



FRIEDRICH NAUMANN
FOUNDATION For Freedom.

Pakistan

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This is our normal

Welcome to my family



Illustrated by Alina Nagi



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Welcome to my family

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INTRODUCTION

Pakistan ranked 153rd out of 156 countries in the Global Gender Gap Report 2021, ranking seventh out of eight South Asian countries, with Afghanistan being the lowest. In the 2019 Women, Peace and Security Index, Pakistan ranked 164th out of 167 countries. What is even more concerning is that gender disempowerment is happening despite that fact that legislations and related legal instruments do exist in Pakistan that cater to the protection of women.

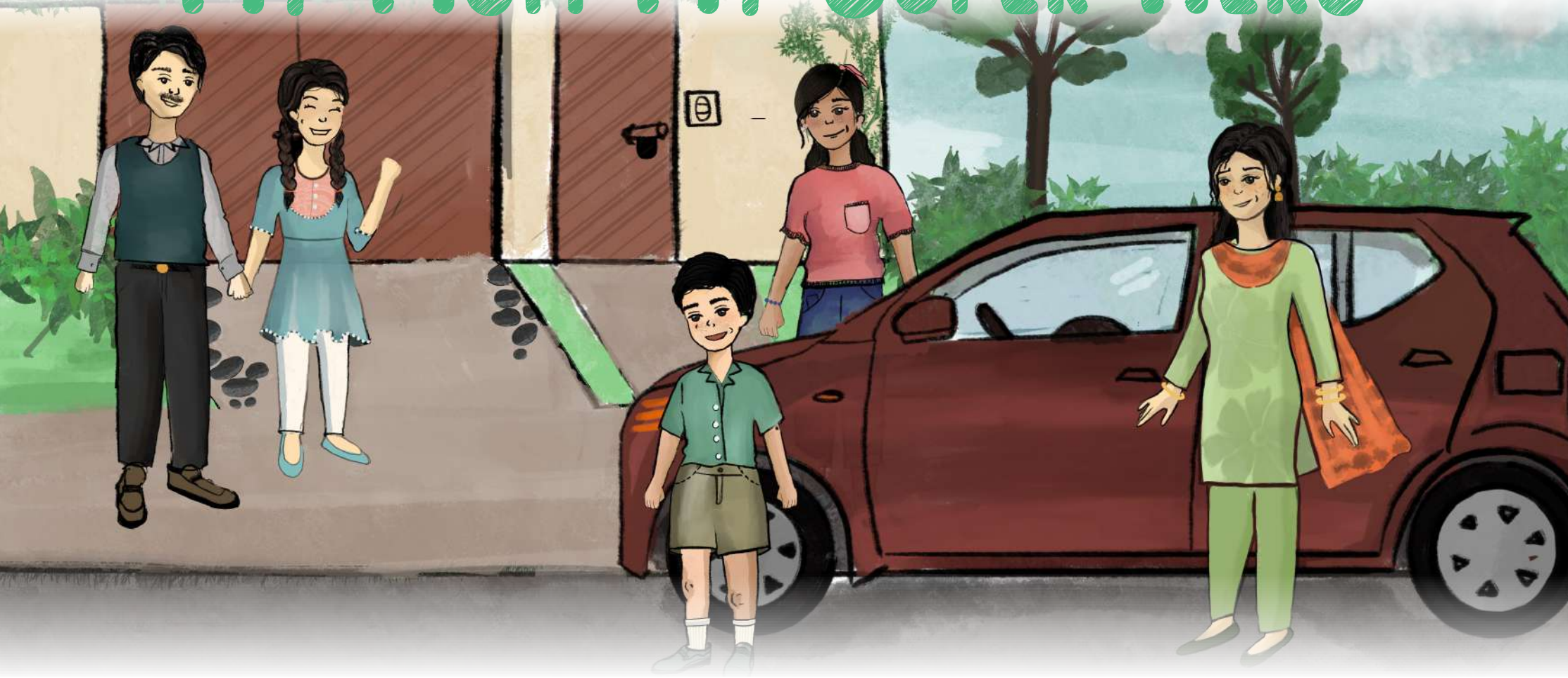
This publication aims to contribute to creating a discourse centered around ‘Gender Sensitive Messaging’ that targets young minds—school children. It is felt that working with this age group and coming up with communication tools and models that can have a widespread impact can influence long lasting change in building a new generation founded on respect for women and comfort in their empowered role. Such an intervention can also help in preventing our youth from going down other destructive paths, leading to violence, hatred and intolerance. So, this publication is *a pilot medium to communicate gender sensitive messaging for children, contextualized within a pedagogical experience, with the aim of inculcating respect and acceptance for empowered gendered roles.*

