

#8MarchEveryDay Quiz

Lesson on the International Women's Day 2023

Answers with Explanations and Clues for Discussion

Time envisaged for implementation: 45 minutes

Study aids: board and pen, A4 sheets of paper, two markers to write down the answers. If the school allows internet access, the students can use it in their search for answers.

Work method: quiz, presentation of examples, discussion

Lesson objectives:

- Encouraging the discussion on gender (in)equality: building a stronger perception of gender differentiation and the structural (political, economic, historical) causes of inequality; introducing forgotten artists, scientists and inventors.
- Presenting the historical turning points in the struggle for women's rights: the right to vote, equal opportunities for work and education, introduction of laws on gender-based violence prevention, etc.
- Strengthening the awareness that gender matters, but is not the only factor in forming an identity (intersectional approach); increasing sensitivity to the issue of what measures could abolish or at least mitigate gender inequality.
- Promoting discussion on double standards for women and men and discussion on gender (in)equality in everyday life, primarily the sexual division of labour and financial as well as status-based devaluation of women-dominated professions (feminisation of labour).
- Familiarizing with organized struggles for women's equality, especially the historical and present meaning of the International Women's Day, commemorated on 8 March, and thus with the fields where gender inequality is still or ever more pressing.
- Acquiring discussion and argumentative skills in advocating the viewpoints.
- If the students are allowed to look for answers using the internet, also acquiring skills in searching for certified, verifiable information sources.

Explanations for teachers

The lesson #8MarchEveryDay is meant to be implemented on the International Women's Day; however, it can be applied to the teaching process also during the rest of the year, since its central objective is to promote an active discussion on gender (in)equality and the history of women's rights struggles. Both the introductory part of the lesson and the implementation are dedicated to promoting active student participation. The lesson is drafted as a quiz for several competing groups of students. The teacher can expand the debate (by using the explanations and discussion cues on individual questions) to the issue of general (in)equality and (under)representation of women in relation to men in everyday life. The lesson can be concluded by presenting the history of International Women's Day and its relevance today or by relating to the present feminist endeavours.

The introductory part of the lesson

In a short motivational address, the teacher presents the purpose of the lesson: getting acquainted with the fields of life where women are subordinated or not visible enough. Then the teacher explains that the lesson is to take the form of a quiz and that the correct answers that will surprise the students or catch their attention will leave space for a free discussion. The teacher can open the discussion after each question or at the end of the quiz, relying on the proposed discussion cues written under every question.

2

The central part of the lesson

The students are divided into three or four groups – depending on their number. The groups should not be larger than eight persons. A table of contents can be drawn on the board to register the points. The students write their answers to the questions on paper. When they finish, they read their answers. A correct answer brings one point; if a question allows multiple correct answers, each brings one point. The time for answering an individual question should be limited to three minutes at the most, so that the quick search for answers will encourage group discussion.

If needed, the teacher can shorten the quiz or adapt it to their needs and the curriculum. The experience of teachers who have already performed the quiz in their class show that the entire quiz can be carried out in one school lesson only if it is distinctly competitively set. Although "gathering points" is not the objective of the lesson, it serves as an excellent encouragement for those taking part.

The conclusion of the lesson

The teacher asks the students which answers were most surprising and what they have learned. At the end, the teacher can encourage them to form their own answer to the question of whether the International Women's Day is still important today – and why they think it is so.

Answers with Explanations and Clues for Discussion

1. The first group of fighters for women's rights in European history was called:

- a) Suffragists
- b) Feminists
- c) Amazons
- d) Partisans

Correct answer: a) Suffragists

Explanation: In 1900, the National Union of Women's Suffrage Societies, led by Millicent Fawcett (1847–1929), became the largest women's rights association in Great Britain. Its members, the **suffragists**, campaigned for women's rights in a peaceful manner. In 1903, a new suffragette organisation was formed under the leadership of Emmeline Pankhurst (1858–1928). They used more militant methods: rallying, protesting, smashing windows and hunger strikes.

Discussion cues: Do you know of any similar contemporary movements in your country? What is feminism trying to achieve? Who were the Amazons? In which war did the Yugoslavian women Partisans fight and for what goals? Which institutions and organisations in your country deal with gender equality? Have you ever come across an advertisement or a poster promoting gender equality? How does it address it?

