Poetryclass Fresh Ideas for Learning from the Poetry Society

Even It Up Poetry Challenge

Teacher Resource Pack

These resources offer teachers ways to encourage students to enter the Even It Up Poetry Challenge run by The Poetry Society's Young Poets Network and Oxfam. This challenge is open to 11-25 year olds and aims to inspire young people to find their voices on the subjects of global inequality and gender inequality.

The challenge is open to young people working on their own, or to teachers submitting the work of their class. We are asking for submissions by the end of March 2016 just after International Women's Day. You can find more details about the challenge and how to enter your class's work on the Young Poets Network website (bit.ly/MTqDVh).

The following resources and materials provide:

- Background information about the issues and Oxfam's Even It Up campaign
- Suggestions to help introduce the Even It Up Poetry Challenge in a whole-school or year-group assembly
- Activities to introduce students to the issues of global inequality and gender inequality
- Activities to generate poems in response to these issues
- Ideas to take this work further within your school

Learning objectives

- To investigate issues of global inequality and gender inequality and develop a personal response
- To generate creative, impactful poetic responses that apply this knowledge, communicate issues and call for change

Curriculum links

England

English
Writing:
KS3 – write for a range of purposes and audiences;
KS4 – adapt writing for a wide range of purposes;
KS3 & 4 – plan, draft, edit, proofread
Spoken English:
KS3 & 4 – improvise, rehearse, perform
Geography: international trade, globalisation, fair trade, inequality
Economics: income and wealth inequality

Northern Ireland

English: communicate in oral and written formats; show awareness of audience and purpose.

Scotland

Literacy and English: enable learners to listen, talk, read and write appropriately for different purposes, audiences and contexts.
Social Studies: globalisation of trade, conditions of employment, ethical trading, development, politics, interdependence, inequality, needs, rights, responsibilities, inequality, discrimination, and diversity.

Wales

English and Literacy Framework: KS3 & 4
Oracy: developing and presenting information and ideas
Writing: organising ideas and information;
Range: produce poetic writing, using imagery and poetic devices
ESDGC: Wealth and Poverty, Choices and Decisions

Supported using public funding by ARTS COUNCIL ENGLAND

Background information

What is inequality?
Inequality has many different dimensions, including race, gender, geography and economy, which rarely work in isolation. In the context of the Oxfam Even It Up campaign 'inequality' refers to extreme economic (wealth and income) inequality.

Why should inequality be challenged?
Whilst a tiny minority of people get richer, millions of people are not receiving a fair reward for their hard work. And it's not only wealth that is disproportionally allocated to a few individuals, power is too. This means that those with the most can often abuse it. The last thirty years have seen an inequality explosion; earlier this year, Oxfam revealed that just sixty-two individuals have the same wealth as half the people on our planet – that's 3.6 billion individuals.

What does inequality have to do with gender?
A baby's gender makes a difference to its life chances. Women account for two thirds of people currently living in extreme poverty and 60% of the working poor in the world (bit.ly/1QpFNjo). Globally, women own fewer assets than men. They earn less money, have fewer legal rights, do the vast majority of unpaid care work, and are grossly under-represented on the political stage. The governments of 128 countries still give women a lower legal status than men. One-in-three women suffer physical or sexual violence in their lifetime, and many live in constant fear of abuse. However, women have the greatest potential to end the poverty and injustice that they, their families and communities face:

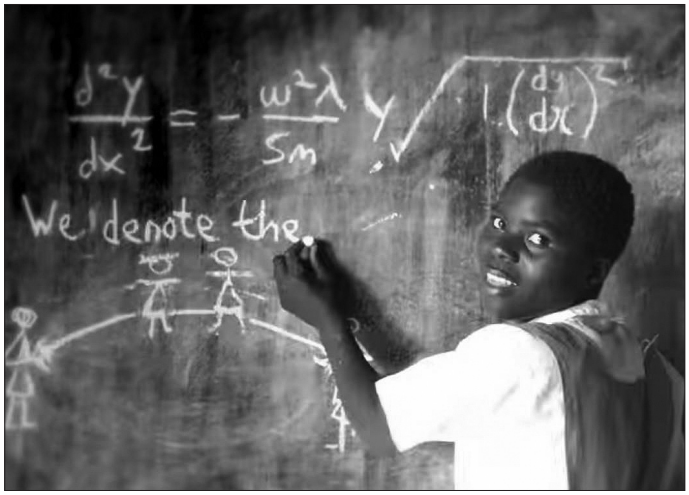


Image courtesy of PLAN.