This illustrative output is a result of extensive secondary research that looked into developing an understanding of ‘gender empowerment’. Secondary research was followed by structured primary research, where the project team engaged with faculty of selected schools, child psychologists and social scientists in Karachi to learn about different models of learning experiences. Subject research led to content development and design where concept and preliminary drafts were shared for feedback with collaborating schools. Draft contents were also tested under supervision of faculty to get target audience response. This feedback was incorporated into the final design product. The publication works with a variety of engaging content that includes stories, interactive exercises and information. It is structured in a way that can facilitate interactive engagement with students in creative learning formats.

It is planned that this publication would be distributed in local city schools and selected schools would be incorporated in the learning process. It would also be shared with selected civil society organizations that would include human and gender rights groups and those engaged in child education, in addition to being shared with elected representatives, policy makers and relevant government departments. Digital media would be used to disseminate the publication to a wider audience.

The long term objective is to have this publication act as a ‘pilot’ that can then lead to *Gender Sensitive Messaging* becoming a part of the learning experience, finding a space alongside the formal teaching curriculum.

My Mom My SUPER HERO



Today is an exciting day. The kids are looking forward to having their school friends over at their house. They are whispering and laughing with each other. They had planned it for weeks, and the day is finally here!

Ammi and Abbu enter the room to find the kids giggling.

'Zahra, Zain, chalo let's go. We don't want to be late.' Ammi calls the kids.

Zahra and Zain race each other for the front seat of the car.

Ammi starts the car to drive them towards the supermarket.



As soon as Zahra sits in the car, she connects her phone to the car's Bluetooth system.

'Zahra! No, please change the song! I don't want to listen to your stupid songs!' Zain whines.

Zahra ignores Zain and continues to play her favourite songs in the car.

Ammi doesn't focus on the argument and continues to drive towards the supermarket.



There is a long list of things Ammi, Zahra, and Zain need to buy.
Balloons, ribbons, chips, and goody bags!



'The road is so bumpy!' cries Zain from the backseat of the car.
The car hops on the road. There are so many obstacles everywhere!

But then suddenly the car starts wobbling!

'What is happening?' Zain exclaims.

Ammi stops the car on the roadside.

'I think a tire got punctured.' Ammi says in a worried voice.

Ammi, Zahra, and Zain step outside of the car to confirm their doubts. Ammi was right as always. A tire was punctured!

Zahra and Zain start to panic.

'Oh no!' Zahra exclaims.

'What are we going to do now?' Zain adds on.

'We should call Abu!' Zahra quickly takes her phone out.

'No, no! If we call Abu, it will take him too long to come here!' Zain argues. 'We're going to be late for the party!'

The kids start to panic. Their heads are buzzing with questions and worry.

'How will we reach the supermarket then?'

'What are we going to do?'



Ammi takes a deep breath. 'Follow me.' She says as she takes Zahra and Zain to the back of the car.

She opens the trunk and takes out a toolbox. 'We will fix it! Come on. Let's change the tire quickly.'

The kids look at each other in surprise. They follow Ammi to the front of the car. Ammi takes a closer look and inspects the tire. She then starts to use some strange tools.

'Ammi! You're a superhero! I thought only dad can do this.' Zain exclaims in wonder. Ammi laughs.

The kids look over Ammi's shoulder in awe. Zahra and Zain have never seen anything like this before! Ammi is lifting the car!

'I'm making snaps of this! My friends have to see this!' Zahra makes a video of Ammi as she unscrews nuts, takes the tire out, and puts it on the ground. She then rolls another tire from the back of the car and fixes it in place of the punctured one. She lowers the car again.

Zahra and Zain share a glance of amazement. Their jaws drop to the ground.

'Oh my god!' Zahra says as her face beams with pride.

'That was so cool!' Zain jumps and hugs Ammi.

Ammi laughs and wipes the sweat on her face from her dupatta. 'Chalo, let's go. We don't want to be late.'



