classroom organisation
- interaction with children
- children’s play
- pupils’ responsibilities
- allocation of school funding

Has the staff as a whole discussed the school’s hidden curriculum?
 “What and who are valued in the school—what strikes a visitor as he/she first enters a school?”¹³

¹² Kevin Williams, “Understanding ethos: A philosophical and literary exploration,” in Catherine Furlong and Luke Monahan (eds.), *School Culture and Ethos*, Dublin: Marino Institute of Education, 2000.

¹³ Aine Hyland, “School culture and ethos: The Republic of Ireland experience,” in Catherine Furlong and Luke Monahan (eds.), *School Culture and Ethos*, Dublin: Marino Institute of Education, 2000





The emphasis here is on displays and visual images—pictures, posters, notices, illustrations, plants, etc.—in corridors, in the hall, and in classrooms.

Questions to consider

- What images are displayed in the classrooms and corridors?
- Are there images of boys and girls, men and women?
- Are sports activities on display showing the involvement and achievement of both boys and girls?
- Are there plants and flowers in the school environment—inside and outside the school?

Future development

Are there any changes the school needs to make in relation to display in the light of the answers to these questions?

Classroom organisation

For maximum effectiveness it is suggested that you draw a plan of your classroom including your present seating plan, the placement of adults and the arrangement of space – library, play area, computers, centres of interest, and other equipment.

Questions to consider

- How is seating arranged – friendship groups, ability groups, or mixed-ability groups?
- Are different areas of the classroom seen to “belong” to particular groups?
- Are girls and boys generally seated together or separately?
- When pupils are queuing up to enter the classroom from an outside area, such as the yard or assembly hall, are they separated into a “girls’ line” and a “boys’ line”? If so, what is the rationale for this?
- How are cloakrooms and coat racks organised?

Interaction with children

The following is an interesting activity to undertake, not just with regard to gender equality but also in exploring teachers’ interaction with pupils. It can be useful for teachers to track their interactions with pupils over a specified period of time.

Questions to consider

- How many comments are addressed to girls and to boys?

Girls	
Boys	

- How much time is allowed for response from girls and from boys?

Girls	
Boys	

- How many interruptions come from girls and from boys?

Girls	
Boys	

- Are contributions from girls and boys given the same amount of affirmation?

Girls	
Boys	

- Is all sexist language checked?
- Are different forms of behaviour reprimanded by reference to a particular sex? – for example, “as usual, it’s the boys making all the noise,” or “it’s the girls giggling again”.
- In an all-boys’ school, are boys referred to by surnames? If so, why?
- Are boys belittled by references to “female behaviour”? – for example “crying like a girl”



- Is the same standard of behaviour expected from girls and boys? For example, do we expect girls to be quieter and better behaved? Do we expect boys to be more aggressive?
- Do boys and girls receive equal amounts of praise and acknowledgement in class for (a) work content, (b) work presentation, and (c) behaviour?
- Are sanctions the same for both sexes? For example, do girls receive a stronger sanction for swearing or for fighting than boys?

Future development

In the light of any issues arising, what changes, if any, could you make to your practice?

Did you know?

David and Myra Sadker (1994)¹⁴ found the following:

- boys receive more instruction and teacher attention than girls
- boys receive more because they demand more
- “Star” male pupils receive 25 per cent of all attention time
- waiting for a pupil to give an answer is a real vote of confidence. It says, “I know you know.” Boys receive more waiting time
- boys receive more precise and more penetrating remarks; girls often get superficial and vague comments.

If girls experience on a daily basis a classroom climate in which they are not being invited or encouraged to actively participate at an appropriate cognitive level, it is not surprising that the cumulative effect of such experience could result in “passivity” or lack of confidence to initiate contact or discourse.¹⁵

Children’s play

Children may feel that they are not entitled to an activity / classroom area if they perceive it as lying outside their “gender domain”.¹⁶

The emphasis here is on children’s informal play in the classroom.

¹⁴ Sadker, David, and Sadker, Myra, *Failing at Fairness*, New York: Scribner, 1994.

¹⁵ Drudy, Sheelagh, and Uí Chatháin, Máire, *Gender Equality in Classroom Interaction*, Department of Education, NUI, Maynooth, 1999.

¹⁶ Ross, Carol, and Browne, Naima, *Girls as Constructors in the Early Years*, Stoke-on-Trent: Trentham Books, 1993.



Questions to consider

- What toys or games are the children playing with?
- How are the children using the equipment or toys?
- Is there a wide range of toys available in the classroom?
- How are children using space in the room?
- Are girls having the same opportunities as boys to develop mechanical, manipulative and spatial skills (for example playing with construction toys such as blocks or Lego)?
- Are boys having the same opportunities as girls to engage in games and activities that develop skills of collaboration and co-operation?
- If the class computers are used informally, who tends to use them most, girls or boys?

Future development

What practical steps could be taken to improve girls' and boys' access to all activities during free play?

Pupils' responsibilities

What is the breakdown of role allocation? For example, are both boys and girls asked to

mind younger children?	
deliver messages?	
read at assemblies?	
greet visitors?	
be sports captains?	
sit on school committees?	
undertake other school responsibilities?	

Future development

Are responsibilities in your school traditionally allocated according to sex? If so, what can be done to address this issue?





2.5 Gender audit of the physical and social environment of the school yard

A significant proportion of the school day is spent in the school yard, yet it may be the only part of the day that is unstructured and lacking in resources. Sometimes behavioural incidents that happen in the yard at break time carry over into the classroom, causing general upset and disruption of lessons. Often, patterns of behaviour witnessed during lunch breaks are at variance with much calmer behaviour observed in the classroom, and this can be a cause of concern for teachers.

What is the purpose of reviewing the physical and social environment of the school yard?

The purpose of reviewing interactions in the yard is to analyse patterns of play and social communication so as to identify steps that could be taken to improve the use of playground space and lead to the creation of a safer and more enjoyable school yard environment.

While the emphasis of this review is on the different uses boys and girls may make of the school yard, this audit is also a useful exercise for a single-sex school. For example,

- it might reveal the dominance of one particular group
- it might point to a lack of equipment for younger children
- it might reveal that Traveller pupils or pupils from other minorities are on the margins of the school yard.

School yard review: Suggested approaches

- staff members auditing the physical and social environment of the school yard:
 - mapping exercise
 - check-lists
- questions for the school yard monitors other than teachers
- pupils auditing the school yard
 - class discussion prompting questions
 - survey: how we use the school yard
 - seniors interviewing juniors.



Possible strategies for change

The results of the review will vary from school to school and will depend on the unique combination of circumstances in each school. The action plan developed as a result of the audit will also depend on the characteristics of individual schools.

The final part of this section lists a number of possible strategies for change in the school yard, though each school will generate its own way forward.

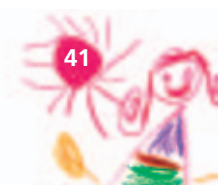
Staff auditing the school yard environment

This exercise can be undertaken by a small group of staff members (two to four) and can be carried out at intervals during the week. This will highlight whether there are any changes in the use of the school yard on particular days, for example whether some days present more difficulties than others, or whether the school needs to make extra resources or equipment available for children at certain times.

Mapping the yard

- Do a rough sketch of the yard.
- Identify and map resources, such as basketball court and hoops, football pitch, apparatus, etc.
- Indicate “trouble spots.”
- Usage of the school yard: by whom? How? Activities?
- Mark in the places where adults stand.
- Identify where you, the adult, likes or dislikes to stand in the school yard.
- Specify the games and activities that are played in the school yard.
- Note where the games are played and who plays them.
- Identify and mark areas of the yard e.g. areas which are sunny, shady, windy, dark, etc.
- Do boys and girls use equal proportions of the yard? Indicate this on the map.
- Are there areas of the yard that are the domain of one sex?

Check-lists for assisting with the school yard audit			
Who is mainly doing this?	Girls	Boys	Both
Football			
Skipping			
Small-ball games			
Sitting and chatting			
Arguing			
Running			
Name-calling			
Minding small children			



Interfering in other children's (such as younger children's) games			
Fighting			
Staying close to adults			
Being rude to adults			
Provoking trouble			
At a glance, who is using most of the space?			
After an incident —	Girls	Boys	Both
Who does the adult comfort?			
Who does the adult punish?			
Who is encouraged to go back and "sort it out"?			
Is any party asked to "be reasonable" and accommodate the other?			

Teachers may wish to consult other people who may have valuable contributions to make in relation to the school yard.

Questions for school yard duty monitors other than teachers

Pupils auditing the yard

Involving pupils in auditing the yard will help to give them a sense of ownership of the issues. It conveys to pupils that their contribution is valued in the investigative and decision-making processes in the school. This could lead to their taking greater responsibility for managing this part of the school day in a more constructive and positive way.

Questions about the yard for use in whole-class discussions (at every class level)

- What do you do in the yard?
- Who do you play with?
- What do you like about play time?
- What don't you like about play time?
- What upsets you at play time?
- What causes trouble at play time?
- What do you do if there is fighting?
- List the changes you would make to
 - how the school yard is organised
 - the activities organised in the school yard.





Teachers will forward pupils' contributions to the policy-formulation committee as appropriate.

Survey

This part of the audit may be integrated with the data strand in the Mathematics curriculum. This strand focuses on interpreting and understanding visual data.

Ask the pupils to "brainstorm" the types of games and activities that are organised by either teachers or pupils in the school yard. These are written as a list and may form the basis of a whole school survey.

Where the school yard is divided according to age groups, a different survey may be carried out for each group. The results of this survey can then be presented at assembly or to a class group and the results displayed on a school noticeboard.

Place a tick against four things you like doing in the school yard

Boy Girl

- Skipping
- Football
- Walking with friends
- Chasing
- Ball games: throwing, catching
- Jumping
- Sitting
- Hopscotch
- Climbing
- Watching
- Talking
- Tumbling
- Other - describe
- Other - describe
- Other - describe



Senior pupils interviewing junior pupils

Interviewing is a useful technique for encouraging pupils to think about other pupils' experiences and needs in the school yard. Allowing pupils to design their own interview sheet and to organise their interview schedule will maximise their sense of responsibility in the project. It also links to the English curriculum.

The following is a sample interview sheet [May be photocopied]

Young children in the school yard

What do you like about the yard?

What do you dislike about the yard?

Who do you like to play with?

What games do you like to play?

Do you sit quietly a lot?

Do you stay by the teacher or other grown-ups?

Do you like having older children as "minders" in the yard? Why? Why not?

If there was trouble in the yard, who would you go to?

If you could change things about the yard, what would they be?



After the interviews, the pupils should be encouraged to think about

- their overall findings: what's working well, what's not working well
- ways in which the school yard could be improved for junior pupils
- how they, as senior pupils, could support this.

Possible strategies for change

Each school yard review will generate different data, and may also point to different solutions. The following are some ideas that may help to show the way forward.

Often, school yards are areas where pupils are left largely to their own devices. Problems that arise are often related to the use of physical space, such as the domination of an area by one group or by one activity.

A well-structured school yard, containing zoned areas, can alleviate some of the problems.

Possible zones

- football area
- quiet area
- garden
- informal activities area
- skipping area
- organised areas with markings for hopscotch etc.



Suggested activities for exploring school yard issues linked to areas of the curriculum

Subject	Class	Strand	Strand Unit	Activity
Visual Arts	All class levels	Making art	Construction and fabric and fibre	Our ideal school yard created using recycled materials
English	All class levels	Competence and confidence in using language	Writing	Writing about playtime experiences, making books based on collecting international games and games from other cultures
SPHE	Third to sixth classes	Myself and the wider world	Developing citizenship	Class meeting for pupils with agenda on school yard matters; a committee consisting of staff members and pupils could be formed to examine issues in relation to the school yard
History	All class levels	Continuity and change over time	Games through the ages	Explore how games have changed through the ages
Science, Geography	All class levels	Environmental awareness and care	Caring for my locality	Identify, discuss and implement strategies for improving and caring for the school yard environment
Drama	All class levels	Drama to explore feelings, knowledge and ideas, leading to understanding	Exploring and making drama	Circle time used for discussing issues in the school yard, e.g. bullying; still image and montage of the school yard, including pupils engaged in sound-tracking sounds in the school yard
Mathematics	Fifth and sixth classes	Measures Data	Area Representing and interpreting data	Measuring the school yard to produce an accurate map to scale pictograms, bar charts, pie charts and trend graphs



Appendix 1

Primary School Curriculum, 1999

Central methodologies

- Talk and discussion
- Collaborative and co-operative learning
- Active learning strategies
- Problem-solving
- Skills development through content
- Use of local environment

Appendix 2

The “hidden curriculum”

Rules, casual remarks, adults’ assumptions, what pupils get rewarded or reprimanded for and all the other day-to-day experiences in school constitute a “hidden curriculum” with great power. (*Gender Matters* manual, 1995.)

- teachers’ expectations of pupils
- teachers’ interaction with pupils, including discipline
- allocation of tasks, equipment and resources to girls and boys in the classroom, school, and playground
- content and illustrations of textbooks and other teaching materials
- organisation of the timetable, and the choices within it
- extracurricular provision for girls and boys
- relationships of staff members to each other
- the extent to which women are part of the decision-making structures of the school

The following sentences are typical of those often used in interactions with children:

- “I need two strong boys to carry these books”.
- “Girls are so artistic”.
- “This is a book the boys will really like”.
- “Whose mother can come on a trip with us?”
- “I’d like some girls to bake a cake for the party”.
- “Would one of you boys help me with the projector?”
- “Ask your father if we can borrow his hammer”.
- “Mary, you look very pretty today”.
- “Boys are so active”.

(*Gender Matters* manual, 1995)



Glossary

discrimination: occurs if a person is treated less favourably than another. Under the Equal Status Act 2000 to 2004 there are nine specific grounds under which discrimination is prohibited, the first being gender.

gender: a concept that refers to the social differences, as opposed to the biological ones, between women and men that have been learnt, are changeable over time, and have wide variations both within and between cultures. (NDP Gender Equality Unit web site).

gender equality: the concept that all human beings are free to develop their personal abilities and make choices without the limitations set by strict gender roles; that the different behaviour, aspirations and needs of women and men are considered and valued equally.

gender equity: fairness of treatment for women and men according to their different needs, which includes equal treatment or treatment considered equivalent in rights, benefits, obligations, and opportunities.

gender identity: a person's innermost sense of self as male or masculine, female or feminine.

gender mainstreaming: the consistent use of a gender equality perspective at all stages of the development and implementation of policies, plans, curricula, and programmes. Gender mainstreaming is concerned with equality of outcome and how this is achieved. Mainstreaming gender equality in education means engaging with gender equality issues throughout the life of the school. It is not something "added on" to existing practices but involves a transformation of the underlying paradigms that inform education. The need for all stakeholders in the school to be aware of gender equality issues is crucial for successful gender mainstreaming. Equally, the commitment of those who are part of the process and who are influential in the implementation of the process is essential if success is to be realised.

sexism: the practice whereby the activities, behaviour, beliefs, values, wishes, desires and motivations of one sex are denigrated by the other. Sexism is expressed in language, attitudes, practices, images and structures that contribute to inequalities.

sex stereotyping: preconceived ideas whereby males and females are arbitrarily assigned to roles determined and limited by their sex. Sex stereotyping can limit the development of the natural talents and abilities of boys and girls as well as their educational experiences and life opportunities.

sexual orientation: whether a person is heterosexual, homosexual, or bisexual.



