HeForShe
and the
World
Organization
of the
Scout
Movement (WOSM)
About #HeForShe

HeForShe is the United Nations’ global solidarity movement for gender equality. The movement provides a systematic approach and targeted platform where a global audience can engage and become change agents for the achievement of gender equality in our lifetime.

This requires an innovative, inclusive approach that mobilizes people of every gender identity and expression as advocates, and acknowledges the ways that we all benefit from this equality.
UN HeForShe invites people around the world to stand together as equal partners to craft a shared vision of a gender equal world and implement specific, locally relevant solutions for the good of all of humanity.

Since its launch on 20 September 2014 with the support of UN Global Goodwill Ambassador, Emma Watson, millions of Activists from around the world have committed to gender equality. The HeForShe movement has been the subject to more than two billion conversations on social media, with offline activities reaching every corner of the globe.
The United Nations’ (UN) HeForShe & the World Organization of the Scout Movement (WOSM) Action Kit gathers a set of introductory activities about gender equality based on the UN’s HeForShe Movement.

These activities can be carried out by all Scouts.

The level of the questions can be adapted and explored according to the maturity of the young people or adults involved.
These activities can be conducted anywhere and at any time – during a hike, a patrol meeting, camps, or training sessions. The Scout Leader or the facilitator should find creative ways to deliver the activities. Please note that some activities should be printed and cut.
Scouting provides young people with opportunities to participate in programmes, events, activities, and projects that contribute to their growth as active citizens.

Through these initiatives, young people become agents of positive change who inspire others to take action.

Be aware.

All Scouts are invited to join UN’s HeForShe global movement by 2020 and become advocates for gender equality in support of the UN Sustainable Development Goals.

There are three key parts to this:

1. Know Why to Act
2. Make the Commitment
3. Plan your Next Move

Make your voices heard.

We want Scouts all over the world to understand the importance of gender equality and of HeForShe, a global solidarity movement for gender equality.
It is of great importance that Scouts have all the tools they need to stand together to create a bold and visible force for gender equality.

Take action

This Action Kit provides Scouts with crucial information that will allow them to understand the value of taking action to create a gender equal world.

At the end of the activities, the Scout leader should coordinate a debate focusing on gender equality and the key concepts and facts that Scouts have acquired.

and you will create a Better World!
Know Why to Act

Activity 1
Objectives

The aim of this exercise is for Scouts to recognise the inequalities associated with gender.

At the end of the exercise, Scouts should be able to prepare a list of ways to be more conscious of their behaviour, to ensure that they are creating a fair and equal environment for themselves and their fellow Scouts.
K n o w
W h y
t o
A c t
Activity 1

1. Divide the team into different random groups. Allow them to name their groups.

2. Start with an activity such as building a human pyramid or writing the word “SCOUTS” with their bodies.

3. Each group will have a different set of rules, one group will be “free” and the other group will be “restricted.”

4. The “restricted” group must complete the same activities in half the time, or the “restricted” group cannot talk while completing the activity but the “free” group are allowed to.

5. With the “free” group, decide what the consequences will be if the “restricted” group breaks any of the rules, e.g. anyone who breaks the rules must sit out of the activity for 30 seconds.

6. At the end of the activity, gather the Scouts and invite them to share their experiences.
Explain to the Scouts that the rules they were given were like the rules that face different genders in parts of the world.

Ask them if they can think of some rules (official or otherwise) that seem to apply mainly to boys or girls.

Discuss how it feels to be treated unfairly and work with the Scouts to determine how they can create/maintain a fair and equal Scouting environment.

Here are some questions that you might ask:

How did it feel to be in the “free”/“restricted” group?

Was it harder to complete the activity when you were in the “free” group or the “restricted” group?

Was this activity fair? Why?

Have you ever been treated unfairly?
Know Why to Act

Activity 2

1. Assemble a jigsaw. The Scout leader can find exciting ways to present this.

2. With your team, provide answers to the questions on each jigsaw.

3. Read the facts.

4. Find a real-life story.

5. Now do another jigsaw, there are six to choose from!
Objectives

The aim of this activity is to raise awareness and give crucial information that will get Scouts thinking and talking about gender and (in)equality.

Scouts should walk away from this activity with a better awareness of the challenges that a lot of people face in their daily life, and the willingness to make positive changes in their local group and community.
A woman is walking home from work when suddenly, a man starts saying vulgar things to her. She asks him to stop the harassment because it is making her uncomfortable. The man continues to speak crudely to her.

