



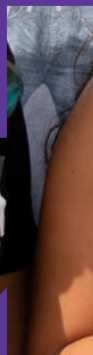
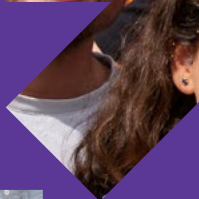
**SCOUTS®**  
Creating a Better World



In support of

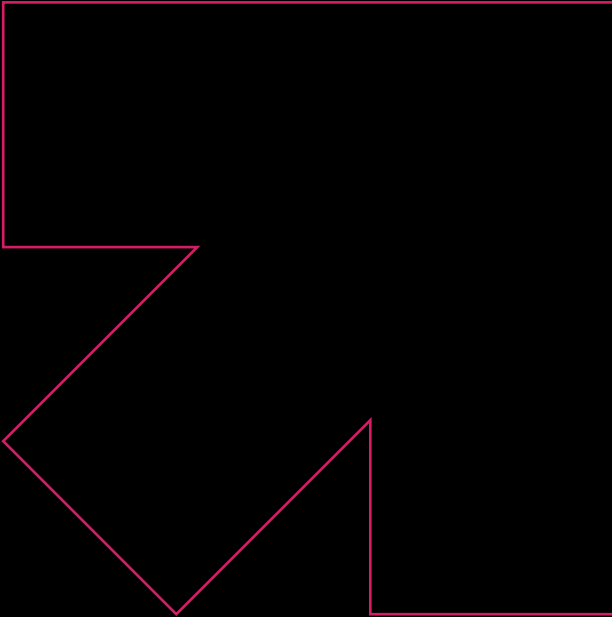
**HeForShe**

UN Women Solidarity Movement  
for Gender Equality



**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.

W  
O  
M  
E  
N  
F  
O  
R  
H  
E  
S  
E



In support of

**HeForShe**

UN Women Solidarity Movement  
for Gender 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 Action Kit – where it all begins**

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.



**SCOUTS**<sup>®</sup>  
Creating a Better World

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.**

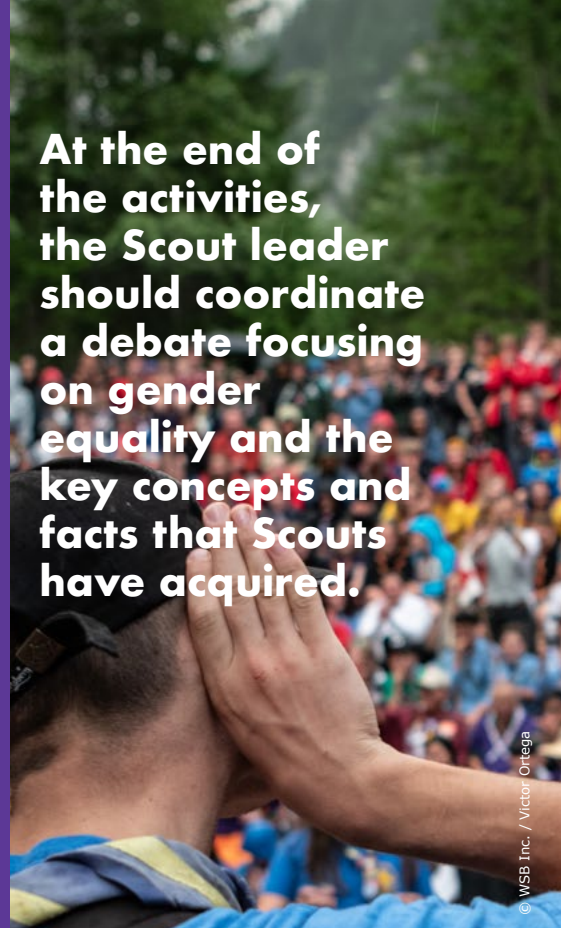
**We want Scouts all over the world to understand the importance of gender equality and of HeForShe, a global solidarity movement for gender equality.**

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.



