



A conference for schools
exploring gender equality

Welcome to Partnership of Equals

We hope that you'll enjoy participating in this conference, which has been designed by staff and students at Mulberry School for Girls and Green Spring Academy Shoreditch.

Partnership of Equals brings together young people from across the UK to talk about gender equality. Working in partnership with one another, we will imagine a future where all people are equal, regardless of their gender; where every person has the same rights, freedoms and opportunities; and where nobody faces discrimination on the basis of their gender. We will sit down at the table together to learn, think, discuss and debate. At the end of this conference, we will go forward and take action to create the gender equal future we dream of.

This training guide provides an opportunity for the students from your school who are taking part in Partnership of Equals to begin to learn about the themes and ideas underpinning this conference. These ideas are big and complex, but we believe that young people are more than capable of leading and shaping the conversation around gender equality, and this training guide should help you make a start on doing just that.

There are four sessions here, each of which should take about 30 minutes to an hour. Each session explores a theme, an idea, or a resource (for example, Swan Lake) which will be discussed in greater depth at the Partnership of Equals conference on Friday 12th October 2018. Sessions can be led by a teacher in a lesson-style format, or can be led by young people themselves working together – but we strongly recommend that a teacher should be present during each session to help manage discussion and answer students' questions.

Sessions are presented to you in order, but you can do them in any order you choose: you may wish to start with the first session on 'exploring gender equality', and then work through the sessions in the order you find them here, using what you've already learned about gender equality to inform the rest of your work; or you may wish to jump straight into the sessions on Swan Lake and Shakespeare, and then go on to talk about gender equality afterwards. It's up to you. This guide is yours to use however you think is best.

The only thing we ask is that every student from your school who comes to the Partnership of Equals conference on Friday 12th October 2018 has had an opportunity to take part in these sessions.

We hope working through these resources together will bring up some interesting conversations. We look forward to hearing your thoughts and ideas in October.

Dr Vanessa Ogden,

CEO of the Mulberry Schools Trust and Headteacher at Mulberry School for Girls

Exploring gender equality

What can you expect from the Partnership of Equals conference?

You and your school are invited to join us at our **Partnership of Equals conference** on Friday 12th October 2018 at the Queen Elizabeth II Conference Centre in Westminster.

To begin with, you'll be taking part in four short workshop sessions at your school, led by a member of staff. Each session will focus on a topic or a theme which will be discussed in greater depth at the conference: the idea is that each session will introduce you to a big theme or complex idea, and give you some time to discuss it with your fellow students and start to clarify your own thoughts and opinions. By coming to these sessions, you'll be really helping yourself and the other students from your school to get the most out of the conference.

At the conference, you'll take part in a range of different activities:

- Listening to a panel about gender equality in the world of professional dance, and how dance can be used to explore, critique and construct alternatives to gender stereotypes. The panel speakers will be top professional dancers, choreographers and artists.
- Live dance performances
- Live Shakespeare theatre performances by leading actors
- Listening to a panel discussion about gender equality in the world of professional theatre, and how drama – particularly Shakespeare – makes us think differently about gender. The panel speakers will be top actors, theatre directors and University academics.
- Discussion activities and Question and Answer sessions to help you process what you've learned
- Live spoken word poetry performances
- Networking with speakers

Activity 1

We'll be talking about 'gender equality' a lot over the next few weeks, and at the conference in October.

Gender equality is the idea that all people are equal, no matter what gender they are. In a gender equal world, everybody will have the same rights, freedoms and opportunities. Nobody will be discriminated against on the basis of their gender.

Working in pairs or groups, discuss the following question. You don't have to have an answer fully worked out – just share your initial thoughts. This should take no more than 5 minutes.

Do we live in a gender equal world today?

Now that you've had some time to discuss, have a go at the quiz below. You can do this individually, or work in pairs or small teams. Your teacher, or a member of your group, should read out the questions.

- 1. How many girls around the world are currently not allowed to go to school?**
 - a. 62 million
 - b. 35 million
 - c. 2.5 million
- 2. How many girls who go to school in the UK have reported experiencing sexual harassment at school?**
 - a. 25%
 - b. 33%
 - c. 6%
- 3. The FTSE 100 companies are the top companies in the UK. How many of them are led by a woman?**
- 4. How many women around the world are married off before they turn 18 each year?**
 - a. One tenth of all women
 - b. One quarter of all women
 - c. One third of all women
- 5. True or false: on average, women earn less than men for the same amount of work.**
- 6. For every one dollar that a white man earns in America, how much does an African American woman earn?**
 - a. 90 cents
 - b. 50 cents
 - c. 64 cents
- 7. Statistically, what is the biggest risk to the health and wellbeing of women and girls around the world?**
 - a. Cancer
 - b. Malaria
 - c. Rape and domestic violence
 - d. War
- 8. What percentage of people in Parliaments or government bodies around the world are women?**
 - a. 32%
 - b. 48%
 - c. 80%
- 9. What is the average life expectancy for a black trans woman in the United States?**
- 10. True or False: Women with disabilities are more likely to be victims of crime than men with disabilities.**
- 11. What is the single biggest killer of men under 45 in the UK?**
 - a. Car accidents
 - b. Smoking-related cancers
 - c. Suicide
 - d. Knife crime

Check the box on page 19 and mark your answers.

