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**GENDER  
PICTURE PROJECTS  
PACK**

By Harry Jivenmukta

# Teachers Notes

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Picture Projects are a very stimulating way to introduce new topics to students or to encourage students to increase their skills in:

describing, using imagination, memories and feelings, working with another person or in a group, researching, assimilating information, speculating and suggesting outcomes, expressing opinions in a logical and effective manner.

Each sheet contains one topic area and contains a **picture** and four sections:

- z **Study The Picture**
- z **Use Your Imagination**
- z **Working With A Partner**
- z **Wider Issues**

**The Picture.** The teacher can use the picture to ask students to describe what they can see. This can be done in two ways: by distributing a sheet to each student and asking for a general description or a description of certain aspects of the picture; by not immediately distributing the sheets but showing the picture to each student for a few seconds and then playing a memory game of what students can remember.

## **Study The Picture.**

The teacher asks the students to study the picture and consider the points in that section. These points are simple and general in nature and are designed to encourage involvement by all students. The teacher can ask each student to elaborate on any points made if necessary.

## **Use Your Imagination.**

This section allows the student to use his or her imagination and develop the topic in an open way.

## **Working With A Partner.**

This section requires the student to listen and record or consider another person's viewpoint. Teachers can ask for either a spoken or a written report back. It also allows the student to understand other viewpoints and assess the merits of these.

## **Wider Issues.**

This section asks students to discuss the wider implications of the topic. The teacher can ask students to undertake further consideration of the topic including research, reading or studying from other sources, and wider project work.

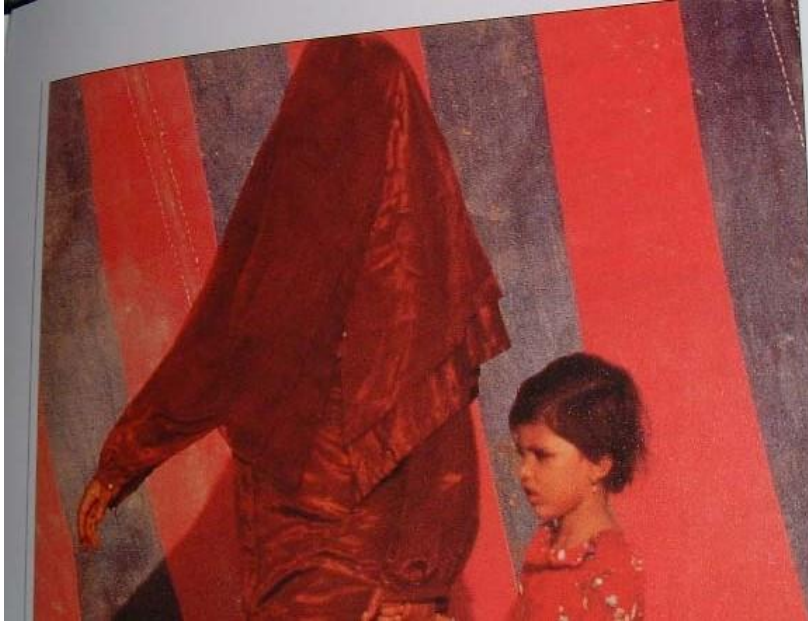
These projects packs can be used either as a verbal or a written exercise or both. The teacher can expand the topics into projects or simplify them for classroom or single homework assignments.

The teacher may choose to use only one section or a choice of sections from the whole sheet. The topics are designed so that each section is complete in itself. This allows for multi-ability, and varying classroom time allocation.

All sheets are similar in layout allowing for comparison between topics or cross-referencing.

# Faceless Woman?

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## Study The Picture.

When you see this picture what does it make you feel like?

- z It's her choice how to dress
- z This is a symbol of female oppression
- z What is the point of hiding your face?
- z She is very religious
- z This is a sign of her strength

## Use Your Imagination.

Imagine you decided to wear a veil for one week. Write about what other people feel about it. Do they find it strange? Does anyone accept it without question? Can it be seen as a fashion statement? What difference does it make to your day to day activities?

Imagine you knew a girl or woman who decided to veil herself. How would it affect your relationship? In which situations would it be problematic, and in which situations would it be advantageous?

If you presently wear a veil, imagine that you decided not to wear it for one week. Consider the questions above in this light.

## Working With A Partner.

Find out why some Muslim women decide to wear a veil. What is the religious or social meaning of a veil? Conduct a survey amongst your family, friends, or classmates to determine how people feel about the wearing of veils by women. What do these findings tell you?

## Wider Issues.

Is the wearing of a veil the obvious sign of the oppression of women?

How does religion see the role of women?

# Traditional Roles

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## Study The Picture.