- Boosting women's opportunities in the labour market could add $12tn (£7.8tn) to annual global GDP over the next decade. (bit.ly/1OvOl6I)
- Closing the gender gap in agriculture could lift 100-150 million people out of hunger (bit.ly/LL9mfR)
- Eliminating barriers to employment for girls and women could raise labour productivity by 25% in some countries (IMF, 2012)
- Girls and women spend 90% of their earned income on their families, while men spend only 30-40% (UNAC, 2012)

What can be done to tackle inequality?
Campaigns like Even It Up raise awareness of issues and cause change. These resources provide opportunities for students to build their understanding of gender and global inequality and synthesise this understanding into personal poetic responses.

Supported using public funding by ARTS COUNCIL ENGLAND

Assembly plan

A school or year group assembly is an ideal way to introduce the themes of global and gender inequality and encourage pupils to enter the Even It Up Poetry Challenge.

Introduction: share the cake activity (10 mins)
A really good visual way to show the impact of inequality on individuals is the 'share the cake' activity from Development Education Ireland (bit.ly/1QlV6cR). You will need a Swiss roll and a knife.

The teacher shares a cake unevenly with a group of students and then explores how this made the 'cake-rich' and 'cake-poor' students feel.

Cut the cake into uneven pieces and choose a small number of students to come to the front of the hall to get a 'share' of the cake. As this is an assembly you could prep a student so that they either offer to share their amount of the cake or are vocal about the unfairness on show. Or you may wish to randomly distribute the cake and have colleagues feedback on the reaction in the room.

If you teach in a mixed school you could emphasise the impact of world-wide gender inequality by giving the girls just the crumbs. As this could be sensitive, it might be advisable to pre-choose and prep your students.

Explanation (5 minutes)
Explain that the 'share the cake' activity shows the impact of the unfair distribution of resources and wealth as a major factor in global inequality. The text below could be helpful to place inequality in a global context. You could also show the infographics 'Girls and Women are Drivers of Development' (bit.ly/1FbpqCN) and 'Invest in Girls Education' (bit.ly/1RwFOTI) produced by Women Deliver.

Luxury sports car showroom in Cape Town with homeless rough sleepers outside (2014). © Zed Nelson / Oxfam

Although lots has been done to reduce poverty, the gap between the extreme rich and extreme poor is increasing, undoing a lot of the good work that has been done.

- The sixty-two richest people own the same wealth as the 3.6 billion poorest people
- Even if he spent $1million a day it would take Carlos Slim, the richest man in the world, 211 years to spend all of his wealth
- When corporations don't pay their fair share in taxes it deprives poor countries of money which could be spent on essential healthcare and education

And the people who didn't get much, or any, cake this morning know how that feels!

Supported using public funding by ARTS COUNCIL ENGLAND

Women on their way to work in the rice fields in River Gee county, Liberia (2012). Photo: © Kieran Doherty / Oxfam

This equality gap has an even greater impact on women.

- Globally, women own fewer assets than men. They earn less money, have fewer legal rights, do the vast majority of unpaid care work, and are grossly under-represented on the political stage. 128 countries still give women a lower legal status than men. One-in-three women will suffer physical or sexual violence in their lifetime, and many live in constant fear of abuse
- This can change. For example boosting women's ability to do paid work would not only help economies but when girls and women do paid work they spend 90% of their earned income on their families, while men spend only 30-40%

Oxfam and The Poetry Society's Young Poets Network are running the Even It Up Poetry Challenge to let you have your say about global and gender inequality.

End with explaining that they can have their say on these issues by entering the Even It Up Poetry Challenge, and signposting where and when students will have chance to write their poems or spoken word pieces and enter the challenge. This might be in an English or Drama class, at a club or society or in their own time.

