



Education Resource

WOMEN'S RIGHTS IN EGYPT

ABOUT THIS RESOURCE

These two lesson plans provide a cross-curricular scheme of work for 14-16 year-olds. Students investigate the current issue of women's rights in Egypt using images, up-to-date information and peer-learning. They learn how to use persuasive writing techniques for a real and pressing purpose, and carry out structured peer-assessment of speaking, listening and writing skills.

The scheme is recommended for use in GCSE English Language, drama and humanities subjects, including citizenship. Links to the curricula of the UK are included.

RESOURCE CONTENTS

This document contains:

- Lesson plans 1 and 2
- Teacher's notes
- UK curriculum links

To use the lesson plans, you will need to download the following **supporting materials**:

- Gallery pack
- Lesson 1 worksheets
 - Role play worksheet
 - Peer assessment sheet: role play
 - Universal Declaration of Human Rights summary version*
- Lesson 2 worksheets
 - Persuasive writing examples
 - Writing a persuasive letter
 - Peer assessment sheet: persuasive writing
 - Address sheet
- PowerPoint presentation *Women's rights in Egypt*

LEARNING OBJECTIVES

Students will:

- learn about women's rights in Egypt;
- read non-fiction texts for information;
- use personal targets to improve speaking and listening skills;
- write to persuade effectively;
- take responsible and informed action to defend human rights.

LESSON 1

RESEARCHING AND ROLE-PLAYS

LEARNING OBJECTIVES

In this lesson students will:

- learn about women's rights in Egypt;
- read non-fiction texts for information;
- use personal targets to improve speaking and listening skills.

RESOURCES REQUIRED

- Role play worksheet
- Peer assessment sheet: role play (one per student)
- Gallery pack – at least one per class
- PowerPoint presentation *Women's rights in Egypt* (if preferred images can be printed and used as handouts)
- Copies of the *Universal Declaration of Human Rights* summary version
- Large sheets of paper and pens for group work (optional)

LESSON PLAN

TIME	ACTIVITY	RESOURCES
5 mins	<p>STARTER</p> <p>Using images, students consider women's rights in Egypt and around the world.</p> <ul style="list-style-type: none">• Show the images on slides 2 and 3 of the PowerPoint presentation. Allow students, in pairs, 30 seconds to discuss each image using the prompt questions on the slides. Students feed back ideas.• Show slide 4, which explains the source of the photographs with brief details about Egypt and women's rights. Read through and clarify students' understanding.• Tell students that in this lesson and the next they will investigate women's rights in Egypt. Share the learning objectives on PowerPoint slide 5 with the class.	PowerPoint slides 1-5

TIME	ACTIVITY	RESOURCES
30 mins	<p>MAIN</p> <p>In pairs, students read the gallery pack displayed around the classroom to research women’s rights in Egypt.</p> <ul style="list-style-type: none"> • Before the lesson display information from the <i>Gallery pack</i> on the walls around the classroom. Split the class into teams of four, and further divide each team into pairs. • Tell the students that the classroom walls are now a gallery and that they are working in teams to find out as much as they can about Egypt and women in Egypt. The team that finds the most facts will win the most points. Read the instructions on PowerPoint slide 6 and allow 10 minutes for pairs of each team to gather information. • Allow pairs to get back into their teams of four. Give them five minutes to share what they have learned and make a list of facts. • Tell teams to give themselves a point for each fact. Ask the highest scoring teams to feed back their lists of facts, checking class understanding and clarifying any questions and vocabulary. Refer to the <i>Teacher’s notes</i> for information on Egypt and women’s rights and use slide 6 of the PowerPoint as a prompt if you wish. • Distribute copies of the <i>Universal Declaration of Human Rights</i> to each group (or use <i>My Rights Passport</i> if preferred) and allow groups five minutes to circle each of the human rights that women in Egypt are being denied. Refer to <i>Teacher’s notes</i> for more information about human rights. • Feed back students’ ideas. Ask how it might feel to have these rights denied, and what they would do if their rights were denied in this way. 	<p>Gallery pack</p> <p>Paper and pens for group task</p> <p>PowerPoint slide 6</p> <p><i>Universal Declaration of Human Rights</i> (or <i>My Rights Passport</i>) per group</p> <p>Teacher’s notes</p>
15 mins	<p>DEVELOPMENT</p> <p>Teams complete a role play improvisation to empathise with Egyptian women’s rights defenders.</p> <ul style="list-style-type: none"> • Explain that teams will improvise a two-minute role play to empathise with the women’s rights defenders in Egypt. • Distribute copies of the role play worksheet to each team. • Allow teams a few minutes to read through and check they understand what to do. Display the success criteria on PowerPoint slide 7 and explain that students will be assessed according to these criteria at the end of the lesson. • Give teams around 10 minutes to practise their role play. Stress that they do not need to write scripts but need to practise being in the role and the situation. 	<p>Role play worksheet</p> <p>PowerPoint slide 7</p>

