



# International WOMEN'S DAY 2022

## Educational Resources

WorldDenver celebrates one of the largest International Women's Day events in the United States. This year we are recognizing Women Solving Global Issues through Leadership, Compassion, and Innovation, including those working in education, medicine, international organizations, non-profit organizations, and the many other roles through which women around the world impact their communities.

Use this toolkit to develop lessons for your students around International Women's Day! Through these activities, students of all ages can learn about fascinating women in history, challenge stereotypes, and explore their own passions and interests!

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# ELEMENTARY & MIDDLE SCHOOL RESOURCES

- "All About My Role Model"
- Rebel Girls – Dr. Wangari Maathai Plants a Forest
- Rebel Girls – Ada Lovelace Cracks the Code
- Rebel Girls – Junko Tabai Masters the Mountains
- Rebel Girls – Be Original





### Booklet Instructions:

1. Print off the booklet pages.
2. Photocopy the pages back-to-back (pages 1 and 2 back-to-back, then pages 3 and 4).
3. Staple together to create a booklet for each student.

### Mini-Book Instructions:

1. Print and photocopy a mini-book template for each student.
2. **Ensure you print and photocopy the template at its "actual" size and do not reduce or enlarge it. This will ensure the page edges line up without trimming.**
3. Students complete each of the numbered pages of the mini-book template.
4. Fold all of the lines on the page, including all of the horizontal lines and all of the vertical lines.
5. Open the paper back out and fold in half along the middle vertical line.
6. Cut the dotted line between pages 2, 3, 6 and 7.
7. Fold the worksheet in half.
8. Push the pages together so that all the pages are on the outside. The cut section will open out in a diamond shape before folding in on itself to form the pages.
9. Sort the pages, so that the blank title page is at the front and the Teach Starter logo is at the back, with the page numbers in order from 1 to 6, creating a little mini book.

**For video instructions visit:** <https://www.teachstarter.com/teaching-resource/blank-mini-book-template/>

# ALL ABOUT MY Role Model



International Women's Day



teachstarter



**As a class, brainstorm what  
you think a role model is.**

A role model is...

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**Three reasons why my role model is awesome:**

**1**

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**2**

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**3**

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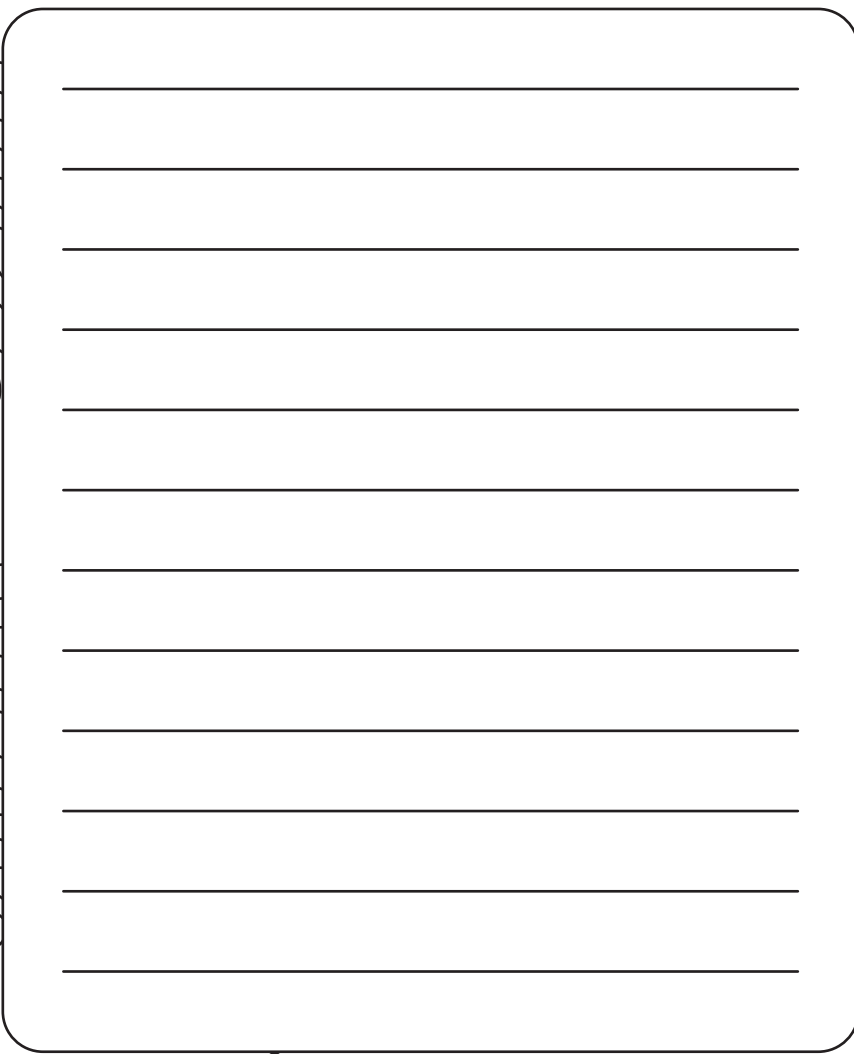
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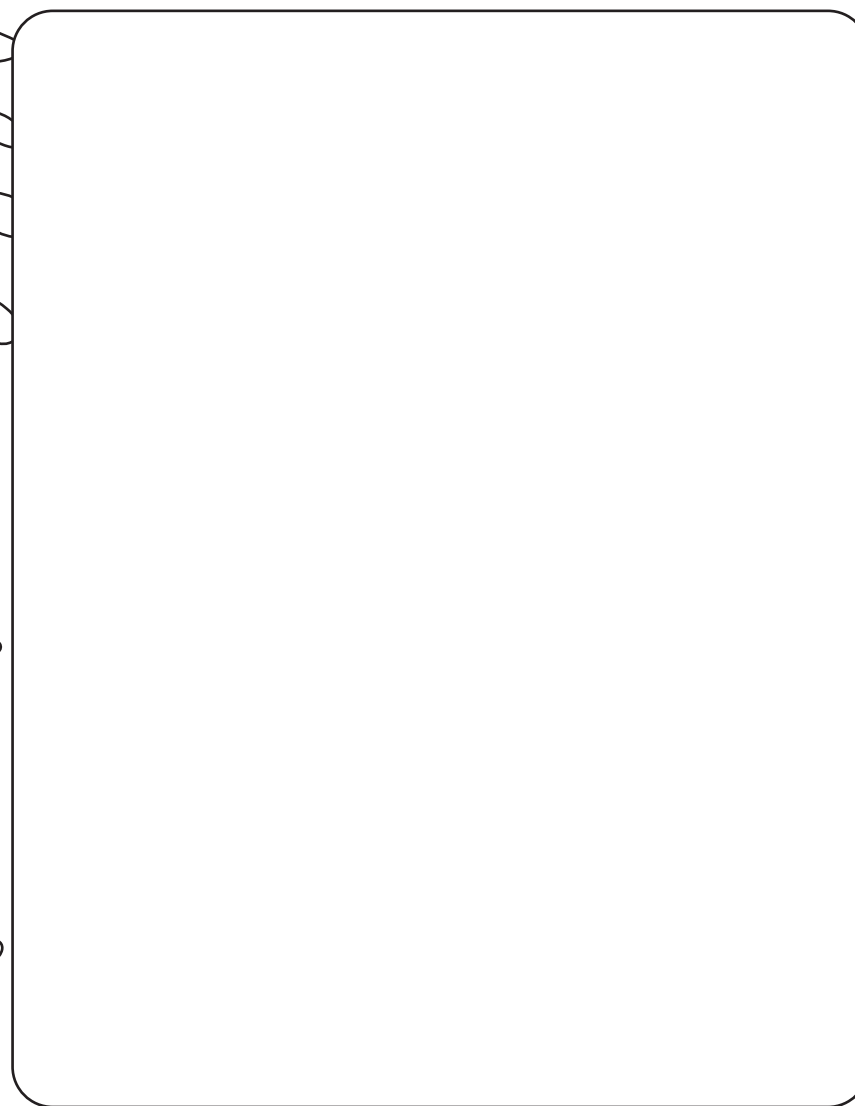
**Words to describe the personality of my role model**  
(what she is like on the inside):



**My role model has taught me to...**



**A girl or woman that I admire is:**



# DR. WANGARI MAATHAI



## PLANTS A FOREST

REBEL GIRLS®



## ACTIVITIES



### THE POWER OF ONE

Inspired by the hummingbird in the story on pages 14-17, Wangari believed in the power of one. This is the idea that each of us, in our own small way, can make a difference. She knew that if everyone took it upon themselves to plant one tree, they would soon have a forest. She was right! Wangari passed the idea of the power of one on to her environmental organization, the Green Belt Movement, which consists of women who still work together to plant trees today.

Wangari used her power of one to help nature and to plant trees. On a separate piece of paper, list some of the things that matter to you. Is it trees, like Wangari? Maybe it's animals, or other people.

Now pick one and think about it a little harder.

- Why is this one thing important to you?
- Why might it be important to others?
- What is one small thing you can do to help?



## THE GREEN JENERATION

The Green Jeneration (the *J* stands for “junior”!) is a movement created by Wangari’s granddaughters, Ruth Wangari and Elsa Wanjiru, and their friends that allows children to plant flowers, trees, or vegetables in community spaces. The project understands that plants contribute to the livelihood and well-being of the community.

Spending time in nature also lets us appreciate the air we breathe, the food we eat, the water we drink, the plant medicine that heals us, and the beauty that surrounds us. Exercise your power like Wangari did by giving back to the world that gives us life.

