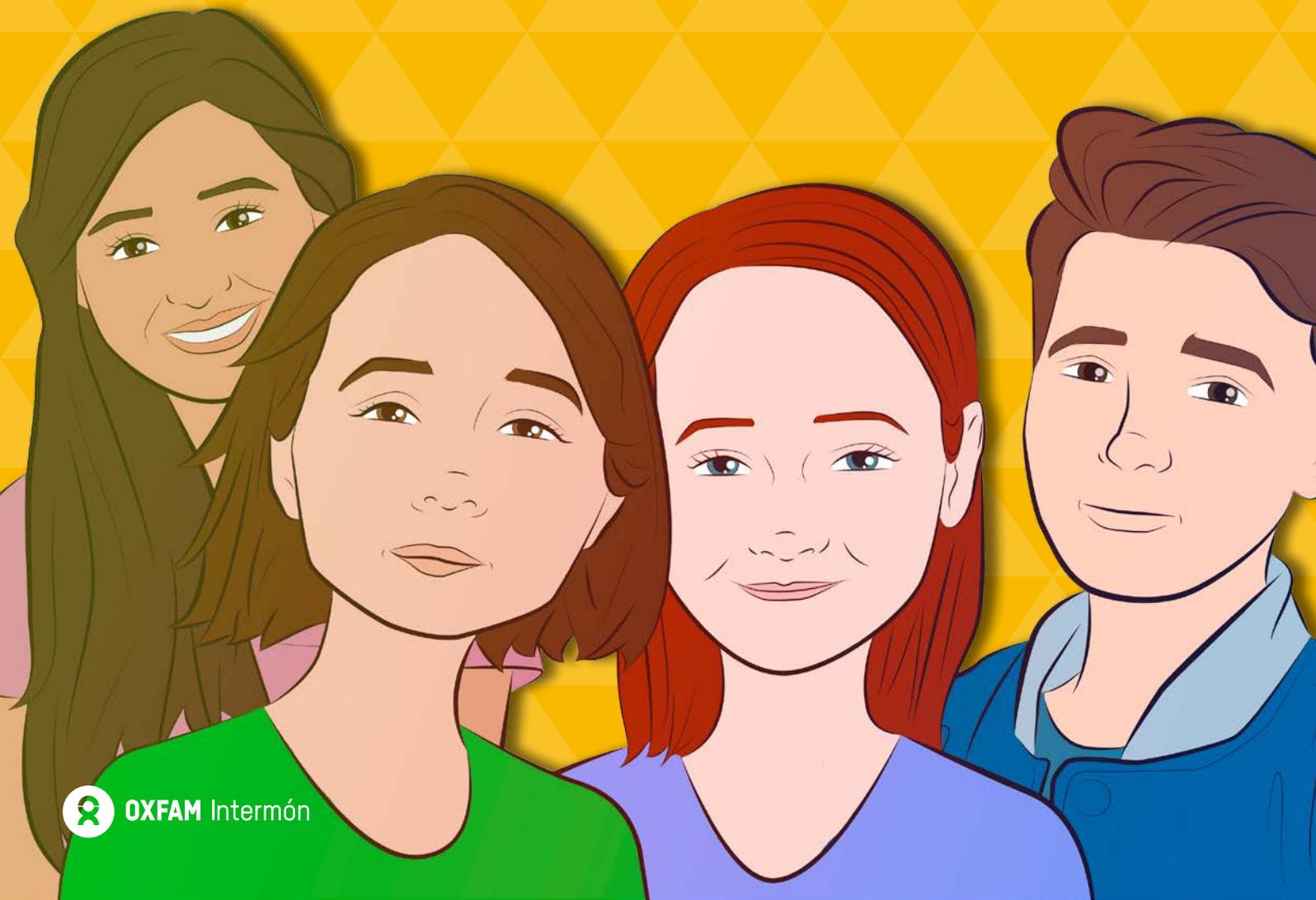


GENDER EQUITY

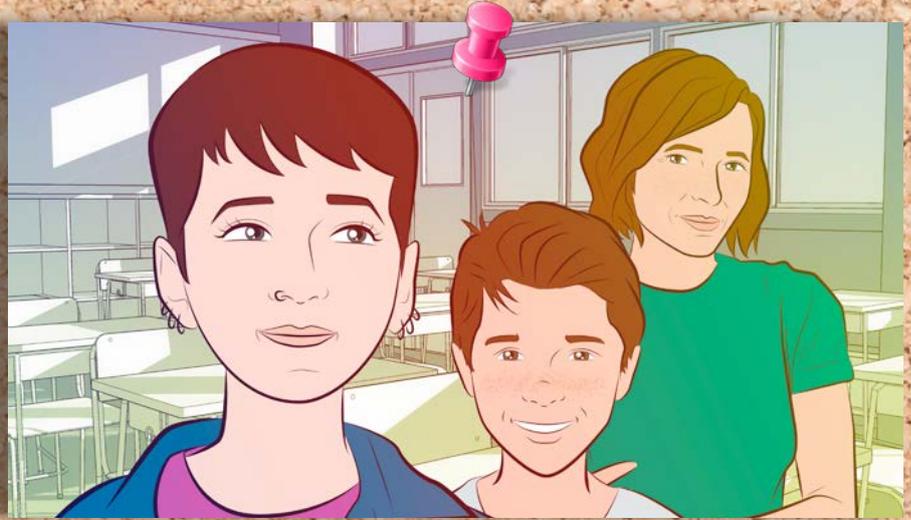
THERE'S A NEW GIRL IN OUR CLASS



There's a new girl in our class!