Supported using public funding by
ARTS COUNCIL ENGLAND

Session 1

Introduction to inequality (ages 11+)

Warm up 1: inequality red flags (5 mins)
Using the 'think, pair, share' technique, ask students to identify inequality 'red flags'; things that make them angry about inequality. Ask them to come up with one personal example and one political, write them on Post-it notes and stick them to the board. They will be used as inspiration for poems later.

For example:

> "My brother phones me from his bedroom upstairs to get me to bring him a drink. He can do this as he is older than me. No-one in my family sees this as wrong, they just say he's lazy."

> "I get really angry about what some people say about migration. My family originated from another country, we've made our home here. My mum's a nurse, and works really hard, but she still faces racism in her job."

Warm up 2: active watching exercise (15 mins)
Alternatively use the 'share the cake' exercise if you have not used it in an assembly.

For this exercise you will show the class an Oxfam Even It Up film. (bit.ly/1mlKeiy)

Explain to the class that they are going to watch a short campaign film that calls for changes to end global inequality. Everyone will have a different job to do as they watch.

Allocate tasks within the class (allow an element of choice here). Explain that each student will undertake their allocated task individually, then share in a mixed group to compare responses.

A young boy in Jamam refugee camp, South Sudan (2012). Photo: © John Ferguson / Oxfam

Allocations
- *Statistics collectors* write down as many statistics as they can
- *Transformers* change some of the visual messages into words (could use metaphors, could just translate)
- *Message collectors* write down the key information / messages they hear.
- *Quick drawers* do nothing for the first minute. They then sketch a visual image of the messages in this film that could be used in a new edit

If necessary allow another viewing of the film.
To display findings, ask individuals to stick their response onto a group sheet. Keep these displayed.

Quickly ask some students to share their findings, linking what they saw in the film with their inequality red flags.

Introduce the idea of writing an issue-based poem about inequality. Explain that everyone in the room will have an individual response to the issues surrounding inequality. These issues might be personal or global. Explain that using their own examples of inequality and linking this to other people's lives is a way to make their writing concrete and can provide powerful content for a poem.

Supported using public funding by ARTS COUNCIL ENGLAND

Ask students to take either their red flag, or an idea from the film that made them feel angry, or made them want to say something about the issues around inequality. They should jot their feeling down and then turn that feeling into an image which shows it. Students can keep these to themselves or add them to the display.

For example: *'That time you called me from downstairs to get you a drink because you couldn't be bothered to move: I was really angry' might become 'I stomped down stairs fizzing like a shaken can of coke.'*

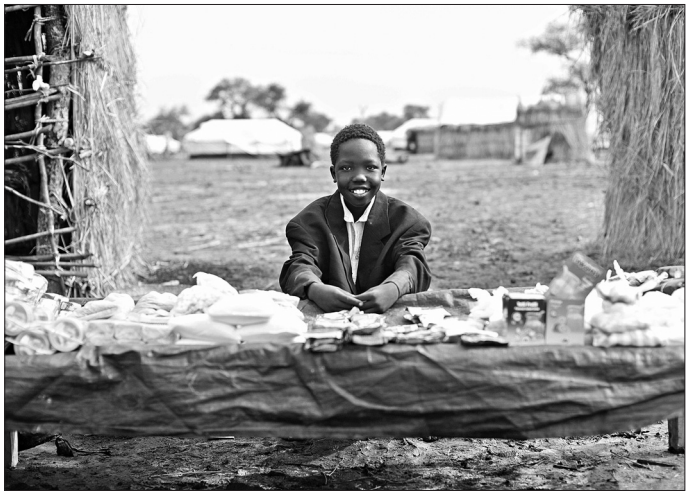
This introduces the idea of representing emotion with imagery, which will be helpful when they start writing their poems. Emphasise the importance of showing an emotion (using the simile of a fizzing can) rather than 'telling' an emotion (anger).

Develop ideas: inequality frozen picture activity (20 minutes)
You will need copies of 'Worksheet 1– extreme rich' and 'Worksheet 2 – extreme poor', large sheets of paper and a class set of marker pens for group work.

Organise the class into groups of four. Give half these groups the extremely rich cards and half the extremely poor cards. Give all groups paper and pens for brainstorming.

Tell the groups that the information is about an imagined person, either extremely rich or extremely poor. They need to brainstorm as many imaginative 'show not tell' statements in the voice of this person as they can. These should show their attitude, desires, or a statement about the person's daily life. See which group can create the most statements in five minutes. They can use the prompts on the cards or write their own.