Zahra and Zain race back to the car. Ammi drives to the supermarket and they return with the shopping just in time to enjoy the party.

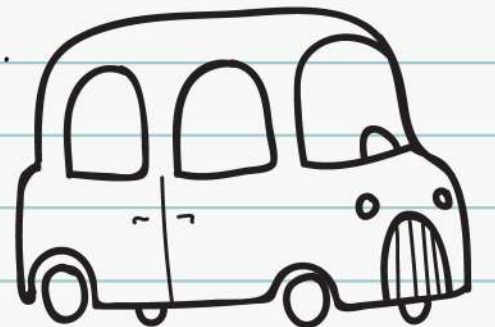


ACTIVITY 1: Engage the students in a role play as they read the story in the class. This can be done multiple times with different student groups.



ACTIVITY 2: Arrange the following steps of how to change a tire (use props) in the correct order:

- _____ Position the jack stands.
- _____ Take the spare wheel and toolbox out of the trunk.
- _____ Get off the car.
- _____ Mount the spare wheel in place of the punctured wheel.
- _____ Keep the punctured tire and tools back in the car trunk.
- _____ Examine the tire.
- _____ Lower the car.
- _____ Place bolts on the wheel and tighten them.
- _____ Take the bolts off the tire.
- _____ Lift the car.
- _____ Take the punctured tire off.



TEACHER'S GUIDE

Learning Outcomes:

- ✓ Students will be able to read and act in front of an audience with confidence.

Underlying Objectives:

- ✓ Students will gain an understanding of gender roles being fluid.
- ✓ They will learn about women being independent.
- ✓ They will learn about women as problem solvers in times of crisis.

Apparent Theme:

- ✓ To teach the students how to fix a tire.

Underlying Theme:

- ✓ Students are exposed to the possibility that mothers/women can solve problems (e.g., fix tires) without needing help from a man.

Teachers are encouraged to stimulate healthy discussions on gender roles with the students. They are also recommended to make encouraging remarks on women/girls' independence. For example:

- ✦ Yes, Hira! You can fix a tire by yourself when you grow up.
- ✦ 'One day when all of you grow up you all can learn how to drive!'

Teachers can also ask prompting questions to students like:

- ✦ What does your mother do that makes you think she is a supermom?
- ✦ How does your mother help you in fixing a problem that you face? / Can you think of a problem that your mother helped solve?
- ✦ Did you say 'thank you' to your mother today?

THE CORRECT ORDER OF ACTIVITY 2

1. Get off the car.
2. Examine the tire.
3. Take the spare wheel and toolbox out of the trunk.
4. Position the jack stands.
5. Lift the car.
6. Take the bolts off the tire.
7. Take the punctured tire off.
8. Mount the spare wheel in place of the punctured wheel.
9. Place bolts on the wheel and tighten them.
10. Lower the car.
11. Keep the punctured tire and tools back in the car trunk.

THE BEST EID EVER



It is the day of Eid and there is nothing that Sana loves more than Eid.

She wants to do something special today. She has planned this for so long and convinced Baba to be on board too. She didn't sleep a bit all night.

Sana is all dressed up in her Eid dress. Yellow shalwar kameez, matching butterfly clips and bangles. She tiptoes into her parent's room.

'Baba, wake up' she whispers into Baba's ear.

Baba opens his eyes wide because of the voice.

'Hurry, we have to surprise Mama by cooking her favorite snack!' Sana whispers with excitement in her voice.

Baba reaches for his phone and checks the time.

'Mmmmm...ok ok.' He replies in a sleepy voice. He puts his feet on the floor, rubs his eyes, and stretches his back.

Sana patiently stands in front of Baba in her Eid dress. Baba chuckles as he sees his daughter standing in front of him, waiting to be showered with compliments. He strokes Sana's hair and plants a kiss on her cheek.

'Eid Mubarak Gurya.'

Sana covers her mouth as she giggles excitedly.

'Get up!' she whispers again with urgency in her voice as she pulls Baba's hand.





'Now we have to be careful, you don't want to ruin your clothes.' Baba warns Sana as they begin to take out all the ingredients they need. Milk, sugar, almonds, nuts and of course, siwaiyyan (vermicelli)!

