

**WILD
RICE**



Fair Play

WRITTEN & DIRECTED BY **THOMAS LIM**

LEARNING RESOURCE PACK

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ABOUT THE PLAY

Synopsis

Moments before they make their entrance into our world, Boy and Girl are each assigned scripts by a Playwright. As they rehearse for the lives that they will lead, they begin questioning the roles that they have been given.

Why are women and men expected to behave in certain ways? How did the world come to be such an unequal place for women and men? Can there be a different way of raising future generations?

In this challenging and insightful original comedy by Thomas Lim, one of Singapore theatre's most exciting playwrights, *Wild Rice* invites young people to participate in the shared experience of theatre - to engage with a play's themes and think about how the issues raised relate to everyday life and the world we live in. Learning outside the classroom has never been this inspiring and fun!

Creative & Production Team

Creative Team

Playwright, Director & Multimedia Designer **Thomas Lim**

Assistant Director **Ezzat Alkaff**

Facilitator **Shalyn Yong**

Set Designer **Wong Chee Wai**

Costume Designer **Theresa Chan**

Lighting Designer **James Tan**

Hair Designer **Ashley Lim**

Make-up Designer **Bobbie Ng**

Production Team

Head, Production **Melissa Teoh**

Technical Manager **David Sagaya**

Production Coordinator **Angela Ee**

Stage Manager **Joyce Tay**

Assistant Stage Manager **Cindy Sng**

Lighting Operator **Faiz Zainuddin**

Sound Operator **Muhammad Syahin Bin Abdul Samad**

Fly Operator **Mohammed Asri Bin Hanapi**

Technicians **Jayant Daniel Singh**

Wardrobe Mistress **Joyce Gan**

Dresser **Noor'ain Afiqah**

Hair Assistant **Michelle Wai**

Cast

Girl played by **Sarah Syazlina**

Boy played by **Jeremy Lim**

The Playwright played by **Masturah Oli**

Biographies



Girl played by Sarah Syazlina

Sarah is an emerging young actress with a talent for singing, a flair for drama and a love for theatrics. Fuelled by a heart brimming with dreams and an unwavering passion, Sarah captivates audiences by breathing life into characters on the stage. Her voyage from her early days as a First Stage Kid in Wild Rice's pantomimes, to participating in the company's inaugural Singapore Youth Theatre programme for teenage theatre-makers, reflects her remarkable growth and unyielding artistic dedication. Embracing the challenges she faces, Sarah continues to hone her craft and script her own extraordinary journey.



Boy played by Jeramy Lim

Jeramy's theatre-making journey spans collaborations with companies like SRT, T:>Works, Intercultural Theatre Institute, Théâtre du Rêve Expérimental (Beijing), Company SJ (Dublin) and Squid Vicious Theatre (Perth). His solo works have graced Perth's The Blue Room Theatre Summer Nights (*Jack of All Directions*) and CINEMQ Shanghai's Short Films Festival (*An Excuse*). Jeramy holds a BA First Class Honours in Acting from LASALLE and believes boys rock boy-ness effortlessly, no rehearsals required!



The Playwright played by Masturah Oli

Masturah graduated with a BA (Hons Class 1) degree in Theatre Arts from NAFA, validated by the University of Essex (East 15 Acting School). Theatre credits: *Acting Mad* (The Necessary Stage, 2022), *Opposition* (The Necessary Stage & Drama Box, 2022), *Rubber Girl on the Loose* (Cake Theatre Productions, 2019). In 2023, Masturah was appointed Co-Artistic Director of Buds Theatre, where she looks forward to bringing her creative and artistic vision to life.



Thomas Lim – Playwright, Director and Multimedia Designer of *Fair Play*

Thomas made his professional debut as a playwright and director with *Grandmother Tongue*, which is performed in Teochew, English and Mandarin. His sophomore work, *Supervision*, won Best Original Script at the 2019 Straits Times Life! Theatre Awards. Other writing credits include *Pinocchio*, *Straight Acting* and *Peter Pan in Serangoon Gardens*. He has worked as a drama educator in secondary schools and junior colleges across Singapore, and is currently the Associate Artistic Director for Youth and Education at Wild Rice.