Legislation

The full text of the legislation referred to in this booklet can be downloaded from the internet at the following addresses:

Education Act 1998 / An tAcht Oideachais 1998, at
<http://www.gov.ie/bills28/acts/1998/a5198.pdf> (in English),
<http://www.gov.ie/bills28/acts/1998/a5198i.pdf> (i nGaeilge).

Education (Welfare) Act 2000 / An tAcht Oideachais (Leas) 2000, at
<http://www.oireachtas.ie/documents/bills28/acts/2000/a2200.pdf> (in English),
<http://www.oireachtas.ie/documents/bills28/acts/2000/a2200i.pdf> (i nGaeilge)

Employment Equality Act 1998 [Note: This is the act as originally passed] / An tAcht um Chomhionannas Fostaíochta 1998 [Note: This is the official Irish translation of the act as originally passed], at www.gov.ie/bills28/acts/1998/a2198.pdf (in English), www.gov.ie/bills28/acts/1998/a2198i.pdf (nGaeilge).

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Equality Act 2004 / An tAcht um Chomhionannas 2004, at
www.oireachtas.ie/documents/bills28/acts/2004/A2404.pdf (in English).

Equality Authority
<http://www.equality.ie>

Equality Tribunal
<http://www.equalitytribunal.ie>

School Development Planning Initiative
<http://www.sdps.ie>



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Rafiki

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equal measures

Teaching Resources

Exemplar Lessons

Book 3



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Introduction

A central aim of education is to ensure equality of opportunity for all children. Expectation, based on stereotyped gender roles can inhibit the child's educational development. It is important . . . that teachers are consistently aware of their own expectations and assumptions in the day-to-day life of the classroom.¹

Lynch et al., (2003)² in their research also refer to the effect that gender stereotypes have on pupils' attainment. They state that

It may be differences in gender stereotypes, and related gender differences in preferences, that account for differences in attainment therefore, rather than any essential differences between girls and boys in the linguistic sphere.

Exemplar lessons

This Booklet contains a series of exemplar lessons suitable for all class levels that reflect the aims, objectives, approaches and methodologies of the Primary School Curriculum (1999). The lessons encourage the use of a variety of teaching approaches and organisational settings, including storytelling, discussion, debate, and collaborative work in pairs and small groups. They aim to raise children's awareness of gender inequalities and to encourage them to take an active role in the formulation of a gender equality policy that will have a direct influence on their school experience.

NB: Teachers are encouraged to note pupils' comments during the lessons, using the record sheet provided in appendix 1. Valuable contributions can then be forwarded to the principal or staff committee for inclusion in the formulation of gender equality policy.

Aim of the exemplar lessons

"To develop positive awareness of self, sensitivity towards other people and a respect for the rights, views and feelings of others."³

The objectives of the lesson are

- to raise awareness among pupils of the principles of gender equality
- to promote the concept of the inclusive school
- to enable the pupils, as active agents in their own learning, to contribute to the formulation of the school's gender equality policy
- to facilitate integration with other subject areas.

However, the lessons alone are not sufficient to achieve change. It is important that the lessons be delivered in the context of a whole school approach to gender equality. Staff members also need to explore the structures, policies, systems and

¹ Primary School Curriculum, Introduction, 1999.

² Inside Classrooms: The Teaching and Learning of Mathematics in Social Context, Dublin: Institute of Public Administration, 2003.

³ Primary School Curriculum, 1999, Introduction, p. 36.



culture of their school (see booklet 2, Gender Audit for Schools, section 2.4). Askew and Ross⁴ noted in their research that pupils engaging in lessons to combat stereotyping will not have the same impact on pupils' learning as a whole school approach to gender equality issues.

Gender equality and the Primary School Curriculum 1999

Specific lessons with a gender equality emphasis provide children with opportunities to explore gender equality issues. The strands *Myself and Others* and *Myself and the Wider World* in the programme for Social, Personal and Health Education (SPHE) provide a range of lessons which explore gender equality issues. Gender issues can also be explored through activities in other curricular areas, for example:

Subject	Content
English and Irish	Language development, story, writing skills, debate, talk and discussion, development of higher-order thinking skills
History	Learning about the contribution of women as well as men
Geography	Exploring aspects of development education
Drama	Role-playing
Visual Arts	Looking at and responding to the work of male and female artists

It is also important that no curricular area, strand or strand unit be seen as the domain of one sex or the other. Within the Science curriculum, for example, both girls and boys are encouraged to test and develop their ideas about design and construction, electricity, forces, heat, light, and sound. The Visual Arts curriculum includes a strand on construction and one on fabric and fibre, which provide opportunities for both boys and girls to participate in designing and inventing in three-dimensional media and to engage actively in creative design processes.

⁴ "Boys Don't Cry": Boys and Sexism in Education, Milton Keynes: Open University Press, 1988.





Learning styles

The question whether males and females learn differently has been the subject of much discussion and debate in academic circles over the years. Gurian and Henley⁵ (2002) argue that female learning styles tend to favour sitting still in confined spaces, focusing on fine motor skills and book learning, whereas boys require experiential and physical learning methods. Davies⁶ (2002) argues that children learn at a very young age that they must be socially identifiable as either male or female and as a result their choice of activity and preferred way of learning are used as “signifiers” in successfully positioning themselves as either boys or girls. Thorne⁷ (2002), however, states that within-gender variation is greater than differences between boys and girls.

The project Raising Boys’ Achievement (Younger⁸ et al., 2005) focused on exploring work related to preferred learning styles. This research suggested that there was “little evidence . . . to support the notion that the dominant learning style of boys differs from those of girls and that more boys (then girls) favour kinesthetic learning”.

Learning style is not determined by gender, and it is important therefore that teachers do not associate one style of learning exclusively with either boys or girls, as this may fix children within a set range of stereotyped possibilities. Boys and girls need to explore a wide range of learning styles, and this requires teachers to employ a wide range of methods and approaches in order to afford pupils opportunities to engage with different learning processes.

Gender and culture

Ireland is now becoming a multi-ethnic society as immigrants from diverse nations seek refuge and asylum as well as improved economic opportunities for themselves and their families. With particular reference to the education system, our pupil population is becoming increasingly diverse, as members of the Traveller community and other indigenous and immigrant minorities participate within the school system. (Devine, Kenny and McNeela⁹, 2004.)

⁵ Boys and Girls Learn Differently: A Guide for Teachers and Parents, New York: Jossey-Bass, 2002.

⁶ “Becoming male or female,” in Stevi Jackson and Sue Scott (eds.), Gender: A Sociological Reader, London: Routledge, 2002.

⁷ ‘Do Boys and Girls Have Different Cultures?’ In ‘Gender – A Sociological Reader’ (ibid.)

⁸ Raising Boys’ Achievement, Cambridge: University of Cambridge, for the Department for Education and Skills, 2005.

⁹ ‘Ethnicity and Schooling – a study of ethnic diversity in selected Irish primary and secondary schools’ (2004).





The ethnic profile of Irish primary schools has changed dramatically over the last ten years. In culture and ethnicity, the school population has become much more diverse. Immigration, because it has introduced visible minorities, has raised awareness of the need for an intercultural approach throughout all local and national services, including education. The nine grounds¹⁰ of the Employment Equality Acts 1998 and 2004 and the Equal Status Acts 2000 to 2004 reflect this awareness.

These social changes have led to an increased awareness of the importance of exploring gender and identity. The implications are that

- our experience of gender is complex; it is mediated through our culture and through our identity
- we all have “culture,” even if it is the dominant one in the society in which we live
- we also have multiple identities: we can be white and disabled, mixed-race and heterosexual, Asian and gay, etc.
- some individuals can experience multiple discrimination on the grounds of more than one of their identities: sex and race, disability and class, sexual orientation and membership of the Traveller community, etc.

The exemplar lessons in this booklet will provide teachers with opportunities to explore aspects of gender equality in a cross-curricular approach and will be of benefit and enjoyment to both teachers and pupils.

¹⁰The nine grounds covered by the acts are gender, marital status, family status, sexual orientation, religion, age, disability, race, and membership of the Traveller community.





junior^{and}
senior infants



Exemplar 1

The Princess

Curriculum area	Strand	Strand unit
Social, Personal and Health Education (SPHE)	Myself and the wider world	Media education
English	Emotional and imaginative development through language	Oral language
Music	Performing	Song-singing

Class	Junior and senior infants
Lesson Focus	The pupils should be enabled to <ul style="list-style-type: none">• examine stereotypes• respond through talk and discussion to the song "The Princess."
Resources	<ul style="list-style-type: none">• Song "The Princess" (tune, "Twinkle, Twinkle")• <i>Princess Katina and the Hair Charmer</i> by Christina Shingler• Percussion instruments

Starting point	Ask the pupils to close their eyes and imagine a picture of a princess. Through questioning and discussion, find out what images they have of a "princess."
Suggested questions	<ul style="list-style-type: none">• What colour is her hair? Is it short or long, straight or curly?• What about her eyes—what colour are they?• What is she wearing? Has she got jewellery? Describe it.• In your picture in your head, where is the princess, and what is she doing?• What might her name be?• Who are her Mammy and Daddy?• What will she do when she grows up?



<p>Development of lesson</p>	<p>Teacher tells the pupils that they are going to learn a song about a princess who enjoys playing different games. The teacher sings the song "Princess" to the tune of "Twinkle, Twinkle."</p> <p><i>There is a princess that I know, Where she lives is called Mayo. She rides a bike and climbs a tree; Once she fell and cut her knee. I think that you would like her so, The best princess from all Mayo!</i></p> <p>Then teacher may ask the pupils to relate the story of the song. Before singing the verse again, the teacher may ask the pupils to listen and to find out where the princess lives. The teacher sings the verse again and encourages the pupils to sing the rhyming words at the end of each sentence. The pupils now join in the singing with the teacher. A group of pupils may accompany the song, using percussion instruments.</p> <p>Teacher may wish to further explore the issues raised in the song.</p>
<p>Conclusion</p>	<p>Ask pupils to draw a picture of their princess. On completion of the pictures, the pupils are asked to discuss their drawing with their partner. They are encouraged to talk about the reasons particular items were drawn, and to tell the story of their picture.</p> <p>Further questions may be asked in order to explore the stereotypical ideas pupils may have of the princess.</p> <ul style="list-style-type: none"> • Does your princess play hurling? Why? Why not? • Does she wash the dishes? • Does she drive a car? • If her car broke down, what would she do? • Do you think she'd like to be a builder when she grows up? Or a mechanic? • Would she prefer to be a doctor or a nurse? Why?



Exemplar 2

Séimí Cat, Superhero

Curriculum area	Strand	Strand unit
Social, Personal and Health Education (SPHE)	Myself and the wider world	Media education
English	Developing competence and confidence in using language	Oral language
Music	Performing	Song-singing

Class	Junior and senior infants
Lesson Focus	<p>The pupils should be enabled to</p> <ul style="list-style-type: none">• create superheroes with non-stereotypical characteristics• understand that superheroes can be male or female• recognise and explore bullying behaviour• promote the understanding that telling the truth is a heroic act.
Resources	<ul style="list-style-type: none">• Song "The Princess" (tune, "Twinkle, Twinkle")• Pictures of a range of heroes from all walks of life• Percussion instruments• Story "Séimí Cat, Superhero"• Drawings or puppets of Smellybreath Badger, Séimí Cat, and Gardahero

Starting point	<p>Ask the pupils to brainstorm the words "hero" and "superhero." Record their suggestions. Show them pictures of heroes from all walks of life. The pupils are divided into groups of four, and each group is given a large sheet of paper and paste. They are asked to choose their favourite heroes and to paste them onto the pages.</p> <p>The group can explain who each hero is and why they chose particular people.</p>
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<p>Development of lesson, part 1</p>	<p>Teacher leads the discussion about the various heroes; for example:</p> <ul style="list-style-type: none"> • Why is Batman [etc.] your hero? • What kind of special things can Batman do? • What about Superman, or the Hulk? • Can everybody do these things? Why? Why not? • Where do superheroes live? • Let's make up our own superhero. • What will we call our superhero? • What does our superhero look like? • What can our superhero do that's special? • Where does our superhero live? • Who minds our superhero? • What is our superhero's favourite food? • What does our superhero watch on television? • Who irons our superhero's clothes?
<p>Development of lesson, part 2</p>	<p>Pupils sing the first verse of the "The Princess" (see exemplar 1). Teacher explains to the pupils that they are going to learn the second verse of the song. This verse is about a friend of the princess called Séimí the Cat. Teacher sings verse 2.</p> <p><i>The princess has a friend like that, His name is Séimí—he's a cat. He can fly and see through walls, Or catch a glass before it falls. But Séimí is a little shy Here's his tale to tell you why.</i></p> <p>Teacher asks the pupils to relate the story of the verse 2. Before singing the verse again the teacher asks the pupils to listen and find out Séimí's super powers. The teacher sings the verse again and encourages the pupils to sing the rhyming words at the end of each sentence. The pupils now join in the singing with the teacher. A group of pupils accompany the song, using percussion instruments.</p> <p>Using the puppets, teacher reads the story, giving consideration to the narrative flow, dialogue and mood of the story by using appropriate variations of voice and pace.</p>



<p>Part 3 Conclusion</p>	<p>Teacher leads the discussion about the story; for example:</p> <ul style="list-style-type: none"> • Can you name Séimí Cat's school? • Did Séimí feel like a superhero? • What things frightened Séimí Cat? • Was Séimí Cat happy? • What nice things did Magicmouse say about Séimí Cat? • Were the superheroes always good? • What superhero was not good? • What did he do to Séimí Cat? • How did Séimí Cat feel? • Why was he so frightened / sad / unhappy? • What did he do to show that he really was a hero?
<p>Conclusion</p>	<p>Pupils draw their favourite part of the story and talk about it.</p> <p>Pupils may compose rhymes to deflect name-calling.</p> <p>Pupils draw a picture of their favourite superhero or Séimí Cat or Séimí Cat and the princess.</p> <p>Display pictures</p>



Junior and senior infants Exemplar 2

Séimí Cat, Superhero!