© WSB Inc. / Victor Ortega

# 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**

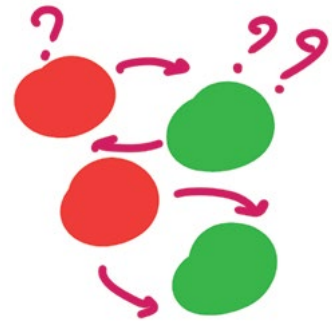
The “restricted” group must complete the same activities in half the time, or the “restricted” group cannot talk while completing the activity but the “free” group are allowed to.

**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.





**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?



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.

**K n o w**

**W h y**

**t o**

**A c t**

## **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**

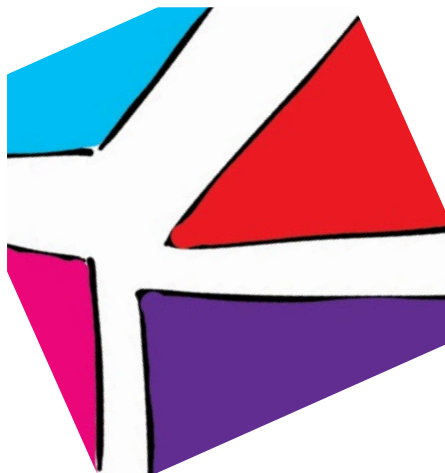
**Read the facts.**

**4**

**Find a real-life story.**

**5**

**Now do another jigsaw, there are six to choose from!**




# O b j e c t i v e s

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.



© WSB Inc. / Lowie Van Camp

VIOLENCE

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.

**R e a l  
p e o p l e ,  
r e a l  
s t o r i e s**

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

## **5 GENDER EQUALITY**



**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.**



# Balla Mariko, 40, Mali



Balla Mariko. Photo: UN Women/Gaoussou Cherif Haidara

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.”


VIOLENCE

## Read more

[unwomen.org/en/news/stories/2016/11/from-where-i-stand-balla-mariko](https://unwomen.org/en/news/stories/2016/11/from-where-i-stand-balla-mariko)

[unwomen.org/en/news/stories/2016/11/from-where-i-stand-maia-taran](https://unwomen.org/en/news/stories/2016/11/from-where-i-stand-maia-taran)

[unwomen.org/en/news/stories/2017/12/from-where-i-stand-charles-kosgei](https://unwomen.org/en/news/stories/2017/12/from-where-i-stand-charles-kosgei)



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?