3

2. Who said the following words: "Freedom is always and exclusively freedom for the one who thinks differently"?

- a) Vida Tomšič
- b) Emma Goldman
- c) Rosa Luxemburg

Correct answer: c) Rosa Luxemburg

Explanation: **Rosa Luxemburg** (1871–1919) was an economist, philosopher and politician. She is one of the biggest icons of the political left. As an anti-militarist, a campaigner for women's rights and labour rights, and a revolutionary, she made a crucial mark in her time. She had belonged to minorities all her life: she was Jewish (but not religious), came from Poland (had German citizenship, but was nevertheless regarded in Germany as "Polish"), and never married. She was the undisputed leader of the international labour movement at a time when women in leadership were a rarity. Because of her political activities, she spent several years in prison, where she wrote numerous articles.

Rosa Luxemburg's full quote is as follows: *"Freedom only for the supporters of the government, only for the members of one party – however numerous they may be – is no freedom at all. Freedom is always and exclusively freedom for the one who thinks differently. Not because of any fanatical concept of 'justice', but because everything that is educational, healing and purifying in political freedom depends on this essential characteristic, and its effectiveness vanishes when 'freedom' becomes a special privilege."*

With these words from her treatise *The Russian Revolution* (written in 1918, published in 1922), she rejected the Bolshevik electoral law, which restricted the right to vote. After the left's decades-long fight for a universal and unrestricted right to vote, the Bolsheviks took it away from employers and everyone living off of "idle income" (i.e., capitalists).

Rosa Luxemburg was convinced that women's emancipation could only be achieved in a socialist system and within a broader labour movement. She believed that the fight for women's rights is also a fight against the reformists within those leftist political groups which always wanted to limit women's demands for full emancipation, including universal suffrage.

A more detailed biography: https://en.wikipedia.org/wiki/Rosa_Luxemburg

Rosa Luxemburg's biography in the form of a graphic novel: Kate Evans: *Red Rosa* (Verso, 2015).

Discussion cues: How do you understand the quote "Freedom is always and exclusively freedom for the one who thinks differently"? How do you understand it in the context of advocating universal suffrage? Why was Rosa Luxemburg opposed to restricting universal suffrage, even when the Bolsheviks took it away from her "class enemy", employers and capitalists? Was she not, so to speak, shooting herself in the foot?

4

3. What is the single largest global threat to women's health today?

- a) Domestic violence
- b) AIDS
- c) Smoking

Correct answer: b) AIDS

Explanation: Women's health around the globe is most threatened by the AIDS pandemic.

HIV (human immunodeficiency virus) is a virus that damages the cells in your immune system and weakens your ability to fight everyday infections and diseases. AIDS (acquired immune deficiency syndrome) is the name used to describe a number of potentially life-threatening infections and illnesses that happen when your immune system has been severely damaged by the HIV virus. While AIDS cannot be transmitted from one person to another, the HIV virus can. There's currently no cure for HIV, but there are very effective drug treatments that enable most people with the virus to live a long and healthy life. With an early diagnosis and

effective treatments, most people with HIV will not develop any AIDS-related illnesses and will live a near-normal lifespan.

The global AIDS pandemic comprises 33.3 million infected people, which includes 30.8 million adults. Sixteen million of those affected are women over the age of 15. As many as 2.5 million of those affected are children under the age of 15. Every year, there are approximately 2.5 million newly infected and 1.8 million people die of AIDS. The largest number of infected people can be found in Sub-Saharan Africa (22.5 million), although recently the infection has been spreading most rapidly in post-Soviet countries, as well as South and Southeast Asia.

AIDS-related discussion cues: How is HIV transmitted? How can we prevent the spread of infection? What does the acronym AIDS stand for? Is AIDS a curable disease today?

The second largest global threat to women's health is **domestic violence**, by far most frequently experienced by women and children – both at the hands of male perpetrators.

Violence against women is one of the most widespread and hidden forms of human rights violations. It is based on unequal social relations between genders, and is rooted in unequal distribution of private and public power between genders, in the cultural environment and upbringing. Violent behaviour is mostly learned and passed on from generation to generation. Women often experience different types of violence at different times of their lives: domestic violence, trafficking of women and girls (acquiring, transport, transfer, hiding and other sexual and reproductive rights violations), violence in armed conflicts and fights, violence in the form of various traditional and cultural practices, etc.

5

Violence cannot be equated with conflict. Conflicts arise when two persons have different, opposing or mutually exclusive wishes. The goal of conflict resolution is to come to an agreement that is feasible and acceptable for both persons, and there must exist a balance of power between them. Good conflict resolutions strengthen and refresh the relationship. Violence, on the other hand, breaks down the other's boundaries. The perpetrator imposes a confirmation of their dominance and the victim's submission.

Violence-related discussion cues: At this point, you may discuss peer violence with your students. Does it occur at your school? Is this topic discussed at all? Who can students who experience any kind of violence or harassment turn to in your school?

4. Which statement is based on double standards (unfairly treating girls and boys differently)? There are several possible answers.

- a) A girl who has sex often is called names, while a boy who has sex often is praised.
- b) Gynaecology handles the sexual health of girls, whereas urology handles the sexual health of boys.
- c) When a girl is unable to solve a problem, the teacher gives her the solution; when it

- is a boy, she tells him how he can arrive at the solution himself.
- d) A boy and a girl skip school. Both receive the same punishment.
 - e) A drunk boy is unsightly; a drunk girl is even worse.
 - f) At an airport, female passengers must be screened by a female security guard, and male passengers by a male security guard.

Correct answers: a, c, e

Explanation: This question is designed to identify situations in which *gender differentiation* is justified (answers b and f) and those in which it is not, or is unfair to one gender. In the context of this question, *double standards* refer to a different treatment of girls in the areas of sex (answer a), education (answer c) and alcohol intoxication (answer e). In each example, *stereotypical notions of femininity and masculinity* – supposedly typical characteristics of women and men – are responsible for the discrimination.

Characteristics that are typical of a child's gender receive praise; however, if a child transgresses expectations, they are quickly warned and "put back in their place". This is called *gender-specific socialisation*. A pregnant woman is constantly badgered: "What is it?", and there is no dilemma about the question referring to the sex of the foetus. Thus, gender differentiation befalls a child even before their birth, long before they start identifying as a girl or a boy.

Although many parents – and later, pre-school and primary school teachers – attempt to avoid gender stereotyping, our notions of gender are so *internalised* that we are not even aware of the messages we send to children and adolescents. Girls are encouraged to be empathetic, caring, calm and obedient, while boys are encouraged towards autonomy, and less attention is paid to their emotions and concern for others. Many would characterise a boy running headlong across the playground as energetic, and a girl acting the same way as wild. A teenage girl with an active sex life will be judged incomparably more harshly than her sexually active male peer, and the same applies to drug use (for example, alcohol).

Sociological research in the field of upbringing and education shows that pre-school teachers help girls by solving certain problems and tasks for them, while boys receive detailed directions that help them actively solve the task themselves. Although girls are not ignored in primary school, they are "dismissed" by teachers solving the problem for them. In secondary school, teachers encourage boys to be creative and innovative to prepare them for the important roles they are supposed to take on in their lives. They mostly expect girls to be diligent, hardworking and tidy. Despite not being regarded as "ideal" students, boys receive more attention from teachers: they are helped, praised and corrected more often. When talking to girls, teachers more often comment on their well-being and appearance than when talking to boys, which significantly influences how the girls' self-image is shaped during this time in their life.

Discussion cues: Why is a girl who has sex often called names, while a boy who has sex often is praised? Do you think it is right that a boy and a girl who skip school are punished in the same way for the same infraction? In your opinion, why is sexual health care of girls and boys separated in medicine; why are girls attended to by gynaecology and boys by urology? Why should female passengers be checked by a female security guard, and male passengers by a male security guard?

5. **"I am tired of living in a world where women are mostly referred to as a man's past, present or future property/possession. I ... do not. Belong. To anyone. But myself. And neither do you."** Which celebrity said these words?