Séimí Cat the superhero was very scared. In fact Séimí Cat was always scared. Everything in the whole wide world frightened him. The noise of the washing machine made him think that the house was falling down, the sound of an aeroplane in the sky made him think that a hairy monster was coming to eat him up; he was even afraid of his own shadow! Each morning when he woke up, Séimí Cat would look in his bedroom mirror, make a very cross face, and say to himself in a loud voice: “Now listen here, Séimí Cat. Today you are going to be brave and not be afraid of anything. You’re a big cat now, not a little kitten.”

But even the sound of his own voice and his reflection in the mirror frightened him so much that he’d have to hide for ten minutes under his bed before he could get up the courage to face the day.

“What am I going to do? I’m supposed to be a superhero, a brave, strong superhero, ready to help other people and be a good example to other, younger superheroes. But I’m just too frightened of everything!”

One morning, like every other morning, before he set off to school, poor Séimí Cat dried the fur under his eyes and tried to look brave and strong. In Superhero School all the other young superheroes learnt how to fly, walk up walls, see through buildings, and just do all the things superheroes do. But not Séimí Cat. The Superhero Teacher would ask him, say, to rescue a human from a tree, and Séimí Cat would get all nervous, and somebody else would have to do it for him.

“I wish I was brave and strong and courageous like other superheroes,” he’d say to his very best friend, Marcella the Magicmouse. She was always able to do what the teacher asked of her, even to fly right up to the clouds and back! She was really brave.

“Don’t be so worried about everything,” said Marcella. “You’re really brilliant at lots of things. You’re the best friend any Magicmouse could have. I wouldn’t change you for the world.”

Now there’s something I have to tell you about superheroes. Not all superheroes are good. Like ordinary little boys and girls, there are some little superheroes who are very bold. They often get into trouble at school. Séimí Cat didn’t like bold little superheroes and tried to keep as far away from them as he could. It wasn’t always easy, though. Sometimes they waited for him as he was flying home from school, and they’d laugh and throw stones at him. “Séimí Cat’s a scaredy cat! Séimí Cat’s a scaredy cat!” he’d hear them shout. Calling him names really hurt his feelings and made him feel very sad.

One day Séimí Cat was on his way home from school when he heard someone shouting at him. “Scaredy cat, scaredy cat, your face is funny and your feet are flat!”

Séimí Cat looked around to see Smellybreath Badger (he could knock out whole cities with the smell of his breath).

At first Séimí Cat thought it best to ignore Smellybreath Badger, but Smellybreath Badger just kept on and on. “Scaredy cat, scaredy cat, your face is funny and your feet are flat!”



Smellybreath Badger was flying closer and closer. He was really trying to annoy Séimí Cat. Finally Séimí Cat had to land, and in two seconds Smellybreath Badger was standing beside him. "I dare you to throw stones at the window of that house. Go on, I dare you!" chanted Smellybreath Badger.

"Throw stones . . . at a house? . . . No . . . I mean, I couldn't do something . . . that's really bold," whispered Séimí Cat timidly.

"You're just a big scaredy cat, afraid of everything. You're never going to be a real superhero. Real superheroes are brave and strong. They're afraid of nothing. Like me!"

And with that, Smellybreath Badger picked up a big stone and threw it at the window of a house. Immediately there was the crash of glass as the window broke into thousands of pieces. Séimí Cat was frozen like a statue. He got such a fright that he couldn't move. He looked around and saw that Smellybreath Badger had flown off and left him.

With that, he heard a whoosh as Gardahero the Detective landed beside him. "Who broke that window?" she said. "Was it you?"

"No, I didn't do it," said Séimí Cat.

"I think we need to talk to your Mammy and Daddy!"

Before he knew it they were all back home, sitting around the kitchen table—Mammy, Daddy, Gardahero the Detective, and himself. Séimí Cat couldn't believe that they all thought he had broken the window. He was so confused! He wanted to tell the truth but he was afraid that Smellybreath Badger would get him later. He burst into tears.

Daddy lifted him up and brought him out to the sitting-room, where he put Séimí Cat sitting on his knee. Séimí Cat told Daddy the whole story. "I'm sorry, Daddy. I try to be brave and strong, but I just get too frightened, and then I can't do anything right. I'm not a very good superhero."

"Don't be silly," said Daddy. "There are lots of ways to be brave and strong. You were strong when you didn't do the bold thing and throw the stone at the window, and you were brave when you told us the truth about what happened. That shows real strength and bravery. I'm really very proud of you. You did the right thing. Now Gardahero is on her way over to Smellybreath Badger's house to talk to his parents. And she's not one bit happy!"

"Oh, but what will Smellybreath Badger do when he hears that I told on him?"

"You didn't tell on him. You told the truth. That's more important. Anyway, I've a funny feeling that Smellybreath Badger is going to be grounded for so long that he'll keep away from you in future."

"I'm really glad I was strong enough to tell the truth," said Séimí Cat as he cuddled in close to Daddy.

"So am I, my brave little superhero," said Daddy. "I'm the proudest superhero daddy in the Superhero Universe."



Exemplar 3

The Royal Mechanic

Curriculum area	Strand	Strand unit
Drama	Drama to explore feelings, knowledge and ideas, leading to understanding	Co-operating and communicating in making drama
English	Developing cognitive abilities through language	Reading Writing
Music	Performing	Song-singing
Visual Arts	Drawing, Paint and colour	Making art

Class	Junior and senior infants
Lesson Focus	To enable the pupils to understand that females can be heroes.
Resources	Song: "The Princess" (tune "Twinkle, Twinkle") Pictures of a palace, a king and queen, an old dusty car, puppets of king, queen, princess. Pupils' drawings from exemplar 1 Percussion instruments

Starting point	Pupils sing the song "The Princess" (see exemplar 1). Pupils discuss their drawings. Pupils discuss superheroes (exemplar 2). Pupils close their eyes and imagine a superhero princess. Teacher discusses pupils' images. Teacher asks the following questions: <ul style="list-style-type: none">• What kind of things could a superhero do?• What magic powers would she have?
Development of lesson, part 1	Teacher reads the story "The Royal Mechanic." Pupils re-tell the story. Working in groups, pupils mime different parts of the story. Pupils illustrate their favourite part of the story and write a caption.
Conclusion	Display pictures.



The Royal Mechanic



The princess was delighted! Her friends had come over to play, and she had beaten them all at climbing trees. In fact she had just climbed the highest tree in the palace gardens. She climbed so high that her little crown tickled the bellies of the clouds and made them giggle.

The princess loved to climb. The only thing she liked more was—you won't believe it—fixing cars! From the time she was no more than a baby she could be found down in the royal garage, watching the mechanics work on the royal cars. Every chance she had she'd sneak into the workshop and hide under a dusty old blanket at the back of the garage. From there she'd watch the mechanics hard at work on all the royal cars. Soon they saw how interested she was in their work, and they began to let her do little jobs for them, like getting the oil can or a spanner or a piece of tape. It wasn't long before she knew all the names of the different parts of the cars, and she loved to listen as the mechanics laughed and joked about the little royal mechanic.

Not everyone was laughing, though. Some people were unhappy; some people were very unhappy. Every time her father, the king, or her mother, the queen, found her in the royal garage they became very cross.

"This is no place for a princess," they would say. "You should be off playing with dolls, spinning wool, and brushing your hair. How are you ever going to meet a nice prince if you spend all your time covered in oil and smelling of petrol?"

The princess couldn't understand why princes didn't like the smell of petrol!

"I like working with cars," said the princess. "I don't like playing with dolls very much. Why can't I work in the garage?"

“Because princesses don’t do real work!” shouted the king and the queen.

It was so unfair!

From high in the tree the princess could see far, far away. She noticed that the giggling clouds had disappeared and that the sky was getting very dark. It was now full of rumbling, grumbling clouds, heavy with hailstones and lightning.

“How strange,” she thought. “It’s only two o clock and it’s nearly dark already.”

Far down below she could see lots of people running everywhere, and she could also hear her father’s voice. Try as she might, though, she was too far up to hear what he was saying. Carefully she climbed down.

All around the palace courtyard people were running. “Hurry, hurry!” they cried. Get out of here fast!”

The little princess managed to grab one of the mechanics and ask her what all the fuss was about. “There’s a storm coming—a storm like never before. We must all get out of its way and escape to safety!”

The king was filling all the royal cars with palace servants and soldiers. “Oh, they’ll never all fit!” he said as he pushed with all his strength against the door of one car, squashing the nose of one of the royal servants. The little princess could hardly believe her eyes when she saw the royal chef’s bottom sticking out the window of the royal minibus as it whizzed past on its way out the palace gates. “Oh, they’ll never all fit!” the King said again.

But fit they did. And soon the palace was empty, except for the king, queen, and little princess.

“Thank goodness everybody got away safely,” sighed the king.

“Yes,” replied the queen. “I was a little worried that there wouldn’t be room for everyone.” She flopped down onto a nearby chair, wiping her face with a handkerchief.

But the little princess seemed very worried. Slowly she looked all around the palace courtyard. “Daddy, how are we escaping? There are no cars left,” whispered the little princess with a tremble in her voice. “In all the rush to get everyone else to safety, you forgot about us.”

“Oh, my goodness! Oh, my goodness!” said the king. “What are we going to do? The storm is nearly here. All the cars are gone!”

Hailstones, each as large as a witch’s eye, had begun to fall, and soon the courtyard looked like the inside of a fridge-freezer.

“Not all,” said the princess. “There’s one left.”

At the very back of the garage, covered in that old dusty blanket, was an old broken-down car that everyone had forgotten about. It was covered with mud and had cobwebs covering its wheels.

“Get me a spanner, some oil, and a can of petrol,” said the princess, rolling up her sleeves.

“Oil?” asked the queen. “Why do you need olive oil?”



“No, not olive oil—engine oil,” said the princess in a tired voice.

“What’s a spanner?” moaned the king.

The princess pointed to the tray of spanners on the table. Soon she was hard at work on the engine.

“Hurry!” said the king, “The storm is getting closer.”

The princess worked as hard as she could, changing the oil, tightening screws, filling the tank with petrol. Finally she turned the key in the ignition, and the car spluttered and coughed to life.

But already the rain was beginning to fall, and the royal family had no time to celebrate. They hopped into the car, and the queen drove as fast as she could until she reached safety at last.

“Phew!” said the king.

“Phew!” said the queen.

“Phew!” said the little princess.

The king reached down and took the little princess’s hand in his and said, “You’re a real hero. Your mother and I are very sorry for not allowing you to work and learn in the royal garage. If it weren’t for you we’d all be in big trouble. From now on you can spend as much time in the garage as you like.”

“I might even join you!” laughed the queen.

The little princess was delighted and threw her arms around the king and queen. “I’ll be the best royal mechanic in the world!”

And she was!





first^{and}
second classes



Exemplar 4

Fairy stories we love

Curriculum area	Strand	Strand unit
English	Emotional and imaginative development through language	Reading: Responding to text Writing
Visual Arts	Paint and colour	Painting


Class	First and second class
Lesson Focus	To enable the pupils to <ul style="list-style-type: none">• become aware of how male and female characters in fairy stories are portrayed in a stereotypical manner• think critically about pictorial stereotypes in literature• create a fairy story from an alternative viewpoint.
Resources	A range of fairy stories

Starting point

Teacher displays a range of fairy storybooks from the class library. Teacher initiates a discussion on fairy stories, using the following questions:

- What is a fairy story?
- Let's make a list of the ones we know.
- What's your favourite fairy story in the library?
- What do you like about it?
- What is your favourite part?
- What are the pictures like?
- What are the pictures for in a storybook?



<p>Development of lesson</p>	<p>Teacher selects pupils' favourite fairy story—for example "Cinderella."</p> <p>The teacher reads the story to the class. Before reading, the teacher asks the pupils to consider how Cinderella and the Prince are described. Record adjectives on the blackboard, as illustrated below.</p> <table border="1" data-bbox="584 698 1115 790"> <thead> <tr> <th><i>Cinderella</i></th> <th><i>Prince</i></th> </tr> </thead> <tbody> <tr> <td><i>beautiful</i></td> <td><i>brave</i></td> </tr> </tbody> </table> <p>Using the illustrations in the book, the pupils should reflect on the types of activities that the Prince or Cinderella are doing. Make a list of the action verbs for each of the characters.</p> <p>Ask the pupils to change the story.</p> <ul style="list-style-type: none"> • What if the Prince was the one trapped in his stepfather's house with his brothers and Cinderella was a princess? • What would be different about the story, and how might the author describe things differently? 	<i>Cinderella</i>	<i>Prince</i>	<i>beautiful</i>	<i>brave</i>
<i>Cinderella</i>	<i>Prince</i>				
<i>beautiful</i>	<i>brave</i>				
<p>Conclusion</p>	<p>The pupils record the new story and illustrate different sections. The new version is placed in the class library alongside the traditional one.</p>				
<p>Extension of lesson Third to sixth classes</p>	<p>Compare and contrast the traditional fairy story and the alternative versions.</p> <p>The Trials and Tribulations of Little Red Riding Hood by Jack Zipes The True Story of the Three Little Pigs by Jon Scieska</p> 				



Exemplar 5


Birthday Cards

Curriculum area	Strand	Strand unit
Social, Personal and Health Education (SPHE)	Myself and the wider world	Media education
English	Developing cognitive abilities through language	Oral language
Visual Arts	Paint and colour	Making art—Looking and responding Painting

Class	First and second class
Lesson Focus	To enable the pupils to <ul style="list-style-type: none">• explore the stereotypical images and designs used in birthday cards for boys and girls• reflect on the suitability of these images for every boy and girl
Resources	A selection of birthday cards—male, female, and general A range of colour materials: tempera paint, crayons, oil pastels, coloured pencils, inks A range of paper, and painting tools

Starting point	<p>The pupils should look at and respond to a selection of birthday cards. They organise the cards into three groups:</p> <ul style="list-style-type: none">• cards for girls• cards for boys• cards for either boys or girls. <p>The pupils should consider how the card manufacturers present the idea of gender-specific cards; for example:</p> <p>What symbols, colours, pictures or activities are represented on the cards?</p>
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<p>Development of lesson</p> <p>Suggested questions</p>	<p>Examine the cards developed for girls and boys, and ask the following questions:</p> <ul style="list-style-type: none"> • What colours are used on the different cards? • Why do you think certain colours were chosen? • What are the boys in the cards doing? What are the girls in the cards doing? • Why do you think the card manufacturers chose these activities? <p>Look at the cards selected that are suitable for both sexes.</p> <ul style="list-style-type: none"> • How many are there? • Why do you think this is so?
<p>Conclusion</p>	<p>Invite the class to design a gender-neutral birthday card for a friend, using a range of colour materials.</p>
<p>Lesson extension Third to sixth classes</p>	<p>Invite the pupils to think about the aims of manufacturers in producing cards. Terms such as “gender-neutral,” “traditional roles” and “mass market” could be introduced to older pupils.</p> 

Exemplar 6

The Blue Kangaroo

Curriculum area	Strand	Strand unit
Social, Personal and Health Education (SPHE)	Myself Myself and the wider world	Self-identity Living in the community
English	Emotional and imaginative development through language	Oral language Reading and Writing
Geography	Human environments	Living in the local community
Visual Arts	Paint and colour	Painting

Class	First and second class
Lesson Focus	To enable the pupils to <ul style="list-style-type: none">• become aware of the similarities and differences between people and to appreciate the individuality of each person• celebrate differences by recognising that there is a diversity of skin colours.
Resources	Pictures of animals, picture of a large blue kangaroo Map of the world Map of Australia Photographs and pictures of children from around the world Mirror and painting materials

Starting point	Pupils discuss the variety of animals and their colours. Pupils discuss some facts about the kangaroo. Pupils listen to the teacher reading the poem aloud.
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Development of lesson	Pupils discuss the poem. Teacher initiates the discussion and encourages, guides and prompts the pupils to <ul style="list-style-type: none">• look for the main focus of the poem• appreciate the effects of rhythm and rhyme.
	Working in pairs, pupils examine each other's face in detail. They focus on the colour of the skin, eyes, and hair. They talk about the colours they have found. Note whether there is more than one colour in a person's eyes, skin, or hair. Pupils mix colours that match their skin colour, eye colour, and hair colour. Discuss the diversity of colours. Discuss the diversity of skin colours, exploring how each person has an individual palette of colours, which is unique and beautiful.
Conclusion	Pupils write poems based on colour. 

