

ARE WE ALL EQUAL?

SCHOOL LEVEL: 2nd Eso Bilingual Section or Bach 1 no bilingual

Objectives:

- To raise critical thinking about sexist situations.
- To understand oral and written texts related to the topic.
- To produce an oral text.
- To work cooperatively

Contents:

Linguistic contents:

Vocabulary related to human rights and arranged marriages

Oral input: Video and song

Oral output: presenting ideas to the rest of the class and song or spoken-word.

Written input: Defender's speech and definitions of some human rights.

Written output: Questions, short summaries, song or spoken-word.

Socio-cultural aspects.

Human rights related to sexist discrimination

Assessment criteria:

- To be able to think critically about sexist situations happening in the present time, including our country.
- To understand oral and written texts related to the topic of arranged marriages.
- To be able to produce an oral text of protest
- To be able to work cooperatively and to come to agreements.

Session 1 Objectives:

- ✓ To raise critical thinking about arranged marriages.
- ✓ To learn about main rap features of rap music

1.1. REFLECTION UPON THE FOLLOWING QUESTIONS. ALL 15 MIN.

- What are the main features of rap music?
- Do you know any relevant singers? Do you like it? Why/why not?
- I'm going to show you pictures about different weddings? Can you tell me where they might be taking place? Can you tell me something about the brides?



- Why do you think I am talking about rap and weddings?

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1.2. Listen and then watch <http://lyricstranslate.com/en/dokhtar-foroshi-%D8%AF%D8%AE%D8%AA%D8%B1%D9%81%D8%B1%D9%88%D8%B4%DB%8C-brides-sale.html>

<http://lyricstranslate.com/en/dokhtar-foroshi-%D8%AF%D8%AE%D8%AA%D8%B1%D9%81%D8%B1%D9%88%D8%B4%DB%8C-brides-sale.html#ixzz4yuKUJETy> (3:43)

and 1. fill in the gaps:

INDIVIDUAL. 15 MIN.

2. identify the main features mentioned in 1.1. ALL 5 MIN

Brides for Sale

Let me _____ some words to your ear
 no one should _____ it, i wanna _____ of "Brides for Sale"
 no one should hear my voice cause isn't against religion
 they say a woman should _____ silent , it's the tradition of this city
 _____, instead of a lifetime silence of a woman
 _____, instead of depth of this body's wounds
 _____ from the body which became tired at the bottom of the cage
 and broke under your prices pressure
 i'm 15 years old, i'm from Herat
 some guys _____ me, i'm confused and shocked
 i'm confused and shocked because of these people and the Marriage tradition
 they sell girls without any Right to _____
 yeah the Father _____ from expenses
 the girl is for the one who gives more money
 if i only _____ he means me by saying "expenses"
 if i only knew he _____ every bit i take
 i'd _____ the table while i was still hungry
 or i'd eat the leftovers of your food
 i'm like the other girls, i'm only here to _____ to the next house
 my family and people _____ me as a sheep
 that's why they always _____ that : it's time for selling me
 i _____ to God i'm a human, here are my eyes and ears*
 have you even seen any sheep _____ about its death?
 have you even seen any sheep being this much emotional?
 i swear to God i can not be separated from you
 i would never sell you, even if i had to
 but you ... oh what am i supposed to talk about? i don't _____ why did you gave birth to me?
 let me scream, i'm tired of being silent
 take your hands off of me, i'm _____

