



# L.I.M.E



LOCAL INCLUSIVE MINDSET EDUCATION

## Investigating Inclusivity in our Youth Education

**10** REDUCED  
INEQUALITIES



**5** GENDER  
EQUALITY



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## Contents

1. Introduction .....	2
2. Our Journey .....	6
2.1 The first footsteps.....	6
2.2 Climbing towards C.....	10
2.3 Climax .....	18
2.4 Lights, Camera, ACTION!!.....	21
3.(Honest)Individual Reflections.....	32
4. Final Group Thoughts and Conclusion.....	40
5. Addendum.....	43
6.Bibliography .....	45

## 1. Introduction

We are a group of three diverse and determined young men from Bishops Diocesan College who are currently partaking in a special course designed to focus on the United Nations Sustainable Development Goals. These goals focus on ending poverty, protecting Earth, and ensuring that all people despite their race, gender and culture enjoy peace and prosperity by 2030 (United Nations Development Programme , 2015).



Figure 1: UN SDG (Source:<https://www.ufi.org/industry-resources/sustainable-development/un-sdg-reporting/> )

This narrative research paper will tell you our story over the course of Term 3 and 4 in our Grade 9 year: What we wanted to do, some of the unexpected obstacles we faced, and how we overcame them tactically with the 4Cs (critical thinking, creativity, co-operation and communication).

Our introduction will cover who we are, how we came together as a group, the specific SDG with which we engaged, and who we wanted to help and affect.

Jaeseo, a loving and witty gentlemen, loves music and is always down for an argument with his group, pushing the group to get the work done (although the rest of the group do not always listen to him).

Nimba is a caring and deep-thinking young man who loves to sing and express his feelings daily. He makes sure that all our ideas and thoughts go down in our “diary” on Google Docs. He has an ability to critically judge our ideas and puts deep thoughts before we put them into action. Che, who loves soccer, is like a double-edged sword: He can be a bit lazy sometimes, but when he is working, he comes up with the greatest ideas ever, which the narrative will talk about later, and on which all members of the group can agree (even Nimba!).



*Figure 2:Nimba, Jaeseo, Che*

At the end of 2019 Term 3, we as a class had to choose a specific goal that we wanted to work on to make a slight change in our community. Initially, we all wanted to tackle different SDGs that were slightly similar, however, we ended being amalgamated into the SDG 5 *Gender Inequality* group. This, in hindsight, turned out to be a blessing and a curse as we all intended to work towards more-or-less the same end goal although we all proposed different ways of getting there.

Most of our Big Ideas sessions was spent in what's called the 'Think Tanks' in the Library. These are closed, quiet rooms which allow boys space to study and read. We can say for sure that this space has allowed us to generate ideas and breakdown our ideas using the marker board. Overall, this place was best-suited to us and it was even better as we did not sit in a class. It was much better than to sit in a class with desks in rows, because the think tank allowed us to be in our own space and we could communicate and co-operate much better as it was quiet place unlike a class where everyone is speaking at the same time.



*Figure 3: Think Tanks in the Library*

SDG 5 – *Gender Inequality* - focuses on equal rights and opportunities to live free of violence and discrimination everywhere for women all around the world. By 2030, the goal

of SDG 5 is to annihilate all discrimination and violence against women so that they can live in a peaceful and a safe environment.

After many discussions in what we called the ‘*in the cloud*’ progress, we decided to put our focus towards a smaller community - that is our school. We figured out that gender discrimination starts during adolescence when boys start viewing girls as objects, calling them “sluts” and cat-calling which eventually can lead to rape and hurting women physically and mentally.



Figure 4: Rape Culture and where it all starts  
(Source: [https://en.wikipedia.org/wiki/Rape\\_culture](https://en.wikipedia.org/wiki/Rape_culture))

After identifying the source of where gender-based violence may start, our main goal was to change the mindset of young boys on how they view female, so they do not engage in such behaviours mentioned in Figure 1. We wanted to tackle hidden gender biases in our socio-economic bracket, because we felt that people in our schools and society do not care enough about the social injustices that exist, and that they are blind to a lot of these injustices.

To be specific, we wanted to help influence young boys in our community (Bishops Prep and Pre-Prep in particular) to view women in their community as a powerful gender.

It is important that we tackle this problem from a young age, because it is much easier to influence the mind of a younger person than an older person. We strongly believed that it is easier for a young adolescents to be more easily influenced by teenagers (us) than adults (teachers), because we would be more understanding and “friendly” in a way of having similar interests. This was an important moment for us and mainly gave us hope. If we start fixing these problems from a young age, perhaps there would be better respect for both genders.

Our project will also SDG 10, which refers to the *Reduction of Inequalities*. As people who are non-Caucasian, we cared a great deal about these specific SDG's as our experiences in Bishops and schools like Bishops were affected by hidden gender biases and other hidden racial biases which also comes into play as our project hoped to include more inclusive learning in this society and make all people aware of other social injustices.

The next section will read like a timeline of events, it will expand on many points and thoughts mentioned in the introduction. It will highlight our plan, action and how it all rolled out. So, sit down, grab a bag of snack and get ready to read our exciting story...

## 2. Our Journey

### 2.1 The first footsteps....

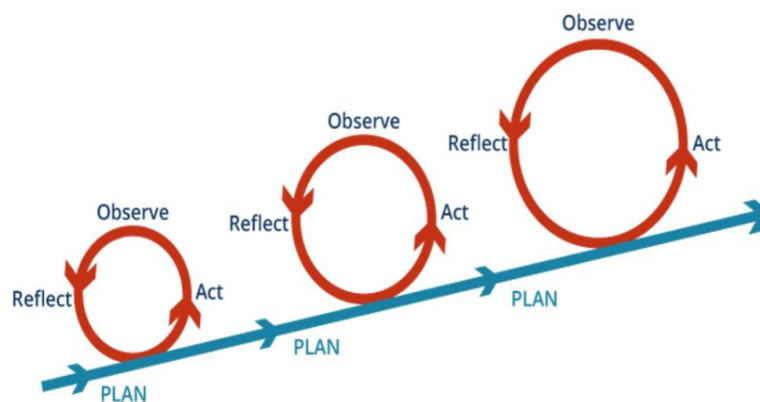
In order for us to generate great ideas, we needed to do background research. In our case it was doing research about gender inequality and finding some interesting stats about it.

The first few videos we encountered, before we came together as a group, were the ones that Mrs. Viotti showed us during the first few big ideas session with her. The videos included numerous Nike advertisements about influential women (<https://www.youtube.com/watch?v=hOVkEHADCg4>) and (<https://www.youtube.com/watch?v=RP6eZAfO0Yg>), a modern famous stereotypical quote: “Boys will be boys” video (<https://www.youtube.com/watch?v=fjo-hwAKcas>), and



a very explicit video called “Dear Daddy” which was about how teenage girls are treated nowadays, which was very relative to us boys at Bishops considering many boys engage in the kind of behavior the video highlighted. (<https://www.youtube.com/watch?v=dP7OXDWof30>). These videos impacted us because they explicitly exposed the behavior women have to endure, and how that behavior affects them even if we, as young men, think such behavior is acceptable.

These videos prompted our first idea; make a video that will invoke people and make them aware how serious these problem is in our world, and specifically in our country. However, later throughout the week, we realized these advertisements and posters can play an immense role in setting out an impression on us, but for a short time. A short time is not enough to INFLUENCE and elicit change as to how we, as a community view these problems and behave. We say this because we did not see any difference in the boys’ views and behavior directed to females throughout the next few days and weeks.