First and second classes Exemplar 6

The Blue Kangaroo

Have you ever seen a tiger,
Or heard a young giraffe?
Have you ever seen a hyena
Who was trying not to laugh?

Have you ever smelt a hippo,
Or an elephant's old poo?
Well, if you have, and only once,
It's an act not to do anew.

All over the world I've travelled,
Been searching day and night,
And there's one incredible creature
Of which there's been no sight.

I heard tell all about it,
Tall tales as high as trees,
And when I chance to catch a glimpse,
I'll drop down on my knees.

"Thank goodness for this animal;
I'm so happy—you must be too;
'Cause in the Australian outback
Lives a kangaroo that's blue!

I know you won't believe me,
But I promise you it's true.
This kanga has a pouch, a tail,
And fur that's blue, blue, blue.

All the other creatures
Who see Blue all the time
Are very proud to know him
And think that he's real fine.

So if you ever see him—
You'll be lucky if you do—
Tell him I'd love to meet him,
This kangaroo that's blue.



At the end of my little poem
'Bout the blue old Kangaroo
There's one thing you must remember—
Now promise me you'll do!

We all are different colours—
Every shade and every hue;
What's important's on the inside
Of each kangaroo, and you!
So when you see a new friend,
Or someone different on the bus,
Just stop and think a minute,
"Same but different—all of us."



Exemplar 7

Allie the Alien

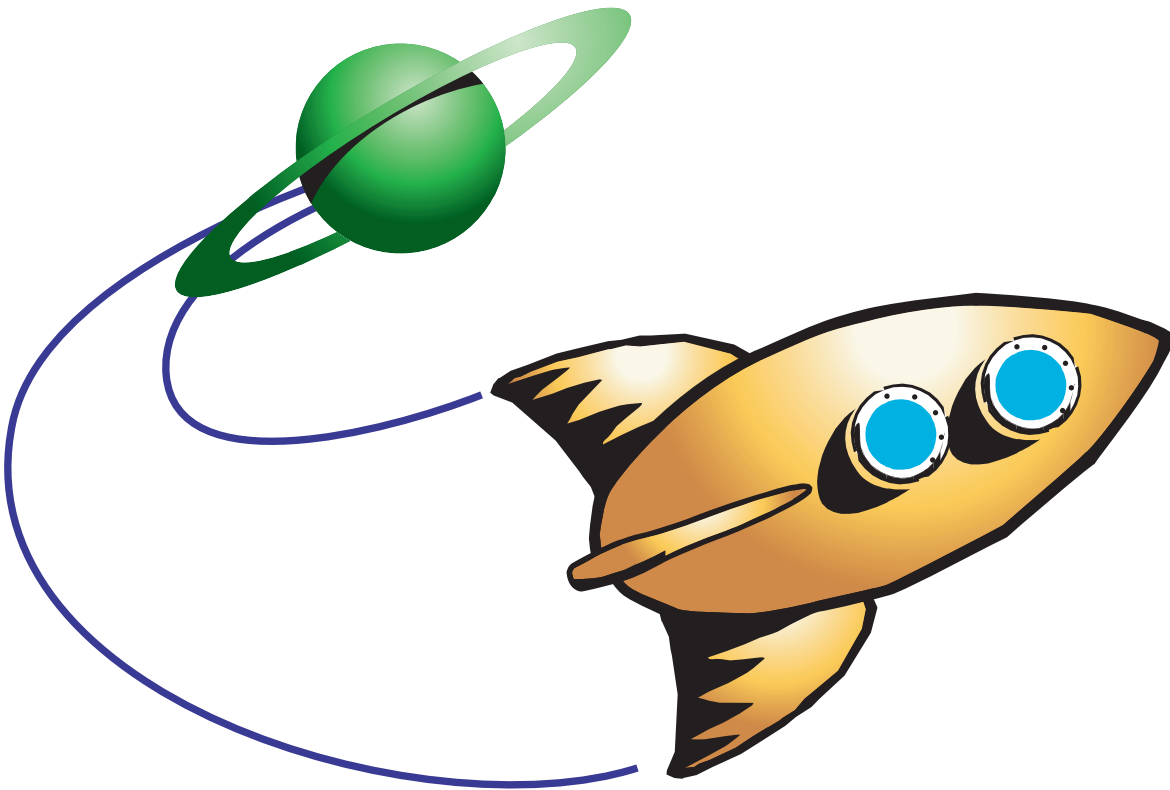
Curriculum area	Strand	Strand unit
Social, Personal and Health Education (SPHE)	Myself Myself and the wider world	Self-identity Living in the community
English	Emotional and imaginative development through language	Oral language Reading
Geography	Human environments	Living in the local community
Drama	To explore feelings, knowledge and ideas, leading to understanding	Co-operating and communicating in making drama

Class	First and second class
Lesson Focus	To enable the pupils to <ul style="list-style-type: none">• appreciate and respect the diversity that exists in society, including lifestyle, race, and culture• recognise similarities and differences in people• work co-operatively with others.
Resources	Map of Ireland, picture of the planets, pictures of aliens, pupils' colour poems, Pictures and photographs from newspapers and magazines depicting people of different nationalities living in Ireland.

Starting point	Examine pictures and photographs of Irish citizens. Reflect on similarities and differences. Pupils listen to the teacher reading the poem aloud.
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Development of lesson Suggested questions	Pupils discuss the poem. Teacher initiates the discussion and encourages, guides and prompts pupils to <ul style="list-style-type: none">• look for the main focus of the poem• appreciate the effects of rhythm and rhyme• explore why the alien wanted to visit Ireland. Role-playing: Two aliens have a conversation to show how boring it would be to think and dress in the same way.
Conclusion	Pupils illustrate their favourite part of the poem, using only one colour. Pupils repeat the exercise, using a wide range of colours. Compare and contrast the pictures.



First and second classes Exemplar 7

Allie the Alien

Allie the Alien could take it no more;
Living on Mars was becoming a bore.
He was sick to the teeth of the limited view
Of people and places, all just one hue.

He ate green breakfast corn flakes, green jam on his bread,
Wore green socks on his feet, a green hat on his head.
His TV was green, his Playstation too;
“It’s really so boring; I need something new!”

The next day in school, near the end of the day,
The boy aliens cleared their green jigsaws away.
Mr Green Sidelocks said he’d tell them a tale,
And they’d all better listen, or he’d send them to jail!

In this place called Ireland, he went on to explain,
You only see green on the side of a train.
They have yellow bubble gum and a pink fizzy drink,
And even white ice cream—at least, so I think!

But it’s much more exciting than this, girls and boys:
They even have colours all over their toys.
Girls play with a football that’s white and striped blue;
I hear that the boys get to kick that round too!

But it’s even much better than this, you will find:
In Ireland the children aren’t all of one kind.
There are children with pink skin, and others with brown,
You’ll see black and yellow on the way into town.

Well, Allie thought this was just the bee’s knees;
The colours of Ireland made a magical frieze.
He wished he saw more than the alien green—
Was jealous of the kids who were part of this scene.

The Martian called Allie could take it no more;
Such colours, such accents, such cultures galore!
He knew there and then that some day he’d go
To Ireland, where colour is cool, don’t you know!





third^{and}
fourth classes



Exemplar 8

Let's look at television

Curriculum area	Strand	Strand unit
Social, Personal and Health Education (SPHE)	Myself and the wider world	Media education
English	Developing cognitive abilities through language	Oral language Writing
Drama	To explore feelings, knowledge and ideas, leading to understanding	Reflecting on drama

Class	Third and fourth classes
Lesson Focus	The pupils should be enabled to <ul style="list-style-type: none"> examine how the main characters are portrayed in a selection of television programmes.
Resources	Pre-recorded television programmes and radio and television advertisements

Starting point	The pupils' favourite television programmes are discussed and listed on the blackboard. Four suitable programmes are selected.
Development of lesson	Record the four programmes. The class watches short (five-minute) sections from each programme and examines each in turn, with regard to the main characters.
Suggested questions	<ul style="list-style-type: none"> Who is the strongest or most powerful person in the programme? How is this power shown? Who is the bravest person? Who is the person most often in charge? How are women and girls portrayed in the programme? How are men and boys portrayed in the programme? Who does the cooking? Who looks after the children? Who does the shopping? drives the car? plays sport? Who does the fighting? What kinds of jobs have women? What kinds of jobs have men?



	<p>Activity</p> <p>Select a programme for the pupils to watch that evening. Teacher records the programme for use in class. The pupils brainstorm the list of questions that they will use as they watch the programme. Encourage them to record additional questions as they watch the programme at home. The following day, pupils watch a five-minute section of the programme. Allow pupils to question the class, using their own devised questions. Collate the answers, and display the results. Particular emphasis will be placed on how men and women are portrayed in the programmes.</p>
<p>Conclusion</p>	<p>Develop and enact a small group scene from an imaginary school serial that would best encapsulate the ethos/values of the school.</p> <p>Extension work</p> <p>Follow the same steps for the exploration of advertisements on television and radio. (see <i>Primary School Curriculum – SPHE: Teacher Guidelines 1999</i>, exemplar 15, p. 78, “Exploring a television advertisement.”)</p>



Exemplar 9

Adding up ads!

Curriculum area	Strand	Strand unit
Social, Personal and Health Education (SPHE)	Myself and the wider world	Media education
English	Developing cognitive abilities through language	Oral language Reading Writing
Visual Arts	Drawing Paint and Colour	Making drawings Painting

Class	Third and fourth classes
Lesson focus	To enable the pupils to <ul style="list-style-type: none"> analyse an advertisement in the print media identify stereotyping in media advertisements develop critical thinking skills.
Methodology	Talk and discussion, group collaboration, active learning
Resources	A selection of newspaper or magazine advertisements gathered by the teacher. (Care must be taken with the suitability of the content.) Drawing and colouring materials, computer, computer programmes.

Starting point	Explore a range of newspaper and magazine advertisements. Encourage the pupils to examine the captions and words in the advertisement and to explore the people portrayed in them.
Development of lesson	How are the words or pictures used to describe the man or woman? What is he or she doing? What does the picture tell us about the person? Choose one advertisement as an example. Initiate a short discussion on how men and women are portrayed in the media. Words such as "media" "advertisement" and "stereotype" should be discussed and explained.



Suggested questions	<p>Organise the pupils in pairs; each pair examines a copy of an advertisement. The children should consider the following questions:</p> <p>What is this advertisement about? Who is in the picture? What are they doing?</p> <p>Working in pairs, the pupils choose an advertisement for discussion. Using the questions provided, they examine their advertisement and record their opinions about the portrayal of men and women. They then present their findings to the class. These may be collated in a book entitled "Advertising."</p> <p>Activity The teacher displays one current advertisement. (Advertisements for perfume or after-shave are particularly suitable.) Pupils describe the advertisement and then make suggestions on how it could be improved or developed.</p>
<p>Conclusion Reinforcement of concept through activity.</p> <p>Suggested questions</p>	<p>Pupils create their own advertisement for a particular product:</p> <ul style="list-style-type: none"> • for men • for women • for both. <p>Extension work Lesson 1: Toys (a brochure from a toy manufacturer)</p> <p>Discussion questions</p> <ul style="list-style-type: none"> • Which toy advertisement might make a girl feel she should <ul style="list-style-type: none"> —be pretty? —look after other people? —be interested in housework? • Which toy advertisement might make a boy feel he should be <ul style="list-style-type: none"> —interested in sport? —interested in cars? —interested in building and construction?



Ask the pupils to consider the toys that the boys and girls are playing with in the photographs.

Activity: The pupils work in groups to create their own advertisement for a toy that's not gender-specific.

Further activities

Newspapers—photographs

1. Compare the number of photographs of men and women and the type of photographs of men and women.
2. In groups, make headlines for a photograph, and compare the suggestions from different groups.
3. Working in groups, attach headline captions to a set of newspaper pictures. (see *Primary School Curriculum, SPHE: Teacher Guidelines 1999, exemplar 12, "Captions"* p. 75.)
4. Newspaper stories
Compare the number of stories about women and men in newspapers.
Examine newspapers published over one week. Do the same as no. 1 above; use school computer to calculate and graph the data collected.
Examine different newspapers and compare topics as in no. 1 above.



