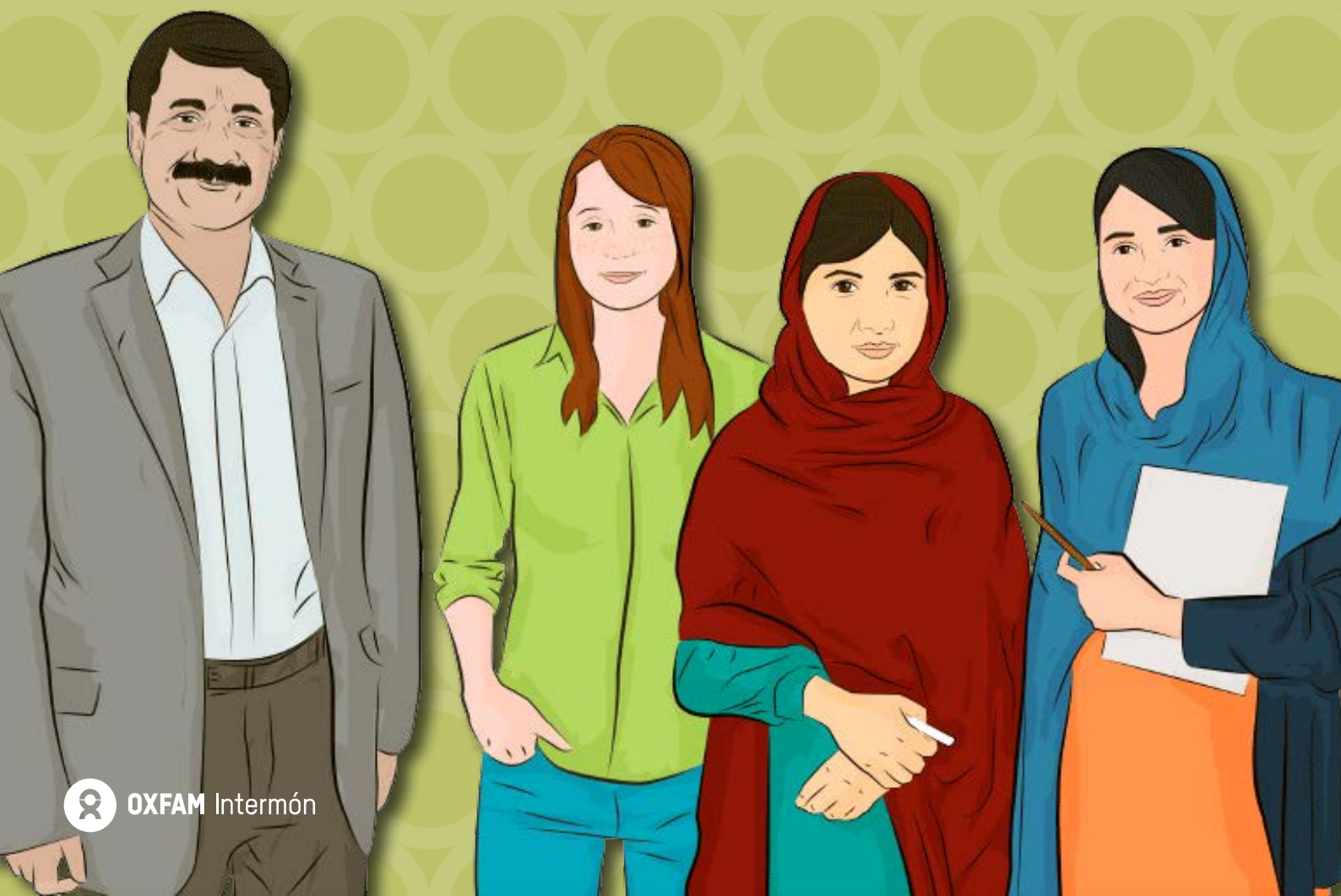


GENDER EQUITY

WE ARE DIFFERENT BUT NOT UNEQUAL!



