

Title of session: What is gender discrimination?

This episode introduces students to the concept of unfair treatment based on gender. It discusses children's rights regarding discrimination, gives examples of gender discrimination and discusses why it is wrong.

Length of recording: 45 mins

Actors: 2 hosts only

Sound effects (SFX): Intro music, transitional music, hands clapping, people cheering

Intro: 'Girls and Boys Club Theme Song' (for 1 min)

Awanatu (female host): Hello hello! I am Awanatu and welcome to the Girls' and Boy's club! And here is your second host, Mohammed!

Mohammed (male host): Hello everyone! It's great to be back! I am Mohammed and thanks for coming to the Girls' and Boys' Club. We're very happy that you're here!

Awa: Now, Mohamed and I are both part of the Leh Wi Lan programme sponsored by UK Aid.

Mohamed: Yes we are! And Leh Wi Lan supports the Ministry of Basic and Senior Secondary Education to deliver Free Quality School Education to *all* students in Sierra Leone.

SFX: Hands clapping, people cheering

Awa: Good. Now, girls and boys, before we begin we must not forget our club rules. Do you remember what the rules are?

Mohamed: Yes, we say: Keep it REAL!

R is for Respect.

E is for Equal participation.

A is for Ask questions.

L is for languages! The Languages of the club are English and Krio.

Awa: Exactly.

Mohamed: So, when we follow the club rules, we're keeping it REAL.

SFX: *Keeping it real song*

Awa: Excellent. Now, Mohamed, do you remember what our last session was about?

Mohammed: Yes, we talked about the many different types of sexual violence that exist, like sex for grades, sex for gifts, sexual harassment, early marriage, forced marriage and genital cutting.

Awa: Exactly.

Mohammed: We listened to Dawa's story about how she was forced to get married when she was 12 and how that made her very sad and scared. But then as an adult, she was talking about forcing her own daughter to get married as well!

Awanatu: Yes. And then we used our Padi-Padi time to discuss whether that was fair or not.

- Mohammed:** That's right. I didn't think it was right because Dawa's daughter didn't want to get married *and* early marriage and forced marriage are both against the law.
- Awanatu:** Yes, *early* marriage is when a girl or boy is married before the age of 18. And *forced* marriage is when a person is forced to get married against their will, no matter what age they are. Both are illegal and parents who arrange either are committing a criminal act. However, many do not know this.
- Mohammed:** And then we listened to Zainab's story about how she refused to join the Bondo society and have genital cutting.
- Awa:** Yes, and we discussed how the beliefs surrounding genital cutting are not always correct. Like the belief that cutting makes you more hygienic, respectable, complete or ready for marriage. There are millions of females in other communities and countries who do not have genital cutting and they are proof that these things are not true. I am one example.
- Mohamed:** Exactly. And finally, we discussed how if any students fear that an early marriage or genital cutting is being arranged for them and they do not want it, they should report it to the school suggestion box or to the school mentor immediately.
- Awa:** Yes, the School Safety Committee will respond to these reports by speaking to the parents and community members who are involved to discuss the bans and laws against these acts. The school safety committee will make sure solutions are found. They are there to protect the students.
- Mohamed:** Exactly.
- Awa:** Great, I think that is everything that we covered last time. Girls and boys, are you ready to start today's session? If so, say 'yes!'
- SFX:** *A group of people shouting 'yes!' but at a quiet/low mixing level. We want to give students an idea of what they should be shouting.*
- Awa:** I couldn't hear you!
- SFX:** *People shouting 'yes!' but at a quiet/low mixing level*
- Awa:** Okay, let's get started!
- SFX:** Transition music
- Awa:** Okay students, today we are going to talk about gender discrimination. But before we start I'd like us to play a game.
- Mohammed:** Yes! This game is cool.
- Awanatu:** Okay, club leaders, please can you walk around the room and assign each student a number – either number 1 or number 2. That way we'll have two teams – the one's and the two's. Do you understand?
- Mohammed:** Yes, club leaders, please walk around the room and count 1-2-1-2 while pointing to each student. After you're finished, each student should be assigned either the number 1 or the number 2. And club leaders, you do not need to give yourselves a number. You will be the judging the two teams.

