



MY FUTURE IS MY CHOICE

Theme: Forced marriage, child marriage and honour-based violence

Time: Two 55-minute lessons, depending on the level of your students

Learners: Older teens, young adults and adults, B1+ (upper intermediate to advanced)

Materials: Laila's story, student worksheet, autonomous learning resources, audio recording and transcript, Shahina's story: transcript of video narrative, information about human trafficking and modern slavery, slides, Teacher's Guide

Content Learning Objectives

Students will learn about the crime of child marriage, forced marriage, honour-based violence and the possible long-term consequences of these crimes

Students will learn that males and females are both victims and perpetrators of these crimes

Students will learn about powerful actions people are taking to stop these crimes

ELT Learning Aims

Vocabulary: to abuse, to beat, to blackmail, to feel ashamed, honour/honourable, to isolate (someone), to obey/disobey, obedient/disobedient, to own/disown, to punish, culture/cultural, tradition/traditional, perpetrator/victim (of a crime), shame, slavery, violence/violent

SKILLS

Reading: comprehension of a narrative and specific details

Listening: comprehension of specific information to identify the speakers

Speaking: expressing opinions, justifying a point of view

Writing: formal letter-writing - expressing an opinion and requesting action

About this Lesson

This lesson addresses forced marriage, child marriage and honour-based violence. We approach this subject sensitively and gently beginning with a powerful true narrative in which child marriage is fortunately prevented. The theme is introduced through artwork, and as the content progresses students learn that this crime is closely tied to control, violence and exploitation.

From The NO Project

As teachers, we can never know what memories, thoughts or emotions such content may trigger in our students, and this certainly includes adult learners. We ask you to be aware of this and to respond sensitively and responsibly. Students may be unaware that this crime is happening in their communities, their country. They may wonder what it has to do with their daily lives - which raises the question, what actions can we take when we our eyes are opened to extreme violation of human rights, especially of those who are most vulnerable - children.

PROCEDURE

Step 1: Introducing the theme

This first stage can be carried out in pairs, small groups or as a whole group - depending on class size. The goal is to motivate the learners and to spark their curiosity, emotional engagement and imagination.

Show slide #1: MY FUTURE IS MY CHOICE

- Tell the students this is the lesson title. What do they think the theme is?
- Encourage discussion and sharing of ideas. Students may think this is about young people having the right to choose their own profession. At this point, and with the next four slides, accept all suggestions. There are no right or wrong answers, no judgment. According to class size, encourage students to work in small groups or pairs.

Show slide #2: ART - full image (with no speech bubbles)

NOTE: The goal here is to observe details and to simply describe the image. Before moving straight to personal interpretation of the art, we suggest you allow time for the students to quietly observe the image and to produce a description of what they see. Depending on the linguistic level, students have the opportunity to activate more complex language, e.g. foreground, background, tones of grey, blurred faces. (You could ask the students to shut their eyes after having looked at the art. What do they remember?)

- Encourage the students to notice the composition, colours and subject matter. This descriptive stage facilitates creative use of language and at the same time, encourages the students to reflect upon details, as opposed to immediately rushing into interpretation of the art.
- Allow time for the students to share their description in pairs or groups.
- Now you can encourage the viewers to build on their initial observations with layers of personal interpretation and meaning. What does the artist want to say?
- Guide the discussion with 'Wh' questions, e.g. Who are the people? What is going on? How do people feel? Why?
- As the images move more specifically to the central theme of the lesson, pause and encourage the students to work out what is happening.

Show slide #3: ART - Empty bubble

- Elicit ideas as you show the slides. Who is speaking? What might this person be saying? Why? What is the context?

Show slide #4: ART - Please don't force me to do this

- What are they being forced to do? Who has the power?
- Tell the students that the next slide shows more speech bubbles from the 'crowd'.

- Encourage the students to predict what the 'crowd' might be saying.

Show slide #5: ART - Shame! In our eyes, you are dead.

- Show the slide with the three speech bubbles. Can the students work out what is going on?
- Tell the students that this final image leads directly to the theme of the lesson and the story they are going to read.
- Allow time for students to express their personal responses to the theme.

