



OBSERVING YOUTH

– MENETELMIÄ NUORTEN TASA-ARVO
- JA GLOBAALIKASVATUKSEEN

Lukijalle

Tasa-arvon edistäminen on tärkeä osa YK:n kestävän kehityksen tavoitteita ja lapsen oikeuksia. Siksi jokaisen nuorten parissa toimivan kannattaa pohtia, miten tasa-arvokysymykset näkyvät omassa työarjessa ja millaisilla työkaluilla tasa-arvoa ja yhdenvertaisuutta voi vahvistaa.

Tämä julkaisu sisältää kokoelman englanninkielisiä harjoituksia ja osallistavia menetelmiä, joiden avulla voi käsitellä nuorten kanssa tasa-arvoon ja nuorten elämään liittyviä ajankohtaisia aiheita. Menetelmät on kehitetty Planin kansainvälisessä Observing Youth -kouluyhteistyöprojektissa, joka innosti kolmen suomalaisen ja kolmen ugandalaisen yläkoulun opettajia ja oppilaita pohtimaan yhdessä tasa-arvon merkitystä nuoruusiässä ja kouluarjessa.

Projekti toteutettiin vuosien 2019–2022 aikana osana Suomen ulkoministeriön ja Planin tyttösponsien tukemia kehitysyhteistyöohjelmia My Body, My Future 1 ja 2, jotka pyrkivät ohjelmamaissamme siihen, että lapset ja nuoret kaikessa moninaisuudessaan ja erityisesti haavoittuvassa asemassa olevat tytöt voivat päättää omasta kehostaan ja tulevaisuudestaan. Suomessa ohjelma pyrkii lisäämään suomalaisten ymmärrystä globaaleista tasa-arvokysymyksistä ja kestävän kehityksen tavoitteista.



Menetelmät sopivat hyvin yläkoulun monialaisiin oppimiskokonaisuuksiin tai nuorten vapaa-ajan toimintaan. Materiaalien luomisessa ja testaamisessa on ollut mukana kotitalouden, kielten, katsomusaineiden, tietotekniikan ja erityisopetuksen opettajia Planista ja yhteistyökouluista. Toivomme, että julkaisusta olisi iloa nuorten parissa toimiville, erityisesti koulujen globaalikasvatuksesta, kieltenopetuksesta, kansainvälisyydestä ja tasa-arvotyöstä vastaaville.

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Kiitos kouluyhteistyön opettajille ja opiskelijoille Sipoonlahden, Haukilahden ja Putaan kouluissa Suomessa sekä Chawenten, Akalon ja Abomongolan kouluissa Ugandassa.



1. FREE-TIME AND ACTIVITIES

Goals

- ★ To get to know the partner school students and learn about the lives of young people in Finland and Uganda
- ★ To reflect on the meaning of gender in how you spend your free-time and activities.
- ★ Practise film-making

ASSIGNMENTS

1. VIDEO GREETING

Duration: 60–90 mins

Equipment: Filming device (mobile phone or tablet computer)

A. Pair discussions and choosing topics (approx. 15 mins)

Divide students into pairs. The pairs will discuss their free-time activities and interests (approx. 5 min).

Recap the results of the pair discussions writing down 2–4 activities/interests from each pair on the board. Together, choose the activities or interests you want to include in the video greeting for the partner school.

B. Planning and filming the videos (30–45 min)

Divide the students into small groups according to their interests. The groups will plan the video greetings for the partner school. They will be filmed on a mobile phone or a tablet computer. Please remember the following when filming the videos:

- Use English when speaking on the film.
- The videos should be one to three minutes in length.
- It is a good idea to have action, movement or music on the film.
- You can shoot the video indoors or outdoors.

When the films are ready, they will be sent to the partner school teacher via e-mail, Google Drive or WhatsApp.

C. Watching films by the partner school and discussion (15–30 mins)

Watch the films sent by the partner school about the students' free-time activities and interests there. Discuss them together or in small groups.

Questions to consider:

- Do young people have similar types of free-time activities and interests in Finland and in Uganda? Why do you think so?
- Did something surprise you in the films by the partner school?
- Do girls and boys engage in similar types of activities in their free time? Why do you think so?
- Are all students able to take up similar types of activities? Why do you think so?
- Who or which factors impact the ways in which the young people spend their time or what type of activities they like to do?

2.EXTRA ASSIGNMENT: QUESTIONS AND ANSWERS

Duration: approx. 30 minutes

Equipment: Writing materials

Divide the students into small groups. The groups will come up with things that they would like to know about the life of young people in the partner country. Write down the questions. After approximately 10 minutes of discussion, the questions will be collected on a writing board or computer. Send the questions to the partner school by e-mail, and the students will answer your questions.