Take 2 minutes to discuss in pairs or groups:

- How much did you already know about gender equality around the world?
- Were there any facts or statistics which surprised you?
- Think back to your answer to the discussion question about whether we live in a gender equal world. Having marked your quiz, has your first answer changed at all?

Activity 2

What is sexism?

Dictionary.com defines sexism as **'The belief that one sex (usually the male) is naturally superior to the other [i.e the female] and should dominate most important areas of political, economic, and social life.'**

It's easy to spot examples of sexism in the past. This year in February 2018, the UK celebrated the 100 year anniversary of the Representation of the People Act, a piece of legislation passed in 1918 to give some women the right to vote. Before 1918, no women at all were allowed to vote – and it still took another decade for all women in the UK to be given the right to vote. Women were not allowed to vote at first because many men – especially men in positions of political power – thought that women didn't have the intelligence and the powers of decision-making to be able to understand politics and vote responsibly. That's an example of sexism.

We've certainly come a long way since then, but in recent years there have been some high profile examples of sexist behaviour.

Divide the group into half for the next activity. Have a look at the case studies below: half of the group should look at Case Study A, and half should look at Case Study B. Spend 5 minutes working through the discussion questions in your group. Take 5 minutes at the end to share your thoughts with the whole group.

Warning: Case study B discusses sexual assault and abuse. These issues are discussed in a general way, rather than in detail.

Case Study A

Recently Sir Tim Hunt, a Nobel Prize-winning scientist who taught at UCL (University College London) was in the news – but not for his contribution to science. Hunt was at the centre of controversy because, speaking at the 2015 World Conference of Science Journalists in South Korea, he claimed that he is in favour of single-sex labs because 'Three things happen when they [women] are in the lab: You fall in love with them, they fall in love with you, and when you criticise them they cry'.

Think about Sir Tim Hunt's comment. In your group, discuss the following:

- What does Hunt's comment suggest about the quality of work female scientists produce?
- How do you think sexist attitudes like this affect the careers of female scientists?
- How do you think comments like this affect women and girls who might be thinking about pursuing careers in science?

You may be interested to know that Sir Tim Hunt received so much criticism for this comment that he was forced to resign.

Case Study B

In 2017, a number of women mostly working in the film and TV industry came forward to claim that they had been sexually harassed, sexually abused or raped by a number of prominent male figures working within their industry, including film producers and actors. These alleged incidents had happened over a period of many years, to many different women: some of the men who had been accused had targeted multiple women throughout the course of their careers. Most of the women said they had kept the abuse secret for years because they had been too afraid to speak up – they feared not being believed or being accused of seeking attention. In light of these accusations, there were also some men who came forward and said that they had been abused or sexually harassed by men working in the film and TV industry.

There was a huge global response to these events, mostly led by women. The #MeToo movement previously founded by Tarana Burke encouraged victims and survivors of sexual assault across the world to share their stories and draw strength from each other, and the TimesUp movement was founded by women in the film and TV industry to demand equality for women in this industry: as well as campaigning against sexual assault in the industry, the TimesUp movement draws attention to the lack of female directors who win awards and are given funding for their movies, the lack of blockbuster films with strong female lead characters, and the gender pay gap between women and men in TV and film (huge gender pay gaps have been found right across the industry, including in the BBC). In 2018, Jess Ladd founded the online resource Callisto to help women in the US to report sexual assaults that happen on University campuses.

Think about the case study above, and discuss the following questions in your group:

- Why do you think the women who claimed they were assaulted felt too intimidated to speak up when the assaults first happened?
- Sexual abuse and assault most often affects women and girls, but people of any gender can be affected by this type of abuse - and men can be victims too. Many male victims of sexual assault and abuse do not ever come forward. Why do you think this is?
- How do you think society is affected by the lack of strong female lead characters in movies and TV? In particular, how do you think men and boys are affected by the lack of strong female lead characters?

Activity 3

Where does sexism come from?

Sexism isn't just 'the way things are', and sexist attitudes can be proved wrong – as we saw with the passing of the Representation of the People Act, which began the process of granting the vote to women in the UK.

The question of where sexism comes from is really complex, but many thinkers and writers believe that sexist attitudes are 'learned' rather than 'innate': that is, nobody is born thinking that boys are better than girls in every way. Rather, all of us get subtle messages from society and culture from the moment we are born: those messages tell us that all of us have to act, dress and behave in certain ways depending on what gender we are. These limited ideas about what people of a certain gender should be like, dress like and act like are called 'gender stereotypes'. The messages we receive from culture and society put pressure on us to conform to gender stereotypes, and they also tell us that men are the most superior gender – the strongest, the smartest, the most powerful and most capable.

Gender stereotypes aren't true, and we don't have to follow them – but they do have a very powerful effect on society.

Let's look at an example. The toys that babies and children are given send them subtle messages about the things they should be interested in, the way they should act, and what they should aspire to be when they are older.

Have a look at the image at the top of page 5. This is from a children's toy catalogue. Based on the toys that are offered, what is the catalogue suggesting about:

- 1. The hobbies and interests boys have, and the hobbies and interests girls have**
- 2. The characteristics and personality traits of boys, and those of girls**
- 3. What boys should aspire to be when they grow up, and what girls should aspire to be**

Girls toys

Check out our hand-picked great gift ideas for girls. Everybody's covered from fashionistas to creative spirits. Don't forget to check for more ideas online at www.shoptobaccancer.org.uk.