Boys don't? / Girls don't

Curriculum area	Strand	Strand unit
Social, Personal and Health Education (SPHE)	Myself and the wider world	Developing citizenship
English	Competence and confidence in using language	Oral Language
Maths	Data	Representing and Interpreting data

Class	Third and fourth classes
Lesson Focus	<p>To enable the pupils to</p> <ul style="list-style-type: none"> • develop critical thinking skills through reflecting on and questioning stereotypical views of girls' and boys' behaviour, feelings, interests, etc. • develop listening skills and communication skills.
Resources	<p>One white card for each pupil (postcard size) Board or flip-chart</p> <p>Activity 2 Photocopy for each pupil of the sheet "A list of twenty typical household jobs." Three boxes labelled "Man" "Woman" and "Either."</p>

Starting point	Give each pupil a card. Each writes the word "Agree" on one side of the card in blue and on the other writes "Disagree" in red.
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<p>Development of lesson</p>	<p>Pupils work in pairs. Divide the class in two. In one half each group completes the following sentence to create three or four statements: "Boys don't . . ." for example, "Boys don't cry / mind pain / get frightened."</p> <p>The other half, working in their pairs, complete the following sentence to create three or four statements: "Girls don't . . ." for example, "Girls don't like football / become mechanics / invent things."</p> <p>Record the sentences on the board or flip-chart. The pupils discuss each statement and indicate their opinion by displaying their "agree" or "disagree" card in response to each of the statements. They also give reasons for their opinions, especially where there is disagreement.</p> <p>Activity 1: Circle time This is a structured discussion on some of the topics raised in the first part of the lesson. The pupils are encouraged to be respectful towards all viewpoints and opinions.</p> <p>Activity 2: Who does what jobs? Class survey Distribute a set of voting-cards, numbered 1 to 20, to each pupil. Distribute a sheet with a list of twenty typical household jobs. Pupils read list and write "Man" "Woman" or "Either" after each sentence, depending on who they think ought to do this job.</p> <p>Teacher then asks pupils to place their vote in one of the three boxes labelled "Man" "Woman" "Either."</p> <p>When the voting is complete, the votes are counted and the results recorded on the voting chart created by the teacher on the board or flip-chart. (see appendix 1.) Pupils then record the results by creating graphs. They can also develop a range of questions based on the data.</p>
<p>Conclusion</p>	<p>Discuss the results.</p>



Exemplar 10 Boys don't? / Girls don't

	Jobs	Man	Woman	Either
1	Fix the chain on the bicycle			
2	Choose the wallpaper or paint colour			
3	Supervise violin practice			
4	Clean the toilet			
5	Do the ironing			
6	Make the lunches			
7	Mow the lawn			
8	Buy birthday presents			
9	Read bedtime stories			
10	Peel the potatoes			
11	Tidy the garage			
12	Change light-bulbs			
13	Make the beds.			
14	Water the plants			
15	Clean the windows			
16	Bring you to the dentist			
17	Put out the rubbish			
18	Paint the front room			
19	Hang out the clothes			
20	Arrange to have the car serviced			



Exemplar 11

Dilemmas

Curriculum area	Strand	Strand unit
Social, Personal and Health Education (SPHE)	Myself and the wider world	Media education
English	Developing cognitive abilities through language	Oral language Writing Reading
Drama	To explore feelings, knowledge and ideas, leading to understanding	Reflecting on drama

Class	Third and fourth classes
Lesson Focus	The pupils should be enabled to <ul style="list-style-type: none">• develop an awareness of individual rights• understand their sense of responsibility in contributing to justice and fairness for everyone• reflect on their own personal attitudes to the opposite sex.
Resources	Computer, writing materials

Starting point	In this lesson the pupils are presented with three moral dilemmas and are invited to respond.
Development of lesson	Case 1 A boy you know is very quiet. He doesn't like sport or rough games. He loves to draw and to play with his computer. You hear some of the others in your class gossiping about him and calling him names behind his back. <ul style="list-style-type: none">• What should you do?• What do you think you would really do?



A few days later you hear that he was beaten up on his way home from school. He arrives in school looking really miserable. Others in the class think the whole thing is a big joke.

What should you do?
What would you really do?

Case 2

You are the captain of the class hurling team. Your team is doing very well and has won lots of tournaments. Now you hear that a girl wants to join the team. You know she is an excellent camogie player, but you've never heard of girls playing hurling. The coach says the decision is yours.

You don't know how the other boys in the team will feel about a girl playing with them.

- What do you decide?
- How do you tell the rest of the team about your decision?
- How do you explain your decision to the girl?

Case 3

You have been best friends with your next-door neighbour all your life. You've spent all your free time with him or her, gone to each other's birthday parties, you even went on holidays with each other's families. When you started school you went to different schools, but you loved to meet afterwards to talk about your day.



Now the two of you are in sixth class and will both go to the local secondary school, which is co-ed. You are shocked because you don't want your school friends to know that your best friend is a boy or girl. You don't know how he or she feels about it, and you've been avoiding him or her because you don't know what to say.

- What should you do?
- How do you explain your feelings to your friend?

Conclusion

Activity

The people in the case studies have written to your "problem page" asking for your advice. Reply to one of their letters, telling them what you think they should do next, and why.





fifth and
sixth classes



Exemplar 12

Who does what jobs?

Curriculum area	Strand	Strand unit
Social, Personal and Health Education (SPHE)	Myself and the wider world	Developing citizenship
English	Developing cognitive abilities through oral language	Oral language
Maths	Data	Representing and Interpreting data

Class	Fifth and sixth classes
Lesson Focus	<ul style="list-style-type: none">to explore stereotyping in job choiceto develop an understanding that different professions are not the domain of one particular sex.
Resources	Photocopies of the worksheet

Starting point	In this exemplar the pupils explore stereotyping in relation to the jobs people choose.
Development of lesson Activity 1	<p>Divide the class into groups of five. Give them three minutes to write down as many paid occupations as they can. Give them a worksheet with the headings <i>Women, Men, Either</i>, and ask them to fill in the "occupations" column with the occupations from their list. then tick one of the other boxes.</p> <p>Draw the worksheet outlined in Exemplar 12 on page 48 on the board or flip-chart. Ask a representative from each group to write the occupations agreed by the group on the board under the corresponding headings. The pupils record their findings and interpret the data.</p> <p>While the answer to all these questions should be "Either," it is likely that some pupils may allocate the job of nurse to a woman, and the jobs of doctor and builder to men.</p>



Introduce the word “stereotype.” Ask the pupils to brainstorm the word. Record their suggestions.

Teacher explains that we can make judgements about people based on one piece of information about them, for example their sex or their age. This lesson illustrates how we can stereotype certain jobs by associating them with one or other sex.

Further discussion to explore the issue. This could also be considered as a topic for debate, for example, “men and women should receive equal pay for equal work.”

Discussion of the findings of activity

- Does a pattern seem to be emerging?
- Why do you think these general patterns have arisen?
- Do better-paid jobs seem to end up in one category rather than another?
- If so, why do you think this is?
- Are there any reasons why men or women should or should not do the jobs generally done by members of the other sex?
- In Ireland, women’s earnings for similar work are less than men’s earnings. Why do you think this is?
- In Ireland in 2005, 1,483 people qualified as primary school teachers. Of these, 1320 were women and 163 were men. Why do you think this is so?



Exemplar 12 Who does what jobs?

Occupations	Man	Woman	Either



Whose job is this?

Curriculum area	Strand	Strand unit
Social, Personal and Health Education (SPHE)	Myself and the wider world	Developing citizenship
English	Developing cognitive abilities through language	Oral language
Mathematics	Measures Number	Money Place values and operations

Class	Fifth and sixth classes
Lesson Focus	<p>The pupils should be enabled to</p> <ul style="list-style-type: none"> • develop an appreciation of the multi-tasking work people engage in at home • develop an understanding that this job can be done by either sex.
Resources	Cards with job titles – suggested list of jobs

Starting point	<p>In this lesson the work of the parent in the home is explored.</p> <p>The pupils are invited to brainstorm the variety of skills required of a parent in the home. This can be played in the form of charades, with the teacher or child miming all the jobs listed below.</p> <p>An alternative here is to have a selection of the following jobs recorded on cards. Individual pupils are then invited to mime the job to the rest of the class. Pupils then guess what the job is. Teacher records jobs on the board.</p>
Suggested list of jobs	<p>Driver, cook, nurse, teacher, electrician, cleaner, counsellor, gardener, laundry worker, dog-walker, decorator</p> <p><i>(Teacher makes it clear that they may not have covered all the jobs this person does.)</i></p>



	<p>Pupils are asked to name the person who does all these jobs.</p> <p>Answer: A parent, guardian or carer who works in the home!</p> <p>Can the pupils think of other jobs that the parent or caregiver in the home regularly does? Add these jobs to the list.</p>
<p>Development of lesson</p>	<p>Ask the pupils to draw a figure and write the jobs around it. Name the figure "Pat the Parent." (stress the fact that Pat may be short for Patrick or Patricia).</p> <p>Ask the class to consider the following:</p> <p>How long is Pat's working week?</p> <p>Give the pupils a few minutes to do the calculations for this, giving them the following guidelines:</p> <p>Calculate</p> <ul style="list-style-type: none"> • the time he or she gets up at • the hours he or she spends in the day doing all the jobs that have to be done. <p>Multiply this by the number of days in the week he or she has to do these jobs. Does he or she get weekends off? If not, multiply by 7.</p>
<p>Conclusion</p>	<p>Class discussion on the value of work in the home</p>



International Women's Day

Curriculum area	Strand	Strand unit
Social, Personal and Health Education (SPHE)	Myself and the wider world	Developing citizenship
English	Developing cognitive abilities through oral language	Oral language
History	Politics–Conflict and society	Movements in Ireland and the world

Class	Fifth and sixth classes
Lesson Focus	To enable the pupils to <ul style="list-style-type: none"> • develop an awareness of International Women's Day • explain the historical context of the day • develop their awareness of women's rights issues.
Resources	Atlas, dictionary, thesaurus, story cards

Starting point	The text on the accompanying story cards can be read as a story, followed by a series of activities.
	Alternatively, individual story cards can be distributed to different groups in the class, which they read and then present as a news item or as a newspaper article.
	The following lesson structures are provided as a guideline.



	<p>Pupils use dictionary and thesaurus to find the meaning of the following words:</p> <ul style="list-style-type: none"> • garment workers • trade union • socialist • unanimous • labour legislation • abdicate • Provisional Government • Tsar of Russia <p>Provide opportunities for discussion of these terms.</p>
<p>Development of lesson</p>	<p>Activities</p> <p>Pupils present the news items and newspaper articles to the class.</p> <p>Pupils develop a range of questions based on the data and create a worksheet.</p> <p>Design banners for the “Bread and roses” March in 1908.</p> <p>Look up International Women’s Day on the internet.</p> <p>Decide on a range of class activities to mark International Women’s Day, such as inviting a speaker to the school, for example a well-known local woman to talk about her work, or a local female politician (councillor, TD, or MEP).</p> <p>Prepare a presentation for assembly on International Women’s Day.</p> <p>Pupils engage in projects based on a number of themes outlined in the exemplar, for example</p> <ul style="list-style-type: none"> • trade union movement • Dublin Lock-out • role of Constance Markievicz in the founding of the Irish state. <p>Pupils present their projects to the class.</p> <p>Explore the internet using search engines.</p> <p>Display the countries mentioned on a map.</p>



Story card 1

When was the first International Women's Day?

International Women's Day was first celebrated on 19 March 1911. More than a million women and men marked the day with a series of rallies in Austria, Denmark, Germany, and Switzerland. They demanded the right to vote and to hold public office, the right to work, and an end to job discrimination.

Story card 2

What was the inspiration for it?

The idea to have an international day came from Clara Zetkin, a German communist. She wanted to celebrate the efforts of American women garment workers who had staged protests against inhuman working conditions half a century before, on 8 March 1857. Though dispersed by the police, the women had not given in. Two years later, again in March, they formed their first trade union.

On 8 March 1908, 15,000 women marched through New York demanding shorter working hours, better pay, the right to vote, and an end to child labour. Their symbols were bread and roses, to symbolise economic security and also a better quality of life.

Story card 3

Where did it start?

In May that year the American Socialist Party designated the last Sunday in February as National Women's Day. This was celebrated for the first time in the United States on 28 February 1909.

In the following year, 1910, the idea to have a Women's Day was agreed at an international conference of socialist women. The delegates, who included the first three women to be elected to the Finnish parliament, approved it unanimously.

They agreed that the day should honour the movement for women's rights, including the right to vote. No date was fixed, but the idea took hold, and the following year, 1909, International Women's Day was celebrated for the first time, on 19 March.



Story card 4

Why were women fighting to improve working conditions?

Less than a week later, on 25 March, there was a terrible fire in a New York work-place. More than 140 workers—mainly young Italian and Jewish women employed at the Triangle Shirtwaist Company—were killed because of a complete lack of safety measures.

The Women's Trade Union League and the International Ladies' Garment Workers' Union led a series of protests, culminating in a silent funeral march of more than 100,000 people. The fire and the funeral march forced the government to bring in new laws giving people more rights in the work-place.

Story card 5

What was the role of women in the peace movement during the First World War?

The First World War was taking place between the years 1914 and 1918. Apart from fighting for better working conditions and the right to vote, women were also active in the peace movement.

Russian women went on strike on the last Sunday in February 1917 for "bread and peace." Four days later the Tsar of Russia was forced to abdicate, and the provisional government granted women the right to vote. That was on 23 February according to the Russian calendar but 8 March 1917 elsewhere.



Women and politics

Curriculum area	Strand	Strand unit
Social, Personal and Health Education (SPHE)	Myself and the wider world	Developing citizenship
English	Developing cognitive abilities through oral language	Oral language Reading Writing
Mathematics	Number	Fractions and percentages

Class	Fifth and sixth classes
Lesson Focus	To enable the pupils to <ul style="list-style-type: none"> gain an awareness of the numerical imbalance of women in positions of power.
Resources	Discussion cards, atlases and dictionaries

Starting point	Brief review of the lesson in exemplar 14. Divide the class into small groups. Ask them to appoint two readers and a recorder for each group. The recorder will write down the group's answers and ideas. Distribute discussion cards to each group.
Development of lesson	Reader one reads the information on the card to their group. The group spends five minutes discussing the questions underneath. The recorder records the answers for the group. Reader two reads out the information card to the rest of the class. The recorder reads the group's responses to the questions. Each of the remaining five groups in turn will engage in this activity. This can lead to a general class discussion on the issues raised.
Conclusion	Class discussion on the issues raised by each group. Project work (see <i>Primary School Curriculum – SPHE: Teacher Guidelines</i> 1999, p. 92, exemplar 25) Group projects based on the countries described on the cards Group projects based on the Irish and Swedish parliaments Projects based on female and male members of parliaments Explore the concept of democracy Explore the European Union Explore the unequal distribution of the world's resources



Card 1

Read this statement

Globally, women hold 15 per cent of seats in national parliaments.

Discuss these questions.

- What percentage of seats are held by men?
- Why do you think the situation is so unbalanced?
- What would encourage more women to go into politics?
- If so few women are in parliaments, what effect, if any, do you think this has on the laws that are passed?
- What is the Irish parliament called?
- Can you name any of the women who are members of it at present?
- How would you find out the number of women TDs?

Card 2

Read this statement

In 2003, women occupied 49 per cent of seats in the parliament of Rwanda, while in Ireland in 2002 the figure was 13 per cent.

Discuss these questions

- Are you surprised by this statistic? If so, why?
- What do you know about Rwanda? (Find it in your atlas.)
- Why do you think Ireland has so few women deputies?
- What percentage of seats in Dáil Éireann are held by men?
- Can you name any of the women members at present?
- Are there any from your area?
- If so few women are in the Dáil, what effect, if any, do you think this has on the laws that are passed?