The partner school will send their questions to you respectively. Answer their questions together with the students. You can, for example, divide the students into small groups and give each group their own set of questions. Send the answers to the partner school.

After you have received answers to your questions from the partner school, go through them together and discuss the following things, for example:

- What kind of similarities do you notice with your own life? What about the differences?
- Were you surprised by something in the partner school's answers?





2. USE OF TIME

Goals

- ★ To review the ways young people spend their time in Finland and Uganda.
- ★ To reflect on the impacts of gender roles and norms in Finnish and Ugandan societies.
- ★ To understand the expectations associated with gender and make them visible.

ASSIGNMENTS

1. REVIEW OF TIME USE

Duration: 45–60 mins

Equipment: Tables printed out for students or as example pictures (attachments 1 and 2), writing materials

A. Studying in your own group (approx. 30–45 mins)

Students will think of their daily life and write down their typical schedule example, attachment 1). After this, everyone will count how many hours they use for the following tasks based on their schedule:

- Study
- Housework indoors
- Housework outdoors/yard work
- Sleep or rest
- Activities or socialising

Collect the results in a table on the board. The teacher can do this or each student can mark their answers themselves. Make entries for girls and boys in separate columns (example, attachment 2). Calculate the averages for girls and boys separately based on the results. Discuss the results to conclude this segment.

Questions to consider:

- What kind of similarities do you find in the use of time between girls and boys? What kind of differences do you find? What could be behind this?
- Do all young people have the same amount of free time? Why do you think so?
- Who or which factors impact the ways in which young people spend their time?

B. Reviewing the results of the partner school and discussion (15–20 mins)

After receiving the results of the partner school, go through the table and compare it with the table of your own students. Discuss the differences and similarities between the countries and genders.

Questions to consider:

- What kind of similarities can be found in time use in Finland and in Uganda? What kind of differences do you find? Why do you think so?
- Do girls and boys spend their time on the same things? Is the situation similar in Finland and in Uganda?

2. EXTRA ASSIGNMENT: INTERVIEW

Duration: 15–30 mins

Equipment: Writing materials or recording equipment (mobile phone or tablet computer)

Students interview each other on the topic of use of time and record or film the interviews. The interviews will be sent to the partner school teacher via e-mail, Google Drive or WhatsApp. If you prefer, you can edit the interviews to one longer interview or video.

Ideas for interview questions:

- Tell us about your ordinary day.
- Do all young people have the same amount of free time? What could be behind this?
- Who or which factors impact your use of time and free-time activities?
- Are you happy with this situation and your use of time? What would you change in your everyday life if you could?



3. YOUTH

Goals

- ★ To share your experiences about being young and growing up in Finland and in Uganda.
- ★ To identify topics that are on the minds of young people in Finland and Uganda.
- ★ To think of the sources of information and help for the young people.
- ★ To process the expectations and choices that young people are faced with.
- ★ To identify who is in charge of the life of the young people and why.
- ★ To explore the impact of the media, social media and advertisements on the information that young people receive, their ideas and development of their self-esteem.

ASSIGNMENTS

1.FRONT-PAGE STORIES BY YOUNG PEOPLE

Duration: 60–90 mins

Equipment: Paper and pens, computer or filming equipment

A. Group discussion (approx. 15 mins)

Divide the students into small groups. The groups write down their thoughts on paper during their discussion.

- What kind of topics are young people talking about right now?
- What kind of worries do young people have?
- With what kind of things would young people need help?
- To where or whom can young people turn for information or help?

If it feels necessary, you can offer themes to help in this task, for example:

- Becoming an adult
- Relationships
- Study
- Future

B. Newspaper front page (30–45 mins)

Continue working in the same groups. Imagine that you are newspaper reporters. Your assignment is to write a special issue on topical themes that Finnish/Ugandan young people deal with. Based on the notes and discussion in the previous assignment, design an imaginary front page of a newspaper on life of youth in Uganda/Finland.

Instruct the small groups to appoint a chair for the discussion and someone to take notes. The chair's duty is to make sure that each member of the group is heard. Let the students discuss freely and let them determine the contents of their work together. You can stop to listen to the discussions of the groups and remind them of time passing, for example halfway through the assignment and when there are only a few minutes left.

In the design and preparation of the front page, remember that:

- You need headlines and, if you prefer, standfirsts, on the front page.
- The headlines can reflect both positive and negative things in the lives of young people.
- The topics should be ones that would attract the young people to read more.
- You can come up with a name for the newspaper, if you want.
- Place photographs or graphics on the front page according to your preferences.
- You can complete the front page on paper in your preferred technique (drawing, collage) or on a computer with the Canva software, image bank photographs etc.

