



CAMPAIGNING FOR WOMEN’S RIGHTS:

Votes for women & the struggle for sex equality

SESSION 5: Understanding Our Present

SESSION OUTCOME FOR STUDENTS:

Consider the issues women have campaigned about since gaining the vote, the tactics used and what the campaigns are today.

SESSION LENGTH: Designed for 45 minutes, activities can be extended

CURRICULUM & KEY STAGE: All of the sessions in the Rise Voice Vote toolkit are generic, and can be taught as part of a number of key stages. A range of resources are provided that would support making the session suitable for different key stages and abilities.

CRITICAL QUESTIONS:

- What would the women of 100 years ago think about the role and position of women in today’s society?
- What issues have women campaigned about over the last 100 years, and how?
- What are the significant issues for women’s equality, in the UK and internationally?
- What campaigns for women’s rights and sex equality in the UK resonate with you?

SESSION PLAN:

ITEM		TIME ESTIMATED	WORKSHEETS & DOWNLOADABLE RESOURCES
1.	Introduce session	5 mins	
2.	<p>SHARE: Resources on the progress for women’s rights in the UK and internationally</p> <p>WATCH: Gender pay gap animation by Fawcett Society</p> <p>WATCH: Rise Voice Vote - period poverty</p>	10 mins	<p>Fawcett Society: 150 years of progress on women’s rights</p> <p>WLM demands photo</p> <p>SDGs Gender Equality: Why it matters?</p> <p>GM4Women2028</p> <p>Pankhurst-Fawcett Scorecard</p>
3.	Give students in pairs or small groups the match definitions game to complete.	5 mins	Match definitions sheet
4.	Create posters exploring the ongoing campaign for women’s rights and sex equality, in the UK and/or internationally	25 mins	Rise Voice Vote example posters

ADDITIONAL OPTIONS & ACTIVITIES:

- Invite in a local activist to share their experiences.
- [SDG 5 for educators resources.](#)
- Plan International: Girls Get Equal.
- **WATCH:** [Fawcett Society film with Jacinda Ardern, Sadiq Khan and Justin Trudeau.](#)

WORKSHEET 5: Poster Making

ABOUT:

- Posters and placards (a poster on a stick, carried at a march) have been used for a long time to communicate key messages about a campaign or issue.
- Good posters are impactful and memorable, and have a clear demand or call for action

EXAMPLES

- There are example posters from the Rise Voice Vote project available online

EQUIPMENT

- Large pieces of paper or card, minimum A3 in white or colours
- Coloured pens
- Optional: sticker letters, letter stencils, magazines for images, glue, scissors etc
- Optional: small dowelling rods and tape to create posters into placards

TASK

- Consider the information on historical and current campaigns for women's rights and sex equality
- Choose a specific issue related to women and girls equality and design a poster to communicate in words and/ or pictures:
 - What is the issue?
 - What is the data?
 - Why does it matter?
 - What do you want to have happen?

SESSION 5 ADDITIONAL RESOURCE: Match definitions sheet

Cut out, mix up and match the following definitions...

FEMINISM	The belief that women, men and all people should have access to equal rights and opportunities regardless of their gender.
EQUALITY	The same status, rights and responsibilities for members of a society, group or family.
SUFFRAGETTE	A woman seeking the right to vote through organised protest.
VOTE	A way of making a collective decision or expressing an opinion.
ACTIVIST	Someone who is passionate and outspoken about an issue that is important to them or a group of people.
ZINE	Short for magazine. Self published, usually informative or on a subject a person/ group is passionate about and/ or feels is underrepresented.
PROTEST	A complaint or objection against an idea, an act or a way of doing things.
DEEDS NOT WORDS	This famous campaign slogan used by the suffragettes that urged supporters to use their actions to achieve votes for women.

SESSION 5 ADDITIONAL RESOURCE: Match definitions sheet

Cut out, mix up and match the following definitions...

DEMOCRACY	A form of government where power rests with the people, either directly or through elected representatives
1928	The year all women aged 21 (same voting age as men at the time) got the vote when The Representation of the People Act was passed.
PACIFIST	A person who believes that the use of war and violence can never be justified
HUSTINGS	An opportunity for candidates in an election or campaign to speak to and answer questions from their supporters.
PROPAGANDA	Media such as posters, articles or videos created to spread a political cause or message.
CAMPAIGN	Work in an organised and active way towards a particular goal, usually political or social.
SEXISM	The belief that the members of one sex are less intelligent, able, skillful than the members of the other sex, especially that women are less able than men.
RACISM	The belief that people's qualities are influenced by their race and that members of other races are not as good as the members of your own. And the unfair treatment of members of some races by individuals, laws and institutions.

SESSION 5 ADDITIONAL RESOURCE: Match definitions sheet

Cut out, mix up and match the following definitions...

STEREOTYPE	A fixed idea that people have about what someone or a group of people are like, often based on assumption and myth.
DISCRIMINATION	When people treat individuals or a particular group of people differently, especially in a worse way because they hold negative views about people with certain characteristics e.g. a person's race, gender, sexual orientation, class.
VOTES AT 16	A UK campaign arguing in favour of lowering the voting age for all public elections
1918	The year when women were allowed to stand for elections as Member of Parliament in the UK.
RADICAL	Not usual or traditional. Promotes changes in existing views, habits, conditions or institutions.
WOMEN'S LIBERATION MOVEMENT	Originating in 1960's a group who campaigned for reforms on issues such as reproductive rights, domestic violence, maternity leave, equal pay, women's suffrage, sexual harassment, and sexual violence.
1914	The year that International Women's Day demonstrations are recorded to have begun the UK.
DIRECT ACTION	A political tactic of forcing change through creating disruption or sabotage. E.g Suffragettes threw stones at shop windows and went on hunger strikes.

SESSION 5 ADDITIONAL RESOURCE: WLM demands photo