1. What do you think about the man’s actions? Explain.
2. What do you think about the woman’s actions? Explain.
3. How could this situation have been different?
4. Can you think of a similar situation that has happened to you, your friend, or your relative?
Did you know?

One in three women worldwide have experienced physical and/or sexual violence by an intimate partner.

Some national studies show that up to 70% of women have experienced physical and/or sexual violence committed by an intimate partner in their lifetime.
Real people, real stories

We are burying our sisters today, tomorrow, it could be our daughters. We are witnessing husbands murdering their wives, and going unpunished. What’s worse is that sometimes, even medical professionals, police officers, or judges ask, what had the woman done? As if there is a way to justify her life being taken.

“In Mali, violence against women has reached a point where we couldn’t have imagined before.”

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“In Mali, violence against women has reached a point where we couldn’t have imagined before.”
Recently, along with other young men and women who believe in gender equality, I organised a popular march against domestic violence in Bamako.

This led to the creation of HVC (Halte aux Violences Conjugales) Collective – a nationwide network of men and women working to prevent domestic violence.”

Read more

Fatimah is pregnant with her first child and she has been feeling very sick lately. For Fatimah to see the doctor, she will have to walk 16 miles to the only obstetrician in town but she is too sick to do this. Fatimah will have to stay at home and hope that her health and her child’s health do not get worse.

1. What is the problem with Fatimah’s situation?
2. What are some solutions for Fatimah’s situation?
3. Can you think of a similar situation that has happened to you, your friend, or your relative?
Did you know?

Every day, 830 women die from preventable causes related to pregnancy and childbirth around the world. Globally, that amounted to about 303,000 women in 2015.

58% of new HIV infections among young people aged 15-24 in 2015 occurred among adolescent girls and young women.
Jason is going through a hard time at home and is feeling very vulnerable. He tries to talk to his friends about his emotions but everyone is telling him to “man-up and act like a man.” His friends also tell him that “Men don’t cry.” Jason feels like he has no outlet for his emotions.

1. What is wrong with this situation?

2. How could Jason’s friends help him?

3. Can you think of a similar situation that has happened to you, your friend, or your relative?
Did you know?

800,000 people die due to suicide every year and suicide is the leading cause of death among those aged between 15 and 29 years old.

On a global level, it is estimated that approximately 20 per cent of youth experience a mental-health condition each year (Patel, Flisher, and others, 2007; United Nations Children’s Fund, 2012).
Aisha was looking out of the window of her house, watching a group of men approach her brothers who were harvesting crops. She thought they were family friends because they came up close to her siblings. Her mother Gaji was doing her household chores when she heard her 13-year-old daughter let out a piercing scream.

“She became violent, kicking and fighting everyone,” said Gaiji. “I couldn’t control her.”

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Violence murdered by insurgents. The killings which Aisha witnessed aggravated her already fragile mental state.

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Gaji worried about her daughter, who had trouble communicating and would often disappear. In emergency settings, the rate of common mental disorders can double. Gender based violence, abductions, and gross atrocities can trigger psychological problems which take years to heal.

WHO estimates that as many as one in five people in IDP camps may need mental healthcare. Despite this huge and urgent demand for care, there is only one specialised mental health facility in the whole region. The Federal Neuro-Psychiatric hospital of Maiduguri has seen the number of its patients increase significantly.

Read more

https://www.afro.who.int/news/healing-mental-scars-violence-northeastern-nigeria


http://www.who.int/en/news-room/fact-sheets/detail/suicide

http://therepresentationproject.org/film/the-mask-you-live-in/the-issue/
George wants to be a nurse and Mary wants to be a firefighter. These are their dreams. But the gender stereotypes and gender norms are making it challenging for them to pursue their dreams and expectations.

1. Do you think they should pursue their dreams? Why or why not?

2. Can you think of similar stereotypes about being a girl or boy?

3. Can you think of a similar situation that has happened to you, your friend, or your relative?
Did you know?

Today, less than 30% of researchers worldwide are women. According to UNESCO data (2014-2016), only around 30% of all female students select STEM-related fields in higher education.

Globally, female students’ enrolment is particularly low in information and communication technology (3%), natural science, mathematics and statistics (5%), and in engineering, manufacturing, and construction (8%).
Real people, real stories

“There are some shifts where I’m the only male on duty. It being strange to be a male nurse – it shouldn’t be.”

