

KINROSS HIGH SCHOOL- SOCIAL SUBJECTS



A BLUEPRINT FOR THE FUTURE



GEOGRAPHY

HISTORY

MODERN STUDIES

RME

A Blueprint for the Future

Social Subjects



Our Vision & Aim

A BLUEPRINT FOR THE FUTURE

“You are never too young to lead...you should never doubt your capacity to triumph...” Kofi Annan

Kinross High School's 'A Blueprint for the Future' aims to help young people to **flourish** and **thrive** in the 21st century and **empower them to lead positive change** which starts in their **own community**. This curriculum will enable young people to develop their **understanding of the world** and their **values**, through *historical, social, geographical, political and ethical* lenses. Learners will make **connections** across content and develop **communication, creativity** and **critical thinking skills**. The final 'Craftivism' project will see our young people put their '**learning for sustainability**' into action, as they use their voice to share the **UN Sustainable Development Goals**.

<p>LESSON 'RECIPE'</p> <ul style="list-style-type: none"> ✓ Retrieval starter ✓ Big Picture & LI/SC ✓ Key Question (<i>not every lesson</i>) ✓ Plenary (<i>Captain's Log</i>) ✓ Link to SDG(s) (<i>where appropriate</i>) 	<p>ASSESSMENT</p> <ul style="list-style-type: none"> ✓ Record progress and track on Spreadsheet ✓ Use and link corresponding benchmarks ✓ Think about skills 		
<p>SKILLS</p> <ul style="list-style-type: none"> ✓ Use KHS skills framework, including 'I can...' statements ✓ Icons ✓ Explicit language ✓ Reporting <p>VALUES</p> <ul style="list-style-type: none"> ✓ Icons ✓ Plenaries ✓ Reporting 	<p>Key Questions</p> <ul style="list-style-type: none"> ✓ Green/Yellow/Orange/Red (on track/off track/better) ✓ X1 self-assessed and x1 peer assessed ✓ End of rota review to be completed 	<p>Extended Writing</p> <ul style="list-style-type: none"> ✓ Level ✓ Green pen marking using 5-a-day ✓ Benchmark grid (SS & Lit) 	<p>5* Assessment</p> <ul style="list-style-type: none"> ✓ Skills focus e.g. sources ✓ Timed & closed book
	<p>CONNECTIONS</p> <ul style="list-style-type: none"> ✓ 'Tell me everything' slides after each rotation & discussion around SDGs ✓ Highlight content connections 		<p>KEEP IN MIND...</p> <ul style="list-style-type: none"> ✓ Vision & Aim ✓ The Kinross Way ✓ SDGs & the Future ✓ LFS Sketchnote ✓ The final project ✓ Pupil Feedback ✓ Hope and positivity for learners amidst challenging themes and topics

Kinross High School's 'A Blueprint for the Future' aims to help young people to **flourish** and **thrive** in the 21st century and **empower them to lead positive change** which starts in their **own community**. This curriculum will enable young people to develop their **understanding of the world** and their **values**, through *historical, social, geographical, political* and *ethical* lenses. Learners will make **connections** across content and develop **communication, creativity** and **critical thinking skills**. The final 'Craftivism' project will see our young people put their '**learning for sustainability**' into action, as they use their voice to share the **UN Sustainable Development Goals**.



INITIAL ROTATION IDEAS

GEORGAPHY	HISTORY	MODERN STUDIES	RME
<ul style="list-style-type: none"> • ‘Factfulness’ based on Hans Rosling (poverty, reducing inequalities) • Oceans e.g. biodiversity, regulating climate, climate action (life below water) 	<ul style="list-style-type: none"> • Skills introduction (bias, sources, chronology) • Conservation, relics • Women and the vote (history of gender equality) • Rights through time (slavery, racism in the USA) 	<ul style="list-style-type: none"> • Skills (based on newswise, bias etc) • Democracy vs. Dictatorships • Human Rights and the work of the UN 	<ul style="list-style-type: none"> • Humans are (not) amazing (what are humans, what is a moral compass, what are big questions, case study of animal rights) • Big Issues (Death Penalty, Assisted Suicide, Gender, Environment) • Growing up Jewish (Bar Mitzvah, Holocaust)



Templates & Graphics

Social Subjects



The Big Picture

Last lesson:	This lesson:	Next lesson:

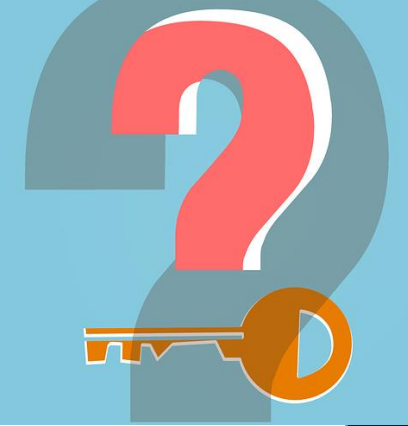


You will know if you have achieved success if you can:

- X
- X
- X



Key Question



Self and Peer Assessment

At least once a term you will self assess or peer assess a Key Question

I assessed/peer assessed this

learning on __/__/__

I would give the work a...