Step 2: Pre-reading task

Show slide #6: Laila's Story: 6 statements

If you are not able to use the slides, write these 6 short statements on the board. Each statement reflects a key element of Laila's true story.

her three little slaves

bitten all her nails

forced to marry

40-year-old

'That's your culture, isn't it?'

picture of my mum

- Give the students time to read and think about the 6 short statements. To create genuine interest in this narrative, we suggest you do not reveal anything about Laila yet - not even her age.
- In pairs/groups, ask the students to guess what the story will be about.
- Ask the students to come up with two questions based around the 6 statements. Write them on the board if needed. e.g. Who are the little slaves? Who is forced to marry someone? Why?

Step 3: Reading: Laila's story

- Give the students the handout or let them read the document online.
- Allow the students time to read the entire story carefully. Remind them this is true.
- Encourage the students to discuss the pre-reading questions that they generated.
- Deal with any unfamiliar vocabulary that is hindering comprehension.
- Go through the 6 statements and discuss what they refer to. Each statement has been selected to reflect a key point in the narrative.
- Ask the students to come up with a powerful, appropriate title for Laila's story.
- Let the students share their personal thoughts about child marriage.

Step 4: Speaking: expressing personal thoughts and debating respectfully

NOTE: The goal of this section to draw attention to the challenging concept of honour. The students may be familiar with the idea of 'honour' in terms of the 'morally right thing to do' i.e. the honourable thing to do. However another concept underlying 'honour' is more associated with the sense of a good reputation according to the opinion of others - and it is this meaning that relates more directly to the theme of the lesson.

'We must protect our family's honour in the community.' In other words, 'We must do what is necessary to maintain a certain reputation in the community.'

Show slide #7: HONOUR (one specific definition and sample sentence)

- Ask students about the power of maintaining a 'good reputation'.
- Why can the opinion of the community be so powerful?
- Do they feel that this is the case in their own lives?
- How would they express this concept of 'honour' in their language?
- Does this idea of 'family honour' change from generation to generation?

Depending on the cultural context in which you are teaching, or the background of the students in your class, it is possible that this topic could generate a diverse range of opinions. Perhaps discuss 'codes of conduct' in the classroom, encouraging students to express their personal opinions respectfully and with tolerance for different points of view.

Show slide #8: The Crimes

NOTE: If you cannot use the slides write these words on the board

Forced Marriage

Child Marriage

Honour-Based Violence / Honour-Based Abuse

- Students in pairs/groups discuss these terms and try to come up with definitions or criteria for each.
- Allow the students to express their personal responses to these crimes.
- Ask them to talk about cases they may have read about/heard of.
- Would they get involved if they heard of cases in their community?

Step 5: Language review – optional (can be used for homework)

Student handout with new vocabulary. Depending on time available and the level of your students, this can be an in-class activity or done at home.

KEY

Task 1: 1 c 2 a 3 e 4 h 5 i 6 d 7 b 8 f 9 g

Task 2: 1 disrespectful 2 abusive 3 violent 4 disown 5 disobedient 6 interfering

Step 6: Video viewing (authentic video approximately 5 minutes)

<https://www.youtube.com/watch?v=ChfWjMZbYa8&feature=youtu.be>

In this video we see and listen to Shahina, who at the age of 17 was taken on holiday by her parents to Bangladesh. During this time, she was given an invitation to her own wedding by her mother, and she was locked in a small room to prevent her from leaving. Thankfully, a friend helped Shahina to escape but the abuse continued once she returned to the UK.

Depending on the level of your students, you could approach this in a number of ways. Here are two suggested approaches.

- Play the video in its entirety, then ask the students to tell each other what they heard. This way, students can support one another with comprehension.
- Alternatively, if you feel this helps your learners more effectively, stop the video at different stages of Shahina's narrative to ensure that they can follow each point.

Discussion task to follow video

- Do they think that this video should be shown to high school children? Why?/ Why not? Should this video be a public awareness announcement on TV?
- What questions would they have for Shahina if they met her? What would they say to her mother, and to her friend who rescued her? Would you interfere in the same way that Shahina's friend did?