INTERVIEWS AND ARTICLES

In All Fairness

Playwright and director Thomas Lim takes us into the quirky ‘beforelife’ of *Fair Play*, a thought-provoking new piece about gender stereotypes and inequality. He opens up about the inspiration behind the play, why theatre matters to him, and how he deals with writer’s block.



In Rehearsals

(L-R) Jeremy Lim, Masturah Oli (back-facing) & Sarah Syazlina

Tell us about *Fair Play*.

Fair Play is a quirky look at gender stereotypes set in the ‘beforelife’ (rather than afterlife) of a Boy and a Girl. Moments before they are born, they are each assigned a script and instructed to say and do everything that has been written for them so as to keep the world in order.

What inspired you to write *Fair Play*?

The journey for *Fair Play* actually started a couple of years ago, when I was working with a secondary school’s drama club. At the time, we were generating scenes to explore the differential treatment of men and women in the workplace.

Following that, I did some reading and stumbled upon Judith Butler's work. She is an American philosopher and gender theorist who proposed looking at gender as a performance. That got me thinking. If gender is a performance, is there a script? Who are the actors? Who is the audience? Who writes the script? Why does it have to be *performed*?

What was the most challenging thing for you in writing *Fair Play*?

In most plays, the characters tend to have a history and their circumstances in life inform their needs, wants and motivations. Setting *Fair Play* in the 'beforelife' meant that two of my three main characters have no 'history' and therefore less information for me to go on when they make decisions in the course of the story.



Watching as the actors perform a scene with WILD RICE's Founding Artistic Director, Ivan Heng

How many drafts did you write for *Fair Play*, and how did those drafts evolve?

I wrote a total of three drafts. Between each draft, I held workshops with the actors, in which we figured out things like how the 'beforelife' works, what kind of language the characters speak, and their motivations for what they say and do in the play.

What research did you do prior to writing *Fair Play*?

While gender stereotypes and inequality are issues that we are talking about globally today, they manifest differently in each country and community. I read up a lot on how gender stereotypes are sustained or even reinforced in Singapore – not just through our social policies, but also in the ways we relate to one another daily.

You'll also be directing this play. What do you enjoy about directing, as opposed to writing, a play? What are the best and worst things about directing a play you have written yourself?

When I am writing, the world of the play exists only in my head. Directing gives me the opportunity to bring that world to life with the help of my collaborators. It's really fascinating to see what happens when the script meets the actors, designers and stage management team. Everyone responds to the script from their own unique vantage points, which ultimately feeds the way we build the world of the play together. Of course, there are sometimes tensions between the roles of playwright and director. The director in me might want to cut or move certain things around, while my inner playwright might feel otherwise!

Tell us about your cast – how did you find them, and what do you think they bring to their roles that isn't on the page?

Prior to the 2019 production, I worked with Jeramy Lim on a show about stress management that toured to secondary schools and JCs. I met Masturah Oli when she gave an excellent audition during Wild Rice's open audition. Sarah Syazlina was part of the Singapore Youth Theatre programme in 2020, and I worked with her on a show called *Schooled*. They all bring so much colour to the play. They're open-minded, young, energetic and full of ideas. They've been instrumental in the script development process, for which I am very grateful.



Thomas with the entire *Fair Play* team!

(L-R) Cindy Sng (Assistant Stage Manager), Joyce Tay (Stage Manager), Jeramy Lim, Sarah Syazlina, Masturah Oli, Thomas Lim (Director) & Ezzat Alkaff (Assistant Director)

What do you hope students and young people will take away from watching *Fair Play*?

To me, the theatre is an arena where characters with different backgrounds, world views and values are confined in the world of the play and forced to confront their differences. It is a place where we sit together to listen to and learn about people – not just those who are like us, but also those who may have very different experiences of the world. It's a place where we leave the comfort of our own insular bubbles and open our hearts and minds to those we label as 'them'. I hope that *Fair Play*, specifically, gives our audiences an opportunity to think about how we negotiate differences in our ideas and expectations of gender, which may be different than that of our friends, parents, husbands and wives.

How did you discover the power of theatre for yourself?