### 1. Gather your materials:

- *A container for your plant, such as a recycled can, a flowerpot, a tightly woven basket, or even an old rubber boot*
- *A dish or plastic lid to catch the drainage*
- *Soil*

- *Seeds; choose whatever you'd like—flowers, herbs, or a small tree of your own!*
- *Spray bottle*
- *Plastic wrap*

2. Have an adult help you poke a few holes in the bottom of your planter, if it doesn't already have them.
3. Fill the container  $\frac{3}{4}$  of the way with soil.
4. Follow the instructions on the seed packet for planting depth.
5. Place your seeds in the hole you've created.
6. Cover the hole with soil.
7. Place the container on the dish and water your seeds. Cover the container with plastic wrap to keep in the moisture.
8. Place your potted plant by a window and watch over the coming weeks as it grows! Be sure to water your plant every few days. You can check

if your plant needs water by touching the soil. If it feels dry, your plant needs water!

9. Once your seedling grows so tall that it touches the plastic wrap, remove the covering.

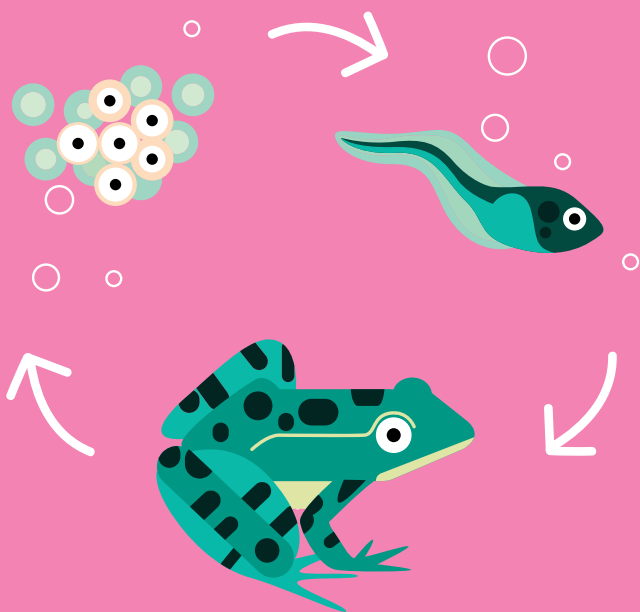


## THE INTERCONNECTEDNESS OF LIVING THINGS

Wangari believed that all living things are interconnected, meaning they need one another to survive. When she studied a frog's life cycle at school (pages 32-34), she remembered the frog eggs she once saw in the stream by her home. Later in life, Wangari realized she needed to plant trees to protect the stream and its fresh water so creatures like the frogs would have a place to live.

Think about your favorite animal. What does it need to survive and thrive? On a separate piece of paper, draw your animal's life cycle and make a list of some things you can do to protect its home.

You can look at the image of the life cycle of a frog, shown on the facing page, to get you started.





## **THE GREEN BELT MOVEMENT**

The Green Belt Movement (GBM) is an environmental organization founded by Professor Wangari Maathai in 1977 to empower communities, particularly women, to save the environment and improve livelihoods. In response to the needs of rural Kenyan women, GBM encourages them to work together to improve the surrounding land and local economies by growing seedlings and planting trees in order to bind the soil, store rainwater, and provide food and firewood. They receive a small monetary token for their work.

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## **THE WANGARI MAATHAI FOUNDATION**

Inspired by the legacy of the 2004 Nobel Peace laureate Wangari Maathai, the Wangari Maathai Foundation is a nonprofit dedicated to inspiring courageous and responsible leadership in youth and children. The Foundation uses the idea of the power of one to nurture a culture of integrity, purpose, and personal responsibility that will transform the future. The Green Jeneration is one of the Foundation's many youth initiatives.

# ADA LOVELACE

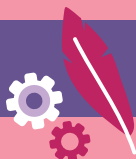


## CRACKS THE CODE

REBEL GIRLS®



# ACTIVITIES



## PUNCH CARD PUNCHLINE

Ada discovered that punch cards can use a series of punched-out symbols to give machines specific directions to complete tasks like weaving cloth or counting numbers. The symbols on the cards can be thought of as coding directions to the machine. Each letter below has been assigned a symbol. Use the card to decipher the code and discover the answer to the jokes below!

1. What do you get when you cross a cat with a parrot?



2. Where did Miss Stamp go to buy Ada's new chess set?



*Turn to page 126 for the solutions!*

# PUNCH CARD ALPHABET

A 	B 	C 	D 
E 	F 	G 	H 
I 	J 	K 	L 
M 	N 	O 	P 
Q 	R 	S 	T 
U 	V 	W 	X 
	Y 	Z 	

## ADA SAYS!

A computer program is a set of instructions for a computer. A programming language is a set of symbols and rules for using those symbols that a computer can understand. Computers don't have to be electrical! A computer can be mechanical, like a loom, or even biological, like a person.

Let's say Ada came up with a programming language to give instructions to her cat, Mistress Puff. Grab a friend, and one of you will be the programmer (Ada) and the other will be the computer (Mistress Puff).

Here's the language:



**Go forward one step**



**Turn to the right**



**Turn to the left**



**If there is anything in front of you, pick it up**



## RULES

You can place a number in front of a symbol to tell Mistress Puff to repeat the symbol that many times. (Use a comma in between symbols!)

If you wrote your programming language down, it would look like this:

4↑, →, 6↑, ○

(This means take 4 steps forward, turn to the right, take 6 steps forward, if there's anything in front of you pick it up.)

Now you try! Take turns being the programmer and computer, and even make up a few symbols of your own.

## TALK LIKE A COMPUTER!

Modern computers don't use punch cards, letters, or symbols to communicate. (They use the numbers 1 and 0 instead.) Humans created a special language out of these numbers called "binary code," a language that only computers and programmers understand. See if you can decipher the message using 1s and 0s and become an ace programmer like Ada.

1. What was the name of the book Ada wrote about flying?

**1000110 / 1001100 / 1011001 / 1001111 / 1001100 / 1001111 / 1000111 / 1011001**

2. What were Ada's favorite childhood books about?

**1000110 / 1000001 / 1001001 / 1010010 / 1001001 / 1000101 / 1010011**

*Turn to page 126 for the solutions!*

## BINARY ALPHABET

A	1000001	N	1001110
B	1000010	O	1001111
C	1000011	P	1010000
D	1000100	Q	1010001
E	1000101	R	1010010
F	1000110	S	1010011
G	1000111	T	1010100
H	1001000	U	1010101
I	1001001	V	1010110
J	1001010	W	1010111
K	1001011	X	1011000
L	1001100	Y	1011001
M	1001101	Z	1011010

# W♀GRAMMER

We are proud to announce a collaboration with the organization Wogrammer. One of their journalism fellows wrote these activities for use in this volume.

As of January 2020, Wogrammer has become part of the team at AnitaB.org, fueling our shared mission to increase representation and equity in the tech industry.

Like Rebel Girls, the organization leads the charge in profiling diverse women, offering an authentic perspective while celebrating and showcasing their accomplishments.

Visit them at [www.AnitaB.org](http://www.AnitaB.org)  
or [@AnitaB.org](https://twitter.com/AnitaB.org)

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## **Solutions to "Punch Card Punchline"**

1. What do you get when you cross a cat with a parrot? *A carrot!*
2. Where did Miss Stamp go to buy Ada's new chess set?  
*The pawn shop!*

## **Solutions to "Talk Like a Computer!"**

3. What was the name of the book Ada wrote about flying? *Flyology*
4. What were Ada's favorite childhood books about? *Fairies*

# JUNKO TABEL



# MASTERS THE MOUNTAINS

REBEL GIRLS®





# ACTIVITIES



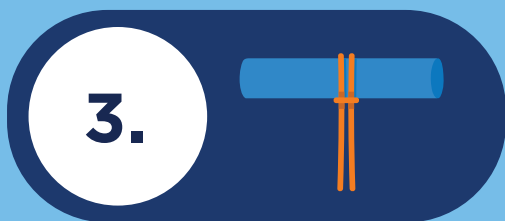
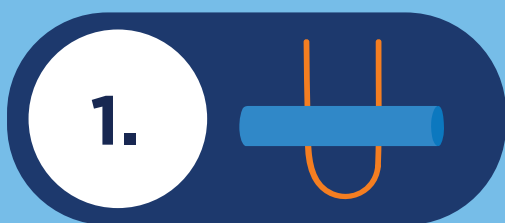
## TYING KNOTS

You already know one knot — the kind you use to tie your shoes! But there are nearly 4,000 other unique knots with different purposes.

For instance, Junko and her fellow climbers used several different knots to keep them safe as they climbed high mountains. Tying a knot can come in handy in many situations. Grab an old shoelace, a piece of rope, or a string and practice tying the knots described below.