The kitchen is instantly filled with all kinds of aroma. From the smell of roasted almonds and nuts to the roasting siwaiyyan. 'It smells amazing Baba!' exclaims Sana.

'Yes it does' Baba replies as he looks over Sana. They are allowing the siwaiyyan to turn a light golden brown colour.

'I think my phone is ringing,' says Baba. 'I'll be back in a minute. Make sure you keep a close eye on the siwaiyyan, or else it will burn.' Baba leaves the kitchen.



Sana is waiting for the siwaiyyan to change its color. She starts to play with the bangles as she waits. The shiny colourful bangles mesmerise her. She continues to admire them.

'Sana! The siwaiyyan!' Baba exclaims as he hurries inside the kitchen. Baba quickly runs and turns the stove off. He removes the siwaiyyan from the pot. They have burned!

The beautiful aroma of roasted nuts that once filled the kitchen is replaced by the unpleasant smell of the blackened siwaiyyan. 'Oh no!' Sana says at the verge of crying. Her eyes fill with tears.

'Thankfully, some part is saved. But we will have to make a new batch.' Baba says with a sigh. He looks over to Sana. She is standing there with a hurt expression.

Baba bends down to meet Sana's eyes. 'It's ok, Gurya. We only used half of the packet. We can use the other half now. Don't worry. We can still do this.'

Sana's face slowly lights up.

Baba takes out the remaining siwaiyyan and puts it in the pan. They both keep a close eye on it this time.

'It's brown and beautiful now!' Sana exclaims.

Baba laughs. 'Yes, yes it is. Now let's add the milk.'

Once the milk is added, they allow it to boil and simmer. Then they add some sugar. They add the roasted nuts in the pot and wait for a few more minutes.

'Done!' Baba says.

'Yay!' Sana claps as she looks at her Baba with stars in her eyes.

'Let's transfer this into a bowl.' Baba says.





Sana quickly runs to get a bowl. She watches as Baba pours the yummy sweet Sheer Khorma into the bowl. She gets some more nuts and starts to decorate the Sheer Khorma.

'Let's wake Mama now.' Sana says with excitement in her voice.

Baba places three small bowls, spoons and the Sheer Khorma on a tray and takes it to the room.

Sana runs to Mama's side of the bed and screams in her ear. 'Mama! Wake up! Eid Mubarak!'



ACTIVITY 1: Ask students to collect two (minimum) family recipes, ask them if it can be two recipes from each side of the family, i.e., mother's side and father's side. Put together these recipes, have a conversation around food, who does most of the cooking at home? How do you help out in the kitchen? What are the memories associated with these recipes?



ACTIVITY 2: Hold a simple (no stove involved) cooking class, can demonstrate simple recipes e.g. making fruit salads or sandwiches or milkshakes etc. Have a conversation on why cooking is an important skill and how everyone should learn it.



ACTIVITY 3: Task the students with preparing their own lunch boxes for a week, give them a sample (simple lunch ideas) of what can go in the lunchbox. Through this activity we have a conversation around eating habits, being responsible and helping out, etc.

(P.S. all these activities are for both boys and girls, i.e., cooking is a skill regardless of gender.)



TEACHER'S GUIDE

Learning Outcomes:

- ♦ Students are able to read out aloud with correct pronunciations.
- ♦ Students can read with expressions.
- ♦ Students develop a word bank of new words/ vocabulary they have learned.

Underlying Themes:

- ♦ Cooking is a critical life-skill and not a gendered skill. Anyone can cook and ideally everyone should know how to cook.
- ♦ Kitchen has a place for everybody, our mothers should not be solely responsible for making meals for us all the time.
- ♦ Students can share their experiences of the kitchen/cooking/helping out.

- ♦ Teachers should encourage a comprehensive reading of the story, exploring the underlying themes.
- ♦ Teachers should hold a reflective session asking students of what the kitchen space means to them, do they help out in the kitchen, do they know how to cook? Encourage ideas, ask students to fix snacks for themselves.
- ♦ Reflect upon how managing the kitchen, feeding a household is an immense responsibility and a lot of work. Why it is important for everyone to pitch in and share responsibility.
- ♦ Explore thoughts around why cooking is seen as a woman's responsibility—if a longer discussion then also talk about how professional chefs are often men and why professional and household duties are not treated equally?





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