Before I came into contact with the Singapore theatre and literary scene, I had the impression that the arts were solely for the educated and the westernised. I remember the first Singaporean play I encountered – Haresh Sharma's *Lanterns Never Go Out*. I was 13, and it was the first time I'd heard a play performed in a Singaporean accent. Its very first line, 'Kah Wei is a daughter', got me. It was music to my ears. I thought that I could really possibly know a Kah Wei in my own life – that this could be my friend's story, or my cousin's or my neighbour's. It made me feel that our stories mattered. That was life-changing.

Does this experience inform the work you do? Not just in terms of writing and directing plays, but in planning programmes part of Wild Rice's Youth and Education department?

Definitely. At WILD RICE, we want everyone to feel like they have a stake in our theatre. We want to tell Singaporean stories, and we want people of all ages to feel at home with us. When it comes to students and young people, we're constantly coming up with fun ways to engage them – we want to entertain as well as empower them through theatre. *Fair Play* is one of many ways we're doing that – bringing students out of the school hall so that they can have the incredible experience of watching a play at a professional arts venue. We also have opportunities for young people to learn about theatre making such as in our Singapore Youth Theatre and Young & Wild training programmes.

Can you share with us your playwriting process? How do you deal with writer's block?

The process usually begins with an image or an idea I have in my head. This idea usually comes to me when I notice something peculiar in my life. In a way, most of my plays begin with a curiosity I have for people and the situations they have been put in.

When I feel blocked, it usually means that there's something I've written that doesn't sit right in the play. I embrace the blocks as part of the process, and leave my subconscious to work it out. I give my attention to another project for a while, before coming back to it. Usually, some distance from my writing helps me to see it more clearly.

DISCUSSION AND ACTIVITIES

General Discussion Points

1. What do you think are the main themes of the play?
2. Which part(s) of the play were you most engaged in? Why?
3. Think of the title, '*Fair Play*'. Why do you think the playwright chose this title?
4. The Boy and Girl in the play are going to be born in Singapore. Do you think the discussions in the play would be different if it were set in another country? Why?
5. What did you think of the Boy and Girl having to follow the 'script'?
6. Besides gender, what other 'scripts' are people expected to live by? What is the 'script' of a student?
7. Do relate to any parts of the story told during the performance? Which parts were you most affected or excited by?
8. Think about how the staging of the play - the sets, props, lighting, sound and costumes. What effect did these elements have on your experience?

Themes and Issues: Gender Stereotypes

Discussion Prompts

1. In the play, the Boy and the Girl receive scripts that tell them what to say and do. What do these scripts represent in our world? What does it say about being a boy or a girl?
2. The Playwright (in the world of the play) suggested that there are people who hold on very strongly to the stereotypes of men and women. Where do people learn to believe in these stereotypes?
3. "Some occupations are more suited for men and others for women." What are your views?
4. Our understanding of the roles and expectations of men and women come from our family, culture and society. How does your understanding of the roles and expectations of men and women differ from that of other cultures?
5. Discuss the meaning of the phrases, 'you kick like a girl,' and 'man up.' What do they imply? *(please refer to the 'Articles and Videos' section for related resources)*
6. There is a statement that says, "When women care for their children, it's parenting, but when men care for their children, it's 'helping out' and 'babysitting.'" What are your views on this statement?

Key Ideas

Sex

The biological differences between men and women that they are born with.

Gender

The values and expectations that society associates with a person's biological sex, which can vary based on a person's racial, cultural, socio-economic, and geographic situation.

Gender socialisation

The process by which a person learns about their culture's gender-related rules, values, norms and expectations.

Gender Roles

The behaviours, values, and attitudes that a society considers appropriate for each gender.

Stereotype

A widely accepted judgment or bias about a person or group – that is overly simplified and not always accurate.

Prejudice

An unfair and unreasonable opinion or feeling that is formed without enough thought or knowledge about something

Social Norm / Social Expectations

In a particular community, a set of unspoken rules that guide the behaviour of its members.

Pink Collar Worker

Someone who is working in a job traditionally considered to be women's work such as in the beauty industry, nursing, teaching, childcare or teaching

Family Values

Traditional or cultural values about the structure and norms of families. Parents are often regarded as the ones who are responsible for the transmission of such values.