*Figure 5: A diagram of how we interpreted our thoughts/ideas*

Since watching these videos, we came across an interesting article about Esther Lederberg and her husband, Joshua Lederberg, who were both trailblazing scientists in the 1950s. However, nobody has really heard about Esther as she was in the shadow of her husband because of the gender bias back in the 1900's. Her husband was awarded



the Nobel Prize for upending the notion that bacteria always make identical copies of themselves when they reproduce, however Esther also made fascinating discoveries like identifying a “fertility factor” that allows bacteria mixing to happen. She also discovered a virus she named *lambda phage*, which would later help reveal the mysteries of DNA and the expression of genes. Most of her discoveries unearthed basic principles of what would become molecular biology, setting the stage for fields like genetic engineering. All these discoveries that she made were not mentioned and resulting in her not getting awarded the Nobel Prize (Steinmetz, 2019).



*Figure 5: Esther Lederberg, scientist*

We realised after reading this article that gender bias has been around for a long time, and we decided to do more research about its history.

It was interesting to find out that gender bias/ inequality was first documented about 8000 years ago in a little island called Iberian Peninsula in Spain. The types of objects that men were buried with were arrowheads and other projectiles, while women were buried with ceramics. Men were also over-represented in cave art from the time – most often in scenes depicting hunting and war. In other words, there was a difference in power and this difference in power, most clearly represented by the war icons.

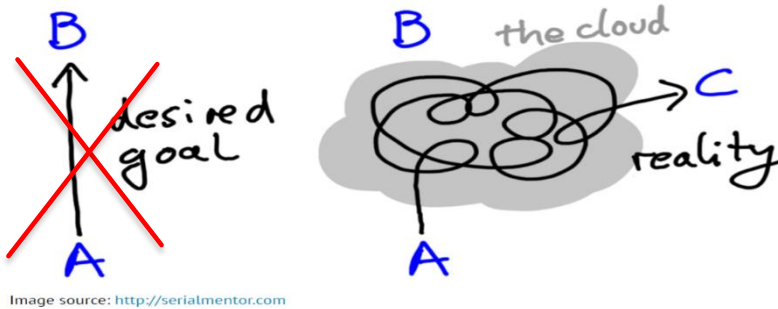
However, Cintas-Pena (well - known Historian) said, “If we can say that gender inequality began in the Neolithic [Age], or in the Copper Age or in any period, it means that it's something cultural ... it's not something biologically determined” (Lewis, 2019).

In addition to this, we discovered that 49 countries still lack laws protecting women from domestic violence (UN Women, 2017). 1 in 5 women under the age of 50 will have experienced physical and/or sexual violence by an intimate partner within the last 12 months (UN Women, 2017). Women are 47% more likely to suffer severe injuries in car crashes because safety features are designed for men and 33,000 girls become child brides every day (UN Women, 2017). These were some shocking statistics that made us feel disgusted and we realised that there still need to be a lot done in order to reach gender equality by 2030 (Whiting, 2019).

All these research and articles we came across meant that we now had a clear view of what gender inequality is, how it began and a vague idea of what needed to be changed, but we now needed to figure out how to get there. Simply put, we had our map, but needed to figure out how to use that map. We knew this was not going to be an easy task, but the motivation from our coach and the ideas we had in mind, because of the amount of research we had done, gave us hope.



Figure 6: Do not judge someone by their gender (Source: <https://artsea.in/t/gender-equality-poster/>)



***The road  
to equality  
has never been  
straight***

Figure 7: This is what we wanted, we knew it was going to be a difficult task ahead of us and most of our time will be spent "in the cloud" (Source: <https://serialmentor.com/>)

## 2.2 Climbing towards C

Initially the targets we wanted to impact with regards to SDG 5 and 10, were different. In short, we were all on different pages of the same book. We found out from our creative study session with the Teach the Future team (which is the South African arm of an international organisation innovating education for the 21st century) that if we can reach better gender equality, more women can be educated which means they will have fewer babies, be able to make their own incomes, feed their children, and afford good education for them. In short, if we can tackle SDG 5, we will be making good strides in the fight for improved gender equality

Through many discussions we reached a mutual consensus. Many lessons were spent arguing about gender-neutral bathrooms, how effective videos and posters are to create awareness, and other issues that were arising in the country such as the #menaretrash movement. This movement gained momentum on social media in South Africa when a woman was killed and then burned by her boyfriend, highlighting the abuse and violence that women experience daily. It is used to highlight the abuse and violence that women experience daily. (Kahla, 2019). We also spoke about the growing discussion on what

constitutes rape culture and gender-based violence (violence directed against a person because of their gender). We discovered that both genders experience gender-based violence, but most victims are women and girls. Some well-known examples of gender-based violence can be found in human trafficking, rape and sexual harassment. This impacted our group as we found ourselves speechless and feeling the toxicity of what was happening. This inspired a sort of diary...

5/9/19. 12:41; Today is the day of the protest gender-based violence. As a school, we lined up on Campground Road in protest. Right now, we feel as though this problem is too big and the whole idea of these problems feels very toxic. It feels as though our country is burning and there is no more positivity. It's hard to generate ideas right now and have these conversations. It feels as though this school and the people in it are a lost cause and that there is no way to make them care.



Figure 8: Bishops boys and staff protesting against GBV on Campground Road 5/9/19 from Bishops Diocesan College Facebook Page

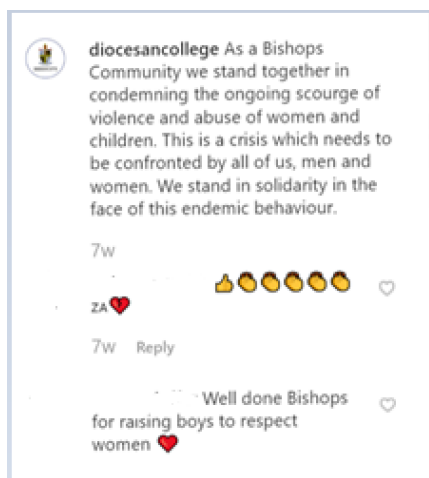
(Source: <https://www.facebook.com/DiocesanCollege/>)



*Figure 9: Another photo of us protesting from @diocesancollege Instagram page*

(Source: <https://www.instagram.com/diocesancollege/>)

We knew that we were dealing with a sensitive topic as the problem kept rising with more reported rape and murder cases of women popping up in the media. It is estimated that around 40% of South African women will be raped in their lifetime and that only 1 in 9 rapes are reported (Anon., 2019). However, according to recent research done by Africa Check in 2018/19, "There is no recent, nationally representative estimate of how many women are raped in South Africa each year."



*Figure 10: Positive Responses from @diocesancollege Instagram post. (Please excuse the fact that we will be covering out the username of the people for the next few pictures for their privacy)*

After the protest, the responses Bishops got were positive, however there were some people that viewed the protest as “ironic”, as though Bishops was “trying to act like that they are doing something” and “doing it because everyone else is.”

Also as an OD, I've been made aware that a woman walking past a boarding house at Bishop's is seen by the occupants as an invitation to hurl explicit invective at them. And that women doing first aid support at Bishop's have had a similar experience. What are you doing about this, Bishops? You can't stand against VAW on one day and ignore it on the other.

Figure 11: Response from an OD on the Bishops Facebook Page (VAW-Violence Against Women)  
(Source: <https://www.facebook.com/DiocesanCollege/>)

This was the turning point in our story. We analysed the responses and we realised that we wanted to impact our social environments such as Bishops and Herschel. We felt what institutions like bishops had done to combat gender stereotypes wasn't enough, considering the climates these schools are still in. I.e. these schools still experience toxic masculinity and a push gender stereotypes, irrespective of what the institutions have done. We wanted to make them care and change, and we realised that the only way to do that was to understand the school environment, and so our survey was born.