RED	AMBER	YELLOW	GREEN
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I am going to try to...

You need to

- Circle 'I assessed' or 'peer assessed' depending on what we are doing
- Add the date
- Circle the colour
- Add a target for next time

SELF ASSESSMENT- I marked my work

PEER ASSESSMENT- I marked someone else's work

Plenary

1. The aim was...
2. We know if we have done well if we could...
3. One thing that was important was...
4. A good thing to remember is...
5. One **skill** we developed is...we did this by...
6. This links to our school value of **AMBITIOUS/RESPONSIBLE/RESILIENT/COMPASSIONATE** because...
7. This links to the **SDG** of... because...

Captain's



Log





Faculty Banner

Key Question Logo

Success Criteria Logo

Retrieval Practice Logo



KHS Values (compassionate, ambitious, resilient, responsible)

KHS Skills icons (communication, critical thinking, creativity)

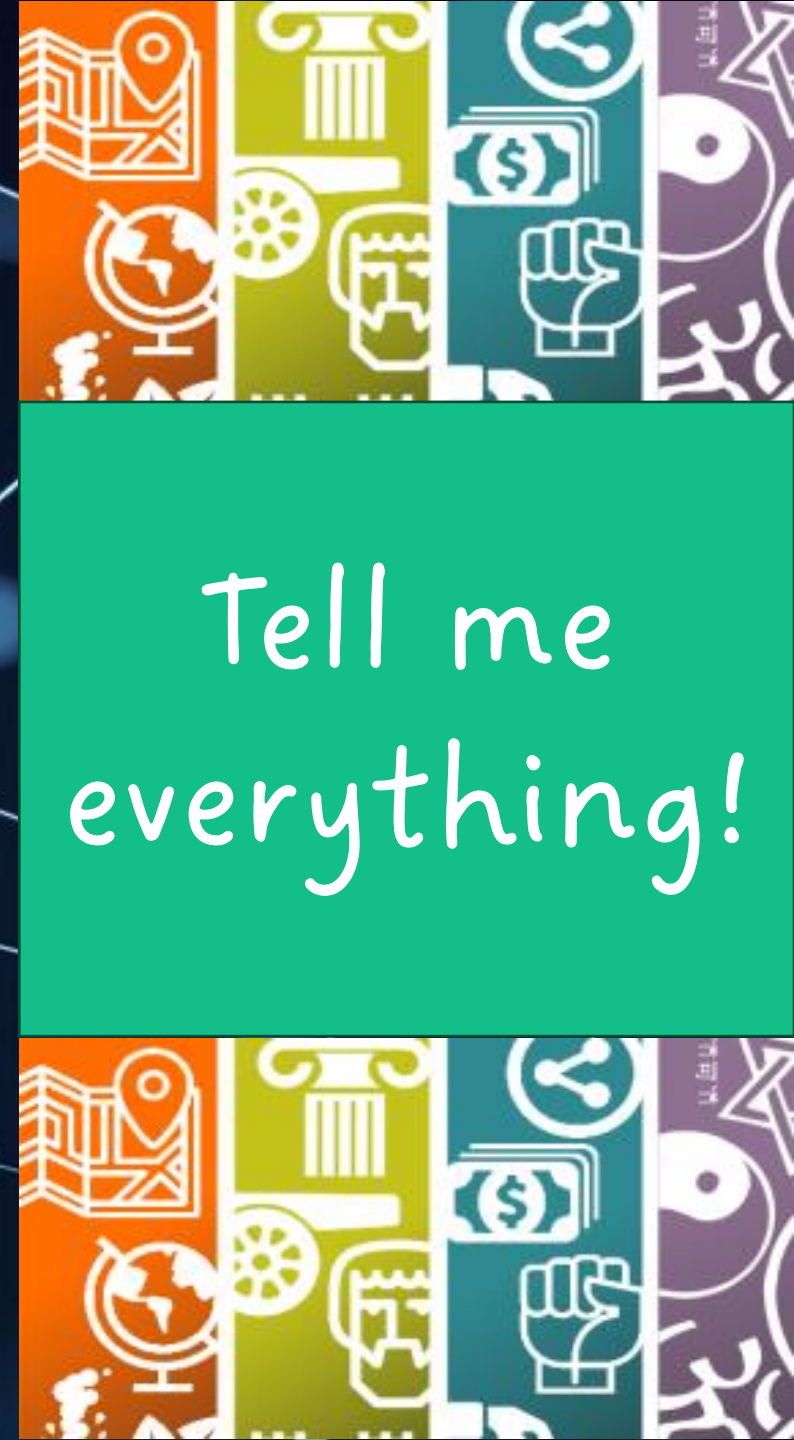
What subject(s)
have you
studied so far?

What did you
learn about?

What skills did
you work on
and develop?

