



OXFAM
Equality Club



WHO ARE WE?



ऑक्सफैम इंडिया

OXFAM

India

Oxfam India works primarily through grassroots organisations to bring deep-rooted sustainable changes in people's lives. They work for the poorest and the socially excluded communities by mobilizing them to campaign for greater economic and social reforms.

Oxfam India's vision is to help create an equal, just and sustainable society by empowering the underprivileged. Oxfam India believes in the 'Right to Life with Dignity for All'. This is fulfilled by engaging empowered citizens to become active and supportive partners, advocating an effective and accountable State and making markets work for the underprivileged.

Website: www.oxfamindia.org



Young Leaders for Active Citizenship (YLAC) aims to increase the participation of young people in the democratic process and build their capacity to lead change.

YLAC's interventions are designed to equip citizens with a better understanding of the society they live in and the challenges that it confronts. The aim is to help young people broaden their perspective, think critically about their socio-political construct, tap their leadership potential and acquire skills to create long lasting impact.

Website: www.ylacindia.com

THE IDEA

VISION

By raising consciousness about the inequalities that exist in society, the Equality Clubs hope to develop students into thinking adults who can look at the world objectively and with empathy.

MISSION

Our aim is to empower the next generation with skills and capacity to re-write societal norms and craft an egalitarian future.

EQUALITY CLUBS | RAISING CITIZENS OF TOMORROW

The Equality Clubs will enable students by:



Equipping them with the skills to take on social leadership



Helping them build empathy and appreciation of their own privilege



Familiarizing them with the different inequalities that exist in society



Inspiring them to create impact

EQUALITY CLUBS | THEORY OF CHANGE



AWARENESS



EMPATHY



ACTION



ACTIVE CITIZENS

“**If** we create spaces where rich discussions around inequality can be ignited through experiential lessons and facilitated interactions, **then** emotions of empathy and justice will be evoked in students who will be inspired to take action against the inequalities that exist in society.”

THE PLAN

EQUALITY CLUBS | THE APPROACH

2019



7 schools in
4 cities

2020



100 schools
in 22 cities

2021



500+ schools

EQUALITY CLUBS | REACH IN 2020



TIER 1 CITIES	
MUMBAI	DELHI NCR
HYDERABAD	BENGALURU
CHENNAI	

NORTH ZONE	
CHANDIGARH	
HISAR	MOHALI
AGRA	LUDHIANA
LUCKNOW	KANPUR

WEST ZONE	
PUNE	AHMEDABAD
SURAT	VADODARA

CENTRAL ZONE	
INDORE	BHOPAL
RAIPUR	

EAST ZONE	
GUWAHATI	

SOUTH ZONE	
MYSURU	

REACH IN
 ● - 2019
 ● - 2020

OUR PARTNER SCHOOLS IN 2019

2019



**STUDY HALL SCHOOL,
LUCKNOW**



**THE INTERNATIONAL
SCHOOL
OF HYDERABAD**



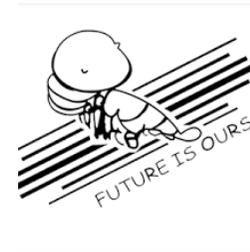
**BRIGHTON INTERNATIONAL
SCHOOL, RAIPUR**



**NITTE INTERNATIONAL
SCHOOL,
BENGALURU**



**RUNGTA INTERNATIONAL
SCHOOL,
RAIPUR**



**THE FUTURE KID'S SCHOOL,
HYDERABAD**



**DELHI PUBLIC SCHOOL,
SECUNDERABAD**

WHY GET INVOLVED?