If you were one of the people in the picture how would you feel?

- z This is the perfect family
- z Thank God the 1950s and '60s are gone forever
- z This is a typical stereotyping of middle class families
- z I cannot imagine a family like this one today
- z I wish I lived in a family like this one

## Use Your Imagination.

Imagine you were transported back to 1955 and were a young person living in a family like the one shown. Describe 'a day in the life' of a 1955 person? How would it differ from your life today? Which things would be better, and which worse?

Imagine you are an adult, (choose your own gender), in the family of 1955. How would your role differ from the role of a man or woman of the 21st century?

## Working With A Partner.

Find out about how the family has changed since 1950. Interview members of your family or other people who have lived through some of these changes.

Try to guess what family life will be like in twenty years time. Use your knowledge of how families have changed in the last few decades to help you to make educated guesses.

## Wider Issues.

*There is no future for the family.* Discuss this idea.

*The family will continue to be the corner stone of society in the future as it has been in the past.* Do you agree with this?

# Role Models

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## Study The Picture.

When you see this picture what does it make you feel like?

- z This is a good example of a positive role model for a girl or woman to follow
- z Role models are usually unattainable by ordinary people
- z Trying to follow a successful person's example gives a person more confidence
- z I will follow my own path
- z I don't know who this woman is

## Use Your Imagination.

Imagine that you have to adopt a role model. Who would it be? How would your life develop in directions that otherwise it might not? How might you miss out on other things?

Imagine that someone sees you as a role model for them. How can you point this person in the 'right direction' in life? Is it a big responsibility or can you take it in your stride?

## Working With A Partner.

Find out why we need role models. Do girls and women need role models more than boys and men?

Make a list of female role models, and say how you think they might help other females to achieve their ambitions.

Make a list of negative role models. These are role models who do not encourage, but instead prevent women from advancing in society.

## Wider Issues.

*Following role models is a sign of weakness.* Do you agree?

*In order for a woman to succeed in life she has to refer to the success of other women to give her confidence.* What do you think of this idea?

# Jobs For The Girls

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## Study The Picture.

If you were one of the people in the picture how would you feel?

- z Women can do anything that men can do
- z No-one would take women soldiers seriously
- z Women and men both have the same responsibility to serve their country
- z I would never be a soldier
- z Women are not really suited to this profession

## Use Your Imagination.

Female Exercise - Imagine you decide to become a soldier. Are you comfortable with this idea? Why? What are the duties of the job? What difficulties do you think you might face in this job? Which parts of the job do you think would suit a woman more than a man? Could you kill someone if called to do so by your country?

Male Exercise - If a girl or woman you know decided to join the army what would you feel like? Can females do any job that a male can do? Where do you draw the line? Do you think that a female soldier can carry out the same duties as a male; carrying heavy loads, killing? Should women soldiers do the same job as male soldiers or should their duties be limited?

## Working With A Partner.

Is it possible to make a list of jobs which most suit women and a list of those jobs which most suit men? Conduct a survey of you family, friends, or classmates. Ask them to tell you which jobs are not suitable for women. Ask them if there are any jobs which are not suitable for men. What does your survey tell you about attitudes and stereotypes?

## Wider Issues.

*The fact is that, although everyone should support equal opportunities, there are some jobs which are not suitable for women. Do you agree?*

# Sporting Chance

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## Study The Picture.

When you see this picture what does it make you feel like?

- z Women's football is very exciting
- z Leave football to the boys - Please!
- z Sport should not have any gender boundaries
- z Some sports are too tough for girls
- z I don't know all what the fuss is about - girls enjoying themselves; so what's the problem?

## Use Your Imagination.

Female Exercise - You have decided to take up a traditionally male sport. What problems might you have from boys or men, or from girls and women? Which things about the sport are harder for a female than it would be for a male player?

Male Exercise - A girls team wants to play you at your favourite sport. What do you think? What do your friends think? What would be the advantages of playing girls? Will it be a fair contest? Should they play against other girls instead?

## Working With A Partner.

Find out about the increase in women playing what have traditionally been seen as male sports.

Make a list of sports which are traditionally seen to be female sports?

Which sports now have female leagues?

## Wider Issues.

*Why is it that girls always want to copy boys? After all you don't get boys wanting to play girls sports, do you? Discuss.*

*The days of dividing sports up into male and female are finished, and good riddance to them! Do you agree with this statement?*

# Alone In Need

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## Study The Picture.

When you see this picture what does it make you feel like?