*6/9/19 11:44; We've come to the decision that we want to focus on our school and impact it socially, especially with regards to mindsets. We have the hope and vision that we can then implement such change on a national scale. We plan on conducting a survey that will identify hidden gender biases. But we're still trying to come up with an idea which people do not take as a meme and turn into a joke.*

*“People do not take as a meme and turn into a joke.”* The reason we had to be so careful with our ideas/thoughts is because we have “learnt from the past.” A Big Ideas group from 2018 did project that tackles gender inequality by making sexism “uncool.” They had posters up at the school and sold badges that said, “Not at my School.” This raised



awareness and everyone at our school knew about it. This project even managed to stretch further than our school and went onto radio, newspaper and different schools. Although their idea raised awareness, many boys took the posters and the badges as a “meme” and made jokes about the topic. The idea itself was wonderful, but not enough to fully challenged of the boys at our school.

Our goal for the survey was to identify hidden gender biases and showcase people's understanding of social injustices in our communities, Specifically Bishops Pre-prep and our prep schools. This is what ultimately attracted us to conducting these surveys.

By this stage our idea was still not finalised, but we had faith that the survey would inspire us. We stayed rather stationary for a while awaiting response from the Bishops Pre-prep, until finally we had the courage to voice our ideas. Through voicing our ideas, we began building and feeding off each other. The biggest idea we had come up with at this time was that we would try to implement more diverse ideals into the young boys of Bishops. We had hoped to do this through things like introducing the boys to new types of books, posters, and stories. It would shake up the type of education they receive, to include more diverse ideals than the usual heterosexual, Caucasian norms that dominate our society. The hope would be to reach a goal of normalizing our differences and exposing children to the authentic reality of our socio-cultural environments.

After hatching this plan, we conducted our interviews at the Pre-Prep to see how socially aware the boys are. We found out that interviews can help us in many ways such as examining issues in a depth. At first, we wanted to conduct a group interview as it can save time and create background for discussion, however, after doing research we found out that one-on-one interviews may be more suitable for a sensitive topic like gender bias, and that talking to the boys privately can bring out honest answers, as group interviews can be impersonal (Martic, 2019). Also, in a group interview, participants cannot always “go with the flow,” because of peer pressure. For example, if a boy likes pink, other boys may make fun of him, which may lead to a fight or an argument, leaving the boys in a sad or an angry mood. This is not what we wanted as we wanted individual personality types



to shine and for the boys to give us their honest thoughts without being embarrassed by their peers. With this in mind, we decided to stick with the one-on-one interviews.

During our interviews, we sat down one-on-one with grade two pupils and proceeded to ask a series of questions that we hoped could indirectly reveal their hidden biases. Please refer to Addendum A to see the questions.



*Figure 12: Che Moodley interviewing a Bishops Pre-Prep student.*



*Figure 13: Bishops Pre-Prep located in Rondebosch, Cape Town*

We were extremely shocked to find out that many of the boys were open to what society may view as traditionally feminine, such as liking pink and growing long hair. Those who were not aware of the gender stereotyping offered responses to questions like “What makes these things for girls” or “Why would you not do ballet?” with comments such as “It’s weird”, “That’s not my thing” or even “I do not know.” We also found that their opinions were mostly based on their own experiences. For instance, those who had played sports with girls or knew of boys who liked pink were open to such things versus those we were not exposed.

What follows is detailed responses from some of the boys we talked:

X dreams of “discovering new things” as an archeologist although he isn’t sure if girls can be archeologists too. He is currently playing rugby as well as tennis and believes that

while girls can play tennis, they shouldn't play rugby as it is a "boys' sport". He would prefer not to have long hair and do ballet because he feels those things are "for girls."

Y has not given much thought to what he wants to be when he grows up however, he enjoys playing tackle rugby and hockey at school. He is aware of the national women's teams for both sports but still feels that women shouldn't take part in rugby as 'they are too weak' to put up with the rough nature of rugby. Y has been to a ballet centre and has seen boys being included in the ballet practices and is accepting of it, but he would not do it because he says it is "boring" and he can't have pink as his favorite color as he would "feel embarrassed".

Z hopes he can one day become a police officer and ensure there is justice in our streets. He takes part in tennis at school and knows that girls are equally capable when it comes to sport. Z has never done ballet but knows of girls who do and is not critical of the boys who he knows do it. He indicated that his favourite colour is "rainbow" because "all the colors are different and unique in their own way"

What we discovered was that X was accepting of girls playing tennis, Y was accepting of boys doing ballet and Z was open to girls and boys taking part in all activities. In each case X, Y and Z have all based their biases on experience and are more accepting of the things they have been exposed to.

*21/10/19. 2:30: We have just conducted our survey with the Pre-Prep pupils. We are very impressed with their responses as most of their answers were very "hopeful" such as "Girls can do this too" and "Of course girls can be a soccer player!". However, there were still several boys who believed in archaic ideals of 'boys' things' and 'girls' things. But we have a plan to change this and are very excited to get our project fully up and running. We hope to get involved with the new Prep library and get involved with the types of books and posters the younger schools use.*

Another interesting observation that came up from the surveys was that most boys believed what they saw and experienced it as truth. This gave us another idea to engage boys with girls in a variety of activities such as soccer, board games and many more. Studies have shown that girls as young as 6 can be led to believe that men are inherently smarter and more talented than women, making girls less motivated to pursue novel activities or ambitious careers (Danilova, 2017). This meant that by encouraging the boys and girls engage in a variety of activities a lot from a young age, which will allow them to think in a more “growth mindset” way, which is an underlying belief that their learning and intelligence can grow with time and experience.

We decided, however, that this is not a strategic idea, as it would be difficult to create enough opportunities for this to happen regularly, so our goal became to implement, and our goal was to implement diverse ideals into children’s mindsets as much as possible.