Remind groups to be specific and to include detail. It is important to brainstorm ideas here that can be used in poetry later.



A young businessman in Jamam refugee camp, South Sudan (2012). Photo: © John Ferguson / Oxfam

For example, compare – *'I dream about going to school'* with '*I dream about the sound of chalk on board, smiling as I give the right answer, the fireworks of passing exams.'*

Choose a couple of detailed statements to share with the class. Ask pupils to explain why the specific ones work best. Give additional time for all to make one of their statements more concrete.

Now ask groups to choose their three strongest statements. They will use these to make a tableau. One person will be the speaker, the other three will take one of the chosen statements and show this. Students will need to decide a frozen pose / stance / expression that really matches their statement while it is spoken. The speaker should choose an appropriate tone of voice, speed and volume to give the best impact.

Supported using public funding by ARTS COUNCIL ENGLAND

Quick write activity (20 mins)
Now, using the personal and political feelings the class shared about inequality and their frozen pictures as inspiration, ask students to write a short poem. This allows students to include their own experience, to empathise and to contrast rich and poor. Make this very quick. Emphasise that the resulting writing does not need to be perfect, as they can redraft later. Use the following scaffold and suggest that students do not use rhyme at this stage.

A girl like me...	***or***	**A boy like me...**
A girl like her...		**A boy like him...**
A girl like me...		**A boy like me...**
A girl like her...		**A boy like him...**

Some aspects of inequality students might include: education, health, wealth, the ability to influence people in power, lack of voice or influence, life expectancy, leisure, local issues, race, violence, access to water, electricity and food.

Remind students that writing to activate the reader's senses as they read will make their poem more impactful. Use this model, to help kick off the writing:

A girl like me can't last a lesson without sipping
from my water bottle.
A girl like her learnt early that collecting water is
women's work,
bends her shoulders to its weight each day.
A girl like me had A & E when I crashed off my
bike,
wore my orange plaster cast like a medal.
A girl like her has a cut on her foot that won't
heal,
knows they can't afford the doctor.
A girl like me treats education like water.
A girl like her collects water again today,
school will have to wait.

A child watches traffic in Manila, Philippines (2014).
Photo: © Dewald Brand, Miran for Oxfam / Oxfam

Extension activity: class poem (30 mins)
If you have time you could take students' responses and develop them into a class poem.

Ask small groups of students to decide on the four best lines they produced between them to be added to the class poem.

Then appoint two students as editors, asking them to take suggestions from the class to find the most powerful lines. They are then responsible for listing them in the order which has most impact.

Tip Ask students to think about the impact of mixing girl / boy lines or grouping them by gender. Get agreement before the editing begins.

Supported using public funding by
ARTS COUNCIL ENGLAND

Session 2

Gender inequality (ages 11+)

Adapt these materials to meet your school and class context. You may want to use all of the warm ups or just one.

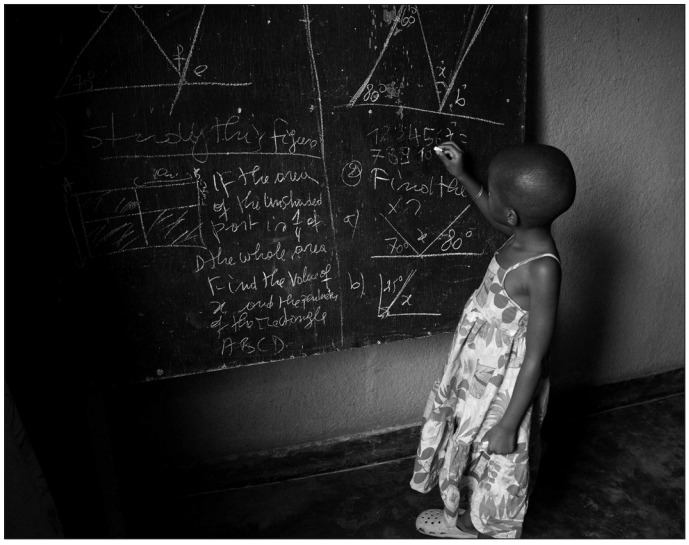
Warm up 1: gender discussion (10 mins)
Organise the class into supportive groups.
Ask students to think of a situation where their gender has worked for or against them. Was this fair? Try to keep this session light. Ideas to start the discussion:

- 30 years ago, most boys weren't allowed to take food technology lessons and girls couldn't do resistant materials
- You might play in a girls' rugby team and be proud of your speed and strength but friends at school make fun of you about it
- How would you feel if you saw a boy wearing a skirt? Do gender norms impact the way we dress?
- How would you feel about having a male nurse care for you in hospital? What about a female surgeon?