This is a real story and even if it weren't, I'm sure the situation sounds familiar to you. Let me introduce you to some of the story's characters:

We'll all be working together in the next few weeks. By the way, I'm also one of these characters, but I won't tell you who I am... by the time you reach the end of the activity, you'll have discovered it by yourselves. I hope you enjoy our stories...



Anna

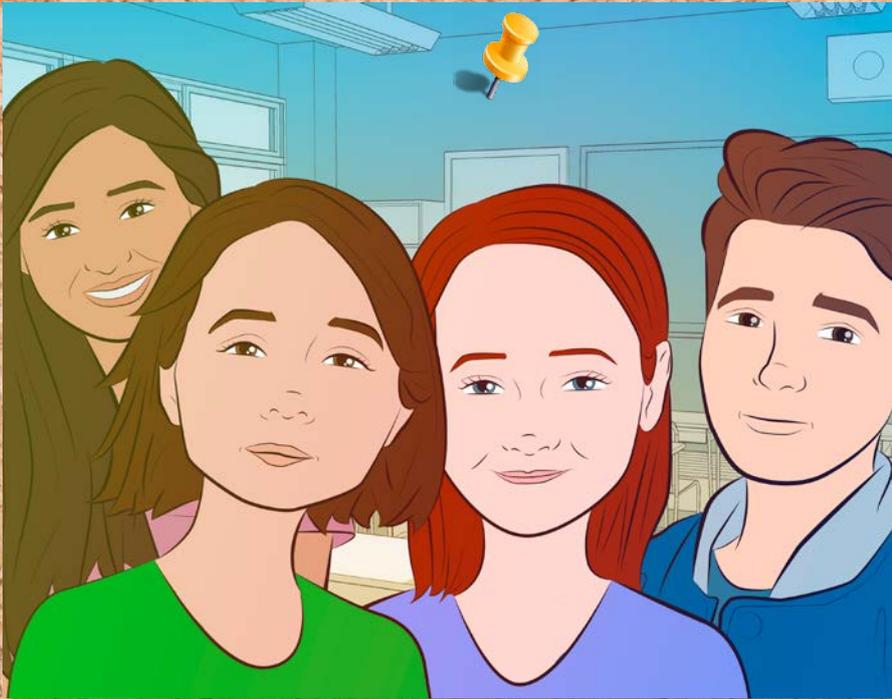
Anna has just arrived at her new school. The truth is that she's not at all enthusiastic about this change in her life right now. She was perfectly fine in her former school with her friends, her skating, her music... and now, here's this new city and she'll have to find new spaces where to skate, be kind at school and make new friends... What a drag! Just because mom came up with that wonderful idea of moving ...

Danny

Danny is euphoric: their new house is enormous, he has a room of his own, a mirror to help him practice his dance steps every day and to round it all off, his new dance mates have received him enthusiastically and say he's the best dancer they've ever had. Moreover, Anna, his sister, no longer annoys him. It would be totally perfect if he didn't miss his father... Danny still finds it hard to understand why his parents got divorced.

Maria

Maria, Anna's mother, is starting a new job. She's truly nervous because it's the job she has always dreamt of – but being a motorcycle test pilot is something quite exceptional. She's concerned about Anna and about how all these changes are affecting her. Danny, on the contrary, seems to be delighted!



Laia

Laia is really fun to be with. She's always saying or doing things which make you roar with laughter. She's an excellent guitar player and has composed a song to make their classmates choose Deeyah as their class representative. According to Laia, Deeyah should be president when she grows up. She knows how to explain things to others, she speaks without yelling, she doesn't get into fights and she can convince people easily of nearly anything.

Angel

Angel is a romantic. Whenever he has a spare moment he sends messages to Paola, his childhood sweetheart. A new girl arrived in class today, Anna, and Angel can't take his eyes off her. She's amazing... she's not like the rest of the girls; she wears her hair short, has a nose ring and wears strange boots... anyway, he mustn't get distracted! He wants to run for class representative and he must think over and prepare his proposals.

Paola

Paola wants to be a writer and defend women's rights. When Deeyah told her about the situation of women in her country, she decided she would solve it when she grew up. When she talks about this with her father, she cannot understand how there can be men who mistreat women. Her father always says that "violence is fear of the ideals of others".

Deeyah

Deeyah, Laia and Paola are inseparable and they do everything they can together – homework, trips, etc. At the beginning it was not easy for Deeyah – she had to flee from her country, but her mother stayed behind. Laia's mothers took her in. Everything was new for her: school, being without her mother, Laia's home and her two mothers...



Tony and Yu

Tony and Yu became friends out of necessity. They were often bullied by some of their schoolmates who stole their breakfast or snacks at the school door, and so they both learned how to run faster than the bullies. Luckily, a teacher discovered what was happening and put an end to it.

And now many girls are mad about Tony. He's good at playing all kinds of sports and girls find him

very attractive and say he'll become a famous sports player some day. But Tony is actually very shy and doesn't like being the focus of attention. He's head over heels in love with Deeyah, but he will never find the guts to tell her. His elder brother, who is also his confidant, tells him he should act like a man and ask her out.