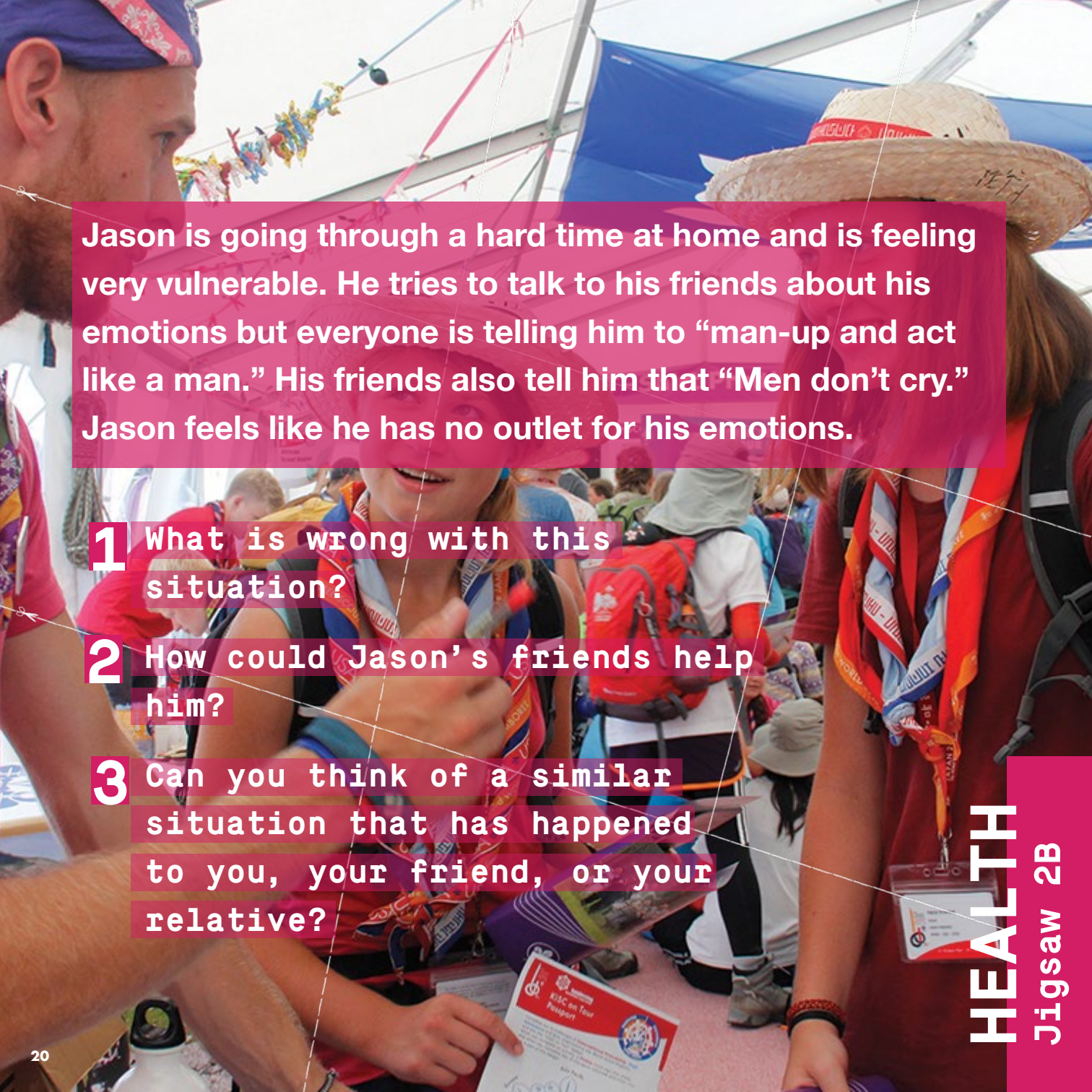
Every day, 830 women die from preventable causes related to pregnancy and childbirth around the world. Globally, that amounted to about 303,000 women in 2015.



© WSB Inc. / Enrique Leon

HEALTH

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).

HEALTH

R e a l  
p e o p l e ,  
r e a l  
s t o r i e s

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

### 3 GOOD HEALTH AND WELL-BEING



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.

“Mother, they are killing my brothers!” cried out Aisha.

After that, Gaji doesn’t remember much except that somehow she fled with her daughter to the surrounding countryside. They returned later to bury the young men who, like so many others, were

# Aisha, Nigeria

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

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

Gaiji 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.