- z A time like this, where's the husband?
- z Childbirth is a female thing
- z In the West men are more understanding
- z Her partner may not know what's going on
- z It doesn't really matter

## Use Your Imagination.

If you were going to become a mother or a father, how would you arrange for the 'big day'? Is it important for the husband or partner to be at the birth? Is traditional practice best - the father-to-be pacing up and down outside whilst the women deal with the birth? What advantages are there in all female birth practices?

## Working With A Partner.

Find out how the attitudes towards birth have changed in the last fifty years in the UK?

How do other cultures see the role of the father-to-be? Choose a country with a non-Christian culture and find out how birth, parenthood, and upbringing are seen.

## Wider Issues.

*Childbirth has always been a female only activity. Including men in it is just a fad. Even in the UK attitudes are changing with many women preferring to give birth in women only company. Is this true? Do you agree?*

*Today, too many women are giving birth to children where the father is not only not present but is unknown. Discuss this idea.*



# Conflict And War

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## Study The Picture.

When you see this picture what does it make you feel like?

- z In time of war it's the women and children who suffer most
- z In wartime everyone is a victim
- z Men cannot go into battle with infants tied to their backs
- z Men start wars, not women
- z All war is both inevitable and barbaric

## Use Your Imagination.

Female Exercise - Imagine you are in the middle of a war with two children to look after. Write about how you cope? What things do you need but might not be able to get? Which things are most important? What dangers do you and the children face?

Male Exercise - Imagine you are also looking after two children in the war. How will you cope? What is the difference between your predicament and one if a woman were looking after the children?

## Working With A Partner.

What are the causes of war? How many woman have been responsible for starting wars? Make a list.

Why are women and children usually the victims of war?

Are men victims of war?

## Wider Issues.

*Conflict is in the nature of men.* Do you agree?

*Behind every warmongering man, there is a scheming woman.* Discuss.

*Wars are not started by men, but by circumstances. The beneficiaries of war are not only men, but clearly women who gain extra security and resources for their children.* Do you agree?

# Style And Fashion

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## Study The Picture.

When you see this picture what does it make you feel like?

- z Life is about being fashionable
- z Women are slaves to fashion
- z She looks beautiful
- z Fashion is very important for men as well
- z Fashion cannot hide your imperfections

## Use Your Imagination.

Female exercise - Imagine you have won £5,000 in a competition and have to spend the money on clothes. Write about what you would buy. How do you feel about this prize? Which shops would you shop at? Would you prefer designer clothes? What do your friends think about you now; are they jealous or happy for you? How do your new clothes differ from the ones you wear at the moment?

Male exercise - Is fashion important to you? Why is this so? Does fashion mean something different for women than it does for men?

## Working With A Partner.

Using magazines and TV programmes find out how women are portrayed. Does the media create an ideal woman? Should young women look to these 'perfect stereotypes' when they define their style and fashion sense?

## Wider Issues.

*Women's fashion is largely defined by men. Some men are designers and most advertisers and marketing people are men. Women are slaves to fashion and go to great lengths to match the ideal image created by men. Do you agree with this statement?*

# Body Image

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## Study The Picture.

When you see this picture what does it make you feel like?

- z This is how women should look
- z In real life very few women look like this
- z This picture is sexist
- z I wish I looked, (for males - my girlfriend looked) like this
- z I don't know any females who look this good

## Use Your Imagination.

Female exercise - Imagine you decide to change your life so that you could be like the women in the picture. What changes do you need to make to your life? How would your diet change? How long would you spend on exercising and body shaping? What would other people think of you if you achieved your aims - men and women? Would people notice your intelligence or just your body? What is wrong with concentrating on your looks and figure?

Male exercise - What should women look like? Write about your ideal woman. Do women who concentrate on their body image encourage sexism? Are women who do not concentrate on body image ugly?

## Working With A Partner.

Conduct a survey of your friends and family. Find out what they think the ideal women should look like. Also ask them to define the perfect man. What do your findings tell you about the attitudes that people have to body image?

## Wider Issues.

*Women spend half their lives on diets and crazy methods of weight loss because they feel inferior to other women if they don't try. Discuss.*

*Most women are not going to meet the ideal dream shape that men and the media portray. Most women are going to end up fatter, and unhappier than the sparkling teeth, slim, blondes that they aspire to. Why don't women accept that the stereotype is just that - a stereotype. The ideal woman does not exist and never will. Then most women can get on with living thier lives and be happier. What do you think about thia argument?*

*All women should look after themselves. That means, eating healthily, and being happy. If men can't live with that then it's their problem. Discuss this position.*

# Love And Marriage

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## Study The Picture.

When you see this picture what does it make you feel like?

- z How romantic!
- z Love is fantastic but marriage is like a life sentence
- z Love is very overhyped
- z I wish I had a boyfriend/girlfriend like that
- z I will never get so attached to someone

## Use Your Imagination.

Imagine your best friend decided to get engaged.