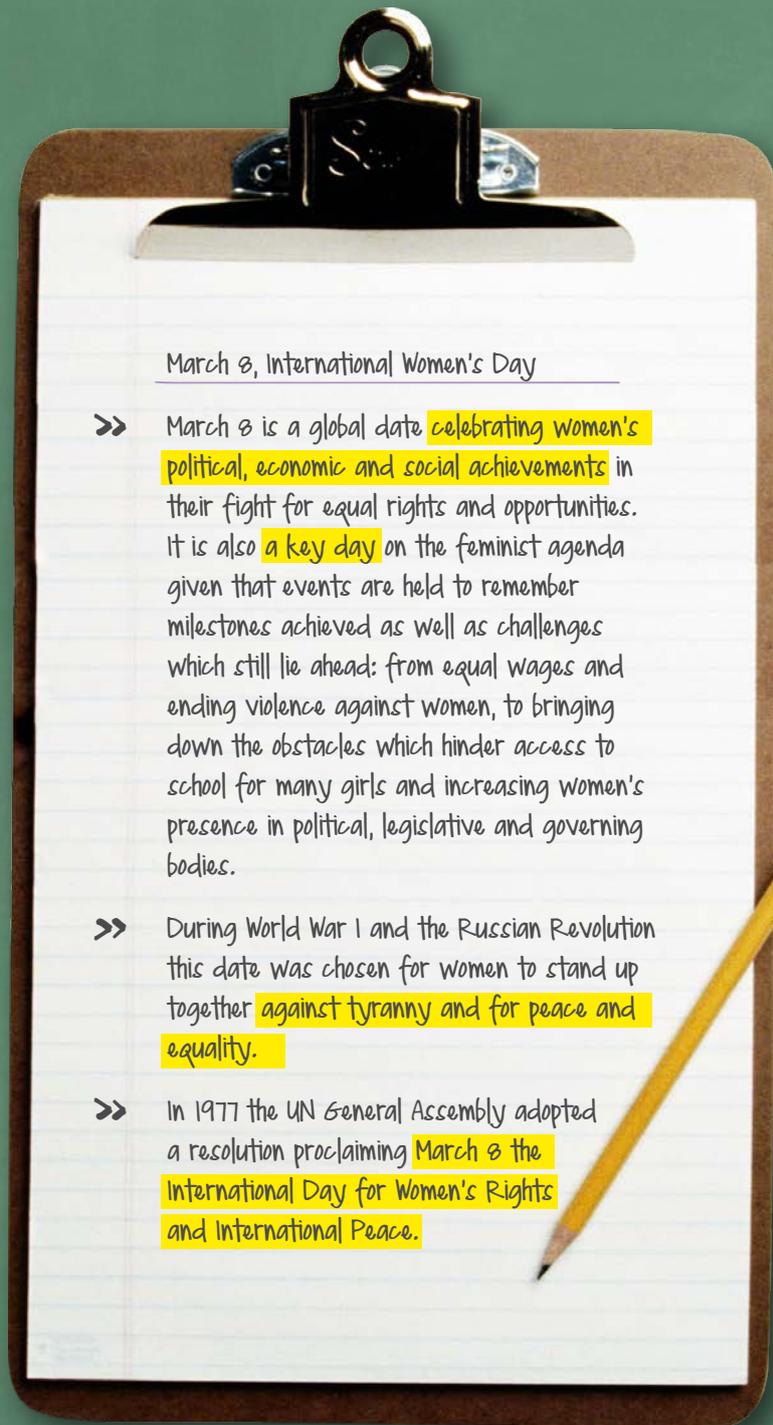
Yu came from Nicaragua when hurricane Mitch hit Central America. He doesn't remember

anything because he was very little, but his older sisters do, and they still talk about it with fear. Yu has just met Anna and he can't believe his eyes... what are those clothes she's wearing?! If his grandmother could see her he's sure she would say that they are not acceptable clothing for a respectable girl. Deep down, however, Yu admires people like Anna and her brother. They dare show themselves just how they are... and he doesn't.

Creating the March 8 Commission

A commission has been created in the class to help organize the events for March 8, International Women's Day. It is made up of Paola, Laia, Deeyah, Anna, Danny, Tony, Angel and Yu. The day's motto will be: "Roads of Equality".

The members of the commission have come together to discuss what activities they will carry out on that day. During the meeting and through the stories and personal experiences of the members which make up the commission, the ideas for the March 8 events will start coming up.



March 8, International Women's Day

- » March 8 is a global date celebrating women's political, economic and social achievements in their fight for equal rights and opportunities. It is also a key day on the feminist agenda given that events are held to remember milestones achieved as well as challenges which still lie ahead: from equal wages and ending violence against women, to bringing down the obstacles which hinder access to school for many girls and increasing women's presence in political, legislative and governing bodies.
- » During World War I and the Russian Revolution this date was chosen for women to stand up together against tyranny and for peace and equality.
- » In 1977 the UN General Assembly adopted a resolution proclaiming March 8 the International Day for Women's Rights and International Peace.



ACTIVITY*

Some of the story's characters will present situations, activities and ideas to help you prepare your own events in celebration of March 8 or a special day devoted to the subject of gender equality in your school.

- I suggest you describe yourselves in a similar way to how I just did with my friends. Make your own individual self-portrait. To make this task easier I'm providing you with this questionnaire.

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

What interests me most in life? Mark the things that are most important for you. You can even add others if you wish.

- Money
- Fame
- Prestige
- Security
- Independence
- Creativity
- Altruism
- Solidarity
- Religiousness
- Personal relationships
- Quality of life

What are my preferences? Mark those which define you best.

- Interacting with many people
- Being tidy
- Knowing what I have to do
- Interacting with few people
- Living close to nature
- Organizing a team
- Moving around the city
- Carrying out my work
- Investigating
- Improvising
- Others:

How I would describe myself? I am...

- Shy/confident
- Imaginative/normative
- Calm/nervous
- Strong/weak
- Confident/insecure
- Dynamic/skeptic
- Reflective/impulsive
- Critic/apathetic
- Active/passive
- Controlling/carefree
- Others:

I think I am a person who is good at ...