Umar Musami, Psychiatrist, Photo: WHO/C. Onuekwe

## Read more

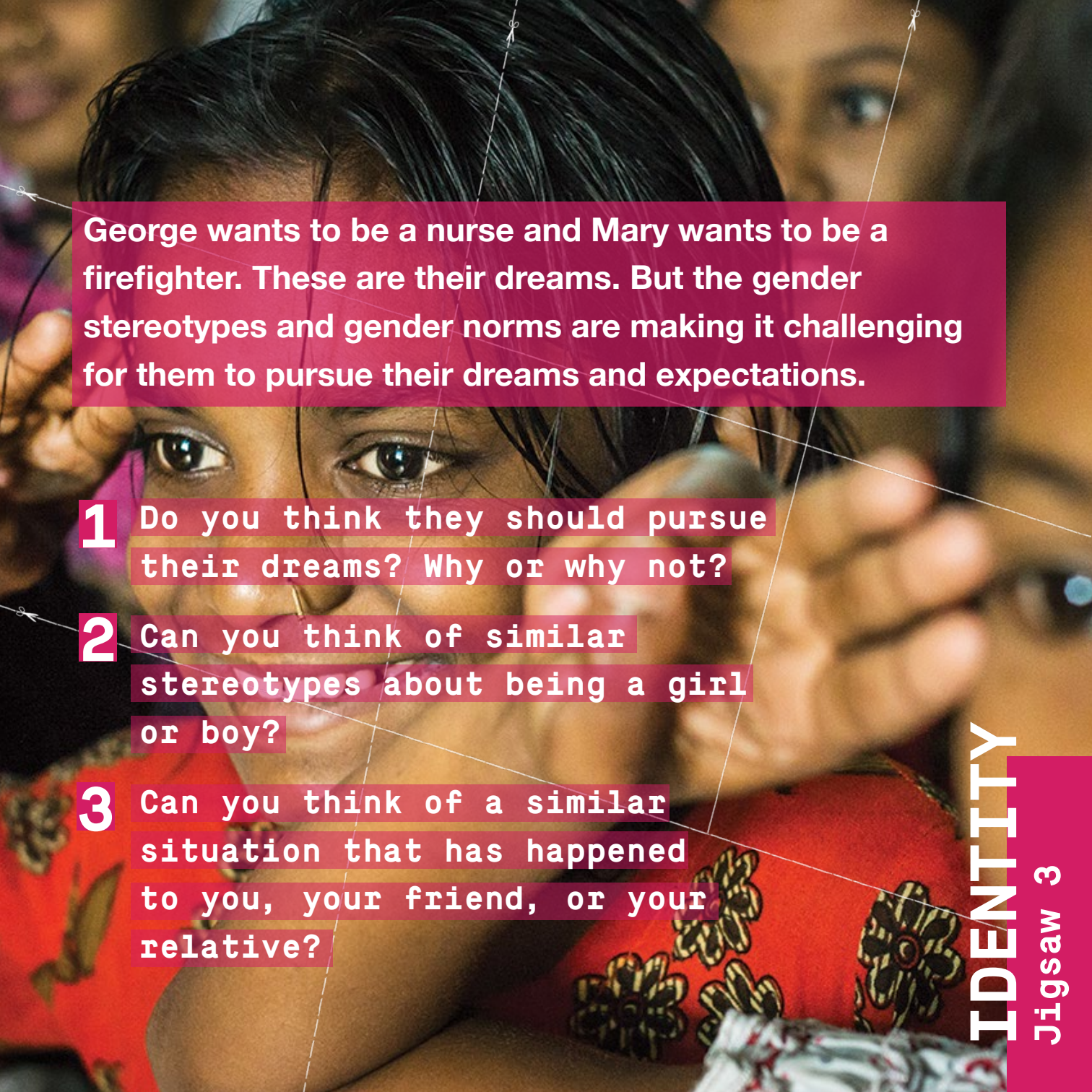
<https://www.afro.who.int/news/healing-mental-scars-violence-northeastern-nigeria>

<http://www.unwomen.org/en/news/stories/2016/11/from-where-i-stand-chum-sopha>

<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.



IDENTITY

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.”

## 5 GENDER EQUALITY



“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



Gunar Pétursson. Video: HeForShe Equality Story

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](https://youtube.com/watch?v=oFQ2DEZgWa4)

[unwomen.org/en/news/  
stories/2017/8/from-where-i-  
stand-adao-paia](https://unwomen.org/en/news/stories/2017/8/from-where-i-stand-adao-paia)

[heforshe.org/en/newsroom/  
identity/my-dress-my-choice](https://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?

**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.**



29



**R e a l  
p e o p l e ,  
r e a l  
s t o r i e s**

**“People still  
tell me to find  
a husband instead  
of pursuing  
education or  
working with  
young people.”**

## **4 QUALITY EDUCATION**



**“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.’**

# Sinet Seap, 31, Cambodia



Sinet Seap. Photo: UN Women/Mariken B. Harbitz

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.