What
connections
and links can
you see?

Tell me
everything!



KINROSS HIGH SCHOOL- SOCIAL SUBJECTS



What can you tell me about the SDGs?



GEOGRAPHY

HISTORY

MODERN STUDIES

RME

To-Do Lists...

Social Subjects



To-Do...

Use the Faculty planning tool to ensure consistency in graphics/branding

Create your rotation lessons (time will be made to work together too)

Create a draft plan of your rotation

Complete an annotated copy of the benchmarks which highlights where they occur in your courses



PT To-Do...

Create the Common Intro course, including 'Knowing your Community' event

Organise resources

Book time for staff to work together

See AB and plan reporting

Tracking Spreadsheet

Display

Pupil Focus Group



Planning Our S1 Curriculum Transformation

Social Subjects



Planning

1. Agree **over-arching theme** and **title**
2. Agree **final project**
3. Discuss **commonality** and **consistency** within rotations e.g. skills, assessment, approach
4. Create **individual rotation plans**
5. **Bid** for funding



ROTATION ONE

9 WEEKS, 5 PERIODS

- INTRODUCTION
- SUBJECT ONE
 - GEOGRAPHY
 - HISTORY
 - MODERN STUDIES
 - RME

ROTATION TWO

7 WEEKS, 5 PERIODS

- SUBJECT TWO
 - GEOGRAPHY
 - HISTORY
 - MODERN STUDIES
 - RME

ROTATION THREE

7 WEEKS, 5 PERIODS

- SUBJECT THREE
 - GEOGRAPHY
 - HISTORY
 - MODERN STUDIES
 - RME

ROTATION FOUR

7 WEEKS, 5 PERIODS

- SUBJECT FOUR
 - GEOGRAPHY
 - HISTORY
 - MODERN STUDIES
 - RME

Our Model- 'A Blueprint for the Future'

LAUNCH (INTRO)

2 WEEKS inclu. LAUNCH DAY

- Community speakers/involvement
 - Group activities/challenges
 - Intro to Social Subjects
 - Building relationships
 - Setting the scene

ROTATION FIVE

6 WEEKS, 5 PERIODS

THE FINAL PROJECT

- 'Craftivism'
- Family Learning Event
- Community Involvement
- Our Blueprint for the Future

A blueprint for the future...

The 2030 Agenda for Sustainable Development, adopted by all United Nations Member States in 2015, provides a shared blueprint for peace and prosperity for people and the planet, now and into the future. At its heart are the 17 Sustainable Development Goals (SDGs), which are an urgent call for action by all countries – developed and developing – in a global partnership. They recognize that ending poverty and other deprivations must go hand-in-hand with strategies that improve health and education, reduce inequality, and spur economic growth – all while tackling climate change and working to preserve our oceans and forests.



Resources

- Each class will have a box for their resources. This should move with the class and each rota'd teacher should ensure this is ready for handover to the next teacher.
- The boxes include:
 - Purple pens (Key Questions)
 - Green pens (Green-pen marking)
 - Highlighters
 - Folders
 - A4 jotters (all the colours of the rainbow so pupils can pick 😊)
 - Craftivism book for 'inspo'

LB will keep adding to these and they will be ready for August.

Assessment

- We will have a Faculty-wide spreadsheet for S1 BGE (to follow...)

For each rotation, '**musts**' for assessment are included below:

- **Key Questions** throughout their work, completed using the **purple pens**, with at least one in the rotation which is **self-assessed and peer-assessed** (sticky labels provided for this). This should include a review of the Key Questions completed at the end of the rota (see slides 21-25).
- A piece of **extended writing** which is marked using the KHS English Literacy grids, where pupils check over their 'SPAG' using '**green pen marking**' and the 5-a-day correction code (this could be a report, a letter, an essay etc.)
- A **5* assessment** which looks at the **key skills** outlined in the benchmarks (a key skill for all being '**using/analysing/applying sources**' - this should be timed and closed book.

Self and Peer Assessment

I assessed/peer assessed this

learning on __/__/__

I would give the work a...

RED	AMBER	YELLOW	GREEN
-----	-------	--------	-------

I am going to try to...

- At least once a term you will self assess or peer assess a Key Question

You need to

- circle 'I assessed' or 'peer assessed' depending on what we are doing
- Add the date
- Circle the colour
- Add a target for next time

SELF ASSESSMENT- I marked my own work

PEER ASSESSMENT- I marked someone else's work

What happens at the end of a term?

- We are encouraging pupils to review their Key Question progress at the end of each unit
- This encourages pupil responsibility and also gives us an opportunity to reflect on their progress to date
- This information can also be very useful for tracking reports and allows pupils to set targets for the next unit using the feedback they are receiving
- Information can be found below about this process.

My Key Questions – because, but, so...