- Directing
- Thinking
- Creating
- Investigating
- Being part of a team
- Studying
- Speaking in public
- Social relationships
- Organizing
- Negotiating
- Collaborating in community-based activities
- Solving difficult problems
- Designing
- Leading

- Solving practical tasks
- Devising projects
- Communicating
- Writing
- Planning
- Others:

Mark your hobbies:

- Outdoor activities
- Sports activities
- Handcrafts
- Music-related activities
- Artistic activities
- Collections
- Social activities
- Cinema
- Reading
- Community-based initiatives
- Others:



You can start as follows:

“In short, one could say that I am a person who...”

How we see ourselves, how others see us



Let's see if you can be a member of the commission!

- To be a member of the commission responsible for organizing the events in celebration of March 8, what qualities should you have? Do you really know what your qualities are? Let's start by describing ourselves:

1. Write three of your positive qualities.

2. Write three traits you think you should improve.

3. Ask two of your friends to write:

- > Three positive qualities about you.
- > Three traits you should improve.

4. Compare both lists. Are there any differences between your perception and the way others perceive you?



The Circle

You have already made your own self-portrait and that's the way you see yourselves. Now let's see how your classmates see you.

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 on your right.

This friend must write down one of your positive qualities 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 on it.



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

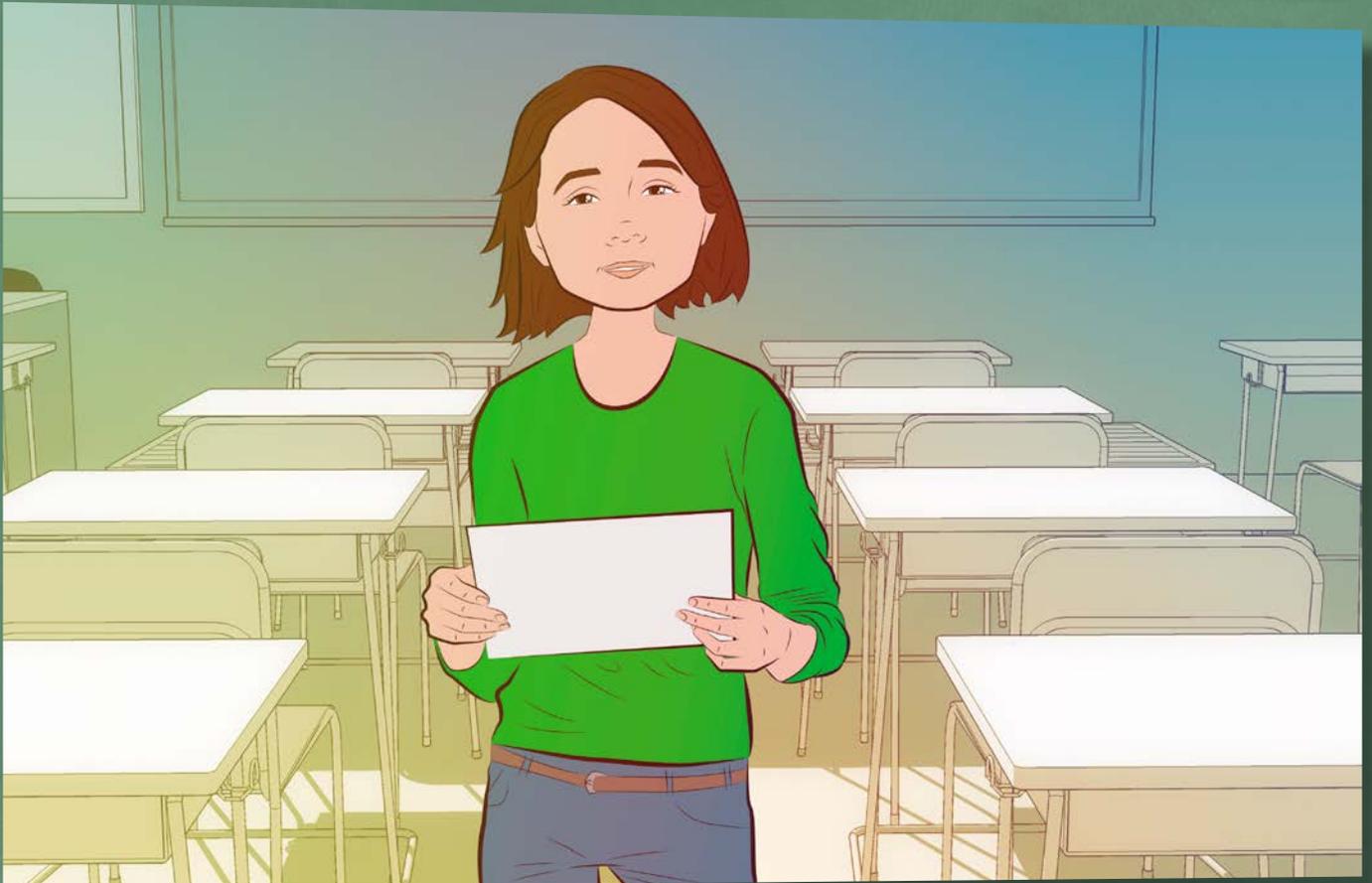
What surprised you the most? Why?

How are they similar to the qualities you wrote for yourself? How are they different?



Write down your conclusions here:

Paola suggests preparing a video-forum



When she grows up, Paola wants to be a writer and defend women's rights. When she talks about this with her father, she cannot understand how there can be men who mistreat women. Her father always says that "violence is fear of the ideals of others".

In the commission meeting Paola suggested preparing a video-forum on gender stereotypes for the celebration of International Women's Day. The idea is to show films or short videos and comment on them later.



ACTIVITY

- Do you think that there are gender stereotypes in your close environment?
- Make a list of the gender stereotypes you think there are in your close environment and share them with the rest of the class.