FOSTERING CHANGEMAKERS

Creating thinking adults and leaders who strive to make the world a better place



RECOGNITION

Opportunity to participate in a first of its kind initiative in the country



COMMUNITY

Becoming a part of the Oxfam and YLAC communities, opening new avenues and opportunities

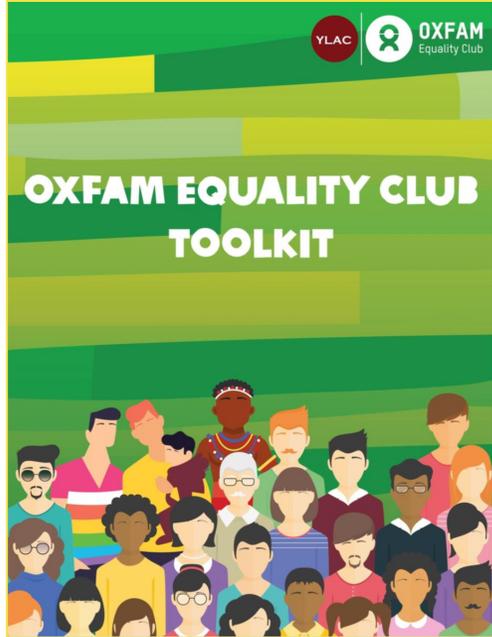


CAPACITY BUILDING

Building the school's own capacity to run experiential, high impact programs

METHODOLOGY

EQUALITY CLUBS | WHAT WE OFFER



**EXPERIENTIAL LEARNING
ACTIVITIES THROUGH
TOOLKIT**



**ACCESS TO YLAC
AND OXFAM
COMMUNITIES**



**EXPERT TALK
& NGO CONNECT**



FIELD VISIT

EQUALITY CLUBS | THE THEMES

The one year cycle will be divided into **four quarters**; each quarter will feature pre-decided activities.

The last quarter will also focus on culmination and rewards for the participating students.

GENDER EQUALITY



MINORITY RIGHTS & DISCRIMINATION



ECONOMIC EQUALITY



CLIMATE JUSTICE



EQUALITY CLUBS | THE PLAN FOR EACH QUARTER



WORKSHOPS

30-90 minute modules to be executed by the teacher in charge at the respective school



CAMPAIGN

Members launch campaigns to increase awareness on the quarter's theme



COMPETITION

An activity such as poster making, debating, quiz etc. organized by the club and opened to the entire student body



WRITTEN ACTIVITY

Members write articles; selected entries published on a central Oxfam-YLAC website



EXPERT TALK/ NGO CONNECT

Support to either organize an external site visit or an expert talk within the school premises

EQUALITY CLUBS | THE STRUCTURE



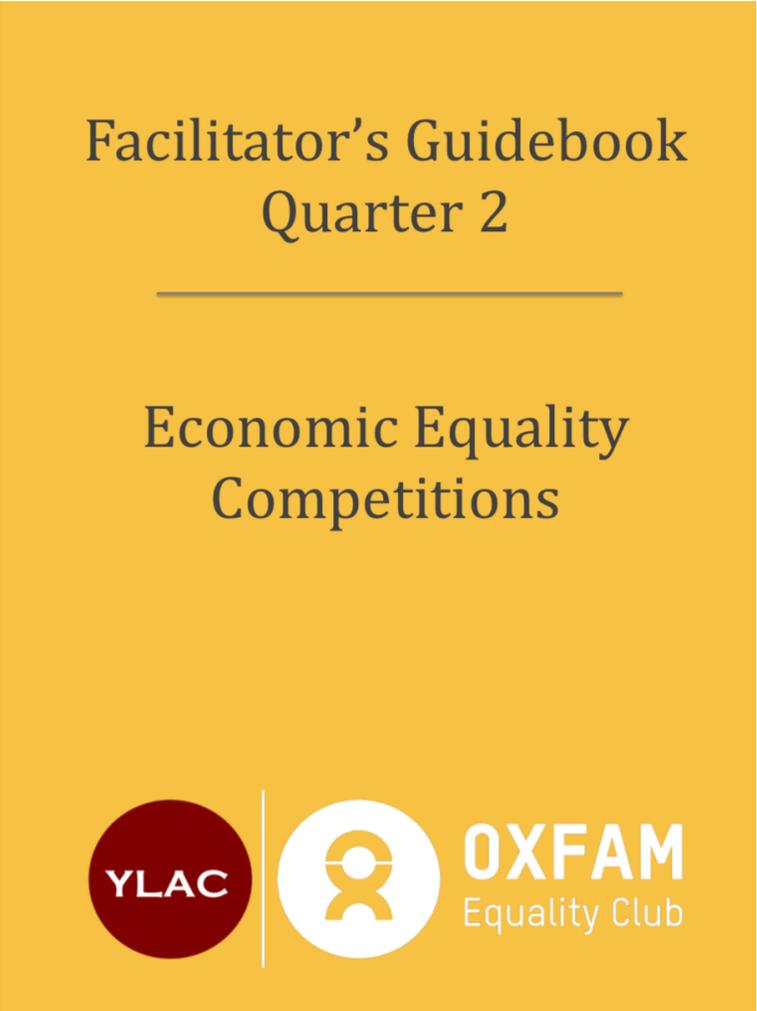
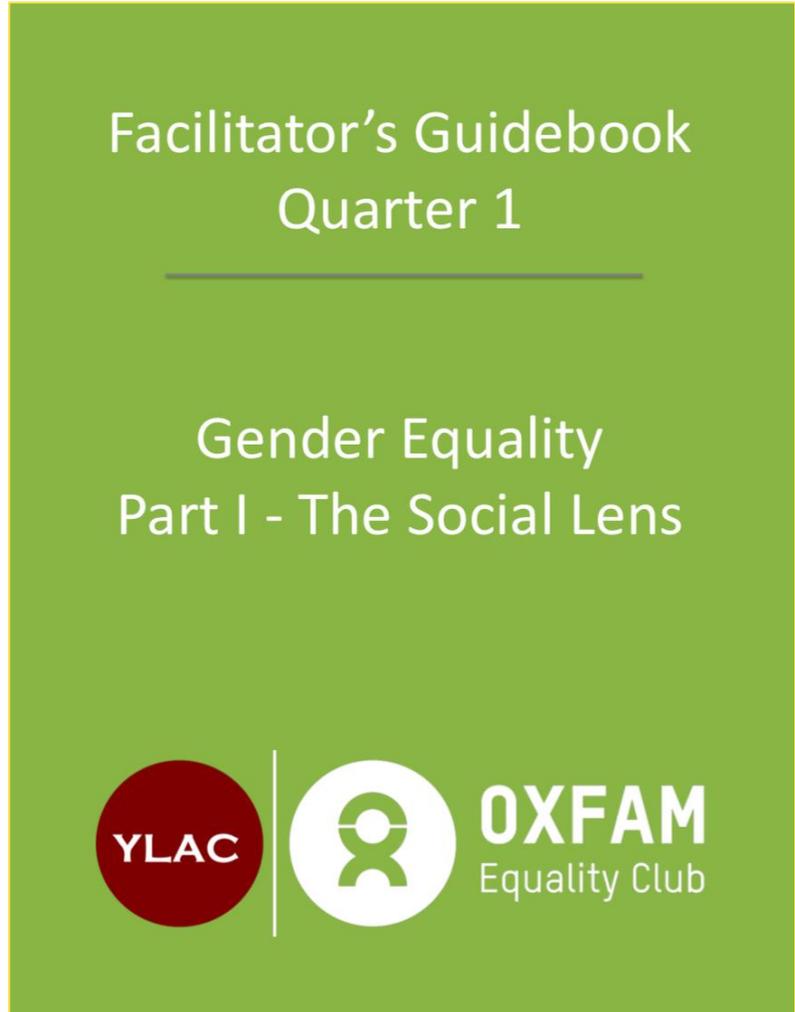
30-50 STUDENTS



6-8 HRS/QUARTER;
~45 MIN-1 HR/WEEK



GRADES 8TH – 11TH



SAMPLE ACTIVITY | BUILDING GENDER IDENTITY THROUGH THE MEDIA



Activity III: Building Gender Identity through the Media

Objectives	The presence of gender stereotypes is a well-known phenomenon across society. In this section, students focus on understanding the inherent biases in media that reinforce gender stereotypes.
Recommended time	45 mins
Materials required	Projector
Methodology	This activity is a review and respond session that involves watching videos
Main message	Media and its portrayal of gender stereotypes largely shapes our perception

Notes to the facilitator

In this session, we'll use clips from both Hollywood and Bollywood to showcase stereotypes that are often perpetuated through media and the impact they have on our society. Here is a short TEDx video that you can watch to gain more context; this video is only meant for the facilitator and need not be screened for students. [[Bollywood's impact on the patriarchal society in India: TEDx Talk](#)]

Talking points for the facilitator

- Do you like watching TV series and movies? Which ones in particular? [*Take a couple of responses*]
- For this session, we'll watch a couple of short clips from our favourite movies (in fact, we have put in an ad too!) and then discuss our impressions.
- I am going to play the clips one after the other. I want you to look at them more critically than what you usually do, especially from a gender perspective. Just jot down your impressions on a page or a notebook. We'll discuss after. [*Play any 4 clips from the options below, basis time and preference. Discuss the impressions from each clip before moving on to the next; prompt students to think critically about the way gender roles and identities are depicted in these clips, especially physical appearance, occupation, tone, etc.*]



Title: Beauty and the Beast - Gaston (HQ)
Link: [Youtube](#)
Language: English
Source: Beauty and the Beast (Hollywood)
Length: 2:40 minutes

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Title: Mean Girls (5/10) - Sweatpants on Monday
Link: [Youtube](#)
Language: English
Source: Mean Girls (Hollywood)
Length: 0:54 minutes
Subtitles: Available

Title: Mean Girls (5/10) - Sweatpants on Monday

Potential issues (to add to the points raised by students, if needed):

- Firstly, the title of the movie seems to build on the stereotype that girls can be mean and competitive, especially with respect to looks.
- The scene seems to suggest that girls are often very conscious of their looks; dressing poorly (in sweatpants, for instance) or gaining weight is extremely problematic.
- It also hints at girls, especially the pretty blonde ones, being perceived as dumb - highlighted when Regina asks if butter is a carbohydrate.



Title: Deepika Padukone wears Indian for her mother-in-law
Link: [Youtube](#)
Language: Hindi and English (mixed usage)
Source: Cocktail (Bollywood)
Length: 1:26 minutes

Title: Deepika Padukone wears Indian for her mother-in-law

Potential issues (to add to the points raised by students, if needed):

- The need for the woman to change her appearance to be 'liked' by the potential mother-in-law; no such pressure on the man (Saif is wearing jeans and T-shirts).
- The idea that if a woman dresses in an Indian attire, she is more 'sanskaari' (morally upright) and 'marriage material'.

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PAGE 18-22, GENDER QUARTER
OXFAM EQUALITY CLUB TOOLKIT

2019 PILOT PROJECT

WORKSHOPS FROM YEAR 1 | GENDER EQUALITY QUARTER



BRIGHTON INTERNATIONAL SCHOOL, RAIPUR



DELHI PUBLIC SCHOOL, SECUNDERABAD

ACTIVITIES FROM YEAR 1



STREET PLAY
RUNGTA INTERNATIONAL SCHOOL,
RAIPUR

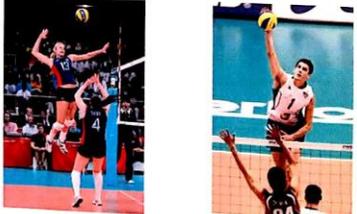


EXPERT TALK
STUDY HALL SCHOOL, LUCKNOW

  **Gender Discrimination in Sports** 

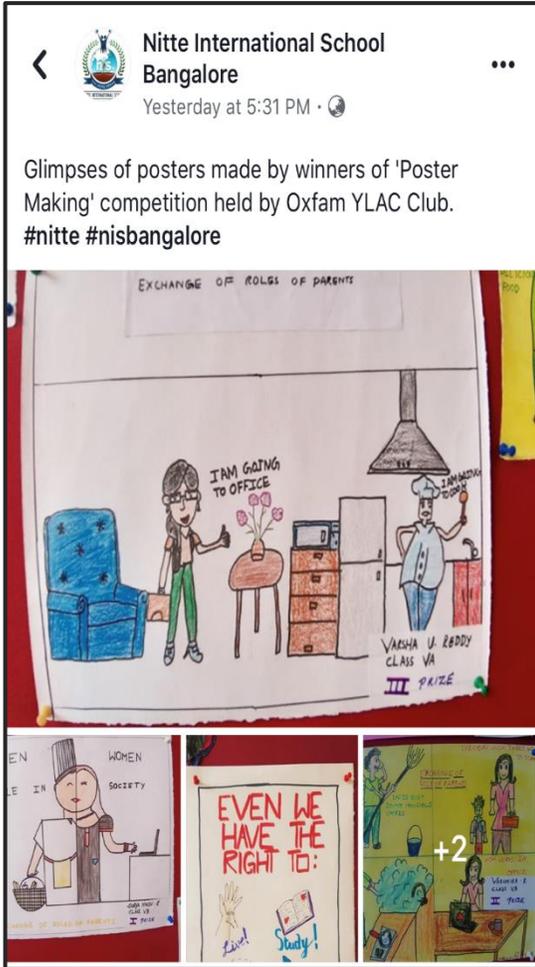
Sports play an important role in moulding one's development both physically and mentally. It helps in strengthening the immune system, maintaining physical coordination, enhancing body strength and improving mental power. It contributes significantly in boosting one's confidence. There are a lot of benefits of playing. It helps in reducing blood pressure, manages your weight, improves muscle strength, reduces stress, improves sleep quality, strengthens immune system and many more.

These benefits apply uniformly to both genders. So it is imperative for women to equally participate in Sports like men. Taking into consideration the benefits of sports, many countries have already made it mandatory for the citizens to play. Men and Women have different role and expectations in sports world.



WRITTEN ACTIVITY
NITTE INTERNATIONAL SCHOOL,
BENGALURU

MEDIA COVERAGE AND FEEDBACK IN YEAR 1



The toolkit's activities have been designed to evoke empathy. After our experience, we have come to realize that it's the best way for children to learn to actually make the tangible change by changing their perspective and perception about things.

- Dr. Shalini Sinha,
Principal, Study Hall School, Lucknow

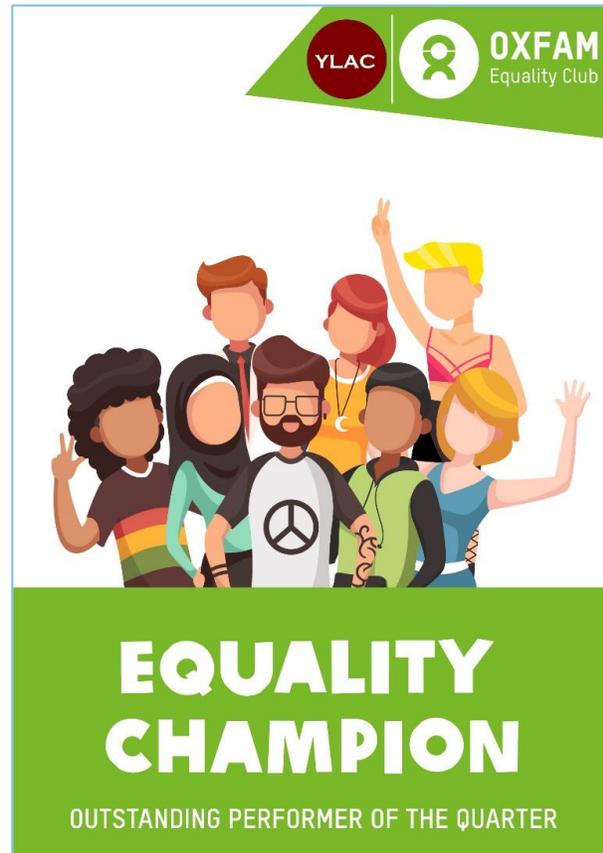
"What these workshops have made me realize is, how many wrong things I have turned a blind eye to. And this has made me come up with tangible solutions to the problems around us, after hearing so many different opinions, how different everyone's thoughts are and how differently everyone perceives the same information and facts"

- A student from Delhi Public School, Secunderabad

THE MERCHANDISE



BADGES



NOTEBOOKS



BOOKMARKS

INTERESTED?



Write to us at
oecc@ylacindia.com to discuss
the possibility of hosting the club
at your school!

EXPECTATIONS FROM PARTNER SCHOOLS

- Interest and intent to run the club for an entire year
- Dedicated teacher in-charge to lead and run the club at the school
- Time allocation in the academic calendar; approximately 6 - 8 hrs per quarter; roughly 45 min - 1 hr per week
- Access to resources like classrooms, projectors, printing facilities etc. Only minor expenses expected
- Encouragement to students to actively participate in club activities





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