Photos of the front pages will be sent to the partner school teachers via e-mail, Google Drive or WhatsApp. If the project is completed on paper, take photos of them when they are ready.

C. Discussion (approx. 15 mins)

Look at the finished front pages by all of the groups. Based on the front pages, talk about:

- Have the groups included similar topics?
- Could these front pages appear on a real newspaper? Why or why not?
- What kind of photographs or headlines do you usually see in real newspapers or other media?
- What kind of representations of girls, boys or youth in general do newspapers and advertisements feature?
- How do the photos and headlines you see on the media affect you?

D. Review of works by the partner school and discussion (15 to 30 mins)

Once you receive the front pages by your partner school, review them and discuss based on what you see.

Questions to consider:

- What kind of similarities can you find between Finnish and Ugandan headlines? What are the differences?
- What could be the reasons for these differences?
- Which story would you like to read, based on the headline? Why do you think so?
- Where can you find more information about the topics of the headlines?
- Are there news stories of the partner country or continent featured on the media in your home country? What kind of impressions do you get from these news stories?

2. ALLEY OF CHOICES

Duration: 20–45 mins

Equipment: Open space

The lives of young people are full of choices and often they live in a constant conflict of expectations. Parents and teachers have their own expectations for the young people. Young people also often experience peer pressure to act in a certain way. It is often hard to decide which is the smartest choice and what you really want. In this assignment, we will use the tools of drama to enact decision-making situations in the lives of young people.

A. Situation

Review the situation. You can change the situation or come up with something else that better suits your group or the local context.

Ask the students to imagine this situation:

Your parent/guardian has asked you to go home after school/on the weekend to help with housework. Your friends ask you to spend time with them. You would like to join them, because everyone else in your group of friends is going. You have to make a tough decision: Do you let your family or your friends down? Should you do your duty or do what you like?

Divide the students into two groups. The groups stand in rows facing each other so that an alley is formed between them. Each student goes to the start of the alley and walks through. The group standing on one side of the alley is tasked with convincing the person walking down the alley that they should go home to help the family with housework/yard work. The group standing on the other side of the alley is asked to convince the person walking down the alley that they should listen to their friends and their own preference and go out with them. After the person has passed through the alley and heard all the opinions, they make up their mind by choosing a side and standing as the last person in either one of the lines. This might lead to the situation that, with the last person walking through, there are only people of one opinion left. If this is the case, the teacher can stand on the opposite to represent the other opinion.

The exercise is then discussed with the students.

Questions to consider:

- What did it feel like to walk down the alley?
- And what did it feel like to try to persuade the person to your side? Was it easy to come up with reasons?
- Did you think that one of the sides had better reasons? Why do you think so?
- Was it hard for you to make the decision in the end?
- When you were making your decision, did you think of the choices of the other people in your group had made or were going to make?
- Do you often think of what other people think of you?
- Have you ever been in a situation in your life where it was hard to choose?

B. Decision-making situations in the lives of young people

If you have time, repeat this exercise with decision-making situations suggested by the young people. Think of other common situations where young people have to make a choice and where they can feel pressure from their friends or parents. Write down the ideas on the board and decide by voting which situations you could process by forming an alley of choices.

3. EXTRA ASSIGNMENT: WHO GETS TO DECIDE?

Duration: 15–30 mins

Equipment: Survey (attachment 3), writing materials

A. Taking the survey

Ask your students to take the survey (attachment 3). Each student takes the survey independently.

B. Small group discussions

Divide the students into small groups where you talk about the survey and compare the results. You do not need to share your responses if you do not want to.

Questions to consider:

- Was the survey hard to take?
- What kind of thoughts or emotions did taking the survey evoke in you?
- Do all young people have equal opportunities to decide on things that concern them? Why do you think so?
- In which things would you like to have more influence in your life? Why do you think so?
- Can adults always make decisions themselves? Why or why not?

ATTACHMENT 1: A day in our lives

Fill this chart with a summary of how you spend your days.

Hour	Activity
4.00–5.00 a.m.	
5.00–6.00 a.m.	
6.00–7.00 a.m.	
7.00–8.00 a.m.	
8.00–9.00 a.m.	
9.00–10.00 a.m.	
10.00–11.00 a.m.	
11.00 a.m.–12.00 p.m.	
12.00–1.00 p.m.	
1.00–2.00 p.m.	
2.00–3.00 p.m.	
3.00–4.00 p.m.	
4.00–5.00 p.m.	
5.00–6.00 p.m.	
6.00–7.00 p.m.	
7.00–8.00 p.m.	
8.00–9.00 p.m.	
9.00–10.00 p.m.	
10.00–11.00 p.m.	
11.00 p.m.–12.00 a.m.	
12.00–1.00 a.m.	
1.00–2.00 a.m.	
2.00–3.00 a.m.	
3.00–4.00 a.m.	