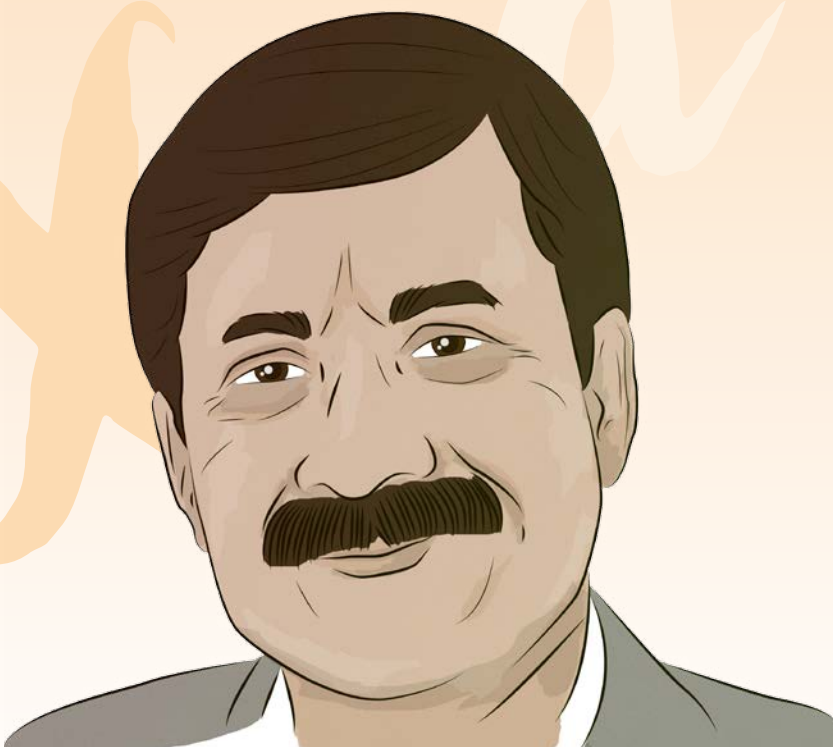
We are different but not unequal!

*Hello! I'm Ziauddin.
I would like to tell
you the story of my
daughter because she
did something that
turned out to be
fundamental for the
right to education of
girls in our country.*

For Ziauddin Yousafzai, born into a Pashtun family, the birth of a girl should have been a gloomy day, so when his daughter was born, the people in his village commiserated with his family and no one congratulated them at all. However, Ziauddin felt so happy to have a daughter that he drew a line under his name in the family tree of their clan. Tradition says that this line must only be drawn when the newly born is a boy.

When he was young, Ziauddin did not have a lot of money, but he always showed interest in studying. He graduated in education and opened his own school.

From an early age, he showed his daughter the importance of developing one's mind and of having a broad and clear judgment. He was his daughter's first teacher and, without doubt, her main influence. Apart from being a teacher, Ziauddin was also a great speaker – something he achieved through great effort because he used to stammer when he was young. Years later, once he had mastered the art of public speaking, Ziauddin realized how useful this talent was for quite a number of things – and in many occasions he was the one who “strongly voiced” the terrible situations that were happening in his region.



Poetry was one of the ways in which Ziauddin expressed his concerns about his country. The lack of rights for women was a recurring theme in his writings, which he recited in different cities across Pakistan and in the neighboring country of Afghanistan. His words of peace and equality were enthusiastically greeted by most people and Ziauddin found it easy to transmit his ideas - but there were some who felt that his words were a direct threat to their beliefs.

After many years of hard work, Ziauddin became a respected member of his community, and the school he had opened – for boys and girls - was quite successful and attended by many children. However, the mistrust that some people felt for his school was a source of constant concern – such people believed that girls should not attend school.



ACTIVITY*

I suggest you reflect and try to discover – as I once did with my daughter – that boys and girls are different, but not unequal.

I would like to show you a video which is actually about men and women:

WOMEN'S RIGHTS

<https://youtu.be/cH0fRh2tGCg>



What do you think about it?
Why do we say “We are different but not unequal!”?

Write down your conclusions here.