A Knitting Doll
Includes doll, book, knitting needle and accessories. Ages 6 years and over. D: 10cm. CR1368 **£3.99**

B Cupcake Purse
Embroidered and sequin detail with zip fastening. D: 10 x 12cm. CR1111 **£6.99**

C Flower Friends
Make your own jewelry! Boyer Month, Plastic 4 functions. Gift box included. Ages 4 years and over. Height: 8cm. CR1175 **£5.99**

D Spotty Tuff Set
Miniature 42 piece porcelain tea set and coffee cups. CR1263 **£6.99**

E My Very Own Fairy Secret Kit
Learn how to communicate in fairy language. Full contents listed online. Ages 8 years and over. CR1332 **£11.99**

F Cupcake Pinset Case
Embroidered and sequin detail with zip fastening. D: 10 x 20cm. CR1029 **£7.99**

G Ribbon Scrap Wand
With 11 interchangeable ribbon straps. Scrap length 60cm. Gift box diameter: 11.5cm. CR279 **£14.99**

H Princess Mirror
Hand mirror finished with pink, green and plastic jewels. D: 21.5 x 9.5cm. CR1267 **£4.99**

Boys toys

Find fresh gift ideas for the boys from gadget fans, sporty types and even wannabe scientists while supporting our vital work.

J Robotic Hand Kit
Build a gentle robotic hand. Contains mechanical parts kit. Ages 7 years and over. Hand length: 22cm. CR1134 **£10.99**

K Fingerprint Kit
Learn how detectives identify important clues. Round as a Dime with it. Ages 7 years and over. CR1333 **£10.99**

L Penguin Torch
Simply press the button to power it up. No batteries required. Ages 6 years and over. D: 11.5 x 6.5cm. CR1371 **£6.99**

M Dialba
Perform amazing stunts with this dialba! Length: 16cm. Dialba for: 10cm. CR1372 Blue: CR1323 Green: CR2576 **£9.99 each**

N Adopt a Penguin
The unique gift allows you to choose a penguin to adopt. Comes with free card to Sealife Centre. D: 22 x 16 x 3cm. CR1128 **£19.99**

P Plastic Bag Monster
Recycle used plastic bags to make adorable monster puppets! Ages 5 years and over. CR1135 **£10.99**

Q Make Your Own Gear Clock
All you need to build a mechanical clock. Ages 6 years and over. Dia: 7cm. CR1371 **£12.99**

R Transport Wall Hooks
These wall hooks will tempt any children's room or playroom. D: 9 x 26 x 3cm. CR1226 **£8.99**

100% of the profits from every purchase go towards our life-saving work

Activity 4

We've talked a lot about how sexism affects women and girls, but sexist attitudes and the gender stereotypes that go with them can also have a really negative effect on boys and men. You may have heard the phrase 'toxic masculinity', which refers to an outdated stereotype of 'being a man' which places great importance on things like being tough, being aggressive, and rejecting being emotional or sensitive. Many men and boys report feeling pressured into adopting this stereotype even when they don't really want to.

Toxic masculinity is sometimes linked to homophobia, with gay men seen as 'weak' and 'effeminate' – but gay, bisexual and queer men can also feel under pressure to live up to a certain stereotype of what it means to be a man.

As a group, watch the BBC video at the YouTube link below. **Warning:** the video mentions suicide, depression, and physical violence. There are no graphic images, but these issues are discussed:

<https://www.youtube.com/watch?v=VGWvT30foCc>

In pairs or as a group, discuss the following questions based on the video:

- What does the video show about what men and boys are 'supposed' to be like?
- Lots of the men in the video talk about the pressure to keep their feelings inside, and not ask for help. Do you think this is common for boys and men? How might this pressure affect a young boy growing up?
- How does the pressure to 'be a man' or 'act like a man' affect men's relationships with each other? This can include family relationships, friendships and romantic relationships.
- How does the pressure to be a man affect men's relationships with women? This can include family relationships, friendships and romantic relationships.

Gender inequality hurts everybody, but living in a gender unequal world is not inevitable. The Partnership of Equals conference on 12th October 2018 will give you a chance to work with other young people from across the UK, and with top speakers and educators from the creative arts. In partnership with one another, you'll think in depth about how gender inequality affects us all, and how we can come up with solutions that really work. You'll help craft a vision of a gender equal future, and begin to think about steps you and your peers can take to make that future a reality.

If you have some time and want to get a head start, have a go at the extension activity below.

Extension Activity

Below is a list of actions that could be taken to help create a gender equal future. Which do you think are the most likely to be successful? Rank them in order. If you think there are some ideas that are equally likely to be successful, you can place them side by side.

Can you think of any other ideas? Add them to your list.

Better maternity pay for women who leave work temporarily to have a baby

50/50 quotas for national governments so that they have to have an equal number of men and women

Better pay and working conditions for nurses, carers and 'home help' visitors who look after elderly people and people with disabilities

National campaigns led by celebrities to raise awareness of high suicide rates amongst young men

50/50 REPRESENTATION OF MEN AND WOMEN AMONGST SCHOOL LEADERSHIP

MAKING GENDER EQUALITY AND GENDER DIVERSITY A PART OF THE PSHE CURRICULUM SO THAT ALL CHILDREN LEARN ABOUT IT IN SCHOOL

Free childcare for all children in the UK under the age of 5

A ban on labelling toys as 'for boys' or 'for girls'

A BAN ON SEXIST IMAGES OR SLOGANS ON CHILDREN'S CLOTHES

A FULL-TIME PROFESSIONAL COUNSELLOR IN EVERY SCHOOL

A ban on sexist imagery in adverts

Swan Lake and gender

The first session of the day at the Partnership of Equals conference will focus on dance, and the different ways that men and women are portrayed through different dance styles. Before you come to the conference, we would like you to explore one piece of dance in particular, to begin thinking about these issues.