Articles and Videos

- First woman receives prestigious Singapore Police Force Scholarship – Straits Times: <https://www.straitstimes.com/singapore/education/first-woman-receives-prestigious-singapore-police-force-scholarship>
- Singapore should celebrate its women, who have played pivotal role in its history: Grace Fu – Straits Times: <https://www.straitstimes.com/singapore/singapore-should-celebrate-its-women-who-have-played-pivotal-role-in-its-history-grace-fu>
- Gender bias biggest hurdle for women execs – Straits Times: <https://www.straitstimes.com/singapore/gender-bias-biggest-hurdle-for-women-exec>
- Commentary: Gender equality is not just a 'women's issue' – CNA: <https://www.channelnewsasia.com/news/commentary/gender-stereotypes-men-women-toxic-unfair-narrow-equality-10615146>
- This bicentennial, get to know these 10 women pioneers from Singapore's history – Straits Times: <https://www.straitstimes.com/lifestyle/this-bicentennial-get-to-know-these-10-women-pioneers-from-singapores-history>
- More Singaporean men choosing to be stay-at-home dads – Straits Times: <https://www.straitstimes.com/singapore/more-spore-men-choosing-to-be-stay-at-home-dads>
- Talking Point 2017, Episode 14: <https://www.mewatch.sg/show/Talking-Point-2017-29322>

“Take it like a man; Stop being such a girl”. Common talk among boys or insidious gender policing? A recent poll showed that 9 in 10 teenage boys were pressured to be “manly” through harassment, bullying, social exclusion & violence. How are boys affected by gender stereotype? With stay-at-home dads and metrosexuals thrown into the mix, how has the traditional notion of what it means to be a man, evolved over the years? Also this week, we explore what it takes to make a mid-career switch.

- Being an inspiration, role model to girls 'the most satisfying' part of role, says outgoing President Halimah – CNA: <https://www.channelnewsasia.com/singapore/halimah-yacob-reflects-role-president-being-role-model-girls-3763351>
- This male A&E nurse says it's a meaningful job even if he's called 'Missy': 'Taking care of others is important' – CNA: <https://cنالifestyle.channelnewsasia.com/women/male-nurse-accident-emergency-department-national-university-hospital-353271>

Suggested Activities

Discussion: Gender Roles & Stereotypes

Ask the class to discuss the following terms, and what it means, and to give some examples.

- Gender roles
- Stereotypes

Gender roles

The behaviours, values, and attitudes that a society considers appropriate for each gender. However, these can vary and are affected by ethnicity, culture, and the country one is living in. Gender roles also change in society over time.

Stereotype

A widely accepted judgment or bias about a person or group – that is overly simplified and not always accurate.

Stereotypes can be based on gender. Stereotypes can be a precursor to sexism, and it's when a person may face unequal treatment and unfair treatment due to their gender.

There are different types of gender stereotype that affect both men and women, in areas such as:

- Personality
- Domestic behaviour
- Occupation
- Appearance

Ask the class to discuss how we can break free of the stereotypes and expectations in each of the four areas.

Activity: The Characteristics of Man and Woman

Split the class into groups, and in their groups, instruct them to draw two figures on a big piece of paper, of a man and a woman.

Ask the class to discuss what it means to be a 'man' or a 'woman' in our society. They can begin by listing things that are most important about being a man and being a woman and list it next to the respective picture.

Ask the class to present their drawings and share what they have discussed. Note down the common characteristics, and ask the class these are things that people were born with or acquired.

Activity: Sex vs Gender

Ask the class if they can identify the differences between sex and gender, and ask them to share their definitions.

- Sex: The biological differences between men and women that they are born with.
- Gender: The values and expectations that society associates with a person's biological sex, which can vary based on a person's racial, cultural, socio-economic and geographical situation.

Explain that a fundamental difference between the characteristics of sex and gender is in whether a person is *born with* or if they *learnt* them.

From the list of characteristics, ask the class to separate them into two lists: 'Sex' and 'Gender'.

Ask the class to think of examples of how people's understanding of sex and gender differ across cultures and time.

Examples:

- In American culture, it is common for females to wear a dress or a skirt. While in some Middle Eastern, Asian or African cultures, wearing *sarongs*, robes or gowns can be considered masculine.
- In the Scottish culture, kilts are worn by men, and it is not considered to be feminine in Scottish culture.
- In some parts of Albania, there is a custom originating from the 15th century in which women can take an oath to become a *burrneshat*. These women adopt male clothing and live their lives as men, becoming head of the household, and are able to take on jobs traditionally open only to men. As *burrneshat*, these women are allowed to take on the roles and privileges of men in men in society to gain social and economic advantages.
- In Ancient Rome, the *toga* – a cloth garment that is draped over the shoulders and body was worn by both men and women. However, after the 2nd Century BC, the *toga* was worn exclusively by men, while women wore the *stola*. After that point, it was considered disgraceful for women to wear a *toga*, as a woman wearing the *toga* was associated with prostitution.

Themes and Issues: Gender Inequality

Discussion Prompts

1. Many women now hold full-time jobs. However, a considerable part of the household and caregiving duties still seems to rest on their shoulders. Why do you think this is so? What effect does this have on women at the workplace?
2. In the play, the Playwright claims that there have been changes made to the script that addresses gender inequality. What are some of these changes they are referring to?
3. "Gender equality begins at home." What are your views on this statement?

Key Ideas

Equality

The state of being equal, especially in status, rights, or opportunities.

Gender inequality

It is the result of the persistent discrimination of one group of people based on gender and it manifests itself differently according to race, culture, politics, country, and economic situation.

Equity

The quality of being fair and impartial. This can be achieved by recognising that men and women may have different needs and face different challenges. Equity means men and women can be treated differently in order to overcome unfair barriers or obstacles.

Conformity

Behaviour that follows the usual standards that are expected by a group or society.

Feminism

The advocacy of women's rights on the ground of the equality of the sexes.

Personality

The combination of characteristics or qualities that form an individual's distinctive character. In discussing gender, men and women are typically assumed to possess certain personality traits and behaviours.

Glass Ceiling

A metaphor for the unspoken barrier that limits a particular community or demographic from advancing past a certain level in the workplace.

Social Status

The relative level of respect, honour, assumed competence, and deference accorded to people, groups, and organisations in a society.

Male Chauvinism

A form of prejudice based on the belief that men are superior to women

Double Day, Double Shift, Double Duty or Second Shift

Additional unpaid domestic labour, such as childrearing, household chores and caring for the elderly, on top of holding a full-time job

Patriarchy

A system of a society or government in which men hold power and women are largely excluded from it

Articles and Videos

- Women chefs taking a stand against discrimination in Singapore kitchens – CNA: <https://cnalifestyle.channelnewsasia.com/dining/female-chefs-discrimination-kitchen-11807304>
- Women in Singapore earn 13% less than men as gender wage gap persists: Glassdoor – Straits Times: <https://www.straitstimes.com/business/economy/women-in-singapore-earning-13-less-than-men-as-gender-wage-gap-persists-glassdoor>
- Hong Kong and Singapore, Asia’s heavyweights, must lead the way in empowering women and promoting equality: UN director – South China Morning Post: <https://www.scmp.com/news/asia/east-asia/article/2189096/hong-kong-and-singapore-asias-heavyweights-must-lead-way>
- Singapore ranked worst place for women to work among top “gender-equal” nations, with about 20% less pay and savings than men – Business Insider Singapore: <https://www.businessinsider.sg/singapore-ranked-worst-place-for-women-to-work-among-top-gender-equal-nations-with-about-20-less-pay-and-savings-than-men/>
- Women are on track to earn the same as men - in 202 years – The Straits Times: <https://www.straitstimes.com/business/economy/women-are-on-track-to-earn-the-same-as-men-in-202-years>
- Women do 47 minutes more housework than men daily - The Straits Times: <https://www.straitstimes.com/business/invest/women-do-47-mins-more-housework-than-men-daily>
- Gender bias biggest hurdle for women execs - The Straits Times: <https://www.straitstimes.com/singapore/gender-bias-biggest-hurdle-for-women-exec>
- Commentary: Singapore women have more equal opportunities, but some way to go for equitable outcomes - CNA: <https://www.channelnewsasia.com/commentary/international-womens-day-gender-equality-equity-flexible-work-mothers-parenting-3330931>
- The pink tax and other invisible taxes Singapore women ‘pay’: What you didn’t know about gender inequality - CNA: <https://cnalifestyle.channelnewsasia.com/women/pink-tax-gender-price-discrimination-women-364191>

Suggested Activities

Discussion: In/Equality Means _____?

Equality and inequality can mean different things to each person. Ask students to complete the following sentence:

“To me, equality means _____.”

“To me, inequality means _____.”

You can structure this exercise by asking the students to include a real-world example or limit the number of words or sentences they write.

Discuss some of the sentences that the students wrote and identify the ones that are similar to each other.

Extension Activity: The Impact

Instruct the students to identify something that may be unequal in Singapore – something they have seen or heard. Ask the students to write a short description of the occurrence, and describe the impact that the inequality can have on someone and members of society.

Examples could include references who are blind, visually impaired, deaf or those who use crutches or wheelchairs, or places only accessible by car with limited public transportation, etc.

Activity: Inequalities - The Wastepaper Basket

For this activity, ask the students to line up in a single horizontal line facing the front of the room, where a wastepaper basket or container is placed. Instruct each student to crumple up pieces of paper, ensuring that all the students have the same amount of paper [e.g. 3 pieces each].

Round 1: There should be a distance of 10 steps between the students and the wastepaper basket.

Explain to the students that their objective is to get as many crumpled pieces of paper into the wastepaper basket. Each time they successfully get the crumpled paper into the wastepaper basket, they can take a step forward closer to the basket. After they have finished playing the game, take note of the distance between each student and the basket.

Round 2: Inform the students that they will be playing another round. However, this time, share that their starting positions will be determined based on the disadvantages they may face in society, based on their gender.

Ask the students to start at 5 steps away from the wastepaper basket. Then, read out the following:

" - Gender Wage Gap: Women earns 94 cents for every dollar earned by a men. *All girls take one step back.*

- Unpaid Care and Household Work: On average, women in Singapore spend 185 minutes per day on unpaid work, including caregiving and household chores, while men spend 108 minutes. *All girls take one step back.*

- Management Roles: Only 32% of management roles are occupied by women. *All girls take one step back.*

- STEM Workforce Gender Ratio: In 2020, women made up only 30% of the workforce in Science, Technology, Engineering, and Mathematics (STEM) fields in Singapore. *All girls take one step back.*

- Maternity Leave vs. Paternity Leave: In Singapore, mothers are entitled to 16 weeks of paid maternity leave, while fathers receive only two weeks of paid paternity leave. *All boys take one step back.*"

Inform the students that with every successful shot into the basket, they can advance one step forward. The objective is to get as many successful shots into the basket.

Share with the students that for this activity, it is a demonstration to show that there are societal factors that can influence one's starting position and progress.

Read: Equality Among Adults Begins With Kids

Read the article "Equality among adults begins with kids" by Teo You Yenn.

Link: <https://www.aware.org.sg/2015/11/equality-among-adults-begins-with-kids/>

Discuss with the students these follow-up questions:

- a) Do you think that boys and girls are treated differently in school? What are some examples?
- b) Do you think boys and girls are judged differently based on their physical ability and looks? What are some examples?
- c) What are some expectations people have on boys and girls? What happens when someone behaves in a way that does not match these expectations?

Activity: Double Day, Double Shift

List down the various responsibilities and chores in a home. Then, ask the class if the chore is usually done by the men or women in their households. Record your findings in a table, such as in the example below:

| Responsibility / Chore | Mostly done by the men in the household | Mostly done by the women in the household |
|--|---|---|
| Making sure there are meals for the family | | |
| Laundry | | |
| Ironing | | |
| | | |
| | | |

Talk about the result. What do you think about the result of the survey? Do you think it is a fair division of labour in your household? Think of the idea of the 'Double Day':

Double Day, Double Shift, Double Duty or Second Shift

Additional unpaid domestic labour, such as childrearing, household chores, and caring for the elderly, on top of holding a full-time job.

In a household where both parents are working, do you believe that one parent typically shoulders the majority of household and caregiving responsibilities?

FURTHER RESOURCES

This section contains links and information to additional resources that you may use to supplement the students learning.

Books

- **Neoliberal Morality in Singapore: How family policies make state and society** by Teo You Yenn, 2011

Using the case study of Singapore, this book examines the production of a set of institutionalized relationships and ethical meanings that link citizens to each other and the state. It looks at how questions of culture and morality are resolved, and how state-society relations are established that render paradoxes and inequalities acceptable, and form the basis of a national political culture.

The Singapore government has put in place a number of policies to encourage marriage and boost fertility that has attracted much attention, and are often taken as evidence that the Singapore state is a social engineer. The book argues that these policies have largely failed to reverse demographic trends, and reveals that the effects of the policies are far more interesting and significant. As Singaporeans negotiate various rules and regulations, they form a set of ties to each other and to the state. These institutionalized relationships and shared meanings, referred to as neoliberal morality, render particular ideals about family natural. Based on extensive field work, the book is a useful contribution to studies on Asian Culture and Society, Globalisation, as well as Development Studies.

- **Twelve Books for Feminist Boys and Girls**, New York Times, 2018
<https://www.nytimes.com/2018/12/19/upshot/twelve-books-for-feminist-boys-and-girls.html>

A list of new children's books that break traditional gender stereotypes and help teach children gender equality.

- **Ten Young Adult Books that Defy Gender Stereotypes**, Noodle
<https://www.noodle.com/articles/10-young-adult-books-that-defy-gender-stereotypes>

Videos

- **Girl Toys vs Boy Toys: The Experiment - BBC Stories**

<https://www.youtube.com/watch?v=nWu44AqF0il>

An experiment conducted in the UK that reveal adults' tendency to transmit ideas of gender without being conscious that they are doing so.

- **A Call to Men**, Tony Porter, TED Talk

https://www.ted.com/talks/tony_porter_a_call_to_men?language=en

At TEDWomen, Tony Porter makes a call to men everywhere: Don't "act like a man." Telling powerful stories from his own life, he shows how this mentality, drummed into so many men and boys, can lead men to disrespect, mistreat and abuse women and each other. His solution: Break free of the "man box."

Websites

- **HeforShe**

<https://www.heforshe.org/en>

HeForShe is an invitation for men and people of all genders to stand in solidarity with women to create a bold, visible and united force for gender equality. The men of HeForShe aren't on the sidelines. They're working with women and with each other to build businesses, raise families, and give back to their communities.

- **UN Women**

<https://www.unwomen.org/en>

UN Women is the United Nations entity dedicated to gender equality and the empowerment of women. A global champion for women and girls, UN Women was established to accelerate progress on meeting their needs worldwide.

- **AWARE**

<https://www.aware.org.sg/>

AWARE is Singapore's leading gender equality advocacy group. AWARE believes in the rights of women and men to make informed and responsible choices about their lives and to have equal opportunities in education, marriage and employment, and in the right of women to control their own bodies, particularly with regard to sexual and reproductive rights.

- **Singapore Council of Woman's Organisation(SCWO)**

<http://www.scwo.org.sg/resources/womens-charter/>

SCWO was established in 1980 as the National Coordinating body of women's organisations in Singapore. SCWO has more than 50 member organisations, which represent over 500,000 women, and it serves to unite them to work toward ideals of 'Equal Space, Equal Voice and Equal Worth' for women in Singapore.

- **Council for Board Diversity (CBD)**

<http://www.diversityaction.sg/about/council-for-board-diversity/>

The CBD was established by the Ministry of Social and Family Services to promote and achieve sustained increase in the number of women on boards of listed companies, statutory boards and non-profit organisations. CBD succeeds the Diversity Action Committee ("DAC") which focused on increasing women's participation on corporate boards. CBD aims to sustain DAC's momentum by expanding its efforts into the people and public sectors during its two-year term from January 2019 to December 2020.

- **Association for Women's Rights in Development**

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

AWID is a global, feminist, membership, movement-support organization working to achieve gender justice and women's human rights worldwide.

- **Women's Global Empowerment Fund**

<https://wgefund.org/>

The mission of Women's Global Empowerment Fund is to support women through economic, social and political programs, creating opportunities while addressing inequality; strengthening families and communities.

- **Equality Now**

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

Equality Now works across the world to build a just world for women and girls. They use a unique combination of legal advocacy, regional partnership-building and community mobilisation to encourage governments to adopt, improve and enforce laws that protect and promote the rights of women and girls around the world.

WILD RICE



wildrice.com.sg