	Study	Household work	Outside work	Sleep or rest	Activities or socialising
Hours/Day					

ATTACHMENT 2: Charting our day

Collect the results in a table.

	Girls	Boys
Study		
Household work		
Outside work		
Sleep or rest		
Play or socialising		

ATTACHMENT 3: Survey
Mark your responses with a cross (X)

Who decides...	I decide myself	Family or teacher	Negotiate together
with whom I spend my free time?			
what I do after school?			
what time I have to come home?			
what I wear?			
when I will get married?			
with whom I will get married?			
where I spend my money?			
which profession I will seek?			

4. MAKING AN IMPACT ON GENDER EQUALITY

Goals:

- ★ to deepen the understanding of gender equality
- ★ to notice the similarities and differences in cultures and in the lives of young people in Finland and Uganda
- ★ to understand the importance of the realisation of girls' rights for girls themselves and society as a whole – even boys
- ★ to analyse different ways of taking action for gender equality

NB! You will find the pictures referred to in the assignment in the power point presentation at gloaalikoulu.net in the material bank!

BACKGROUND

These assignments invite participants to discuss societal influencing using the International Day of the Girl campaign as an example. The group leader or teacher can choose the appropriate pedagogical method on how to utilise the material. You can address the issues by group discussion, producing mind maps or inviting the participants to write down answers to the discussion questions.

11 October has been a key global moment to celebrate the power of girls and highlight the barriers they face since the United Nations adopted it as International Day of the Girl in 2011. In the 2020 Day of the Girl campaign, Plan International wanted to shine a light on the harassment and online abuse girls and young women face on social media. As Covid-19 forced girls to move more of their lives online, the need to ensure they are free to be online without fear became especially urgent and critical. With the pandemic already setting girls back and threatening years of progress toward equality, online abuse cannot be yet another barrier.

In addition, the 2020 Girls Takeover campaign highlighted the impact of technology on the position and future of girls. The rapid digital transformation of our world and the imbalances in technological development widen the digital gender divide. Globally, the percentage of women using the Internet is almost 17 per cent lower than that of men. In the least developed countries, the difference can be as large as nearly 43 per cent.

The digital gender divide is particularly wide if we look at the percentage of girls and women as developers of technology. Technology companies are mostly run by men, and men are also in charge of developing applications and technological solutions that do not sufficiently consider the needs of girls and women.

ASSIGNMENT 1

Look at the pictures taken on the International Day of the Girl in Finland and Uganda. The pictures reflect different ways of youth making an influence on gender equality. Reflect on the similarities and differences in the pictures.

Discuss

- How did young people in Uganda and Finland act on the International Day of the Girl?
- Why do you think they have chosen these ways to campaign?
- Which similarities and differences can you find from the campaigns in Finland and Uganda?
- How have the adults responded to cyberbullying and online violence experienced by young people?
- How do you think the country and society affect the operating environment of youth?
- What does Esther want to influence? What does Asa-Marie want to influence?

ASSIGNMENT 2.

Girls Takeover is a campaign where girls around the world step into the shoes of political, social and financial leaders as part of the UN's International Day of the Girl. Through Girls Takeover, girls occupy spaces where they are rarely seen or heard and demand equal power, freedom and representation for girls and young women.

In Finland, Aava Murto, 16, took over Prime Minister Sanna Marin. Watch the video of Aava's day as a prime minister: <https://youtu.be/GC3oi04Z6UQ>

- Why do we need Girls Takeover? Why not Boys Takeover?
- Why is it important to give girls the possibility to be a leader for a day?
- What meaning do you think such a campaign can have
 - a) for the girl?
 - b) for the person who is taken over?
 - c) for the society and public debate?
- Which topic would you like to discuss if you would be a prime minister for a day?
- Who do you think should listen more to the voice of young people?
- Who do you think should listen more to the voice of young people?



Ugandan yhteistyökoulun opettajat ja rehtorit suunnittelevat oppitunteja työpajassa yhdessä Planin työntekijöiden Grace Agenon ja Minna Mannertin kanssa.



Editors: Linda Massa, Minna Mannert

About Plan International

We strive to advance children's rights and equality for girls all over the world. We recognise the power and potential of every single child. But this is often suppressed by poverty, violence, exclusion and discrimination. And it's girls who are most affected. As an independent development and humanitarian organisation, we work alongside children, young people, our supporters and partners to tackle the root causes of the challenges facing girls and all vulnerable children. We support children's rights from birth until they reach adulthood, and enable children to prepare for and respond to crises and adversity. We drive changes in practice and policy at local, national and global levels using our reach, experience and knowledge. For over 75 years we have been building powerful partnerships for children, and we are active in over 70 countries.

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