Swan Lake is perhaps the world's most famous ballet. Composed by Pyotr Tchaikovsky in 1875, the ballet tells the tragic story of Odette, a princess who is turned in to a swan by a sorcerer, and who falls in love with a prince. The ballet has been produced countless times since its first production, with many different choreographers taking on the story.

Activity 1

You may or may not have seen a ballet before – it doesn't matter. Have a discussion with your group about what you expect to see and hear in a ballet. Come up with a list of five objects or images that you would expect to see in a typical ballet.

Activity 2

We are going to explore two very different versions of *Swan Lake*, which both use Tchaikovsky's music. One is danced by the Kirov Ballet, a famous Russian dance company, who use traditional choreography. The other is choreographed by Matthew Bourne, a British choreographer who took the radical step of casting male dancers as the swans within his version, roles typically taken by women.

We would like you to compare and contrast the two different versions.

a) Watch the first clip of the Kirov Ballet (https://www.youtube.com/watch?v=fQ7ztMH_8yk) performing the entrance of the Swans. As you watch, fill in the table below. We want you to explore 4 things:

- What the dancers are doing on the stage? (Action)
- How they are moving? (Dynamics)
- Where are they moving (Space)
- What are their relationships with others on stage? (Relationships)

Traditional Version	Matthew Bourne Version
Action (what are the dancers doing?)	Action
Dynamics (How are they moving?)	Dynamics
Space (where are they moving?)	Space
Relationships (how are they interacting?)	Relationships

b) Now, watch the Matthew Bourne version (<https://www.youtube.com/watch?v=XjEabdA8NMY>), and repeat the exercise.

c) Once you have watched both clips, compare what you have written down for each clip. Have a discussion as a group – how were the swans portrayed differently by male and female dancers? What were the similarities?

Activity 3

Now, you are going to watch two more clips, which again will be two versions of the same scene. In this scene, the swan-princess, Odette, dances with the prince. We would like you to think about how the way that both characters are represented in these two dances, and how the relationship between them is portrayed.

Clip 1 (The traditional ballet) is here: <https://www.youtube.com/watch?v=FNSl1Dowqo4>

Clip 2 (Matthew Bourne's version) is here: <https://www.youtube.com/watch?v=fKc71-SEoiw>

a) Fill in the table below with your observations of each character, and the relationship between them. You could choose to do this in short phrases, or write in full sentences.

	Traditional	Matthew Bourne
The Prince		
The Swan		
Their Relationship		

- b) Try and think of specific examples from the clips that you have watched which highlight the observations you have made. For example, is there a particular moment when the swan is particularly vulnerable, or particularly strong? What are the dancers physically doing to show this?
- c) Discuss as a group: how do you think that the different characters conform to or subvert traditional ideas of **masculinity** and **femininity**? Is the prince more 'masculine' in one version or another? Is the swan more 'feminine' in one version? Why do you reach that conclusion? Discuss with your group.
- d) Is one of these versions more representative of the idea of a Partnership of Equals between men and women?

Activity 4

At the conference, we will be exploring a wide range of dance styles and exploring how men and women are represented differently in dance. We will also be exploring the way that modern choreographers and dancers are challenging these clichés.

Think about the styles of dance that you are most familiar with. This could be from performances you have seen live or from dance that you have seen on television or online. In your group, discuss the representation of men and women in these different dance styles. How do these representations have an impact on the way that we perceive the roles of men and women in society today?



Gender and Shakespeare

'I have a man's mind, but a woman's might!'

Portia, Julius Caesar

During the afternoon session of the Partnership of Equals conference, we will be focusing on the work of William Shakespeare, and exploring how we can work together to make sure that the way we talk about and perform Shakespeare's plays helps us to build an equal partnership between men and women. This introductory session will help you to start preparing for these conversations.

Activity 1: What you already know

Whether you have never read a Shakespeare play before, or whether you have studied and seen every play he ever wrote, you probably already know something about Shakespeare. Working in small groups, try and write a list of all the Shakespeare plays that you know on the left of the column, and all the names of characters that you can think of on the right. You should take no more than 5 minutes to do this.

Plays	Characters
e.g. <i>Romeo and Juliet</i>	

Once you have created your list, identify how many of the characters are male, and how many are female. There may be some characters where you aren't sure what their gender is – that's fine too!

Think about the Shakespeare plays that you know. How many of them are telling stories about men? What are women's roles typically in the stories that you know?

Activity 2: The statistics

Take turns as a group to read the sentences below out loud.

William Shakespeare wrote all or part of **37** plays in total. Of these plays, the title of **20** of them is just a man's name.

IN TOTAL, THERE ARE 981 CHARACTERS IN SHAKESPEARE'S PLAYS. JUST 155 OF THESE CHARACTERS ARE WOMEN – ONLY 16%!

All the biggest roles in Shakespeare are also taken by men. The character with the most lines in all of Shakespeare is Hamlet with a whopping 1539 lines. The female character with most lines is Rosalind from *As You Like It*, with 730 lines – less than half of Hamlet.