Subject: **RME** Topic: **Humans are Amazing** Term: **One**



Question/Theme	Red/Orange/Yellow/Green
What are humans?	
Why are belief and wonder important?	
Is it ever ok to test on animals?	
End of Unit Key Question	

Most of my Key Questions are...**RED/ORANGE/YELLOW/GREEN** (*circle*)

I am making progress <i>because</i> ...	<i>But</i> ...	<i>So</i> ...
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How am I doing?

because, but, so...

Step One

Question/Theme	Red/Yellow/Green
There is more to humans than what we can see on the outside. Do you agree?	Green
Are you just one person?	Yellow
What is a big question and why are they important to humans?	Yellow
Why are beliefs important to humans?	Yellow

Most of my Key Questions are...RED/ORANGE, **YELLOW**/GREEN
(circle)

because, but, so...

Step Two

<p><i>I am making good progress because...</i></p> <p>I have tried to use examples.</p> <p>I have been explaining my opinions.</p> <p>I have shown good knowledge of the topic.</p> <p>I was able to include both sides of the argument.</p> <p>More of my KQs are _____ this term.</p> <p>I tried all KQs this term.</p>	<p><i>But...</i></p> <p>I rush my KQs.</p> <p>I need to try to add more detail in all of my KQs.</p> <p>I sometimes try harder in some lessons than in others.</p> <p>I struggled to understand the topic on beliefs.</p> <p>I did not answer both parts of the question in the 'big questions' KQ.</p> <p>I don't always use full sentences.</p>	<p><i>So...</i></p> <p>I will check my KQ before I hand it in.</p> <p>I will remind myself to include an example in each answer.</p> <p>I will put as much effort into my KQs as I do into tests and assessments.</p> <p>I will go back and revise the belief topic.</p> <p>I will read the KQ carefully before and after I write my answer.</p>
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because, but, so...

Pupil Feedback

Imaginative Writing-



Second Level	Third Level	Fourth Level
Organises information in a logical way. LIT 2-26a	Organises essential information or ideas and any supporting information in a logical way. LIT 3-26a	Organises essential information or ideas and any supporting information in a logical way. LIT 4-26a
Uses appropriate style and format to convey information applying key features of the chosen genre. LIT 2-28a	Uses style and format appropriate to purpose and audience, applying features of the chosen genre. LIT 3-28a	Uses style and format that is well-suited to purpose and audience, applying features of the chosen genre. LIT 4-28a

Tools for Writing

Second Level	Third Level	Fourth Level
Spells most words correctly. LIT 2-21a	Spells most words correctly – including unfamiliar vocabulary. LIT 3-21a	Spelling is accurate – including unfamiliar vocabulary. LIT 4-21a
Uses a range of punctuation (full stops, capital letters) mainly accurately. LIT 2-22A	Uses more complex punctuation (question marks, inverted commas etc.) to enhance writing. Punctuation is varied and mainly accurate. LIT 3-22a	Uses more complex punctuation (colons, ellipsis etc.) to enhance writing. Punctuation is varied and accurate. LIT 4-22a
Uses a variety of sentence structures. LIT 2-22a	Uses a variety of sentence structure to enhance effect. LIT 3-22a	Uses a variety of sentence structures to enhance effect. LIT 4-22a
Organises writing into <u>paragraphs</u> . LIT 2-22a	Organises writing in paragraphs to develop structure of writing. LIT 3-22a	Structures writing using linking phrases and topic sentences. LIT 4-22a
Writing makes sense. LIT 2-23a	Writing is fluent and legible. LIT 3-23a	Writing is fluent and legible. LIT 4-23a
Writing follows an appropriate layout. LIT 2-24a	Writing uses a layout to clarify meaning. LIT 3-24a	Writing uses a layout to clarify meaning. LIT 4-24a

Through social studies, children and young people develop their understanding of the world by learning about other people and their values, in different times, places and circumstances; they also develop their understanding of their environment and of how it has been shaped. As they mature, children and young people's experiences will be broadened using Scottish, British, European and wider contexts for learning, while maintaining a focus on the historical, social, geographic, economic and political changes that have shaped Scotland. Children and young people learn about human achievements and about how to make sense of changes in society, of conflicts and of environmental issues. With greater understanding comes the opportunity and ability to influence events by exercising informed and responsible citizenship.