Gender stereotypes are preconceived ideas we hold regarding how women and men should behave and the roles they should play at work, within the family, in the public space and even, the way they should treat each other.





I now suggest you watch the following videos. Then, divide the class into small groups and analyze them using the questions provided.

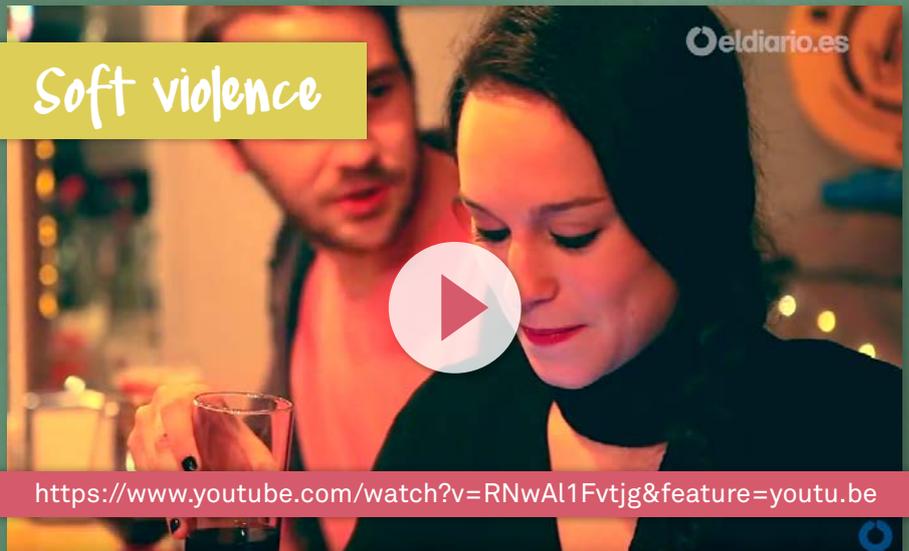
- Do you agree? Why?
- Do you think they are true? Why?
- Do you identify yourselves with these stereotypes? Why?

Run like a girl



<https://youtu.be/WyraPuCkItA>

Soft violence



<https://www.youtube.com/watch?v=RNwAl1Fvtjg&feature=youtu.be>

New masculinities

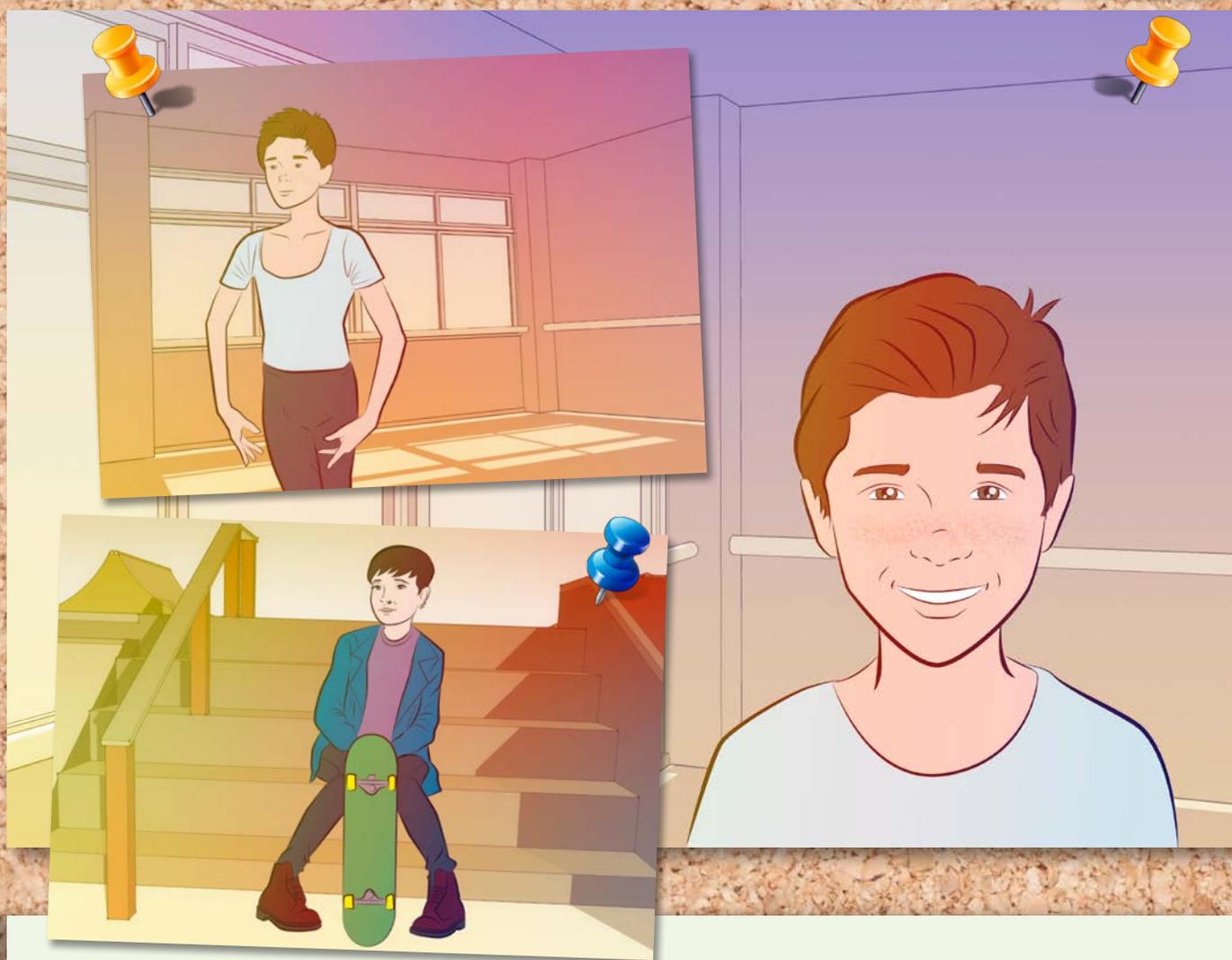


<https://youtu.be/Y-wBwivZ3N8>

Would you like to organize a video forum at school?