Card 3

Read this statement

In some parts of Sri Lanka, women have to walk about two miles over difficult terrain to get drinking-water.

Discuss these questions

- Where is Sri Lanka? (Find it in your atlas.)
- Why do you think this job is done by women and not men?
- How often would a woman have to go and get water?
- How many miles would a woman have to walk each week?
- What dangers could there be in relying on water from a source used by lots of people?

Card 4

Read this statement

Three-fifths of the 115 million children in the world not attending school are girls, and two-thirds of the 876 million illiterate adults are women.

Discuss these questions

- Why do you think so many children around the world are not attending school?
- What do you think they are doing instead?
- How many girls are out of school? (Find three-fifths of 115 million.)
- How many adults are illiterate? Look up this word in the dictionary if you don't understand it. (Find two-thirds of 876 million.)
- If so many women are illiterate, what effect will this have on their lives?
- Do you think many of these adults could go back to school? Why, or why not?



Card 5

Read this statement

Sweden made history in 1995 when it announced a government made up of equal numbers of men and women.

Discuss these questions

- Why did this “make history”?
- Why do you think it has taken so long for women to make up an equal number of government posts in Sweden?
- What percentage of the members of Dáil Éireann are women?
- What would encourage more women into politics?
- Are there any women in your area who are TDs, county or city councillors, or members of the European Parliament?

Card 6

Read this statement

In the last hundred years about twenty-four women have been elected heads of state or heads of government.

Discuss these questions

- Do you think this is positive? Why, or why not?
- Can you name any of the twenty-four women?
- Were any of them in Ireland?
- Name as many Irish female politicians as you can.
- How many women heads of government do you think there will be in the next hundred years? Give reasons for your answer.



Barbie — A role model?

Curriculum area	Strand	Strand unit
Social, Personal and Health Education (SPHE)	Myself and the wider world	Media Education
English	Developing cognitive abilities through language	Oral language Reading Writing
Visual Arts Science Design and make	Construction Fabric and fibre	Making constructions Creating in fabric and fibre

Class	Fifth and sixth classes
Lesson Focus	To enable the pupils to <ul style="list-style-type: none"> • explore the issue of stereotyping in toys.
Resources	Barbie Doll outfits, Action Man and guns, etc. Materials for construction and make and design

Starting point	Read the story “Barbie—a role model?”
Development of lesson Suggested questions	Does the writer support or oppose the idea of the Barbie Doll? Do you agree with the sentiments expressed? In your opinion, is the Barbie Doll image a realistic one?
Conclusion	Write a paragraph on Action Man, expressing your support or opposition to the doll. Design a soft toy that will appeal equally to both sexes. Divide the class into groups of five or six. Under the headings of colour, texture, size, and shape, draw a plan of your toy.



	<p>Working in groups, plan for characteristics that will appeal to a broad range of children. Work collaboratively to create a design proposal. Evaluate your plan. What changes (if any) do you need to make to improve the design of the toy?</p>
Lesson extension	<p>Conduct some market research with junior and senior infants. Ask them to pick their favourite toy. Examine their choices and the gender divide. Explore the issue of stereotyped masculinities in a similar manner, using Action Man as the inspiration.</p>



Fifth and sixth classes Exemplar 16

Barbie—a role model?

Barbie has rarely been seen as a positive role model for girls in the twenty-first century. Derided by many, she has at least one fan who is prepared to put her head over the pink parapet and justify her passion for the plastic toy, as illustrated by the author of the following:

Pink polyvinylchloride!

More than two billion Barbies have been sold since the doll first appeared in 1959. On average, every American girl owns eight Barbies! However, she is not popular with a lot of people. They insist that her shape is unrealistic and argue that if she were an adult woman she would have perfect dimensions. They torment her with accusations, claiming that she is responsible for eating disorders, and that she is nothing short of a fashion slave.

Barbie has never had a husband or a family to hinder her social life. The male presence in her life, Ken, is not terribly exciting. He serves very little function but is useful for carrying the picnic hamper, or to clean out Barbie's stables.

Yet this reluctance on the part of many people to embrace Barbie bothers me greatly. Barbie has been a wonderful role model for little girls. She has been a vet, a doctor, an athlete, a soldier, and a musician. Barbie has been just about everything. Surely this is a very positive message to send out to the world's little girls!

Perhaps those who find fault with Barbie, her figure, her clothes, and her image would be happier if a new line of Barbie dolls was to appear on the market—"Telly-Addict Barbie," with accompanying square-shaped eyes, or maybe "Bitten-Nail Barbie," with free artificial nails.

Each to his or her own opinion! Personally, I'm a passionate supporter of this Pink Polyvinylchloride Production, and I have my collection to prove it.



Exemplar 17

Giant steps towards equality – Games

Curriculum area	Strand	Strand unit
Social, Personal and Health Education (SPHE)	Myself and the wider world	Media Education
English	Developing cognitive abilities through language	Oral language Reading Writing
Geography	Human environments	People and other lands

Class	Fifth and sixth classes
Lesson Focus	To enable the pupils to <ul style="list-style-type: none"> reflect on how different groups in society have different experiences of equality.
Resources	“Identity cards” list of statements

Starting point	<p>Prepare the “identity cards” in advance. Photocopy them on coloured card, using a different colour for each identity. This will make it easier to organise the discussion afterwards, as you can easily see which pupils have been given which identity.</p> <p>Activity: Ask the pupils to stand in a line at the end of the classroom or PE hall. Give each pupil one of the identity cards. Ask them not to discuss their identity with others in the line but to spend a minute thinking about their role and what their life must be like.</p>
Development of lesson	<p>Explain that you are going to read out a set of statements about how people live. The pupils are to listen carefully to each statement and then act as follows:</p> <p>If they think they can easily do what the statement says they should take a giant step forward.</p>



	<p>If they think they can do it only with difficulty they should take a small step forward. If they cannot do it at all they should stay exactly where they are.</p> <p>Slowly read out each statement, allowing time for the pupils to think about it and to move accordingly. When you have finished, the pupils should be in different parts of the room, with some not having moved at all or very little and some who have moved very far.</p> <p>The pupils remain standing exactly where they finished, and the class discusses the activity and thinks about why people are in different places.</p> <p>As each pupil makes a comment or answers a question, they should begin by saying what identity they had, so the class gets a feel for which identity enabled different people to move, or what prevented them from moving. As some of them may have strong feelings about not being able to move, remind them that they must listen to each other's feelings and opinions.</p>
<p>Conclusion</p>	<p>Questions</p> <ul style="list-style-type: none"> • Who was able to take the most giant steps? • Who could take only small steps? • Who couldn't move at all? (<i>Note that Siobhán could not move at all, as she uses sign language. and the instructions were verbal.</i>) • How did it feel to be unable to move, able to move, or able to move only a few times? • How did it feel when others were moving faster or more slowly than you? • What were the main obstacles faced by those who could move very little? • Why do you think there was such a difference between how far people could go? • What does this tell you about equality, or lack of it, in Ireland?



Method 2

The activity, using the same statements as above, can also be played as a board game (see page 71).

Participants can work in groups of four. Each participant receives a different coloured counter. Each participant is then given an identity card and asked not to share this with anyone else in their group.

The statements are read out. Participants move two squares forward if they think the statement applies *strongly* to their character; they move forward one square if they think the statement applies *somewhat* to their character, they remain where they were if the statement does not apply. The activity continues until all the statements are read out.



Exemplar 17 Giant steps towards equality

Identity cards

My name is John. I am forty years old, and I am an accountant.

My name is James. I am twenty-five years old and a receptionist. I am a wheelchair user.

My name is Catherine. I am eighty-two years old, and I live alone.

My name is Najia. I am thirty years old and a refugee from Afghanistan.

My name is Dessie. I am fifty years old and am unemployed. I live in an inner-city area.

My name is Siobhán. I am twenty-one and a student. I am profoundly deaf and use sign language.

My name is Jane. I am twenty-eight years old and part of a busy solicitor's practice in town.

My name is Michael. I am nineteen years old and self-employed.

My name is Brendan. I am twenty-three years old. My parents come from Ethiopia. I was born in Ireland. I am a mechanic.



Exemplar 17 Giant steps towards equality

List of statements

- I have a great social life, doing lots of different things.
- It's no problem for me to visit friends and relations whenever I want to.
- I love shopping, and it's easy for me to visit a good selection of shops.
- I can live independently—doing my own shopping, going on buses and trains, cooking for myself, and going on holidays.
- I think it'll be very easy for me to get the job I would like or to get the promotion I want at work.
- I don't worry about getting sick, because I know I'll be able to get whatever treatment I need from doctors and specialists.
- I feel comfortable going into public places, like cinemas, theatres, bars, shopping centres, and clubs.
- I can easily attend (or get my children into) the kind of school that I (or they) will be happy in.
- I can afford a really nice place to live.
- I regularly see people just like me, living my kind of life, on television, on posters, in magazines, and so on.



Giant steps towards equality – Discussions

Curriculum area	Strand	Strand unit
Social, Personal and Health Education (SPHE)	Myself and the wider world	Developing citizenship
English	Developing cognitive abilities through language	Oral language

Class	Fifth and sixth classes
Lesson Focus	<p>To enable the pupils to</p> <ul style="list-style-type: none"> • explore and discuss a range of factors that lead to inequality in Ireland • gain awareness of the fact that equality between the sexes is a complex issue, bound up with other factors, such as social class, age, race, and religion.
Resources	Copy of statements page for each pupil (see exemplar 17)

Starting point	<p>Brief review of exemplar 17</p> <p>Activity: Ask the pupils to form groups with others who had the same identity as themselves during the previous lesson.</p> <p>Give each pupil a copy of the statements page.</p> <p>Give each group a large sheet of paper.</p>
Development of lesson	<p>Ask them to share their reasons for moving or not moving at each statement. This will help them to begin exploring some of the situations experienced by the identity groups. They can record these reasons, either in writing or in pictures, on the large sheet of paper. Allow five to ten minutes for this activity.</p>



<p>Conclusion</p>	<p>Ask each group to display their sheet of paper from their discussion. Groups can feed back, one by one, to the whole class, or alternatively the sheets of paper can be pinned on the wall and everyone given time to read them. This can be followed by a class discussion.</p>
<p>Suggested questions</p>	<ul style="list-style-type: none"> • Was the exercise different for male and female characters? • If Jane moved as far as John, does this mean that the situation is equal for men and women? • What reasons are there for Dessie not moving very far? • Why could Najia not reach the top of the hall? (Or Catherine, or Siobhán.) • How far did James get? • What could be changed so that each person could reach the top of the hall? <p>These activities are based on “Giant Steps” in “The Right Stuff” published by DEFY, Amnesty International and Trócaire.</p>





appendices



Appendix 1 Record sheet

It may be useful to record relevant comments or views elicited from the pupils during lessons. These can then be brought back to the staff and integrated, where possible, in the draft policy.

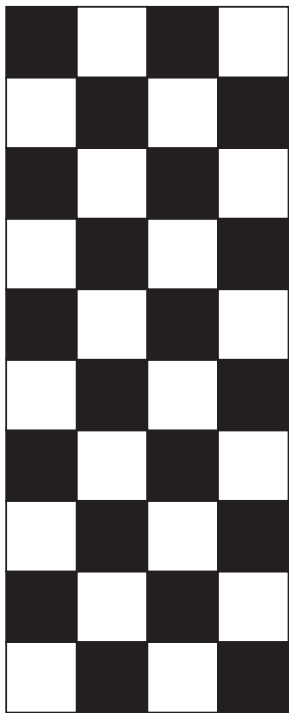
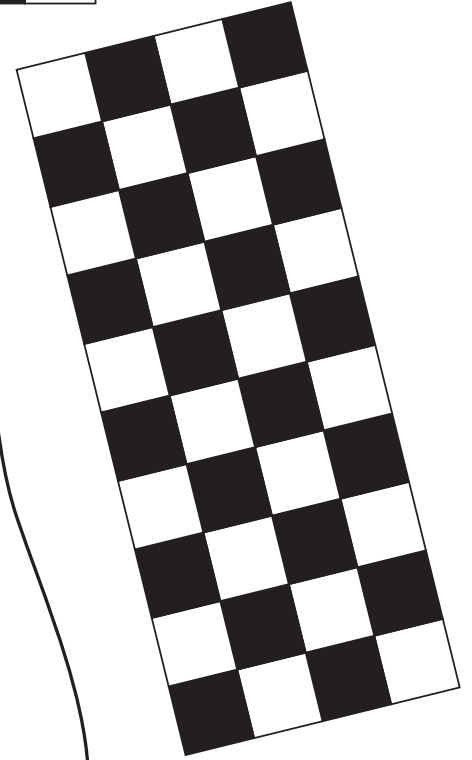
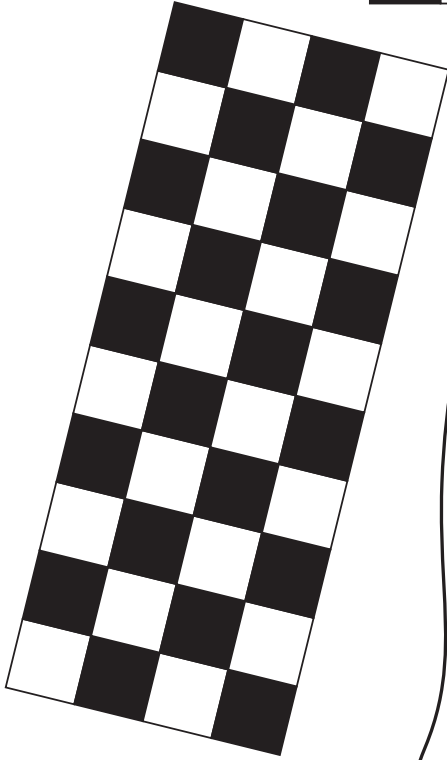
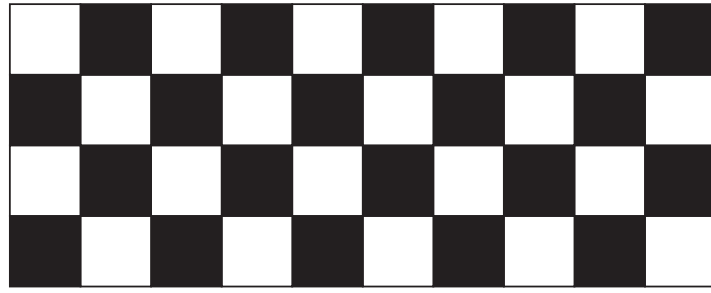
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Pupils' comments

