

THE POWER WORKSHOPS

FOR SECONDARY SCHOOLS

Herst_ry 20/20

ABOUT

HERSTORY

HERSTORY IS EVERY WOMAN'S STORY

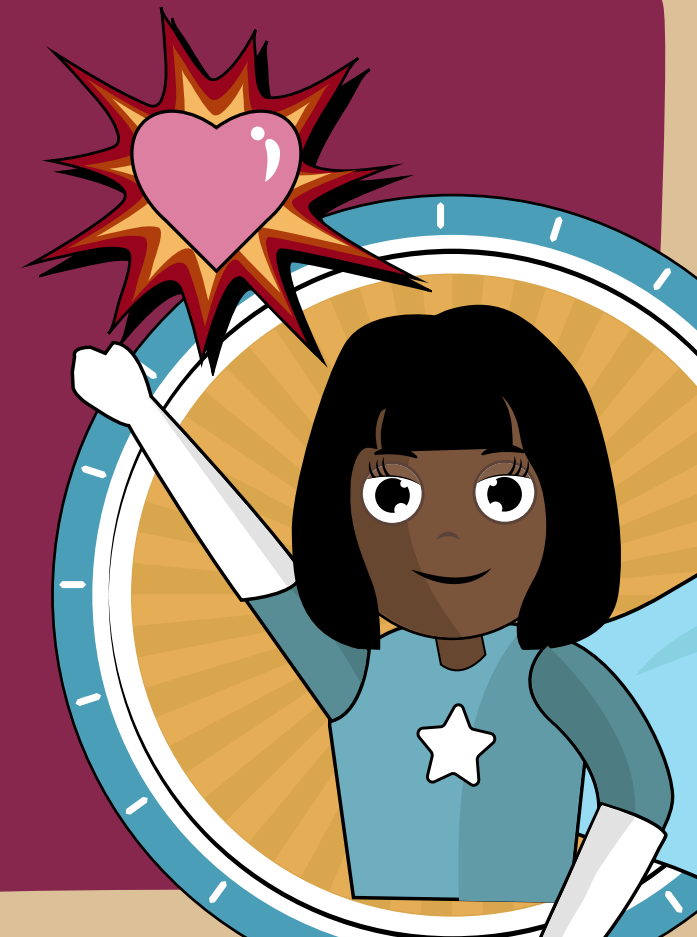
Herstory is a movement that tells the stories of historic, mythic and modern women. Founded in 2016, our mission is to give the public authentic female role models and a game-changing education programme that supports the school curriculum, inspiring countries around the world to start their own Herstory movements. In contrast to the handful of women we learn about in Irish schools, Herstory discovered that there are over one thousand fascinating women featured in the Dictionary of Irish Biography. The amnesia of women's stories is not just an Irish problem. This is a global phenomenon.

HERSTORY 20/20

Herstory has partnered with RTÉ, EPIC The Irish Emigration Museum and the BAI to bring you the Herstory 20/20 project, featuring a TV documentary series and podcast series produced by award-winning production company Underground Films, the International Herstory Light Festival, animation project, Melting Pot gatherings, schools workshops and a campaign to make Brigid's Day a national holiday, in honour of Ireland's triple goddess and matron Saint. Herstory 20/20 is a legacy project and a permanent digital educational resource that will give students and the public awe-inspiring female role models for generations to come.

HERSTORY: IRELAND'S EPIC WOMEN

Beginning Monday February 3rd 2020 on RTÉ One, HERSTORY: Ireland's EPIC Women is a new 6 part documentary series that tells the stories of some of Ireland's most remarkable pioneers in the fields of business, politics, science, the arts, aviation and technology. On digital, an 18-part podcast series, produced by Underground Films with Tall Tales, will bring to light the stories of 18 more Irish female pioneers from history. Discoverable on any platform where you download your podcasts, the HERSTORY: Ireland's EPIC Women podcast will be published each week on RTÉ's Herstory site - rte.ie/herstory – where you can also discover more biographies of remarkable Irish women, alongside Herstory lesson plans for primary and secondary schools and much, much more.



"WHO'S YOUR HEROINE?" ANIMATION PROJECT

RTÉ Young People's Programmes commissioned six original Irish animations, each telling the story of one inspiring Irish woman. The women featured in the animations were nominated by schoolchildren from across Ireland as part of RTÉ's "Who's Your Heroine?" campaign last Autumn – a callout to schoolchildren to nominate the living women and women from history who inspire them and whom they felt should be the subject of these new animations.

BLAZING A TRAIL EXHIBITION

Blazing a Trail: Lives and Legacies of Irish Diaspora Women, is an exhibition celebrating the lives and legacies of 21 pioneering Irish diaspora women of the 19th and 20th centuries who blazed a trail in a wide range of fields and is hosted by EPIC The Irish Emigration Museum in The CHQ Building, Dublin until March, 9:30am-6:30pm. This exhibition is free and open to the public. In addition, EPIC will host a number of family events, discussions, walking tours and workshops highlighting the lives and stories of Ireland's epic women, again running until March. Details of all these events can be found on epicchq.com. The exhibition is a collaboration between Herstory, EPIC The Irish Emigration Museum and the Department of Foreign Affairs.

*"Martin Luther King defined power as the ability to achieve a purpose. Whether or not it is good or bad depends on the purpose."
- Grassroots Policy Project*



Herst_ry 20/20

RTÉ

EPIC The Irish Emigration Museum



ABOUT THE WORKSHOPS

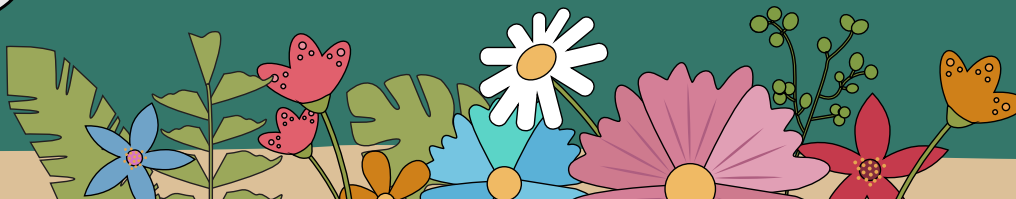
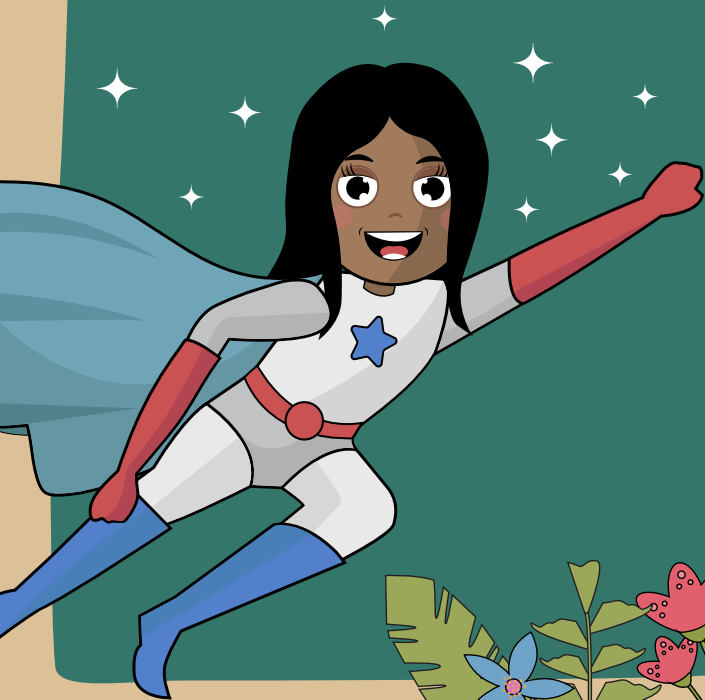
“The Herstory team has developed this workshop series of lesson plans to support the school curriculum, with fascinating content and exercises to empower the next generation. We decided to focus on the theme of power as it has been greatly misunderstood and misused, leading to the current state of the world. This doesn’t have to be the case. Our academic advisors and educational psychologist Dr. Emma Black have uncovered brilliant research about progressive, egalitarian expressions of power. Herstory has also teamed up with CandleLit Tales to offer new immersive, experiential workshop events for schools, based around the principles of Game-Based Learning where students are introduced to the concepts and principles experientially rather than intellectually.

As teachers, you have a profound impact on the empowerment of your students and the future of society. My teachers played a pivotal role in my development and their wisdom continues to influence and inspire me today. Herstory wouldn’t exist without them!

Melanie Lynch, Founder of Herstory

IMMERSIVE WORKSHOPS WITH CANDLELIT TALES

In 2020, Herstory partnered with Candlelit Tales to offer new immersive, experiential workshop events in schools across Northern Ireland and the Republic of Ireland. Workshops include: Justice Without Prisons or Police: a Brehon Law Court; The Warrior Code: deconstructing toxic stereotypes; The Fifth Province: the High Queens and Kings of Ireland; Reawakening the Tuatha de Dannan: Ireland's lost Goddess culture; and A Hundred Thousand Welcomes: Ireland's Ancient Immigrants. For more information about the new CandleLit Tales workshops see www.candlelittales.ie. To book a workshop at your school, contact: bookings@candlelittales.ie.



EXERCISE #1

THE POWER OF HUMANITY

MATERIALS NEEDED

- Pen & paper
- Art materials
- TV and access to RTÉ Player

OBJECTIVE

Ireland's diaspora is the largest in the world with over 70 million people cherishing their Irish roots worldwide. However, this migration story is marked by instances of both success and struggle, and the Irish know only too well what it can feel like to be excluded, stereotyped and discriminated against. In these divisive times, we can forget that immigration and emigration are two sides of the same story. This exercise aims to introduce students to Irish emigration and immigration stories, and instil compassion and understanding for the New Irish, those who have recently emigrated from other countries to join local communities.

STEP 1: EMIGRATION PROJECT

ACTIVITY 1: Read the biographies or watch the HERSTORY: Ireland's EPIC Women episodes about Lady Mary Heath, Dame Ninette de Valois, Kay McNulty and Mother Jones in class (www.rte.ie/herstory), and discuss the following questions:

- How did emigration enable these individuals to realise their talents and dreams?
- What were the challenges they faced and how did they overcome them?
- What opportunities did they get abroad that Ireland didn't offer at the time?

ACTIVITY 2: Organise a school trip to EPIC The Irish Emigration Museum to discover further stories from the Irish diaspora, and complete the below tasks to delve deeper.

ABOUT EPIC THE IRISH EMIGRATION MUSEUM

EPIC The Irish Emigration Museum tells the story of the Irish diaspora across the globe, the impact they have had, and the contributions and influence they have made globally. In 2019 EPIC was named Europe's Leading Tourist Attraction. The touchscreen technology in the museum makes the EPIC experience an accessible, fun and educational way for visitors to learn about Irish history, culture and people. Through the stories of the men and women who left and the Irish culture they brought with them, visitors find out what it means to be Irish expands far beyond the borders of Ireland. Described as one of Ireland's National Treasures, EPIC was named Europe's Leading Tourist Attraction in the 2019 World Travel Awards. The Museum opens daily from 10.00am to 5:00pm. Book a school visit: <https://epicchq.com/education/>

EPIC The Irish Emigration Museum is a partner of the Herstory 20/20 project, Herstory TV series and podcast series produced in partnership with RTÉ, BAI and Underground Films.

TASKS

1. While at the museum, ask students to note down the name of one emigrant whose story impacts or interests them.
2. For homework, set students the task of researching more about their chosen person online. If your class has access to the Dictionary of Irish Biography, you can also encourage them to use this to search for their chosen emigrants. Using the information that they find, students should create a mini biography for their figure, detailing information such as their name, date of birth, emigration story, why they chose them, and one or two notable achievements or interesting facts about their life.
3. Finally, get your students to present their findings to the class.

STEP 2: IMMIGRATION PROJECT

As a class group, read the stories of the New Irish women (Ellie Kisyombe, Salome Mbugua Fatin Al Tamini, Razan Ibrahim and Ifrah Ahmed) who have emigrated from other countries to Ireland in the modern biography section on the Herstory website. Using these women as inspiration, get your class to conduct a research project on the New Irish (those who have recently immigrated to Ireland) in your local community.

Some suggestions for doing this could involve speaking to international students in your school, or visiting your local Direct Provision centre (due care and permission must always be sought prior to doing this). Students could interview participants and represent their stories through creative writing, mixed media, drama and / or drawings.

STEP 3: CLASS DISCUSSION

As a class group, discuss the following questions:

- How are the stories of immigrants and emigrants similar / different?
- How are the immigrants and emigrants treated differently by citizens / media / government?
- Are they welcomed in their new home country?
- What are the challenges they faced and how did they overcome them?
- Are you interested in studying or living abroad when you finish school?
- How does your community benefit from multiculturalism?
- How could the local community make the New Irish feel more at home?
- What would you appreciate if you were to live abroad?
- What challenges might you face?
- What help would you appreciate most?

APPENDIX 3: ACCESSING THE DICTIONARY OF IRISH BIOGRAPHY IN YOUR SCHOOL

The Dictionary of Irish Biography features the life stories of over 1000 extraordinary Irish women and is now accessible online for free to all libraries and schools. On-site access, facilitated through Scoilnet (www.scoilnet.ie) For Northern Ireland, the Dictionary of Ulster Biography is accessible for free to the public: www.newulsterbiography.co.uk

MELTING POT

Herstory has partnered with Ellie Kisyombe and Our Table to create the Melting Pot gatherings, inviting people from all cultures to come together to share food, stories, music and our common humanity. Host a Melting Pot gathering in your school and invite people from your local Direct Provision Centre to attend.

For more information:
www.herstory.ie/melting-pot

EXERCISE #2

THE 4 EXPRESSIONS OF POWER

MATERIALS NEEDED

- Pen & paper
- Art materials
- Internet
- History Book
- Access to RTÉ player (optional)

OBJECTIVE:

Introduce students to the 4 expressions of power (Academic reference: Veneklassen and Millar). Use this as a tool to consider how power has been used throughout history and create awareness of their own personal power and how they use it.

THE 4 EXPRESSIONS OF POWER

Power Over: a person exerts power or control over someone else.

Power To: The unique potential of every person to shape her or his life and world.

Power With: Based on mutual support, solidarity and collaboration, power with multiplies individual talents and knowledge.

Power Within: Power within has to do with a person's sense of self-worth and self-knowledge; it includes an ability to recognise individual differences while respecting others. How do you choose to use your personal power?

ACTIVITY 1

Take an important era from your history book and identify the different expressions of power used. How did the power expression determine the outcome of the era? How did it affect the lives of individual people and the wellbeing of society on the whole? What would the outcome have been if a different expression of power had been used?

ACTIVITY 2

Read the article 'Women and the Northern Irish Peace Process' on www.herstory.ie/photo-essays. What expressions of power did the peace heroines use to inspire the People's Movement which led to the Good Friday Agreement? For Step 2, you can do Exercise No.5 in our Treasure Hunt Workshop: How to create your Heroic Team inspired by the NI peace heroines: www.herstory.ie/workshops.

ACTIVITY 3

Watch the HERSTORY: Ireland's EPIC Women episode about Mother Jones (www.rte.ie/herstory). What expressions of power did Mother Jones use to inspire the people and champion the issues close to her heart? What issues affect you and how can you help to solve the problem?

"Martin Luther King defined power as the ability to achieve a purpose. Whether or not it is good or bad depends on the purpose." - **Grassroots Policy Project**

EXERCISE #3

THE POWER OF EMOTIONS

MATERIALS NEEDED

- Pen & paper
- Art materials
- Internet access
- History Book

OBJECTIVE

Introduce students to how emotions impact on political and cultural events using the Scale of Consciousness created by psychiatrist Dr. David Hawkins (Appendix 1). At pivotal moments in history, emotions play a key role in the trajectory of culture and politics. Currently, the world is in a state of uncertainty, as forces emerge that threaten peace, multiculturalism and the environment. If we can understand the emotions being triggered, then we are better equipped to respond in a constructive, progressive and unifying way.

ABOUT THE SCALE OF CONSCIOUSNESS

Dr. David R. Hawkins, MD, PhD developed the Scale of Consciousness to explain emotions on a logarithmic scale of 1 to 1,000. The research was scientifically validated and published in Dr. Hawkins' doctoral dissertation titled Qualitative and Quantitative Analysis and

Calibrations of the Level of Human Consciousness, a comprehensive discussion of the Scale of Consciousness and its significance are outlined in his groundbreaking book, Power vs. Force: The Anatomy of Consciousness (Veritas Publishing, 1995)

STEP 1

Class discussion: What emotions do you associate with power in a. Politics b. School c. Sport d. Popular Culture e. Climate Crisis

STEP 2

Study the Scale of Consciousness (Appendix 1) and discuss what emotions you think define current movements and events. In groups of 3, complete the following activities and share the outcome with your class:

ACTIVITY 1: What issues in your country currently need a compassionate response? For example: Direct Provision, Homelessness, and the Climate Crisis. Write a manifesto or design a poster that communicates compassion and inspires your friends to act.

ACTIVITY 2: Take an important era from your history book and match the key events to emotions on the Scale of Consciousness (Appendix 1). What were the emotions that defined the beginning / middle and end of this era? Identify which emotions create division or harmony? What emotion would have resulted in a different outcome and how?

ACTIVITY 3: Read the article 'Women and the Northern Irish Peace Process': www.herstory.ie/photo-essays. What emotions were blocking the peace process in Northern Ireland? How did the peace heroines overcome the fear and anger to create peace - the most empowering emotion on the scale?

ACTIVITY 4: Read the article about Brigid, Ireland's matron Saint and triple goddess - on the Herstory website: [/www.herstory.ie/brigid/day](http://www.herstory.ie/brigid/day). What emotions do you associate with Brigid? How did she alchemise her emotions for good? Draw a new portrait of Brigid as you would imagine her if she was alive in the 21st century. Teachers can send students portraits to Herstory to feature in the 2021 Herstory Light Festival.



EXERCISE #4

THE POWER OF CREATIVITY

OBJECTIVE

Despite the fact that young people have access to unlimited inspiration online, youth identity and expression is controlled by the pressures of popular culture and gender stereotypes. Selfie culture has increased the pressure for perfection, restricting spontaneity, authenticity and self-expression. This exercise invites students to challenge the pressures they face by taking back their power and expressing their own authenticity.

STEP 1:

Read the biography about Countess Markievicz: www.herstory.ie/biographies. For Markievicz, fashion was a tool of empowerment and authenticity. As an art college graduate, she was aware of the power of identity and she constructed her image to boldly communicate her femininity and revolutionary - two forces which were viewed as polarised opposites at the time.

STEP 2:

Classroom discussion: How does popular culture affect how you create your identity? How do Selfies and social media affect your self-expression? Do you think the pressures of fashion and popular culture negatively or positively affect your generation?

How do you create your own identity? Does your identity communicate your individuality? What messages do you want to communicate through your choice of fashion? What other ways can you communicate your uniqueness?

MATERIALS NEEDED

- Pen & paper
- Art materials
- Internet
- Access to RTÉ Player (optional)

ACTIVITY 1

Research original fashion styles from Pinterest or Instagram. Create a collage of all the items that capture your individuality. Capture your authentic Selfie and create a class exhibition.

ACTIVITY 2

Watch the HERSTORY: Ireland's EPIC Women episode about Mother Jones: www.rte.ie/herstory. How was she an influencer? Who are your influencers? Share and discuss with your class.

EXERCISE #5

THE POWER OF EQUALITY

OBJECTIVE:

In every class in Ireland there may be students from countries where there are not equal rights for girls and boys eg. Saudia Arabia, India, Pakistan. This equality walking debate exercise aims to highlight inequalities and their power to create equality.

STEP 1

Put the students in the middle of the room. Explain that 'yes or I agree' is one side of the room and 'no or I disagree' is the other side of the room. If they are not sure, they can stand in the middle.

Get started: Time to make your statement and stand for what you believe. Ask the children to stand on one side of the room to say yes or be for the statement and the other side to say no or disagree with the statement.

Ask the children to explain their views and why they have chosen that view. Let them move from one side to the other after they have listened to their classmate's views.

Ask them to 'vote' for or against equality statements eg:

1/ If there are very few jobs – if there is a recession – women should give up their jobs

(FACT: During WWI, women were recruited to take up the jobs that the men left behind, often for less pay. However, when the war ended, and the servicemen returned home, they expected the women to give up their wartime jobs and many were sacked to make way for the men. Reference: BBC)

2/ When female teachers get married they should leave their job

(FACT: Between 1933 and 1973 in Ireland, when a woman in the civil service got married, she had to leave her job. This means that there are a lot of women alive today who experienced this discrimination!)

MATERIALS NEEDED

Pen & paper

Art materials



3/ When male teachers get married they should leave their job

4/ Women should be allowed to drive

(FACT: Up until 2018 women who drove in Saudi Arabia risked being arrested or fined. While there was no official ban on women drivers, only men were allowed driving licenses, which meant that women couldn't legally drive.)

5/ Men should be allowed to drive

6/ Men should be allowed to vote

7/ Women should be allowed to vote

(FACT: In 1918 in the UK and Ireland, women aged 30 and over, who met certain qualifications, were given the right to vote. When the Irish Free State was established in 1922, all men and women aged 21 and over were given an equal right to vote. However, women in France didn't win the right to vote until 1944 and in Saudi Arabia, women have only been able to vote since 2015! The only country in the world where women can't vote today is the Vatican City.)

8/ Women are better at looking after children than men

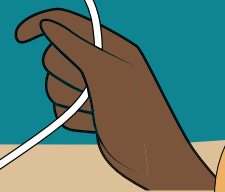
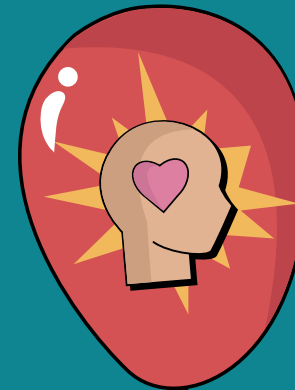
9/ Male newsreaders should be paid more than women newsreaders

(FACT: In 2017, it was revealed that about two-thirds of the BBC's presenters earning over £150,000 were male. Their top 7 earners were all male. The highest paid male presenter was paid £2.2 million while their highest paid female presenter was paid £450,000. As of 2019, the BBC have given their female presenters wage increases and their male presenters some cutbacks in order to close the gender pay gap.)

10/ Female tennis players should earn more than male tennis players

(FACT: Until recently, female tennis players were actually given less prize money for winning a match than their male counterparts. One

of the main arguments against women and men earning the same amount (which Novak Djokovic and Rafael Nadal got behind) was that there were 'much more spectators on the men's tennis matches.' However, data suggests that viewing figures are actually determined by individual performance and personality and not gender, and in fact, from 2010-14, the women's US Open drew more viewers than the men's.)



EXERCISE #6

THE POWER OF GOOD LEADERSHIP

MATERIALS NEEDED

- Pen & paper
- Internet access

STEP 1

Divide the class into groups - each group is a different government department: Education, Health, Arts & Culture, Foreign Affairs, Children & Youth Affairs, Business & Trade, Climate Action & Environment, Housing, Justice & Equality, Employment & Social Protection, Rural & Community Development, and Finance.

For homework, ask students to research the current challenges their department faces and the public's issues and attitudes towards these problems. Inspired by their research, students write a proposal list of changes to share with their department.

For inspiration, see the 2019 RTÉ Youth Assembly on Climate (www.rte.ie/news/youth-assembly/) and articles about progressive leaders: www.herstory.ie/photo-essays.

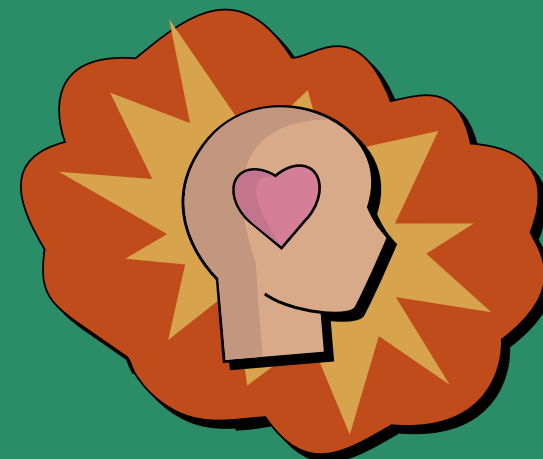
STEP 2:

Back in the classroom, the department discuss the issues together and organise the list by priority. Each group elects a Minister who presents to the class. The class discuss the issues and vote on what actions need to take place using the walking debate from Exercise #5.

What is the vision you have for your country in 5 years / 20 years / 100 years? What problems do you want to see solved for your children's generation? Write the manifesto for your ideal government.

What rites of passage should politicians have to complete in order to be elected to the government? For example, should they experience living in Direct Provision, in a homeless shelter, life on the dole, a night in their local hospital etc.

In ancient Ireland, the king's first allegiance was to the land, as protector of the environment. To prove his sovereignty, he had to marry the land before he could become king. This might sound bizarre today but there's great wisdom in this ancient ritual. What rituals or experiences could help our leaders to understand the issues that really matter to the health of society?



CONTACT

For more information about the Herstory 20/20 project: www.herstory.ie/20/20

For all RTÉ Herstory productions: www.rte.ie/herstory

For more information about the new immersive CandleLit Tales workshops: www.candlelittales.ie. To book a workshop at your school, contact: bookings@candlelittales.ie.

You can follow the action on social media:

Facebook: [/ herstoryireland](https://www.facebook.com/herstoryireland)

Twitter: [@HerstoryIreland](https://twitter.com/HerstoryIreland)

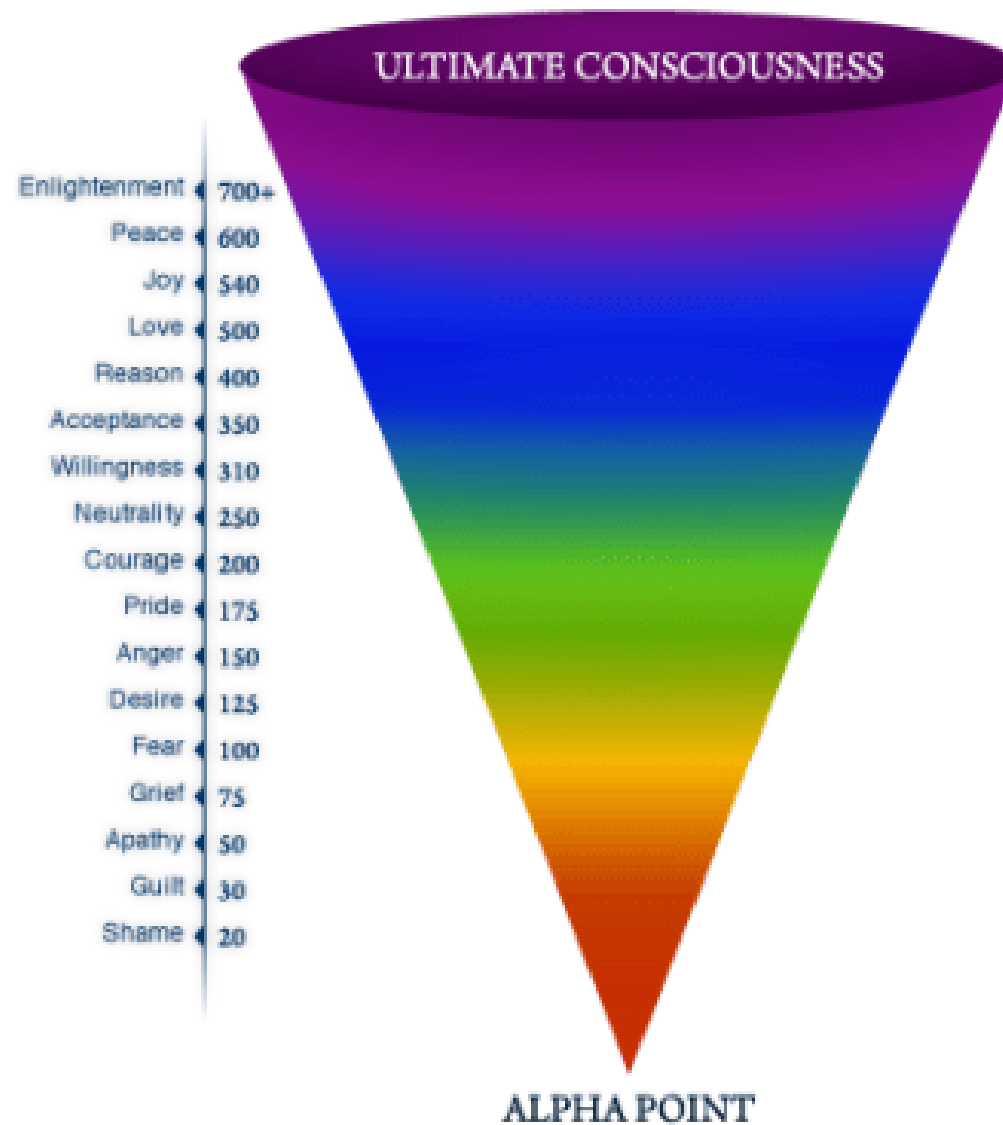
Instagram: [Herstory_Ireland](https://www.instagram.com/Herstory_Ireland)

[#RTEherstory](https://twitter.com/HerstoryIreland) [#EPICwomen](https://twitter.com/HerstoryIreland)

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The workshop exercises are copyright free and created by Herstory as a gift to the world.

APPENDIX 1



APPENDIX #1: SCALE OF CONSCIOUSNESS

An example of the scale in action, mapping out the movements and forces that are defining and influencing the world today