* You will find guidelines to develop all the activities in the Educational Guide.

The Silhouette Game



When my daughter was little we used to play the silhouette Game. she lay on the floor and I drew her silhouette with a chalk, and then the other way round - she drew mine. I now suggest you do something similar.



Divide the class into boys and girls and place a large paper on the floor. The girls must then ask a boy to lie on the paper and draw his silhouette with a felt-tip pen; and the boys must do the same with a girl. Inside the resulting silhouettes and within their groups, boys and girls must make a collage using felt-tip pens, waxes and magazine clippings to express - in the different parts of the body - what their girl and boy-class mates feel and experience.

Girls must express what they think boys feel and boys must express what they believe girls feel.



Gender stereotypes are over-simplified ideas on men's and women's characteristics which are not true, but are however strongly accepted. They translate into the assignment of a series of tasks and activities to each sex, which varies among cultures – e.g., when we say that all boys like football and all girls should play with dolls.



How they perceive the world, in the eyes.



Their thoughts, inside the silhouette's head.



To what they devote their time, in the wrists.



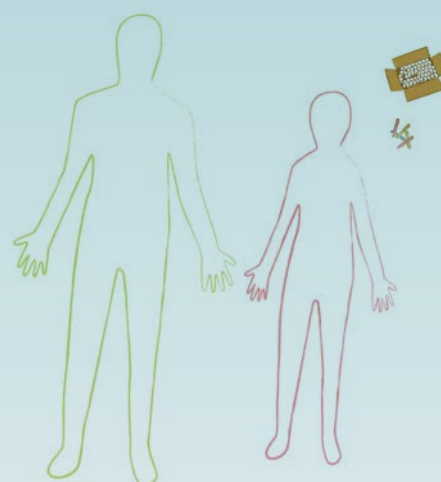
What they say, inside the mouth.



What they feel, in the heart.



Towards where they are heading, in the feet.



What they are interested about, in the ears.



What they do best, in the hands.



What the center of their world is, in the stomach.

Once you have finished your collage, show the silhouettes to the rest of the class. This will help us discover what girls think about boys and what boys think about girls. It is important that you share your thoughts and experiences.