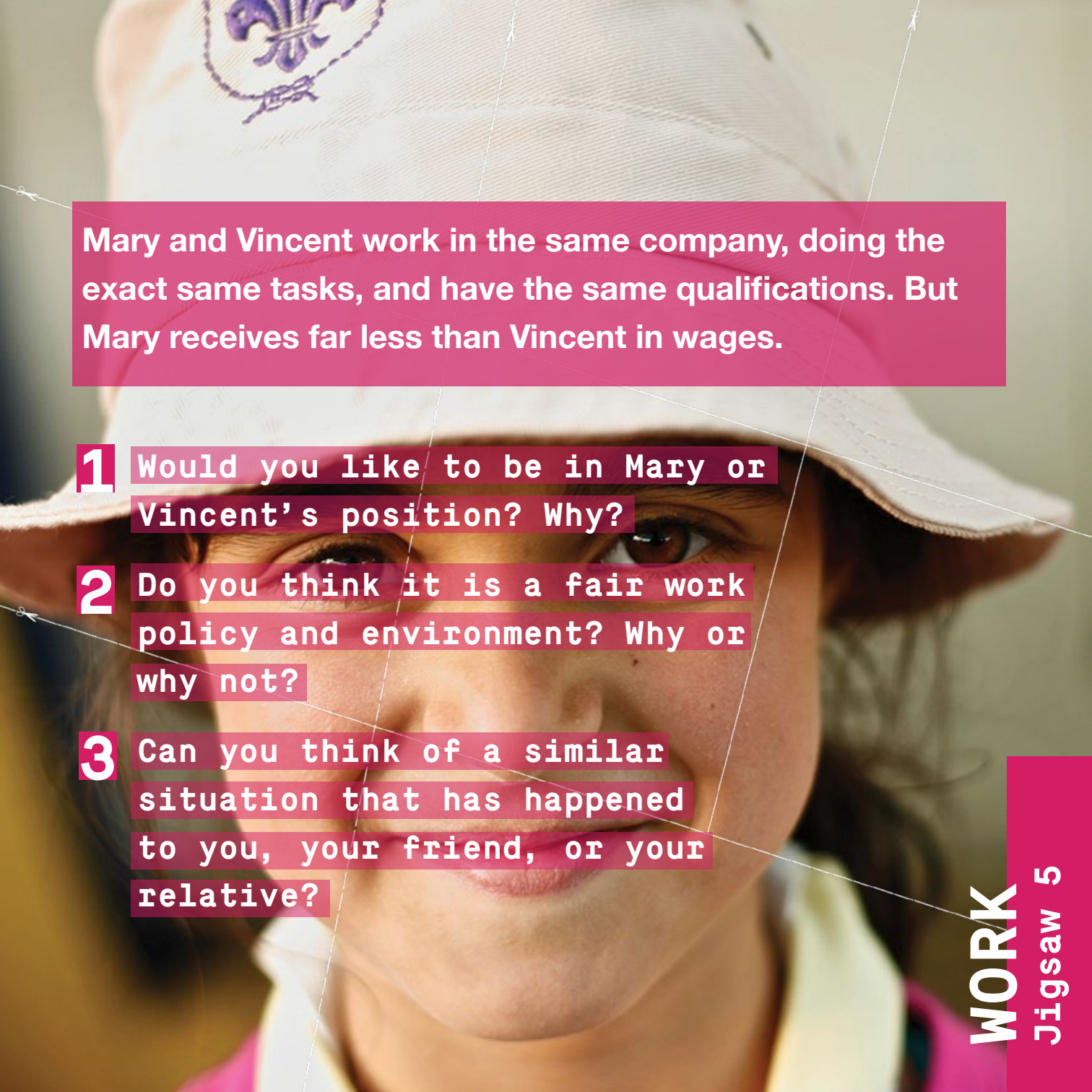
People still tell me to find a husband instead of pursuing education or working with young people. These experiences reaffirm the importance of empowering young women to challenge gender stereotypes and reach their full potential.”

## Read more

[unwomen.org/en/news/stories/2016/8/from-where-i-stand-sinet-seap](https://unwomen.org/en/news/stories/2016/8/from-where-i-stand-sinet-seap)

[unwomen.org/en/news/stories/2016/9/from-where-i-stand-ileana-crudu](https://unwomen.org/en/news/stories/2016/9/from-where-i-stand-ileana-crudu)

[unwomen.org/en/news/stories/2017/10/from-where-i-stand-lamija-gutic](https://unwomen.org/en/news/stories/2017/10/from-where-i-stand-lamija-gutic)



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.

WORK



Real  
people,  
real  
stories

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

## 8 DECENT WORK AND ECONOMIC GROWTH



“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.

# Sandra Letio, 29, Uganda



Sandra Letio. Photo: UN Women/Ryan Brown

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.