Warm up 2: gender quiz (5 mins)
Use 'Resource 3 – gender inequality quiz' (see below) to check your students' awareness of gender issues.

Gender quiz answers
1. High income: 82 years; low income: 63.1 years
2. 64% 3. 10% 4. 27% 5. 5% 6. 30-40%

Warm up 3: picture activity (10 mins)
Use 'Worksheet 4 – picture activity'. Split the class into groups and give each group two images, one showing problems, the other suggesting solutions. Explain that these pictures were taken in Malawi but represent some gender issues faced by young girls in many parts of the world, as well as their potential solutions. What story is being told in each picture?



A 6 year old girl does sums on a blackboard, Kigali, Rwanda (2012). Photo: © Simon Rawles / Oxfam

To generate ideas about these issues, give pairs ten minutes to undertake a denotate / connotate exercise for each picture.

> Denotate: note details, but ***only*** what you can actually see. Do this for each picture.
> Connotate: look at each picture again and suggest the message or story the picture tells you about gender equality.

Example: picture 5 (see 'Resource 4 – picture activity' below)

***Denotation**: we can see five people - one adult and four children / young people. All are male except one. She is at the back of the group. The males are eating and they have their backs to the girl. One has a set of exercise books in front of him. The female has her arms folded. She is not smiling.*

***Connotation**: a father and his sons are eating. The position of the girl (daughter) in this picture suggests that she is being left out, she looks unhappy. She isn't near the food which makes me think that girls are often excluded. No-one seems to care that she isn't eating.*

Supported using public funding by ARTS COUNCIL ENGLAND

Warm up 4: audio and visual poetry (15 min)
Play the class the ***audio only*** of 'I'll Take it From Here – Because I am a Girl' by Plan International (bit.ly/224Ag5F). Ask them to listen out for techniques that link this video to poetry.

One answer might be the repetition of the phrase 'because I am a girl'. Ask about the effect of this and for other interpretations. Ask students to develop and justify their ideas to encourage thinking and alternative views.

Now show the video. The class will be familiar with a number of the images used from the picture activity. After viewing, get the class to discuss how the film uses images like poetry. The pictures show us, they don't tell us. They make us think. The girl falling out of a window shows effect of exclusion from education, the loudspeaker shows she has a voice or represents the idea of calling for help.

Quick write activity: this picture isn't how it has to be (10 mins)
Before you start the writing activity, remind the class about the Even It Up Poetry Challenge and the issues of inequality it is challenging them to explore.

Now ask students to write a ten line poem using one of the pictures from the warm up as a starting point (see 'Worksheet 4 – picture activity' below).

Start by talking about what tone they would like to convey. Will it be angry, funny, questioning, issue raising? You could use 'Daughters' by Phoebe Stuckes (printed on page 18) as an example of a poem which calls for change. The poem also uses repetition in a similar way to the film.

If students are struggling with ideas, use some of the following prompts:

- Use your notes from the warm up activities as a starting point
- Think about the images in the film that were most effective. How could you use these in a poem? Could you develop them further? Could you come up with your own images? Decide how you might use these in your poem
- Use a repeated line throughout to help structure the poem
- Write your poem directly to the girl in the film
- Write your poem directly to men who oppress young women
- Use your own experience of gender inequality

Extension work for sixth form students
As well as the above warm ups and writing exercises, you could ask sixth formers to look at a wider range of sources for inspiration. Try:

- 'Because I am a Girl' (bit.ly/224Ag5F)
- 'Daughters' by Phoebe Stuckes (bit.ly/1IShKXD and printed on page 18)
- 'The Equality Effect' (bit.ly/1lMhnUp)
- 'This is Not a Poem' by Anthony Anaxagorou (contains sensitive themes) (bit.ly/1qcdKUH)
- 'Who Cares' (bit.ly/1RmGyKb)

Ask students to discuss their reactions to the sources.

