



**READ
LEARN
INSPIRE**



Bright Sparks: Amazing Discoveries, Inventions and Designs by Women

This resource was created to
accompany the Green-Schools
Ireland Global Goals Book Club.

www.greenschoolsireland.org

**5 GENDER
EQUALITY**



This resource is designed to inspire your classroom with engaging activities that support critical thinking and meaningful discussions centred around the Global Goal of 'Gender Equality'.

Age Group: 3rd - 6th Class

Resource List:

- Bright Sparks: Amazing Discoveries, Inventions and Designs by Women Discussion Questions
- Inventor Profile Worksheet
- Future Inventor Worksheet
- Equality Charter Activity

Global Goals Book Club and Global Goal 5: Gender Equality

In Bright Sparks, Owen O' Doherty shines a spotlight on the incredible inventions, innovations, and problem-solving skills of women throughout history and across the world. From lifesaving medical devices to space technology and ground-breaking architecture, this book celebrates the creativity and perseverance of women whose ideas have changed the world, often in the face of societal barriers.

By linking this inspiring book to Global Goal 5: Gender Equality, we help students explore how equal rights and opportunities for women and girls are essential for a fair and sustainable world. Through stories of real women inventors, pupils will examine issues like access to education, representation in STEM fields, and the importance of breaking down gender stereotypes.

We would love to see pictures of your bookworms artwork and creations from the activities in our Global Goals Book Club. Please email any photos to globalcitizenship@eeu.an.taisce.org

Bright Sparks: Amazing Discoveries, Inventions and Designs by Women

Read or listen to the book 'Bright Sparks: Amazing Discoveries, Inventions and Designs by Women' by Owen O' Doherty with your class. The questions below offer a guide for discussion with your class, along with some actions and activities to complete.

Discussion Questions:

1. Which woman in the book inspired you the most? Why?
2. What kind of challenges did some of the women face?
3. Why do you think many of these women are not as well-known as male inventors?
4. How do inventions make life better for people?
5. What does "equality" mean to you?
6. Do you think boys and girls are always treated the same? In school? At home? In stories?
7. Why is it important for everyone to be able to follow their dreams?
8. Can you name some jobs or careers that both boys and girls should feel free to do?

Objective

To help pupils explore the stories of real women inventors and innovators, understand their contributions to society, and recognise the importance of gender equality in science, technology, and creative industries.

How to Run the Activity:

1. Choose an Inventor:

- Each child chooses (or is assigned) a woman from the Bright Sparks book. You could provide short summaries or allow time to explore the book individually or in pairs.

2. Use the Profile Worksheet (or booklet page):

- Pupils fill in key information about their inventor using a structured template. You can display a sample profile at the front of the room.

3. After completing the profile, facilitate a short discussion or ask pupils to answer:

- Would it be easier or harder for her to invent the same thing 100 years ago?
- Do all girls and boys around the world have the same chances to become inventors?
- Why is it important that both girls and boys are encouraged to try science and invent things?

4. Display all the profiles around the classroom and let pupils do a "gallery walk" to learn from each other.

Inventor Profile



Name:

Country:

What did she invent or create?

Why is her invention important?

What challenges did she face?

How did she keep going?

Why is she a role model?

What I learned from her story:



Inventor Profile

Draw a picture of:

- Of the inventor at work
- Of her invention
- Or a comic strip showing her in action

Objective

To inspire children to see themselves as problem-solvers and inventors, regardless of gender, and to encourage creativity, critical thinking, and empathy through invention.

How to Run the Activity:

1. **Start with a class brainstorm:**

- What are some problems in the world or in our community that you'd like to fix?
- What do people need help with?
- Can you think of something that could make life easier, safer, more fun, or better for the planet?

2. **Show examples from Bright Sparks, inventions like foldable crutches, filtered drinking straws, or design solutions for everyday problems, to prompt ideas.**

3. **Give each pupil a Future Inventor Worksheet and tell them to design their own invention.**

4. **Pupils can present their invention to the class like real inventors pitching an idea.**

5. **Create a "Future Inventors Gallery" with their worksheets and drawings on display.**

6. **Discuss:**

- Would boys and girls both be encouraged to make this invention in every country?
- How can we help everyone feel like they can be inventors?
- What kind of world would it be if everyone's ideas were listened to, no matter their gender?

Future Inventor - Me!

My Name:

My invention is called...

What problem does it solve?

(e.g., It helps people reach high places, It saves water, It helps people who can't walk easily)

Who will it help?

(e.g., children, animals, the planet, older people, kids at school)

How does it work?

(Brief explanation)

What does it look like?

(Draw your invention below):

Why is this invention important to me?

(What inspired you and why you care)

Objective

To help pupils explore what gender equality looks like in their own school and community, and to create a shared classroom commitment to fairness, inclusion, and equal opportunity for everyone.

How to Run the Activity:

1. Start the Conversation by asking

- “What is fairness?”
- “What does it look like when girls and boys are treated the same?”
- “Have you ever seen something that didn’t feel fair?”
- “What would a fair classroom look like for everyone?”

2. Use simple examples:

- Everyone gets a turn.
- Everyone can play with any toy or game.
- Anyone can like any subject – science, art, building, reading, sport – no matter who they are.

3. Explore Real Examples from the Book

4. Use a few profiles from Bright Sparks to highlight how these women overcame unfairness or stereotypes.

5. Discussion prompts:

- “Why did people sometimes tell these women they couldn’t be inventors?”
- “What helped them succeed?”
- “What could their classmates or teachers have done to support them?”

6. Create Your Equality Charter (see next page)

How to Run the Activity:

1. Create Your Equality Charter

2. **As a class, brainstorm ideas for what a fair and equal classroom or school should look like. Write them on the board or large paper.**

3. **Then, work together to shape a simple Equality Charter using “We” statements, such as:**

- We include everyone.
- We listen to each other’s ideas.
- We believe boys and girls can do anything.
- We treat everyone kindly and fairly.
- We speak up if we see unfairness.

4. Pupils can decorate the charter with:

- Drawings of themselves as inventors, learners, or leaders.
- Icons representing equality (e.g., scales, hearts, hands).
- Words or phrases like “Fairness,” “Respect,” “Teamwork,” “Kindness,” “Empowerment.”

5. **Display it in the classroom as a daily reminder of your shared values.**

6. Extend the learning by discussing:

- “Do children in every country get treated equally?”
- “What about girls in places where they don’t get to go to school or choose their job?”
- “Why is equality a Global Goal?”

Optional Extension:

1. Compare your classroom charter to the UN Convention on the Rights of the Child.
2. Write a message of support or solidarity to children in another country, “We believe everyone should have the same chance to follow their dreams.”