Step 7: Reading: THE GOOD NEWS!

This section brings together the content that has been covered so far in the lesson and at the same time provides information about three remarkable organisations that are confronting these crimes in several different ways. Also, the document points out that these crimes are also happening in so-called 'developed' countries. If time allows, you could go through the content in the class, or students could read the document at home to support autonomous learning.

- If you decide to address this document in the class, ask the students to read through the information and find three points that they feel strongly about.
- Allow time for the students to share the points that they have underlined.

Step 8: Listening: Who's speaking? What do they want to do?

- Tell the students they will hear six people talking and there is something that connects all the speakers. What is it? (They all know Mina, a young woman who is in a forced marriage.)
- Ask the students to listen and focus on two questions: Who is speaking? What does the speaker want to do?
- Play the audio file through to the end.
- After the first playing, ask students to discuss what they heard.
- Elicit responses. Are there any speakers that students want to hear again?
- Encourage the students to listen specifically when you play the audio file a second time - this also allows for confirmation of correct responses.

Personal reaction to the speakers

- Ask students to express their thoughts in pairs/groups.

Suggested prompts for discussion:

What is your personal opinion of each speaker?

What would you want to say to each person? Why?

What other people might have noticed Mina, but did nothing to help her?

If you had seen Mina, what would you have thought? Would you have spoken to her?

KEY: Speaker 1 neighbour, Speaker 2 mother-in-law, Speaker 3 brother, Speaker 4 teacher, Speaker 5 best friend, Speaker 6 policewoman

Step 9: Speaking: Expressing and justifying a specific point of view

Role Play

NOTE: We have provided two alternative role play situations, but feel free to select and adapt according to your observation of the emotional and cognitive maturity of your students. While the students' linguistic level is an important factor, perhaps more crucial is their intellectual and emotional response to finding out about the reality of child marriage, forced marriage and honour-based violence. Depending on the interests, level and age of your students, you could use both role plays simultaneously in the class.

- Students to work in groups of 3 or 4.
- Set up the role play and explain the situation to your students.
- Allow time for students to select the role they will take. Let them understand that this may not be their personal opinion.
- Give students time to prepare their thoughts, arguments and opinions.
- Monitor the various groups and provide language when they request support.
- Students to carry out the role play – all groups simultaneously.

NOTE: If you have a large class, be aware that this can be quite a loud stage of the lesson. This is perfectly normal, but pre-check that no colleague in a nearby room has a quiet exam happening that day!

- Depending on time, willingness of students and learning context, ask each group to show their role play to the whole class.
- Discussion to follow.
- If students presented a point of view that was different to their own, how did they feel? Did they learn anything by seeing the situation from another perspective?

NOTE: If you devise different role plays that engaged your students, please get in touch with us. We would love to hear about your ideas. info@thenoproject.org

Situation One

You all live in the same neighbourhood and you have all noticed that the young woman who lives in your street looks very unhappy. When she takes her young child for a walk, you have all seen that there are bruises and marks on the mother's face. You are worried that something is not right and that she is in a dangerous situation. Discuss what to do and put forward your point of view.

Person 1: You feel strongly that you should contact the police.

Person 2: You do not want to get the police involved, but you think you should speak directly to the husband of the young woman.

Person 3: You feel strongly that it would be dangerous to speak to the husband, but you would like to speak to the young woman directly.

Person 4: You do not want to get involved at all. You think that this is a private matter and that you should not interfere.

Situation Two

Imagine you all work together in the same school. The brother of a woman who was the victim of child marriage has been invited to come to the school to talk to the students about honour-based violence and child marriage. Fortunately his sister escaped and she is now hiding but disowned by her family. You all have different opinions about his

invitation. Discuss this with the others.

Person 1: You think that students aged 13 and above should attend the talk.

Person 2: You feel strongly that younger students should not attend, but older students aged 16 and above can attend.

Person 3: You think that parents should be invited to listen to the talk also.

Person 4: You think that this talk is very unsuitable for schools and should not happen.