SS Skills Framework

**ENCOURAGE
ENTERPRISING
ATTITUDES**

**LIFELONG LEARNING &
EMPLOYABILITY**

**PEOPLE, PAST EVENTS &
SOCIETIES**

**PEOPLE, PLACE,
ENVIRONMENT**

**PEOPLE IN SOCIETY,
BUSINESS & ECONOMY**

DESCRIBE

**USE OF
SOURCES**

EXPLAIN

**DRAW
CONCLUSIONS**


CONTRIBUTE TO DISCUSSION


**GATHER
INFO**

**COMPARE/
CONTRAST**

**EXPRESS
OPINIONS**

**SS Skills
Framework**

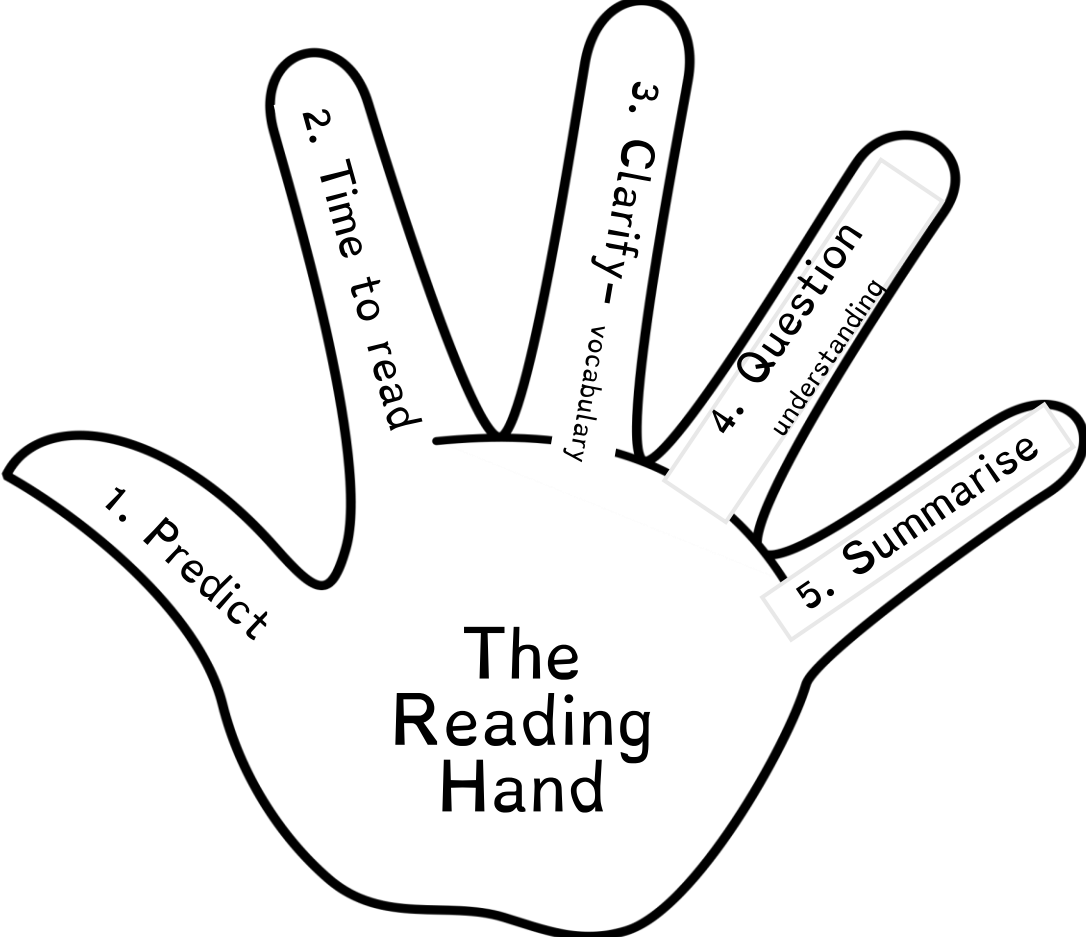
Skill	Ability	What this means...	Success criteria
Communication 	Reading	Understands texts, infers accurately	I can understand and interpret information contained within a text.
	Writing	Accurately creates texts, organises thoughts logically, conveys ideas with clarity	I can use language to share thoughts with a specific audience.
	Listening	Appreciates others' voices and ideas, understands and uses oral information accurately	I can understand and respond to information that is shared with me orally.
	Researching	Uses variety of sources (including IT) to find out useful and accurate information, organises information logically, uses resources responsibly	I can find information from reliable sources and organise information to support my work.
	Presenting	Confident when sharing ideas, uses appropriate IT skills to support, organises and displays data effectively	I can use appropriate software to share information with others coherently.
	Discussing	Takes turns, respects others' views, conveys views with clarity	I can work with others to respectfully share ideas on a topic.
	Reasoning	Convinces others of opinion, based on evidence	I can put across evidence based viewpoints, perspectives or information to bring others round to my way of thinking.

Creativity 	Adapting	Tries new things, embraces change, perseveres, overcomes difficulty	I can learn new ways of approaching problems, gaining new skills and understanding.
	Innovating	Plans well, focuses on improvement, has confidence and courage, uses divergent thinking	I can find new ways of improving situations to achieve a goal.
	Leading	Works well with others, able to prioritise and delegate, sets clear goals, encourages others, plans and organises well	I can take a leadership role when working with others, respecting views and remaining focused on the collective goal.
	Collaborating	Listens to others, argues points in a fair way, shares common goals with others, helps a group achieve, supports others, values collective responsibility	I can work effectively with others, encouraging and respecting views.
	Designing	Plans well, considers alternatives, solves a problem with thinking	I can consider differing ways of achieving a goal.
	Problem solving	Works well with data in order to make decisions, breaks down problems, identifies solutions	I can find creative solutions to problems, taking manageable steps to achieving the goal.
	Planning	Thinks ahead in order to achieve a goal, organises and prioritises, manages time effectively, meets deadlines	I can complete a goal by setting clear and manageable targets and a timescale for completion.
	Lateral thinking	Takes creative and indirect approach to solving problems	I can solve problems that may not have an obvious solution.