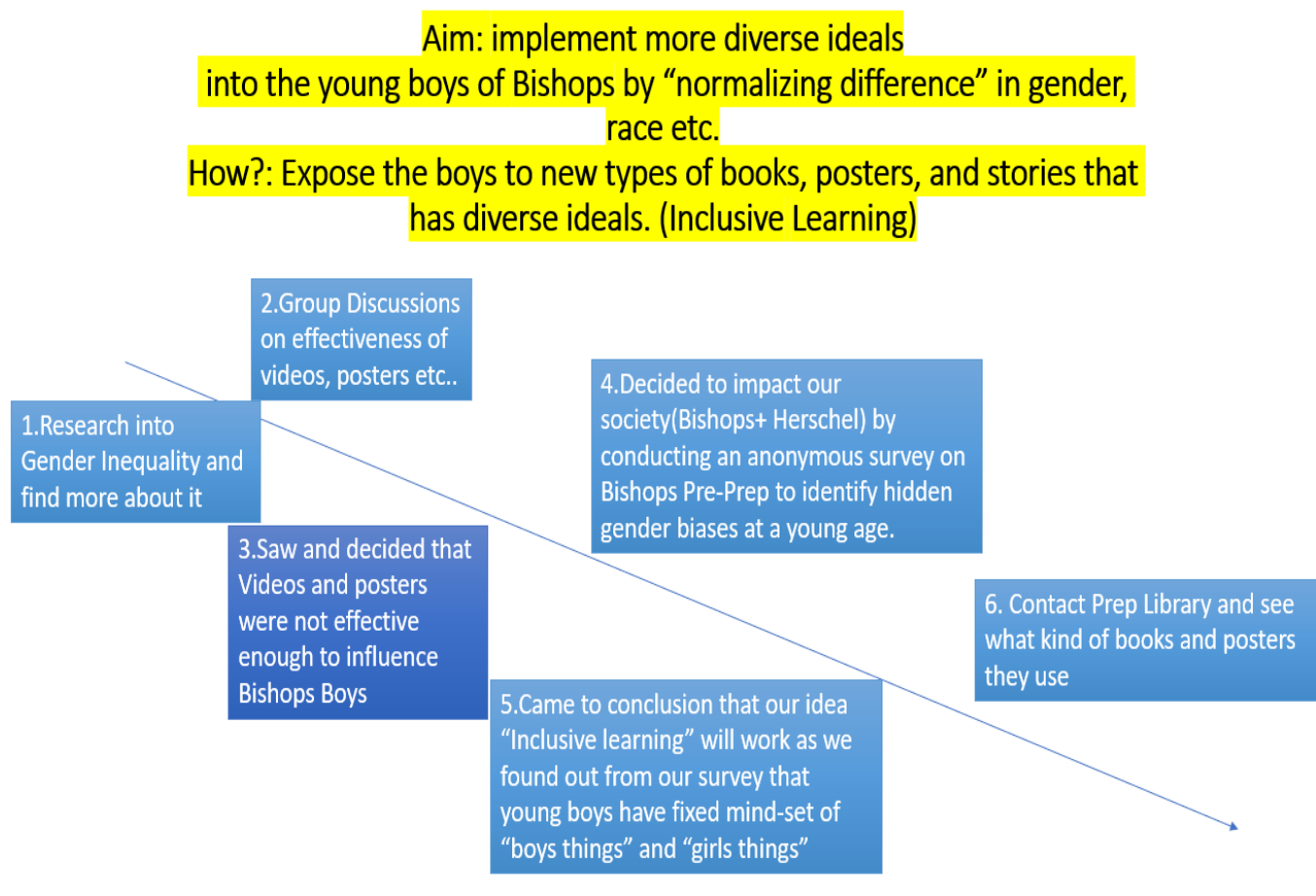


Figure 14: A brief timeline of our journey

## 2.3 Climax

This will be the juiciest part of our narrative, as it will tell you about our action, how well it worked, and how we overcame difficulties.

For our idea to be successful, we needed to hear other people's thoughts and what they would do to strengthen the plan. We also needed permission from certain teachers at the Prep for us to put our idea into action

We decided to go speak to the Librarian at the Prep to see what kind of books/posters/videos the boys are exposed to. We also went ask the Librarian what kind of books the boys enjoy the most and if she can recommend some books that tackle the modern gender stereotypes, for example, books showing (preferably young) inspiring women that 'broke' the modern stereotype of 'what a girl can and cannot do.' Please refer to Addendum B to see a detailed list of questions we asked the Librarian.

After we gathered all this golden information, we asked for permission for permission if we could come read the new books to the Pre-Prep boys and ask them similar questions to those that we asked the grade 2s, to see if there were changes in the way they viewed genders after the stories.

Our group wanted to speak to the L.O teacher who oversees grade 6 and 7. We wanted to know if there is a curriculum designed for the senior grades in terms of tackling gender stereotype and bias.

The Prep Library, however did not get back to us with a new date and we were running out of time. We decided to go visit the Pre-Prep on 30<sup>th</sup> of October to observe what kind of books/posters they were exposed to. This was a much better idea then visiting the Prep as our previous interview was at the Pre-Prep and the Pre-Prep was the sector that we wanted to affect in terms of hidden gender bias.



*Figure 15: Our plan so far*

Mrs. Groom (Head of Pre-Prep) was not there when we visited, so our best alternative was to observe what books they were reading, and this is when we faced the reality...

After linking up with one of the grade 1 teachers (Mrs. Meredith), we found out that the grade 1s were doing the EXACT same curriculum as our idea, which was to read books to the boys that tackle gender stereotyping and bias.

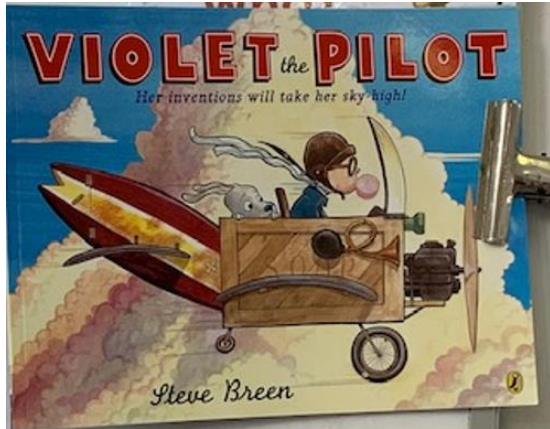


Figure 16: A book about a women pilot that we found in the Prep library.

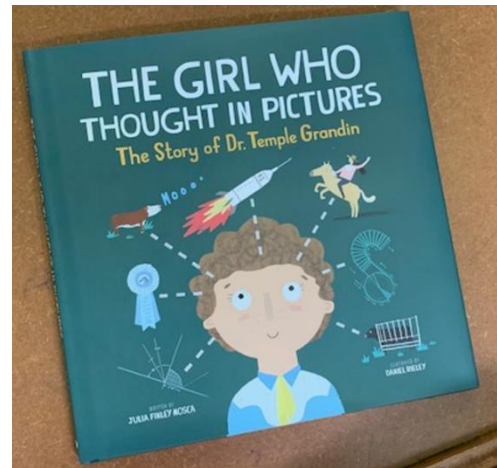


Figure17: A book about Dr. Temple Grandin (Inspiring American Professor who invented the hug machine)

This gave us a perfect foundation to further develop our programme. We contacted the heads of grade 1 and 2 and asked if we could come and read to the boys. Our plan was now to interview the grade 1s with the same questions (Please see Addendum A for these questions), Following their exposure to the reading, and then to compare their responses to our grade 2 pupils' responses.

Then we would interview the same grade 2s after reading similar type of books that were mentioned above and see if there were any differences in their responses.

We are expecting the grade 1s' response to be more against the modern gender stereotype/bias as they have been exposed to these kind of education. We are also hoping to see some differences in the grade 2's response after reading these books to them.

At this stage, we needed a name for our group. We wanted our name to be creative and catchy at the same time. We were pressurized by time, so we started writing adjectives that describe our project on the whiteboard. Some of the words included: diversity, inclusive, education, gender equality and many more. Che eventually came up with a name called I.M.E, (Inclusive Mindset Education.) Jaeseo wanted the name to be a little bit catchier than that, so he decided to add a L to the IME to make it LIME, which is



catchier. We needed an adjective that starts with L, which describes our project. After a stressful dictionary hunt, we agreed that the word “local,” would be a perfect match as our project was mainly focused locally in Bishops. Our hope for LIME is to implement an education system in our local community that focuses on inclusivity for all so that young boys do not judge someone by their gender, race and cultural background.

## 2.4 Lights, Camera, ACTION!!

We revisited Bishops Pre-Prep on 31<sup>st</sup> October and spoke to Mrs. Groom (Head of Pre-Prep) and Ms. Fraser (Head of grade 2.) We managed to organise a session with the grade 1s and 2s on the 5<sup>th</sup> of November. Also, Mrs. Groom was kind enough to tell us that she will get the books that tackle stereotypes and get it ready for us on the day. This saved so much time for us and we used that time to work more on our narrative and referencing our work.

We can tell you for sure that the 5<sup>th</sup> of November was a BIG day for our Big Ideas group, and you will soon be informed as to why it was such a busy day filled with positive emotions from everyone.

On the 5<sup>th</sup> of November at 7:30 in the morning, our group had an interview with Ms. Di Trapani who is the head of LO for Grades 6 and 7, as well as and the prep councillor. This was a very useful time as we got to know what Bishops is doing at the prep about gender equality. We got some golden recommendations from Mrs. Di Trapani that we will share with you later in the conclusion.

We figured out that Bishops Prep do have a special LO curriculum designed to tackle gender stereotyping, but only in grade 6 and 7 and it is not that much as it is only taught for roughly 2 lessons per grade. This meant that in grade 3, 4 and 5, the boys are not exposed to any kind of education on gender stereotype/bias. Our reaction to this was hardly surprising as we have gone through the Bishops Prep ourselves and by



reminiscing, we could relate a lot to this as we only learnt about gender stereotypes in grade 6/7.