In the play *Hamlet* female characters speak just 9% of the lines, and in *Julius Caesar* it's less than 5%.

When Shakespeare's plays were originally performed, all of the roles were performed by male actors, with teenage boys normally playing the female roles, as it was seen as inappropriate for women to be seen onstage. This began to change about 40 years after Shakespeare's death, when King Charles II came to the throne.

Once you have read out these facts, have a group discussion and answer the following questions:

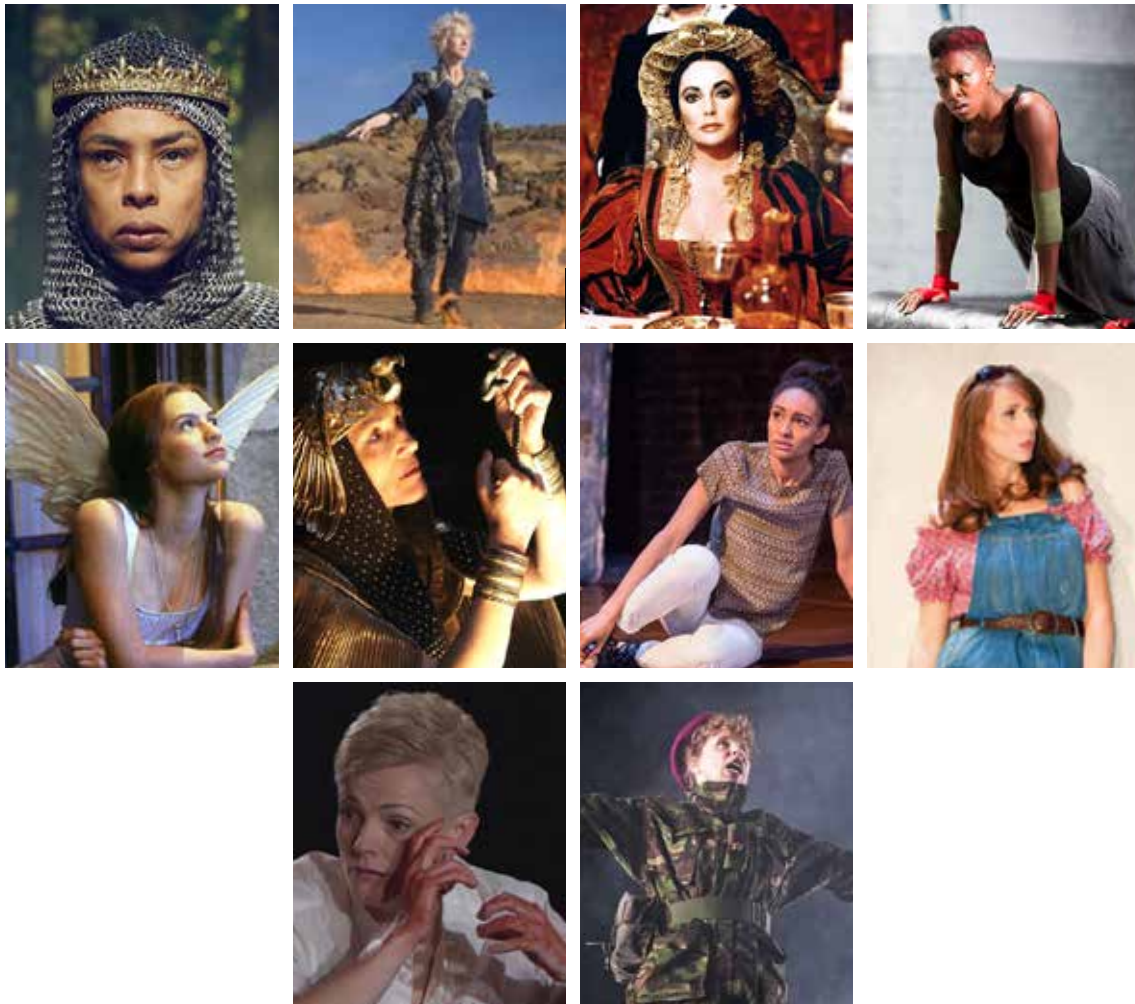
- Why do you think Shakespeare put so many more men than women in his plays?
- What impact do you think this has on an audience watching Shakespeare's plays?
- If we want to live in a world where men and women are equally represented, how can we perform Shakespeare's plays?

Activity 3: Playing with Gender

In recent times, more and more actresses have started to take on roles within Shakespeare that were written originally for men, to ensure that they too have access to some of the best parts for actors ever written. This also allows women to play roles which are really powerful, including rulers, sorcerers, and warriors, which Shakespeare typically wrote for men,

You will see some images below of a range of actresses playing Shakespearean roles. Some of these roles were originally written for men, some for women.

1. In pairs, try and identify which roles are male and which are female. Can you name any of these characters?
2. Some of these characters seem more powerful than others. In your pair, try and rank the pictures from 1-10, with 1 being the character who seems the most powerful and 10 being the character with least power.
3. Compare your answers from questions 1 and 2. Is there any connection between the characters that you thought were most powerful, and the gender of that character?



Activity 4: Macbeth

At the Partnership of Equals conference, we will be looking together at a scene from Macbeth, one of Shakespeare's most famous plays. Before the conference, please take some time to get to know the scene so that you have some idea what is going on when you attend.