Talking points

- What surprised you or made you angry about the impact of gender inequality on girls and women?
- Which ideas / images / facts hit home the most for you?
- Which video spoke to you most strongly?
- Which 'event' or scene stood out for you?
- How do the films link with or contrast with your own experiences of gender inequality?

Supported using public funding by ARTS COUNCIL ENGLAND

Session 3

Developing writing for ages 11+

Once your students have completed the activities and quick write tasks they will have a body of notes and draft poems. Some will have poems which will benefit from editing; other will want to start new poems using their notes.

Editing model

Below is an example of a 'quick write' and a redrafted version where the writer has kept the ideas, but revised the work to tighten up the poem. They have cut and moved lines around, and thought about the way they begin and end. Use this to model the way in which a poem can build from its first ideas. The class might think there are other changes that could still be made.

Original quick write

Last in line for the food you cooked, with
the water and wood you
walked hours to collect.
That your Dad and brothers gobble without
a thank you.
Bossed by a brother half your age – 'you
stupid girl'.
Afraid to look in his eyes.
Careful to stay back, keep silent.
Kept out of school by a fence of fear, by the
women's work
You are paid for in beatings.

Sister, hold my hand. Let's shout, with our
strong lungs shout...

Tondo slum in Manila, Philippines (2014). Photo: © Dewald Brand, Miran for Oxfam / Oxfam

Redraft

Careful to stay back, keep silent,
after the men eat
you eat
the scrapings of the meal cooked
with the water and wood
you walked hours to collect.

Your dad and brothers
Stand and leave without a thank you.

Is it the weight of the water you carry
each day that keeps your head down
your eyes on the ground,
this women's work
you are paid for in beatings?
Or the knife-sharp words of a brother
half your age
'you stupid girl',
as he leaves for a school
you are kept from
by a fence of fear.

Hold my hand. Let's shout, with our
strong lungs...

Supported using public funding by
ARTS COUNCIL ENGLAND

Once you have looked at the example with your class, use the following with students as a check list for editing their poetry.

Rhyme and rhythm. Read your poem aloud, listening for rhymes. Are they helping or hindering? If the former, do you want to make the rhythms consistent across the poem, or would a break of rhythm play up an idea, or signal a change of mood. Listen for lines that are working better than others. If the rhythm is hindering consider taking it out.

Imagery. Remember that showing is more powerful than telling. *I'm excluded from education* might become *I am an empty notebook, a blunt pencil.*

Structure. Think about the beginning and the ends of lines. Does the poem break into stanzas, or is it a long thin poem?

Title. Think of a title that will work hard and draw the reader in and works for the tone of your poem.

In the flood-affected area of Sindh, Pakistan, Oxfam has worked with partners to uphold the rights of girls to go to school (2013). Photo: © Irina Werning / Oxfam

Extension: write new poems
Encourage students to take lines from their quick write poems or notes from any of the preliminary activities to develop into new poems. Suggest that thinking about form and structure is a good way to generate new writing. They might try:

a) **A poem** where stanzas alternate between contrasting lives, as in the following example. Encourage students to think visually, exploring the differences between the two alternatives.

A rich man smiles at his gold bathroom taps,
in the gleam of the tiles,
cleaned by Alice
who he never sees.
Slumbers in the expensive bed
he'd tell you he deserves.
That cost more than
he will ever give Alice in wages.

Alice walks home
past adverts
for food to pamper pets
toothpaste that promises teeth
white as bathroom tiles.
To the room with no windows
where there's never enough
time for dreams

b) **A rap**. Remember you don't have to use the same rhyme throughout and each line doesn't have to rhyme. Setting up a rhyme scheme that lets you use rhyme to link or emphasise ideas might help in writing a more interesting poem. Remember that although a line might end in a rhyme, the idea you are expressing can carry on into the next line, as in the example overleaf:

Supported using public funding by ARTS COUNCIL ENGLAND

I watched a programme where the super-rich
shopped
for cars, that cost more than my dad earns in ten
years,
cars they didn't need. Then heard one say how
shocked
he was by that people ask him to spare some
change.
This man who said he'd rather die than buy the
basic range
Best leave that for them: the ones whose
opportunities are locked
Before they're born

Sixth form extension: villanelle
For more able students, challenge them to write a villanelle.