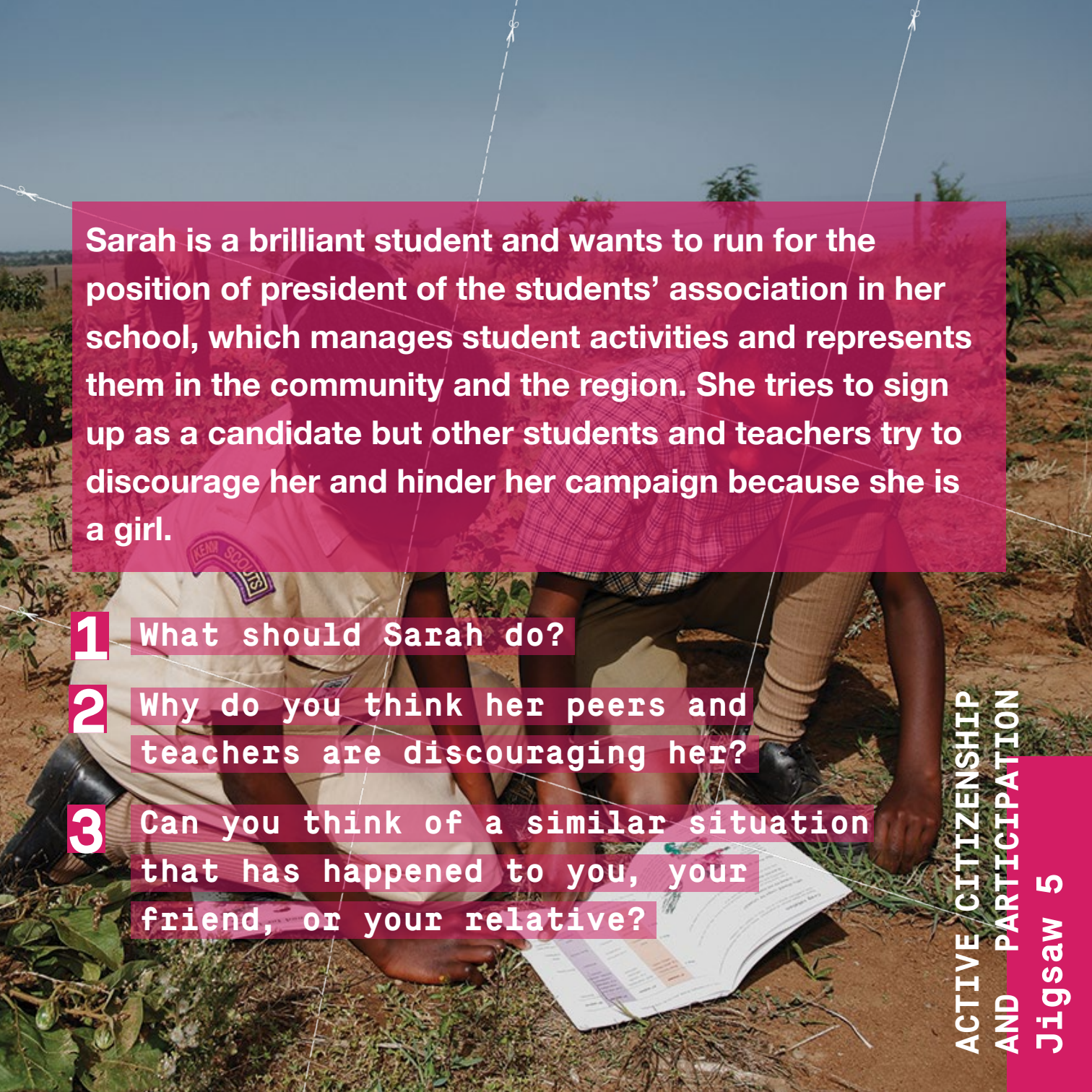
Some men even harassed me; said they would give me business if I married them!  
But I persisted.”

## Read more

[unwomen.org/en/news/  
stories/2017/4/from-where-i-  
stand-sandra-letio](https://unwomen.org/en/news/stories/2017/4/from-where-i-stand-sandra-letio)

[unwomen.org/en/news/  
stories/2018/1/from-where-i-  
stand-ayk-sbaihat](https://unwomen.org/en/news/stories/2018/1/from-where-i-stand-ayk-sbaihat)

WORK



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.