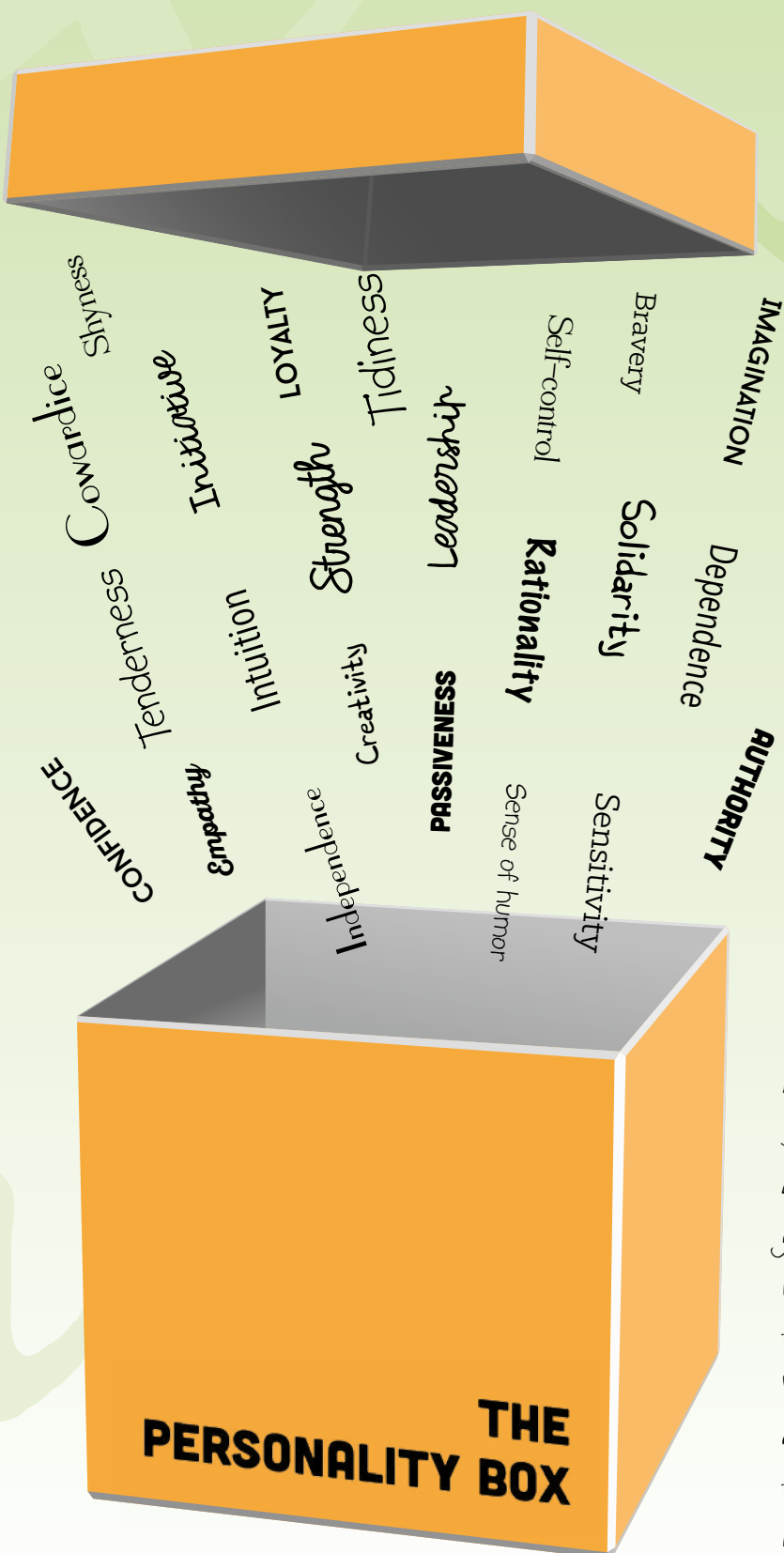
I'm sure that you have gained better insight into how we perceive each other, haven't you? Isn't it surprising to discover how, more often than not, we believe things for no reason? And then we sit down to analyze these things and we see that they're not true. This is what we call *stereotypes*.

The Personality Box



I would like to show you a game we used to play at school. We called it “The Personality Box”.

- Which of these qualities best define your personality? Choose five of them and write them down in a notebook.
- Now, with your classmates, divide the qualities into two boxes: qualities belonging to boys and qualities belonging to girls.
- Do the qualities you have chosen for yourself match the ones that you have classified as belonging to boys (if you are a boy) or to girls (if you are a girl)? Do you think the qualities in the list are innate? Can they be learned? What happens when a girl has qualities which are attributed to boys? And when a boy has qualities attributed to girls? Can these qualities be common to boys and girls?



My daughter used to love this game. She said the outcome was always shocking because she would choose bravery and strength as traits which described her personality, but she would later put them inside the box of qualities belonging to boys. When we discussed it later – as you have done – we reached the conclusion that there are no specific qualities belonging to boys or girls. We share the same qualities!

Household chores, who does what?



ACTIVITY

Why don't you conduct the questionnaire "Household chores: Who does what?" among your family members? Ask them about who performs each of the tasks listed in the questionnaire and how much time they devote to doing them. Then, you can represent the results on a graph.

ACTIVITIES	GIRLS	BOYS	WOMEN	MEN
 Wash the clothes				
 Make the beds				
 Sew				
 Hang a painting or carry out small improvements at home (assemble a piece of furniture, hang a lamp, etc.)				
 Take care of the bills and other important papers (apply for a passport, for a grant, etc.)				
 Fix small damages (a faucet, a plug, etc.)				
 Take the garbage out				
 Take you to the doctor				
 Attend school meetings				
 Phone other relatives				



ACTIVITIES	GIRLS	BOYS	WOMEN	MEN
 Tidy up				
 Remember birthdays				
 Clean up the bathroom(s)				
 Sweep the house				
 Mop the floor				
 Clean the windows				
 Do the shopping				
 Think about preparing meals				
 Stay at home when someone's ill				
 Cook				
 Set the table				
 Iron the clothes				
 Hang out and collect the clothes				
 Prepare breakfast				



ACTIVITY

What tasks do you perform? Do you think you collaborate enough at home? Why? And in your family, who does more housework? Women? Men? Or is it shared equally? Why? Do you think this is fair?