The form of a villanelle is quite complicated and will need to adhere to the following structure:

- Nineteen lines in total
- Five stanzas, each of three lines, with a final stanza of four lines
- The first line of stanza one is repeated as is the last line of stanza two and four
- The third line of the first stanza is repeated as the last line of stanza three and five
- These repeated lines also become the penultimate and final line of the poem
- The rhyme scheme is aba. Rhymes are taken from the repeated lines

A good example to show students is 'Do Not Go Gentle into That Good Night' by Dylan Thomas. (bit.ly/1kzvZ8J)

Share poems
Why not use the poems your students write to raise issues of inequality in your school and beyond? You could:

- Film students reading their poems and send them to your MP
- Ask students to perform in assembly
- Run a poetry show/slam and invite parents
- Display the written poem alongside the infographics in school
- Ask students to edit a pamphlet of their poems to distribute in school

EVEN IT UP | OXFAM

Enter the Even It Up Poetry Challenge

Now students have written and edited their poems, enter them for the Even It Up Poetry Challenge!

Winning poems will be selected from three age groups: **11-14** years, **15-18** years and **19-25** years. The selected poets from each age category will be **published on the Young Poets Network and the Oxfam websites** and sent an **exclusive Young Poets Network notebook**. Teachers who enter a minimum of 10 poems will be entered into a random prize draw for the chance to win a **free workshop** from a poet for your school.

Young people can enter individually, or teachers can enter their classes. Poems can be submitted as a word document or a film. For full information, see the Young Poets Network website (bit.ly/MTqDVh).

The deadline is 31 March 2016, just after International Women's Day.

EVEN IT UP | OXFAM ARTS COUNCIL ENGLAND Supported using public funding by ARTS COUNCIL ENGLAND

Worksheet 1
Extreme rich

You are one of the extremely rich.

This means you have had the best education avalible and you can buy the best health care and education for your family. If the health care you need isn't available in your country you can jet off to another country and pay for it there. You will live a long, happy and healthy life. You are likely to have political influence and to be able to use your money to influence law makers so that laws favour you. You may even be a politician in the ruling elite. You are likely to pay less tax than you should by putting money in tax havens. Because you are rich you don't feel the need for free education and health care. You think that workers' rights mean lower profits for you. You've worked hard for what you've got and you think they should be grateful for what they get. You know that you can't take your money with you when you die, but you are able to save and ensure that the money you leave behind will help your family live well after you're gone.

Tips What views might you have about people who are less well off than you? Do you feel sorry for them? Fear them? Think they are lazy and useless? Do you think it's fair that you have more money than the very poor people in your country? What will your house/houses be like? How do you travel? What do you spend your money on?

Fill out the following statements or think of your own:

I dream...

I can...

I can't...

I have...

I need...

When I was born my family...

Yesterday I...

Tomorrow I...

Every day I...

I imagine...

When I see...

At night, I worry about...

When I am thirsty...

From my window...

What I want most is...

What I need most is...

If...

Because...

Your name _____ **Form/Class** _____

Supported using public funding by ARTS COUNCIL ENGLAND

Worksheet 2 Extreme poor

You are one of the extremely poor.

You will have a difficult life. As your family may not be able to pay for health care your life is likely to be cut short by a preventable disease. There may be no hospital, or even doctor within miles of where you live. You may not even have access to free primary education, and are unlikely to be educated at secondary level. This lack of education means that you are unable to change your life. Your access to water and power is limited. Women and children in your family may have to spend hours each day collecting water. The work you do will be poorly paid and often dangerous. You are likely to start working to help support your family when you are still a child. If you are a girl this might be unpaid work, like helping fetch water, or care for family members. Whether you are a girl or a boy, it could mean that your childhood is cut short. You have little political power and your voice isn't heard by the rich and powerful in your country. You are likely to be a victim of violent crime.

Tips Use some of the things you already know about the extreme poor from other lessons and the news. What views might you have about people who have more money and power than you? Are you jealous of them? Do you fear them? Do they deserve to be better off than you? How do you manage to live on your low income? Do you think things can change??