Another topic we spoke about with Mrs. Di Trapani was the problem with sexism and homophobia in the Pre-Prep/Prep and if these are the Prep experiences. It DREADFUL to hear that grade 5s, and particularly 6s and 7s can be disrespectful towards female staff and that there were complaints about male staff as they are not taking this problem seriously. She said that the solution to this was to make a strong impression on the boys, and it needs to be retaught before it becomes unconscious attitudes. Ms. Di Trapani went more in-depth about this topic and spoke about the common use of the word “gay” among the boys. For example, if a boy does not want to participate in a rugby game or is into what is seen as ‘feminine’ things, boys will label the boy as being ‘gay.’ The word ‘gay’ therefore becomes a ‘bad thing’ and respect is lost.

After this, we were bleak and gloomy. We were lost for words and were even more struck to find out that it starts at grade 3... But we took some positives out of this as this drove us to work harder to make sure that these stereotypes and biases are challenges.

This lead us to ask Mrs. Di Trapani what she thinks is the best way to tackle this problem at the Pre-Prep and Prep level. This was when we came to see that we had hit the nail on the head. We were glad to hear that she also thought it was a good idea to start education on gender stereotypes/biases at a much earlier stage (Pre-Prep) and encourage parents to watch their own language and their behaviour. We could modify the L.O curriculum done in grade 6+7 and implement it at a much younger age.

At this point we were just glad that a person that had known so much about these kind of topics and had engaged with this topic, had agreed with our idea of gender stereotyping/biases at a young age and we could not wait to tell her our action/plan (Inclusive Learning) .... So, we eventually did, and her response was very optimistic. She recommended that we start with social stories which boys can learn from.

Mrs. Di Trapani gave us an important point and it was to make sure that this was done on a constant basis throughout the boys' time at Bishops and to make sure that these kinds of discussions regarding gender stereotype are done at home with parents. This way they can reinforce their learning by giving the boys something to do with parents and we could do this by sending them a document with some discussion topics and tips on how to approach these topics, with a 'declaration' form to sign off when they have finished their discussions.

Finally, our final question to Mrs. Di Trapani was if she thinks there is an opportunity for our group to design a curriculum that starts to tackle gender stereotypes/biases in the LO Curriculum at the Prep and Pre-Prep. We were relieved to hear that she is sure there is an opportunity as the teachers really care about these topics. She gave us confidence by telling us that there is room to add more discussions/curriculums on these kind of topics.

After the interview sessions, we were delighted because our idea had hope and we had her believing in us, which gave us confidence.

If there is one thing we took out of the interview, it was to start teaching boys about gender stereotyping, bias and equality at a young age and perform it constantly, so it solidifies throughout their teenage years.



*Figure 18: Jaeseo Hyun interviewing Ms. Di Trapani who is head of L.O. for Grades 6 and 7 at Bishops Prep*

Later that day at 12:00, we went to the Bishops Pre-Prep to finally put our idea into action. We all sensed a bit of nervousness, but after our interview with Ms. Di Trapini, we were confident about our plan and were ready to execute it.

We first had to interview Ms. Meredith's class (Grade 1 teacher). She told us that they had already been exposed to types of books that tackle gender stereotypes and racial difference. Their responses had perfectly matched our expectations. Out of the random 6 boys we had interviewed individually, we had all 6 with a neutral view on both genders. We got responses such as "Girls are talented," "Girls can do anything boys can do." Most of the boys did not have a problem with liking the colour pink and, not surprisingly, they believed what they were exposed to. To be honest, their responses exceeded our expectations in a positive way.

Here is a more detailed set of responses they gave:

A wants to be an engineer as it is fun and can help lots of people. He believes that girls can do this too as "there is no way that anyone that can tell that boys are smarter than girls". He does swimming and believes girls can do this as he has seen his sister swim before, and "she is good". He does not mind doing ballet as he loves dancing, but he does not like dancing in front of other people. He likes the color light blue and also likes pink as it is bright.

B wants to be a rugby player like his dad, uncle, grandfather and great grandfather who were all rugby players. He believes that girls can play rugby as they are "talented", and his sister plays rugby too. He plays rugby, soccer, cricket and hockey, because he loves sports and believes girls can play these sports as his mom and sister plays them. He does not want to have a long hair style as it is not his style. He would not mind doing ballet, but he prefers the sports he is playing right now. His favourite colour is red and he also likes pink.

C dreams of becoming a vet as he loves dogs. He believes that boys and girls can both be vets as there is "nothing different in terms of strength between boys and girls". He

plays cricket, judo, tag rugby, hockey and gymnastics and believes girls can do these too. He will maybe have long hair and would not do ballet as he enjoys the sports he is playing right now. He likes every colour, including pink.

Overall the responses from the grade 1s were optimistic as they have been exposed to special kind of education and this was a proof that these kinds of initiatives were working for younger boys and we were pleased with their responses.



*Figure 19: Che Moodley interviewing a grade 1 pupil in the Pre-Prep Library*

*Figure 20: Pre-Prep Library*





*Figure 21: Jaeseo Hyun (very casually) interviewing a grade 1 pupil*

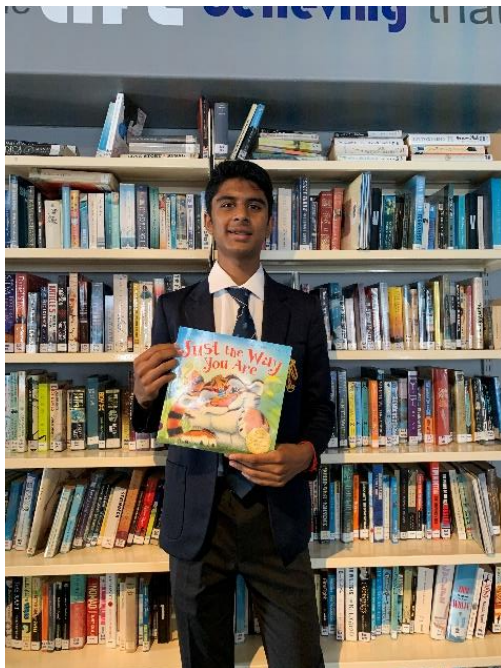
After doing all that, it was now our reading time with grade 2s. The first step inside the class meant so much to us as it has been nearly 7 years since we have not been in a pre-prep school - all the posters, small chairs, the groups and mostly the “Good Afternoon Jaeseo and Che,” (you will know what we’re talking about if you have gone through any South African education from grade R) brought us right back. All these small things reminded us about all the fun times we had back in our days, and we were used to the environment as we have all been exposed to this kind of environment.

This was another interesting thing we figures out as we reflected - “we were used to the environment as we were exposed to it.” This was very similar what we were trying to do to the boys. As you have read above in our body, our plan is to expose the boys to topics of gender, race etc so they get used to it and do not notice differences. This here was a living proof that our idea was hopeful as we just have gone through it ourselves at the Pre-Prep, because we were used to the environment as we have been exposed to it long time ago. This also showed us that our ability to critically think has improved immensely from where we were.



Anyways, back to our action. We were delighted to know that Ms. Fraser was open to letting us read straight after our interviews with the grade 1s, even though we had forgot to reply to her email, which was about what time we wanted to read to them and how long we needed.

Our two books recommended by Ms. Groom were called “*Elephants can’t do ballet*” and “*Just the way you are.*” Both these books were about tackling stereotypes and accepting others for who they are and being yourself. We wanted books that tackle gender stereotypes specifically, but it was too late now to change so we as a group decided to stick to it.