Guess what!



ACTIVITY

Divide the classroom into groups. Each group will be responsible for acting out a household chore in front of the rest of the groups, who will have to guess which task it is.

- You must follow these three rules: you cannot talk; you cannot skip any of the steps included in the household chore you have chosen; and all the members of the group must participate in acting it out.
- You can choose to act out, for example, preparing the meals, cleaning up the bathroom or washing the clothes - this latter chore, step by step, would include picking the clothes from the laundry basket, separating them according to colors, putting them inside the washing machine and taking them out, hanging them out and collecting them, ironing, folding and putting them away.
- Each group does one task and the rest try to guess what their friends are acting out. They must also pay close attention in case any of the steps are skipped.



-
- Was it easy to prepare the mime?
 - Are household chores easier or more difficult than what they seem?
 - Have you performed any of these household chores at home?

The Circle Game

When my daughter was 10 it was common to hear of terrorist acts against girl schools in Pakistan. A powerful sector of the population considered that girls should not attend school, walk the streets alone, play in the parks, etc.

Many girls stopped attending school because they were frightened, but I didn't close my school doors – in spite of the many people who were doing everything possible to shut it down, claiming it was illegal. Those were dark days, yet I always advised my daughter to stay strong, continue studying and not let herself be intimidated by the violence of some people.

At home, we read poetry and stories and reviewed her homework and the works she had to prepare for school – my daughter was very happy to go to school and learn new things every day. She is a fervent advocate of education – just like me.



During those days my daughter was very sad. To help cheer her up we played a game with her friends which was called "The Circle Game". Would you like to play this game?



You should each get a piece of paper and a pencil and stand in a circle. Then, write your name at the top of the paper and pass the paper to the friend to your right.

This friend must write a positive quality of you and fold it as if they were going to make a paper fan and then pass it to his/her right; you must do the same with the paper you receive. You must continue the game until you are passed your own paper again.

Then, read what is written on the paper with your name.

- What do you think about the qualities written on your paper? How did you feel when you read them? What surprised you the most? Why?



My daughter and her friends loved to play this game and when they felt sad, they went back to find their paper to remember their good qualities.

I'm Malala, and Ziauddin is my father

I'm glad to finally meet you! I know my father has told you many things about us and about how we played and studied together. What he still hasn't told you is about the event that changed our lives completely. In 2012 I was the victim of a terrible attack which put my life and some of my friends' lives at risk. Just for the simple fact of wanting to go to school. I was shot in the head when I was coming back from school.

I survived, however, and our story spread worldwide – it even reached your houses through the news, the internet and the press.

As a consequence of that grave incident we are now living in Birmingham, England. We left behind our life in Pakistan, from where we had to flee for fear of something worse happening to us. We are what they call political refugees now, but we keep on fighting, day after day, and working in favor of gender equality and for the right to education for girls around the world, building roads of equality.





**MALALA'S SPEECH AT
THE UNITED NATIONS
HEADQUARTERS**

https://youtu.be/kzWYjMUt_bw

As you've seen, in my country we have to fight every day for our right to go to school. Women and girls across the globe face a great many unfair situations. For example, there are girls who cannot attend school because they must share – and sometimes even completely take on – the housework (domestic tasks, taking care of their siblings, etc.). In my country, girls cannot attend school and women cannot work outside their homes.





ACTIVITY

So now I suggest you conduct this questionnaire about tasks and professions at home, with the help of the elderly members of your family and neighbors. It will help us remember **what happened in the days of your grandmothers**. So don't forget to ask them to answer the questionnaire.

Later, share with your classmates the results of your questionnaires and discuss whether the situation is the same nowadays in the place where you live.

IN MY DAYS ...	A WOMAN	A MAN
The bus driver was ...		
The teacher was...		
The person who sold bread was...		
Traffic was directed by ...		
The gym teacher was...		
The country was governed by...		
Small children were taken care of by ...		
Fires were put out by ...		
Cars were fixed by ...		
Buildings were built by ...		
University was attended by ...		
The astronauts who travelled to the moon were...		
Books were written by		
The sick were looked after by ...		

Analyzing films

Let me introduce you to Alice and Moniba, my two best friends. Alice is from Birmingham (UK) and Moniba from Mingora (Pakistan). When I lived in Mingora, Moniba and I used to play together. We played thousands of games with the rest of our classmates, but one of the things we liked best was singing. We sang songs we knew, but we made up new lyrics for them and we even composed our own songs.

I met Alice when I came to Birmingham after the attack. Although she was very serious at first, little by little we got to know each other better and became best friends.

Alice also loves to sing and although she hasn't met Moniba in person, the three of us often connect through Skype and we exchange videos of our recordings by email. This is how Alice came about with this idea, and we are really enthusiastic about it!





“

Hi! I'm Alice. I'm 12 years old and, as Malala has just told you, I live in Birmingham. I'm studying and I love cycling... I've taken part in many races.

”

When Malala told me her story I was really impressed. I just couldn't believe it! I knew that these things happened because I'd seen them on TV, but it was always about far-off countries and I was not really concerned about it. Yet, when I met Malala in person, all that reality suddenly came a lot closer and I felt how utterly unfair the situation really was. I started to look around me, I asked my family, and I discovered that inequality and discrimination also happen here, very close to us. While it's true that here, in the UK, girls can and must attend school, it was not so long ago when women could not vote, were not eligible for certain jobs and were even denied the right to study at university. Men took the decisions for them. How lucky that this situation has changed today! Although there are still what we call stereotypes.

Gender stereotypes are preconceived ideas we have regarding how men and women should behave and what roles they should perform at work, within the family, in the public space and even, the way how they should interact with one another according to sex.

So I decided to continue investigating and I started paying attention to TV series and films. Have you ever stopped to pay attention to the TV series and films you watch? Do you think that they convey stereotypes on how boys and girls must be?



ACTIVITY

I encourage you to try doing this when you're at home, watching your favorite series or a film.

Use this card and fill it out as you watch the series or film you have chosen. Let's see what you discover!



	MALE CHARACTERS (1 or 2)	FEMALE CHARACTERS (1 or 2)
NAME:		
AGE:		
PHYSICAL CHARACTERISTICS: What do they look like? Are they considered beautiful? Is this important?		
CLOTHES AND PHYSICAL APPEARANCE: What clothes do they wear? Is it important for them? Are they concerned about their physical appearance?		
ACCESSORIES: Do they wear accessories? What kind of accessories?		
MAKE-UP: Do they wear make-up? What type of make-up?		
SOCIAL CLASS:		
THINGS THEY LIKE DOING:		
FEELINGS OR EMOTIONS THEY EXPRESS: happiness, sadness, boredom, sympathy, anger, provocation, etc.		
ARE THERE ANY FEELINGS OR EMOTIONS THEY DO NOT EXPRESS OR HIDE?		



The character's behavior

Do you think real life is the way it is portrayed in the series/ film? Which aspects are similar and which are different?

If there is a love story in the film, what role does he play? What role does she play?

Do you think that this series/ film conveys any particular gender stereotype? Why?



REMEMBER: Gender stereotypes are preconceived ideas we have regarding how men and women should behave at the workplace (which jobs they perform and which jobs they do not perform), within the family (who takes care of the children, who carries out housework, etc.), in public spaces and within relationships.