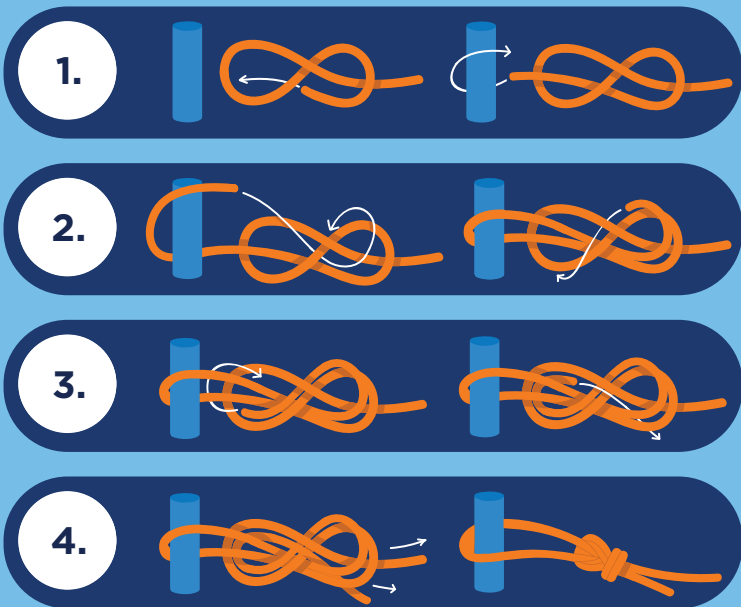
Climbers use a **Girth Hitch** knot to tie themselves to a fixed point, like a tree. It's used for rescues since it's quick and easy to tie. Here are the steps:

1. Place a rope loop behind the object you're attaching it to.
2. Pull the remaining loop away from object to tighten.
3. Wrap the open end over the object and feed it through the loop underneath.



The **Figure Eight Follow Through** knot is one of the strongest knots and helps climbers connect securely to a wall. Here are the steps:

1. Make a figure “eight” with your rope.
2. Wrap the free end of the figure “eight” around the item you’re tying yourself to.
3. Take the free end and follow the “eight” around a second time.
4. Then pull the end tight.



The **Double Overhand Stopper** knot is used at the end of a rope for extra security. This knot will make sure that a climber's rope never slips unexpectedly. Here are the steps:

1. Make a loop and feed one end into the loop.
2. Take the end and pass it through the loop one more time.
3. Pull the ends to tighten.

1.



2.



3.



## FINDING BALANCE

As a climber, it's important to strengthen your balancing skills, so that you feel confident climbing on less stable surfaces. Climbers have to switch out their hands and feet when reaching for their next hold, so they don't slip and fall. It is also important for them to shift their weight by leaning away or toward individual holds/footholds on the wall. Work on your balancing skills by trying the activity below!

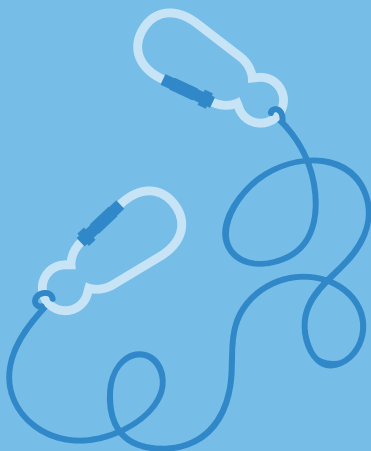
1. Stick a long piece of masking tape on your floor in a straight line. Hold two tennis balls or similar-sized objects in each hand and walk along the tape, following the line. Holding the tennis balls will strengthen your grip while also helping you to improve your balance when you can't use your hands to steady yourself.
2. Put the tennis balls away and look for a softcover book. Now try walking along the tape while balancing the book on your head. It may help to have your arms spread out like an airplane!

## CONQUERING FEARS

Climbing can be scary, which is how Junko felt the first time she tried it. However, she learned that trying new things can make you stronger. When you really focus on the task in front of you, something that used to be frightening won't seem very scary anymore.

Talk about a time you were scared to try something new but decided to try it anyway. What did you learn? What did you like or not like about that experience?

Is there something you've been too scared to try so far but would like to try someday?





Cotopaxi creates outdoor products that help alleviate poverty, move people to do good, and inspire adventure.

1% of Cotopaxi's revenue goes towards grants focused on providing basic needs to communities in the Americas.

Visit them at [www.cotopaxi.com](http://www.cotopaxi.com)  
or @cotopaxi

## Meet Frida Kahlo

Born in Mexico, Frida **Kahlo** grew up in The **Blue** House (which is now a museum!). When she was six years old, she nearly died from **polio**. Later, she was in a terrible bus **accident**. Her mother made her a special **easel** that allowed her to paint while lying down, so she could exercise her **creativity** while she healed. Frida painted many striking self-**portraits**. Some showed her with the animals she knew and loved—dogs, **monkeys**, birds, and more. Her **artwork** is bold, **intense**, and **original**—just like she was.



All of the **bold words** above can be found in the puzzle below. They can go up, down, forward, backward, and even diagonally.

A	R	E	W	S	O	R	I	G	I	N	A	L
P	O	R	T	R	A	I	T	S	F	O	H	E
G	O	T	X	I	C	M	O	N	K	E	Y	S
I	R	L	Y	A	C	E	A	P	I	T	O	A
J	E	G	I	S	I	D	R	L	E	S	Q	E
K	A	H	L	O	D	U	F	J	Z	K	U	P
R	T	D	I	U	E	X	I	T	B	A	N	H
O	H	A	Q	N	N	S	O	C	W	P	V	E
W	C	R	E	A	T	I	V	I	T	Y	X	R
T	A	E	S	R	C	E	O	M	O	E	L	M
R	I	K	F	Y	U	K	N	V	B	T	S	I
A	P	O	A	L	Z	A	L	S	G	Q	U	D
S	W	I	B	E	Q	U	X	H	E	N	J	O





**REBEL  
GiRLS**

**BE ORIGINAL.  
STAY REBEL!**



## What's Changed?

Poly Styrene was a fresh face on the punk scene—a musician like no other! The pictures below are unique too. Circle 6 things that have changed from one image to the next.





**REBEL  
GiRLS**

**BE ORIGINAL,  
STAY REBEL!**

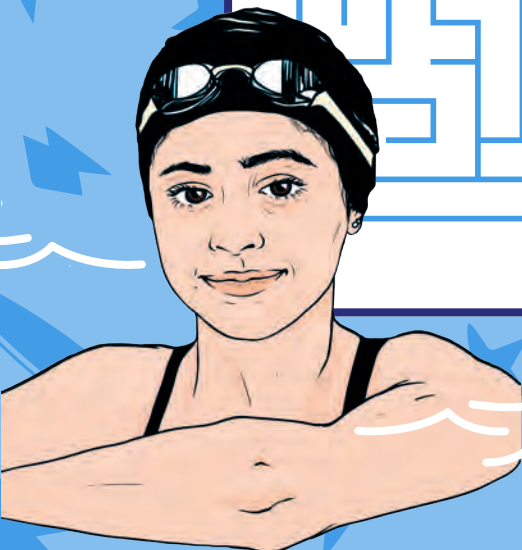
## Right This Way!

Yusra Mardini is a powerful swimmer. Show her the way to swim through this maze!

**START**



**FINISH!**



# REBEL GIRLS® Change the World

**BE ORIGINAL.  
STAY REBEL!**

Hey, Rebel Girls! To kick off the new year, take some time to celebrate everything that makes you unique and original.

## DESCRIBE YOURSELF WITH AN ACROSTIC!

You may share a name with other people, but no one is just like you. Think about your personality and the things you have done that make you stand out.

1. Gather markers, crayons, colored pencils, or whatever art supplies you prefer.
2. Write your name in large letters vertically down the left side of a sheet of paper or poster board.
3. Use each letter in your name as the first letter of a word or phrase that describes you. This is an acrostic. Think of it as a poem that showcases your personality—the combination of traits that makes you different and original.
4. Decorate your acrostic with pictures of the things you like to do most. Add stickers if you want.



## SHOW OFF YOUR ORIGINAL STYLE

Poly Styrene didn't dress like the women she saw in clothing ads or magazines. She shopped in thrift stores and often sewed her own clothes. Known for wearing a green army helmet, clear goggles, and plastic dresses in bright colors, she had a style that was all her own. Design an outfit in your very own original style.



## CREATE YOUR OWN LOGO

Use your initials to create a cool logo that matches your personality or style. See if your siblings, friends, or grown-ups want to join you. No two personal logos will be alike! Find ways to incorporate your hobbies and interests into your logo. (For example, if you love birdwatching, maybe one of your initials could have feathers, wings, or a beak. Maybe a pair of binoculars can hang off the other letter. Do you love to play strategy games? Maybe your initials look like chess pieces.) Challenge your imagination, and have fun!

## DRAW, PAINT, CREATE!

Channel your inner Frida Kahlo and create your own self-portrait. Water colors, colored pencils, fruit slices, candy, or even rocks and leaves from the park—use whatever supplies feel right to you. It's your creation!



## TELL AN ORIGINAL STORY

Yusra Mardini's life changed when she dove into the water late one night to help her fellow refugees. Shirley Chisholm went down in history when she decided to challenge racist and sexist naysayers and run for president. What is a choice you have made that is important to you? Share your story from your point of view. And remember, it is your story! Tell it in your own original way—as a story, poem, song, comic, skit, or whatever you like.



# HIGH SCHOOL RESOURCES

- Challenging Female Gender Stereotypes – Inquiry Task
- Celebrating Inspirational Women – Inquiry Task
- Lesson Plan: How Outstanding Women in STEM Fields Overcame Obstacles



Name \_\_\_\_\_

Date \_\_\_\_\_

# Challenging Female Gender Stereotypes – Inquiry Task

## The Scenario

Your school is holding a special assembly on International Women’s Day. You have been asked to present a speech at the assembly about an inspirational, contemporary woman who actively challenges female gender stereotypes.

### Task

Choose an inspirational, contemporary woman. Research their life and achievements.

Write a speech to be presented at the International Women’s Day assembly, describing how your chosen woman challenges female gender stereotypes.

## Inquiry Questions

- What are some common gender stereotypes experienced by women?
- What are some of the notable achievements of your chosen woman?
- How does your chosen woman challenge female gender stereotypes?