*Figure 22: Jaeseo and Che holding up the books that were recommended by the Pre-Prep*

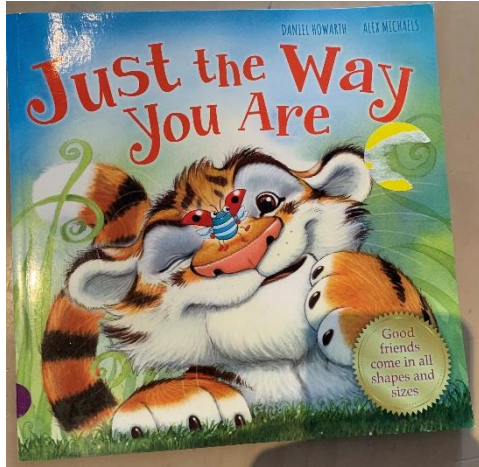


Figure 23: Book 1.

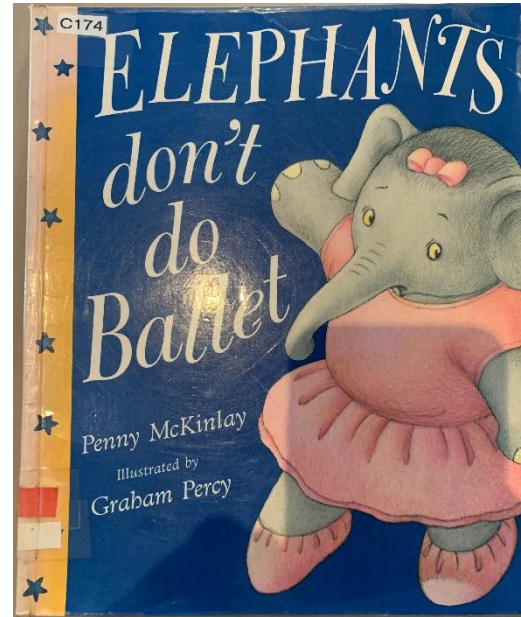


Figure 24: Book 2.

While Jaeseo was reading his book, one of the boys corrected him as he did not correctly pronounce the word 'pirouette,' thus embarrassing himself in front of grade 2 boys. What was even funnier was that later he started relying on the grade 2 boys to pronounce the words he did not know how to pronounce. Che found this very funny and could not stop laughing. However, I (Jaeseo) can tell you that one of the grade 2 pupils came up to me after the session and told me that my reading was more fun and better than Che's, which made me feel better about myself.

All -in- all, the grade 2s enjoyed the reading session and it was a fun reading to youngers children and interacting with them during school time - it made us feel like teachers.





*Figure 25: Jaeseo Hyun reading to the grade 2 kids*



*Figure 26: Che Moodley reading to the grade 2 kids*

After the ‘embarrassing’ reading sessions were done, we took the same boys outside to conduct our interviews. However, Jaeseo decided to try something new by doing a group interview while Che stuck to his individual interviews.

Here is a reflection on Che's interview: During the second round of interviews with the grade 2s, boys were encouraged to say what they were presently feeling about how they should answer as opposed to trying to remember what they had answered last time. Che came to realise that while the boys did offer up more-or-less the same answers when it came to what they would like to become when they are older, their answers had almost 'matured.' It seemed as though boys had already had second thoughts about their opinions on whether girls were able to participate and take part in sports and various other activities that were previously seen by the boys as being too rough for girls, or "just not for girls, because... I do not know" – as mentioned by one of the boys in the first round of interviews.

Jaeseo also found out that the boys' thoughts/mindsets about women had changed as their responses were very different. He got responses like, "Girls are amazing so they can do it" and, "They can do whatever boys do, bro," but only 1 out of the 3 boys had responded with a "no" to the question "Can girls play these sports too?" This was interesting as a part of our research was about group interviews and its negatives and this is when Jaeseo saw it in real-life. The two boys immediately responded aggressively towards the 1 boy that had said "No," and eventually the boy changed his mind and said, "Oh yeah, maybe girls can actually do this." This not only showed a positive aspect of group interviewing, but a result of positive peer pressure. This made us realise that children are largely affected by their peers and the fact that the two kids had a positive effect on the one kid showed us that these group of kids had a very bright future and even a brighter one if they were to be exposed to our "Inclusive Learning" curriculum on a constant basis.

We are hopeful that our idea has and hopefully will continue to have a positive impact on the boys throughout their Pre-Prep time because we will present our idea to the Pre- Prep teachers soon. We also hope that all the other recommendations we got will also be helpful. Many we were not able to do, because of a lack of time (please see the conclusion for recommendations for the ongoing project). We believe this idea of 'Inclusive Learning' will be a definite change in the boys' mindset from a young age and will have a very big

impact on gender inequality in our Bishops community. The results that we have been presented with have been more than satisfying to every member of the 'LIME' team and have brought a sense of pride amongst us as we reflect over the past two terms. The Achievements, goals and milestones met have not only inspired us individually to tackle issues such as these but has also, hopefully inspired the young minds that our project targeted.

### 3.(Honest)Individual Reflections

#### Jaeseo Hyun's Reflection

If I had to describe the last 2 terms in 3 words it would be: Fun, Sympathy and Hard-Work and my reflection will mostly focus on how I improved SO much on the 4Cs (Creativity, Communication, Co-operation and Critical Thinking)

The 3<sup>rd</sup> term was fun, and a bit more relaxed than the 4<sup>th</sup> term as we were only getting started learning about the SDGS and nothing was too hectic during this process. When we got put into our group, we spent most our lessons discussing, arguing/throwing out many ideas (and a bit of a study session for our science tests). However, when it was time to do our narrative, we panicked as we were behind by far as we spent most lessons talking.

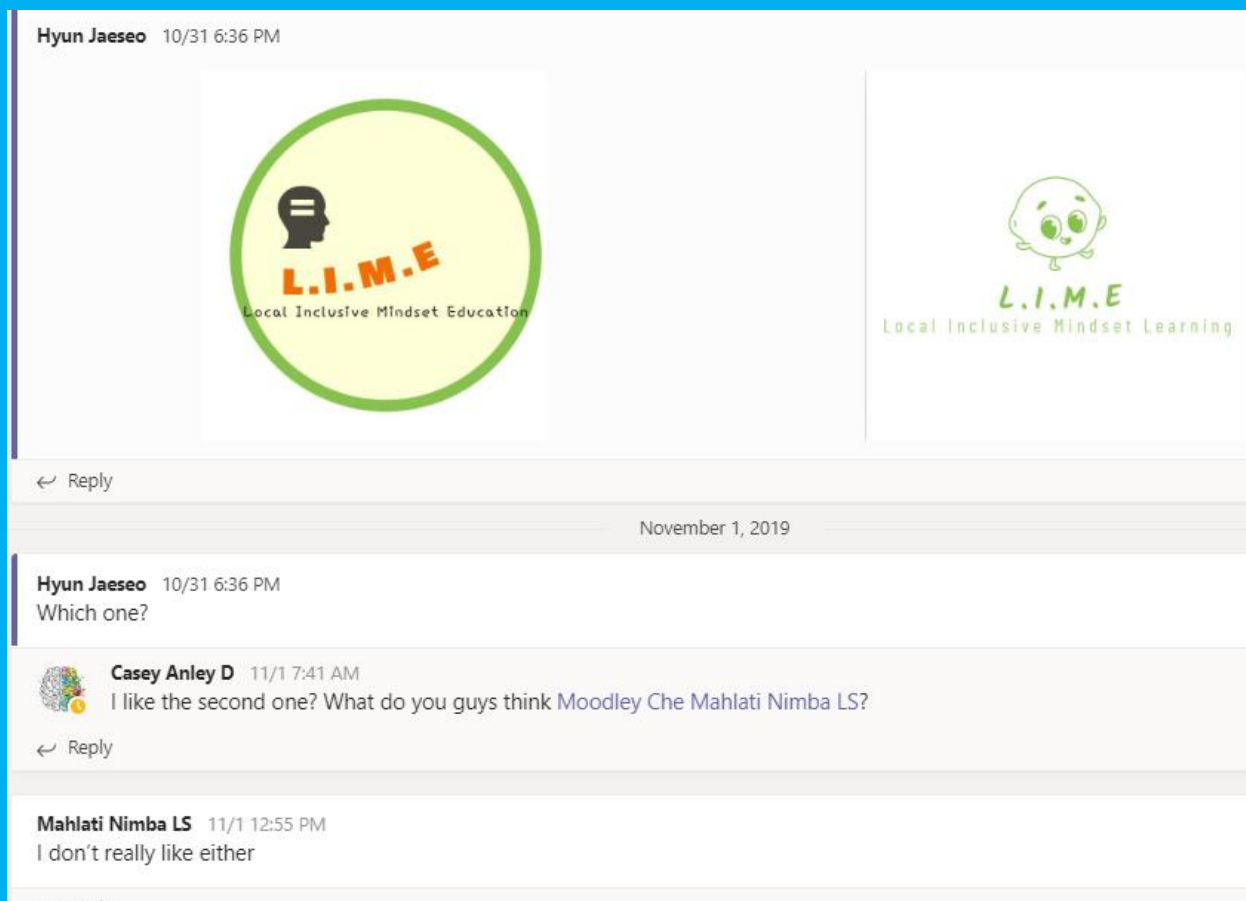
Working in a group was never easy for me, as some members may not work up to other member's standards or not do what is asked to do. Another problem for me was that other members will not always be with you, when you are at home and you may need them to send you a document that is due the next day, but they might take ages to send you the document...



Other problems that I encountered was that some members will always be sidetracked by topics such as soccer and speak about it constantly, which soon affected me as I did not agree with Che on some of his thoughts such as “Ronaldo is the best in the world.”

Others (not going to mention any names) may come to our session 10 minutes late as they are either sending voicenotes that are over 9 minutes or having had enough of the “stupidity” of me and my opinions, so would walk out to get some fresh air and come back which usually took 10 minutes.

I also had to get used to situations of some group members not liking/agreeing with my work and if I am honest, this made me very angry as I had worked very hard on some of these logos...



I sort of saw this as being positive as we were all very different people and we had many different strengths in our group. For example, Nimba is very good at communicating with teachers and emailing them, because he has a very wide range of people that he knows. Che was creative and deep-thinking and produced many ideas. I was very stressed out, always forced the group to do the work quickly so we could get it done on time. It was very stressful as the group did not do the tasks I have asked and made excuses most of the time.

All these different type of personalities played an immense role in our Big Ideas project as we all combined our strengths and helped each other's weakness (my weakness was that I apparently did not think before I spoke...).

We were also very unlucky as the Herschel staff did not respond to our email, but later all the lucky things started to happen as most Pre-Prep teachers were fine with us rocking up at the Pre-Prep without any notice, and they were more than happy to let us come as soon as possible to conduct our interviews/ reading sessions.

I learnt so much more about rising problems mainly with inequality and how unfair our world is, which made me feel deeply for the underprivileged/underseen people in my community. This inspired me to work harder on our given task and ideas. The most important skills I took out of this course will be general life skills such as organising meetings as we had to organise many interviews, and I learnt how to by reading one of Nimba's interview to a Herschel staff. Some lessons I learnt were: responding to emails quickly, referencing and skills required for speaking to younger boys as we had to speak to them on a numerous basis. I learnt that I had to manage my expectations of their answers as they were younger than me. Researching is a key skill that I took out of this. I slowly figured out which articles are reliable or not. Researching also allowed me to see the media's biases around the subject.

To end off my reflection, I would like to tell you why I am using this CREATIVE blue box to cover my reflection. It is because I did research about what colour represents honesty as this is an honest reflection. According to the Bourn Creative webpage (<https://www.bourncreative.com/meaning-of-the-color-blue/>), the colour light blue



represents honesty and trustworthiness, and these two traits represents how our group got through our task.(See? This is proof that I know how to do research and reference it!) . Sometimes, some group members were too honest with their opinions like the one mentioned above about the whole logo thing...

At last I can say for sure that my ability to reflect what I felt and Drawing relationships between things has improved.

has improved to bits. When I first came into this course, I did not really know how to analyse data/information, but after all the summarising activities, I quickly learnt how to get the juiciest data and use it wisely in our narrative.



Jaeseo having some fun with the grade 2 kids



### Che Moodley's Reflection.

Overall the Big Ideas initiative has been an extremely enlightening experience. I have learned a great deal over the past two terms and have really been grateful toward my coach and all other Big Ideas teachers who have helped my group and I in completing this project

The various types of learning methods and engagement levels that I have experienced throughout the Big Ideas initiative have mostly been a new experience for me. I have felt that the many outings and talks in the 3<sup>rd</sup> term were a lot of fun and very informative of the respective messages that each event had tried to put forward.

Being in a group with Jaeseo and Nimba meant that, even though we only had 3 people, we had numerous personalities, traits, skillsets and attitudes all coming together to try to achieve a common goal.

I think that at the start, when we had all been sorted into our group, we all knew that working together was never going to be easy or effortless.

Although our opinions and personalities often collided, we were able to have mostly rational discussions to sort out issues that we had. Just as our project has shown, our differences can bring out the best in us and as a group, that is exactly what we did for each other, whether it be Jaeseo constantly messaging me to email him my work, or when it be to encourage him to keep a cool head under stressful situations.

I think that many of the problems we faced whilst together were mostly petty things like having Nimba making phone calls during lessons, Jaeseo not wanting to sit in the same seminar room as Nimba and I, or me not taking the time to email Jaeseo with updates for our narrative.

While it would have been preferable to not have all of these issues in the first place, I feel that issues like this are always inevitable when working in a group and so I feel that they should not be blown out of proportion when speaking about our experiences with each other. However, I really hope that they are highlighted in our presentation with a more humorous take on them.

...I can confidently say that I have come out of this course more aware and a whole lot less ignorant to the many problems this world faces, not just with regards to the wellbeing of the earth, but also for all the people that live in it.

## Nimba Mahlati's Reflection

At first, I was enthralled with the prospect of doing Big Ideas for various reasons. The curriculum offered a kind of education I had never experienced before. An education that invoked feelings of empathy and an education that somewhat challenged the status quo.

The first few weeks of the program felt immensely stationery, watching videos, reading articles and summarizing. I questioned why I had chosen to do the course as I felt it was rather idle at the time.

But looking back on it now, all the videos and summarizing were pivotal in understanding certain issues beyond the statistics. I remember watching a video in Geography about a poverty-stricken environment in Nigeria, called Kibera. The video detailed the lives of the people who lived there. We watched a woman give birth, unaided. The sight of her baby coming out and laying on a piece of carboard as she cut the ambilocal cord, reduced me to tears.


This was when I truly realized the power a course like Big ideas has. But above that, this was when I truly realized and saw what the word 'injustice' means. I spent the rest of that day fathoming what it's like to live in such environments.

Because of everything we had learnt and investigated prior, choosing an SDG was very hard. If you had asked me what SDG I would've chosen at the begging of term 3, I would've chosen 5. But over the course of the term my ideas changed, and I think I did too. In the end I chose 5 because I knew the most about it, but above this I had the most experience with it personally, meaning I had a full reservoir of passion, expertise and ideas for the SDG.

I was completely unfazed with the fact that I had to work with Che and Jaeseo. I was unfazed because I knew at the end of the day, we would create something that was substantial, but above this, I knew I wouldn't walk out of grade 9 feeling whatever we created wasn't enough. It was this same easy confidence that kept me hopeful in my group. There were times when Che and Jaeseo would doubt their abilities to create a 'good' big idea. Whatever good means. And they were times when they thought we would run out of time and that we wouldn't be able to accomplish whatever we set out to - it didn't help that at this time we didn't yet have a big idea.

But I held no hesitation, and I held no doubt. And I think this ultimately boded well with regards to forming the glue that held us. Jaeseo's constant worry, temperamental activity and flippant character. Compared to my easy-confident and often relaxed demeanor. Che truly was the equilibrium in this equation, although in most issues or minor conflicts he sided with me.

Once the initial personality shock was out of the way, and we were able to see eye to eye on certain issues. We started to generate matter, that I'm proud to say was completely original. I have to say I enjoyed this the most out of everything we have done. It was quite an interesting process to see how we were able to build trees out of little tiny seeds we offered in the form of ideas. We truly used the 4C's, they were our roots in this equation. And we used them without even realizing it.



Once we had settled on an Idea and path, it didn't take long for us to begin the 'lights, Camera & Action'. Interviewing the grade 2's was a very interesting experience, and one that I enjoyed. I never thought I could be good with children and have patience for them the way I did.

But I left shortly for the United States of America for Public speaking. I had informed my group that I didn't plan on being active as I wanted to enjoy my trip stress-free, and they respected my wishes and for that I am thankful. It was exceptionally heartwarming to see the amount of work they had done. Especially Jaeseo! I feel as though they have poured their hearts into this project.

Although I was a part of the process of coming up with ideas and eventually our big idea, I have to say I feel incredibly guilty. I feel as though my name does not deserve to be on this project. Considering I wasn't around for the implementation phase and fully writing out the narrative. I feel as though all I have done is present a couple of ideas, then get on a plane, come back and stick my name on a project that harbors no relation or feeling of me, and essentially, my work. I feel as though the narrative *Lime* presents to you, is Jaeseo and Che's *Lime*.

But with that being said, I am incredibly proud of what they have done in the few 13 days I was away. And it is my wish to think that they could not have done it without me.

Big ideas has taught me a lot. And there is so much to take away from this course. This course has brought out certain parts of me that I really didn't think were there. But the biggest take away is feeling. Big Ideas made me cry, Big Ideas made me laugh. Big Ideas made me have hope. And for that, I am thankful. Big ideas made me feel.

#### 4. Final Group Thoughts and Conclusion

Ignorance and prejudice regarding cultures, sex, race and economic status have long affected societies all over the world. While many people within our community understand our differences and are respectful of all others around them, we still innocently take note of the differences between ourselves and the others around us without wrong intention. We all subconsciously show innocent prejudice toward each other. This behaviour can be seen in almost all of us when we are younger and could easily result in us growing less and less accepting of others and lead us to further push ourselves away from what would stereotypically be considered for a different sex, race, ethnic group or culture. In researching our goal to find out how to normalise our differences within our school community, we have understood that it would be almost impossible to have equality without equity, in realisation, we sought out to focus on the youth of our community, as we feel that their preferences and mindsets are affected the most in our community, have had a continuing affect into their development into adulthood.

Our findings in interviewing various minors in our community was that these preferences and mindsets were largely based on their experience - to what they have previously been exposed.

When it the time came for us to start working on our narrative, we didn't. While most groups sat together in the library working on their group narratives, we often found ourselves separated from each other as Jaeseo always opted to sit away from Nimba and Che.

And although there were times when he did sit with the rest of his group, on the odd occasion that he did come, he arrived to find that Nimba was Preoccupied, consistently taking time out to make phone calls or send voice notes. And yet again even if Nimba had finished his voice note session and come back to sit down with the group, Che would open his mouth about that week's champions league results or how Ronaldo was better than Messi, luring Jaeseo into a completely unnecessary conversation or an argument he could not win.

Our turning point in this course was when we had come to an agreement over our first 'action research goal for this task was to conduct interviews at the Bishops Prep and Pre-Prep, as well as at Herschel Pre-Prep and the Bishops College with the intention of revealing the hidden bias people have towards other cultures, sexes or racial groups. However, during our process of us planning our trips, we were unable to reach out to Herschel and Bishops prep as a multiple number of our emails and efforts to contact them were sadly "blue ticked". Our project did however blossom as we completed interviews at Bishops pre prep and have made promising steps toward working with the Bishops Pre Prep to implement Local Inclusive-Mindset Learning in the future where we would like to emphasize that it shouldn't take half a year of planning and handing in reflections for you to do your part in achieving this goal.

Our project idea has not always remained the same as our journey throughout the Big Ideas course has inspired us differently at different times, however, some of our earlier ideas included:

- "What do YOU think of Bishops" - a project that saw group members going to people inside and outside of our community and finding out their opinion of Bishops and what they think of the boys and boys' behavior and mannerisms toward girls and women, and then show the results to Bishops boys with the hope that stereotypes can be challenged and awareness can grow
- Interviewing girls and boys in our community in various local schools about their views regarding discrimination and prejudice.
- Interviewing people who are homophobic, racist or believe in the objectification of woman to gain insight on why they believe in what they do and then gain understanding to fix their mindsets. We do believe that these ideas are strong and can have an immense effect on our society, however, we felt that our idea with inclusive mindset education would be most impactful



We believe that a difference can be made in our future societies by exposing the youth and next generation of our world without directing attention to their differences. Going forward with our project, we have made sure that it would be easy to pick in a range of settings.

Our plan for LIME is to incorporate various activities such as reading gender inclusive books or encouraging activities that can inspire and expose minors to normalise our differences and embrace our strengths. We do recommend that the books and devices used to help expose young minds to such problems are more direct than the books we had used in our project and give a clearer message of introducing inclusivity. Another aspect that would be crucial going forward would be to increase the number of children that are a part of our project and as we were unfortunately unable to move further than the Bishops Pre-Prep, which in hindsight was better for us as it enabled us to focus more on the research and less on the admin however it wasn't all good as it meant that we couldn't widen that awareness and effect of our project, we advise that the necessary steps are taken, much earlier in the process, to reach out to other schools and communities we want to spend some time working on developing LIME with key role players, and then we intend to pilot the project at Bishops Pre-Prep and hopefully the broader community, such as schools like Herschel.

## 5. Addendum

### *Addendum A: Question form for the Bishops Pre-Prep Grade 1+2s*

#### SDG 5 & 10

Pre-prep

What do you want to be when you grow up?

Your answer

Why?

Your answer

Is this something both girls and boys can do

Your answer

Why?

Your answer

What sports do you play?

Your answer

Why?

Your answer

Is this something both girls and boys can play?

Your answer

Why?

Your answer

Would you ever want to have long hair?

Your answer

Why?

Your answer

Would you ever do ballet?

Your answer

Why?

Your answer

Whats Your favourite colour?

Your answer

What about pink?

Your answer

What makes these things for girls?

Your answer

*Addendum B: Question Form for Head of LO for Grade 6 and 7 at Bishops Prep*

## Questions for LO teacher – Bishops Prep

1. Please explain your role in the Prep and Pre-Prep
2. In terms of Life Orientation in the Prep, is there any coverage of Gender Stereotypes in the LO curriculum?
3. Have you noticed problems with sexism, homophobia, in the Pre-Prep/Prep, or is it largely a problem of ignorance?
4. In terms of Gender Stereotypes and Biases, what do you think is the best way to tackle this problem at the Pre-Prep level, and Prep level?
5. [Explain idea for books and coverage of stereotypes in LO] - Do you think our idea for “Inclusive Learning” (in terms of addressing stereotypes and biases) is a good idea and if so, what could we do to make it better?
6. Is there opportunity for us to design a programme that starts to tackle Gender Stereotypes and Biases in the LO Curriculum? Is this something bishops Prep would be open to discussing further?

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