



JUHAN
KULIS
DOCUMENTARY
PHOTO
CENTRE

ONE DAY, I WILL



Vincent Tremeau's photo exhibition
and girls in military conflicts

Teaching resource material
Study stage III



REPUBLIC OF ESTONIA
MINISTRY OF FOREIGN AFFAIRS



UN75
2020 AND BEYOND



ESTONIA
DEVELOPMENT COOPERATION

**STAGE OF STUDY**

stage III (age 13–16)

SUBJECT COURSE

civics and citizenship education or personal, social and health education

INTEGRATION

Personal, social and health education – individual and group. An individual's self-image and its change at puberty. Gender roles and gender stereotypes. An individual's choices and happiness. Safety and risk behaviour.
Civics and citizenship education – social structure of society, social justice and equality.
English language – reading and understanding media and informative texts, development of vocabulary.
Art subjects – analysis of digital art (photo).
History – foundation of the United Nations.
Informatics – downloading, saving, editing of a text file, freeware environments, conducting searches for information on the internet.

LEARNING OUTCOMES

The pupil...

- is able to explain the concepts of *humanitarian crisis*, *humanitarian aid*, *refugee*, *gender stereotype*;
- can explain what the United Nation (UN) is, its functions and its development goals for 2015–2030;
- understands the role of gender along the human curve of life of and is able to explain why girls and women are more vulnerable in military conflicts;
- values gender equality and is able to analyse the impact of child marriages on both the individual and society;
- can give examples of the contribution of the Estonian Republic to reducing gender inequality around the world;
- has empathy for women/girls who are in a vulnerable position and finds supportive words to encourage them;
- is able to draw up a concept map on a free online platform, save it and add it to a text file;
- is able to search and find information from reliable websites.

DURATION OF THE LESSON

2 x 45 minutes



REQUIRED EQUIPMENT

- "One Day I Will_stage III" slide show (also available to pupils)
- computer classroom (face-to-face learning), a computer connected to the internet (online learning)
- resource material for the teacher
- analysis sheet for the pupil (a separate text file, can be downloaded by everyone)

Double lesson is structured so that the teacher can conduct it both as a face-to-face lesson in a computer classroom and in the form of distance learning. In the first case, the first half of the lesson, i.e. the slide show, takes place at a speed chosen by the teacher, with each pupil also watching the presentation from his or her computer. In the second case, the work with the slides takes place at the speed chosen by the pupil. In both cases, the second part of the lesson – visiting and analysing the exhibition – takes place at a speed required for the pupil, who uses his/her individual computer. The pupil saves the answers to the analysis as a Word or Google Docs file and sends it to the teacher by e-mail or uploads it to the learning environment (Studium, eKool).

LEARNING PROCESS

The handling of the subject is divided into two parts: first, the introduction of the author, background story and general information of the UN, overview of the gender inequality topic, followed by the second part that covers a virtual tour and analysis of the exhibition.

The teacher asks the pupils to open the "One Day I Will_stage III" slide show. Together they work through slides 1 to 9 of the presentation.

Slide 1 – introductory slide

Slide 2 – information about the author of the exhibition

Slide 3 – The teacher explains to pupils the meaning of humanitarian crisis and humanitarian aid:

A humanitarian crisis or humanitarian disaster is a situation where the health, well-being and security of a community or a larger group of people is in danger as a result of a certain event(s). The region affected by the crisis lacks sufficient resources to solve the situation on its own. Therefore, international aid or humanitarian aid is needed. Humanitarian aid is short-term and urgent aid to save human lives in crisis and alleviate suffering in the event of a conflict, natural disaster, famine or epidemic.



Slide 4 – Background story of the exhibition

Slide 5 – Map of the countries involved in the exhibition (author's country of residence during the preparation of the exhibition is marked in red)

Slide 6 – UN in a nutshell

Slide 7 – UN fields of operation

Slide 8 – Sustainable Development Goals (the teacher may read out all 17 goals)

Slide 9 – Goal 5 and gender inequality in numbers

Slide 10 – Start a tour in the virtual gallery

Prior to directing pupils to their independent assignment, the teacher provides specific instructions: pupils visit the exhibition, look at the photos, read the stories of the children and the additional information. Then they fill in the analysis sheet, save the document under their own name and deliver it to the teacher through an agreed channel (e-mail, study information system, other learning environment).

It is important to encourage pupils to ask for help if they are in doubt or need further explanations. To make a concept map, it is recommended to direct the pupils to utilise a free online environment (such as <https://www.mindmup.com/>, <https://www.mindmeister.com/>, <https://bubbl.us/> or any other environment that is familiar to pupils); it is easier to download the concept map by means of computer's own tool "Snipping tool" and then save the map as an image file and add it to a text document.

There are 7 exercises on the pupil's analysis sheet.

Exercise 1 – Reflection of gender-based prejudices, restrictions and inequalities in the stories of the children depicted in the photos

Exercise 2 – Emotional connection with one story, statement of reasons for the opinion

Exercise 3 – A more detailed analysis of the story of three girls

Exercise 4 – The subject of child marriages

Exercise 5 – Girls in crises

Exercise 6 – Empowering of girls and women throughout the world

Exercise 7 – Writing a letter or a speech on the basis of the story of one girl



ONE DAY, I WILL...

VINCENT TREMEAU'S PHOTO EXHIBITION AND GIRLS IN MILITARY CONFLICTS

1. Visit the exhibition and read the information provided in the captions of the pictures. Point out at least 6 prejudices, restrictions/obstacles and violations of the rights faced by girls in particular.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

2. Which of the stories impacted you most in the whole exhibition? Explain your choice.



3. Find some specific photos/stories from the exhibition and analyse these.

- Françoise is a 15-year-old young mother studying at school (find her photo and story in Room 3).

What are the daily duties of Françoise?

What do you think is the hardest in her life? Explain.



- Rina Tharu is a 16-year old young woman in Nepal (find her photo and story in Room 3).

How does Rina Tharu perceive a woman's role in marriage?

What is the wish reflected in her story and her choice of future profession?

Why does Rina Tharu think that an arranged marriage is right for her?

In your opinion, what are the 3 main arguments against arranged marriage?



- Lorand Hadaya is a 13-year-old Syrian refugee in Iraq (find her photo and story in Room 3).
Based on Lorand Hadaya's story, draw up a concept map of what a marriage is in her opinion and what it entails.

4. Why are child marriages condemned? Read the article and indicate the 3 main reasons.

- 1.
- 2.

What would be different in your life, if you had you married at 12?

**5. Read the additional text "Girls in crisis" provided at the exhibition (Room 3).
Why is it that women and girls in particular suffer the most in crises?**

6. How do the state and people of Estonia contribute to supporting girls and women in countries with a lower standard of living? Look for information from a reliable source.

Open the latest report of Estonia regarding the implementation of United Nations Security Council Resolution 1325 on "Women, peace and security". Look for information and fill in the table.

COUNTRY	TARGET GROUP	GOAL	ACTIVITY
Afghanistan		Health education	
Yemen			Educating 12 to 21-year-old girls from illiterate families
Lebanon	Syrian refugees		
	Pupils and teachers of 15 schools	Bilateral cooperation on human rights and global education	
	persons with disabilities	Independent coping	



7. Find the story of Chandi (Room 3). She is from the Democratic Republic of the Congo and wishes to become a basket weaver. If you had about 150 words to encourage, inspire and guide her, what would you tell her? Write her a short letter or statement of support.