Critical Thinking



Curiosity	Interested in issues, seeks to understand and explain	I can find enjoyment in learning new information and/or applying it in new settings.
Initiative	Works independently, overcomes challenges, leads self and others to achieve a goal	I can confidently make decisions on my own, using my skills and knowledge to solve a problem.
Analysing	Studies and considers issues, understands and explains with balance	I can examine texts and/or data in order to discover meaning.
Evaluating	Draws conclusions based on evidence	I can make judgements based on facts and use them to inform a view.
Comparing	Identifies commonalities and differences, supports views with evidence	I can contrast viewpoints and identify points of similarity and difference.
Justifying	Argues with skill, based on evidence	I can effectively persuade others of the reason for a viewpoint.
Prioritising	Choses best approach, based on evidence	I can make informed decisions about the importance of different tasks.
Information handling	Confident when interpreting a wide range of information including numbers, statistics and data, uses appropriate IT skills to support	I can interpret a range of information in order to inform my view.





Word (or words) mis-spelt



Capital letter error



New Sentence



New Paragraph



Punctuation error



Word (or words) mis-spelt



Capital letter error



New Sentence



New Paragraph



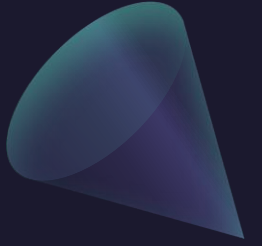
Punctuation error

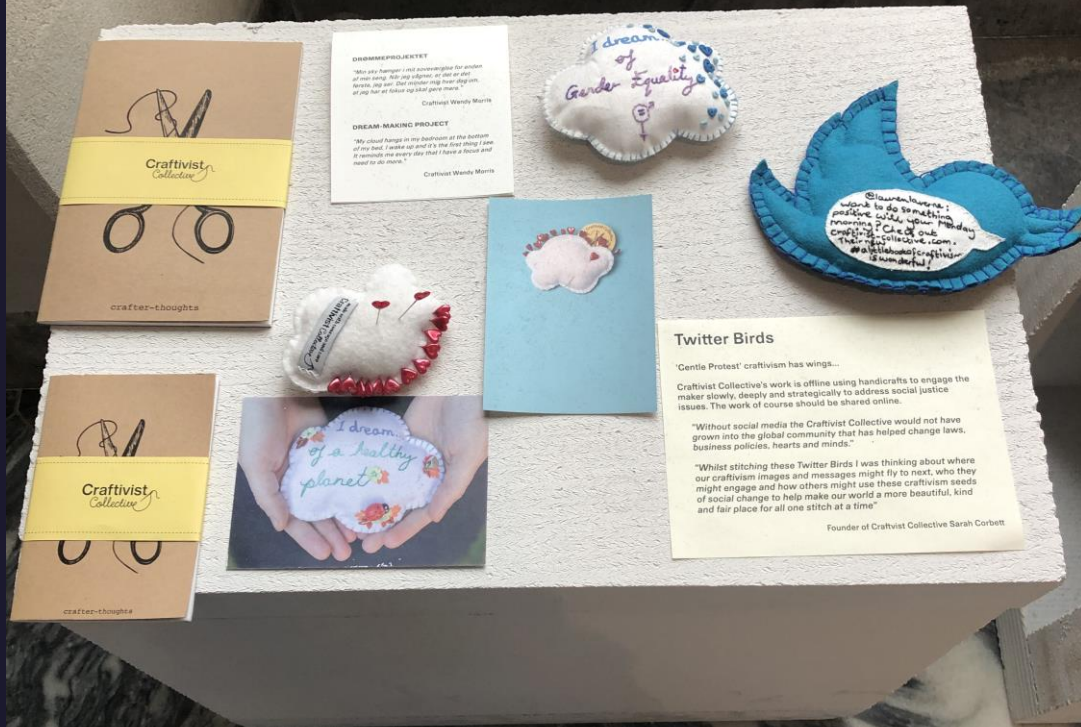


Social Subjects Skills Progression Framework & RME benchmarks	KHS Skills Framework 'Like for Like' Comparison
Common Skills	
Describe	
Explain	
Gather information	Researching- Communication
Use of sources	Analysing/Information Handling- Critical Thinking
Compare/Contrast	Comparing-Critical Thinking
Draw conclusions	Evaluating- Critical Thinking
Express opinions	Reasoning- Communication
Contribute to discussion	Listening/Presenting/Discussing- Communication Collaborating- Creativity

craftivism

Craftivism is a platform for people who want to use **craft** as a **tool** for gentle protest and social change.