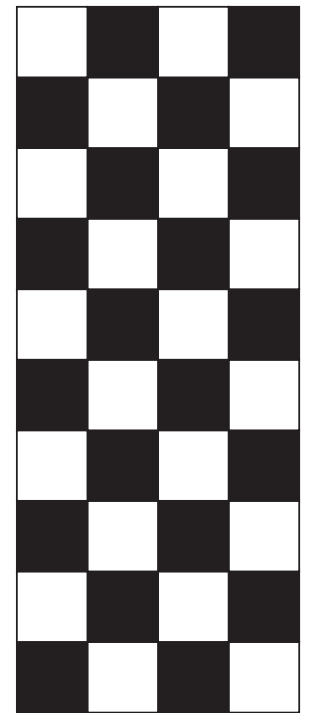
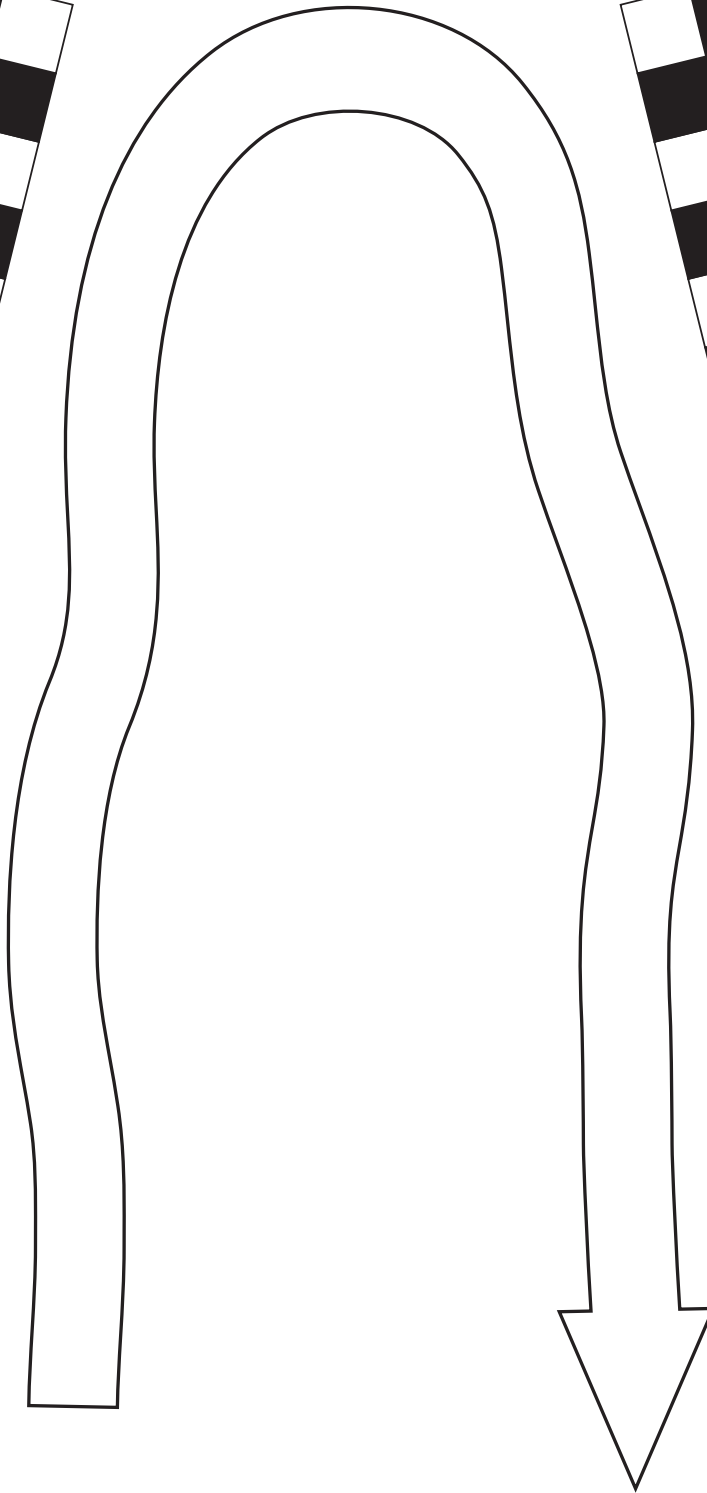
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Equal Status Act 2000 [Note: This is the act as originally passed] / An tAcht um Stádas Comhionann 2000 [Note: This is the official Irish translation of the act as originally passed], at www.oireachtas.ie/documents/bills28/acts/2000/a800.pdf (in English), www.oireachtas.ie/documents/bills28/acts/2000/a800i.pdf (in Gaeilge).

Equality Act 2004 / An tAcht um Chomhionannas 2004, at www.oireachtas.ie/documents/bills28/acts/2004/A2404.pdf (in English).









equal measures

Guidelines for Parents

Book 4



AN RÓINN | DEPARTMENT OF
OIDEACHAIS | EDUCATION
AGUS EOLAÍOCHTA | AND SCIENCE

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Equal Measures

Guidelines for Parents

“Equality between women and men is a matter of human rights and a condition for social justice and is also a necessary and fundamental prerequisite for equality, development and peace. A transformed partnership based on equality between women and men is a condition for people-centred sustainable development. A sustained and long-term commitment is essential, so that women and men can work together for themselves, for their children and for society to meet the challenges of the twenty-first century.”

Mission statement, Beijing Declaration and Platform for Action, United Nations, 1995.



Introduction

Booklet 4, *Guidelines for Parents*¹, is designed to enable parents to contribute to the formulation of a gender equality policy in their school. It details how parents can support the school in the development and implementation of this policy. It is proposed that at least one meeting of the parents' association be allocated to this process.

In Ireland in recent years the promotion of equality has become an integral part of public policy, and this has been given statutory effect in legislation. The Education Act 1998, under "Functions of a school," paragraph 9 (e), states that the school "shall use its available resources to . . . promote equality of opportunity for both male and female students and staff."

The Education Act also deals with the development of equality policies as part of the school plan. "The school plan shall state the objectives of the school relating to equality of access to and participation in the school and the measures which the school proposes to take to achieve those objectives . . ." (section 21 (2)).

The Employment Equality Acts 1998 and 2004² and the Equal Status Acts 2000 to 2004³ prohibit discrimination by educational establishments across the nine grounds⁴, one of which is gender.

The National Development Plan (NDP), 2000–2006, requires that all policies and programmes funded under the plan incorporate the principle of equality of opportunity between men and women and between boys and girls. "Its incorporation into all policies is therefore no longer an option but an obligation" (NDP, p. 222). The strategy used to achieve this objective is gender mainstreaming.

Evaluation themes included in *Looking at Our School: An Aid to Self-Evaluation in Primary Schools*⁵ reflect the principles of equality in education that assist schools in ensuring that school policies and practices meet equality requirements, including those of the Equal Status Acts.

¹ "Parent" includes a foster-parent, a guardian appointed under the Guardianship of Children Acts 1964 to 1997 or other person acting in loco parentis who has a child in his or her care subject to any statutory power or order of a court and, in the case of a child who has been adopted under the Adoption Acts 1952 to 1998, or, where the child has been adopted outside the state, means the adopter or adopters or the surviving adopter (Education Act, 2 (1)).

² The Employment Equality Act 1998 and the Equality Act 2004 are referred to as the Employment Equality Acts 1998 and 2004

³ The Equal Status Act 2000 and the Equality Act 2004 are referred to together as the Equal Status Acts 2000 to 2004.

⁴ The nine grounds that are protected under Irish law are gender, marital status, family status, sexual orientation, religion, age, disability, race, and membership of the Traveller community.

⁵ Department of Education and Science Inspectorate, *Looking at Our School: An Aid to Self-Evaluation in Primary Schools* (Dublin: Stationery Office, 2003).





4.1 Objectives

This booklet has six main objectives:

- to provide information for parents so that they can support the school in mainstreaming gender equality
- to provide practical guidelines that will facilitate submissions from parents towards policy formulation
- to increase awareness among parents of stereotyping in language, in the media, and in literature
- to ensure that gender mainstreaming will be embedded in both the formal and the informal curriculum
- to inform parents of the content of lesson exemplars
- to inform parents of the legal obligations of the board of management in relation to gender equality.



4.2 Gender mainstreaming

What is gender mainstreaming?

Mainstreaming gender equality in education means actively engaging with gender equality issues and the consistent application of a gender equality perspective at all stages in the development and implementation of policies, plans, curricula, and programmes. The involvement of all stakeholders in the school is crucial for the successful implementation of gender mainstreaming.

Why is there a need for gender mainstreaming?

Recent changes in our society require us to examine the manner in which children are prepared for their future lives. Traditional roles played by males and females have changed dramatically in recent times, and these changes present new challenges for the education of young people.

Despite these changes, however, there are persistent sex differences in the educational processes and experiences of males and females in schools. They are based on outdated cultural beliefs about sex differences between females and males, in both character and ability.

Male and female pupils are often provided with different educational and social experiences in school. Research on how teachers interact with their pupils has shown that girls are disadvantaged, even if unintentionally.⁶

In this research project among student teachers in Irish second level co-educational schools, boys received a disproportionate percentage of all interactions. Their average levels of interactions with their teachers were almost one and a half times greater than that of the girls in the study . . . On average, boys were praised more than girls were. Boys' contributions were more frequently accepted by teachers. They were asked more questions than girls and, of questions asked, were posed more challenging ones.⁷

Girls, however, continue to out-perform boys academically. Despite higher academic achievements, research has established that girls have less self-confidence and lower self-esteem than boys.⁸ Boys' academic under-performance relative to that of girls has received much attention in recent years, particularly around the time of the state examination results. A recent study by the University of Cambridge, *Raising Boys' Achievement*, states that

⁶ Sadker and Sadker, 1994; Breslin, 1992; Drudy and Uí Chatháin, 1999, and Lynch et al., 2003.

⁷ Drudy, S., and Uí Chatháin, M. (1999), *Gender Equality in Classroom Interaction* (Department of Education, National University of Ireland, Maynooth).

⁸ Hannan, D, Symth, E, et al. (1996), *Co-education and Gender Equality: Exam Performance, Stress and Personal Development* (Dublin: Oak Tree Press).



Many boys continue to achieve extremely well at school, both academically and in community, extra-curricular and sporting fields; equally, there are some girls whose needs are not recognised within school and who under-achieve. The core of the issue in many schools revolves around a minority of pupils, rather than a majority; the “problem” needs to be carefully contextualised, both in scale and in response.⁹

However, research conducted by Lynch and Lodge, (2002) established that boys’ educational experiences may limit their personal and social development and consequently do not prepare them adequately to cope with personal issues or crises. Until recently, little time or attention was given to the need for schools to assist young people, particularly boys, in developing inter-personal and social skills

...most educational research in sociology assumes that the inequality problem in education has little to do with the affective domain. Learners are defined as rational rather than affective actors: inequality is defined as a problem of cognitive difference or deficit¹⁰

In the study, many students in single sex boy’s schools believed that there was an institutional bias in favour of students who excelled on the sports field.

Some male students claimed that they were teased because they were unsuccessful in sport and/or because of their physical stature. These students believed that if their appearance or sporting skills did not fit the prescribed view of masculinity, this left them vulnerable to being teased, bullied or excluded by peers¹¹

Gender mainstreaming therefore should focus on the needs of boys as well as girls and the school’s policies, programmes and practices should consider the possible consequences for boys’ and girls’ educational experiences and outcomes, when policies are being developed, monitored and evaluated.

The implementation of the Social Personal and Health Education (SPHE) curriculum in primary schools will further assist schools in providing “particular opportunities to foster personal development health and well-being of the child.” This programme will also enable children to “develop a framework of values, attitudes, understanding and skills that will inform their decisions and actions both now and in the future”.¹²

⁹ Younger, M., et al. (2005), *Raising Boys' Achievement*, a study funded by the Department for Education and Skills (London), (University of Cambridge, Faculty of Education, for the Department for Education and Skills, London). DFES Research Report RR63.

¹⁰ Lynch, K. and Lodge, A . (2002) *Equality and Power in Schools*: (Routledge, Falmer)

¹¹ Lynch, K. and Lodge, A . (2002) *Equality and Power in Schools*: (Routledge, Falmer)

¹² Primary School Curriculum 1999 SPHE Teacher Guidelines page 2





4.3 Formulation of a gender equality policy

What is the purpose of this policy?

The purpose of the policy is:

- to promote an awareness of gender issues and to support the development of an inclusive school
- to promote the principles of equality and justice within the school community
- to comply with recently enacted legislation. (see Booklet 1: Introduction).

Who has responsibility for the formulation of a gender equality policy?

The board of management has the responsibility of ensuring that a gender equality policy is formulated and implemented.

Who will formulate the gender equality policy?

The whole school community, including the principal, staff, parents, pupils, and board of management, will contribute to the formulation of a gender equality policy.

The school may select one of the following models:

- the staff in collaboration with parents and pupils
- members of the teaching staff in collaboration with parents and pupils
- a committee consisting of two staff members, two parents, two pupils and two members of the board of management.

Involvement of principal and staff in the process

The principal and staff will hold a meeting to draft a gender equality policy that will reflect the school ethos. The policy will be based on a gender audit of the formal and informal curriculum. Submissions received from representatives of the school community will be incorporated, as appropriate, in the policy.

The draft policy will be circulated to all partners in the school community for further comment or suggestions. The board of management will finalise the policy, incorporating the relevant suggestions of all parties. The board of management will ratify the policy, which then will be circulated to all members of the school community.

Parents' participation in the process

Parents are provided with an opportunity to make submissions to the board of management through their elected representatives.



The parents' association may seek submissions from parents in a number ways. They may:

- hold a general meeting to seek the views of all parents
- confine discussions to the parents' association
- seek a contribution from all parents through a questionnaire.

Pupils' participation in the process

The Social, Personal and Health Education (SPHE) curriculum provides pupils with opportunities to engage in a series of learning experiences based on gender equality issues.

Specific themes outlined include:

- different types of friendships
- boy-girl friendships
- exploring differences between boy-girl and same-sex friendships,
- examining how justice, fairness and equality may or may not be exemplified in the community
- unequal treatment of sex roles in literature, advertising, and drama
- decision-making.

Exemplar lessons for all class levels in the primary school have been developed and are detailed in Booklet 3: Exemplar Lessons, Resources for Teachers (see appendix 1). It is envisaged that pupils' participation in these lessons, will enable them to develop an insight into and a deeper understanding of gender equality issues.

4.4 Questions often asked by parents

Is this a sex education programme?

No, it is not a sex education programme. The SPHE Primary School Curriculum 1999 deals with a wide range of issues which includes relationship and sexuality education (RSE).

What relevance has a gender equality policy for single-sex schools?