TIME	ACTIVITY	RESOURCES
10 mins	<p>PLENARY Using their peer assessment sheets students assess the team role plays and reflect on what they have learned in this lesson.</p> <ul style="list-style-type: none"> • Distribute the peer assessment sheets and give each person in each team a number from 1 to 4. • Explain that each team will perform their role play to another team and that each student will complete a peer assessment sheet for the person with the same number as them. • Each team has two minutes to perform their role play for the other team, who peer-assesses them. The teams swap over. • Display the reflection questions on PowerPoint slide 8. Allow pairs two minutes to consider the questions and then feed back to the class. • Tell the students that in the next lesson you will give them the opportunity to take action for women’s rights in Egypt. 	<p>Peer assessment sheet: role play</p> <p>PowerPoint slide 8</p>
	<p>EXTENSION / HOMEWORK Ask students for two ways they could campaign for women’s rights in Egypt.</p>	

LESSON 2

PERSUASIVE WRITING AND TAKING ACTION

LEARNING OBJECTIVES

In this lesson students will:

- learn about women's rights in Egypt;
- write to persuade effectively;
- take responsible and informed action to defend human rights.

RESOURCES REQUIRED

- Persuasive writing examples worksheet
- Writing a persuasive letter worksheet (optional resource to help with structure and content)
- Peer assessment sheet: persuasive writing (one per student).
- PowerPoint presentation *Women's rights in Egypt*
- *Universal Declaration of Human Rights* summary version (or *My Rights Passport* if preferred)
- Address sheet

Provided by you:

- Large envelope
- The name of the local MP. A full list can be found at www.parliament.uk

LESSON PLAN

TIME	ACTIVITY	RESOURCES
15 mins	<p>STARTER</p> <p>Students remind themselves of their responses to women's rights in Egypt and think about action they could take to defend human rights.</p> <ul style="list-style-type: none">• Display PowerPoint slide 10, which has the following statement: 'Women and men in Egypt enjoy their human rights equally'.• Give students two minutes to discuss the statement in pairs for initial responses. Pick two pairs to feed back to the class.• Ask students to give themselves a number from 1 to 10 depending on how far they agree with this statement (1 is disagree strongly, 10 is agree strongly). Feed back ideas, drawing out key information about women's rights in Egypt and human rights generally. Refer to the <i>Teacher's notes</i> for more guidance.	<p>PowerPoint slides 9-11</p> <p>Teacher's notes</p>