Do not waste me, become a organ donor

Watch Later

Share

#stop Trash Plant

SHARE YOUR WILLINGNESS TO DONATE



1:22 / 2:17



YouTube





S1 CURRICULUM

**Activism and Craftivism
Ideas for Final Project**

A Craftivist's Manifesto

Connecting our hands, hearts and heads
we can truly make a difference.

1 Be the tortoise

Breathe; take it slow. Craftivism is about taking a thoughtful approach to mindful activism.

2 Craft is our tool

It can bring about effective long-term change, but it should always fit seamlessly with what we're saying, never used for the sake of it.

3 Solidarity not sympathy

Preserve the dignity of others by showing solidarity with them in your craft. Understand their struggles and you'll understand their solutions. Activism is not about charity.

4 Find comfort in contemplation

Use the slow, stitch-by-stitch, nature of craft to help you consider the complexities of injustices. It will lead to a deeper understanding of them and their solutions.

5 Empathy never points fingers

Try to see everyone's perspective. Everyone faces different challenges, so aim to make critical friends, not aggressive enemies.

6 Small & beautiful

However small, pieces inspired by beauty and love can be powerful reminders of just how gorgeous the world can be. Don't worry about imperfections either; they're endearing.

7 Humility holds the key

The world often needs us to change before it can. Consider your role within the bigger picture. Work with people, never against them and always keep an open mind.

8 Provoke don't preach

Never shout, always encourage. Inform through your craft and it will provoke thought and action. Intriguing activism inspires never intimidates.

9 Embrace positivity

It's the most encouraging tone we can take. Being cynical's easy, but a positive, compassionate world vision has the power to fuel dreams and build movements.

10 Make the change you wish to see

If we want our world to be more beautiful, kind & just, then let's make our activism beautiful, kind & just. So pick up your needle and thread and join us in crafting! Together we'll change our world one stitch at time...

Made with courage and care by Craftivist Collective



CRAFTIVISM THE FINAL PROJECT

- Work in groups to choose a theme you are passionate about
- Research the theme and prepare your rationale and ideas
- Create a piece of art inspired by the 'Craftivism' movement
- Share some examples throughout the community, have them 'pop up'
- Bring all pieces back to school for a week showcase/family learning/P7 transition event



LESSON 1 COURSE OUTLINE

Social subjects are about getting you to think about the world and your place in it –

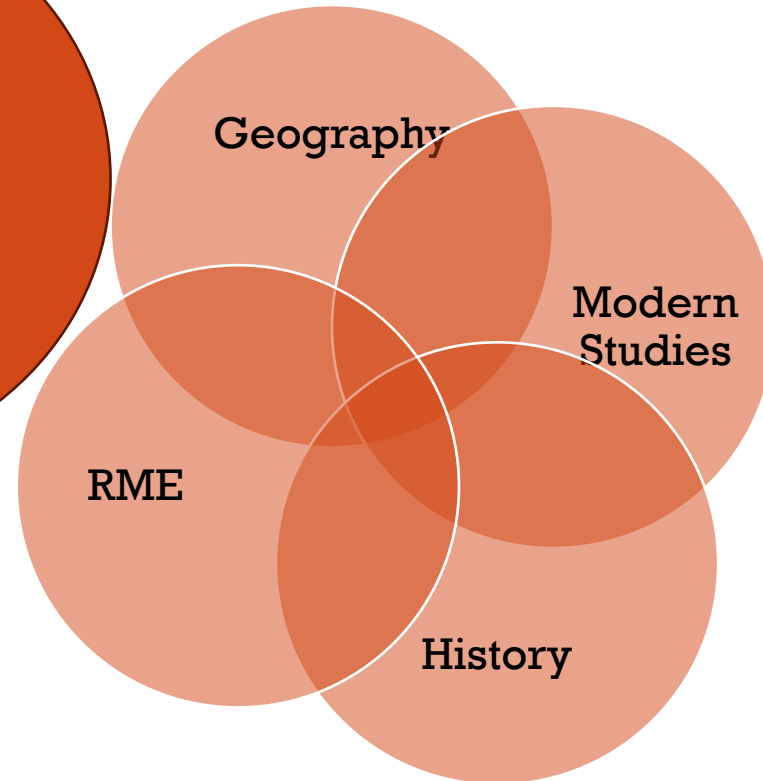
- What lessons can we take from history to help create a world we want to live in?
- How can we minimise our human footprint/live a sustainable life and safeguard the world for future generations?
- What actions can young people take to protect human rights and democracy and hold power to account?
- What choices can we make ethically and how do beliefs encourage sustainability?

In terms 1-3 we learned about each of the four separate social subjects and their specialties. This term we are going to see how they are all fundamentally linked and vital to understanding our world.



STARTER - VENN DIAGRAM - THE FUTURE

Discuss with the class and look at the ways the subjects overlap. This can be done on the desks with wipe board pens



RETRIEVAL

WHAT ISSUES DO YOU FEEL STRONGLY ABOUT?