Read the summary of the scene below:

Macbeth and Lady Macbeth have planned to murder the King of Scotland, Duncan, and take over the crown. Duncan has come to visit their castle, and tonight is meant to be the night that they kill him. However, Macbeth is having doubts – and Lady Macbeth needs to convince him to go ahead with the plan.

You can watch a clip of this scene, starring Judi Dench and Ian McKellen at <https://www.youtube.com/watch?v=Fe5uRWnzUig>

Watch the extract and then answer the questions below

1. What is happening in the scene? What does each character want? Who wins the argument?
2. Who is the most powerful character in the scene? Why? How do they express their power?
3. What do you think Lady Macbeth means when she says **'When you durst do it, then you were a man.'** What does this say about attitudes to gender in the play?
4. Do the genders of the characters matter in this scene? How would the scene be different if the characters' genders were reversed?

LADY MACBETH

He has almost supp'd: why have you left the chamber?

MACBETH

Hath he ask'd for me?

LADY MACBETH

Know you not he has?

MACBETH

We will proceed no further in this business:
He hath honour'd me of late; and I have bought
Golden opinions from all sorts of people,
Which would be worn now in their newest gloss,
Not cast aside so soon.

LADY MACBETH

Was the hope drunk
Wherein you dress'd yourself? hath it slept since?
And wakes it now, to look so green and pale
At what it did so freely? From this time
Such I account thy love. Art thou afeard
To be the same in thine own act and valour
As thou art in desire? Wouldst thou have that
Which thou esteem'st the ornament of life,
And live a coward in thine own esteem,
Letting 'I dare not' wait upon 'I would,'
Like the poor cat i' the adage?

MACBETH

Prithee, peace:
I dare do all that may become a man;
Who dares do more is none.

LADY MACBETH

What beast was't, then,
That made you break this enterprise to me?
When you durst do it, then you were a man;
And, to be more than what you were, you would
Be so much more the man. Nor time nor place
Did then adhere, and yet you would make both:
They have made themselves, and that their fitness now
Does unmake you. I have given suck, and know
How tender 'tis to love the babe that milks me:
I would, while it was smiling in my face,
Have pluck'd my nipple from his boneless gums,
And dash'd the brains out, had I so sworn as you
Have done to this.

MACBETH

If we should fail?

LADY MACBETH

We fail!
But screw your courage to the sticking-place,
And we'll not fail. When Duncan is asleep--
Whereto the rather shall his day's hard journey
Soundly invite him--his two chamberlains
Will I with wine and wassail so convince
That memory, the warder of the brain,
Shall be a fume, and the receipt of reason
A limbeck only: when in swinish sleep
Their drenched natures lie as in a death,
What cannot you and I perform upon
The unguarded Duncan? what not put upon
His spongy officers, who shall bear the guilt
Of our great quell?

MACBETH

Bring forth men-children only;
For thy undaunted mettle should compose
Nothing but males. Will it not be received,
When we have mark'd with blood those sleepy two
Of his own chamber and used their very daggers,
That they have done't?

LADY MACBETH

Who dares receive it other,
As we shall make our griefs and clamour roar
Upon his death?

MACBETH

I am settled, and bend up
Each corporal agent to this terrible feat.
Away, and mock the time with fairest show:
False face must hide what the false heart doth know.

Meet the Speakers

This session is designed to help you familiarise yourself with the speakers and facilitators who will be at the conference in October, and practise your networking skills.

Activity 1: Getting started

Ask your teacher or a member of the group to read out the text in the box below. A few of you can take it in turns to read if that's easier.

Networking: Why does it matter?

'Networking' might sound like an intimidating idea, but it's really just another word for talking to people. Networking describes the process of meeting and talking to people in order to build up a group of professional people who can help you plan out your career and reach your goals successfully. The group of people you connect with through networking is called your 'network'.

Your network can help you find work experience or job opportunities, give you advice when you're not sure about what to do next, and be there to support you and cheer you on as you achieve your goals. Your family and friends can also be an important part of your network, especially when it comes to supporting you emotionally – but a professional network gives you access to even more opportunities, and is especially helpful if there's nobody in your family or your friendship group who is doing something similar to what you want to do in the future.

Partnership of Equals is a great opportunity for networking, because there will be lots of high-profile speakers and guests at the conference – people who have achieved huge success in their chosen fields, but who started out as a young person at school dreaming of the future. All of the speakers and guests at the conference are attending because they are interested in speaking to you, hearing your thoughts, and helping you out as you start to think about your own future. It's easy to feel shy about networking, but everybody attending the conference will be very open to talking to you, so you don't need to worry about approaching people.

Activity 2: Networking Dos and Don'ts

Working in pairs or in a group, have a look at the ideas below, and decide whether each idea is something you should do when you are networking, or something you shouldn't do. Place a tick next to everything you think is a 'do', and a cross next to everything you think is a 'don't'. If you want to extend this activity further, discuss why you think each thing is a 'do' or a 'don't'.