## Process

- Research some of the gender stereotypes commonly applied to females. A fact sheet about female gender stereotypes has been provided for you.
- Choose a woman who inspires you. It can be one of the Inspirational Women featured on a poster, or you may choose your own.
- Research the life and achievements of the woman you have chosen. Record your information on the graphic organizer.
- Plan your speech using the template provided. Then, use lined paper or note cards to write out your speech in full sentences.
- Rehearse your speech until you can recite it fluently. When you are ready, perform your speech in front of your classmates.



Name \_\_\_\_\_

Date \_\_\_\_\_

## Research Graphic Organizer

**Early Life**

**Significant Career Achievements**

**Inspirational Woman**

\_\_\_\_\_

**Challenging Gender  
Stereotypes**

**Other Interesting Facts**



Name \_\_\_\_\_

Date \_\_\_\_\_

## Speech Planning Sheet

**Introduction:** (Introduce your subject and describe their early life.)

**Description of Achievements:** (Describe the significant achievements of your subject, and explain how they challenge female gender stereotypes.)

**Conclusion:** (Summarize the life and achievements of your subject.)





# Female Gender Stereotypes Fact Sheet

## What Are Female Gender Stereotypes?

Female gender stereotypes are commonly recognized yet oversimplified ideas about what it means to be female. These stereotypes assume that all females share the same characteristics. They are uninformed judgements based on superficial information rather than facts.

### Stereotypes About Female Appearance

- Females are thin and delicate.
- Females have long hair.
- Females wear skirts or dresses.
- Females wear make-up.
- Females should not be too muscular.

### Stereotypes About Female Roles

- Females look after children.
- Females manage the running of the household.
- Females cook the meals.
- Females do the laundry.
- Females perform 'caring' jobs in the workforce.

### Stereotypes About Female Behavior

- Females are gentle.
- Females are not competitive.
- Females cry easily.
- Females are irrational.
- Females are good multi-taskers.

## Sources of Female Gender Stereotypes



parents



extended family



friends



toys/games



media

## How Can Female Gender Stereotypes Be Challenged?

- Respectfully point out gender stereotypes to others when you see or hear them. Help others understand how damaging they can be.
- Appreciate females for who they truly are. Value and celebrate their personal qualities without making unnecessary gender judgements.
- Speak up against people who choose to stereotype girls and women. Respectfully challenge their assumptions and generalizations.
- Challenge gender stereotypes through your behaviors and your responses to the behaviors of others.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Celebrating Inspirational Women – Inquiry Task

## The Scenario

Your school is holding a special assembly on International Women's Day to celebrate the social, economic, cultural, and political achievements of women. You have been asked to present a speech at the assembly about the life and achievements of a woman who inspires you.

## Task

Choose an inspirational, contemporary woman. Research their life and achievements.

Write a speech about this woman to be presented at the International Women's Day assembly.

## Inquiry Questions

- How did this woman spend her early life?
- What is her chosen career and what are her career achievements?
- How does this woman inspire others?

## Process

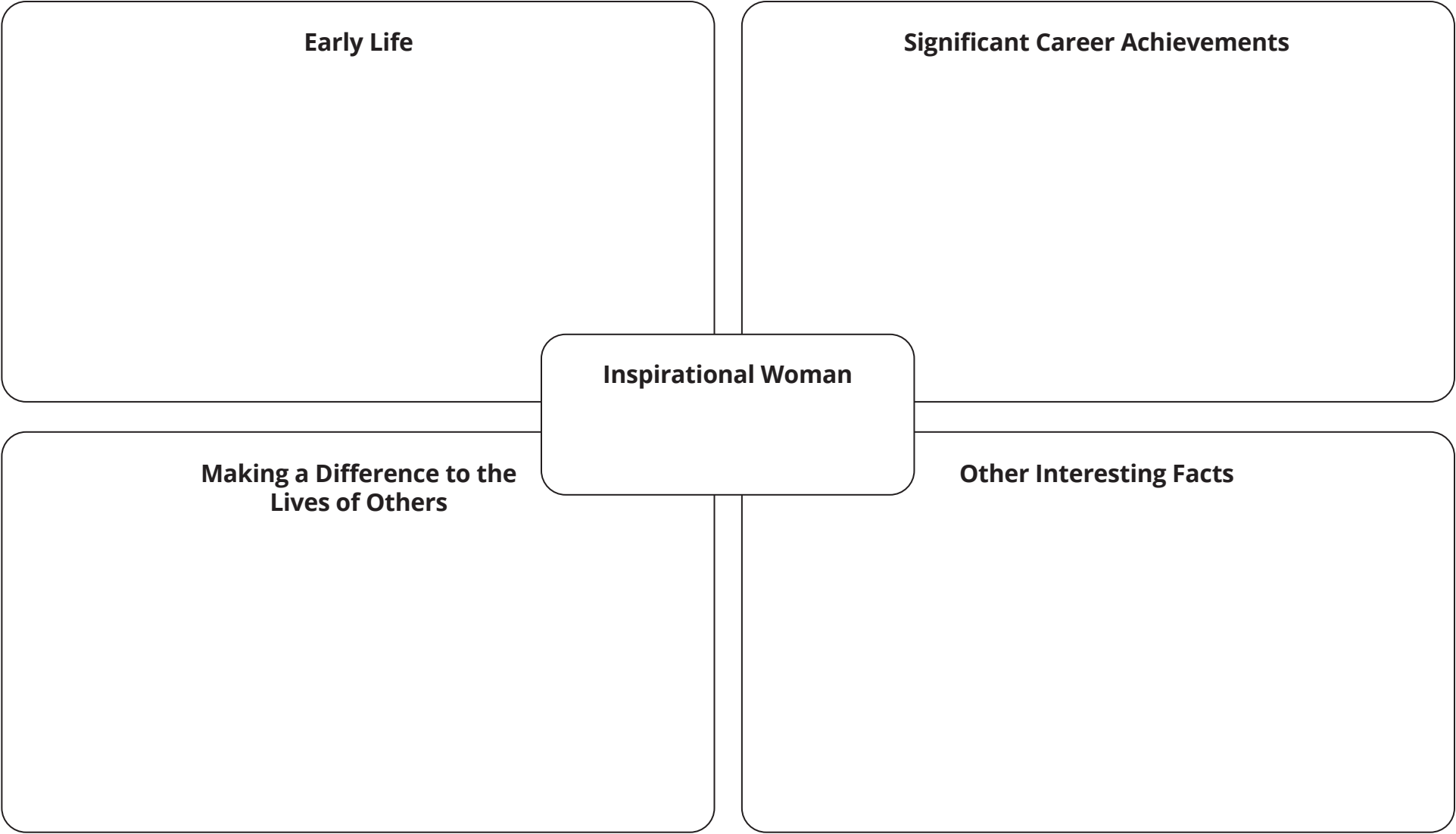
- Choose a woman who inspires you. Some fact sheets on inspirational woman have been provided, but you may choose another woman if you wish.
- Research the life and achievements of the woman you have chosen. Record your information on the graphic organizer.
- Plan your speech using the template provided. Then, use lined paper or note cards to write out your speech in full sentences.
- Practice your speech until you can recite it fluently. When you are ready, perform your speech in front of your classmates.



Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Research Graphic Organizer



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Speech Planning Sheet

**Introduction:** (Introduce your subject and describe their early life.)

**Description of Achievements:** (Describe the significant achievements of your subject and explain why they are an inspiration to others.)

**Conclusion:** (Summarize the life and achievements of your subject.)



# Lesson plan: How outstanding women in STEM fields overcame obstacles

March is National Women's History Month and the right time to ask: why are women still underrepresented in **Science, Technology, Engineering and Mathematics (STEM)**? **According** to a recent National Science Board report, women made up just 28 percent of science and engineering workers in 2010. They also make up less than 10 percent of the engineering workforce, **according** to the MIT Women's Initiative. This lesson explores the careers of 19 great female scientists, the obstacles they overcame and asks students to look at their own schools, teachers, friends and families to see whether those obstacles continue to operate in their lives.

## Subjects

History, Economics, Psychology, Sociology

## Estimated Time

One 50-minute class period, plus homework for extension assignments, if desired

## Grade level

9-12

## Materials

- Handout #1: **"These Are the 7 Things Keeping Women Out Of Science Careers"**
- Handout #2: **"20th Century Women in STEM"**
- Handout #3: **Recording Sheet**
- Computer and Internet access

## Objectives

To answer the essential question, “Why are there so few women in STEM careers?” students will:

- Examine seven barriers posited for the under-representation of women in STEM fields
- Become familiar with outstanding women in these fields by reading biographies and analyzing how a particular female scientist overcame obstacles
- Apply those barriers to their own lives to see whether they are personally true

## Main Activity

1. Students will read the journal article “These Are The 7 Things Keeping Women Out Of Science Careers” (Handout #1) which cites several key factors including teasing, lack of encouragement, stereotyping, childcare, competition, marginalization and bias.
2. The teacher will download and print “20th Century Women in Science” (Handout #2) and cut out the names of female scientists so that there are slips of paper in a bowl or box containing the names of 16 outstanding women in various STEM fields of the past century. Each pair of students will come up to select their subject.
3. Students will access the online **“Women in Science”** document to read short biographies of each of the woman they chose. They may use computers, iPads or phones, as the biographies are short and readable.
4. Each pair will apply the seven barriers in the journal article to the story of their subject, and use the Recording Sheet (Handout #3) to write

about them. They will also use the recording sheet to describe whether any of these obstacles persist in their communities, schools, homes or families. Students of different genders may have diverse viewpoints on these issues.