you didn't talk to me so much that in every moment
 (?)
 it's like i have no voice, i'm full of doubts
 if i'm a prisoner why there are scars of whips on my body?
 i don't _____ why your tradition is that a woman should remain silent
 tell me what to do to _____ my existence?
 running away or _____ suicide might be foolish
 but it's the only way when you don't get any support
 but even if you pull every strand of my hair
 i wouldn't to such a thing to let you down
 if selling me makes you happy
 i'll try to lie by saying : everything is alright
 i sincerely _____ to see smile on your lips
 if i have any smile i'll _____ it and give the rest to you
 but i wish you go over Quran
 i _____ you understand that it never said women are for sale
 i _____ you be happy, i _____ calmness
 _____ me alone i hate make ups
 no make up can _____ a bruised face
 even Kafir* won't do what you did (to me) to a Muslim
 i swear to God it _____ so much when you leave and you don't have any feeling
 when you go to _____ of someone you don't even know
 now it's even hard to _____ my words
 your happiness is my biggest fortune
 but look at me, don't forget my face
 don't _____ the hand that stayed up all night beside you with peels and a cup of water*
 i'm _____ and i'm full of your Kindness
 but i'm worried, to whom should i _____ you?*
 i wish i _____ for you if you ever missed me
 i won't take my doll, i'll leave it to you
 don't let it cry like i did
 please don't sell it, let it be a memento

1.3. Learn a little bit about Anita Alizadeh

ALL

15 MIN.

Show video: <https://www.youtube.com/watch?v=hvEMtDbABSc>

TASK TO DO WHILE LISTENING: *As you listen, I want you to take notes of everytime she talks about her feelings (about marriage, towards music, etc.)*

1.4. And you? How does all this make you feel?

INDIVIDUAL. 5 MIN.

Write one word that represents what you feel.

(Hand out little cards, that will be handed on the wall together with more material of the following sessions)

Session 2 Objectives:

- ✓ To learn about one of the defenders related to the topic.
- ✓ To approach a text as a linguistic unit: Cohesion.
- ✓ To raise critical thinking about current situations.
- ✓ To come up with agreements in groups.

2.1. Sonita's speech.

a) Given the cut-ups, organise the text in order.

IN PAIRS. 10 MIN.

Sonita Alizadeh is a young Afghan rapper working to end child marriage. With a poet's soul and activist's passion, she uses rap, conviction and courage to stand up for women's and girls' rights.

Sonita was born in Afghanistan under the Taliban regime. Daily life was dangerous, and Sonita's childhood was challenging. To escape the Taliban, her family walked hundreds of miles to Iran in the rain and snow. Sonita grew up an undocumented refugee in Tehran. To support herself and her family, she cleaned offices and bathrooms and sold handicrafts. Without official papers, Sonita could not go to school. Undeterred, she eventually found a local NGO that provided basic education to young Afghans in the region.

While there, Sonita discovered a talent for writing and art. She witnessed the injustice of the world around her and found poetry, photography and music to be an outlet for self-expression. At age 14, she began experimenting with pop music, but found the slow pace to be too confining for all she had to say. After hearing an Iranian rapper on the radio, she decided to give rap a try. The faster beat and narrative nature of rap created enough space for Sonita to share all that was on her mind. Although it was illegal for a girl to rap alone, and dangerous to speak out, Sonita could not remain silent, so she wrote her first rap, about child labor

At the NGO, Sonita saw her friends disappear from the classroom one-by-one, as they were forced to marry. Although deeply troubling, this was not a surprise. Sonita's own family had tried to sell her into marriage when she was ten years old, and then again when she was sixteen. At age 10, Sonita had no idea what it meant to get married. In her mind, marriage meant dressing up and playing bride and groom with her friends and family. The arrangement fell through and Sonita was not married at that time. At age 16, Sonita was told again she had to get married because the family needed money to pay for her brother's wife. However, Sonita had other ideas for her life.

In response to her impending marriage and the feelings of so many of her friends, Sonita wrote the song "Daughters for Sale" and, with the help of a filmmaker who was recording her story, made a music video. They posted it on Youtube, and it quickly went viral.

The video was seen by the nonprofit organization Strongheart Group who reached out to Sonita and then facilitated her move to the United States for school at Wasatch Academy in Utah. She was also assisted significantly by the director and crew filming her story, the documentary "Sonita", which would later receive great acclaim.