Shake hands when you meet someone

Ask somebody if they like their job

Ask somebody if they like their boss

*Practise shaking hands (or equivalent greeting)
before you go into a networking session*

IF YOU DIDN'T HEAR THEIR NAME CORRECTLY, PRETEND NOTHING HAPPENED AND JUST AVOID CALLING THEM BY NAME

COMMENT ON SOMEBODY'S HANDSHAKE OR GREETING

Make eye contact and smile when you shake someone's hand or greet them

Force somebody to shake your hand

Introduce yourself and ask the other person what their name is

Ask for work experience within five minutes of talking to somebody

YAWN OR CHECK YOUR PHONE WHILST SPEAKING TO SOMEBODY

INTERRUPT SOMEONE ELSE'S CONVERSATION

Ask somebody what their job is

Ask someone to follow you on Snapchat, Twitter or Instagram, or ask for their social media details so you can follow them

ASK SOMEBODY HOW LONG THEY HAVE BEEN DOING THEIR JOB, AND WHAT THEY DID BEFORE

Give someone your personal contact details (including phone number) or take theirs

Once you've been through all of the Dos and Don'ts, check your answers in the box on page 20.

Activity 3: Networking Bingo

Sometimes, the trickiest part of networking is just approaching someone and talking to them. The best way to get over those nerves is to practise that initial moment of starting off a conversation. Working as a whole group, have a go at the networking bingo game below.

Ask your teacher to photocopy one grid for each player. The aim of the game is to go around the room and find someone for each of the statements on the grid. Once you've found someone who matches a statement, write their name down next to that statement. You can only have one person for each statement, and you can't use the same person more than once.

In order to practise your networking skills, every time you speak to a new person you must begin by introducing yourself. Take a minute to think about how you're going to do this, and think about the following:

- **Do you want to shake hands when you meet someone for the first time, or would you prefer to use another kind of greeting? Some people prefer not to shake hands, and will instead greet someone by putting their hand over their heart, bowing, inclining their head, or simply making eye contact – find something that works for you.**
- **How are you going to introduce yourself? It's important to tell someone your name, but do you also want to tell them what school you go to, what year you're in, or what career you hope to pursue?**

Here's an example of how a student approaches someone during a networking session:

Amina greets speakers with a handshake – as she shakes hands, she makes eye contact and smiles. She introduces herself by saying 'Hello, my name is Amina and I'm a Year 10 student at Mulberry School For Girls in East London.' She then asks the speaker a general question to get the conversation started – something easy like 'Have you enjoyed the conference so far today?' and takes the time to have a proper conversation with the speaker – before moving on to ask them any specific questions she had in mind (for example, 'I'm inspired by your career in theatre because I want to be a director when I'm older. Did you study drama at University?')

Once you've thought about how you'll introduce yourself, get started on your networking bingo! Remember, every time you speak to a new person, begin by introducing yourself properly. The first person to complete their grid should shout 'Bingo'

Somebody who has dark hair.

Somebody who owns or has ever owned a pet.

Somebody who likes music.

Somebody who enjoys sport.

Somebody who has an idea of what they want to do when they leave school.

Somebody who has an allergy.

Activity 4: Meet the Speakers

Below, you'll find some cards with short biographies of some of the speakers coming to the conference in October. These are just a few of the people who'll be joining us. Working as a group, read through the cards and pick out some speakers who you want to talk to during the conference. You can ask your teacher to photocopy these cards and work individually or in pairs if you'd prefer.



Shobana Jeyasingh

A world-famous choreographer who studied the traditional Indian dance form Bharatanatyam, and founded her own dance company, Shobana Jeyasingh Dance, which has performed all over the world. Her dance style combines many forms of dance from many different cultures and traditions.



Delia Barker

Former Director of the English National Ballet, she now directs the Roundhouse, one of London's most successful performing arts and concert venues.



Jude Kelly

Jude Kelly is the former Artistic Director of the Southbank Centre, one of the largest arts and culture venues in London. She is the founder of Women of the World (WOW) Festival, a festival celebrating the lives and achievements of women and girls, which started in London but now takes place in cities and countries across the world.



David Lan

David Lan is a South African theatre director and playwright, who was Artistic Director of the Young Vic, one of London's leading theatres, from 2000 – 2018. He won a special Olivier Award in 2018 for his eighteen years of leadership of the theatre.

Extension Activity

Now that you've had a chance to read the biographies of some of the speakers coming to the conference, have a think about whether there are any questions you might want to ask the speakers. These could be questions for all of the speakers, or for one particular speaker. There will be time after every panel discussion when you can ask questions, and you'll also be able to approach speakers on your own during lunch time and break time and ask them questions.

Here are some examples:

Did you always want to do the job you are doing now?

Did you go to University, and if so did you study something that's relevant to your career?

What should I study at GCSE/A Level/at University if I want to have a career like yours?

Is there a gender pay gap in your organisation or in your field of work?

Have you ever faced discrimination in your field of work?

How does the organisation that you work for take action to ensure gender equality?

Do you have any advice for me as a young person hoping to enter this field of work?

Do you have any advice for me as a young person striving for gender equality?

Make a note of any questions you think of – you can ask your teacher to photocopy the question notecards below, or just record your thoughts in a notebook of your choice.

Notes

Write down any questions you and your group think of here. Remember to check back before the conference to remind yourself what you wanted to ask the speakers!