### **Extension Activity**

1. Three living female Nobel Prize winners have websites that include their Nobel acceptance speeches and other interviews. Students may wish to read these:
  - **Françoise Barré-Sinoussi** – France
  - **Ada Yonath** – Israel
  - **Elizabeth Blackburn** – United States

<https://www.pbs.org/newshour/extra/lessons-plans/how-outstanding-women-in-stem-fields-overcame-obstacles-lesson-plan/>

# **RESOURCES FOR ANY AGE**

- IWD Fact Sheet
- IWD Activity Task Cards
- Female Gender Stereotypes Fact Sheet
- Rebel Girls – Madame CJ Walker Builds a Business
- Profile: Shirley Chisholm
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- Profile: Greta Thunberg
- Profile: Jessica Watson
- Profile: Malala Yousafzai
- Profile: Obiageli Ezekwesili
- Profile: Yuna Kim



# INTERNATIONAL WOMEN'S DAY

“International Women's Day is a global day celebrating the social, economic, cultural and political achievements of women. The day also marks a call to action for moving towards gender parity.”

- International Women's Day website



## FOR OVER 100 YEARS

Held every year, International Women's Day (IWD) has taken place on **March 8** for over 100 years.

*In 1975, IWD was adopted by the United Nations as an official, world-wide celebration of women's rights and world peace.*

While IWD celebrates inspirational contemporary and historical women, the day also aims to start conversations about gender equity issues.

## Did you know?

- Globally, women make up just **23%** of people in national parliaments worldwide.<sup>1</sup>
- Women, on average, earn **25-40%** less than men who do the same job.<sup>2</sup>
- Across the world, over **60%** of the people who cannot read are women.<sup>3</sup>

## THE MAIN AIMS OF INTERNATIONAL WOMEN'S DAY ARE:



to celebrate the achievements of women around the world



to encourage action on issues of gender equality



to empower women and girls around the world

The International Women's Day website says that the day “belongs to all groups”. People of all genders, cultures, ages, languages and religions can take part in International Women's Day. Some of the important topics that are thought about on International Women's Day are:



gender equality



girls and women in leadership



personal and family safety



poverty



access to education



empowerment

<sup>1</sup> <https://data.worldbank.org/indicator/SG.GEN.PARL.ZS>

<sup>2</sup> <https://www.weforum.org/reports/the-global-gender-gap-report-2017>

<sup>3</sup> <http://uis.unesco.org/sites/default/files/documents/fs45-literacy-rates-continue-rise-generation-to-next-en-2017.pdf>



International Women's Day



teachstarter

## INTERNATIONAL WOMEN'S DAY ACTIVITY

Think about a woman or girl who is a strong role model for you.

Write a letter to the person explaining what you admire about them and how they inspire you.



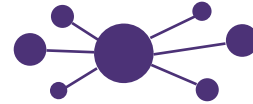
International Women's Day

teachstarter

## INTERNATIONAL WOMEN'S DAY ACTIVITY

In pairs or small groups, brainstorm ways that you and your friends can make the world a better place for women and girls of all nationalities.

Present your ideas as a mind map.



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International Women's Day

teachstarter

## INTERNATIONAL WOMEN'S DAY ACTIVITY

Write a set of interview questions to find out about the life experiences of a woman that you know. It may be a family member or friend.

If you can, conduct your interview. Share your research with the class.



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## INTERNATIONAL WOMEN'S DAY ACTIVITY

Write a list of adjectives that describe a woman who becomes a leader or role model.



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## INTERNATIONAL WOMEN'S DAY ACTIVITY

Choose an inspirational woman from the past or present day.

Using the letters of their name, write an acrostic poem about them.

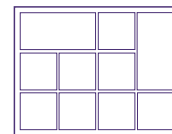


International Women's Day

teachstarter

## INTERNATIONAL WOMEN'S DAY ACTIVITY

Create a comic strip with at least ten cells that features a girl or woman as the main character. Tell the story of how the character overcomes adversity.



International Women's Day

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International Women's Day

teachstarter

## INTERNATIONAL WOMEN'S DAY ACTIVITY

Use recycled objects or materials to create a collage portrait of an inspirational girl or woman from the past or present day.



International Women's Day

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## INTERNATIONAL WOMEN'S DAY ACTIVITY

Read about the experiences of an inspirational woman or girl, such as Malala Yousafzai, Rosa Parks, or Jessica Watson.

Create a short video or digital presentation that tells their story. Highlight any social, cultural, or political changes their actions have contributed to.

International Women's Day

teachstarter

International Women's Day

teachstarter

## INTERNATIONAL WOMEN'S DAY ACTIVITY

Select a well-known brand that makes products for both men and women, e.g. clothing, shoes, hair care. Use the Internet to find advertising images or videos that each brand uses to promote their products.

Complete a Y-Chart analysis of each ad, identifying what each 'looks like', 'feels like', and 'sounds like'.

In pairs or small groups, find the similarities and differences between advertising for men's products and advertising for women's products.

## INTERNATIONAL WOMEN'S DAY ACTIVITY

On a sheet of paper, draw a person for each of the following occupations:

- nurse
- doctor
- firefighter
- scientist
- astronaut
- politician
- gardener
- artist.



Compare your drawings to those of your classmates. See how many people drew women and how many people drew men for each occupation.

## INTERNATIONAL WOMEN'S DAY ACTIVITY

Select a country located in a different part of the world. Research what life is like for young people in that country.

Create a schedule that shows a day in the life of a girl in the country and another that shows a day in the life of a boy in the country.

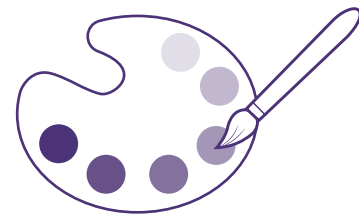
Compare the activities of each gender and describe what you notice.



## INTERNATIONAL WOMEN'S DAY ACTIVITY

Visit the International Women's Day website to find out this year's International Women's Day campaign theme.

Use photography, collage, painting, drawing, or another medium to create an artwork inspired by the theme.



## INTERNATIONAL WOMEN'S DAY ACTIVITY

Watch an episode of a cartoon or television show that features a girl or woman as the main character. While you are watching, take note of the adjectives that other characters use to describe the main character.

As a class, compile lists under the headings mentioned below of the words or phrases used to describe the female character.

- Related to Appearance
- Related to Skill or Ability

Compare the lists and describe what you notice.

## INTERNATIONAL WOMEN'S DAY ACTIVITY

In pairs, research a girl or woman role model from the past or present day.

Create a ten-question, multiple choice quiz about the life and achievements of the person you have researched.

Swap with another pair and complete each other's quiz.



# Female Gender Stereotypes Fact Sheet

## What Are Female Gender Stereotypes?

Female gender stereotypes are commonly recognized yet oversimplified ideas about what it means to be female. These stereotypes assume that all females share the same characteristics. They are uninformed judgements based on superficial information rather than facts.

### Stereotypes About Female Appearance

- Females are thin and delicate.
- Females have long hair.
- Females wear skirts or dresses.
- Females wear make-up.
- Females should not be too muscular.

### Stereotypes About Female Roles

- Females look after children.
- Females manage the running of the household.
- Females cook the meals.
- Females do the laundry.
- Females perform 'caring' jobs in the workforce.

### Stereotypes About Female Behavior

- Females are gentle.
- Females are not competitive.
- Females cry easily.
- Females are irrational.
- Females are good multi-taskers.

## Sources of Female Gender Stereotypes



parents



extended family



friends



toys/games



media

## How Can Female Gender Stereotypes Be Challenged?

- Respectfully point out gender stereotypes to others when you see or hear them. Help others understand how damaging they can be.
- Appreciate females for who they truly are. Value and celebrate their personal qualities without making unnecessary gender judgements.
- Speak up against people who choose to stereotype girls and women. Respectfully challenge their assumptions and generalizations.
- Challenge gender stereotypes through your behaviors and your responses to the behaviors of others.

# MADAM C. J. WALKER



## BUILDS A BUSINESS

REBEL GIRLS®



## ACTIVITIES



### YOUR EXCITING NEW PRODUCT

Madam C. J. Walker was an entrepreneur: a person who identifies a need and creates a business in an area that doesn't exist yet. You can be one, too!

Think about the items you use everyday (and they don't have to be beauty products!). List them here.

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Choose one example from your list, and explain why it stands out. Is the packaging appealing? Do you feel special after using it?

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Now make a list of unique items *you* need that might not exist yet or could be improved.  
(There might be more people out there who need them, too!)

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Choose one from this list and give it a name.  
What does it look like? What does it do?

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## TELL EVERYONE ABOUT IT

Madam C. J. Walker created ads and placed them in newspapers to help people discover her new product. This is a form of marketing, how businesses promote their products or services to customers.

Now, it's your turn! Think about your product. Why would someone want to buy it? Then draw your ad in the box below:







## YOUR ELEVATOR PITCH

When Annie Turbo knocked on Sarah's door, she had only a few seconds to convince Sarah to pay attention. Nowadays, we call this an "elevator pitch," which is a brief, persuasive speech to get someone excited about your product or your business. A good elevator pitch should last no longer than a short elevator ride! Fill in the blanks below.

I am \_\_\_\_\_, and I'm known for \_\_\_\_\_.

I make \_\_\_\_\_ that does \_\_\_\_\_. I hope to use it to help people \_\_\_\_\_.

My product is unique because \_\_\_\_\_.