Choose some videos which tackle the stereotypes you would like to analyze. Write their titles here:

Danny suggests playing a game



Do you remember Danny, Anna's brother? He's happy as a lark! The commission in which his sister participates has asked him to prepare a special choreography to commemorate the fight of many men and women for the equality of rights.

Danny has told us that he and his sister Anna are very different. While Anna loves skating and rap, Danny is passionate about ballet and classical music. Today he has told us the story of his mother Maria:

The game of chairs



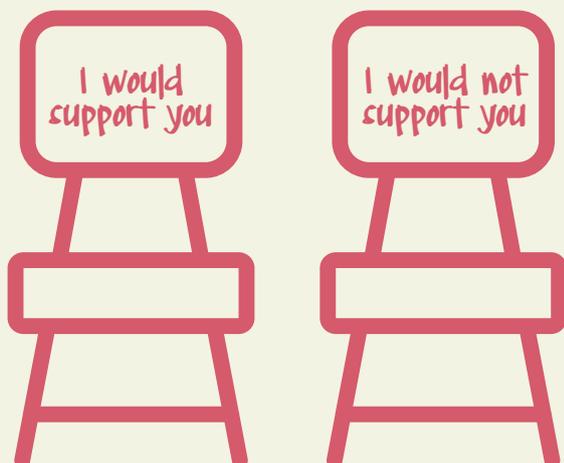
Let's play a game. Separate two chairs from the rest and stick a paper on one of them which says "I WOULD SUPPORT HIM/HER" and on the other, "I WOULD NOT SUPPORT HIM/HER".

Two of you must sit on the chairs and discuss the situations the story sets out. Depending on the chair you have sat on, you must give arguments which "support" or which "do not support" the situations:

"What would you do if your sister said she wants to work as a test pilot?"

After giving some arguments and discussing the situation for a while, let two other classmates sit on the chairs and continue the debate. Then, move on to another situation:

"What would you do if your best friend says he wants to stop playing football because he prefers classical ballet?"



Write down the things you observed during the game of chairs:



This game has given you the chance of putting yourselves in the place of others, making use of thoughts and attitudes which are probably not the ones you have. If we get to know ourselves and the rest of the people surrounding us better, we will be able to improve our relationships.

Anna suggests analyzing ads



We are still preparing the March 8 events and in today's meeting, Anna suggested we talk of machismo. To do this, Anna suggests we look for ads. With the material we collected we're going to elaborate our own protest video and show it on the JORNADA REIVINDICATIVA that we will hold in our school.

If you want to analyze ads, first choose some of the following and then follow, step by step, the Decalogue of the Observatory of Andalusia for Non-Sexist Advertising.

Observatory of Andalusia for Non-Sexist Advertising

DECALOGUE TO IDENTIFY SEXISM IN ADVERTISING // Sexist advertisements are those which...



1. Promote models which strengthen traditionally fixed patterns for men and for women.

Adverts which continue to perpetuate traditional roles assigned to each sex, ignoring social changes and the new situation which many women are experiencing.



4. Present women's body as an imperfect space which must be corrected.

Adverts where women's body and the changes it undergoes due to aging are presented as "problems" which must be hidden and/or corrected.



2. Establish standards of female beauty which are considered synonymous with success.

Adverts made from a male perspective, which restrict the possibilities of social success to women who follow certain beauty standards.



5. Place female characters in a position of inferiority and dependency.

Adverts which present women as dependent on men, in the background, powerless, passive, submissive. The image of women conveyed by models in fashion photos - prostrated, submissive - is quite striking.



3. Put pressure on the female body through certain types of products.

Adverts which restrict women's vital objectives to their ability to adapt to certain cosmetic standards. In these adverts, women are portrayed out of context - they seem to do nothing at all and their dialogues only revolve around body care.



6. Exclude women from major economic decisions.

Adverts which continue to perpetuate traditionally assigned gender roles which consider women not to be economically independent; women are always shown in the background when it comes to making significant purchasing decisions.

» DECALOGUE TO IDENTIFY SEXISM IN ADVERTISING

Sexist advertisements are those which...



- 7. Leave women out of professional, socially-prestigious spaces, assigning them, however, roles related to cleaning, caring and feeding their families.**

Adverts which continue to strengthen the traditional distribution of spaces, assigning women to the private space - lacking in prestige - and men to the public one - the space of knowledge and authority.



- 9. Represent the female body as an object - i.e., as an added value to a product's attributes; in other words, as its wrapping.**

Adverts which use the female body or portray parts of the female body as fetishes (lips, feet, certain female garments, etc.), as an advertising ploy to attract the attention of the potential client.



- 8. Deny women's hopes and wills and show women's capacity of adaptation to the will of others as "natural".**

Adverts which show women who achieve personal fulfillment only when they can fulfill the demands of others: their children, their husband, their mother, etc. If these women have jobs outside their homes, they must be able to cope with everything: *superwomen*.



- 10. Show women as incapable of controlling their emotions and reactions, thus "justifying" the use of violence against them.**

Adverts which show women who are driven by their impulses, who react and behave with a lack of sense, who are hysterical, charlatans, etc. Deep down they are recurring to widespread behavioral stereotypes of the traditional representation of women. These messages ridicule women, who only recover their senses with the help of a man.