Disadvantages - Write five good reasons why your best friend should not get engaged.

Advantages - Write five good reasons why your best friend should get engaged.

## Working With A Partner.

Find out about the institution of marriage. Why do people get married? Why does society encourage marriage rather than living together or having casual relationships?

How do different cultures organise marriage ceremonies. Find out as much as you can about marriage ceremonies in one culture which is not your own. If your partner is of a different culture investigate his or hers.

## Wider Issues.

*People should never confuse love and marriage. Love is fantastic and everyone should have a taste of it. Marriage is really like killing the love by putting it in a legal straightjacket. A bird is free - this is like love. A bird in a cage is like marriage.* Discuss this viewpoint.

*Without marriage love is empty. Marriage is the flowering of love. It gives the love a framework. It's like a climbing bush. If you don't put up a frame the plant cannot grow and flower properly.* What do you think of this view?

*Marriage has always been a clever way for men to subject women to domesticity, servitude and failure.* Discuss.

# Describing people

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To describe a person or people well, you will need to use your powers of observation to record these details.

- z Physical features - height, looks, body shape, stature,
- z Clothing,
- z Posture,
- z Speech,
- z Mannerisms,
- z Their job,
- z How they affect other people.

Each of these headings could be the basis for a paragraph, but remember that you are not simply producing a 'Wanted' poster. You will need to make your description come to life and probably the best way to do this is to select those aspects of appearance and personality which are unusual and interesting and develop these more fully in your writing.

Attempt these exercises, using a variety of starting points; i.e. paragraph 1 could be a physical or facial description or an aspect of the person's behaviour.

Describe one of the following people:

- z Your favourite sportsperson,
- z A television personality,
- z A neighbour,
- z Choose someone else.

# Giving A Talk

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**Speak clearly**, taking care that everyone can hear you. However, bear in mind your audience; if it's a one-to-one talk, don't start off as if you are giving a lecture in a hall!

**Be enthusiastic**, show that you are interested - especially at the beginning of your talk. You need to gain the attention of your audience and maintain their interest in what you have to say.

**Be positive and friendly**; look at your audience - eye contact is important.

**Be ready to pause after making an important point** - allow what you have said to sink in! Be prepared to respond to any questions as you go along, especially if your talk is on a complicated topic. By all means refer to your notes, but don't try to learn your talk off by heart. This is the road to disaster! There is also a real danger of your losing the track of your delivery if you are interrupted by a question from the audience.

**If you are using pictures or other materials to show the audience, decide how you are going to use them.** If you choose to pass them round, be sure that you do not rush ahead with the rest of your talk while the audience is still examining one of your visual aids.

**Be ready to respond to questions at the end of your talk.** Adopt a positive approach here and invite questions from the audience. You will find two general areas of interest.

- z Questions asking for a personal response - such as 'Why have you chosen this topic?'
- z Questions which ask you to go into more explanatory detail on something you have said, e.g. a particular event or incident you mentioned.'

Dealing with such questions is an important part of your talk. Remember that if you have prepared thoroughly you will have the knowledge and information to hand, so listen and think carefully before you answer, then speak up clearly and confidently. Above all, value the question and be seen to take it seriously.

Finally, keep a sense of humour, be positive and friendly; try not to be too intense and withdrawn - be approachable!

Prepare and give a short talk on one of the following:

- z The perfect woman
- z Changing gender roles at work
- z Sexism in society
- z Opportunities for women in sport
- z Fashion as a form of sexual exploitation

# Types Of Written Work

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Types of written work include:

- z Essays - of various lengths and different types
- z Reports - as if you were writing for a newspaper or magazine
- z Letters - of different types
- z Interviews and conversations
- z Dialogue and plays
- z Diaries
- z Summaries
- z Diagrams and charts - e.g. plots, family tree, journey.
- z Responses to books or articles you have read
- z Projects
- z Other personal research work.

Choose one major event in your life and write about it in two different styles, using the guides above to help you.

# Considering Events

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**Remember what it is you are being asked to describe** and do not be sidetracked into writing a vague and rambling piece founded on only one part of the topic.

Remember to **follow your plan carefully**.

**Develop each part of your plan** as fully as possible.

For each feature, **list a number of adjectives** to develop your description more fully. The use of adjectives is most important for descriptive essays.

**Involve all your senses**, not just sight - remember sounds, smells and movements. Describe each in as much detail as possible.

**Make use of contrasts**. For example, compare a scene before and after the event.

**Use comparisons** to enrich your writing.

Taking one major incident you remember write about it in detail. Remember to follow the guidelines set out above to help you.