MEN/BOYS	THEIR BEHAVIOR IS ...	WOMEN/GIRLS
	Active	
	Passive	
	Aggressive	
	With a tendency for leadership	
	Submissive	
	With a tendency for tenderness	
	Fearful	
	Frivolous	
	Rational	
	Unemotional	
	Brave	
	Coward	
	Dependent	
	Independent	
	Sincere	
	Intelligent	
	Skillful with words	
	Agile	
	Determined	

One woman



Hi! I'm Moniba from Mingora.

I think Malala has already told you about me. Our friend Alice came up with an idea and the three of us are really excited about it: we are going to compose a protest song. Do you know how the idea emerged? We discovered an awareness raising campaign by UN Women where women from all over the world composed a song to vindicate the role that we play globally.

To listen and watch the ONE WOMAN song, click the following link:

ONE WOMAN:

<https://youtu.be/-m6v4U7zKul>





ACTIVITY

If you liked the song, you can translate the lyrics, analyze them and later sing the song together in the classroom.

What do you think about this initiative? What message does the song convey?

In Kigali, she wakes up,
She makes a choice,
In Hanoi, Natal, Ramallah.
In Tangier, she takes a breath,
Lifts up her voice,
In Lahore, La Paz, Kampala.
Though she's half a world away
Something in me wants to say...

We are One Woman,
You cry and I hear you.
We are One Woman,
You hurt, and I hurt, too.
We are One Woman,
Your hopes are mine.
We shall shine.

In Juárez she speaks the truth,
She reaches out,
Then teaches others how to.
In Jaipur, she gives her name,
She lives without shame
In Manila, Salta, Embu.
Though we're different as can be,
We're connected, she with me.

We are One Woman,
Your courage keeps me strong.
We are One Woman,
You sing, I sing along.
We are One Woman,
Your dreams are mine.
And we shall shine.
We shall shine.

And one man, he hears her voice.
And one man, he fights her fight.
Day by day, he lets go the old ways,
One Woman at a time.
Though she's half a world away,
Something in me wants to say.
We are One Woman,
Your victories lift us all.

We are One Woman,
You rise and I stand tall.
We are One Woman,
Your world is mine
And we shall shine.
Shine, shine, shine.
We shall shine
Shine, shine, shine.
We shall shine.
Shine, shine, shine



Courageous women



I'd like you to meet three women I've met on my travels. Their lives and what they explain is absolutely amazing. I invite you to learn about them and to let other people know about them too.



ACTIVITY

Divide yourselves into groups and watch the videos. Fill out the card and discuss together the meaning of the sentences written in bold:



Karla Wheelock:

"Mountains have taught me that if you want to reach the top, you must do so on your own"



<https://youtu.be/03UV8xENNc>



Name: Karla Wheelock

Origin:

What does she defend?

Key ideas she transmits:



Marta Vieira da Silva:

“No one can win with only half the team playing”



<https://www.youtube.com/watch?v=JTVR-4SxeTeg&feature=youtu.be>



Name: Marta Vieira da Silva

Origin:

.....

What does she defend?

.....

.....

Key ideas she transmits:

.....

.....

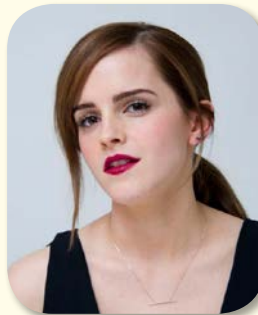


Emma Watson:

“Men and women should have equal opportunities”



<https://www.youtube.com/watch?v=xottL3JnaQw&feature=youtu.be>



Name: Emma Watson

Origin:

.....

What does she defend?

.....

.....

Key ideas she transmits:

.....

.....

There is still a long way to go

We hope that we've helped you understand many things. Share all the things you have learned on this road of equality: "What we have learned" and "What we can do to promote equality". You can share your story with the other class-groups, with your family and friends, through the school's blog, in the neighborhood, etc.

Wherever you think is the best place to let people know that, thanks to the many people who have fought for their right to do what they want, things have changed. The more people there are who know that men and women must have the same rights and opportunities, the faster things will change.

There is still a long way to go!

FAREWELL!





OXFAM Intermón