Answers for Page 2

1. 62 million. Girls around the world are held back from going to school for a variety of complex reasons: in some societies girls are valued less highly than boys, and so families will choose to send their sons to school, especially when they have to pay a fee to do so; girls are generally under much greater pressure to stay at home and help with the housework and care for dependents like babies, children and elderly relatives; girls sometimes cannot go to school because the nearest school is too far away, and they face the risk of violence or sexual assault on the journey to school; some girls cannot go to school because they do not have access to sanitary pads and clean toilet facilities at school when they are on their period.
2. 33% - a third of all girls at school in the UK.
3. 7 (out of 100). There are actually more men called Dave leading FTSE 100 companies than there are women.
4. One third of all women. 1 in 9 girls are married before the age of 15. These marriages are often to much older men.
5. True. The UN estimates that the global gender pay gap is 20% (i.e. women earn 20% less than men – that's like saying that for every £1 a man earns, a woman only earns 80p, despite doing the same amount of work). This year in the UK, the gender pay gap for women and men who work full time is 9.1%. This is made worse by the fact that women tend to do lots of hard work that isn't paid – for example, housework and looking after elderly parents. It's estimated that the average UK woman does 40% more unpaid work around the home than the average UK man.
6. 64 cents. Gender inequality can be made even worse by other kinds of inequality, like racial inequality or inequality based on disability.
7. Statistically, the biggest threat to the health and wellbeing of women and girls around the world is rape and domestic violence. Women serving in the US military in Iraq are more likely to be raped by a colleague in the military than killed or injured in combat.
8. Only 32% of people in Parliament (or equivalent government bodies) are women.
9. 35 years old. Life expectancy is so low for trans women because they are extremely vulnerable to violence and assault from others, and are often more likely to be isolated from family and other support networks as a result of prejudice and discrimination. For black trans women, vulnerability is increased by racial prejudice and discrimination. However, there are many fantastic trans advocates in the world who live happy and fulfilled lives, and do important work to protect and empower the trans community – some examples include Laverne Cox and Janet Mock in the US, and Munroe Bergdorf in the UK.
10. True. Women with disabilities are more likely to be the victims of crime than men with disabilities, and crimes perpetrated against women with disabilities are less likely to be reported to the police. The gender pay gap is also larger between women with disabilities and non-disabled men. There are many brilliant advocates for people of all genders with disabilities – a great example of a woman with disabilities who advocates for the disabled community is the successful actress and comedian Liz Carr.
11. Suicide. Many studies – for example, one led by the Samaritans – suggest that this is because society encourages men to bottle up their feelings and avoid asking for help.

Answers for Page 11

(Left to right, top to bottom)

1. FEMALE: Sophie Okonedo as Queen Margaret in *Henry VI*
2. MALE: Helen Mirren as Prospero in *The Tempest*
3. FEMALE: Elizabeth Taylor as Katharina in *The Taming of the Shrew*
4. MALE: Jade Anouka as Hotspur in *Henry IV*
5. FEMALE: Clare Danes as Juliet in *Romeo and Juliet*
6. FEMALE: Harriet Walter as Cleopatra in *Anthony and Cleopatra*
7. FEMALE: Natalie Simpson as Ophelia in *Hamlet*
8. FEMALE: Catherine Tate as Beatrice in *Much Ado about Nothing*
9. MALE: Maxine Peake as Hamlet in *Hamlet*
10. MALE: Michelle Terry as Henry V in *Henry V*

Answers for Page 15

Shake hands when you meet someone

Do: However, if you're not comfortable shaking hands, it's fine to practise another kind of greeting. Your greeting still has to be professional – fist bumps and high fives aren't appropriate for networking.

Ask somebody if they like their job

Do

Ask somebody if they like their boss

Don't: It's best to avoid asking people gossipy or irrelevant questions, or asking them to share really personal things with you.

Practise shaking hands (or equivalent greeting) before you go into a networking session

Do: It might sound silly, but practising those first moments of meeting a new person can help you feel less nervous and awkward when it comes to the real thing.

If you didn't hear their name correctly, pretend nothing happened and just avoid calling them by name

Don't: It might feel awkward, but it really is better to ask and make sure you have somebody's name right.

Comment on somebody's handshake or greeting

Don't: You don't want to make someone feel nervous or offended when you're talking to them, so best not to tell them they have a weak handshake or a weird way of introducing themselves.

Make eye contact and smile when you shake someone's hand or greet them

Do

Force somebody to shake your hand

Don't

Introduce yourself and ask the other person what their name is

Do

Ask for work experience within five minutes of talking to somebody

Don't: It's fine to ask for work experience, but make sure you take the time and make the effort to really engage with someone first. They'll be more interested in helping you reach your goal if they've made a connection with you and learned a bit about who you are.

Yawn or check your phone whilst speaking to somebody

Don't: Be polite and engaged when you're speaking to somebody.

Interrupt someone else's conversation

Don't: It's good manners to avoid interrupting someone. However, if you'd like to join a conversation, it is okay to approach a pair or group of people who are already talking and wait politely for a moment when you can introduce yourself.

Ask somebody what their job is

Do

Ask someone to follow you on Snapchat, Twitter or Instagram, or ask for their social media details so you can follow them

Don't: It's fine to follow a person's business social media accounts if these are publically available, but it's inappropriate to ask for their personal social media details. Remember that the speakers will be adults, and adults shouldn't have contact on personal social media accounts with students who are still at school.

Ask somebody how long they have been doing their job, and what they did before

Do

Give someone your personal contact details (including phone number) or take theirs

Don't: Most schools have rules about students giving out their personal contact details, or getting in touch with someone they met at a networking event without a teacher knowing about it. Check with your teacher what your school's rules are. If you want to stay in touch with someone you meet at the conference, it may be best to give them a school email address and ask them to pass on messages to you through your teacher – or you may be able to email them yourself, but copy your teacher in. It's always worth checking with your school.



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