GLADI GIRLS' AND BOYS' CLUB AUDIO SCRIPT

- Awanatu:** We'll play the background music for one minute while the club leaders walk around the room and assign students the number 1 or the number 2. Students, please listen so that you can hear your number! That will be your team! Okay ready? Go!
- SFX:** Background activity music for 1 minute and then start the countdown
- Mohamed:** Club Leaders, we have 10 seconds left! We will start our countdown now.
- Mohamed/ Awa together** 10...9...8...7...6...5...4...3...2...1! Stop counting!
- Mohammed:** Thank you club leaders! Remember, you do not need a number because you'll be judging the two teams today!
- Awa:** Okay students, you should all know your number now. You were assigned either a number 1 or number 2.
- Mohammed:** Can everyone please stand up!
- Awanatu:** Okay, we're going to clap out a short rhythm and we'd like everyone to repeat after us.
- Mohammed:** Ready?
- SFX:** (Hosts - please clap a short rhythm that students should repeat. It should be an interesting rhythm and shouldn't be more than 1-2 seconds).
- SFX:** Play a quieter version of the short rhythm to indicate what students should repeating.
- Mohammed:** Did you get that? We clap out a rhythm and everyone repeats it. Let's try again.
- SFX:** (Please clap the same short rhythm that students should repeat).
- SFX:** Play a quieter version of the short rhythm to indicate what students should repeating.
- Mohammed:** And one more time.
- SFX:** (Please clap the same short rhythm that students should repeat).
- SFX:** Play a quieter version of the short rhythm to indicate what students should repeating.
- Awanatu:** I think they've got it.
- Mohamed:** Okay. Now I'd like students from team number 1 to sit down. Students on team number 2, please keep standing.
- Awantau:** Team number 2, we will clap the same short rhythm for you to repeat and our club leaders will be judging your performance. Club leaders, we want you to listen to both teams clap and you will decide which team sounds the best and loudest.
- Mohamed:** Team number 2, we will now clap for you and then you should follow with your best and loudest version! Ready?
- SFX:** Clap the same short rhythm that students should repeat.
- SFX:** Play a quieter version of the short rhythm to indicate what students should repeating.
- Mohamed:** Well done! Now Team number 2, please sit down. Now team number 1, please stand.
- Awantu:** Now, team number 1, before we start we'd like you all to stand on one leg.

- Mohamed:** Yes, everyone. Please follow the rules. Everyone on team 1 has to stand on one leg and stay like this. Do not put your leg down!
- Awanatu:** Okay, team number 1. I'd also like all of you to take your right hand and put it behind your back.
- Mohamed:** Yes, follow the rules! Everyone on team 1 has to put their right hand behind their back and keep it there. Remember, you should still be standing on one leg!
- Awa:** Okay team number 1, we will now clap for you and then you should follow with your best and loudest version! BUT YOU HAVE TO KEEP STANDING ON ONE LEG AND KEEP YOUR RIGHT HAND BEHIND YOUR BACK!! You cannot use your right hand to clap. Ready?
- SFX:** Clap the same short rhythm that students should repeat.
- SFX:** Play a quieter version of the short rhythm to indicate what students should repeating.
- Mohamed:** Wow – that was interesting. Thank you, team 1. You can now sit down. Club leaders, what did you think? Please discuss which team had the best and loudest clapping. I know who I think should win!
- Awa:** I do too. Club leaders, have you decided? If so, please tell us now. The team with the best and loudest clapping was....
(pause for 1-2 seconds)
- SFX:** Clapping and cheering
- Mohamed:** Congratulations! I think the winners were probably Team 2. Awa, did you think they should win as well?
- Awa:** Yes I did. Team 2 clapped the best and loudest.
- Mohamed:** That's true. Congratulations, Team 2! Awa, I'm wondering what the students thought of this game? Do you think they liked it? Why don't we do a quick padi padi to find out.
- Awa:** Agreed. Students, please pick a partner and we will give you one minute to discuss what you thought of the clapping game. Did you like it? Did you not like it? Please make sure to give your reasons why.
- Mohamed:** Okay students, ready? Padi Padi starts now!
- SFX:** Background activity music for 50 seconds
- Awanatu:** Club Leaders, we have 10 seconds left! We will start our countdown now.
- Mohamed/Awa together:** 10...9...8...7...6...5...4...3...2...1! Okay stop your Padi-Padi now!
- SFX:** Cheering and clapping
- Awa:** Okay, Mohamed, I wonder what the students thought of the clapping game.
- Mohamed:** Well, I bet the students on Team 1 didn't like it.
- Awa:** Why is that?
- Mohamed:** Because they were treated unfairly. They were asked to stand on one leg and put their hand behind their back. So it's not surprising that they couldn't clap as well or loudly as Team 2.