Fill out the following statements or think of your own:

I dream…

I can…

I can't…

I have…

I need…

When I was born my family…

Yesterday I …

Tomorrow I…

Every day I…

I imagine…

When I see…

At night, I worry about…

When I am thirsty…

From my window…

What I want most is…

What I need most is…

If…

Because…

Your name _____ **Form/Class** _____

Supported using public funding by ARTS COUNCIL ENGLAND

Worksheet 3: Gender Inequality Quiz

Tick the answer you think is correct

1. The average life expectancy of women...

*in **high-income** countries is*	○ 63.1 years	○ 78 years	○ 82 years	○ 85.3 years
*in **low-income** countries is*	○ 63.1 years	○ 78 years	○ 82 years	○ 85.3 years

2. What percentage of women worldwide are illiterate?

○ 24% ○ 33% ○ 50% ○ 64% ○ 73%

3. Women work two-thirds of the world's hours. What percentage of world's income do they earn?

○ 5% ○ 10% ○ 15% ○ 20% ○ 25%

4. Across the world every day, how many girls per minute are forced into early marriage?

○ 7 ○ 17 ○ 27 ○ 37 ○ 47

5. What percentage of countries have a female head of state?

○ 5% ○ 10% ○ 15% ○ 20% ○ 25%

6. Girls and women spend 90% of their earned income on their families. What percentage do men spend?

○ 20- 30 % ○ 30-40% ○ 40-50% ○ 50-60% ○ 60-70%

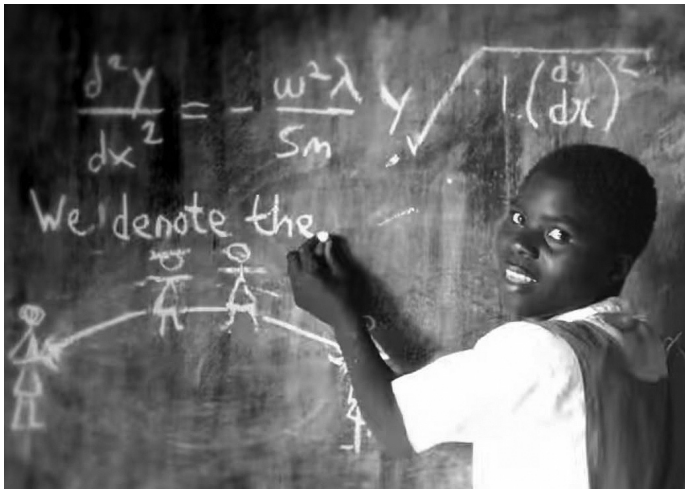
Your name _____ **Form/Class** _____

Women on their way to work in the rice fields in River Gee county, Liberia (2012). Photo: © Kieran Doherty / Oxfam

Answers on page 8

Supported using public funding by ARTS COUNCIL ENGLAND

Worksheet 4 Picture activity



1

2

3

4

Pictures by kind permission of Plan

Supported using public funding by ARTS COUNCIL ENGLAND

Worksheet 4 Picture activity

5

6

7

8

Pictures by kind permission of Plan

Supported using public funding by ARTS COUNCIL ENGLAND

Daughters

by Phoebe Stuckes

Enough of pulling off high heels to run
Or else waiting alone in unclaimed ugliness.

No more crying out for guitar heroes
Or going back to old loves for the safety.

Let us build bonfires of those unanswered prayers.
Let us learn how to leave with clean and empty hearts
Let us escape these attics still mad, still drunk, still raving
Let us vacate these badly lit odd little towns
Let us want none of what anchored our mothers
Let us never evolve to be good or beautiful
Let us spit and snarl and rattle the hatches
Let us never be conquered
Let us no longer keep keys in our knuckles
Let us run into the streets hungry, fervent, ablaze.

You
Are a mighty thing
A captive animal, woken with a taste for blood.
Feed it,

You Amazon, you Gloria, you Swiss army knife of a woman.

Phoebe Stuckes was a winner of the Foyle Young Poets of the Year Award 2013 (bit.ly/1IShKXD)

Supported using public funding by ARTS COUNCIL ENGLAND