- a) Ariana Grande
- b) Miley Cyrus
- c) Selena Gomez

Correct answer: a) Ariana Grande

Explanation: **Ariana Grande** (1993) is an American singer and actor who became famous in 2009 for her role as Cat Valentine in the TV series *Victorious*, for which she also recorded several songs. In 2013, she released her first album, *Yours Truly*, which reached number one on the Billboard 200, while her song *The Way* made it to the top ten of the Billboard Hot 100. She has since released five more successful albums: *My Everything* (2014), *Dangerous Woman* (2016), *Sweetener* (2018), *Thank U, Next* (2019) and *Positions* (2020). She has won numerous awards.

7

In the quoted tweet, posted on 7 June 2015 and liked by more than 100,000 people, Ariana Grande also wrote: "If a woman has a lot of sex (or any sex for that matter) ... she's a 'slut.' If a man has sex ... HE'S. A. STUD. a BOSSSSSS. a KING. ... The double standard and misogyny are ever present. I can't wait to live in a world where people are valued not by who they're dating/married to/attached to, having sex with (or not)/seen with ... but by their value as an individual."

Discussion cues: What does it mean to be owned by someone? How do we recognise a possessive relationship? Is anyone at all allowed to make decisions on your behalf? What if you are a minor? In which areas of life do you notice double (different) standards for women and men? Does that seem fair to you? If not, what kind of treatment would be fair? Why are sexually active girls judged and sexually active boys praised? In your opinion, why are double standards so pronounced in the area of sexuality?

6. **Who wrote the first computer processing algorithm in the world?**

- a) Alan Turing
- b) Betty Holberton
- c) Ada Lovelace
- d) Bill Gates

Correct answer: c) Ada Lovelace

Explanation: **Ada Lovelace** (1815–1852), born Augusta Ada Byron, was an English mathematician and writer. Her parents were poet Lord Byron and Lady Anne Isabelle Byron. She became interested in mathematics, especially in Charles Babbage's "Analytical Engine", at a young age. She improved on the calculations for his machine to such a degree that he jokingly claimed she was an "Enchantress of Numbers". In the years from 1842 to 1843, she translated into English and annotated an article on mechanical computation by the Italian mathematician, pedagogue and politician Luigi Menabrea. It was her notes which paved the way for the first modern computer, designed in 1940 by the English mathematician, logician and cryptanalyst Alan Turing.

Her findings had a significant impact on the early development of computers, as she recognised their potential beyond mere computation. Today, Ada Lovelace is regarded as the author of the first computer processing algorithm and thus the world's first programmer. Since 1981, the Ada Lovelace Award is given to women for outstanding technological achievements and efforts to include women in computing.

Discussion cues: Why do you think mathematics and programming are still regarded as "male" fields today? At your school, is there any support for girls who are interested in them or technology in general? What kind of obstacles do they face? At your school, what are the experiences of boys who are interested in traditionally "women's domains" (social studies, education, home economics)?

8

7. State a street in your (or a nearby) town that is named after a woman:

Correct answer: It depends on the town the students choose. Each street name earns one point. If they do not write down any because no streets in their chosen town are named after a woman, the answer is correct and earns one point.

Explanation: Street names reveal the historical development of a town and state, strengthen collective memory and increase the sense of belonging to a place and time. In most towns across the globe, very few streets are named after women, certainly incomparably fewer than after men; what message does this send to girls? That women have never achieved anything significant for the community? Or that their achievements have been overlooked – perhaps even deliberately forgotten?

In the 1970s, to gain insight into women's history, feminist historians began to research the history of everyday life and collective memory. They used the term women's history (or history of women) which does not cover a specific history that applies only to women, but

rather the missing piece of general history which has, so far, evaluated mostly male events and achievements.

And what counts as a male event? Everything that happens in the public eye; everything that records historical memory; and everything we learned in history lessons: the history of wars, high politics, industry and farming. Historiography does recognise social inequality as well (peasant revolts, labour strikes). However, that does not encompass everyday life. Sociologist Vesna Leskošek therefore remarks that "in the current national collective and historical memory, women [...] are passive bystanders of events, as they are absent from historiography as actors. It seems as if, in times gone by, women have done nothing of importance, merely birthing children and caring for the family. [...]. If we only remember these women, how can we believe their 'nature' is different, active, intellectual and cultural? On the other hand, being inscribed into history is influenced exactly by convictions about what women are like, what their 'true nature' is."

Discussion cues: Which women are important through the lens of your local history? Are there any streets or buildings named after them? Do any of them have their own monument? Which one(s)? How many streets in your town are named after women? In your opinion, why is the number so low? Is it because they traditionally worked mostly in the private sphere – as mothers and housewives?

8. Who wrote the science fiction novel *Frankenstein*?

- a) Mary Wollstonecraft
- b) Ursula K. Le Guin
- c) Mary Shelley

Correct answer: c) Mary Shelley

Explanation: **Mary Shelley** (1797–1851) was raised and educated by her father, anarchist and philosopher William Godwin. Her mother, renowned English philosopher, author and feminist Mary Wollstonecraft died ten days after giving birth to her.

Mary Shelley wrote her first and most famous novel titled *Frankenstein or the Modern Prometheus* at the age of 19 (in 1818). When this influential literary masterpiece was published, no one knew who its author was. Her name was missing from the cover, but as the introduction was penned by the famous poet Percy Bysshe Shelley, everyone was convinced that he was the author of *Frankenstein*. It did not occur to anyone that the author could be his wife, Mary Wollstonecraft Godwin, alias Mary Shelley (her pseudonym), who, besides six novels, also wrote numerous short stories, plays, essays, biographies and travelogues. In her work, she often argued that society can only be reformed through cooperation and compassion, which she saw as feminine qualities.

Discussion cues: Why did women frequently publish their work under pseudonyms, especially in genres that were perceived as male? Which genres are considered female today? Is the distinction between “male” and “female” genres used by literary theorists or primarily by booksellers? What is the novel *Frankenstein* about? Why is its message still relevant today?

9. List three women writers or poets who write (or wrote) in your mother tongue.

Some possible answers for Slovenian language: Vera Albreht, Berta Bojetu Boeta, Kristina Brenk, Elza Budau, Polona Glavan, Maja Haderlap, Mojca Kumerdej, Zofka Kveder, Vesna Lemaić, Svetlana Makarovič, Katarina Marinčič, Mimi Malenšek, Neža Maurer, Mira Mihelič, Desa Muck, Maja Novak, Lili Novy, Katja Perat, Katja Plut, Ljuba Prenner, Ana Schnabl, Veronika Simoniti, Cvetka Sokolov, Nataša Sukič, Anja Štefan, Suzana Tratnik, Ilka Vašte, Janja Vidmar, Nataša Velikonja, Bronja Žakelj.

The teacher can direct the debate on this question to a writer or poet that had been discussed in class. The starting points hereinafter are connected to the life and work of Zofka Kveder, the first Slovenian professional woman writer and editor.

Zofka Kveder (1878–1926) was a writer, journalist, editor and one of the first advocates of women’s emancipation in Slavic countries. Due to bad family relationships, mostly because of her alcoholic father, she left her home already in her early years. She first got a job in Trieste, then looked for a way to education without the support of her parents, first in Bern, then in Prague. She kept writing throughout her studies. Her first sketch story *Kapčev stric* was published in 1898 in the Trieste-based newspaper *Slovenka*, then still an appendix to *Edinost*, the central political medium of Slovenians based in Trieste. In 1900, she published her first book in Prague, a sketch-story collection *Misterij žene*. In 1917, she founded the monthly magazine *Ženski svet*. In its first edition, she demanded voting rights.

10

It was only us, the contemporary women, to discover what we call the soul; we have found in ourselves our own will, our own judgement, a confidence of personality. Our mothers did not even conceive of independently judging a man. They were good and obedient. They were resigned to their fate. They found peace in having a husband such as God gave them, be it smart or stupid, good or evil. – Zofka Kveder

In her writing, she was devoted to topics touching upon women’s lives and had lucidly analysed them. Women are also the main protagonists of her works. In her numerous texts, she intertwined the motives of pregnancy, childbirth and motherhood, in some cases presenting them as burdensome for women, which was a novelty, as these motives had previously been treated exclusively positively. She addressed the topics of death rate in women and children during childbirth, infanticide and obstacles preventing women on their way towards independence (e.g., unwanted pregnancy, breastfeeding, infertility). She also wrote about the women’s need to be socially active, about the relationship women have with

their own body and towards sexuality, about prostitution and rape, loveless marriages and marriages for material gain. In *Slovenka* and other newspapers, she published articles on women's rights to work, participate in politics (voting rights) and educate themselves. By writing about the topics which were up to then mostly silenced, she managed at least partially to transcend the patriarchal patterns of her time.

Today, streets in three Slovenian cities – Ljubljana, Celje and Maribor – are named after Zofka Kveder.

I do not fear death. If I am destined to die early, then be it. But I do love life. Life is something marvellous, marvellous, large, strong. The feeling of life, a large and strong feeling of being, is something exulted and beautiful ... Do not fear life! – Zofka Kveder

Discussion cues: Were women in your country allowed to enrol into studies at the time of Zofka Kveder? What were the social expectations of women at that time? What are those expectations today? Do girls in your country today have the same access to education as boys? What does the word emancipation mean? Are women today emancipated? Do artists who are mothers have a possibility to create today? What about artists who are fathers? Why are more male writers than female authors represented in school curriculums?

10. Who is a feminist?

- a) Someone who believes men are better than women.
- b) Someone who believes women are better than men.
- c) Someone who believes all people, regardless of gender, should be treated equally, but are not.
- d) A woman.

11

Correct answer: c)

Explanation: Feminism can be characterised as a fight for social justice, a movement against a world order based on gender imbalance. However, there are many definitions of feminism due to its different forms and goals throughout history and in various societies. It primarily included women, but often men, as well.

Today, "being a feminist" frequently carries a negative connotation. Often, this is due to misunderstanding. Australian theoretician Dale Spender's response is as follows: "Feminism has fought no wars. It has killed no opponents. It has set up no concentration camps, starved no enemies, practiced no cruelties. Its battles have been for education, for the vote, for better working conditions . . . for safety on the streets . . . for child care, for social welfare . . . for rape crisis centres, women's refuges, reforms in the laws."

Let us also explain the difference between equality and equity. **Equality** refers to the legal aspect of equity: the fact that in many countries, the constitution and legislation ensure equal human rights, liberties, and duties to all people – regardless of gender. In legal terms, equality

does not by itself guarantee the actual equity of women and men, although it is an important component of it.

Gender equity does not mean women and men are the same, nor is it synonymous with gender equality. The guiding principle of the concept of gender equity is accepting the differences between men and women, equal evaluation of roles, norms, and expectations, facilitating choice and full participation and development of women's and men's potential within society, without limitations based on gender stereotypes. The equity between women and men means the same recognition, power and participation of both, men and women, in all areas of public and personal life. It also means the recognition of equal opportunities for persons who define themselves as non-binary (neither women nor men).

Gender equity means that women, men and non-binary people:

- have the same dignity, rights and responsibilities,
- equally participate and have equal social power to influence planning and decision-making in all areas of public and private life,
- have the same status and opportunities to enjoy all rights,
- have the same opportunities to develop their personal potential to contribute to social development,
- benefit equally from the results of this development.

Despite great progress in this field, inequalities between women and men persist. The distribution of social power, influence and access to resources between men and women remains unequal and inequitable. In most areas of personal and social life, women are more frequently disadvantaged than men. E.g., more women are unemployed, women perform more unpaid housework, spend more time on childcare, women more often work part-time due to familial obligations, receive lower pay and lower pensions, women are more often the victims of intimate partner violence, they are more often at risk for poverty, women are less likely to be economic decision makers, they participate less in political decision-making processes, etc.

12

Discussion cues: What do you know about feminism? How do the concepts of equality and equity differ in meaning? Does equality before the law guarantee actual gender equity? How would you explain the difference between the words "equal" and "same" with a practical example? Why do you think feminism is looked down upon and treated like a "dirty word"?

Colophon

#8MarchEveryDay Quiz

Lesson on the International Women's Day 2023

The 2023 edition of the quiz in English consists of selected questions and answers from past quizzes in Slovenian language (2018–2022), adapted for international use.

Prepared and published by
City of Women – Association for the Promotion of Women in Culture
www.cityofwomen.org

For additional info, contact Sara Šabec
sara.sabec@cityofwomen.org

Edited by
Tea Hvala

Translated by
Pika Kofol and Polonca Štritof

Proofread by
Ana Makuc

Co-funded by
City of Ljubljana