Step 10: Writing: Expressing a personal point of view

NOTE: Below are three different suggestions for writing outcomes, each with a different level of formality and intimacy. However, please feel free to adapt these ideas or to create your own tasks that you feel are more appropriate to the needs and interests of your specific group of students.

We would love to hear from you and your students. Also, if your students create poetry, prose, art, or music in response to these crimes, please let us know. Such actions can inspire others when featured on The NO Project site or on social media platforms. Please contact us info@thenoproject.org

Writing: Suggestion 1

Someone you know through your work situation is going to force their teenage daughter into marriage. You know the girl is still in high school and wants to build a career for herself. You understand that some people will say this is not ‘your business’, but you have decided to take action anyway. Write a letter to your colleague to persuade them to stop this plan. Is your colleague male or female? Will you let the police know?

Writing: Suggestion 2

Your sister is the victim of honour-based violence because she refused to marry an older man that your parents had chosen for her. As a result, all your relatives, including your parents have disowned her. You keep in touch with your sister and try to support her and you know she is missing her family very much. You find it difficult to have a calm, face to face discussion with your parents, so you have decided to write to them. Express how you feel about their behaviour and why. Make a suggestion to improve the situation.

Writing: Suggestion 3

Imagine that you were raised by your mother who was the victim of a forced marriage. The situation had not been good. Now, as an adult yourself, you are reflecting on what she experienced. What can you remember from these years? What did you see, hear, feel? Write an imaginary narrative describing this experience.

Beyond the class /Personal Projects

The theme of this lesson is difficult to hear about because, as you have seen, it can involve extreme violence – often just to keep ‘honour’ in the family. Below are excellent videos, TED talks, radio interviews and sites where you can learn more about this crime. Warning: Be sure that you are ready for the information. If you are not feeling strong on a certain day, then leave it and come back to the video when you are feeling stronger.

Autonomous Learning & further resources

[https://www.youtube.com/watch?v=SCXKihow -Y](https://www.youtube.com/watch?v=SCXKihow-Y)

3-minute video with English subtitles. Honour Killings, BBC News

Short TV interview with the sister of a young woman who was murdered as a result of honour-based violence. <https://vimeo.com/349290280>

https://www.youtube.com/watch?v=h_Xh5MXA7yY

TED talk by Jasvinder Sanghera, Founder of <https://karmanirvana.org.uk>

<https://www.youtube.com/watch?v=CpC4WH781bY>

TED talk by Fraidy Reiss, Founder of <https://www.unchainedatlast.org/>

https://www.youtube.com/watch?time_continue=11&v=nYqNM9SvRdY

TED talk by Diana Nammi, Founder of <http://ikwro.org.uk/>

Banaz A Love Story. A brilliant, award-winning film by Deeyah Khan, copyright Fuuse Films. Warning – this is a police investigation of a murder

https://www.youtube.com/watch?v=VepuyvhHYdM&feature=youtu.be&fbclid=IwAR0mWMggucjb8502TTDwVXP7dQ1Fqt8SjSw3A9H4LY_Ixi86gVFWnggHmu0

Visit The NO Project site for more information about forced marriage.

<https://www.thenoproject.org/slavery/forced-marriage/>

Powerful, true stories from survivors of forced marriage and child marriage:

http://antislavery.ac.uk/solr-search?q=&facet=collection%3A%22VOICES%3A+Narratives+by+Survivors+of+Modern+Slavery%22+AND+59_s%3A%22Forced+marriage%22

Taking Action: Going Public

How do you want others to learn about these crimes? Talk to friends, work colleagues, fellow students and see if you can work together to educate others. What organisations already exist in your country? Go online and find out if you can support them in some way. Whatever you do, speak up and educate others.

Credits & acknowledgements

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Music: www.elijahbossenbroek.com

Audio: www.pearaudiopost.gr

<http://antislavery.ac.uk>

<https://www.bbc.com/news>

<http://fuuse.net>

<https://www.girlsnotbrides.org/>

<http://ikwro.org.uk/>

www.karmavirvana.org.uk

<https://www.unchainedatlast.org/>

<https://tooyoungtowed.org/>

www.ted.com

<https://www.thamesvalley.police.uk/>

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