Although Sonita was now safe from the imminent threat of marriage and able to go to school for the first time in her life, she was not at peace. Thoughts of her friends in Iran and Afghanistan, and all the children still facing forced marriage, haunted her. Compelled to do something more, and with the continued support of Strongheart, Sonita began sharing her story and actively speaking out about child marriage.

Sonita's message is reaching the highest levels of global leadership and civil society, and her story and vision has been shared worldwide. Through her work as a human rights defender and a Girls Not Brides champion, Sonita's message is reaching young people around the world who are drawn to her music and vision, and joining her in the movement to end child marriage.

2.2. Answer the following questions**ABOUT THE TEXT IT SELF****IN PAIRS. 10-15 MIN.**

Depending on your group features, develop some linguistic questions that may be useful for their full understanding

ABOUT THE MESSAGE OF THE TEXT**IN GROUPS. 15-20 MIN.**

- *How does child marriage reflect both circumstances and priorities within a society?*
- *What does sonata teach us about the power of an individual to change her own story and influence new cultural ways/ practices?*
- *How can art and music function as a catalyst for defending and promoting human rights?*

2.3. Think of one question you would like to add to the interview seen in session 1.**IN GROUPS 5-10 MIN.**

New questions to be handed on the wall

Session 3 Objectives:

- ✓ To learn about some human rights related to the topic of arranged marriages.
- ✓ To reflect upon current situations and defend personal points of view.

3.1. Introduction to Human Rights related to the topic**A) MATCH****IN PAIRS. 5 MIN.****Right to Live, Liberty and Security person****Right to Consent to Marriage****Right to Freedom and Expression****Right to Education****Everyone has the right to life, liberty and security of person.**

(1) Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.

(2) Marriage shall be entered into only with the free and full consent of the intending spouses.

(3) The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

(1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

(2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

(3) Parents have a prior right to choose the kind of education that shall be given to their children.

B) READ AND UNDERSTAND.**ALL. 5 MIN.****C) WHAT RIGHTS DO WOMEN NEED TO FIGHT FOR TODAY?****IN GROUPS 10-15 MIN**

After they have come up with some rights, the groups will be rearranged so that one member of each group finds a place in a new group. THEY WILL HAVE TO SHARE THE IDEAS FROM THEIR FIRST GROUPS,

IN GROUPS 10 MIN**AND LATER, SHARE TO THE WHOLE CLASS.****15 MINUTES*****New rights to be handed on the wall***

Session 4 Objectives:

- ✓ To produce a written text to be performed orally (rap, spoken-word or “one-pager presentation)
- ✓ To perform effectively rhythm and intonation
- ✓ To work cooperatively, to be able to reach agreements
- ✓ To incorporate in their active production new terminology learned throughout the unit

4.1. MUSIC CONTEST PRESENTATION.**IN GROUPS. 50 MIN.**

The last groups of three will be the groups working together to write their own rap songs. The theme they must work around is a protest against discrimination of women in our current society.

They will be working around the same base, which will firstly be chosen. (10 min.)

Minimum features: 1 choir and 2 stanzas

If there are any groups that don't feel comfortable with the idea at all, I will be given them the option of writing a “spoken-word” or even a “one-pager presentation”.

One-pager presentation can be given as an assignment to fast-finisher groups too.

5.1. REHEARSAL, PRESENTATION OR SHOW VIDEO

Scoring Rubric

PRESENCE	5	4	3	2	1
-body language & eye contact					
-contact with the public					
-poise					
-physical organization					
LANGUAGE SKILLS	5	4	3	2	1
-correct usage					
-appropriate vocabulary and grammar					
-understandable (rhythm, intonation, accent)					
-spoken loud enough to hear easily					
ORGANIZATION	5	4	3	2	1
-clear objectives					
-logical structure					
-signposting					
OVERALL IMPRESSION	5	4	3	2	1
-very interesting / very boring					
-pleasant / unpleasant to listen to					
-very good / poor communication					
TOTAL SCORE _____ / 20					