- Google Classroom survey? Need to make up set of questions maybe all As means mostly Mods/Bs mostly history etc...
 - Eg What do you think the biggest challenge facing your generation?
 - a) Human rights abuses
 - b) War
 - c) Plastics in the ocean

What do you think is the most important change people should make to their lifestyles

- a) Protesting
- b) Learn lessons from the past
- c) Green energy

What issue do you care most strongly about?

- a) Gender equality
- b) Refugees/Asylum Seekers
- c) Sustainable development

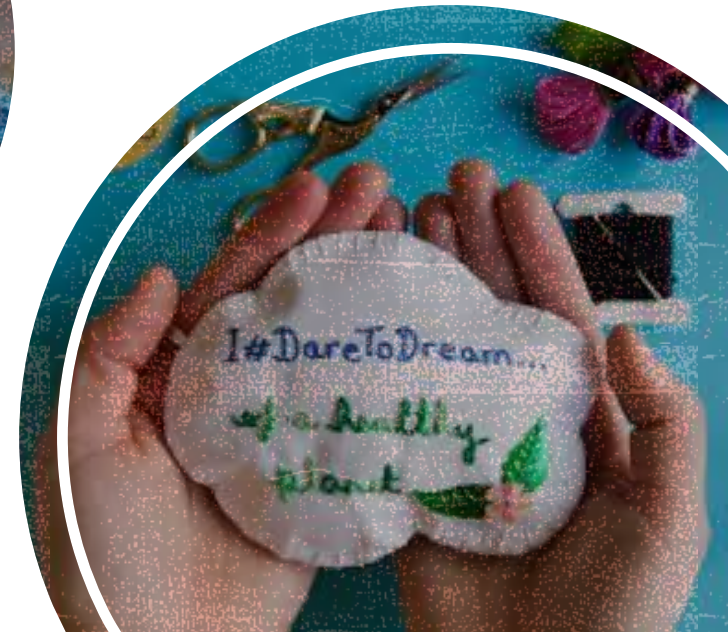
Come up with another 2 questions (and improve these ones!)



GROUP TASK

Now that you have completed the questionnaire you will be given a choice of topics to prepare a project on.

1. Need to set up a bank of projects pupils can choose from (allowing pupils to pick their own/modify a topic we provide based on their questionnaire preferences each based on an SDG)
2. Need a differentiated booklet with simplified tasks
3. Lesson on effective research methods
4. Lesson on craftivism and activism in general
5. Do we need more content lessons or will term 1-3 content refer to 'The Future' topic?
6. Set up success criteria checklist
7. Prize/Showcase (power point of photos taken around Kinross shown at assembly?)
8. Class visit from someone famous – Alistair Campbell (he said to keep pestering him) Gordon Brown (he has contact with Malala...)
9. Literacy task/reading list from library about their topic?



PART 1

MODEL PROJECT –

MODERN STUDIES TOPICS CHOOSE ONE OF THE FOLLOWING SDGS TO RESEARCH

SDG 5 Achieve gender equality and empower all women and girls

- Human Rights/Women/Trans Rights

SDG13 Take urgent action to combat climate change and its impacts

- Extinction Rebellion/Greenpeace/Greta Thunberg

SDG 11 Make cities and human settlements inclusive, safe, resilient and sustainable

- Refugees

SDG16 Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels

- Political Prisoners



SDG 5 ACHIEVE GENDER EQUALITY AND EMPOWER ALL WOMEN AND GIRLS HUMAN RIGHTS/WOMEN/TRANS RIGHTS

- Print off SDG outline
- Blurb
 - *Gender inequalities are still deep-rooted in every society. Women suffer from lack of access to decent work and gender wage gaps. In many situations, they are denied access to basic education and health care and are victims of violence and discrimination. They are under-represented in political and economic decision-making processes.*
 - Hyperlinks of stories about gender inequality
 - <https://www.amnesty.org.uk/issues/womens-rights-afghanistan>
 - <https://www.studentnewsdaily.com/world-current-events/world-1-iranian-mother-and-daughter-jailed-for-not-wearing-headscarves/>
 - <https://www.bbc.co.uk/news/uk-66800801> (Sarah Everard Protest)

- Task is to create an informative poster which does the following:-
 1. Describes SDG 5
 2. Explains why women are still facing inequality
 3. Examples from three different countries of inequalities faced by women



PART 2 CRAFTIVISM!

[HTTPS://CRAFTIVIST-COLLECTIVE.COM/SPEAKING-OUT-FOR-GENDER-EQUALITY](https://craftivist-collective.com/speaking-out-for-gender-equality)



■ Instructions:

- Use a second hand Barbie or any small doll,
- Make her a placard and tie her up with gaffer tape.
- Find a good fact, statistic or quote which will provoke people to talk about gender inequality and put that on the placard.
- Reflect on gender equality in your own life and how you can support people of all genders in all that you do, say, think and buy.
- Leave your Barbie wrapped around a bar in a public place relevant to the issue, below eye level and take a photograph.