TIME	ACTIVITY	RESOURCES
	<ul style="list-style-type: none"> • Optional extension: ask students to repeat the activity using the statement: ‘Women and men in the UK enjoy their human rights equally’. Feed back ideas, comparing how women and men experience human rights in the two countries. • Tell students that they are going to use their learning from the previous lesson to take action for women in Egypt. • Share the learning objectives on PowerPoint slide 11. • If students completed the homework task, ask them to share ideas about how they could take action for women’s rights. If you wish, refer to Article 29 from the Universal Declaration of Human Rights: ‘We all have a duty to other people, and we should protect their rights and freedoms.’ 	
10 mins	<p>MAIN Students consider how to write persuasively.</p> <ul style="list-style-type: none"> • Divide class into pairs. Hand out the <i>Persuasive writing examples</i> worksheet to each pair. • As a class, read Example 1 on the worksheet. Highlight the writing techniques that are being used to make this persuasive (examples are provided on the worksheet). • Ask students to read Example 2 in pairs and highlight examples of persuasive language. • Feed back and make a list on the board of persuasive writing techniques used. • Display PowerPoint slide 12 and ask students in their pairs to complete the task shown: make the sentences as persuasive as possible, using one or more of the techniques listed by the class. 	<p>Persuasive writing examples worksheet</p> <p>PowerPoint slide 12</p>
20 mins	<p>DEVELOPMENT Students use content from the previous lesson to write a letter to persuade their local MP to call on the Egyptian political parties to condemn violence towards women in Egypt.</p> <ul style="list-style-type: none"> • Hand out the <i>Writing a persuasive letter</i> worksheet. Tell students that they will use the information they have learnt about women’s rights in Egypt to write a letter to their MP, persuading them to call on the Egyptian political parties to condemn violence towards women in Egypt. Instruct students to use the school address rather than their personal address. • Share the success criteria on PowerPoint slide 13. Students should aim to: <ul style="list-style-type: none"> - include the facts they recorded in their gallery walk - mention articles in the Universal Declaration of Human Rights - use as many persuasive writing techniques as possible. • As students work, it may be useful for them to share some examples of their writing as a class or in pairs. Highlight examples of effective use of the success criteria, particularly those letters that use facts, references to human rights articles and persuasive techniques. 	<p>Writing a persuasive letter worksheet (optional)</p> <p>PowerPoint slide 13</p> <p><i>Universal Declaration of Human Rights</i> (or <i>My Rights Passport</i> if preferred) per pair</p>

TIME	ACTIVITY	RESOURCES
10 mins	<p>PLENARY</p> <ul style="list-style-type: none"> • Students swap their completed letters with a partner who assesses them using the <i>Persuasive writing peer assessment</i> sheet. • Ask students to share examples of effective letters with the class. • Invite students to place their letters in an envelope to send to their MP at the House of Commons, London SW1A 0AA. A full list of MPs is available at www.parliament.uk • Put the address sheet showing the contact details of Egyptian party leaders in the envelope. • Show PowerPoint slide 14 displaying the four learning objectives of the two-lesson scheme. Ask students to raise their hands if they feel they have fulfilled each of these objectives. <p>Objectives are that students will:</p> <ul style="list-style-type: none"> - learn about women’s rights in Egypt - use personal targets to improve speaking and listening skills - write to effectively persuade - take responsible and informed action to defend human rights - read non-fiction texts for information. 	<p>Peer assessment sheet: persuasive writing</p> <p>Large envelope</p> <p>PowerPoint slide 14</p>

TEACHER'S NOTES

These notes provide additional information to be used in conjunction with the lesson plans.

THE EGYPTIAN REVOLUTION

The Egyptian Revolution happened in 2011. After weeks of huge protests demanding democracy and change, the government of the country was overthrown. People took to the streets to protest against poverty, rampant unemployment, government corruption and the autocratic government of President Hosni Mubarak, who had ruled the country for 30 years.

The people of Egypt had been inspired by the recent revolution in Tunisia, another North African country, where people had demonstrated about high unemployment, the rising cost of food, corruption, a lack of freedom of speech and poor living conditions. In January 2011, the Tunisian demonstrators overthrew the Tunisian President, who had been in power for 23 years. The people of Egypt wanted to do the same.

By demonstrating that people had the power to remove dictatorial rulers, the revolutions in Tunisia and Egypt inspired movements for change across other parts of North Africa and the Middle East.

After Mubarak was overthrown, the military were initially in charge of the country. Elections were held in 2012 and Mohammed Morsi of the Muslim Brotherhood was declared President.

But the protests continued because many citizens opposed the actions of the Muslim Brotherhood and President Morsi, considering them an attempt to re-impose undemocratic rule. Women's rights activists were particularly concerned that women had little representation and that some Muslim Brotherhood policies further threatened women's rights.

In July 2013 mass protests led to Morsi being removed from power in a military coup. The country is currently in a transitional period, waiting for new elections to decide the next leader. The main political parties in Egypt are: the Nour Party, the Constitution Party, the Conference Party and the Egyptian Popular Current.

Since the fall of the Muslim Brotherhood, the Nour Party is effectively the largest Islamist party in Egypt. The other three parties are members of the National Salvation Front, the coalition of prominent opposition leaders backing the protests that overthrew President Morsi.

WOMEN'S RIGHTS IN EGYPT

In Egypt, the women who protested for their rights alongside men faced a crushing disappointment after the revolution. Many women hoped that the revolution would bring equality but instead women protesters have been violently attacked and abused; women have been excluded from decision making and many political parties have stated their opposition to giving men and women equal rights in law. Egyptian women are still campaigning for their rights to be taken seriously.

The Gallery pack gives information about Egypt in general and the political changes that have occurred since 2011. It also gives information about several issues affecting women in Egypt. These include:

- a lack of political representation and access to politics
- discrimination in the workplace
- unequal rights in marriage
- codes of behaviour that restrict women's freedom to associate in groups
- sexual harassment and the violent targeting of female protesters
- the lack of support in the law for women suffering domestic violence.

FURTHER SUPPORT FOR DIFFICULT ISSUES

The Gallery pack includes sections on the sexual harassment of women and on the sexual assault of female protesters. Amnesty International recommends that teachers use these resources with students aged 14+ and that teachers make the list of support organisations at the front of the Gallery pack available to students in case they require further information and support. There is no reference to female genital mutilation (FGM) in the resources for students, but this affects women in Egypt and therefore students may bring it up. Contact details for support organisations dealing with FGM are also provided on the front of the Gallery pack.

UNIVERSAL DECLARATION OF HUMAN RIGHTS

Teachers may find it useful to know more about the Universal Declaration of Human Rights (UDHR). Atrocities committed by states during World War II, particularly the Holocaust, led the newly formed United Nations (UN) to draft a statement of principles in an attempt to prevent such abuses happening again. The resulting document, the UDHR, was adopted by the countries of the UN in 1948. It is not legally binding on states, so cannot be enforced in a court of law. However, it has formed the basis of a number of treaties that **are** legally binding and can be enforced, such as the UN Convention on the Rights of the Child.

As the notes in the Gallery pack show, many of the human rights described in the UDHR are denied to women in Egypt. This includes (but is not restricted to) the following articles:

- Article 1: all human beings are born free and equal in dignity and rights
- Article 2: everyone is entitled to the all the rights and freedoms set forth in this Declaration without distinction of any kind
- Article 3: everyone has the right to life, liberty and security of person
- Article 5: nobody shall be subject to torture or to cruel, inhuman or degrading treatment
- Article 7: all are equal before law
- Article 9: nobody shall be subject to arbitrary arrest
- Article 12: nobody shall be subject to arbitrary interference with their privacy
- Article 16: men and women have equal rights during or after marriage
- Article 19: everyone has the right to freedom of expression
- Article 20: everyone has the right to peaceful assembly and freedom of association
- Article 21: everyone has the right to take part in government
- Article 23: everyone has the right to fair and equal pay
- Article 30: no governments, groups, or individuals should destroy any of these rights and freedoms.

Teachers may also wish to discuss the 'indivisibility' of rights: that is, when one right is removed it always affects other rights. For example, denying women in Egypt equal rights in marriage (article 16) also affects their equal rights to property (article 17).

WRITING LETTERS FOR HUMAN RIGHTS

Amnesty International's letter writing campaigns have supported many victims of human rights abuse. In some cases, the human rights abuse has stopped after Amnesty members have written letters on behalf of individuals: prisoners of conscience have been released and laws have been changed.

When discussing the potential impact of letters with a class, it is useful to tell students that even if they don't get a reply and there is no obvious outcome because of their action, their letter will be one of hundreds or thousands sent by human rights defenders around the world. Many students feel empowered to realise that they can add their voice to a real campaign that could have a genuine impact.

Amnesty International recommend that students put the school address on their letter and not their personal address.

Writing to UK MPs about global issues can be an effective way of keeping human rights on the international agenda. International agreements and UN Conventions mean that governments have obligations to uphold and defend human rights across the globe, not only in their own countries. An MP from the UK can directly contact the political parties of Egypt and call on them to uphold women's rights there. This shows political parties in Egypt that there is international support for the rights of women in their country.