A gender equality policy is as important in a single-sex school as it is in a co-educational school. All children develop attitudes and opinions from their culture and educational experiences. These attitudes may not only limit the subjects they choose and affect their career choice or options but may also limit their expectations for themselves. For example, very few girls study Physics in secondary school. Only 7.2 per cent of the girls who sat the Leaving Certificate in 2004 took Physics, compared with 24.4 per cent of boys. Very few men opt for primary teaching: only 15 per cent of the applicants for primary teaching in 2005 were men (CAO, 2005).

Does this policy affect us as parents?

Yes, parents have a central role to play in their children's education. As partners in education, and as members of the school community, their contribution to



developing the school policy is important and valued.

What difference will this policy make to our school?

This policy will raise the awareness of gender equality issues among parents, staff members, and pupils. It will support the development of an inclusive school by making gender equality visible in policies and practices and through the teaching of a series of formal gender equality lessons in all classes.

Is there fund-raising involved?

No, fund-raising is not necessary.

4.5 Equal Measures manual and DVD

The Gender Equality Unit of the Department of Education and Science (DES) has produced this resource for primary schools, which consists of a manual and a DVD. The manual contains four separate booklets. These booklets have been developed to assist teachers, parents, pupils, the school community and boards of management in formulating a gender equality policy and in promoting gender equality in primary schools.

Booklet 1: Background and overview.

Booklet 1 provides an outline of the equality initiatives undertaken by the Department of Education and Science. It details an overview of the legislative background, both national and international, relating to gender equality issues. A brief overview of the equality bodies established to implement equality legislation is also presented.

Booklet 2: Formulation of a Gender Equality Policy – Guidelines for Teachers.

Booklet 2 outlines three audit models that will facilitate teachers, pupils and members of the school community to conduct a gender audit. The outcome of the audit will contribute to the formulation of the school's gender equality policy.

Booklet 3: Teaching Resources.

Booklet 3 contains a variety of exemplar lessons, suggested themes for debate and stimuli for classroom interaction. The resource materials are appropriate for all class levels.

Booklet 4: Guidelines for Parents.

Booklet 4 provides a range of materials and activities to facilitate parents in contributing to the formulation of their school's gender equality policy.

The DVD accompanying the manual promotes good practice and provides practical support for the school community in developing a gender equality policy. Members of parents' associations will find it useful to watch this DVD, which includes a section on parents' views.



4.6 How can parents promote gender equality?

In this section the emphasis is on suggested ways in which parents can make a difference in confronting stereotypes and in promoting inclusion and equality in their school.

The following is a list of practical steps that parents may take to raise awareness of gender equality in the school.

- Record ideas from parents on gender equality, and make a submission for inclusion in the school policy
- Survey parents to find adults in non-stereotypical jobs, for example female bus-drivers, male nurses, stay-at-home fathers, female mechanics and invite them to speak to classes. (Consult the principal regarding protocol on guest speakers and guidelines on content, preparation, and working with children)
- Organise a poster competition on the theme “I can be anything” to encourage children to broaden their career options
- Promote books where women and girls are positive role models, for example *The Tough Princess* and *Mrs Plug the Plumber*
- Contact your local library for books featuring fathers, grandfathers and other men in the lives of children, for example *Daddy Makes the Best Spaghetti*, *What Mummies Do Best*, *What Daddies Do Best*
- Promote gender equality at home by referring to doctors, actors, hairdressers etc. as both males and females
- When watching a favourite cartoon or other programme with your child, point out any imbalances or sex stereotyping
- Is there a gender balance in the parents’ association at present? How might such an imbalance be addressed?
- Actively encourage parents/guardians/primary carers of both sexes to assist in the organisation of school events.





4.7 Parents' association meeting

This is a suggested plan for conducting a 45-minute session on gender equality at the parents' association meeting. These guidelines may be adapted or changed as considered appropriate by the chairperson of the parents' association.

Before the meeting

- For the next meeting include gender equality as a discussion item on the agenda
- Investigate how parents' associations in other schools approached the formulation of a gender equality policy
- Invite a guest speaker to address a group of parents on this topic at the next meeting
- Photocopy the gender quiz (activity sheet 1)— it is useful as an icebreaker (see appendix 2)
- View the Equal Measures DVD in order to identify relevant sections that will generate discussion at the meeting (see appendix 6).

The meeting

The chairperson sets the scene by giving a brief outline of the recently enacted legislation as it pertains to gender equality, and its implications for schools.

European Union Equality Policy and national legislation — for example the Education Act 1998, Employment Equality Acts 1998 and 2004, and Equal Status Acts 2000 to 2004 have implications for schools. The National Development Plan 2000-2006 requires that all educational programmes that receive funding under the plan be gender mainstreamed. All schools are expected to formulate a policy on gender equality (see Equal Measures Introduction booklet 1 for further information on legislation).

Step 1

Activities to raise awareness of gender equality issues and to generate discussion:

- Organise a gender equality quiz to participants (see appendix 2)
- List of statistics to stimulate discussion (see appendix 4)
- List of statements for discussion in relation to gender and the school (see appendix 5)
- View selected sections of the DVD that accompanies the Equal Measures manual. (see appendix 6).

Step 2

Record parents' suggestions for possible inclusion in the school gender equality



policy.

Step 3

Discuss the policy suggestions and agree the priorities.

Step 4

Feedback

The chairperson of the parents' association will communicate the suggestions to the principal, who will consider the submissions and incorporate relevant suggestions into the policy. The parents' association will receive the draft policy for consideration and comment.

Step 5

Criteria for success

At a future meeting it may be useful to evaluate the impact of the implementation of the gender equality policy.

Conclusion

The contribution of the parents' association is greatly valued in this process.



Appendix 1:

Lesson exemplars

A set of exemplar lessons is included in booklet 3 of the Equal Measures manual. These lessons are designed to raise awareness, to promote gender equality and to contribute to the development of an inclusive school.

The aims are

- to raise awareness among pupils of the principles of gender equality
- to promote the concept of the inclusive school through the cultivation of equality for all
- to enable the pupils, as active agents in their own learning, to contribute to the formulation of the school's gender equality policy
- to facilitate integration with other subject areas
- to develop a positive awareness of self, a sensitivity towards other people, and a respect for the rights, views and feelings of others
- to develop a school culture that is participatory, inclusive, and valuing of diversity.

Junior and senior infants

Lesson 1: The Princess

Lesson 2: Séimí Cat, the Superhero

Lesson 3: The Royal Mechanic

First and second classes

Exemplar 4: Fairy Stories We Love

Exemplar 5: Birthday Cards

Exemplar 6: The Blue Kangaroo

Exemplar 7: Allie the Alien

Third and fourth classes

Exemplar 8: Let's Look at Television

Exemplar 9: Adding Up Ads!

Exemplar 10: Boys Don't / Girl's Don't

Exemplar 11: Dilemmas

Fifth and sixth classes

Exemplar 12: Give Us a Job!

Exemplar 13: Whose Job Is This?

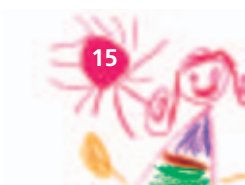
Exemplar 14: International Women's Day

Exemplar 15: Women and politics

Exemplar 16: Barbie: A Role Model?

Exemplar 17: Giant Steps towards Equality – Games

Exemplar 18: Giant Steps towards Equality – Discussions



Appendix 2: Quiz on gender equality statistics

This is a quiz that can be used as an icebreaker at a parents' meeting. Invite all parents to attempt it. Some answers will surprise; others are quite predictable. This is a good activity for generating discussion.

1. **There are 810 directors in Ireland's biggest companies. How many directors are women?**
(A) 9 (B) 14 (C) 40 (D) 140
2. **When Margaret Thatcher came to power in Britain, how many women did she appoint to the Cabinet?**
(A) 5 (B) 0 (C) 15 (D) 24
3. **Men outnumber women in Irish prisons. According to figures released in 2001, the ratio of male to female prisoner is**
(A) 10:1 (B) 45:1 (C) 20:1 (D) 4:1
4. **The Employment Equality Acts 1998 and 2004 prohibit discrimination on certain grounds. How many such grounds are there?**
(A) 4 (B) 6 (C) 9 (D) 7
5. **In 2005, in Ireland's colleges of education, where primary teachers are educated, the student population was predominately female. What was the ratio?**
(A) 8:1 (B) 5:1 (C) 10:1 (D) 9:1
6. **In 2001, 6,790 people in the Republic were convicted of drink-driving offences. What percentage of those convicted were male?**
(A) 48% (B) 15% (C) 82% (D) 93%
7. **In which year did all men and women in Ireland over the age of eighteen have the right to vote?**
(A) 1918 (B) 1922 (C) 1973 (D) 1916
8. **The Equal Status Act became law in which year?**
(A) 1998 (B) 2000 (C) 2003 (D) 1996
9. **In 2002, what percentage of Ireland's labour force was female?**
(A) 32% (B) 49% (C) 40% (D) 10%
10. **How many women were elected to the twenty-eighth Dáil in 2002?**
(A) 21 (B) 23 (C) 28 (D) 32



Appendix 3

Quiz answers

1. C
2. B
3. B
4. C
5. A
6. D
7. C
8. B
9. B
10. A



Appendix 4

Statements for stimulating discussion

The following is a list of statements that could be used to generate discussion. Select the statements that reflect the priorities of your association and that will complement the work being undertaken by the staff of the school.

- The staff will provide opportunities for all pupils to achieve their full potential, regardless of their sex.
- Equal opportunities are afforded to all persons in our school.
- All pupils in this school feel valued and respected.
- Extracurricular activities reflect the interests of all pupils.
- The school celebrates the achievements of all pupils.
- Playtime is managed effectively in the school yard.
- A school environment is created in which differences are accepted and celebrated.
- Pupils are encouraged to actively participate in a broad and balanced curriculum.



Appendix 5

Discretion and sensitivity should be used by the chairperson when choosing from the following list of statements for discussion.

- No woman is general secretary of an Irish trade union.
- In 2003, of the 444 people who committed suicide 398 were male.
- None of the 34 county and city managers are female (at the time of publication).
- In 2004 fewer than 1 per cent of those looking after the home or family were men.
- 89 per cent of those convicted of drink-driving offences in 2003 were male.
- In 2004 women represented 83 per cent of primary school teachers but only 50 per cent of primary school principals.
- Males accounted for 74 per cent of traffic-related deaths between 1993 and 2002.



Appendix 6

This DVD aims to provide practical support for schools and the school community in formulating a gender equality policy.

Objectives

- to facilitate a whole school approach to formulating a gender equality policy
- to stimulate discussion about gender equality issues in education
- to show examples of good practice in primary schools
- to develop skills in dealing with gender equality issues in the classroom.

Layout

The DVD is divided into four sections:

(1) Introduction

- Background to Equal Measures
- Gender imbalance in the teaching profession
- The relevance of gender equality in single-sex schools

(2) Ar aghaidh linn!

- Examples of good practice, 1
- Playground activities
- Celebrating difference
- Construction toys
- Broad curriculum
- Daltaí ag caint, 1

(3) Ar aghaidh linn arís!

- Examples of good practice, 2
- Participation in sport
- Pushing the boundaries
- Challenging tradition
- Daltaí ag caint, 2

(4) Policy formulation

- Raising awareness of gender equality issues
- Working together: schools, parents, and community



Glossary

discrimination: occurs if a person is treated less favourably than another. Under the Equal Status Acts 2000 to 2004 there are nine specific grounds on which discrimination is prohibited, the first being gender.

gender: a concept that refers to the social differences, as opposed to the biological ones, between women and men that have been learnt, are changeable over time, and have wide variations both within and between cultures. (NDP Gender Equality Unit web site.)

gender equality: the concept that all human beings are free to develop their personal abilities and to make choices without the limitations set by strict gender roles; that the different behaviour, aspirations and needs of women and men are considered and valued equally.

gender equity: fairness of treatment for women and men, according to their needs, which includes equal treatment or treatment considered equivalent in the form of rights, benefits, obligations, and opportunities.

gender identity:, an individual's innermost sense of self as male or masculine, or as female or feminine.

gender mainstreaming: the consistent use of a gender equality perspective at all stages of the development and implementation of policies, plans, curricula, and programmes. Gender mainstreaming is concerned with equality of outcome and how this is achieved. Mainstreaming gender equality in education means engaging with gender equality issues throughout the life of the school. It is not something "added on" to existing practices but involves a transformation of the underlying paradigms that inform education. The need for all stakeholders in the school to be aware of gender equality issues is crucial for successful gender mainstreaming. Equally, the commitment of those who are part of the process and who are influential in the implementation of the process is essential if success is to be realised.

sexism: the practice whereby the activities, behaviour, beliefs, values, wishes, desires or motivations of one sex are denigrated by the other. Sexism is expressed in language, attitudes, practices, images and structures that contribute to inequalities.

sex stereotyping: preconceived ideas whereby males and females are arbitrarily assigned to roles determined and limited by their sex. Sex stereotyping can limit the development of the natural talents and abilities of boys and girls as well as their educational experiences and life opportunities.

sexual orientation: whether a person is of heterosexual, homosexual or bisexual orientation.



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Younger, M., et al. (2005), *Raising Boys' Achievement*, a study funded by the Department for Education and Skills (London), (University of Cambridge, Faculty of Education, for the Department for Education and Skills, London). DFES Research Report RR63.



Legislation

The full text of the legislation referred to in this booklet can be downloaded from the internet at the following addresses:

Education Act 1998 / An tAcht Oideachais 1998, at
<http://www.gov.ie/bills28/acts/1998/a5198.pdf> (in English),
<http://www.gov.ie/bills28/acts/1998/a5198i.pdf> (i nGaeilge).

Education (Welfare) Act 2000 / An tAcht Oideachais (Leas) 2000, at
<http://www.oireachtas.ie/documents/bills28/acts/2000/a2200.pdf> (in English),
<http://www.oireachtas.ie/documents/bills28/acts/2000/a2200i.pdf> (i nGaeilge)

Employment Equality Act 1998 [Note: This is the act as originally passed] / **An tAcht um Chomhionannas Fostaíochta 1998** [Note: This is the official Irish translation of the act as originally passed], at www.gov.ie/bills28/acts/1998/a2198.pdf (in English), www.gov.ie/bills28/acts/1998/a2198i.pdf (nGaeilge).

Equal Status Act 2000 [Note: This is the act as originally passed] / **An tAcht um Stádas Comhionann 2000** [Note: This is the official Irish translation of the act as originally passed], at www.oireachtas.ie/documents/bills28/acts/2000/a800.pdf (in English), www.oireachtas.ie/documents/bills28/acts/2000/a800i.pdf (i nGaeilge).

Equality Act 2004 / An tAcht um Chomhionannas 2004, at www.oireachtas.ie/documents/bills28/acts/2004/A2404.pdf (in English).

Equality Authority
<http://www.equality.ie>

Equality Tribunal
<http://www.equalitytribunal.ie>

School Development Planning Initiative
<http://www.sdps.ie>