Now, practice your pitch on a family member or friend!



# iFundWomen

We are proud to announce a collaboration with iFundWomen on these activities.

iFundWomen is the only crowdfunding platform designed specifically for female entrepreneurs, providing access to capital, coaching, creative, and connections critical to launching and growing better businesses. Crowdfunding is when an entrepreneur raises small amounts of money from lots of people that they know to reach a specific goal amount.

Head to **iFundWomen.com** and check out female entrepreneurs who are raising money for their businesses right now.

# Shirley Chisholm

## Early Life

Shirley Chisholm was born on November 30, 1924, in Brooklyn, New York to immigrant parents from Guyana and Barbados. She spent part of her childhood living with her grandmother in Barbados and credits much of her success to the good education she got there. When she was ten, she moved back to the U.S., where her family suffered through the Great Depression. Shirley attended Brooklyn Girls' High School, after which she was offered several college scholarships. As her family could not afford the living costs of college, she stayed home to study elementary education at Brooklyn College instead.



## Major Obstacles

Shirley Chisholm knew what it was like to face poverty, inequality, and discrimination. After she won awards for debating, some of her college professors suggested a political career. Shirley, however, felt she had little chance of political success because she had a 'double handicap' – being both female and black. Her fighting spirit helped her overcome those challenges. She stayed 'unbossed and unbought' (her campaign slogan) and enjoyed a long political career, fighting to end the discrimination she had experienced.

## Greatest Achievements

Shirley Chisholm was elected to Congress in 1968 and served seven terms during her lifetime. On January 25, 1972, she announced her nomination to run for the presidency – the first ever African American to do so on a Democratic Party ticket. She founded the National Women's Political Caucus, and was an active member of the National Association for the Advancement of Colored People (NAACP). Her legacy includes supporting the Equal Rights Amendment and creating a national nutrition program for women, infants, and children. Her outspoken nature and desire for social change had a lasting impact on the United States.

**"If they don't give you a seat at the table, bring a folding chair."**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Black History Profile – Shirley Chisholm

1. In paragraph 1, what does the word immigrant mean?

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2. In which section can the reader find information about Shirley's campaign slogan?

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3. How many terms did Shirley Chisholm serve in the U.S. Congress?

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4. What skills do you think Shirley had that allowed her to win awards for debating and have a long political career?

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## Black History Profile – Shirley Chisholm – Answers

**1. In paragraph 1, what does the word immigrant mean?**

In paragraph 1, the word immigrant means from a different country.

**2. In which section can the reader find information about Shirley's campaign slogan?**

Information about Shirley's campaign slogan is found in the section titled 'Major Obstacles'.

**3. How many terms did Shirley Chisholm serve in the U.S. Congress?**

Shirley Chisholm served seven terms in the U.S. Congress.

**4. What skills do you think Shirley had that allowed her to win awards for debating and have a long political career?**

Answers may vary, e.g. Shirley Chisholm was likely very persuasive. She was probably outspoken and brave. She was not afraid to speak her mind and stand up for what she believed in.

# Brooke Boney

## Who is Brooke Boney?

Brooke Boney is a Gamilaroi woman who works in print, television, and radio as a journalist. Brooke grew up in the Hunter Valley, New South Wales, Australia, on Woonaruah country, with her mother and five younger brothers and sisters.

## Leaving School

Brooke left school before finishing Year 12, the final year of school in Australia. She was unsure, at first, of what she wanted to do. Brooke later worked at the Australian newspaper *The Financial Review*, before deciding to study journalism at a university.

## Diversity in the Media

Growing up, it was obvious to Brooke that images of and stories about Australia's First Nations people on the television and in other media were limited and stereotypical. Brooke says she became a journalist to help tell positive stories about Indigenous Australians. She is committed to providing more positive role models for young Indigenous kids by increasing the visibility of Aboriginal and Torres Strait Islander peoples in the media.



## Rising Up

Supported by Jumbunna, her Sydney university's Indigenous Learning Center, Brooke finished her studies. Upon graduating, she volunteered at Koori Radio, Sydney's only First Nations radio station. Since then, Brooke has worked in commercial television news and for public broadcasters. She has been a political reporter in Canberra for NITV, Australia's National Indigenous Television network.

Brooke has also worked as a mentor for AIME, a now global organization that helps empower Indigenous high school-aged kids by 'building bridges' between their schools and local universities.

**Brooke's work in the Australian media shows young Indigenous girls that their voices are of value.**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## International Women's Day – Brooke Boney

1. According to the text, why did Brooke become a journalist?

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2. After reading the text, the reader can infer that Brook Boney is best known for –

- a) her work as a mentor for AIME.
- b) studying journalism at a university.
- c) her work in print, television, and radio.
- d) providing more positive role models for young Indigenous kids.

3. Read the following sentence from the text.

*Growing up, it was obvious to Brooke that images and stories about Australia's First Nations people on the television and in other media were limited and stereotypical.*

What does the word stereotypical mean in this sentence?

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4. Read the sentence from question 3 again. What things do you think Brooke was hoping would change about the images and stories of Australia's Indigenous First Nations people?

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## International Women's Day – Brooke Boney – Answers

1. According to the text, why did Brooke become a journalist?

**The text tells us that Brooke became a journalist “to help tell positive stories about Indigenous Australians.”**

2. After reading the text, the reader can infer that Brook Boney is best known for –
- a) her work as a mentor for AIME.
  - b) studying journalism at a university.
  - c) her work in print, television, and radio.**
  - d) providing more positive role models for young Indigenous kids.

3. Read the following sentence from the text.

*Growing up, it was obvious to Brooke that images and stories about Australia's First Nations people on the television and in other media were limited and stereotypical.*

What does the word stereotypical mean in this sentence?

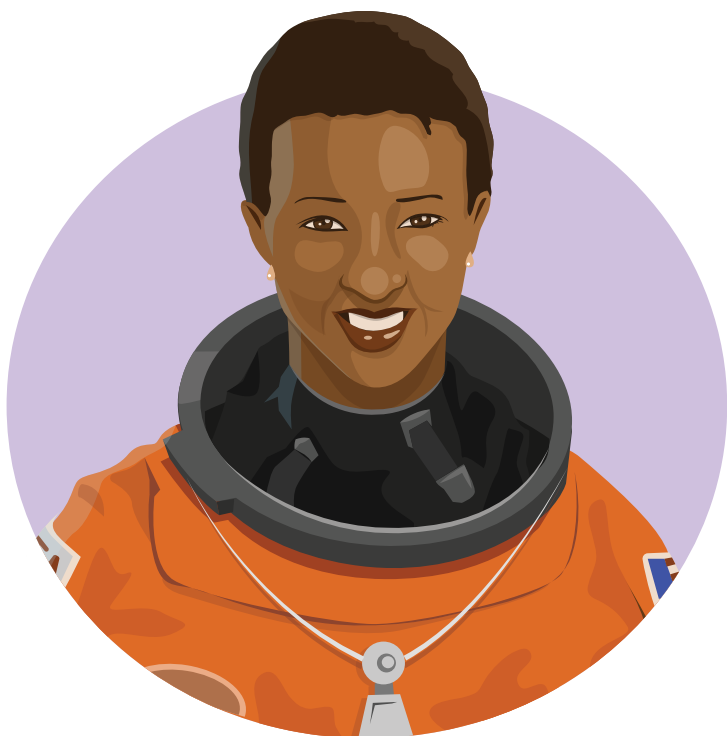
**Answers may vary, e.g., The word stereotypical means holding to a fixed or general pattern.**

4. Read the sentence from question 3 again. What things do you think Brooke was hoping would change about the images and stories of Australia's Indigenous First Nations people?

**Answers will vary, e.g., Brooke was probably hoping that people of different skin tones and backgrounds would be represented. Stereotypes are common when referring to Indigenous people, so Brooke likely wanted more diverse stories to be told.**



# Dr. Mae Jemison



## Mae the Soldier

From 1983 to 1985, Mae volunteered in the United States Peace Corps. As a medical officer, she was in charge of everyone's health. She also worked in the Center for Disease Control, focusing on curing illness.

## Mae the Activist

While in college, Mae noticed inequality between herself and the white male students. She joined the Black Students Union and ended up leading them. She campaigned for women and minorities to be treated as equally capable students.

## Mae the TV Star

*Star Trek* was Mae's favorite show about space, so she was amazed to be asked to appear on the show! She also hosted *World of Wonder* on the Discovery Channel and has made guest appearances on various documentaries.

## Mae the Dancer

At eleven years of age, Mae fell in love with dancing. Her interest continued through college. She even choreographed a musical and dance production.

## Mae the Doctor

Mae studied to be a doctor at Cornell Medical College. While studying, she traveled to Thailand, Cuba, and Kenya to help people there. She graduated and became a medical doctor in 1981.

## Mae the Astronaut

Mae was inspired to join the astronaut program by Lieutenant Uhura on *Star Trek* (played by Nichelle Nichols) and the first female astronaut, Sally Ride. She was accepted in 1987. Five years later, she flew on the 50th shuttle flight as a mission specialist and spent eight days and nights in space.

## Mae the Scientist

Science education is very important to Mae. During her life, she has been a professor at various universities. She is also a member of many science foundations and has even started her own research companies in many scientific fields.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## International Women's Day – Mae Jemison

1. According to the text, what inspired Mae to become an astronaut?

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2. In which section of the text can the reader find information about some of Mae's experience in the medical field?

- a) Mae the Soldier
- b) Mae the Dancer
- c) Mae the TV Star
- d) Mae the Activist

3. The author most likely wrote this text to –

- a) persuade the reader to become a doctor.
- b) tell the reader about an astronaut who became an actress.
- c) inform the reader about the life of an important woman.
- d) entertain the reader with a story about space.

4. After reading the text, the reader can infer that –

- a) Mae's favorite job was being a doctor.
- b) Mae has many talents.
- c) Mae did not do well in school.
- d) Mae wants to appear in more TV shows.

5. How does Mae promote science education? Provide evidence from the text to support your answer.

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## International Women's Day – Mae Jemison – Answers

1. According to the text, what inspired Mae to become an astronaut?

**Answers may vary, e.g., The text tells us that Mae was inspired to become an astronaut by a character on *Star Trek* and by Sally Ride.**

2. In which section of the text can the reader find information about some of Mae's experience in the medical field?

**a) Mae the Soldier**

b) Mae the Dancer

c) Mae the TV Star

d) Mae the Activist

3. The author most likely wrote this text to –

a) persuade the reader to become a doctor.

b) tell the reader about an astronaut who became an actress.

**c) inform the reader about the life of an important woman.**

d) entertain the reader with a story about space.

4. After reading the text, the reader can infer that –

a) Mae's favorite job was being a doctor.

**b) Mae has many talents.**

c) Mae did not do well in school.

d) Mae wants to appear in more TV shows.

5. How does Mae promote science education? Provide evidence from the text to support your answer.

**Answers may vary, e.g., Mae promotes science education by being a “professor at various universities” and by starting “her own research companies in many scientific fields.”**

# Greta Thunberg

## Who is Greta Thunberg?

Greta Thunberg is an avid and vocal environmentalist. She leads a global community of like-minded youth in combating climate change. Born in Sweden in 2003, she is one of the youngest people to speak on a global stage about the need for climate action.

## From Little Things, Big Things Grow

In August 2018, a lone figure sat in protest on the steps of the Swedish parliament. At 15, Greta had decided enough was enough; it was time for someone to make a stand. She carried a hand-painted sign that read '*skolstrejk för klimatet*' (school strike for climate), which has since been translated into dozens of languages. Thunberg could not have imagined how loud her voice would become nor how prolifically her message would spread. Her one-person stand has kicked off a global movement.

## Teenage Trailblazer

Speaking quietly and seldom smiling, Greta is earnest in her activism. She calls for her peers to help create a 'social tipping point' on a global scale. To achieve this goal, she travels world-wide to address heads of state – notably crossing the Atlantic in a solar-powered racing yacht in 2019 in an effort to neutralize her carbon footprint.



## A Call to Action

Ms. Thunberg describes the balance between her environmental work and her schoolwork as presenting 'strange contrasts'. She also claims that dealing with immature world leaders is more difficult than dealing with most of her peers at school. Addressing the US Congress in 2019, Greta presented a report from the Intergovernmental Panel on Climate Change and bluntly stated, "I don't want you to listen to me, I want you to listen to the scientists." This clearly defined statement was punctuated with a final comment, "And then I want you to take real action."

**Greta's work in the global climate change movement  
will inspire generations to come.**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## International Women's Day – Greta Thunberg

1. According to the text, Greta Thunberg is –
  - a) outgoing and loud.
  - b) quiet and serious.
  - c) immature and wasteful.
  - d) active and popular.
2. Why did Greta cross the Atlantic in a solar-powered racing yacht? Use text evidence to support your answer.

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3. The author describes Greta as a 'Teenage Trailblazer'. What is a trailblazer, and how does it describe Greta?

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4. Read the following sentence from the text.

*This clearly defined statement was punctuated with a final comment, "And then I want you to take real action."*

What does the word punctuated mean in this sentence? How do you know?

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## International Women's Day – Greta Thunberg – Answers

1. According to the text, Greta Thunberg is –
  - a) outgoing and loud.
  - b) quiet and serious.**
  - c) immature and wasteful.
  - d) active and popular.
2. Why did Greta cross the Atlantic in a solar-powered racing yacht? Use text evidence to support your answer.

**Answers may vary, e.g., In the text, the author tells us that Greta crossed the Atlantic “in a solar-powered racing yacht in 2019 in an effort to neutralize her carbon footprint.” She knew flying in a plane would not be eco-friendly, so she wanted to travel in a different way.**

3. The author describes Greta as a ‘Teenage Trailblazer’. What is a trailblazer, and how does it describe Greta?

**Answers will vary, e.g., A trailblazer is someone who does something first and acts as a guide for other people. As one of the youngest people to speak on a global stage about the need for climate action, Greta acted as a trailblazer to show other young people that they could also speak out about this.**

4. Read the following sentence from the text.

*This clearly defined statement was punctuated with a final comment, “And then I want you to take real action.”*

What does the word punctuated mean in this sentence? How do you know?

**Answers may vary, e.g., The word punctuated in this sentence means ‘ended’ or ‘marked’. I know this because punctuation goes at the end of a sentence, or marks the end of a sentence, so her statement ‘ended’ or ‘marked the end of’ her speech.**

# Jessica Watson

## Meet Jessica

Could you imagine living on a bus? How about a boat? Well, Australian Jessica Watson has lived on both! It was while she was living on the boat that Jessica decided she wanted to become the youngest person to sail, solo and unassisted, around the world. With an infectious smile and a fiery passion for life, Jessica Watson has inspired thousands of young people across the globe. Australia's ex-Prime Minister Kevin Rudd called her an extraordinary young Australian and the country's "newest hero".

## What a Winner!

Jessica has won the following awards:

- Spirit of Sport
- Young Performer of the Year
- Adventurer of the Year
- Young Australian of the Year
- Jane Tate trophy
- Order of Australia Medal

## *Ella's Pink Lady*

Jessica gave her boat, a 33.56 ft Sparkman & Stevens, the name Ella's Pink Lady. Before she had even begun her circumnavigation, disaster struck in the form of a collision with a 69,500 ton bulk carrier ship. Luckily, Jessica was unhurt and her boat received only a broken mast.



## Around the World in 210 Days

The following is a timeline of Jessica's circumnavigation of Earth.

- October 18, 2009 – Departed Sydney Harbor
- November 19, 2009 – Crossed the equator
- Christmas 2009 – Furthest point from land
- January 13, 2010 – Cape Horn, Chile
- January 25, 2010 – Halfway point
- February 15, 2010 – Crossed Prime Meridian
- February 24, 2010 – Cape Agulhas, S. Africa
- April 10, 2010 – Entered Australian waters
- April 12, 2010 – Cape Leeuwin, W. Australia
- May 3, 2010 – South East Cape, Tasmania
- May 15, 2010 – Arrived Sydney Harbor

Jessica says:

**"You don't have to be someone special to achieve something amazing. You've just got to have a dream, believe in it, and work hard."**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## International Women's Day – Jessica Watson

1. How is the section titled *Around the World in 210 Days* organized?
  - a) cause and effect
  - b) chronological order
  - c) problem and solution
  - d) compare and contrast
2. What obstacle did Jessica face before setting off on her journey? Use text evidence to support your answer.

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3. In the section titled *Meet Jessica*, the phrase “infectious smile and a fiery passion for life” was included to show the reader that –
  - a) Jessica lives an average life.
  - b) Jessica is adventurous and friendly.
  - c) Jessica likes to spend time alone.
  - d) Jessica enjoys smiling when she sees others.
4. Read the following sentence from the text.

*It was while she was living on the boat that Jessica decided she wanted to become the youngest person to sail, solo and unassisted, around the world.*

The words *solo and unassisted* tell the reader that Jessica wanted to –

- a) sail with a group of other sailors.
- b) sail with a captain, but with very little assistance or help.
- c) sail with one other person.
- d) sail by herself.





## International Women's Day – Jessica Watson – Answers

1. How is the section titled *Around the World in 210 Days* organized?
  - a) cause and effect
  - b) chronological order**
  - c) problem and solution
  - d) compare and contrast
2. What obstacle did Jessica face before setting off on her journey? Use text evidence to support your answer.

**Answers may vary, e.g., In the text, the author tells us that Jessica's ship was involved in a "collision with a 69,500 ton bulk carrier ship" where her boat was damaged.**

3. In the section titled *Meet Jessica*, the phrase "infectious smile and a fiery passion for life" was included to show the reader that –
  - a) Jessica lives an average life.
  - b) Jessica is adventurous and friendly.**
  - c) Jessica likes to spend time alone.
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*It was while she was living on the boat that Jessica decided she wanted to become the youngest person to sail, solo and unassisted, around the world.*

The words *solo and unassisted* tell the reader that Jessica wanted to –

- a) sail with a group of other sailors.
- b) sail with a captain, but with very little assistance or help.
- c) sail with one other person.
- d) sail by herself.**

# Malala Yousafzai

## Who is Malala?

Malala is a young Pakistani Human Rights Activist who fights for the rights of girls and women to receive an education. She risked her life for the cause and has changed history.

## Malala's Home and Family

Malala was born on July 12, 1997, in Mingora, Khyber Pakhtunkhwa, Pakistan. She grew up with her two younger brothers and her mother and father, and she practices the religion of Islam.

## Losing the Right to Go to School

Many Pakistani girls did not attend school. However, Malala's father was a teacher who ran a school for girls, which Malala attended. She loved school and had big dreams of becoming a teacher, a doctor, or a politician. When the Taliban (a fundamentalist religious movement from Pashtun) began to take control of the area where Malala lived, they demanded that all girls' schools be shut down. Women were no longer allowed to vote or to have jobs. All women and girls were to stay home, and if they went out, they had to wear a burqa (a garment that covers the head, face, and body) and be accompanied by a man.