» **DECALOGUE TO IDENTIFY SEXISM IN ADVERTISING**

Sexist advertisements are those which...

Another type of advert is possible...

- » If it talks of women (young, old, beautiful, ugly, fat, thin, etc.) and not of "the woman".
- » If it avoids gender roles associated with people's sex - if we are frequently shown women in the kitchen we end up considering that that's their "natural" space.
- » If it represents men, and not "the man" who only looks at women as sexual objects.
- » If men are shown in the kitchen in a natural way, and not only "cooking Sunday's lunch" with the woman as cooking assistant.
- » If the roles assigned to boys and girls are not diametrically opposed.
- » If the relationships shown between men and women are not only of sexual attraction-seduction.
- » If the relationships show between men and women are of friendship, solidarity, cooperation and mutual care, both at work and during leisure time.
- » If they also show the diverse relationships which exist among men.
- » If women become increasingly aware of their rights as citizens to claim those rights and use them even in advertising.
- » If we gradually introduce the model of self-sufficient women, who know what they want and how to achieve it, who know how to control their lives without the help of a man.
- » If a majority of people do not accept the statement that says that "beauty is the main project of a women's life".
- » If women are confident about the fact that part of their appeal depends on how they see themselves.



ACTIVITY

Now that you have finished your advertising analysis, what things surprised you the most? Why? What do you think about them? What conclusions have you reached?

Type in here the conclusions you draw from your debate:

Tony and Yu suggest carrying out a debate



Tony and Yu have finally decided to participate... and about time, too! Let me tell you a few things about them. Some years ago, Tony and Yu were bullied by some of their schoolmates. The situation came to an end when a teacher discovered what was happening, but it took many conversations, counseling sessions and work - involving many people - to solve the situation.

There are specific bullying situations which are sometimes difficult to solve, particularly if the victims or the people they have near are afraid to report it.

When the teacher asked the culprits why they were bullying Tony and Yu, they said it was because they were too sensitive and that they seemed gay. Even when the rest of their classmates did not agree, they didn't want to get into trouble and confront the group that was bullying their friends. They were afraid that if they did so, they would be bullied, too.

Based on their experience, Yu and Tony suggest carrying out a debate on March 8 to tackle the situation they went through and express the need to respect differences. The activity they want to carry out is called "What would you do in a similar situation?" Why don't you try doing it also?



Divide the class into groups. After reading the situation you will work on, one of the groups must provide arguments in favor of reporting the bullying situation and the other, arguments against reporting it.

If you were the person going through this situation, do you think it is important to report it? Why do you think there are people who go through situations like this one and do not report them? Who should they speak to? What might happen if they report the situation? What else can they do?

Case 1

Carlos's Case

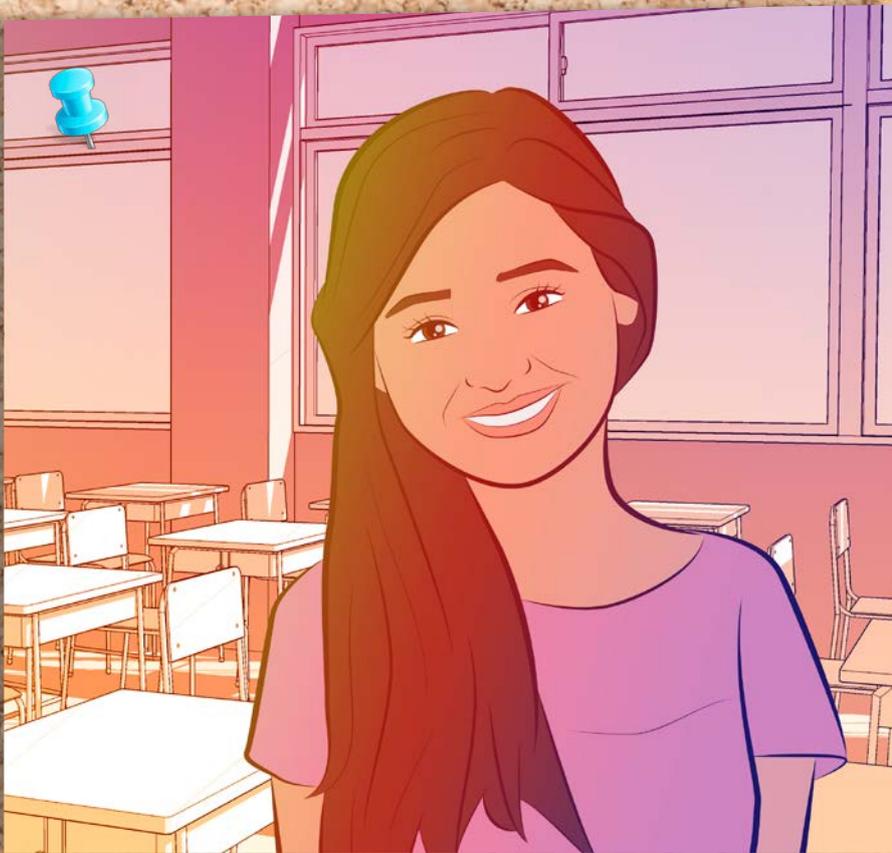
Carlos, one of your classmates, has been receiving offensive tweets and messages through Facebook and Instagram lately because someone saw him walking arm in arm with a male friend. He's depressed and sad and doesn't want to go to school. You just discovered that a blog has been created to encourage people to upload pictures of him in compromising and intimate situations. His parents know nothing about this and you think the teachers aren't aware of it either, although one of the teachers did see some of the tweets.