## ACTIVE CITIZENSHIP



© WSB Inc. / Lowie Van Camp

As of October 2017,  
11 women are serving  
as Head of State and  
12 are serving as  
Head of Government.



Real  
people,  
real  
stories

“Even if women  
are selected,  
they are  
expected to be a  
mere accessory.”

## 5 GENDER EQUALITY



“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.

# Abla Al Hajaia, 28, Jordan

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."

ACTIVE  
CITIZENSHIP



Abla Al Hajaia. Photo: UN Women/Christopher Herwig

## Read more

[unwomen.org/from-where-i-stand-abla-al-hajaia](https://unwomen.org/from-where-i-stand-abla-al-hajaia)

[unwomen.org/from-where-i-stand-lucia-del-socorro-basante](https://unwomen.org/from-where-i-stand-lucia-del-socorro-basante)

[unwomen.org/from-where-i-stand-laura-bosnea](https://unwomen.org/from-where-i-stand-laura-bosnea)

[unwomen.org/from-where-i-stand-flor-isava](https://unwomen.org/from-where-i-stand-flor-isava)

[unwomen.org/from-where-i-stand-stella-cosmas-chetto](https://unwomen.org/from-where-i-stand-stella-cosmas-chetto)

**K n o w**

**W h y**

**t o**

**A c t**

### Activity 3

**1**

Match the  
concept to the  
UN HeForShe  
commitment or  
definition.



# Objectives

The aim of this activity is to make Scouts understand what HeForShe is committed to and encourage them to commit to the initiative.



**Sex:**

**The biological attributes of being male and female.**

**Gender:**

**The social attributes and opportunities associated with being male and female.**

**Education bias:**

**The difference in instructional practices, attitude, and expectations based on gender, cultural, economic, and ethnic situations.**

**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.**

**Under-representation:**

**Inadequate representation of gender, cultural, economic, and ethnic groups.**

**HeForShe on Active Citizenship and Participation:**

**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.**



## Gender pay gap:

The difference in average earning based on gender.

### HeForShe on work:

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.



## Masculinity:

Qualities traditionally associated with men which can be limiting within cultural stereotypes.

### HeForShe on identity:

No one should be held back by negative stereotypes about who they are, who they love, or how they express themselves.



## Domestic violence:

Violence perpetrated by intimate partners and other family members, and manifested through physical, sexual, psychological, and economic abuse.

### HeForShe on violence:

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.




## Health disparity :

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.

### HeForShe on health:

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.



# 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](mailto: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**.

In support of



**HeForShe**

[illegible]



# 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](https://scout.org)) and HeForShe and remember to use #HeForShe when posting on social media.**

## Action plan

In support of



**HeForShe**

ACTION	DATE/TIME	DESCRIPTION
Example:  Hold a fundraiser for HeForShe	Mon. May 1st. 2017 12:00-4:00PM	Organize a bake sale

# 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](https://unesdoc.unesco.org/images/0024/002474/247444e.pdf)

## Other useful links

- [heforshe.org/en](https://heforshe.org/en)
- [scout.org/heforshe](https://scout.org/heforshe)



[illegible]

## This image shows a full page of white paper with horizontal dotted lines. The lines are evenly spaced and run across the width of the page, providing a guide for handwriting practice. There are no margins, text, or other markings on the page.



**SCOUTS®**  
Creating a Better World

© World Scout Bureau Inc.  
YOUTH PROGRAMME  
August 2018

World Scout Bureau  
Global Support Centre  
Kuala Lumpur

Suite 3, Level 17  
Menara Sentral Vista  
150 Jalan Sultan Abdul Samad  
Brickfields  
50470 Kuala Lumpur, MALAYSIA

Tel.: + 60 3 2276 9000  
Fax: + 60 3 2276 9089

worldbureau@scout.org  
scout.org



In support of

**HeForShe**

UN Women Solidarity Movement  
for Gender Equality

**HeForShe.org**

**@HeForShe**

**#HeForShe**

With the support of



ALWALEED  
PHILANTHROPIES  
الوليد للإنسانية