- Awa:** I wonder how that unfair treatment made Team 1 feel.
- Mohamed:** I bet they felt frustrated and probably angry because it was so unfair. Everyone should have had the same rules to play by.
- Awa:** That's right, everyone should be treated equally for the game to be fair. But the teams *weren't* treated equally – Team 1 got some really unfair treatment and lost because of it.
- Mohamed:** I wonder how team 1 would feel if we played this game over and over again, with the same unfair treatment. They would lose every time!
- Awa:** I'm sure they'd be very angry at first, but if you kept playing this game with the same rules every day for many years, I bet team 1 would probably just give up and think they'll never win.
- Mohamed:** Yes, and members of team 2 might start getting used to always winning and feeling powerful because of it. I bet if this happened for many years, both teams might just get used to the rules and start forgetting how unfairly team 1 are being treated.
- Awa:** That's probably true. Although, I'm sure there would still be members of Team 2 who would think that, even though they are being treated better than team 1, everyone should still be treated equally for the game to be fair.
- Mohamed:** That's right. Now Awa, should we tell the students why we played this unfair game in the first place?
- Awa:** Yes, let's explain Mohamed.
- Mohamed:** Students, the reason we played this unfair game is because we wanted to demonstrate how groups of people are treated unfairly in society. There are a lot of groups of people who are treated like team 1. Which means that they are treated unfairly compared to other groups. And this unfair treatment puts them at a disadvantage. Which means they won't often win or succeed.
- Awa:** Usually, this unfair treatment has happened over and over for many years, so people start to forget that the game is unfair. The group being treated unfairly just gets used to the treatment and never thinks they will win. And the other groups end up being in positions of power because they *always* win. And the rules that cause this unfair treatment are what we sometimes refer to as 'social norms'.
- Mohamed:** But surely there's a way that we can change these social norms to make things more fair?
- Awa:** I like your thinking Mohamed. And yes, you're right, there are lots of examples where unfair rules have changed. But before we talk about this, I think we should do a *padi padi* to discuss who these groups that experience unfair treatment might be.
- Mohamed:** Good idea, Awa. Students, please pick a partner and we'd like you to think about which groups in society experience unfair treatment, like the unfair treatment that team 1 experienced in our clapping game. Remember groups of people can be large or small and the people in the group don't necessarily have to know each other. Usually people are grouped together based on a common characteristic.
- Awa:** That's right, Mohamed. Okay students, you'll have two minutes to discuss with your partner what groups you think experience unfair treatment compared to others. It could be unfair treatment at school, in your community or in society in general. Please give examples of the unfair treatment you know of. Okay ready? *Padi padi* now!

- SFX:** Background activity music for 1 minute
- Awanatu:** Club Leaders, we have 1 minute left!
- SFX:** Background activity music for 50 seconds
- Awanatu:** Club Leaders, we have 10 seconds left! We will start our countdown now.
- Mohamed/Awa together:** 10...9...8...7...6...5...4...3...2...1! Okay stop your Padi-Padi now!
- SFX:** Cheering and clapping
- Mohamed:** Okay students, thanks for discussing! Awa, I have some ideas about groups that are treated unfairly.
- Awa:** Great, Mohamed. Why don't you share your thoughts.
- Mohamed:** Well, first when I think about unfair treatment at our school, I think of those younger ones in the earlier grades. The senior students are always first in line and can tease and push the junior students around. If everyone were really treated equally, junior students would be treated with the same respect as the seniors.
- Awa:** That's interesting.
- Mohamed:** And when I think about my home and community, I think that a group that gets unfair treatment are females. I saw my sisters doing all the cooking, cleaning, collecting water – things that my brother and I never had to do. Yet we all had to go to school and get good grades. I think my sisters were treated unfairly because they had to do all these extra chores, which made it harder for them to study.
- Awa:** That's correct.
- Mohamed:** And when I think about society in general, I think back to the days of slavery in America. That was when Africans were treated so unfairly – no, they were treated horribly – compared to anyone else.
- Awa:** You are right, Mohamed. Wow, thank you, you've come up with some really good examples of groups that experience unfair treatment. Junior students are treated unfairly because of social norms or rules related to their age; your sisters were treated unfairly because of norms or rules related to being female; and Africans were treated unfairly because of norms or rules related to their skin colour or race.
- Mohamed:** That is right.
- Awa:** What you've shown us Mohamed is that there are *a lot* of groups of people who experience unfair treatment. And usually this unfair treatment is based on a common characteristic – like age, gender or race. People are treated unfairly for other characteristics as well – like, if they have a disability, what their religion is, if they live in a rural area, or if they are poor.
- Mohamed:** Yes, and in our clapping game, the unfair treatment was based on the common characteristic of being on team number 1. And if you remember Awa, students on team 1 were randomly assigned to that team. They did not choose it. And they were given some really unfair rules or 'social norms' based on that random assignment.
- Awa:** That's right, Mohamed. You could say that none of us chose the characteristics that we were born with. But often times, there are unfair rules or norms attached to those characteristics – like the unfair norm that your sisters had to do more domestic work than you did.

- Mohamed:** So, this unfair treatment that certain groups experience – is that what we mean by the word ‘discrimination’?
- Awa:** Yes, it is, Mohamed. Exactly. ‘Discrimination’ is the *unfair treatment* of a person, or a group of people, based on common characteristic. Like age, gender, race, or even being on team 1!
- Mohamed:** So, ‘gender discrimination’ is when a person or group of people experience unfair treatment based on their gender?
- Awa:** You are correct!
- Mohamed:** And ‘racial discrimination’ is when a person experiences unfair treatment based on their race? And ‘disability discrimination’ is when a person experiences unfair treatment based on their disability?
- Awa:** You got it.
- Mohamed:** Great. Now, Awa, I remember the word ‘gender’ refers to being either female or male. Does that mean a boy can experience gender discrimination too?
- Awa:** Absolutely they can. For example, if a young man finishes secondary school and decides he wants to become a nurse, what do you think he’ll experience?
- Mohamed:** People laughing!
- Awa:** That is it, Mohamed! But that is still unfair treatment or discrimination! His friends, his family, even the people in nursing college will make him feel bad for wanting to be a nurse because the norm or rule is that only women become nurses. Do you think that is fair?
- Mohamed:** Well, if we look at it like a game and say that the aim of the game is to become a nurse, then both teams – male and female - should be treated equally. So, no, people on the ‘male’ team should not be laughed at because that might make them stop becoming nurses.
- Awa:** Correct. Now let’s turn that example around. What do you think a girl experiences if she decides she wants to become an engineer?
- Mohamed:** Well, her family might not want her to be an engineer because they would rather her get married. Her teachers might laugh at her because they’ll say that girls aren’t good at maths or science. And she might not even get to apply to university to study for engineering because if she’s like my sister, she wouldn’t have time to study because of all the chores she has to do!
- Awa:** You’re right, Mohamed. Everything you described – pressure to marry, treatment by teachers, extra chores at home – these are all forms of unfair treatment or ‘gender discrimination’ that girls experience. And boys don’t experience the same treatment.
- Mohamed:** And if we used the game example again, if the aim of the game is to become an engineer, then both teams – male and female - should be treated equally. So people on the ‘female’ team shouldn’t be expected to get married, do extra chores or be discouraged by teachers. Especially since the people on the ‘male’ team do not have those same rules as well.
- Awa:** That’s correct, Mohamed.
- Mohamed:** But Awa, what about the unfair treatment that men get when they are expected to be the breadwinners? Men are sometimes expected to pay for everything. That’s not fair!
- Awa:** You’re right Mohamed, that’s not fair at all! And if more girls were encouraged to finish school and become engineers and work for a living, more women would make money and

contribute equally in the household. But right now, the unfair treatment that girls experience in school is preventing this!

Mohamed: So, although unfair treatment or 'gender discrimination' can affect boys, there seems to be *more* unfair treatment that girls experience.

Awa: In most cases, yes. If we go back to the game example and say that the aim of the game is to finish secondary school with top grades, there is much more unfair treatment that the girls' team might experience than the boys' team.

Mohamed: Exactly. We've already mentioned things like pressure to get married, expectation to do chores at home, teachers not being encouraging. And I've thought of a few other unfair things that girls might experience that boys don't.

Awa: Like what?

Mohamed: Well, sexual violence – like sexual harassment from men, being pursued by male teachers to have sex for grades and then possibly getting pregnant. And being pressured to have genital cutting, which is much more painful and dangerous than male circumcision.

Awa: That is true, Mohamed. We spoke about all of those forms of sexual violence last session. And such sexual violence can really affect a girl's ability to do well and finish school. And on top of this, girls also have the added burden of menstruation.

Mohamed: That's right. Boys don't have to have a period once a month!

Awa: We'll be talking more about periods and menstruation in a later episode, but yes, having a period once a month can be difficult and can prevent a girl from doing well in school. Boys do not have that burden.

Mohamed: Well, as a male I'm feeling guilty that I'm on a team that has many advantages. If we go back to the game example and the aim of the game is to finish secondary school with top grades, I don't feel like the rules are equal for the male team and female team. I feel like the female team is experiencing even more unfair treatment than team number 1 did!

Awa: Well, Mohamed, luckily there are lots of ways we can make sure that all people are treated equally and can play a fair game. The first step is being aware that groups of people are being treated unfairly. Sometimes the unfair treatment doesn't seem so bad – like junior students not having the same privileges as senior students. Some people might think that the hierarchy is okay and that juniors have to earn their privileges.

Mohamed: Yes, but if we want a game or our school or our society to be fair, we should treat all people with fairness and respect.

Awa: Some people might find that hard to agree with.

Mohamed: Well, then *they* should experience or remember what it is like to be treated unfairly. They should remember how frustrating and unjust it feels to be given unfair rules just because you are part of a certain group.

Awa: That is right, Mohamed. So first step is that we need to make sure that *everyone* is aware that certain groups of people are being treated unfairly. It's good if you realise this, but it's important to make sure your friends, your family and your community sees this too.

Mohamed: Okay, I can try to even play the clapping game with them!

Awa: Good idea. Secondly, after we are aware that certain groups are being treated unfairly, we should think about *all the ways* they are treated unfairly.

- Mohamed:** Okay, we discussed some of the ways in which girls are treated unfairly in and around school.
- Awa:** Exactly. And finally, we then need to think of ways in which we can try to change some of that unfair treatment. Either individually or as a group.
- Mohamed:** Can you give us an example?
- Awa:** Sure, remember when you said that you saw that your sisters were doing all the chores and how this affected their ability to study?
- Mohamed:** Yes.
- Awa:** Well, you could have told your parents that you thought it was unfair treatment and that you and your brother should do the chores as well.
- Mohamed:** Wow. I never thought about that. But my parents would laugh me! My friends would laugh at me! They wouldn't allow it!
- Awa:** Well, then you would need to decide how brave you are and much you believe in treating people equally. If you think unfair treatment is not right, then you need to be brave and stand up for that belief. People may laugh at first but that is something you can ignore. You have to decide: are you more worried about your own pride or more worried about making sure that we are all playing a fair game and are being treated equally?
- Mohamed:** When you put it like that – of course, I can ignore people if they laugh. They clearly don't understand unfair treatment and it is my job to educate them.
- Awa:** Correct. Mohamed, I think we should have the students discuss some other ways that we can try to change the unfair treatment of girls at school or in the community.
- Mohamed:** Great idea, Awa. Okay students, pick a partner again and we would like to you to think about some of the gender discrimination or unfair treatment that girls may experience. Then we'd like you to think of ways in which we can try to change some of that unfair treatment. You will have three minutes to discuss!
- Awa:** Yes, students, if you remember, we talked about teachers not encouraging girls. Are there other ways that teachers don't treat girls equally? What can you as students do about that? We talked about sexual violence that is unfair. Is there anything that students can do about that too? Right, is everyone ready? Okay, padi padi now!
- SFX:** Background activity music for 2 minutes
- Awanatu:** Club Leaders, we have 1 minute left!
- SFX:** Background activity music for 50 seconds
- Mohamed/Awa together:** 10...9...8...7...6...5...4...3...2...1! Okay stop your Padi-Padi now!
- SFX:** Cheering and clapping
- Awanatu:** Well done, students. Thank you for discussing.
- Mohmed:** Awa, I'm glad we did that padi padi because I thought of some ideas for how we could fight gender discrimination at our school.
- Awa:** Great, we'd love to hear them.
- Mohamed:** Well, first you mentioned the teachers and how they can sometimes treat girls unfairly compared to boys. I remember when I was in school, most of my teachers were male and would always call on the boys. I was a very talkative student and now that I think of it – I

spoke all the time and many girls in my class didn't. I was also always the leader during group work.

Awa: Go on.

Mohamed: Well, I used to think it was because the girls were shy but I think it was more because all the boys, myself included, kept talking over them and taking the leadership roles!

Awa: So, this was unfair treatment because girls had less opportunity to speak and participate in class.

Mohamed: Yes!

Awa: So what would you do about that?

Mohamed: Well, boys in class should be aware if they are dominating discussion and leadership roles. They should make sure everyone has an opportunity to speak and participate. And they should tell the teacher to be aware of this too.

Awa: I think there are probably girls who also dominate discussion. I think they should probably be aware if they are speaking too much as well. I think that *all* students should be aware of how much they do or don't speak and make an effort to make it more equal.

Mohamed: Agreed.

Awa: And hopefully they can say this to their teacher and have him or her try to call on people more equally as well.

Mohamed: Agreed.

Awa: Good. And what were your other ideas?

Mohamed: Well, you mentioned chores. I agree, as a boy I could have told my parents that I should share the chores with my sisters so that they wouldn't have to do all the work. Mind you, I still had other chores that they didn't have to do, but my sisters were always busier. If I volunteered to help, the treatment would have been more fair between us all.

Awa: Great. And the same also applies for chores at school. Often girls have to do the mopping, sweeping or running errands. Boys could also volunteer to do these things to make it more equal.

Mohamed: But what about the chores that boys have to do? Like moving tables and chairs and big things?

Awa: Girls can volunteer to do these things. Girls can carry big things too! The aim is to make sure that all the chores are divided equally. And students can speak to the principal to ask for this.

Mohamed: Good. And then I thought about the other big way that girls experience unfair treatment – through sexual violence.

Awa: That's right.

Mohamed: We spoke about a lot of things we could do to prevent sexual violence during our last session. Students, do you remember what these strategies were? Please raise your hand if you remember a strategy to prevent sexual violence? Club leaders, please pick a person and ask them to give their answer.

(pause for 3-4 seconds)

- Awa:** Thank you for your answer! One way to prevent sexual violence is to make sure that *all* students, teachers and community members are aware of our school's zero-tolerance policy towards violence and abide by it.
- Mohamed:** Correct. And students, please raise your hand if you remember another strategy to prevent sexual violence? Club leaders, please pick a new person and ask them to give their answer.
(pause for 3-4 seconds)
- Awa:** Thank you for answering! We also discussed how we must work together to make our school safe and not tolerate any abuse of any students. So, if you see or experience any types of sexual violence, you should report it right away.
- Mohamed:** Exactly. And students, what are the two ways to report sexual violence if you see it or experience it? Club leaders, please pick a new person and ask them to give their answer.
(pause for 3-4 seconds)
- Awa:** Thanks for your answer! Yes, the two ways to report sexual violence are to either write a note for the suggestion box or speak directly to a school mentor. Those reports will go to the school safety committee and they will try as best they can to protect the student.
- Mohamed:** Great, Awa. I think we've discussed a lot of ways that students can try to fight gender discrimination at their school. I think we should do a Group Vote again to see if students agree to try some of these strategies!
- Awa:** Great idea, Mohamed. Students, we will ask you to vote on a few things. Every time we ask a question, raise your hand if you agree. If you don't agree you can keep your hand down. One Club Leader will count the number of hands raised and the other Club Leader will write the number on the chalk board. Is that okay?
- Mohamed:** Yes it is! And as usual, the background music will come on after every question to give you time to vote. Ready?
- Awa:** Okay students, let's start Group Vote! The first question is: RAISE YOUR HAND IF YOU WANT EVERYONE TO PARTICIPATE EQUALLY IN CLASS. THIS MEANS THAT PEOPLE WHO DOMINATE SHOULD LET OTHERS SPEAK AND TAKE LEADERSHIP ROLES! If you agree, raise your hand. If you don't agree, keep your hand down. Okay, Club leaders, count the raised hands and write the number on the board!
- SFX:** Background activity music for 4 seconds
- Awa:** Ok, put your hands down and now listen to the second question. Mohamed?
- Mohamed:** The second question is: RAISE YOUR HAND IF YOU WANT EVERYONE TO DO CHORES EQUALLY, BOTH AT HOME AND AT SCHOOL. THAT MEANS TELLING YOUR TEACHERS AND PARENTS THAT YOU WANT CHORES TO BE DONE EQUALLY AND THEN ACTUALLY DOING THEM – THIS MEANS YOU, BOYS! If you agree, raise your hand. If you don't agree, keep your hand down. Okay, Club leaders, count the raised hands and write the number on the board!
- SFX:** Background activity music for 4 seconds
- Mohamed:** Ok.... Now you can put down your hands. Awa, would you like to ask the last question?
- Awa:** Sure, the last question is: RAISE YOUR HAND IF YOU WILL LET EVERYONE KNOW ABOUT OUR ZERO-TOLERANCE POLICY TOWARDS SEXUAL VIOLENCE AND THAT YOU WILL REPORT IT IF IT HAPPENS. If you agree, raise your hand. If you don't agree, keep your hand down. Okay, Club leaders, count the raised hands and write the number on the board!

- SFX:** Background activity music for 4 seconds
- Mohammed:** Brilliant! Thanks everyone. It looks like a lot of students have promised to work together to put a stop to the gender discrimination and unfair treatment at our school. Well done!
- Awa:** Wow Mohamed! We covered a lot today! I think it is time to wrap up.
- SFX:** Transition tune (3 seconds)
- Awa:** Mohamed, do you want to start?
- Mohamed:** Sure, first we played the clapping game in which Team Number 1 were given some really unfair rules that Team Number 2 didn't have. This unfair treatment led to Team Number 1 losing the game. Which made them very frustrated and angry.
- Awa:** Rightfully so. And then we discussed how if you kept playing this game with the same rules every day for many years, both teams would just get used to the rules and start forgetting how unfair the game is.
- Mohamed:** Exactly. And the reason we played this unfair game is because we wanted to demonstrate how groups of people are treated unfairly in society. There are a lot of groups of people who are treated like team 1. Which means that they are treated unfairly compared to other groups. And this unfair treatment puts them at a disadvantage. Which means they won't often win or succeed.
- Awa:** Usually, this unfair treatment has happened over and over for many years, so people start to forget that the game is unfair. The group being treated unfairly just gets used to the treatment and never thinks they will win. And the other groups end up being in positions of power because they *always* win.
- Mohamed:** Then we discussed how this *unfair treatment* of a group is usually based on common characteristic. Like age, gender, race, disability, or religion. And this unfair treatment is what we mean when we use the word 'discrimination'.
- Awa:** That right, and 'gender discrimination' is when a person or group of people experience unfair treatment based on their gender.
- Mohamed:** Then we discussed gender discrimination at our school by using a game example. If the aim of the game is to finish secondary school with good grades, then both teams – male and female - should be treated equally. Unfortunately, people on the 'female' team often experience unfair rules or treatment, like having to do extra chores at home, being discouraged by teachers, being vulnerable to sexual violence and having the burden of menstruation. We know these are unfair rules because people on the 'male' team do not experience them.
- Awa:** So then we discussed some ways in which we can all fight gender discrimination at our school: first by having teachers and students ensure that everyone speaks and participates in class equally, second by having male and female students equally do chores at home and at school, and third, by making sure *everyone* knows about our zero-tolerance policy towards sexual violence and that we report it if it happens.
- Mohamed:** I'm sure there are many other ways to fight gender discrimination at school, but that's a good start!
- Awanatu:** Thanks, Mohammed. I think that is everything that we covered today. Now we'd like to wrap up with some 'Reflection Time'. We're going to take 30 seconds for everyone to sit quietly

and reflect on what we've discussed today. Students, you can use this time to think about what you liked most about today's session.

Mohamed: I liked the game.

Awa: Good. And you can think about how you might tell your friends or family about what you've learned today.

Mohamed: Sure, and I'll definitely tell them about unfair treatment in the game and how there are a lot of groups in society who are treated the same way.

Awa: Good. And students, you can also use this time to think about any questions you may have. Please write down your questions and give them to your Club Leaders after Reflection Time.

Mohamed: Okay everyone, please be quiet now and enjoy your 30 seconds of Reflection Time.

SFX: Reflection Time music (30 seconds)

Awa: Okay, thank you for reflecting. Remember, if there was something that you liked from today's session – share what you learned with others. If there was something that you have a question about, I hope you wrote it down. Please give your questions to your Club Leaders now.

Mohamed: Now, we're going to have Question Time. Club Leaders, we're going to play the background music for three minutes and give warnings when you have one minute and 10 seconds left. Please read out any questions that you have received and see if anyone can help answer. If not, save the question and ask your Mentor for help.

Awa: If you can't finish answering *all* the questions during these two minutes, feel free to continue after the session if there is time. Ready? Club Leaders, please read out the first question!

SFX: Background activity music for 2 minutes

Mohamed: Club Leaders, we have 1 minute left!

SFX: Background activity music for 50 seconds

Mohamed: Club Leaders, we have 10 seconds left! We will start our countdown now.

Mohamed/ Awa together 10...9...8...7...6...5...4...3...2...1! Stop Question Time!

Awa: That was great. I think it is time to wrap up the session now. Did you have any other points to make?

Mohamed: I want to make sure that everyone promises to come to the next club session on time!

Awa: Agreed.

Mohamed: Club Leaders, could you please remind us of the day, time and place for our next session?

SFX (drums and pause for 3 seconds)

Mohamed: Thank you. Students, do you promise to be on time?

SFX (group of people shouting 'yes!')

Mohamed I didn't hear you!

SFX (group of people shouting 'yes!')

Mohamed: Great. See you then!

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- Awa:** Okay, thank you again for your participation and we look forward to seeing you for our next session, which is called: What is disability discrimination?
- Mohammed:** Awanatu, that when a person is treated unfairly based on their disability?
- Awanatu:** You're way ahead of the game. Let's discuss further at the next session!
- Mohammed:** I will definitely be there.
- Awanatu:** Great. Hope to see you all there!
- Mohammed:** See you all soon! (in Krio)
- SFX:** Closing music (2 minutes)