Case 2

Yolanda's Case

One of your classmates is dating a boy. Her friends have noticed that she's not the same since she started going out with this boy: she hardly ever goes out with them anymore, she dresses differently, etc. It seems that this boy doesn't like her going out with her friends when he's not there and when she does go out, he wants to know where she is, with whom she is, what she's doing ... He didn't like how she dressed either and has convinced her to "dress sexier". Her friends think she's changed a lot and they believe it's mainly because of her relationship with this boy. They have tried speaking to her, but it isn't easy...

Deeyah suggests preparing an exhibition



In the commission meeting Deeyah suggested they prepare an exhibition with the testimonies of women who fight for equality.

Deeyah was born in Afghanistan and she remembers with a mixture of tenderness and sadness when her mother told her that her father - Deeyah's grandfather - preferred his sons.

That's why her mother had to work twice as much as her brothers to show that she was capable of doing what they did - and even much more. However, she received the support of her family and they encouraged her to study. Her efforts were fruitful and she managed to study medicine in Kabul, the capital city. That was before the Taliban imposed their rules - a time when women could work and attend university.

Under the Taliban regime, women's rights disappeared. Women lost their jobs, their right to education and also their families, because many husbands and sons were killed fighting against the Taliban rule.

Afghan women went through a terrible situation - many of them were forced into prostitution or had to flee the country.

When all of this happened, Deeyah was very little and her mom decided to send her to live with some friends of her abroad.

In Afghanistan - as well as in many other places around the world - there are grave violations of human and social rights, particularly of women's rights. That's why I suggest carrying out an activity which serves to let people know about women who are fighting for different causes in their countries.



ACTIVITY

Divide the class into three groups and choose one video per group from the following list. After watching the video, fill out the information card based on the video you have watched. This will help you present it to your classmates later.



Karla Wheelock:

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



<https://youtu.be/03UV8xENNNc>



Name: Karla Wheelock

Origin:

.....

What is she defending?

.....

.....

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 is she defending?

.....

.....

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 is she defending?

.....

.....

Key ideas she transmits

.....

.....

March 8, International Women's Day is finally here!



This story took place several years ago. I still remember fondly the exhibition and the debate we held on bullying and cyber bullying. Moreover, we also invited our parents to come watch the video on machismo. It was an absolutely unforgettable day, and we all ended up dancing to Danny's choreography!

The person who has been telling you this story is me, Deeyah Khan. Had you imagined it? I currently work directing documentaries and films which tell the story of women around the world and which denounce injustice and human rights abuses.

I hope that you have also been able to organize your event. Now, I want to ask you for one last - and probably bigger - effort. I would like you to write a letter about your commitment to equality. Each and every one of you - including your teacher - can sign it.



In the first place, read this questionnaire carefully and reflect on each of the aspects included. Mark the indicators which are not fulfilled in your classroom or school:

Indicators of equality	Fulfilled	Not fulfilled
The relationships between girls and boys are respectful.		
Boys and girls are treated equally by teachers (they are addressed by their teachers the same number of times, their achievements are equally praised, etc.).		
The language used is inclusive, referring to both girls and boys.		
Boys and girls alike are selected for tasks such as class representatives, school-council members, etc.		
No one is attacked or insulted - boy or girl.		
The spaces for boys and for girls (toilettes, locker room, etc.) are respected.		
Women's knowledge and experience is incorporated into the classroom contents.		
Gender equality relationships within professional, personal and family life are addressed in the classroom.		
No sexist, homophobic or racist jokes are told in the classroom.		





Follow the questionnaire on the previous page

Indicators of equality	Fulfilled	Not fulfilled
Nobody makes girls or boys feel awkward through provocative or sexual behaviors.		
If a boy or a girl is struggling with a subject, in sports or in their personal relationships, both are encouraged equally.		
Every boy and girl is encouraged to develop all their skills and abilities and feels valued.		
The class-group is a safe space where boys and girls feel protected and accepted.		
Boys and girls who feel more insecure are given support.		
Cooperative and supportive relationships among boys and girls are fostered.		
The atmosphere in the classroom encourages listening to others and favors bringing up boys' and girls' personal issues.		
Boys and girls feel that their image is respected: no one will pick on them for the way they dress, their physical appearance or the way they behave or speak.		
The class-group values the ideas and contributions of girls and boys alike.		
The material of girls and boys alike is respected.		
Girls and boys have equal access to spaces (playground, corridors, library or cafeteria).		
Male and female teachers are equally respected.		





Follow the questionnaire on the previous page

Indicators of equality	Fulfilled	Not fulfilled
Girls and boys are listened to without interruptions.		
Girls and boys are equally encouraged to achieve their objectives.		
Classroom tasks (e.g. – fetching photocopies, coordinating works, etc.) are equally shared among girls and boys.		
Feminine and masculine behaviors are respected.		
Personal and family situations of boys and girls are taken into consideration.		
Issues which are of interest for girls and boys are addressed informally.		
When there is an unfair situation against a girl or a boy, the class-group comes to his/ her defense.		



With the indicators you have marked as “not fulfilled” you can elaborate a commitment letter. This letter marks the beginning of a task which starts right now and commits you to a series of changes you should undertake during the school year. You may assess your progress in the counseling sessions, assemblies or class meetings.

Print the letter and place it somewhere visible in the classroom. It should remind us all about the fact that equality is built day by day, through small details; and also, that the collective commitment - our group commitment - can make things shift towards a greater equality among men and women.



Letter of our commitment to equality

We, the undersigned, commit ourselves to guarantee that:

»

»

»

»

»

»

»

»

Signature of all the class
and the teacher:

