



OXFAM
Equality Club



WHO ARE WE?





Oxfam India works primarily through grassroots organisations to bring deep-rooted sustainable changes in people's lives. They work for the poorest and the socially excluded communities by mobilizing them to campaign for greater economic and social reforms.

Oxfam India's vision is to help create an equal, just and sustainable society by empowering the underprivileged. Oxfam India believes in the 'Right to Life with Dignity for All'. This is fulfilled by engaging empowered citizens to become active and supportive partners, advocating an effective and accountable State and making markets work for the underprivileged.

Website: www.oxfamindia.org

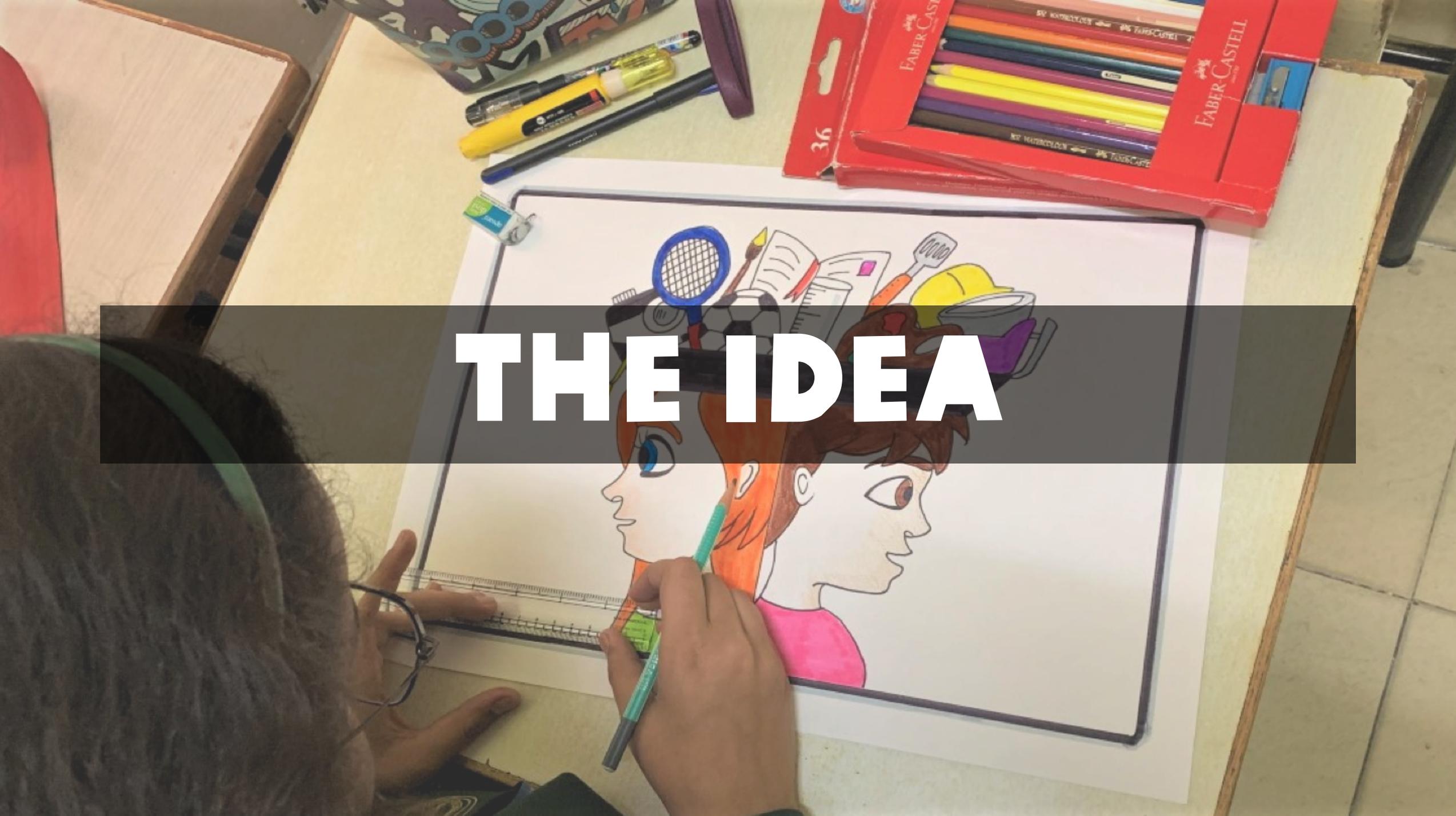


Young Leaders for Active Citizenship (YLAC) aims to increase the participation of young people in the democratic process and build their capacity to lead change.

YLAC's interventions are designed to equip citizens with a better understanding of the society they live in and the challenges that it confronts. The aim is to help young people broaden their perspective, think critically about their socio-political construct, tap their leadership potential and acquire skills to create long lasting impact.

Website: www.theylacproject.com

THE IDEA



VISION

By raising consciousness about the inequalities that exist in society, the Equality Clubs hope to develop students into thinking adults who can look at the world objectively and with empathy.

MISSION

Our aim is to empower the next generation with skills and capacity to re-write societal norms and craft an egalitarian future.

EQUALITY CLUBS | THEORY OF CHANGE



AWARENESS



EMPATHY



ACTION



ACTIVE CITIZENS

“**If** we create spaces where rich discussions around inequality can be ignited through experiential lessons and facilitated interactions, **then** emotions of empathy and justice will be evoked in students who will be inspired to take action against the inequalities that exist in society.”

WITHIN 2 YEARS, WE HAVE REACHED



900

EQUALITY CHAMPIONS



21

SCHOOLS

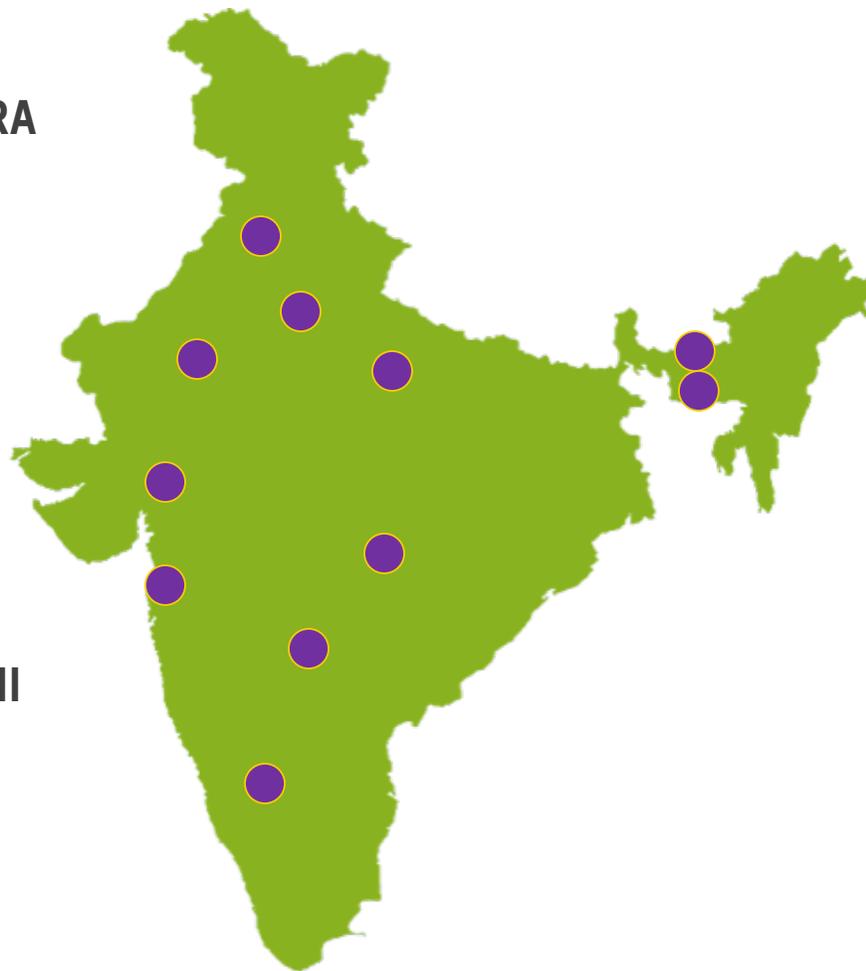


12

CITIES

EQUALITY CLUBS | PARTNER SCHOOLS SO FAR

- DELHI PUBLIC SCHOOL, JORHAT
- DELHI PUBLIC SCHOOL, KHANAPARA
- DELHI PUBLIC SCHOOL, SECUNDERABAD
- DELHI PUBLIC SCHOOL, SOUTH BENGALURU
- EKLAVYA SCHOOL, JALANDHAR
- EURO SCHOOL, NAVI MUMBAI
- MERIDIAN SCHOOL, HYDERABAD
- MOUNT ABU PUBLIC SCHOOL, DELHI
- RUNGTA INTERNATIONAL SCHOOL, RAIPUR
- STUDY HALL SCHOOL, LUCKNOW



- NITTE INTERNATIONAL SCHOOL, BENGALURU
- SANSKRITI SCHOOL, GUWAHATI
- SHANNEN SCHOOL, VADODARA
- THE HERITAGE SCHOOL, VASANT KUNJ, DELHI
- RUSTOMJEE CAMBRIDGE INTERNATIONAL SCHOOL, MUMBAI
- BRIGHTON INTERNATIONAL SCHOOL, RAIPUR
- INTERNATIONAL SCHOOL OF HYDERABAD
- NEERJA MODI SCHOOL, JAIPUR





FOSTERING CHANGEMAKERS

Creating young leaders who strive to make the world a better place. Providing them with a platform to discuss issues and access resources to create change



RECOGNITION

Certification to recognise all participants with special recognition for *Equality Champions* (outstanding performers) on our website, blogs and social media



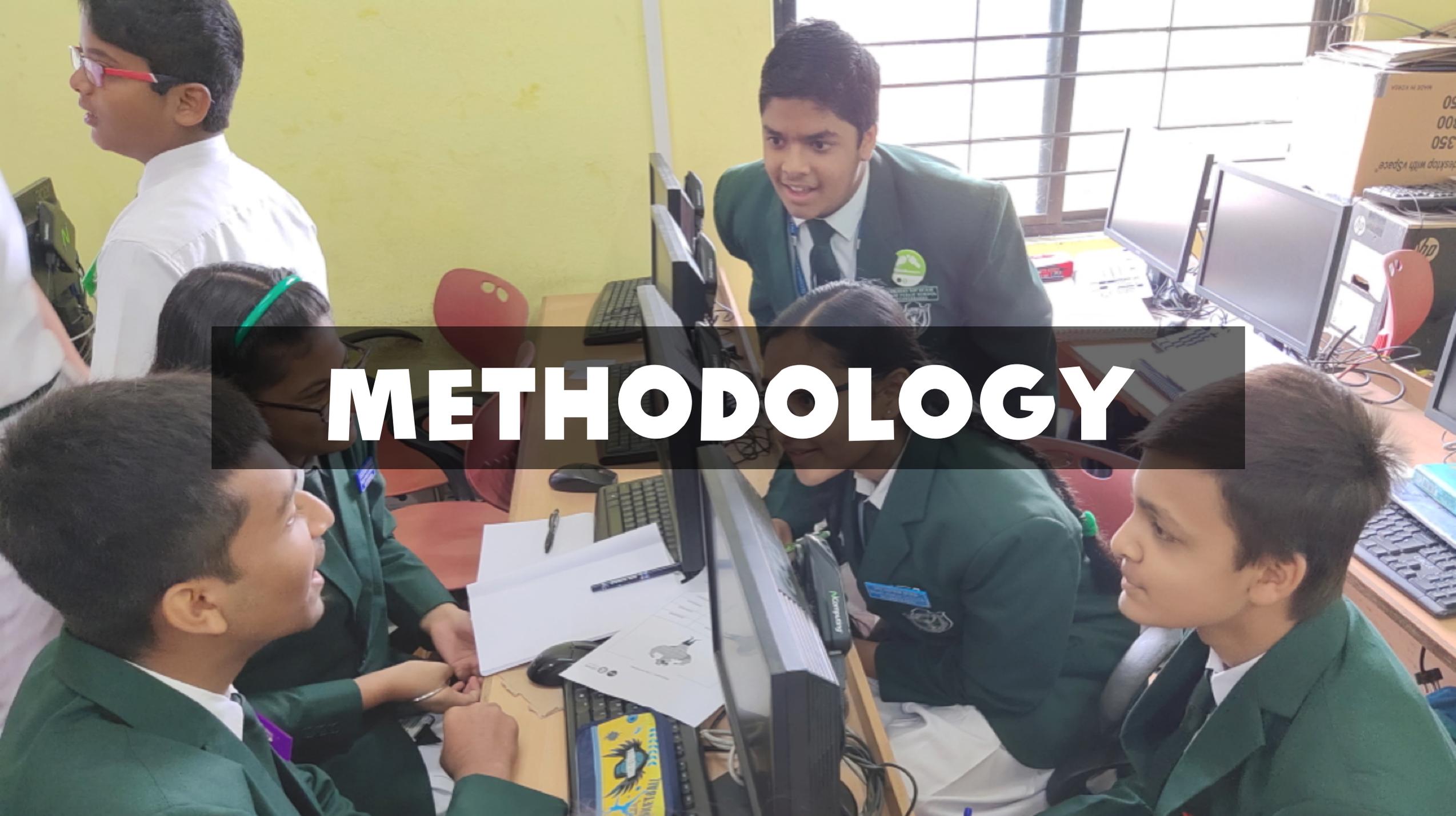
ACCESS TO A COMMUNITY

Becoming a part of the Oxfam and YLAC communities, opening new avenues for the school. Special opportunities to interact with influencers, policy makers, experts etc.



BROADENING HORIZONS

Building the school's own capacity to run experiential, high impact programs. Creating space to interact with and learn from peers across partner schools through competitions, discussions etc.

A photograph of a computer lab where several students in green school uniforms are gathered around a desk. They are looking at a computer monitor and talking to each other. The room has yellow walls and a window in the background. There are multiple computer monitors, keyboards, and papers on the desk. A large, semi-transparent black banner with the word 'METHODOLOGY' in white capital letters is overlaid across the center of the image.

METHODOLOGY

EQUALITY CLUBS | THE THEMES

The one year cycle will be divided into **four quarters**; each quarter will feature pre-decided activities.

The last quarter will also focus on campaigning, culmination and rewards for the participating students.

GENDER EQUALITY



DIVERSITY & INCLUSION



ECONOMIC EQUALITY



CLIMATE JUSTICE



EQUALITY CLUBS | WHAT WE OFFER

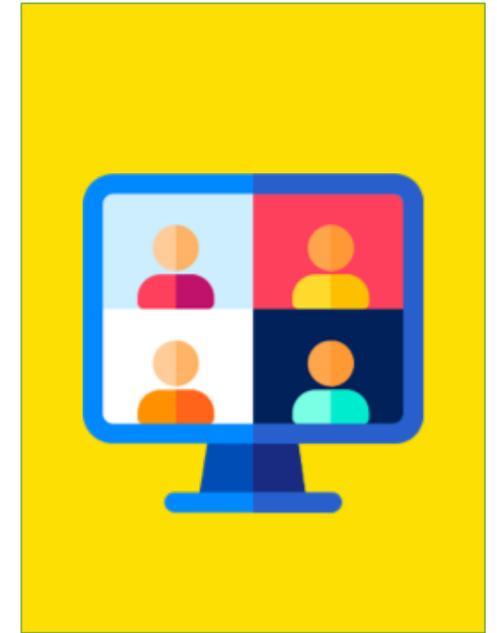


**EXPERIENTIAL LEARNING
ACTIVITIES THROUGH A
WELL-DESIGNED TOOLKIT**



**COMMUNITY BUILDING
THROUGH COMPETITIONS
AND EVENTS**

**INTERACTION WITH
EXPERTS, INFLUENCERS
AND POLICYMAKERS**



**CUSTOMISED
CURRICULUM FOR
ONLINE SESSIONS**

EQUALITY CLUBS | THE STRUCTURE



30-50 STUDENTS
PER CLUB



6-8 HRS/QUARTER;
2 HRS/MONTH



GRADES 8TH – 11TH

EQUALITY CLUBS | LIST OF ACTIVITIES



WORKSHOPS

30-45 minute modules to be executed by the teacher in charge at the respective school



WRITTEN ACTIVITIES

Members write articles, poetries etc. selected entries published on a central Oxfam-YLAC website



SPEAKER WEBINARS AND EXPERT TALKS

Virtual interactive webinars by top experts, activists, influencers and policy makers on topics related to equality



COMPETITIONS (INTER AND INTRA SCHOOL)

Intra and Inter School Activities such as extempore, debate, quizzes and art competitions organised by the school or YLAC



CAMPAIGNING

At the end of the year, club members launch campaigns to increase awareness on an equality-related topic they feel passionate about

TOOLKIT FOR OFFLINE AND ONLINE SESSIONS



Offline Version



Activity II: The Chair Game – Visualizing the Size of the Gap¹

Objectives	To recognize the wealth gaps that exist in society, and to understand the difference between wealth and income
Recommended time	45 minutes
Materials required	10 chairs, speakers to play music
Methodology	Short activity followed by a debrief
Main message	The wealth gap in society is far larger than what many of us imagine, and these gaps can have significant repercussions for people's life choices.

Notes to the facilitator

Prior to the start of the activity, please make some space in the room and arrange 10 chairs in a row (as depicted in the image below). Make sure the chairs are sturdy and do not have wheels etc. You can also play music to make it livelier, but this is not necessary.

Tell students that they will all be playing a version of musical chairs in class today. Ask 10 students to volunteer for this or pick 10 students as per your discretion. Let students know that each of them represent 10% of the Indian population, while each chair represents 10% of the total private wealth in India. The goal is to occupy chairs when the music stops, according to the instructions given by the facilitator.



Image source: teachingeconomics.org

Online Version



Activity I: Visualizing the Size of the Wealth Gap¹

Objectives	To recognize the wealth gaps that exist in society, and to understand the difference between wealth and income
Recommended session time	30 - 45 minutes
Learning aids required	Notebook and pen for students, Videos for debrief
Methodology	Short activity followed by a debrief
Main message	The wealth gap in society is far larger than what many of us imagine, and these gaps can have significant repercussions for people's life choices.

Note: There is no pre-session work for this activity

In-session points for the facilitator:

- Welcome students to the session
- Ask students to have a notebook and a pen / pencil with them
- On an empty page, ask students to divide the page into 10 parts as shown below:



SAMPLE ACTIVITY | BUILDING GENDER IDENTITY THROUGH THE MEDIA

Activity III: Building Gender Identity through the Media

Objectives	The presence of gender stereotypes is a well-known phenomenon across society. In this section, students focus on understanding the inherent biases in media that reinforce gender stereotypes.
Recommended time	45 mins
Materials required	Projector
Methodology	This activity is a review and respond session that involves watching videos
Main message	Media and its portrayal of gender stereotypes largely shapes our perception

Notes to the facilitator

In this session, we'll use clips from both Hollywood and Bollywood to showcase stereotypes that are often perpetuated through media and the impact they have on our society. Here is a short TEDx video that you can watch to gain more context; this video is only meant for the facilitator and need not be screened for students. [[Bollywood's impact on the patriarchal society in India: TEDx Talk](#)]

Talking points for the facilitator

- Do you like watching TV series and movies? Which ones in particular? *[Take a couple of responses]*
- For this session, we'll watch a couple of short clips from our favourite movies (in fact, we have put in an ad too!) and then discuss our impressions.
- I am going to play the clips one after the other. I want you to look at them more critically than what you usually do, especially from a gender perspective. Just jot down your impressions on a page or a notebook. We'll discuss after. *[Play any 4 clips from the options below, basis time and preference. Discuss the impressions from each clip before moving on to the next; prompt students to think critically about the way gender roles and identities are depicted in these clips, especially physical appearance, occupation, tone, etc.]*



Title: Beauty and the Beast - Gaston (H2)
 Link: [Youtube](#)
 Language: English
 Source: Beauty and the Beast (Hollywood)
 Length: 2:40 minutes



Title: Mean Girls (5/10) - Sweatpants on Monday
 Link: [Youtube](#)
 Language: English
 Source: Mean Girls (Hollywood)
 Length: 0:54 minutes
 Subtitles: Available

Title: Mean Girls (5/10) - Sweatpants on Monday

Potential issues (to add to the points raised by students, if needed):

- Firstly, the title of the movie seems to build on the stereotype that girls can be mean and competitive, especially with respect to looks.
- The scene seems to suggest that girls are often very conscious of their looks; dressing poorly (in sweatpants, for instance) or gaining weight is extremely problematic.
- It also hints at girls, especially the pretty blonde ones, being perceived as dumb - highlighted when Regina asks if butter is a carbohydrate.



Title: Deepika Padukone wears Indian for her mother-in-law
 Link: [Youtube](#)
 Language: Hindi and English (mixed usage)
 Source: Cocktail (Bollywood)
 Length: 1:26 minutes

Title: Deepika Padukone wears Indian for her mother-in-law

Potential issues (to add to the points raised by students, if needed):

- The need for the woman to change her appearance to be 'liked' by the potential mother-in-law; no such pressure on the man (Saif is wearing jeans and T-shirts).
- The idea that if a woman dresses in an Indian attire, she is more 'sanksaari' (morally upright) and 'marriage material'.

PAGE 18-22, GENDER QUARTER
 OXFAM EQUALITY CLUB TOOLKIT

EQUALITY CLUBS: A YEAR LONG JOURNEY



An illustration featuring a large green circle in the center containing the text 'QUARTER 1 GENDER EQUALITY'. To the left of the circle stands a girl with purple hair in pigtails, wearing a purple shirt and blue pants. To the right stands a boy with dark hair, wearing an orange long-sleeved shirt and purple shorts. The background includes a yellow sun-like shape in the top left, a blue cloud in the top right, a yellow paper airplane on a dashed line, and a green hill in the bottom right. The ground is a solid blue color.

**QUARTER 1
GENDER EQUALITY**

THE ACTIVITIES, RESPONSES & REFLECTIONS

TOPICS COVERED: GENDER STEREOTYPES, GENDER AND MEDIA, THE PAY GAP, WOMEN'S RESERVATION BILL

W
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BILL

Stop betrayal on 33 percent



Yet none of the political parties barring a few cosmetic schemes and initiatives have made any tangible efforts to provide **best representation of women!**

Albeit sluggish representation **women voters**, over the course of the years, have actively taken part in the electoral process!!

The **number of women** in the Indian parliament, and even in lower bodies, lingers way below the world average!

If there is no election without the **women's vote** how can their be a fair election without their adequate representation!

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Never underestimate a woman because she is not a **man**.
She is equally tough and can work better than a **man can**.
Erase stereotypes, that's one **way**.
Help women gain their rights, let's start the change from **today!**

- Sai Upasana
Meridian School,
Banjara Hills, Hyderabad

STREET PLAY ON GENDER EQUALITY



An illustration of a young boy with black hair, wearing a green t-shirt and purple pants, sitting at a blue desk. He is holding an open yellow book and looking thoughtful. On the desk, there are two stacks of books, one yellow and one green. The background features a large yellow circle with the text 'QUARTER 2 ECONOMIC EQUALITY' in white. To the left of the circle is a blue cloud, and to the right are two yellow paper airplanes. A dashed yellow line with square markers curves across the top. The bottom of the image has a green ground area.

QUARTER 2 ECONOMIC EQUALITY

THE ACTIVITIES, RESPONSES & REFLECTIONS

TOPICS COVERED: THE WEALTH GAP, INEQUALITIES IN HEALTH AND EDUCATION, ADVOCACY FOR INCOME EQUALITY

RADIO AD ON GIRL CHILD EDUCATION
CLICK [HERE](#) TO WATCH



“WHAT WE NEED IS THE STRENGTHENING OF INTERVENTIONS IN PUBLIC HEALTH AND GREATER SENSITIZATION TO THE NEEDS OF MARGINALISED COMMUNITIES AMONG HEALTH WORKERS AND RESEARCHERS.”

- STUDENT, THE HERITAGE SCHOOL, NEW DELHI

“WHAT WE NEED IS A GREATER INVOLVEMENT OF ADVOCATES AND ACTIVISTS IN RESEARCH AND WRITING TO PUT HEALTH INEQUITIES AND HEALTH RIGHTS OF ALL ON THE PUBLIC HEALTH AGENDA.”

- STUDENT, DELHI PUBLIC SCHOOL, SECUNDERABAD

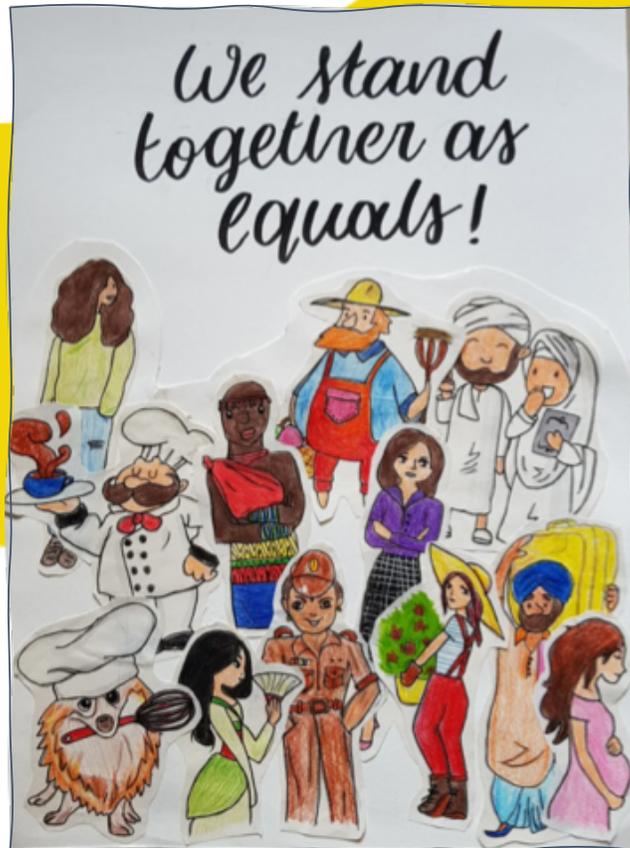


**QUARTER 3
DIVERSITY AND
INCLUSION**

THE ACTIVITIES, RESPONSES & REFLECTIONS

TOPICS COVERED: ACCEPTANCE AND INCLUSION, MEDIA AND MINORITIES, MICROAGGRESSIONS IN SPEECH, USING ART FOR ADVOCACY

POETRY ON DISABILITY RIGHTS



**YES I AM BLACK, YES I AM AN AMPUTEE
YES I AM SLACK, YES I AM A WRECK.
BUT I STILL HAVE THAT HUMAN INSIDE ME,
WHICH YOU ALL HAVE LEFT.
BUT I HAVE THAT WIT AND INTELLECT,
AND YOU ARE JUST WASTING YOUR BREATH.**

**BE HUMAN, BE GOOD, BE COMPASSIONATE,
BE DOING THE THINGS YOU SHOULD,
OH ALL YOUR COMMENTS, OH ALL YOUR
WHISPERS
KEEP THEM TO YOURSELF,
BECAUSE THEY DON'T HAVE AN IMPACT ON ME.**

- STUDENT, RCIS, MUMBAI





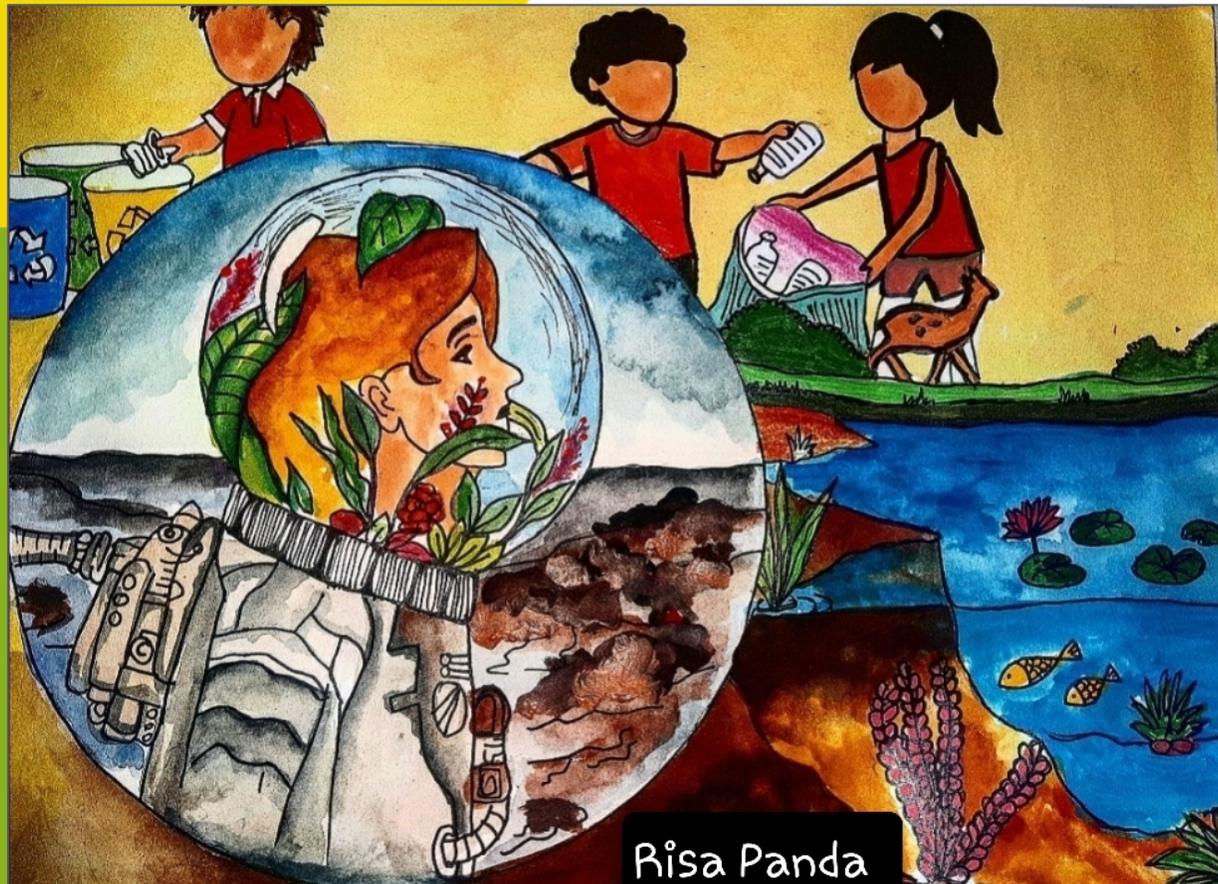
**QUARTER 4
CLIMATE JUSTICE**



The background features a large green circle containing the text. To the right, a woman with black hair in a bun, wearing a yellow shirt and blue pants, sits on a purple surface reading a purple book. A yellow dashed line runs horizontally across the middle. A purple paper airplane is in the upper left, and an orange triangle is in the upper right. A blue shape is in the bottom left, and a green shape is in the top left.

THE ACTIVITIES, RESPONSES & REFLECTIONS

TOPICS COVERED: ECOLOGICAL FOOTPRINT, CARBON INEQUALITIES, INTERSECTIONALITY AND INTERPLAY OF INEQUALITIES



“ENVIRONMENTAL JUSTICE COULD ONLY BE ACHIEVED IF PEOPLE FROM ALL SECTIONS OF THE SOCIETY IRRESPECTIVE OF THEIR STATUS COME TOGETHER. THE EQUALITY CLUBS HAS INSPIRED ME TO TAKE ACTION IN THIS DIRECTION!”

- STUDENT, DELHI PUBLIC SCHOOL, JORHAT

COMMUNITY EVENTS

WEBINARS



YLAC OXFAM Equality Club GENDER EQUALITY



Mariya Salim
Women's Rights Activist, Researcher, Writer, Felix Scholar and Feminist; Ex-Amnesty International, Al-Jazeera

Date: 17th September, Thursday
Time: 5-6pm

SPEAKER SESSION

"I REALLY LOVED THE WEBINARS. THEY GAVE ME A CHANCE TO REFLECT ON MY LEARNINGS AND THE OPPORTUNITY TO INTERACT WITH SUCH EMINENT PERSONALITIES."

- STUDENT, NITTE INTERNATIONAL SCHOOL



YLAC OXFAM Equality Club ECONOMIC EQUALITY



Amitabh Behar
CEO, Oxfam India

#India4All and the COVID-19 crisis

Date: 2nd December, Wednesday
Time: 5.30-6.30pm

SPEAKER WEBINAR

SEE THE FULL WEBINAR HERE:
[HTTPS://YOUTU.BE/ASEUMZAJFCM](https://youtu.be/ASEUMZAJFCM)

SEE THE FULL WEBINAR HERE:
[HTTPS://YOUTU.BE/3G4ES83_TSG](https://youtu.be/3G4ES83_TSG)

COMMUNITY EVENTS

INTERSCHOOL EXTEMPORE COMPETITION

CLICK [HERE](#) TO WATCH



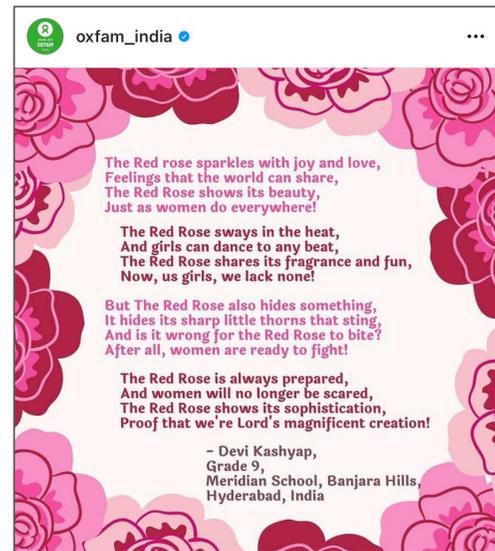
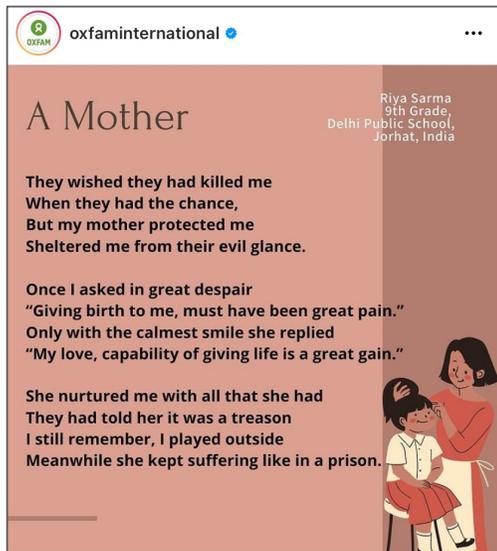
“A PROSPEROUS SOCIETY IS ONE IN WHICH IF NOT THE EQUAL CHANCE TO EARN MONEY, EVERYBODY HAS THE CHANCE TO BREAK THE POVERTY CYCLE. SO THAT TOMORROW THEIR CHILDREN DON’T HAVE TO FIGHT JUST TO PUT FOOD ON THE TABLE.”

**SNIPPETS OF THE WINNING SPEECH BY RISHON MATHEW,
DELHI PUBLIC SCHOOL, SECUNDERABAD ON THE TOPIC OF ECONOMIC
INEQUALITY.**

COMMUNITY EVENTS

HANDLE TAKEOVER

ON THE OCCASION OF INTERNATIONAL WOMEN'S DAY 2021, OUR EQUALITY CHAMPIONS TOOK OVER THE INSTAGRAM FEEDS OF PROMINENT ORGANISATIONS TO SPEAK ABOUT THE CAUSE OF GENDER EQUALITY!



GRADUATION DAY!



TESTIMONIALS AND REFLECTIONS

A STUDENT REFLECTS ON THE CLUB YEAR.
CLICK [HERE](#) TO WATCH



"WHEN THE CLUB WAS INTRODUCED, I THOUGHT IT MIGHT BE BORING – BUT THIS PERCEPTION COMPLETELY CHANGED AS THE CLUB WAS AN INFORMAL, INTERACTIVE SPACE!"

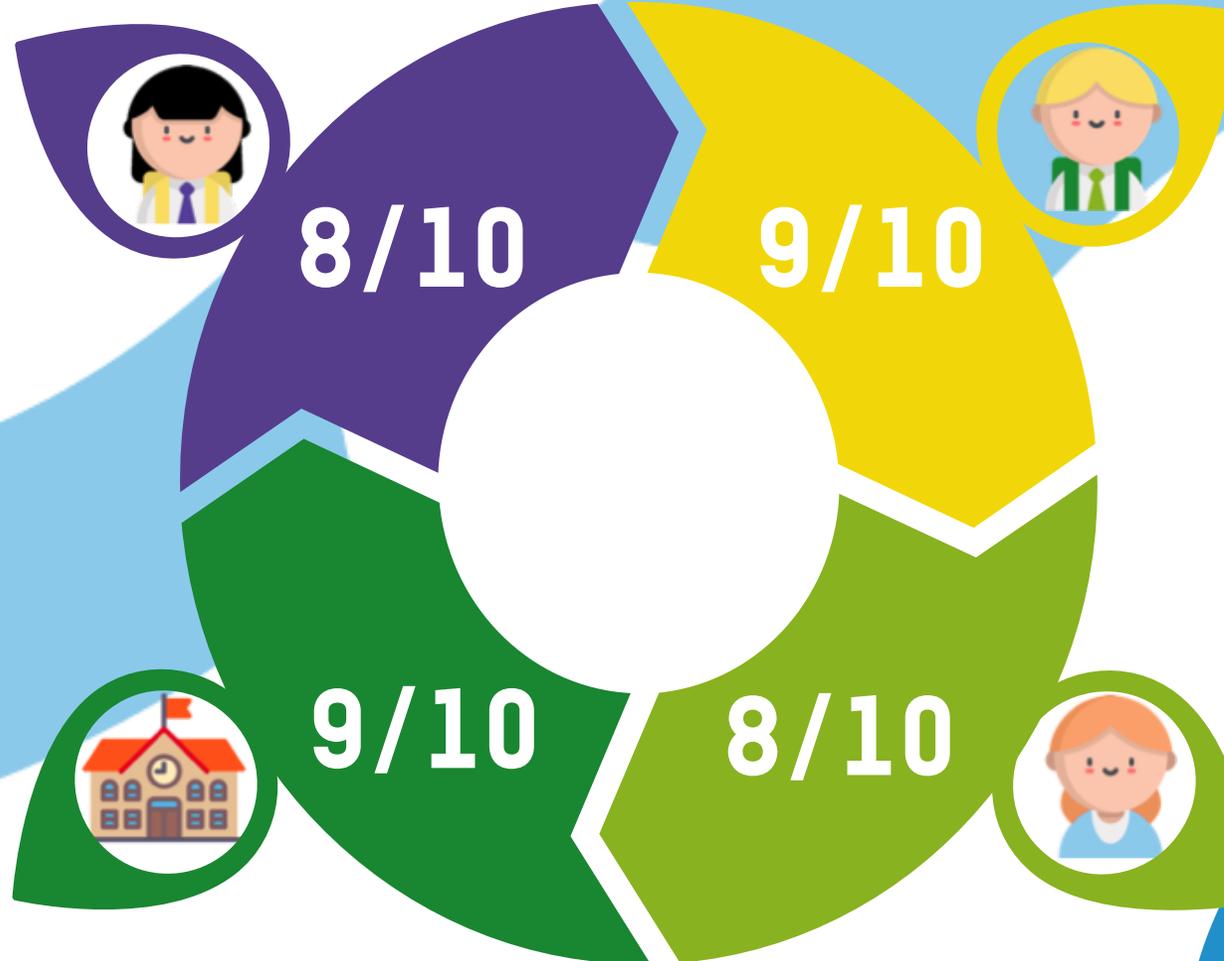
A TEACHER REFLECTS ON THE CLUB YEAR.
CLICK [HERE](#) TO WATCH



"WITH THE CLUB ACTIVITIES, OUR STUDENTS' OUTLOOK HAS CHANGED. THIS IS THE BEGINNING OF SOMETHING GOOD FOR OUR SCHOOL"

THE FEEDBACK

STUDENTS RATED THE CLUB ACTIVITIES AS **VERY GOOD / EXCELLENT**



STUDENTS SAID THEY LEARNT SOMETHING NEW

SCHOOLS ARE KEEN TO RUN THE CLUBS IN THE COMING ACADEMIC YEAR!

TEACHERS SAID THEY LOOK FORWARD TO FACILITATING EQUALITY CLUB SESSIONS

AFFILIATED TO LUCKNOW UNIVERSITY
COLLEGE CODE-1173



Pipersand- Kanpur Road, Lucknow-226008
8400078621, 8090041500
www.studyhallcollege.org



INTERESTED?



Write to us at
oecl@theylacproject.com to
discuss the possibility of
hosting the club at your
school!

EXPECTATIONS FROM PARTNER SCHOOLS

- Interest and intent to run the club for an entire year
- Dedicated teacher(s) in-charge to lead and run the club(s) at the school
- Time allocation in the academic calendar
- No payment expected. Only access to resources like classrooms, projectors, printing facilities etc. are needed (minor expenses). If run online, very few resources required.
- Encouragement to students to actively participate in club activities



OXFAM
Equality Club