## Diary of a Pakistani Schoolgirl

In 2009, Malala began to write a blog about the destruction and closure of more than 100 girls' schools in Pakistan. She became famous for writing her blog, and began speaking publicly against the Taliban. Despite the Taliban threatening to kill her, she bravely continued fighting for the rights of girls and women to receive an education in Pakistan.



## The Most Courageous Voice

In 2012, Malala was on her school bus when a masked gunman got onto the bus and asked, "Who is Malala?" He said he would shoot everyone on the bus if they did not tell. When Malala's scared friends looked her way, the gunman shot Malala.

The bullet passed through her head, missing her left eye and her brain.

While Malala was in the hospital in intensive care, people worldwide began supporting her cause. Malala survived. She continues to fight for peace and equality. Malala Yousafzai is the youngest ever Nobel Peace Prize winner.

Malala says:

**"I tell my story not because it is unique, but because it is not. It is the story of many girls."**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## International Women's Day – Malala Yousafzai

1. According to the text, many Pakistani girls did not attend school. Why was Malala able to attend school? Provide text evidence to support your answer.

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2. After reading the text, the reader can tell that Malala is –
- a) courageous.
  - b) brave.
  - c) strong.
  - d) all of the above are correct
3. People started hearing about Malala's work –
- a) after she was shot by a masked gunman.
  - b) when she started writing a blog about the closure of girls' schools.
  - c) after she won the Nobel Peace Prize.
  - d) when her school was shut down.
4. Which sentence from the text best supports the conclusion that Malala cares about other people?
- a) *Despite the Taliban threatening to kill her, she bravely continued fighting for the rights of girls and women to receive an education in Pakistan.*
  - b) *While Malala was in the hospital in intensive care, people worldwide began supporting her cause.*
  - c) *She loved school and had big dreams of becoming a teacher, a doctor, or a politician.*
  - d) *Malala Yousafzai is the youngest ever Nobel Peace Prize winner.*

## International Women's Day – Malala Yousafzai – Answers

1. According to the text, many Pakistani girls did not attend school. Why was Malala able to attend school? Provide text evidence to support your answer.

**Answers may vary, e.g., The text tells us that “Malala’s father was a teacher who ran a school for girls, which Malala attended.” She was able to go to school because her father worked at one.**

2. After reading the text, the reader can tell that Malala is –

- a) courageous.
- b) brave.
- c) strong.

**d) all of the above are correct**

3. People started hearing about Malala’s work –

- a) after she was shot by a masked gunman.

**b) when she started writing a blog about the closure of girls’ schools.**

- c) after she won the Nobel Peace Prize.
- d) when her school was shut down.

4. Which sentence from the text best supports the conclusion that Malala cares about other people?

**a) *Despite the Taliban threatening to kill her, she bravely continued fighting for the rights of girls and women to receive an education in Pakistan.***

b) *While Malala was in the hospital in intensive care, people worldwide began supporting her cause.*

c) *She loved school and had big dreams of becoming a teacher, a doctor, or a politician.*

d) *Malala Yousafzai is the youngest ever Nobel Peace Prize winner.*

# Obiageli Ezekwesili



## Who is Obiageli Ezekwesili?

Obiageli (Oby) Ezekwesili is a Nigerian accountant and social pioneer whose work has influenced multiple global arenas. Born April 28, 1963, she holds master's degrees in international law and public policy and has even stood for the Nigerian presidency.

## A Force for Education

Ezekwesili was a former Minister of Education in Nigeria and has long fought for education to be recognized as vitally important for African youth, especially girls. Most Nigerians are younger than 30 (60%), yet oil, rather than education, drives the government. Ezekwesili believes that poor education leads to unemployment, which is the cause of much crime in her nation.

## #BringBackOurGirls

On a dark night in April 2014, 276 female students were kidnapped from their homes in Chibok, Nigeria, by Boko Haram – a violent religious sect that believes women should not be educated. In an effort to save the girls, Obiageli Ezekwesili took to social media and urged people to take action. Her hashtag campaign #BringBackOurGirls brought the horrific crimes of Boko Haram to light. In 2019, Ezekwesili was awarded the Forbes Woman Africa Social Influencer award for her important work.

## Living Her Values

As well as being an education activist and former Vice-President of the World Bank Africa Division, Obiageli fights government corruption globally, cofounding Transparency International, an anti-corruption body.

The values she lives by are those she would like to see in others. "I set very high standards for myself," she explained in a recent interview. "Your character is ultimately the deal breaker in the pursuit of a career. I do not see career as a job; I see career as an assignment."

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## International Women's Day – Obiageli Ezekwesili

1. Which sentence from the text tells the reader that Obiageli is very educated?

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2. What caused Obiageli to be awarded the Forbes Woman Africa Social Influencer award?

- a) her work with the World Bank Africa Division
- b) her belief that education should be recognized as vitally important for African youth
- c) her hashtag #BringBackOurGirls that helped return 276 kidnapped children
- d) her master's degrees in international law and public policy

3. The author describes Obiageli as a 'social pioneer'. What does the word *pioneer* mean? Provide one example from the text that shows she is a social pioneer.

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4. Read the following sentence from the text.

*Ezekwesili believes that poor education leads to unemployment, which is the cause of much crime in her nation.*

This sentence is an example of –

- a) compare and contrast.
- b) cause and effect.
- c) chronological order.
- d) problem and solution.



## International Women's Day – Obiageli Ezekwesili – Answers

1. Which sentence from the text tells the reader that Obiageli is very educated?

**The sentence, "Born April 28,1963, she holds master's degrees in international law and public policy and has even stood for the Nigerian presidency." tells me that she is very educated.**

2. What caused Obiageli to be awarded the Forbes Woman Africa Social Influencer award?
- a) her work with the World Bank Africa Division
  - b) her belief that education should be recognized as vitally important for African youth
  - c) her hashtag #BringBackOurGirls that helped return 276 kidnapped children**
  - d) her master's degrees in international law and public policy

3. The author describes Obiageli as a 'social pioneer'. What does the word *pioneer* mean? Provide one example from the text that shows she is a social pioneer.

**Answers will vary, e.g., A pioneer is someone who starts something and prepares a way that others can follow. Obiageli is a social pioneer because she cofounded the organization Transparency International.**

4. Read the following sentence from the text.

*Ezekwesili believes that poor education leads to unemployment, which is the cause of much crime in her nation.*

This sentence is an example of –

- a) compare and contrast.
- b) cause and effect.**
- c) chronological order.
- d) problem and solution.

# Yuna Kim



## All About Yuna

Yuna was born on September 5, 1990 in Bucheon, Gyeonggi, South Korea. She was a professional figure skater and one of the most famous female athletes in South Korea.

## Top of the Competition

Yuna is the first female figure skater to win all four of these prestigious competitions:

- The Winter Olympic Games
- The World Championships
- The Four Continents Championships
- The ISU Grand Prix

## Learning to Skate

Yuna began skating when she was six years old. At the age of eleven, she became the youngest Korean skater to complete the five different triple jumps.

Yuna Kim is exceptional because she combines creativity, style, musical sense, graceful skating, technical skills, and incredible speed. She continues to inspire young skaters to believe that anything is possible.

## Yuna in the Media

Yuna Kim is considered one of the best female skaters of all time. She was the highest paid athlete at the 2010 Winter Olympic Games.

She has been named a 'Korean Power Celebrity' by American magazine *Forbes*, as well as being listed in *Time* magazine's 100 World's Most Influential People.

## Making a Difference

Yuna Kim donated prize money, as well as profits from her ice shows, to others in need. She donated her prize money from the 2010 Winter Olympic Games to help relief efforts in Haiti, after the nation suffered a catastrophic earthquake.

Yuna is a Goodwill Ambassador for the United Nations Children's Fund.

Yuna says:

**"I am not trying my best because it is the Olympics. I try my best always."**



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## International Women's Day – Yuna Kim

1. In which section of the text can the reader find information about Yuna Kim's figure skating wins?
  - a) Learning to Skate
  - b) Top of the Competition
  - c) Yuna in the Media
  - d) All About Yuna
2. According to the text, what are two ways that Yuna helps others?

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3. Read the following sentence from the text.

*Yuna is the first female figure skater to win all four of these prestigious competitions ...*

What is a synonym for the word prestigious as it is used in this text?

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4. From the text, the reader can tell that Yuna Kim –
  - a) is passionate about figure skating.
  - b) is a talented and hardworking athlete.
  - c) enjoys helping others in need.
  - d) all of the above are correct

# International Women's Day – Yuna Kim – Answers

1. In which section of the text can the reader find information about Yuna Kim's figure skating wins?
  - a) Learning to Skate
  - b) Top of the Competition**
  - c) Yuna in the Media
  - d) All About Yuna

2. According to the text, what are two ways that Yuna helps others?

**Answers may vary, e.g., The author tells us that Yuna Kim donated her Olympic prize money to help relief efforts in Haiti after an earthquake. She is also a Goodwill Ambassador for the United Nations Children's Fund.**

3. Read the following sentence from the text.

*Yuna is the first female figure skater to win all four of these prestigious competitions ...*

What is a synonym for the word prestigious as it is used in this text?

**Answers will vary, e.g., A synonym for the word prestigious as it is used in this text is *recognized* or *famous*.**

4. From the text, the reader can tell that Yuna Kim –
  - a) is passionate about figure skating.
  - b) is a talented and hardworking athlete.
  - c) enjoys helping others in need.
  - d) all of the above are correct**