“I work as a registered nurse at the Emergency Department in Reykjavik. What I can do is to be a good role model at my job. When I heard about the HeForShe movement, it was actually a moment that clicked for me. It made me start to question everything that I do. Am I being misogynistic or am I stereotyping?”
Gunar Pétursson, Iceland

There are some shifts where I’m the only male on duty. It being strange to be a male nurse – it shouldn’t be. It should be like any other profession. I think that’s the way to get guys more into it. Just show them good role models and that’s what we’ve been doing here on Iceland. This is not more a female job than a male job. It should just be a job for everyone.

My daughter should be able to do whatever job she wants regardless of her gender and so will my son.”

Read more

youtube.com/watch?v=oFQ2DEZgWa4
heforshe.org/en/newsroom/identity/my-dress-my-choice
Clara and Peter are 11-year-old twins living in the same house with their parents and a baby brother. Peter goes to school everyday, since he was seven. Clara had to stay at home and help out with household chores.

1. Do you think this is a fair situation? Why are they not treated the same way?

2. Should Clara be in school? Why or why not? What do you think is the role of education?

3. Can you think of a similar situation that has happened to you, your friend, or your relative?
Did you know?

As many as 48% of girls remain out of school in some regions of the world.

15 million girls are not in primary school right now, compared to ten million boys.

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In adolescence, a higher number of girls drop out of secondary school for reasons including early pregnancy and the expectation that they should contribute to household chores.
I come from a farmer’s family in rural Cambodia. Most of my friends stopped going to school at age 11. Only a handful of us made it to high school. One of my teachers said: ‘You shouldn’t study. You will always be busy with house chores.’

“People still tell me to find a husband instead of pursuing education or working with young people.”
I was 17 when I came to Phnom Penh to study. I would study in the evening and work with young people during the weekends.

People still tell me to find a husband instead of pursuing education or working with young people. These experiences reaffirm the importance of empowering young women to challenge gender stereotypes and reach their full potential.”

Read more


Mary and Vincent work in the same company, doing the exact same tasks, and have the same qualifications. But Mary receives far less than Vincent in wages.

1. Would you like to be in Mary or Vincent’s position? Why?

2. Do you think it is a fair work policy and environment? Why or why not?

3. Can you think of a similar situation that has happened to you, your friend, or your relative?
Did you know?

Globally, only 63% of women aged 25 to 54 are in the labour force compared to 94% of men of the same age.

At current rates of change, the gender gap, which stands at 23% globally, will not close until 2086, or possibly beyond.

Additionally, women in most countries earn on average, only 60% to 75% of men’s wages.
“Some men even harassed me; said they would give me business if I married them! But I persisted.”

“I was 23 years old, unemployed, and looking for jobs, but finding none. My mother suggested the idea of making and selling soaps. I had USD 15 to invest and a basic recipe for making soaps.

Today, I employ 20 people – half of them are below 30 years of age, and most of them are women.

I have expanded my business and sell over 10 products now, from detergent to soaps and cosmetics, all organic. Today, my business is valued at USD 700,000 and I plan to expand it internationally.
When I first started, no one thought I would be so successful. Many people refused to take me seriously, or give me contracts, because I was young.

Some men even harassed me; said they would give me business if I married them! But I persisted.”

Read more


Sarah is a brilliant student and wants to run for the position of president of the students’ association in her school, which manages student activities and represents them in the community and the region. She tries to sign up as a candidate but other students and teachers try to discourage her and hinder her campaign because she is a girl.

1. What should Sarah do?

2. Why do you think her peers and teachers are discouraging her?

3. Can you think of a similar situation that has happened to you, your friend, or your relative?
Did you know?

Only 22% of all national parliamentarians were women as of June 2016.

As of October 2017, 11 women are serving as Head of State and 12 are serving as Head of Government.
“My sister, who’s a lawyer and a woman’s rights activist, encouraged me to run for local elections.

I hesitated at first; even if women are selected, they are expected to be a mere accessory. In the beginning, none of the decision-makers involved in the election process liked the fact that a young woman was going to file as a candidate.
They resisted me at every turn and said I couldn’t win because of my age and gender.

I made history by becoming the youngest city council member in Jordan.”

Abla Al Hajaia, 28, Jordan

Read more

unwomen.org/from-where-i-stand-abla-al-hajaia
unwomen.org/from-where-i-stand-lucia-del-socorro-basante
unwomen.org/from-where-i-stand-laura-bosnea
unwomen.org/from-where-i-stand-flor-isava
unwomen.org/from-where-i-stand-stella-cosmas-chetto
Know Why to Act

Activity 3

Match the concept to the UN HeForShe commitment or definition.
The aim of this activity is to make Scouts understand what HeForShe is committed to and encourage them to commit to the initiative.
<table>
<thead>
<tr>
<th>Sex:</th>
<th>Gender:</th>
<th>Education bias:</th>
<th>Under-representation:</th>
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<tbody>
<tr>
<td>The biological attributes of being male and female.</td>
<td>The social attributes and opportunities associated with being male and female.</td>
<td>The difference in instructional practices, attitude, and expectations based on gender, cultural, economic, and ethnic situations.</td>
<td>Inadequate representation of gender, cultural, economic, and ethnic groups.</td>
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<td>HeForShe on Active Citizenship and Participation:</td>
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<td>Despite advances, women are still under-represented at ballot boxes and in state houses around the world. HeForShe is working to give everyone a seat at the table and to make sure all voices are heard.</td>
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<td></td>
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<td>HeForShe on education: Education is not only a human right, it is also the most effective way to grow economies, create healthy communities, and eliminate inequality. HeForShe believes that every child has the right to education – it empowers us all.</td>
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<tr>
<td><strong>Gender pay gap:</strong></td>
<td><strong>Masculinity:</strong></td>
<td><strong>Domestic violence:</strong></td>
<td><strong>Health disparity:</strong></td>
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<td>The difference in average earning based on gender.</td>
<td>Qualities traditionally associated with men which can be limiting within cultural stereotypes.</td>
<td>Violence perpetrated by intimate partners and other family members, and manifested through physical, sexual, psychological, and economic abuse.</td>
<td>The differences in access to or availability of health facilities and services. This could be a lack of access to reproductive health facilities for women, or a lack of access to mental health care for men, etc.</td>
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<tr>
<td><strong>HeForShe on work:</strong> By some estimates, gender equality in the workplace will not be achieved until 2095.* That is not good enough. HeForShe is taking action now for equal opportunity and fair pay.</td>
<td><strong>HeForShe on identity:</strong> No one should be held back by negative stereotypes about who they are, who they love, or how they express themselves.</td>
<td><strong>HeForShe on violence:</strong> Every day in countries around the world, people experience acts of violence ranging from online harassment to domestic assault and human trafficking. This has to stop. HeForShe is building a world where no one has to be afraid simply because of who they are.</td>
<td><strong>HeForShe on health:</strong> A gender equal world starts with an equal chance at a healthy, fulfilling life. But gaps in maternal health care, the devastation of HIV/AIDS, and the damaging effects of child marriage are robbing women and girls of this opportunity.</td>
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Make the commitment

Once Scouts are aware of the benefits of gender equality, they should be encouraged to discuss and commit to HeForShe.

Scouts can commit online through:
http://www.heforshe.org/en/commit/scouts

Or complete the commitment sheet which can be submitted to HeForShe via email: HeForShe@unwomen.org.
**Commitment sheet**

ADD YOUR VOICE. COMMIT TO HeForShe.

I am one of the billions who believe that everyone is born free and equal. I will take actions against gender bias, discrimination and violence to bring the benefits of equality to us all.

<table>
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<tr>
<th>FIRST NAME</th>
<th>LAST NAME</th>
<th>GENDER</th>
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In support of

HeForShe
Plan your next move

Scouts should think about the ways they can mobilise and stand together, spread the word, and change the world by taking action in their local groups and communities.

They can either start an awareness campaign, organise an activity or workshop focusing on one of the explored areas, or create a video advocating for gender equality.

Scouts can start by filling in the action plan in the appendix with a few ideas to implement over the next three months.

Scouts should share their projects with WOSM (by posting it on scout.org) and HeForShe and remember to use #HeForShe when posting on social media.
**Action plan**

<table>
<thead>
<tr>
<th>ACTION</th>
<th>DATE/TIME</th>
<th>DESCRIPTION</th>
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<tr>
<td>Example: Hold a fundraiser for HeForShe</td>
<td>Mon. May 1st. 2017 12:00-4:00PM</td>
<td>Organize a bake sale</td>
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**ADD YOUR VOICE. COMMIT TO HeForShe.**

I am one of the billions who believe that everyone is born free and equal. I will take actions against gender bias, discrimination, and violence to bring the benefits of equality to us all.
Final note:

There are Scouts who have already developed amazing initiatives to promote gender equality.

Those projects should be taken into account, shared with WOSM and HeForShe.

Additionally, they should be encouraged to make the commitment.

NSOs are also encouraged to adapt the Action Kit to their own context.
Check out the Learning Objectives for the SDGs

- unesdoc.unesco.org/images/0024/002474/247444e.pdf

Other useful links

- heforshe.org/en
- scout.org/heforshe
Notes: