



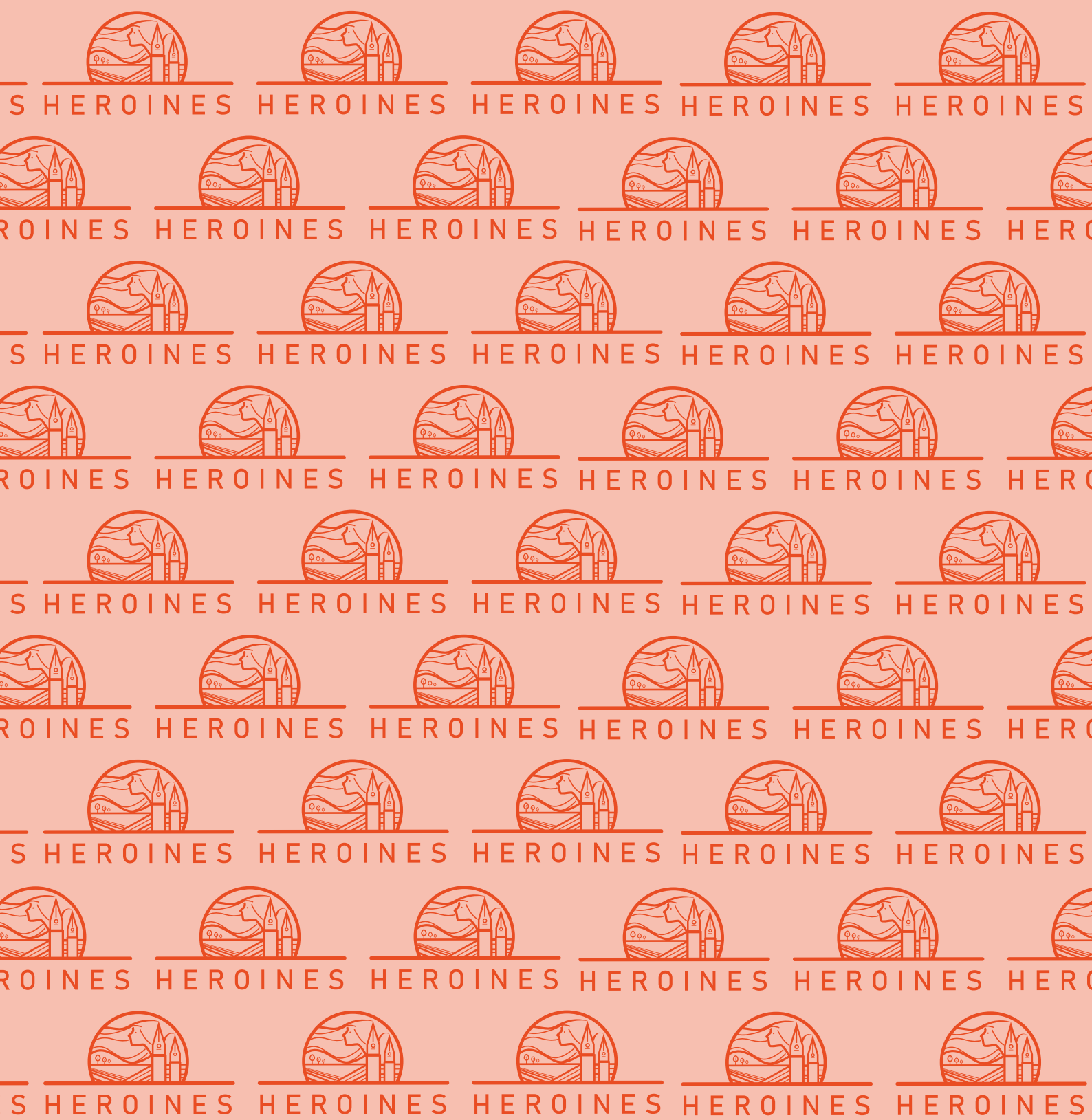
HEROINES

Female role models

www.heroines-project.eu



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INDEX

Female role models

Aila Meriluoto	6
Ailisson Lapper	8
Alma Karlin	10
Andrea Asworth	14
Andrea Sayago	18
Anna Svedholm née Lappalainen	20
Anne Frank	22
Ane Lister	26
Arnhil Lauveng	30
Doreen Lawrence	32
Elisabeth Packard	36
Emmeline Pankhurst	40
Esma Redžepova-Teodosievska	44
Indira Gandhi	46
Irene Villa	48
Jane Godall	52
Katerina Vrana	56
Lena Manta	58
Dafni Venieri	60
Mada Tsagia-Papadakou	62
Marina Marroquí	66
Marta Plaza	70
Medusa	74
Melisa Gutmann	76
Mercedes Bentso	80
Meta Hudabivšek	82
Nadiya Hussein	86
Oprah Gail Winfrey	90
Pamela Palenciano	94
Sofia Bempo	98
Stauroula Peleki	102
Tarita Ikonem	106
Tarja Halonem	110
Waris Dirie	114





INTRODUCTION

Here you have a collection of thirty-four successful overcoming stories from very different women (historical or modern women, different origins, fictional characters, etc.) fighting in very different situations (mental health problems, gender violence, familiar problems, injustices, etc.) in their lives. They aim to be an inspiration and a mirror where to be looked at. We must remind that women with mental health challenges have been silenced and hidden through the time in almost all the cultures, so it is really important to show other women with similar difficulties as a reference.

These stories can be used to discover and analyse gender issues, human rights related to women and mental health challenges and also to inspire and motivate the participants in the HEROINES writing therapy course.

Each story includes additional information to increase the knowledge about each of these women, as well as to know better their works: links to extracts from their books, interviews made to them, films inspired in their lives, their songs if they were singers, videos about their work, etc.

We want the HEROINES participants to be aware that there have been, and there are, a lot of brave, fighter, complex, creative, intelligent, hard-worker, independent, with willpower women and that they can be one of them!

We hope you enjoy reading discovering these amazing stories.



Aila Meriluoto

Date of birth/death:

10 january 1924 / 21 coctober 2019

Country of origin/ adopted country:

Finland

Brief biography:

Aila published her first poetry collection when she was 22-years old. She was at once hailed as a youthful prodigy. Her work includes 15 poetry collections, edited diaries and other autobiographical books, and a few novels for adults and children. The turning points in her life are her first marriage with a highly talented but increasingly mentally ill husband - fellow poet Lauri Viita - and her estrangement from him six years and 4 children later, when Aila moved to Sweden, where she lived for 12 years. Her long life was characterized by social challenges and financial worries, abusive, volatile relationships with men, and an active social and sexual life. In the 80's she married a charming yet addicted professor, Jouko Paakkanen, with whom she had a passionate relationship. He died in 2004. Aila lived alone for the last 15 years of her life.

Why she is a HEROINE?

- She has written several bold autofictional and autobiographical novels about female sexuality, her childhood, marriages and other relationships.
- She is a great example of someone who has managed to process and overcome her difficulties through writing.
- She had a series of open-minded and unconventional relationships with men that question the moral rules that restrict a woman's life. She described them openly in her novels. For example, after her first marriage ended, she moved to Sweden, where she first lived as the lover of a married priest and then as an independent single mother.
- She managed to break free from her first abusive marriage even though she had four little children, and managed to make her own living by writing and translating fiction.

What factors contributed to their being a role model, e.g. community, a teacher, recognition, a social need?

Aila had a strong need to travel, write and meet new people. She wanted to break the rigid moral rules of a small town, which, as the daughter of the school teachers, she experienced as very repressive. She wanted to explore her sexuality. Her first marriage was so challenging that Aila had to break free to survive and learn to take care of herself. Aila received the support of some life-long friends, besides the substantial help of her parents.

Curriculum Topics that can be developed using her story:

Topics (curriculum)	Which aspect exemplifies the topic?	How to use it?
Week 11: Writing out problems	<i>She wrote about difficult relationships, financial worries or disappointments in her writer's career.</i>	Actively remembering and listing memories before writing
Week 6: Writing through risks	<i>Her lifestyle was itself risky and she used her diaries to process it</i>	Free writing technique
Week 12: Writing out past experiences	<i>Her writings often distance from her painful experiences by using metaphors or changing details in order to make them easier to deal with</i>	Various techniques for distancing from painful past experiences
Week 14: Writing for self-discovery	<i>She made important decisions based on her journal writings</i>	Journal keeping and poetry for self-knowledge
Week 15: Writing through unexpected events / difficulties	<i>She was living with a Swedish priest's family as his lover and writing through the process. Aila was published at a young age (22 years) and has written through many difficulties and unexpected events, such as her husband's mental illness, challenging taboos around sexuality. She has lived alone for 15 years - how might writing help someone to live alone? Perhaps there is always an implied reader, an audience, someone she is addressing. Perhaps her writing is a good companion? She has used the journal form and poetry to 'hold' these experiences.</i>	Writing about past unexpected events or difficulties from a distance
Week 21: Writing and your Rights 5: Women and Work	<i>Managed to live independently, supporting herself and her four children. This also meant facing sexual taboos around what kind of relationships are socially permissible.</i>	Writing about life plans and dream jobs or about quitting unnecessary or unsatisfying jobs
Weeks 22&23: Writing and your Rights 6: Protecting Women from Violence 1 & 2	<i>Aila experienced sexual abuse from an older poet when she was in her 20s, and her first marriage was violent.</i>	Learning to recognize one's rights and borders through writing
Week 24: Writing and your Rights 8: Barriers to change	<i>Attitudes to women's desire, quantity and quality of relationships differ historically from the attitudes to men's. The legacy of this is harsh judgement and the unhelpful duality between the sinner and the saint, particularly in the bedroom. Aila challenged these ideas by being a single mother in relationship and having a relationship with a married priest.</i>	Strengthening self-esteem by picturing new possibilities

Resources available to illustrate the role model

- Wikipedia article: https://en.wikipedia.org/wiki/Aila_Meriluoto
- Documentaries and films about Aila Meriluoto can be found from: <https://www.imdb.com/name/nm0580772/>
- Poems by Aila Meriluoto: <http://www.booksfromfinland.fi/1986/12/poems-5/>



Ailisson Lapper

Date of birth:

7 april 1965

Country of origin/ adopted country:

Burton upon Trent, Staffordshire, Reino Unido

Her words:

Some statement, sentence she made relevant to our topics

“We’re looked at as a drain on society, and I’m certainly not that, and most of the disabled people I know are not that.

Brief biography:

Alison Lapper is an artist. She was born without arms and with shortened legs and rejected by her birth mother. She spent nineteen years in institutions for the disabled before gaining a degree in Fine Art. She became a mother herself in 2000 and fought to keep and raise her son as a disabled woman. She is famously known as being the model for Marc Quinn’s fourth plinth sculpture in Trafalgar Square entitled ‘Alison Lapper Pregnant’. Quinn stated that he wanted to celebrate “someone who has conquered their own circumstances rather than someone who has conquered the outside world.”

Why she is a HEROINE?

Alison Lapper’s story is one of being born without arms and with shortened legs. Her parents were separated at the time of her birth and after being told that her baby had horrific deformities, her mother was advised by medical staff to not see her child but allow her to be placed into state care. Alison stayed in state care – children’s homes then institutions for disabled before taking further education in Art and then a degree in Fine Art. She paints using feet and mouth.

The main feature of Alison Lapper’s life is that she has never accepted herself or her abilities as being lesser, simply that she is capable of contributing to society and developing her art to her fullest ability. Likewise, her choice to become a mother was a positive one; she refused to restrict and suppress her desire for motherhood because of her disability.

The wider impact of Alison’s story is that, through becoming the physical modelling form for the statue, she embodied the concept of personal achievement and capability and confronted sexist stereotypes and the concept of beauty.

What factors contributed to their being a role model, e.g. community, a teacher, recognition, a social need?

Alison Lapper overcame physical and psychological disadvantages of having physical disabilities from birth, being institutionalized from the age of six weeks to 19 to become an artist living independently and then again to become a mother, herself.

The sculpture showing a pregnant Alison Lapper was highly criticised, notably by the editor of British Art Journal, describing it has “a repellant artefact”. Others criticized it as incongruous in Trafalgar Square, as “a place where men who have served their country should be honoured”.

Alison Lapper has used the public domain to raise awareness of the *abilities* of disabled people and women in particular. She has appeared on TV debates and documentaries, facing sexist and disablist commentary.

An inflatable copy of the sculpture (see second pic. above) was the centerpiece at 2012 Paralympic Games opening ceremony to serve as an iconic example and a celebration of all types of abilities.

Foto from <https://www.bbc.com/news/uk-england-sussex-49564997>

Curriculum Topics that can be developed using her story

Identification of the topics that can be treated using this role model, one same story can serve to introduce many different situations, concepts, ideas and themes of the curriculum.

Topics (curriculum)	Which aspect exemplifies the topic?	How to use it?
Writing Hopes and Dreams	Despite lack of encouragement, Alison Lapper applied to art school and graduated with a first-class degree.	Write a list of some things you would to achieve including 1 short term, 1 medium term and 1 long term aims. Write out how might take first steps in making these changes.
Writing and Your Rights1: Participation and Leadership; Writing and Your Rights 2: The Local/ Unheard story	She was encouraged to have low expectations of herself and her capabilities but refused to accept physical differences as limitations	Consider a time when you have been told that you (or someone you know) cannot achieve something you (or they) want to do. Describe ways in which those ambitions might be achieved – individuals who might be supportive of your/their ideas; organisations that might assist you.
Writing and Your Rights 3: Being Seen and Having a Voice	Alison Lapper's choice to model for the plinth was a very public establishment of herself, her appearance and her right to be seen.	There were varying reactions to the statue. This is a link to a news article of the time http://news.bbc.co.uk/1/hi/england/london/4247000.stm Here is a link to some of the letters received in response to the article. http://news.bbc.co.uk/1/hi/talking_point/4249606.stm What kind of letter would you write?
Writing and Your Rights 4: Children's Rights	Alison Lapper's choice to have a child was highly criticized as being irresponsible and selfish but she asserted her right to become a mother.	The choice Alison made to become a mother was an individual one with direct effect upon her child. Is there a conflict between the rights of the adult mother and those of the child? Whose rights are more important here?

Resources available to illustrate the role model

[Alison Lapper My life in my hands Simon & Schuster \(2006\)](#)

<https://www.bbc.co.uk/programmes/b080py32>

https://www.youtube.com/watch?time_continue=17&v=rgTPJggiuOg&feature=emb_logo

<https://www.youtube.com/watch?v=D2xtomPlkrY>



Alma Karlin

Date of birth/death:

October 12, 1889 - January 15, 1950

Country of origin / adopted country:

Slovenija (Celje)

Brief biography:

The story of Alma M. Karlin is very inspiring and the opus of her works (literary, historic, anthropologic etc.) is quite reach.

Alma Ida Wilibalda Maximiliana Karlin was born as a Slovene, to father Jakob Karlin, who was a major of the Austro-Hungarian army, and to his mother, Vilibalda, a teacher at the Celje girls' school. Her Father Jacob died in 1898 when she was only eight years old. As a major part of the Celje bourgeoisie at the time, Alma also spoke and wrote in German, Slovene language was not her strongest and she also did not use it much (only spoken). The family spoke German. After finishing basic schooling in Graz she went to London to study languages in 1913. She studied English, French, Latin, Italian, Norwegian, Danish, Russian and Spanish.

At the beginning of World War I, in 1914, she had to withdraw to Sweden and Norway because as a citizen of Austrian - Hungarian monarchy, she was unwanted in London. In 1918, she returned to Celje, where she founded a school for foreign languages, and she made the decision to travel around the world. From all her savings, she bought her first typewriter - she named her Erika, which followed her for the rest of her life. She prepared for the path by practicing painting and studying geography, history, science, botany and zoology. At that time, she did a brave thing - her journey around the world lasted from 1919 till 1928. During this time, she travelled to much of the world and visited South America and North America, the Far East, the Pacific Islands, Australia, New Zealand and Southeast Asia, among others. Her last stop on the trip was India, from where she returned to Celje at the end of 1927.

Alma was born sickly and very tiny; throughout her adult years she remained her quite petite figure. From visual apparel nothing was wrong with this tiny girl and her father loved her just as she was (her left eye was slightly different...), giving her all the love and support possible, teaching her to be independent, self-confident and open minded. However, once her father died, her mother continuously struggled or persuading herself she is not all that good - the mother was searching for orthopaedists to correct her uneven posture and eventually (after many professionals did not see anything being wrong with the child) she found a doctor with whom they put Alma through log and painful exercise and procedures for correcting her posture. However, even though young, being a child, Alma was able to distinguish the mother's position from her father's legacy and empowerment to see herself as a great person, using her own mind and will to create her everyday reality.

She was highly talented, speaking 10 languages: English, French, Spanish, Italian, Danish, Swedish,

The source of the picture: https://sl.wikipedia.org/wiki/Alma_Maksimiljana_Karlin



Norwegian in Russian, German and Slovene. Following the path of her father's upbringing ideas and empowerment she overcame the figure of a female and her role in that time. She was a world traveller and much more. Inspiring quotation from her:

“Skozi življenje gre sam in zapuščen, kdor vedno misli samo nase; kdor pa se zna ljubeče prilagajati in vse stvari srečno zasukati, kdor vedno ve, kje je treba priskočiti na pomoč, in se razdaja drugim, temu je življenje cvetoča livada in še po smrti ostanejo za njim sledovi njegovih del.”

“He, who always thinks only of himself, goes through life alone and abandoned; but the one who knows how to adapt and turn things around happily, the one who always knows where to help, and giving oneself out to others, to this one, the life is a flowering meadow, and even after death, traces of his works are left behind.”

Why she is a HEROINE?

- She was brave, independent, enduring, showing willpower and travelled the world (alone).
- Although not university educated, she was multilinguistic, living and educating herself from her own mind work.
- Because of her disagreement with current politics (communism, fascism) her assets were confiscated, but she managed although living very scarce in her last years.

She believed in herself and had the will for living her own truth and desires despite the environment not in favour of such independence in a female.

What factors contributed to their being a role model, e.g. community, a teacher, recognition, a social need?

Her figure and presence became more and more important after her death. Many anthropologists, literature theoretic and other professionals started to research her life and a reach literature legacy she left behind. As writing predominantly in German, her life works became more prominent posthumously. Her work and life are an inspiration from many aspects: willpower, bravery, adventurous spirit, will to learn, enduring the humble circumstance she travelled in, struggling to survive with her own work – all that connected to times she lived in and was most active; it was not a usual thing to do for a woman, throughout her travel she was exposed to harsh male reality, almost victimized at some times (sexual harassment etc.), she fought and lived what she believed in, trying to see good in all and everyone; fighting against predominant and expected role model to be put in if her mother's will would go through.

Curriculum Topics that can be developed using her story

Identification of the topics that can be treated using this role model, one same story can serve to introduce many different situations, concepts, ideas and themes of the curriculum.

Within the following table some suggestions are included (both from suggested topics in curriculum draft and outside).

Topics (curriculum)	Which aspect exemplifies the topic?	How to use it?
24	Consider the many barriers to change, how to step out of a prejudice, attitudes of communities and their beliefs system.	Discussing about what predominant beliefs for a woman are made of, bot locally, ethnic wise or similar. Within the main exercise, the facilitators choose the most appropriate poem, preliminary selected to fit participants need (i.e. Feri Lainšček - Krila).
26	<p>Resilience, the language of resilience, thinking about times when we need to step up for our beliefs.</p> <p>Resilience against norms.</p> <p>Societal expectations background (also from her mother), living and providing from herself, knowing personal limits and respect to own gender (harassment, sexism, etc.).</p> <p>Mother daughter aspect/parental relationships</p> <p>What do we want to pass on to our daughters and granddaughters, how do we interpret the beauty, how is this connected to violence against gender...?</p>	<p>Using the “vocabulary” of resilience, self-empowerment exercises in team, one on one. Within discussion on Theme 2, while using the example of the heroine, help the participants to already write down three things/ occasions in life, where they felt brave, and persisted in their decisions.</p> <p>Reflection on what is expected and how does it make us feel, gender roles in life, resilience as a good thing.</p> <p>What do we want to pass on to our daughters and granddaughters, how do we interpret the beauty, how is this connected to violence against gender / being resilient and live your life as a woman to the fullest no matter what other think about you. Facilitator can also use this element for doing an exercise with drawing metaphors (objects that symbolize resilience) and discuss them - this can be embedded in the showcased exercises 1 and 2 - writing a poem with emojis and then freely chose the words to present these images as poems.</p>



Resources available to illustrate the role model

Links to films, documentaries, books, poems, pictures, TEDs, news, interview....that may be used in the lesson to illustrate the story of the women.

<http://www.almakarlin.si/>

<https://onaplus.delo.si/ne-zamerite-mi>

<https://www.delo.si/sobotna/barbara-trnovec-o-almi-karlin.html>

<https://www.delo.si/sobotna/barbara-trnovec-o-almi-karlin.html>

<https://www.vecer.com/alma-karlin-rada-bi-prepotovala-svet-kot-se-nobena-zenska-pred-menojin-ga-je-10091508>



Andrea Asworth

Date of birth:

1969

Country of origin / adopted country:

United kingdom (Manchester)

Brief Biography:

‘When I was a little girl, my mother wore sunglasses a lot of the time – even when it was raining. Under the glasses, her skin would be swollen and sometimes cut.

My father had drowned when I was five years old, my little sister three. My mother married a new man, with whom she had a baby, and from that moment we lived in a terrifying, topsy turvy world. My stepfather would hit us, about the head and in the face, for any reason or no reason at all: a splash of spilled water, a misplaced sock, even the sight of my sister or me reading a book. Occasionally, when he was especially careless, I would be thrown into a concussion. If my mother cried or tried to stop our stepfather from hurting us, he would turn on her. We regularly saw our mother being throttled, punched in the face, hurled against the wall or the floor and threatened with boiling water and knives.

After each explosion, my stepfather would thrust his hand over my face until I gagged. He whispered foul, graphic threats to let me know just what he would do if ever I, the eldest child, opened my mouth to tell. He made me terrified of confiding in my own mother about his private assaults on me. I never dreamed of telling the world what went on behind our stripy green curtains.

At school my nickname was smiler... Why didn't I say a word?

In the first place, although my sisters and I lived in daily terror, it never occurred to me that we could, or even should, expect anything different. Children can be marvellously, but also dangerously, elastic, adapting to adversity, growing to regard it as normal.

Thanks to the passionate and messy work of charities like the NSPCC, thanks to a salutary swing in the media's searchlights, thanks to our efforts to look at and understand ourselves as a society, stories like mine are no longer so shamefully suppressed. Families do not have to fester in secret. Smashing the silence is a crucial first step in smashing a cycle that we have lived with too quietly, too long.'

(from Andrea Ashworth, 'When I was Little Girl' in *The Guardian*, November 2000)



Why she is a HEROINE?

Author of *Once in a House on Fire*, which tells the story of her abuse and escape from 1970s working-class Manchester into books and Oxford University. Her book is a memoir. She has gone on to actively promote literacy against poverty and domestic violence and is an ambassador for W4.org investing in girls' and womens' potential

What factors contributed to their being a role model, e.g. community, a teacher, recognition, a social need?

Social Need: Andrea Ashworth was born into a working class household, which did not have a history of higher education. Through her own love of books, she managed to gain a place at Oxford University (one of the highest esteemed universities in the UK).

Her memoir brought to life the fear that young people who are witnesses to domestic violence can experience and the desire to escape.

Community Need: As an ambassador for W4, she is advancing the cause of the potential for women and girls, which she embodies.

Curriculum Topics that can be developed using her story

Identification of the topics that can be treated using this role model, one same story can serve to introduce many different situations, concepts, ideas and themes of the curriculum.

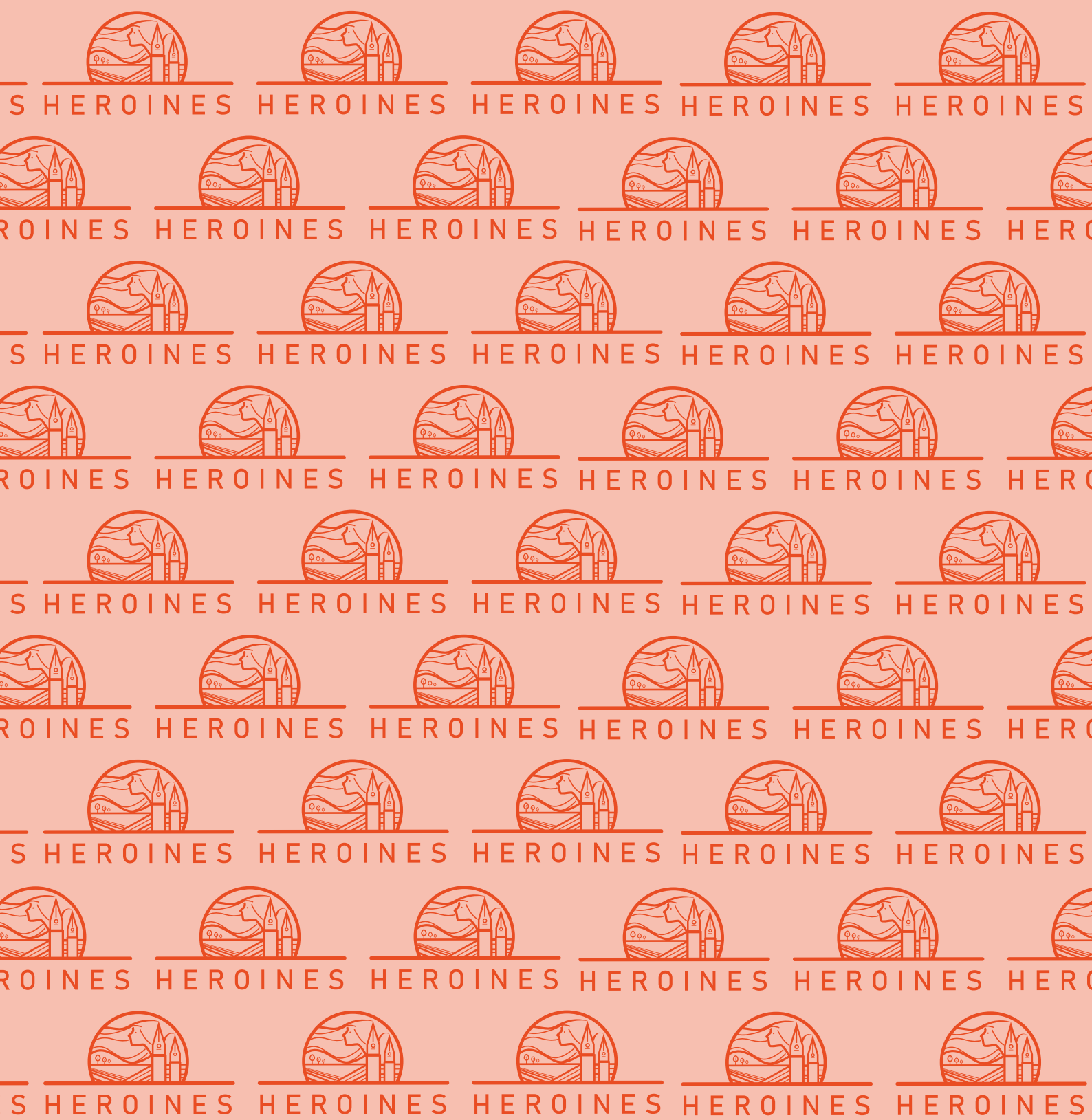
Topics (curriculum)	Which aspect exemplifies the topic?	How to use it?
Session 20 Writing and your Rights 4: Children's Rights	Her novel explores the impact of being a witness to violence on children	<i>Reflecting on Children's Rights</i>
Session 28 Mapping our Heroines Journey	Ashworth's work in schools and with W4 and particularly her statement; "Together we can and must stop the global pandemic of violence against women. Let's all take action to protect girls and women and support survivors of gender violence."	<i>Ashworth's book has a hero's journey, which demonstrates her rise from working class Manchester to Oxford University. However, it becomes a heroine's journey as she encourages a community of strong women, who believe in their potential. Strength in standing together, as opposed to fighting alone.</i>
Session 26 Writing Resilience	By writing a memoir, Andrea Ashworth engaged with her past experiences and was able to look at her own resilience in the face of frightening experiences	Exploration of local stories of resilience in the face of challenge. Use of vocabulary in relation to resilience.
Session 6 Writing through risks	Andrea insists that even the frighteningly realistic scenes do not convey the whole truth. This would have been impossible, and the finished product unreadable, she argues. "The book is - my mum would be the first to say - a very tame version of what actually happened. I completely self-censored. From Oxford Student.com	What parts of stories are safe to tell and how do we tell difficult stories? Through allegory, fairy tale, metaphor

Resources available to illustrate the role model

Links to films, documentaries, books, poems, pictures, TEDs, news, interview....that may be used in the lesson to illustrate the story of the women

Ashworth, A (2007) *Once in a House on Fire*. London: Picador

https://web.archive.org/web/20090501062215/http://www.oxfordstudent.com/tt2000wk6/Features/a_phoenix_from_the_ashes



www.heroines-project.eu



Andrea Sayago

Date of birth:

October 14, 1999

Country of origin / adopted country:

Palencia (Spain)

Her words:

"Muses are in the emotions"

Brief Biography:

Andrea suffered bullying at primary and high school, not only she was insulted regarding her physical appearance and her way of talking, but also she was humiliated and physically aggressed by the whole classroom. She did not feel sure not even at home because she was harassed by whatsapp also. She had panic and she even thought of dying. What happened to her was visible and nobody did anything. She asked for help to her mentor teacher but he played down what she told saying that she was exaggerating. For her the hardest issue was to realize that nobody will do anything to help her.

That situation made her become an aggressive person at home. She felt inferior at school and she wanted to feel superior at home and she behaved with violence at home, shouting, slams, hitting things...today she feels embarrassed when she remembers those moments.

That is why she considers that for stopping bullying it is needed to take actions towards the abusers and their parents, because she thinks that a child who is abused is also a victim that searches for a solution causing suffering to others (as she used to do at home when she was suffering bullying).

One day she was told in music lessons to sing a song and from that moment, little by little she started to become invisible in high school and that was a relief for her.

She started writing tales at 11 and won a literary contest in her school. She has not stopped writing since that moment. She has written many tales for children and she also writes anonymously in the Wattpad platform since 2014.

She decided to talk about bullying in a novel for youngsters because she realized that there are no social advances on that issue. She wrote it during a summer she passed in the little village of her family. When she finished it she sent it to an auto edition editorial which told her the price for the edition of her book. Then she started working as babysitter to earn and save money for the edition. Finally in 2018 she published 100 copies of her first novel called "Zach Wood" that aims on one hand to encourage bullying victims to tell and ask for help, and on the other hand to aware to the abusers about what bullying means. She also wanted to demonstrate with the story of Zach Wood



that everything is possible and that there are no lost causes, that anyone should not surrender.

She considers that for stopping bullying it is needed to take actions towards the abusers and their parents, because she thinks that a child who is abused is also a victim.

She has donated a percentage of the sales of her book to an NGO that researches about the Pearson syndrome.

She is currently studying journalism and has an account on Wattpad with over than 4 million visits. She has inspired the online platform <https://www.zachwood.es/> to fight against bullying. *acosadores del significado de lo que hacen*. Además, con la historia de Zack Wood también quiso demostrar que todo es posible, que no hay causas perdidas y que nadie debería rendirse.

Curriculum Topics that can be developed using her story

Topics (curriculum)	Which aspect exemplifies the topic?	How to use it?
Writing what is important to us	She writes about what is important to her: her experience suffering bullying	
Writing past and future	She has taken action to fight against bullying by using fiction	
Writing and your Rights 4: Children's Rights	Her experience is an example of abuse of children rights by other peers, but also by the teachers who ignored her asking for help	
Writing hopes and dreams	Her novel is a call for not surrendering.	
Writing out past experience	She writes about her past experience.	
Being seen and having a voice	She speaks out about what bullying means by first hand and encourages victims to say it in loud voice.	
Barriers to change	Bullying is a social problem that needs to be confronting with more effective measures. The attitudes of adults, parents and teachers, constitute sometimes a barrier to change	

Resources available to illustrate the role model

- Interviews:

https://binarymag.es/estilo_de_vida/bullying/andrea-sayago-bullying/

<https://editorialcirculo rojo.com/actualidad/entrevistamos-a-andrea-sayago-autora-de-la-novela-zach-wood/>

https://www.youtube.com/channel/UC3SAeqnXpDkFAFNT_Bg19OA

<https://www.youtube.com/watch?v=Wmdx6bjfo7Y>

<https://www.youtube.com/watch?v=PsxG9mMbf1U>

- Singing

<https://www.youtube.com/watch?v=YdtfkVwi3I8>

- Book

Sayago, A. (2018) Zach Wood. Almería, Círculo Rojo.

- Website

<https://www.zachwood.es/blog/>



Anna Svedholm née Lappalainen

Date of birth / death:

June 27, 1896 - July 17, 1988

Country of origin / adopted country:

Kuopio, Finland

Brief biography:

Anna is the most famous patient from Kellokoski Psychiatric Hospital. She became well-known in the village and later in the whole of Finland. She has been the subject of a movie and a written biography.

Anna was born in Kuopio and moved to Helsinki as a young adult. She got married at the age of 30, divorcing three years later. Two years after that she started to have mental health problems and ended up in Kellokoski hospital, where she lived for 52 years. Diagnosed with schizophrenia, she claimed that she was "Princess" when they brought her into the hospital; she did not want to be called by her own name. She had a long battle with the hospital staff over her identity and the right to decide her own personality. The staff first tried to suppress her will by using electro-shocks and other heavy psychiatric treatment. She narrowly escaped lobotomy. Afterwards, she earned a "license" to be a princess, bringing joy to those in the hospital area with her presence and personality. It has been said that she had a more healing effect than the prevailing healthcare system.

In the last week of her life she gave up her princess identity and started to call herself Anna.

Why is she a HEROINE?

- Despite being a mental hospital patient, she lived a long, fulfilling life and influenced several people. She showed that living an unconventional life can be meaningful.
- She is a great example of someone who has managed to create her own lifestyle regardless of practical challenges.
- Anna was creative and talented; her handicrafts and tales were popular in the Kellokoski area.
- Anna questions our traditional ideas of sanity and values.

¿What factors contributed to their being a role model, e.g. community, a teacher, recognition, a social need?

Anna was an outgoing, sociable and charming character who loved getting to know people and sharing her stories. She rejected the role of a normal patient in favor of building her own identity and questioning the limits of reality. She had many friends who supported her.

Curriculum Topics that can be developed using her story:

Topics (curriculum)	Which aspect exemplifies the topic?	How to use it?
4. Writing hopes and dreams	<i>She chose a very unconventional lifestyle and lived an extraordinary and fulfilling life</i>	<i>Writing about dreams and plans without restrictions, using the Inner Theatre - technique to discover hidden strength</i>
14. Writing for self-discovery	<i>Anna found her inner princess</i>	<i>Finding one's inner character(s) by oneself or through the Inner Theatre technique</i>
19. Writing and your Rights 3: Being seen and having a voice	<i>Anna gave visibility to mentally ill people, showing that their lives are equally important</i>	<i>Writing about one's own life as a fairy tale</i>
24. Writing and your Rights 8: Barriers to change	<i>Anna rejected the role of being a 'normal' mental health patient, controlled and subjected to invasive treatment. By using her imagination to become a 'princess', she entertained and transported her fellow hospital dwellers.</i>	<i>Playful writing techniques, exploring your inner child</i>
26. Writing Resilience	<i>Anna showed resilience by not letting anybody affect her chosen identity</i>	<i>Listing occasions when one has been resilient or wishes to have been so</i>

Resources available to illustrate the role model

<https://ses.fi/en/elokuva/prinsessa/>



Anne Frank

Date of birth/death:

June 12, 1929 – Feb/March 1945

Country of origin/ adopted country:

Born in Germany/ Lived in Netherlands

Her words:

“What is done cannot be undone, but one can prevent it happening again.”

Brief biography:

Anne Frank was a Jewish victim of the Holocaust. She was born in Frankfurt, Germany, she lived most of her life in or near Amsterdam, Netherlands, having moved there with her family at the age of four and a half when the Nazis gained control over Germany. Born a German national, she lost her citizenship in 1941 and thus became stateless. By May 1940, the Franks were trapped in Amsterdam by the German occupation of the Netherlands. As persecutions of the Jewish population increased in July 1942, the Franks went into hiding in some concealed rooms behind a bookcase in the building where Anne's father, Otto Frank, worked. From then until the family's arrest by the Gestapo in August 1944, she kept a diary she had received as a birthday present, and wrote in it regularly. Following their arrest, the Franks were transported to concentration camps. In October or November 1944, Anne and her sister, Margot, were transferred from Auschwitz to Bergen-Belsen concentration camp, where they died (probably of typhus) a few months later. They were originally estimated by the Red Cross to have died in March, with Dutch authorities setting 31 March as their official date of death, but research by the Anne Frank House in 2015 suggests it is more likely that they died in February.[3]

One of the most discussed Jewish victims of the Holocaust, she gained fame posthumously with the publication of *The Diary of a Young Girl* (originally *Het Achterhuis* in Dutch; English: *The Secret Annex*), in which she documents her life in hiding from 1942 to 1944, during the German occupation of the Netherlands in World War II. It is one of the world's best-known books and has been the basis for several plays and films.

Why is she a HEROINE?

Anne Frank's heroism is one of persistence and determination to establish herself as a valid human being through her writing of a diary in the most oppressive and restricted circumstances.

Her heroism is by default, as a young victim of the Holocaust. She did not commit acts of bravery or civil disobedience but remains a tragic example of a life denied and lost through the Holocaust simply by existing as a young Jewish woman.



What factors contributed to their being a role model, e.g. community, a teacher, recognition, a social need?

Anne Frank is a strong role model for writing in adversity and in the use of writing as a form of expression when most other forms were suppressed. Writing her diary allowed her to participate in a very restricted life but to explore fully her powers of observation, of human interaction and of the confusion of adolescence.

She is a powerful example of the use of therapeutic writing through journaling and so particularly relevant to the HEROINES project.

Curriculum Topics that can be developed using her story

Identification of the topics that can be treated using this role model, one same story can serve to introduce many different situations, concepts, ideas and themes of the curriculum.

Topics (curriculum)	Which aspect exemplifies the topic?	How to use it?
Knowing ourselves 2: What writing might offer us? & How to use writing as an everyday tool/ practice & Writing hopes and dreams	Anne Frank called her diary her best friend and addressed her as 'Kitty'. 'Kitty' offered Anne a place to confide details of her life, her hopes and emotions. In doing so, she demonstrated how writing can be used to maintain privacy in a closed and threatening environment.	Look at Anne Frank's Diary and consider it alongside journaling and 'Morning Pages' (Julia Cameron) as a way to 'offload' and release feelings onto the safety of the page. How can we protect our writing privacy? Is writing too dangerous to hold onto in some situations?
Writing your Rights 7: Protecting Women from Violence 2	Anne Frank's diary is famous internationally, which she kept when in hiding from the Nazi's in Amsterdam, during the occupation of the Netherlands. Anne Frank called her diary her best friend and addressed her as 'Kitty'. 'Kitty' offered Anne a place to confide details of her life, her hopes and emotions. In doing so, she demonstrated how writing can be used to maintain privacy in a closed and threatening environment. Knowing when something is safe to share or to speak out loud (or not) is an important part of being able to keep oneself and others safe.	Is writing too dangerous to hold onto in some situations?
Writing your Rights 3: Being seen and having a voice.	Although she was unaware of what lay ahead for her, Anne Frank's writing demonstrated the courage to continue to believe in a better future and in humanity despite the terror under which she was living. This writing is now considered a testament to the terror of living under siege in Amsterdam as well as a personal account.	If you could leave some writing for the future, what would you want to write? What would you want people to know and read about you if they would never meet you? Are there any objects or items that you would want to leave that say something important about you?

Resources available to illustrate the role model

Frank, Anne (2018) *The Diary of a Young Girl*. Penguin.

<https://www.annefrank.org/en/anne-frank/diary/>

Enzer, Hyman Aaron; Solotaroff-Enzer, Sandra, eds. (20 December 1999). **Anne Frank: Reflections on Her Life and Legacy**. Urbana: University of Illinois Press. ISBN 978-0-252-06823-2.

Laeredt, Angela (5 May 1995). **“Anne Frank: After the diary stopped”**. *The Independent*. London. Retrieved 18 April 2012.

Levin, Meyer (15 June 1952). **“The Child Behind the Secret Door; An Adolescent Girl’s Own Story of How She Hid for Two Years During the Nazi Terror”**. *The New York Times Book Review*. Retrieved 17 April 2012

“Anne Frank”. History.com. 2009. **Archived** from the original on 14 April 2016.

Anne Frank’s Last Remaining Close Relative, Buddy Elias *(Motion picture)*. [BBC News](#). 25 February 2011.

Anne Frank: The Only Existing Film Images *(Motion picture)*. [Anne Frank House](#). 22 July 1941 - via [YouTube](https://www.youtube.com/embed/4hvtXuO5GzU?wmode=transparent) <https://www.youtube.com/embed/4hvtXuO5GzU?wmode=transparent>





Ane Lister

Date of birth/death:

April 3, 1791-September 22, 1840 (aged 49)

Country of origin/ adopted country:

Halifax, West Yorkshire, Inglaterra

Brief biography:

Anne Lister was an English landowner and diarist from Halifax, West Yorkshire. Throughout her life, she kept diaries that chronicled the details of her daily life, including her lesbian relationships, her financial concerns, her industrial activities, and her work improving Shibden Hall. Her diaries contain 7,720 pages and more than 5 million words and about a sixth of them - those concerning the intimate details of her romantic and sexual relationships - were written in code. The code, derived from a combination of algebra and Ancient Greek, was deciphered in the 1930s. Lister is often called "the first modern lesbian" for her clear self-knowledge and openly lesbian lifestyle. Called "Fred" by her lover and "Gentleman Jack" by Halifax residents, she suffered harassment for her sexuality, but recognised her similarity to the Ladies of Llangollen, whom she visited.

Why is she a HEROINE?

Anne Lister defied the harassment she received for her sexuality and her choice to live unconventionally: unmarried, self-sufficient, and pursuing her own values/ self-experience. She saw herself as the expert on herself and trusted herself. She used her diary creatively, making a code to hide her thoughts from observers. She valued writing a journal and saw its benefits as a companion, so she is a champion of writing therapeutically and for diary keeping in a way that kept herself safe.

What factors contributed to their being a role model, e.g. community, a teacher, recognition, a social need?

Anne Lister was unique in her time and satisfied an unexpressed social need in her time of being able to choose to live a different and independent life as a woman, and retrospectively from 2020 continues to inspire those who understand or struggle with their sexuality, living independently of men, choosing to free themselves from an oppressive system.

She is also a role model as a diarist, using the diary to document, to become real on the page and remembered to herself, but also to track change and imagine a different future.

Curriculum Topics that can be developed using her story

Identification of the topics that can be treated using this role model, one same story can serve to introduce many different situations, concepts, ideas and themes of the curriculum.

Topics (curriculum)	Which aspect exemplifies the topic?	How to use it?
Session 29 Mapping the Future for Women	Quotes from: Whitbread, H & Holme, V (2016) Secret Dieaires Past and present. Scotts valle, CA: CreateSpace Independent Publishing Platform Anne Lister Journal Entries 1823 I know my own heart & I know men. I am not made like any other I have seen. I dare believe myself to be different from any others who exist.	Session 29 <i>In order to conceive of a different future, we need to establish stories of a different present, even when that means experiencing stigma and prejudice.</i>
Session 21 Writing and your Rights 5: Women and Work	It was a novel idea in 1820s Britain for a woman to be financially independent, and to be independent of men. This was also seen as a threatening thought, one of the many reasons that Anne Lister's journal was written in code. From Anne Lister's journal entry of <u>20th August 1823</u>. 1820 I am pleased that I have kept my accounts so correctly. It is a real satisfaction to me & must be the best safeguard against extravagance ... I will always make my income suffice my expences & something more.	Session 21 <i>An ambition for financial independence and value for women's work and worth - valued even if not financially, but in terms of time/effort</i>
Session 7 Writing as a review model	From Anne Lister's journal entry of <u>27th April 1820</u>. 1821 I owe a good deal to this journal. By unburdening my mind on paper I feel, as it were, to get rid of it; it seems made over to a friend that hears it patiently, keeps it faithfully, and by never forgetting anything, is always ready to compare the past & present & thus to cheer & edify the future	Session 7 <i>An example of journaling as documentation and to support resilience. A real diarist, Anne Lister enjoyed the companionship of a journal and also to encourage her future and document her past and present</i>
Session 13 Writing past and future	From Anne Lister's journal entry of <u>22nd June 1821</u>. 1819 Isabella, much to my annoyance, mentioned my keeping a journal & setting down everyone's conversation in my peculiar handwriting (what I call crypthand). I mentioned the almost impossibility of its being deciphered & the facility with which I wrote & not at all shewing my vexation at Isabella's folly in naming the thing. From Anne Lister's journal entry of <u>16th August 1819</u>.	Session 13 <i>By writing in code, Anne Lister was able to explore a future that was only imagined within the circumstances of her time. By using code she was able to protect herself from harm, whilst using the diary as a companion</i>

Resources available to illustrate the role model

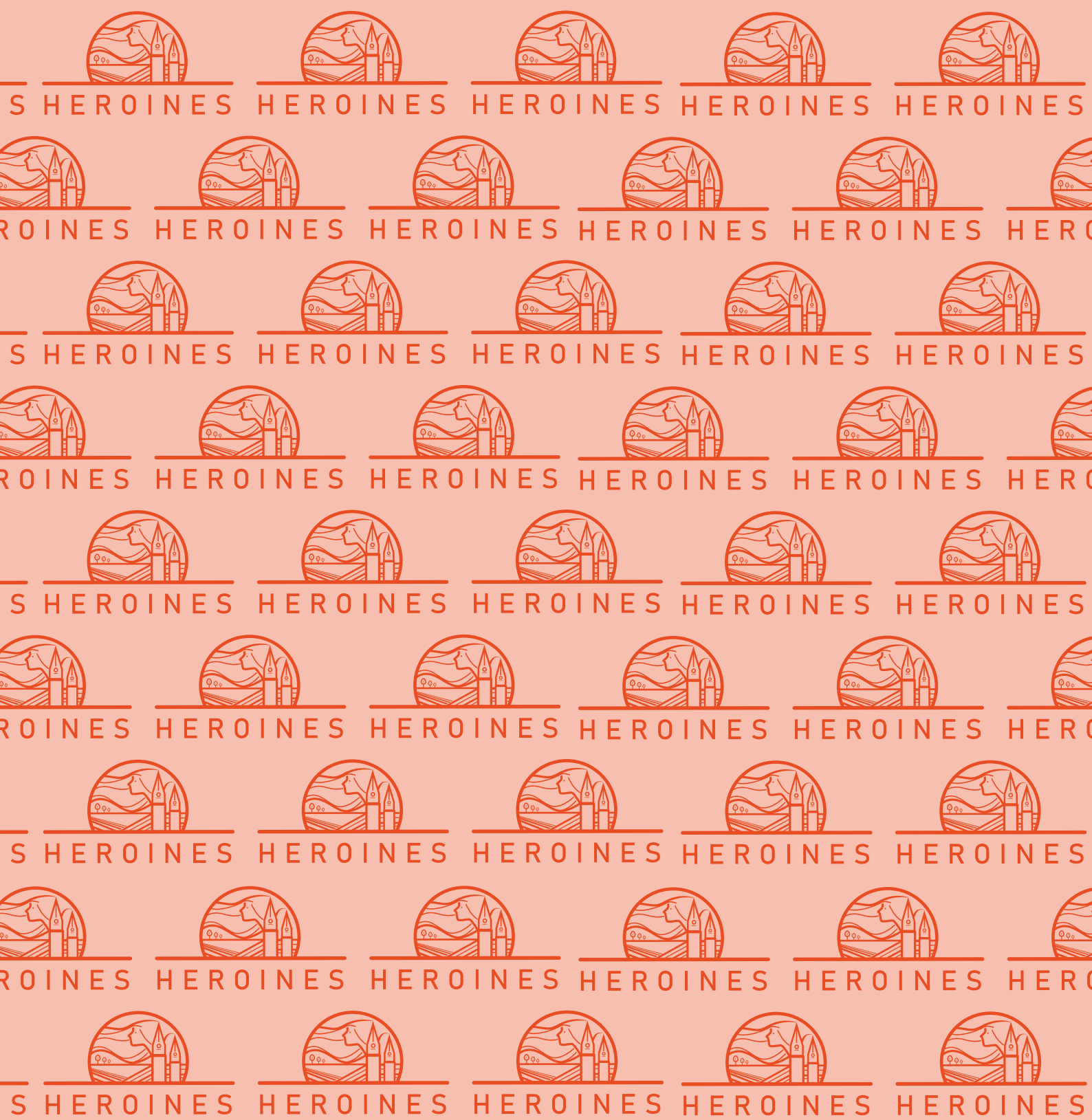
Links to films, documentaries, books, poems, pictures, TEDs, news, interview....that may be used in the lesson to illustrate the story of the women

Books:

- Choma, Anne, *Gentleman Jack: The Real Anne Lister*. (Penguin Books & BBC Books, 2019)
- Green, Muriel, *Miss Lister of Shibden Hall: Selected Letters (1800–1840)*. (The Book Guild Ltd, 1992)
- Hughes, Patricia, *Anne Lister's Secret Diary for 1817*. (Hues Books Ltd 2006)
- Hughes, Patricia, *The Secret Life of Miss Anne Lister and the Curious Tale of Miss Eliza Raine*. (Hues Books Ltd 2010)
- Liddington, Jill, *Presenting the Past: Anne Lister of Halifax, 1791–1840*. (Pennine Pens, 1994)
- Liddington, Jill, *Female Fortune: Land, Gender and Authority: The Anne Lister Diaries and Other Writings, 1833–36*. (Rivers Oram Press, 1998)
- Steidele, Angela, *Gentleman Jack. A Biography of Anne Lister: Regency Landowner, Seducer and Secret Diarist*. (Serpent's Tail, London 2018). First published as *Anne Lister. Eine erotische Biographie*. (Matthes & Seitz Berlin, 2017)
- Vicinus, Martha, *Intimate Friends: Women Who Loved Women, 1778–1928*. (University of Chicago Press, 2004)
- Whitbread, Helena, *I Know My Own Heart: The Diaries of Anne Lister 1791–1840*. (Virago, 1988)
- Whitbread, Helena, *No Priest But Love: Excerpts from the Diaries of Anne Lister*. (NYU Press, 1993)

Popular culture:

- In 1994, the first episode of the BBC Two series *A Skirt Through History* titled *A Marriage* featured Julia Ford as Anne Lister, and Sophie Thursfield as Marianna Belcombe.
- On 31 May 2010, BBC Two broadcast a production based on Lister's life, *The Secret Diaries of Miss Anne Lister*, starring Maxine Peake as Lister. *Revealing Anne Lister*, a documentary featuring Sue Perkins, was broadcast on the same night on BBC Two.
- In 2012, on their second album, *The Fragile*, chamber folk duo O'Hooley & Tidow (Belinda O'Hooley and Heidi Tidow) released a song about Anne Lister, which is called "Gentleman Jack".
- In spring 2019 a BBC-HBO historical TV drama series, *Gentleman Jack*, starring Suranne Jones as Lister, depicts her life as "the first modern lesbian". Penguin Books published a companion volume by the series' senior consultant, Anne Choma, which includes newly transcribed and decoded entries from Lister's diaries. The drama's end credits acknowledge that it was "inspired by the books *Female Fortune* and *Nature's Domain*" by Jill Liddington, who also acted as consultant and whose own website summarises Lister's extraordinary life as "dazzling worldly achievements plus unbuttoned lesbian affairs". O'Hooley & Tidow's "Gentleman Jack" serves as the series' primary theme music.



www.heroines-project.eu



Arnhild Lauveng

Date of birth:

13 Enero 1972

Country of origin/adopted country:

Norway

Brief biography:

Arnhild was diagnosed with schizophrenia at the age of 17. She spent the next ten years in treatment, sometimes in hospital, sometimes studying at the University of Oslo. Her doctors insisted that her dream of becoming a psychologist would be absurd. However, she graduated, eventually quitting all psychiatric medication. She now works as a clinical psychologist and has published her doctoral thesis, besides literary works such as children's books.

Having recovered, in 2005, Arnhild published an autobiographical novel *I morgen var jeg alltid en løve* (Tomorrow I was always a lion), which was translated into English and published in 2012 with the title *A Road Back from Schizophrenia*. In her book, Arnhild writes about the loss of identity, the feeling of being controlled from the outside, her fears, hallucinations and other symptoms. She emphasizes that symptoms carry an important message.

Why is she a HEROINE?

- She has overcome a severe, crippling condition.
- She has used her experience to become an activist for a more humane psychiatric care, questioning the prevailing approach to schizophrenia as an incurable illness.
- Arnhild represents the unheard voice of the patient. Her autobiographical novel gives an extraordinary insight into the logic and life of a person with schizophrenia. It illustrates what it's like to have scary hallucinations, to lose one's sense of self, or to have deep obsessions. Her book is a powerful memoir for mental patients, their families, and health care professionals.
- A popular lecturer, she has earned academic and literary success.

What factors contributed to their being a role model, e.g. community, a teacher, recognition, a social need?

Arnhild's writing and studying was driven by her desire to prevent the kind of humiliating treatment that she experienced. Besides her close ones, some hospital staff had a central role in her recovery, because they took the time to talk with her and saw her as a person. Studying psychology, arts and creative writing also contributed to her recovery.

Curriculum Topics that can be developed using her story:

Topics (curriculum)	Which aspect exemplifies the topic?	How to use it?
3. How to use writing as an everyday tool/ practice.	<i>Arnhild used writing as an everyday tool to process her scary hallucinations and turning them into stories</i>	<i>Processing fears or hallucinations through narrative methods, e.g. turning them into concrete characters</i>
4. Writing hopes and dreams	<i>She made her dreams come true despite severe mental problems</i>	<i>Writing about dreams and plans without restriction, Inner Theatre -technique as a means to discover our hidden strength.</i>
13. Writing past and future	<i>During her illness, she examined her life and dreams by keeping a journal, which she later turned into an autobiographical book</i>	<i>Writing letters to your past, present and future selves; dialogue with one's different selves</i>
19. Writing and your Rights 3: Being seen and having a voice	<i>She has helped the mentally ill be heard, showing that full recovery can be possible if one gets support and believes in herself</i>	<i>Writing about one's own life as a fairy tale; listing one's strengths and writing about them</i>
30. Writing next steps	<i>Arnhild kept her dreams concrete and tangible by regularly writing about them</i>	<i>Treasure map -technique as a means to verbalize and visualize dreams</i>

Resources available to illustrate the role model

Book, 'A Road Back from Schizophrenia':

<https://books.google.fi/books?id=KN7a8hWd2SoC>

Arnhild's academic and Facebook profiles:

https://www.researchgate.net/profile/Arnhild_Lauveng

<https://www.facebook.com/Arnhild-Lauveng-742720559096803/>

<https://www.youtube.com/watch?v=UKmZsCGp5wo&fbclid=IwAR31l1WAwTjF5FGNNtBocViVcyzvvec5jIQvPzzDPoGYMH26xwcYginVXs>



Doreen Lawrence

Date of Birth:

October 24, 1952

Country of origin/ adopted country:

Jamaica / UK

Her words

"I always tried to busy myself with something. In the early days I did focus on the anger - it was like I was locked in a room with it for 24 hours a day. I didn't want to be in that place so I don't go there".

Brief biography:

Doreen Lawrence is an anti-racism campaigner and a Labour peer.

She is the mother of Stephen Lawrence, a British teenager who was murdered in a racist attack in South East London in 1993. She and Stephen's father Neville Lawrence founded the [Stephen Lawrence Charitable Trust](#) in 1998 to promote a positive community legacy in their son's name.

In 1999, after years of campaigning by the Lawrence family, a wide-ranging judicial inquiry was established to investigate the circumstances of Stephen's death. It concluded that the Metropolitan Police was institutionally racist, one of the primary causes of their failure to solve the Stephen Lawrence case. In the aftermath of the inquiry, Doreen Lawrence continued to campaign for justice for her son as well as for other victims of racist crime.

In 2003 she was awarded the OBE for services to community relations, and was made a life peer in 2013. She has been selected to sit on panels within the Home Office and the Police Service and is a member of both the board and the council of the organisation Liberty and patron of hate crime charity, Stop Hate UK.

Why she is a HEROINE?

Doreen Lawrence refused to accept the outcome of the trial into the murder of her son, Stephen on 22 April 1993, while waiting for a bus with a friend, in a racially motivated attack. The initial investigation had suggested that the handling of the case by the police and [Crown Prosecution Service](#) was affected by issues of race.

Doreen Lawrence spearheaded a campaign towards a further investigation into the case through raising funds privately and with the support of pro bono lawyers. She had no legal training (she was a bank clerk) but was determined to pursue the matter and to get justice for her son.

In addition to achieving conviction for two of the murderers, the campaign elicited evidence to support the view that the police force was guilty of corruption but both Scotland Yard and



the Independent Police Complaints Commission ruled that there was no new evidence to warrant further investigation.

Doreen Lawrence held discussions with Theresa May (then Home Secretary) who agreed to commission a further review. The report was described by the Commissioner of the Metropolitan Police as “devastating”. Ellison’s report also showed that there was substantial evidence linking an alleged corrupt police officer with involvement in the murder of private investigator Daniel Morgan.

Subsequently, Doreen Lawrence has been honoured as a Labour peer, sits on race relations committees and regarded as an expert in issues of racial inequality.

What factors contributed to their being a role model, e.g. community, a teacher, recognition, a social need?

The determination to seek justice and recognition of her son’s death as a racially motivated murder galvanized support from many sectors of the public.

The courage to confront the legal system with no personal legal training or knowledge but a deep conviction for the truth led Doreen Lawrence and her husband to undertake a personal case against the police. This led to a change in the law.

A strong desire for social change has led to the establishment of the Stephen Lawrence Charitable Trust to promote social justice. The Trust provides educational and employability workshops and mentoring schemes. It also awards architectural and landscape bursaries.

Doreen Lawrence has gathered controversy by her outspoken remarks on institutionalized racism. At the time of the Grenfell Tower disaster, she commented that the Fire Services would have acted quicker if the majority of tenants had been white. She later issued a public apology to the emergency service workers.

Curriculum Topics that can be developed using her story

Identification of the topics that can be treated using this role model, one same story can serve to introduce many different situations, concepts, ideas and themes of the curriculum.

Topics (curriculum)	Which aspect exemplifies the topic?	How to use it?
Writing and your Rights 8: Barriers to change	Regarding the murder of her son, Stephen, Doreen was initially issued with a legal judgement that she refused to accept. She proceeded to challenge the legal system and the procedures of the police. A UK public inquiry, coined the phrase 'institutionalised racism' in relation to the police force.	<p>Frustration and a deep belief in justice inspired Doreen Lawrence's challenge.</p> <p>Writing can help to clarify issues and feelings and, if necessary, separate these for different purposes.</p>
Mapping our heroines	Doreen Lawrence gathered support and funding to proceed in her quest for justice.	<p>How can you gain support for changing an unjust situation (personal or social)?</p> <p>Sometimes, there are unwanted outcomes of such a quest e.g. Doreen Lawrence and her husband's relationship ended, citing the strain of pursuing the case as one of the reasons.</p> <p>Heroines are not always right in all situations. How can we accept that heroines make mistakes as part of their journeys?</p> <p>Sometimes fictionalizing an issue can allow us to explore potentially risky behaviour or unexpected outcomes of certain courses of action.</p>
Writing Resilience	During the campaign and since, Doreen Lawrence has had to draw upon significant personal and social resources to continue.	<p>Using your own experiences, compile a personal list of resilient words.</p> <p>Consider an issue that your group feel in agreement about. Compile a group list of strong and resilient words. How might they combine well together to be effective?</p>



Resources available to illustrate the role model

- Lawrence, Doreen (2006) *And Still I Rise: Seeking justice for Stephen*. Faber & Faber.
- [The Stephen Lawrence Inquiry](http://archive.official-documents.co.uk). Archive.official-documents.co.uk. 24 February 1999. Retrieved 8 August 2011.
- Interview with Stephen Lawrence's mother Doreen Lawrence <https://www.youtube.com/watch?v=oQpNCdugoX4>
- [Stop Hate UK](http://stop-hate.co.uk) official website.
- <https://www.itv.com/loosewomen/baroness-doreen-lawrence-gives-last-ever-tv-interview-25-years-after-son-stephen-lawrences-murder>
- [Doreen Lawrence says Grenfell tragedy was linked to racism](#) Channel 4 News, 17 October 2019. Retrieved 11 November 2019
- [Stephen Lawrence's mother claims firefighters tackling Grenfell Tower blaze were 'racist'](#) The Telegraph, 20 October 2019



Elisabeth Packard

Date of birth:

December 2, 1816 – July 25, 1897

Country of origin/adopted country:

Massachusetts, USA

Her words:

“My pen shall rage if my tongue didn’t . . .”

Brief biography:

Elisabeth Packard, was hospitalized by her husband and declared mental ill. Later on she became an advocate for the rights of women and people accused of insanity.

Elisabeth got a quality education at the Amherst Female Seminary, where she studied French, algebra, and the new classics, thanks to the “adequate wealth” of her parents, leading her to become a well-educated and middle-class woman. Still, she first saw “visions” in 1836 and was soon hospitalized in a Worcester state hospital, but quickly recovered from the “disease”.

At the insistence of her parents, Elisabeth Parsons Ware married Calvinist minister Theophilus Packard, fourteen years her senior and said to be “cold and domineering”. Theophilus held quite decisive religious beliefs. After many years of marriage, Elisabeth Packard outwardly questioned her husband’s beliefs and began expressing opinions that were contrary to his. While the main subject of their dispute was religion, the couple also disagreed on child rearing, family finances, and the issue of slavery, with Elisabeth defending the abolition of slavery embarrassed Theophilus.

When Illinois opened its first hospital for the mentally ill in 1851, the state legislature passed a law that required a public hearing before a person could be committed against his or her will, but there was one exception, however: a husband could have his wife committed without either a public hearing or her consent.

In 1860, Theophilus Packard judged that his wife was “slightly insane”, a condition he attributed to “excessive application of body and mind”. He arranged for a doctor, J.W. Brown, to speak with her. The doctor pretended to be a sewing machine salesman. During their conversation, Elisabeth complained of her husband’s domination and his accusations to others that she was insane. Dr. Brown reported this conversation to Theophilus (along with the observation that Mrs Packard “exhibited a great dislike to me”). Theophilus decided to have Elisabeth committed. She learned of this decision on June 18, 1860, when the county sheriff arrived at the Packard home to take her into custody.



Some say that Elizabeth was like other women whom were placed in mental institutions, from 1850 to 1900 whom were behaving in ways that “male society did not agree.”

Elizabeth Packard spent the next three years at the Jacksonville Insane Asylum in Jacksonville. She was regularly questioned by her doctors but refused to agree that she was insane or to change her religious views. In June 1863, in part due to pressure from her children who wished her released, the doctors declared that she was incurable and discharged her.

Upon her discharge, Theophilus locked her in the nursery of their home and nailed the windows shut. Elizabeth managed to drop a letter complaining of this treatment out the window, which was delivered to her friend Sarah Haslett. Sarah Haslett in turn delivered the letter to Judge Charles Starr, who issued a writ of habeas corpus ordering Theophilus to bring Elizabeth to his chambers to discuss the matter. After being presented with Theophilus’ evidence, Judge Starr scheduled a jury trial to allow a legal determination of Elizabeth’s sanity to take place. She was legally declared sane and she should not be confined.

After the release, when Elizabeth Packard returned home she found that her husband had rented their home to another family, sold her furniture, and had taken her money, notes, wardrobe, and children and left the state. She appealed to both the Supreme Court of Chicago and Boston but had no legal recourse, as married women in these states at the time had no legal rights to their property or children.

But she did not go back to her former life, on the contrary she became a national celebrity of sorts, publishing “an armload of books and crisscrossed the United States on a decades-long reform campaign,” fighting not only for married women’s rights and freedom of speech, but called out “the power of insane asylums. She became what some scholars call “a publicist and lobbyist” for better insanity laws. Packard reinvented herself in this role, earning enough to support her children.

Elizabeth petitioned the Illinois and Massachusetts legislatures, and in 1869 legislation was passed allowing married women equal rights to property and custody of their children.

The reforms, called Packard Laws, increased the number of people involved in the commitment process. Individuals could no longer be forcibly confined on the testimony of a few. Packard was concerned with cases like her own, where biased testimony from husbands or other men had unjustly committed women to asylums, often for many years. She also successfully campaigned for divorced women to retain financial support and custody of their children.

She founded the Anti-Insane Asylum Society and published several books, including *Marital Power Exemplified or Three Years Imprisonment for Religious Belief* or (1864), *Great Disclosure of Spiritual Wickedness in High Places* (1865), *The Mystic Key or the Asylum Secret Unlocked* (1866), and *The Prisoners’ Hidden Life, or Insane Asylums Unveiled* (1868).

Even so, she was strongly attacked by medical professionals and anonymous citizens; Elizabeth’s work on this front was “broadly unappreciated” while she was alive. She only received broader recognition starting in the 1930s by a well-known historian of mental illness.

Why is she a HEROINE?

She's a heroine because she does not give up and continues fighting for her rights, she reinvented herself and she decides to defend the rights of women and of PWMI, even being attacked by professionals and societies, she did not surrender.

¿What factors contributed to their being a role model, e.g. community, a teacher, recognition, a social need?

She stands up for her rights and against any adversity.

She is an example of how to not give up in spite of difficulties and critiques.

She achieved to promote legal changes for the rights of married women (right of property and custody of children) and also for the people with mental health issues. Both were social needs.

She is also an example on how it is possible to reinvent own self and start an autonomous life from scratch: Writing her story and other books, and the success of those stories provide them with financial support for having an autonomous life and also to start the campaign.

Curriculum Topics that can be developed using her story

Topics (curriculum)	Which aspect exemplifies the topic?	How to use it?
Knowing ourselves 2	She started writing about her own story	<i>Example of exercise/ activity (reference number)</i>
Writing what we value	She wrote also about her beliefs and moral values, her opinions regarding women rights...	
Writing out problems	She's an example of pass through many problems and unfair situations	
Writing hopes and dreams	She dreams and fights for changing the practice in psychiatric hospitals and for recognizing women rights	



Writing out past experience	Talking about her adverse experiences helped to overcome the situation and reinvent herself.	
Writing and your rights: Participation and leadership	After suffering the discriminatory laws (being placed in mental institutions, locked by her husband, teared apart from her children, left without home...) she stands up for her rights and for women rights. She's an example of leadership	
Being seen and having a voice	She always gives her own opinion, even though she has been placed in a mental institution for doing that, she keeps expressing what she thinks, without fear.	
Protecting women from violence 1 and 2	She had suffered violence y being deprive from liberty	
Barriers to change	She fights to change every barrier she finds (the Hospital, her husband, her poverty, etc.) and also the social barriers that discriminate women	
Mapping out heroines	She originated a change in laws	
Resilience	She is an example of resilience	

Resources available to illustrate the role model

Some more info about E. Packard:

<https://www.hhhhistory.com/2015/04/historic-heroism-elizabeth-parsons-ware.html>

https://en.wikipedia.org/wiki/Elizabeth_Packard

<https://publish.illinois.edu/ihlc-blog/2019/03/28/elizabeth-packard-legal-and-mental-health-reformer/>

Carlisle, Linda V. **Elizabeth Packard: A Noble Fight**. Urbana, IL: University of Illinois Press, 2010. Call number: 362.21092 P121c

Himelhoch, Myra Samuels and Arthur H. Shaffer. "Elizabeth Packard: Nineteenth-Century Crusader for the Rights of Mental Patients." *Journal of American Studies* vol. 13, no. 3, 1979, pp. 343-75. <http://www.jstor.org/stable/27553740>.



Emmeline Pankhurst

Date of birth/death:

July 15, 1858 - June 14, 1928

Country of origin/ adopted country:

UK, Moss Side district of Manchester

Brief biography:

Emmeline Pankhurst (1858-1928) became involved in women's suffrage in 1880. She was a founding member of the Women's Social and Political Union (WSPU) in 1903 and led it until it disbanded in 1918. Under her leadership the WSPU was a highly organised group and like other members she was imprisoned and went on hunger strike protests.

Emmeline Goulden was born on 14 July 1858 in Manchester into a family with a tradition of radical politics. In 1879, she married Richard Pankhurst, a lawyer and supporter of the women's suffrage movement. He was the author of the Married Women's Property Acts of 1870 and 1882, which allowed women to keep earnings or property acquired before and after marriage. His death in 1898 was a great shock to Emmeline.

In 1889, Emmeline founded the Women's Franchise League, which fought to allow married women to vote in local elections. In October 1903, she helped found the more militant Women's Social and Political Union (WSPU) - an organisation that gained much notoriety for its activities and whose members were the first to be christened 'suffragettes'. Emmeline's daughters Christabel and Sylvia were both active in the cause. British politicians, press and public were astonished by the demonstrations, window smashing, arson and hunger strikes of the suffragettes. In 1913, WSPU member Emily Davison was killed when she threw herself under the king's horse at the Derby as a protest at the government's continued failure to grant women the right to vote.

Like many suffragettes, Emmeline was arrested on numerous occasions over the next few years and went on hunger strike herself, resulting in violent force-feeding. In 1913, in response to the wave of hunger strikes, the government passed what became known as the 'Cat and Mouse' Act. Hunger striking prisoners were released until they grew strong again, and then re-arrested.

This period of militancy was ended abruptly on the outbreak of war in 1914, when Emmeline turned her energies to supporting the war effort. In 1918, the Representation of the People Act gave voting rights to women over 30. Emmeline died on 14 June 1928, shortly after women were granted equal voting rights with men (at 21).



Why is she a HEROINE?

Although many disagree with her tactics, she led a movement to give women the right to vote in the face of great resistance, including incarceration, refusal to join a political party (based on sex), rift in the family and the delay of war.

She was a widow and single mother.

What factors contributed to their being a role model, e.g. community, a teacher, recognition, a social need?

She was a leader of a campaign for equal rights for women. This was a social need, with half the population without a voice.

She also set an example of how to live by a cause by giving up her home and devoting her time and energy to that cause.

Some say she went too far, making sacrifices within the family and putting others' lives in danger. The movement was ultimately successful, meaning that women 18 and over can vote in the UK, equal to men

Curriculum Topics that can be developed using her story

Identification of the topics that can be treated using this role model, one same story can serve to introduce many different situations, concepts, ideas and themes of the curriculum.

Topics (curriculum)	Which aspect exemplifies the topic?	How to use it?
Week 24 Writing and your Rights 8: Barriers to change	Emmeline Pankhurst was a founding member of the Women's Social and Political Union (WSPU), fighting for the vote for women in the UK. On 18 January 1908, Pankhurst and her associate Nellie Martel were attacked by an all-male crowd of Liberal supporters who blamed the WSPU for costing them a recent by-election to the Conservative candidate. The men threw clay, rotten eggs, and stones packed in snow; the women were beaten and Pankhurst's ankle was severely bruised. Other's responses to change demonstrate society's resistance to change; fear that empowering some groups will disempower others'. Emmeline Pankhurst also brought violence into her campaign, which was seen by some as counter-productive. However, Emmeline felt it necessary as the non-violent protests were not taken seriously..	<i>Others' responses demonstrate resistance to change. Fear that allowing women their voice would mean loss of power for those with the vote.</i>

<p>Week 19 Writing and your Rights 3: Being seen and having a voice</p>	<p>Emmeline fought for women to have the vote in the UK through organizing a movement Womens' Franchise League and later (the more militant) Women's Social and Political Union. This league was criticised for its violent tactics.</p> <p>Equally, treatment in prison was violent. During Hunger Strikes, women in the movement were forcibly fed with tubes, and had their mouths forcibly opened with steel gags.</p>	<p><i>Standing up for change, Pankhurst found that not being heard led her to more radical and illegal actions. Are there other ways to protest in the 2020s that are equally effective.</i></p> <p><i>Hunger Strike is a form of self-harm. Sometimes people act out on the body what can't be said/heard. Writing can be an alternative to this, which doesn't harm the body.</i></p> <p><i>What groups exist where we might find like-minded people?</i></p>
<p>La escritura y tus derechos 2: La historia local/inaudita</p>	<p>In 1907 Emmeline sold her home in Manchester and began an itinerant lifestyle, moving from place to place as she spoke and marched for women's suffrage. She stayed with friends and in hotels, carrying her few possessions in suitcases. Although she was energised by the struggle-and found joy in giving energy to others- her constant travelling meant separation from her children.</p> <p>Her husband died in 1898.</p> <p>Another lesser-known story about Emmeline is her war efforts in WWI. She helped women join the workforce while men were overseas fighting. She established an adoption home (for which she was criticised for helping children with unmarried parents) and adopted four children in addition to her own four children.</p>	<p>Emmeline led a nomadic lifestyle to pursue and fund her cause for women's suffrage. She wasn't always happy and had to suffer separation from her family.</p> <p>What unheard stories exist in your own choices?</p> <p>Sometime choosing one thing means giving up another. These are difficult choices.</p> <p>Emmeline practically dispatched one of her children to Australia for disagreeing with her.</p> <p>What are your family beliefs and do you follow them?</p>

Resources available to illustrate the role model

Pankhurst, Christabel. *Unshackled: The Story of How We Won the Vote*. London: Hutchinson & Co., 1959. [OCLC 2161124](#).

Pankhurst, Emmeline. *My Own Story*. 1914. London: Virago Limited, 1979. [ISBN 0-86068-057-6](#).



Popular culture

Womanchester campaign for a female statue and all its supporters and fundraisers

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

Helen Pankhurst talking about her great-grandmother at the unveiling of her commemorative statue

<https://www.youtube.com/watch?v=kfwOdCXTB2U>

Emmeline Pankhurst | 'I incite this meeting to rebellion' speech, October 1912 | Women's Suffrage

https://www.youtube.com/watch?v=7EMNDj_Ao3s



Picture: Ljubo Vukelic

Esma Redžepova-Teodosievska

Date of birth/death:

august 8, 1943 (Skopje) – december 11, 2016 (Skopje)

Country of origin/ adopted country:

SFR Jugoslavija/Makedonija

Brief biography:

She was a Macedonian vocalist, songwriter and humanitarian of Romani ethnicity. Because of her prolific repertoire, which includes hundreds of songs, and because of her contribution to Roma culture and its promotion, she was nicknamed Queen of the Gypsies as her reach and prolific repertoire includes hundreds of songs, she contributed also to promotion of Roma culture. Her family insisted in basic primary schooling, however the traditional views of the family set expectations also towards her – it was expected to get married in teens years and to become a housewife.

However, her lifepath differed from traditions. She was a fighter from early childhood age on, fighter for acknowledgment – of herself, her nation/ethnicity and humanity in general. She was a pioneer, the first woman whose song in original Romani language has been transmitted on radio. Americans have classified her among 50 best female vocals of all time.

Although working hard, stepping onto the path of national and international fame, she struggled as a female – she was a target of racism and gossip. Roma people in Macedonia thought of her as dishonorable, she was target of critics also for her relationship with her music colleague Teodosievski, as it was unthinkable that people with different ethnicities could marry (none of the communities approved this marriage. Her career and emancipated lifestyle (performing on stage, sleeping in hotels, working with man) seemed to be a strong disapproval issue on the side of both – Macedonian and Gipsy communities.

She encountered violent element also against her life in general – racists prejudice from media by characterizing her through traits, seemingly typical to Roma people (being portrayed as hot blooded, happy and easy going, commenting on her dark skin.

On the other hand, she was a great humanitarian, fostering 47 children together with her husband. She was a strong supporter of Roma and women rights.

Why is she a HEROINE?

- She overcame tradition and would not submerge herself into teenage and arranged marriage, she decided about her own personal life.
- She worked on her talent despite the obstacles, criticism and prejudice from own ethnicity meaning she had to prove herself twice as much.

Image source: <https://onaplus.delo.si/sem-tovarna-denarja>



- She was a great humanitarian, giving money to humanitarian organization, she was thinking more globally and overcame the mindset of one owns personal culture and thus working for the good of people in need.

What factors contributed to their being a role model, e.g. community, a teacher, recognition, a social need?

She was an unbelievable combination of great talent and amazing vocal skills; on the other hand, she was a great humanitarian, also nominated for Noble prize for peace twice. Her willpower, hard work and talent made her a successful star in music business where female can be submersed potentially harmful situations for becoming successful, sometimes talent is not enough. It is quite ironic that on one hand she fought for her ethnicity and female power but was at the same time an element of gossip – she fought tradition.

Curriculum Topics that can be developed using her story

Topics (curriculum)	Which aspect exemplifies the topic?	How to use it?
28	The hero's journey can be connected through reflecting the life path of the heroine – to highlight crucial moments, battles and overcoming obstacles.	Exercise 1 and 2 match the proposed activities.
19	This heroine went against norms of one owns ethnicity and expectations connected to the tradition or traditional way of living for a female; by living an independent life and deciding without influence of others; her independency made it easier to address social thematic and thus raising awareness in public.	Within Exercise 1, the participants may try to think about a pertinent or sensitive topic in their everyday environment about a topic for which they evaluate is important to them and showcases the potential of how “anonymous life stories” could operate as a motivation elements. Within Exercise 2, instead of the poem, also some proverbs can be gathered – they should reflect general thoughts on what really matters in life (always in the eye of observer) and how this helps writing down our demands and desires.

Resources available to illustrate the role model

https://en.wikipedia.org/wiki/Esma_Red%C5%BEepova

https://www.dnevnik.si/1042733422_

<https://www.rtvsllo.si/kultura/glasba/esma-redzepova-filozofija-romov-nikogarsnja-zemlja-brez-meja/389879>



Indira Gandhi

Date of birth/death :

1917-1984

Country of origin/ adopted country:

India

Brief biography:

She was the first, and only one so far, woman Prime Minister of India. She was the daughter of Jawaharlal Nehru, the first Prime Minister of India. She served as prime minister from 1966 to 1977 and again from 1980 until her assassination in October 1984.

As Prime Minister she was known for her political intransigency and centralization of power. She went to war with Pakistan in support of the independence movement, which resulted in an Indian victory and the creation of Bangladesh, as well as increasing India's influence to the point where it became the regional hegemon of South Asia. Later on Gandhi instituted a state of emergency (1975-1977) where basic civil liberties were suspended. The last period of her being a prime minister Sikh nationalists claim their independence. After Gandhi ordered military action against them, she was assassinated by her own bodyguards and Sikh nationalists on 31 October 1984.

Why is she a HEROINE?

Indira Gandhi was the first, and only so far woman Prime Minister of India. In 1999 she was voted by a BBC poll as the most important woman of the last millennium among other female personalities such as Queen Elizabeth I of England, Marie Curie and Mother Teresa.

She was imprisoned for her beliefs by English for 13 months.

She voted equal payment for both male and female and although she declared she was not a feminist, she asserted that women are the most oppressed portion of the people, and especially Indian women, and that they should be able to manage their own life.

What factors contributed to their being a role model, e.g. community, a teacher, recognition, a social need?

Although she came from a family of politics, it was not easy for her to become a Prime Minister in India, or everywhere in the world, even today. She tried to change things for the best in her own country, and her work was recognized all over the world.

Curriculum Topics that can be developed using her story

Identification of the topics that can be treated using this role model, one same story can serve to introduce many different situations, concepts, ideas and themes of the curriculum.

Topics (curriculum)	Which aspect exemplifies the topic?	How to use it?
Writing and your Rights 1: Participation and Leadership	She became a Prime Minister in a male-dominated society.	<p>Write if you ever felt the need to participate in public affairs. Have you experienced difficulties? Then, discuss what you wrote with the group.</p> <p>Take some time to discuss if the barriers were bigger, because you are female.</p> <p>Write one by one if there is a topic you would fight about if you were not embarrassed or dispirited by the fact that you are a woman. Would you act differently if you were a man?</p> <p>Then discuss this with your group.</p> <p>Discuss with your group what are the stereotypes about women who are involved with politics. One of you may write down the answers in small paragraphs.</p>
Writing and your Rights 8: Barriers to change	She was imprisoned for her beliefs.	<p>Discuss about the UN Convention of Civil Rights, especially about the freedom of beliefs.</p> <p>Write down if you know any woman who was imprisoned or mistreated for her beliefs. Discuss what you think of her.</p>

Resources available to illustrate the role model

https://en.wikipedia.org/wiki/Indira_Gandhi (retrieved 02.27.2020)

<https://tvxs.gr/news/prosopa/intira-gkanti-i-anodos-kai-i-ptosi> (retrieved 02.27.20)

<https://www.sansimera.gr/biographies/21> (retrieved 02.27.2020)

<https://tomov.gr/2018/11/19/intira-gkanti-1917-1984/> (retrieved 02.27.2020)

Indira Gandhi: A Biography (Penguin Books)

<https://www.youtube.com/watch?v=5jwKU6kIL08>

<https://www.youtube.com/watch?v=I0jkTQ4qBws>



Irene Villa

Date of birth:

Noviembre 21, 1978

Country of origin / adopted country:

Spain

Her words:

"I have never felt like a victim, because I don't think that kind of attitude is helpful"

Brief biography:

When Irene was 12, she suffered a terrorist attack from ETA (Basque terrorist organization). She was traveling with her mother on his way to school by car when a bomb attached to their car exploded. Irene lost her legs and three fingers of one hand. Her mother lost one leg and one arm.

She was very shocked when she realized in hospital that she had no legs, but the advice from her parents helped her to overcome the situation little by little and to forgive the terrorists.

"I told my daughter that we had two paths: to hate and curse these people, this poisons your blood and that does not reach those who have done this to us; or think that we were born like this and put everything in being happy. I will accompany you in whatever you decide. She, who is very clever, told me: 'Mom, I have already thought about it, we were born that way' said her mother.

These words and her choice of the path of happiness had helped to overcome the situation and many other difficult moments.

Irene has become one of the most popular examples of personal overcoming in Spain. She achieved to feel lucky for just having lost two legs but continuing living. She has always an attitude of overcoming difficulties. She liked skiing before the attack and had continued practicing. The practice of this sport had helped her to overcome the loss of her legs and also when she has to face any difficult situation. She achieved to win the Spanish championship of adapted Alpen sky.

She had 3 children, and recently got divorced. She has maintained her attitude of overcoming in this new situation, considering her divorce as another opportunity to continue learning.

Today she is psychologists, writer and gives many conferences about optimism and overcoming using her experience as example. She has been also member of the Terrorism Victims Association and Fundación También, which promotes inclusive sport.



She published her first book in 2004: *“Know that you can. Memories and reflections of a victim of terrorism”*, an emotional and courageous first-person testimony of the day in which the dreams of a teenager who aspired to be captain of her basketball team were truncated, but instead of collapsing and hating, she returned to be born with optimism and without reproach.

Later on she wrote: *“Knowing that you can, twenty years later”*; *“It’s never too late, princess”*; *“The book hug”* and *“Like the sun for flowers”*.

What factors contributed to their being a role model, e.g. community, a teacher, recognition, a social need?

Ella toma una decisión: no ser una víctima y no odiar. Esta decisión ha sido su lema de vida y le ha ayudado a superar distintas situaciones.

Tiene una voluntad fuerte y considera las complicaciones como una oportunidad para aprender.

Se ha convertido en un ejemplo de superación y de resiliencia para mucha gente.

Curriculum Topics that can be developed using her story

Topics (curriculum)	Which aspect exemplifies the topic?	How to use it?
Knowing ourselves 2	Her writings talked about the way she managed to overcome the attack, and how to use this learning for any other outcome in life.	
Writing what we value	She has clear priorities: to keep happy, to avoid sadness. She has built her life around this aim.	
Writing out past and future	She is an example on how to confront a future in an unexpected way (without legs)	
Writing through unexpected events/ difficulties	She is an example on how to confront an unexpected event: the terrorist attack	
Barriers to change	Her example shows that many believes can be changed: being happy after the attack, practice sky and having children without legs..	
Resilience	She is an example of resilience; she has overcome a terrorist attack and the loss of her legs being a child, assuming the situation, taking a decision about herself and her life, and continued doing everything she wishes.	



Resources available to illustrate the role model

Personal web page: <https://irenevilla.org/?lang=en>

- Books:

Villa, I (2004) *Saber que se puede, recuerdos y reflexiones de una víctima del terrorismo* Madrid, Martínez Roca

Villa, I (2007) *SOS...víctima del terrorismo*. Madrid, Pirámide

Villa, I (2011) *Saber que se puede, veinte años después*. Madrid, Martínez Roca

Villa, I (2013) *Nunca es demasiado tarde, princesa*. Madrid, Espasa

Villa, I (2015) *Como el sol para las flores*. Madrid, Espasa





Jane Goodall

Date of birth:

April 3, 1934

Country of origin/adopted country:

United Kingdom

Brief biography:

As a child, Jane had a stuffed chimpanzee instead of a teddy bear. Her fondness for this figure started her love of animals. She became passionate also about Africa, eventually moving to Kenya. Louis Leakey, a well-known Kenyan archaeologist and paleontologist, sent her to Tanzania to study the chimpanzees. He then sent her to London to study primate behavior and primate anatomy. In 1960, after considerable field work, Jane was exceptionally admitted to doctoral studies by the University of Cambridge without holding a BA or a BSc. Her thesis in the field of ethology was completed in 1965.

Goodall has been married twice. Her first husband was Dutch nobleman, wildlife photographer Hugo van Lawick. They had a son and divorced in 1974. One year later Jane married Derek Bryceson, who as the director of Tanzania's national parks, was able to protect Goodall's research. Six years later, he sadly died of cancer.

Jane is best known for her study of chimpanzee social and family life. Her findings revolutionized our knowledge of chimpanzee behavior and were further evidence of the social similarities between humans and chimpanzees. In 1977, she established the Jane Goodall Institute. Today, she is a well-known environmental activist, who has received many honors for her environmental and humanitarian work.

Why is she a HEROINE?

- She daringly questioned the prevailing views on animal nature through a close, empathetic approach to our closest relative, the chimpanzee.
- She has pursued her passion and interest confidently and proven that both human and non-human apes can be trusted.
- She is still active at the age of 85 and devotes her time to protecting the environment and animal rights.



What factors contributed to their being a role model, e.g. community, a teacher, recognition, a social need?

Jane knew what her interests were very early in life. Her father's symbolic gift of a chimpanzee contributed to this strength. This positive relationship pattern repeated in at least two other occasions, namely, when she received the support of Louis Leakey and that of her husband, Derek Bryceson. She also had the financial support of a wealthy family and her future husband, which was employed cooperatively and constructively.

Curriculum Topics that can be developed using her story

Topics (curriculum)	Which aspect exemplifies the topic?	How to use it?
2. Knowing ourselves 2: What might writing offer to us?	<i>Jane was aware of her interests already as a child. She ended up writing academic articles and books about these topics</i>	<i>Make a list of your childhood interests. If you were a researcher, what would you study?</i>
9. Writing in a group	<i>Jane was curious about chimpanzee group behavior and has built human networks, e.g. her own institute.</i>	<i>Group writing exercises: continuing the texts by other participants, group poems; collecting words about a particular subject and making mind maps; continuing your own text based on the others' feedback</i>
22. Writing and your Rights 5: Women and Work	<i>Jane had a good relationship with her father and was lucky to see this pattern repeated in her life via a supportive working relationship with Louis Leakey, a well-known Kenyan archaeologist and paleontologist, who sent her to Tanzania to study chimpanzees; and a good second marriage with Derek Bryceson, Bryceson, who as the director of Tanzania's national parks, was able to protect Goodall's research. Jane was able to do doctoral research at the prestigious Cambridge University, without having a first degree or Masters. Jane has campaigned for the environment and broadened understanding of both chimpanzee and human behaviour.</i>	<i>Make a list of satisfying work experiences. Pick one and write about it. What contributed to it being pleasant?</i>
25. Tuning in: Finding allies in the natural world	<i>When asked if she believes in God, Jane said (in 2010): "I don't have any idea of who or what God is. But I do believe in some great spiritual power. I feel it particularly when I'm out in nature. It's just something that's bigger and stronger than what I am or what anybody is. I feel it. And it's enough for me."</i>	<i>Exploring the participants' ideas about their own spiritual power and their relationship to nature, writing about totem animals</i>



Resources available to illustrate the role model

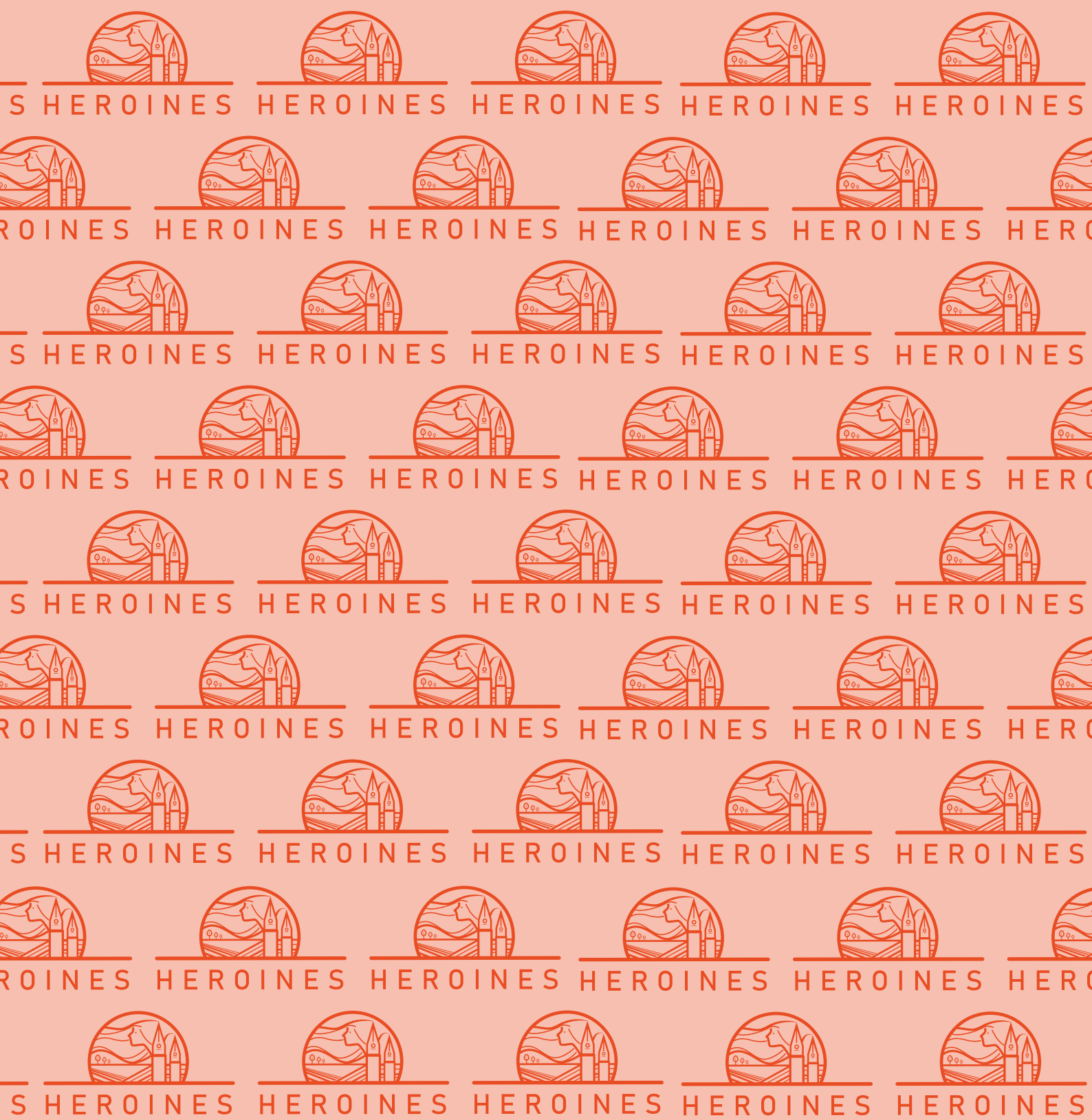
[El Instituto Jane Goodall, web oficial](#)

[Transcripción y video del discurso de Goodall en el Instituto Joan B. Kroc de Paz y Justicia en la Universidad de San Diego, Abril 2008](#)

[Entrevista en la película \(versión extendida\) sobre Jane Goodall con las transcripciones para la serie documental "Why Are We Here?".](#)

[Una conversación con Jane Goodall](#) (audio interview).

[Trabajos por o sobre Jane Goodall](#) in libraries.



www.heroines-project.eu



Katerina Vrana

Date of birth:

1978

Country of origin/ adopted country:

Greece

Brief biography:

Stand-up comedian, surviving from serious unknown illness on 2017, up to now at a wheelchair, and giving hope to many people with her show “Staying Alive”. After her illness, she could not sit, speak, or see. She was living in G. Britain for many years, and started performing in Greece on 2011.

Why is she a HEROINE?

She studied in a private school in Greece and then in G. Britain.

She was always brave. Being a stand-up comedian in a male-dominated profession, she learned, the hard way, how difficult it is to expose yourself to the audience and try to make people laugh.

She was nominated as the third best comedian in the world on 2016 (and the first woman who won the prize).

During a tour on Malesia she got sick. She would be the first woman to ever perform stand-up comedy in Pakistan on 2017. After her illness, she tried a lot to get better and started to share her problems with her audience. This way, she inspired many people with similar or different difficulties not to give up and share their problems.

As for now, she has new fans and some of her colleagues raise money in order to help her financially with the expenses of her treatment.

What factors contributed to their being a role model, e.g. community, a teacher, recognition, a social need?

She is a role model because she has been and still is, brave, sharing her problems with other people, and trying to make them overcome problems of disabled people, and generally every difficulty comes along the way in everybody’s life. She is also a woman that made the difference in her male-dominated profession.

Her quote is: “Always find the strength to deal with everything life calls for”.

Curriculum Topics that can be developed using her story

Identification of the topics that can be treated using this role model, one same story can serve to introduce many different situations, concepts, ideas and themes of the curriculum.

Topics (curriculum)	Which aspect exemplifies the topic?	Writing suggestions
6 J2 Writing through risks	Consider risk taking within the group e.g. sharing writing, sharing hopes and dreams; dealing with disappointment or unchanging situation	Write down if you would decide to share your story if it was concerning a physical disability. How would you feel about that? Which barriers you would have to overcome?
		What if your difficulties were about your mental health? Would you share them in a small or bigger group if you thought your story would help others to cope with their difficulties? Then share your thoughts with the group.
		Have an open discussion about humour. Do you think it helps when things are tough? Write down a story and then share with your group when humour enabled you to overcome a difficult situation.

Resources available to illustrate the role model

Links to films, documentaries, books, poems, pictures, TEDs, news, interview....that may be used in the lesson to illustrate the story of the women

<https://www.youtube.com/watch?v=Dyd2I5gp4aY&t=964s> (english subtitles)

<https://www.youtube.com/watch?v=P7TsvjLEXns>

https://www.lifo.gr/articles/theater_articles/194977/i-katerina-vrana-den-tha-to-valei-kato-pote (retrieved 02.27.20)

<https://www.bovary.gr/oramatistes/19385/katerina-vrana-den-ezisa-kala-ta-40-moy-itan-tote-poy-shedon-pethana> (retrieved 02.27.20)



Lena Manta

Date of birth:

30 April 1964

Country of origin/ adopted country:

She was born in Constantinople and she lives in Athens, Greece

Brief biography:

She is Greek Author. She studied kindergarten teacher without ever working in the field and she also occupied with art and journalism. She has been awarded as "Author of the Year" in 2009 and 2011. In 2016 she was given the "Audience Award" in the category "Heroine-Inspiration" for her novel "An apology for the end". Many of her books have been translated in English, Italian, Spanish, Turkish and Chinese language.

In 2013 she was diagnosed with Cancer, Stomach lymphoma, and was treated with chemotherapy. She had the power to defeat cancer and send a message to people who have a similar problem.

Through interviews she shared the difficulties she faced with her health, the power she gained, her battle with cancer and what she was taught by the unfortunate event. "I had chemotherapy but I was lucky enough to be diagnosed early because it could be difficult as a medical case".

The author confessed, among others, that during chemotherapy she did not stop her activities or writing a book.

Why is she a HEROINE?

She has spoken about her experience being sick, her thoughts and her emotions. "Adding a depression to an existing problem will make it worse. Through my adventure I realized that life is too short to be sad.

Through her experience she advises all women to give attention to body signs and to prevention. "I made it and I am trying to say to all women that prevention is the most important". "Now I 'm better, I learned to take care of myself because I didn't care before; I've learned to enjoy the moments and life. I was never one of the women who just put the head down but with sickness this became stronger".

She left the difficulty behind with diligence and perseverance and now the memory of it returns again briefly when she has her medical exams.

She managed to overcome her serious health problem and continue her life and work "always smiling" as she says.

What factors contributed to their being a role model, e.g. community, a teacher, recognition, a social need?

She is an example of how to not give up in spite of her medical problem

There is a social need because through her story she gives the message for prevention against cancer.

Curriculum Topics that can be developed using her story

Identification of the topics that can be treated using this role model, one same story can serve to introduce many different situations, concepts, ideas and themes of the curriculum.

Topics (curriculum)	Which aspect exemplifies the topic?	Writing suggestions
<p>Writing out problems</p> <p>Writing through unexpected events/ difficulties</p>	<p><i>She talks about her health problem.</i></p> <p><i>She talks about moods, emotions, illness, unexpected difficulties and how she managed with them and gain strength.</i></p>	<p><i>Take some minutes to describe Heroine's life (her character, her socio- economic status.....)</i></p> <p><i>How did she manage to overcome her serious health problem?</i></p> <p><i>Handout problem letters from magazine/newsletter about similar stories</i></p> <p><i>Ask participants to write down their thoughts comparing the different stories and how the characters deal the unexpected events in their lives.</i></p> <p><i>What does the Heroine advice and what are your suggestions?</i></p>
Writing resilience	<i>She is an example of resilience.</i>	<p><i>Brainstorming resilience</i></p> <p><i>Ask participants to discuss what was her personal life and how that contributed to her action?</i></p> <p><i>Ask participants to identify and write down their strengths and weakness (at least five)</i></p> <p><i>Ask participants to consider times when they have shown resilience</i></p>

Resources available to illustrate the role model

iefimerida :Retrieved 02- 26- 2020 from : <https://www.iefimerida.gr/news/105843/%CE%B7-%CE%BB%CE%AD%CE%BD%CE%B1-%CE%BC%CE%B1%CE%BD%CF%84%CE%AC-%CE%B1%CF%80%CE%BF%CE%BA%CE%B1%CE%BB%CF%8D%CF%80%CF%84%CE%B5%CE%B9-%CE%B1%CF%80%CF%8C-%CF%84%CE%B9-%CF%80%CE%AC%CF%83%CF%87%CE%B5%CE%B9-%CE%BA%CE%B1%CE%B9-%CE%B3%CE%B9%CE%B1%CF%84%CE%AF-%CE%AD%CE%BA%CE%B1%CE%BD%CE%B5-%CF%87%CE%B7%CE%BC%CE%B5%CE%B9%CE%BF%CE%B8%CE%B5%CF%81%CE%B1%CF%80%CE%B5%CE%AF%CE%B5%CF%82-%CE%B2%CE%AF%CE%BD%CF%84%CE%B5%CE%BF>

This is how I defeat cancer.Retrieved 02- 26- 2020 from :

<https://www.athensmagazine.gr/article/stars-tv/135127-laquo-etsi-nikhsa-ton-karkino-raquo-h-syglonistikh-eksomologhsh-ths-lenas-manta-sthn-tatiana-stefanidou-video>

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https://el.m.wikipedia.org/wiki/%CE%9B%CE%AD%CE%BD%CE%B1_%CE%9C%CE%B1%CE%BD%CF%84%CE%AC

Athens Voice Lena manta Retrieved 02- 26- 2020 from:

https://www.athensvoice.gr/culture/book/575935_lena-manta



Dafni Venieri

Date of birth:

1958

Country of origin/ adopted country:

Remote village in the Prefecture of Fthiotida, Middle Greece

Brief biography:

Dafni is a 62 years old woman, who lives in an agricultural village trying to manage with her life problems. She was married at the age of 20 and has 2 children. Her son at the age of 15 began the drug abuse and it was that moment that her Calvary started. For 5 years she was trying to deal with her son's problem without having any help, giving him her totally support. She managed to help her son deal with his drug dependence by convincing him to attend a detox program. Her son after many years gets well and now lives with his wife and 2 children. Due her emotional pressure and anxiety she was diagnosed with breast cancer 5 years later and has a surgery. All this time she has to work with her husband in the family farm and support him and her family. Her husband dies 4 years after her illness and she is all alone dealing with the reality in a remote village, supporting the family and working in the fields.

She is an active member of the Local Women's Association and the Cultural Association.

Why is she a HEROINE?

She managed to overcome problems without having any help in a remote area, find her way out and stay active supporting her family and herself.

What factors contributed to their being a role model, e.g. community, a teacher, recognition, a social need?

She is an example of how not to give up in spite of family, medical and social problems and become resilient.

Curriculum Topics that can be developed using her story

Identification of the topics that can be treated using this role model, one same story can serve to introduce many different situations, concepts, ideas and themes of the curriculum.

Topics (curriculum)	Which aspect exemplifies the topic?	Writing suggestions
Writing out problems	<i>She talks about her family, health and socioeconomic problems</i>	<p>Invite participants to imagine a day in the life of a woman living in a remote agricultural village</p> <p>As participants to discuss their thoughts/ feelings about Heroine's life</p> <p>Take some minutes to describe what problems did she face?</p> <p>Take some minutes to discuss how she managed to overcome her difficulties</p> <p>Discuss in small groups similar personal stories</p> <p>Write a short letter to the Heroine</p>
Escribiendo sobre resiliencia	<i>She is an example of resilience as she managed to overcome her problems and stay active.</i>	<p><i>Brainstorming resilience</i></p> <p><i>Discuss factors that reinforce Heroine resilience during the difficult periods of her life</i></p> <p><i>Ask participants to identify and write down their strengths and weakness (at least five)</i></p> <p><i>Ask participants to consider times when they have shown resilience</i></p> <p><i>Do you believe that gender</i></p> <p><i>plays a key role in building resilience and how</i></p>

Resources available to illustrate the role model

Local story. Verbal story.



Mada Tsagia-Papadakou

Date of birth:

unknown

Country of origin/ adopted country:

She was born in Toronto Canada but she has spent many years living and working in Greece

Brief biography:

MadaTsagia-Papadakou is the Founder of W.I.N. HELLAS, a non-profit organization for the empowerment of the Greek women, specializing in abuse recovery and empowerment. She has talked openly how she got in an abusive relationship, why she stayed and how she managed to walk away from this dark side of her life. She was in an abusive relationship for years. For many years, she has been thinking that abused women were uneducated, from low income families. But she was wrong.

She comes from upper-middle -class family and she graduated college with honors. When her relationship begun it started with love and romance. She mentioned that no one ever plans to venture out into the dating world and choose an abusive partner. She was a model and he was one of the fewest men in her life that seemed to really take an interest in her. He was very generous to her giving her many gifts. The transition of their relationship from love to control and violence was slow and inconspicuous. He started to take control of her, taking economics in control in his own hands and making decisions for her career. As the relationship progressed, he wanted to have full control of her, he used the emotional blackmail to manipulate her and isolate her from her friends. When loneliness and embarrassment got too much, when she was sick and tired she decided to defeat her fear and walked away.

Why is she a HEROINE?

- Mada Tsagia- Papadakou has shared her personal experience openly in an effort to shed light on this highly taboo topic.
- She is an example of resilience.

She has been working vigorously to raise awareness, prevent and minimize violence against women.



What factors contributed to their being a role model, e.g. community, a teacher, recognition, a social need?

Her personal experience and her social recognition inspired her to found W.I.N Hellas.

She is an activist against gender based violence, stating that victims of abuse should not be ashamed to speak out.

She was crowned the winner of the Mrs Globe 2020 an annual fundraiser for the win international women in need. She uses the power of her crown to prevent violence against women and promote gender equality .

Curriculum Topics that can be developed using her story

Identification of the topics that can be treated using this role model, one same story can serve to introduce many different situations, concepts, ideas and themes of the curriculum.

Topics (curriculum)	Which aspect exemplifies the topic?	Writing Suggestions
Writing and your Rights 3 Being seen and having a voice	She talks openly about her experience in front of big audience for example Tedx	<p>Through her talks she describes her vicious cycle of abuse empowering women to break it</p> <p>Tedx video .Invite participants to discuss:</p> <p>Does the Heroine recognize herself as a victim of domestic violence?</p> <p>How does the perpetrator maintain control over a victim?</p> <p>Why does a women stay in an abusive relationship or why does she leave?</p> <p>How did the Heroine manage to escape from her abusive relationship?</p> <p>Women's rights</p> <p>Handout the power and control wheel https://www.theduluthmodel.org/wp-content/uploads/2019/08/Power-and-Control-Thorne-Harbour-Health.pdf</p> <p>Divide participants in small groups use a big paper and felt pens</p> <p>Ask participant to draw a non violence wheel based on women's rights and gender equality</p>

<p>Writing and your Rights 6 Protecting women from violence</p> <p>or Writing and your Rights 7 :Protecting Women from violence</p>	<p>Based on her own experience of abuse and coercive control, Mada has founded W.I.N. Hellas, which promotes the empowerment of Greek women, specialising in abuse recovery.</p>	<p>Defining domestic violence</p> <p>Brainstorming. The facilitator asks participants to suggest individually as many ideas as they can encouraging them to express themselves rapidly, spontaneously, one after the other promoting discussion on what is regarded as an act of domestic violence against women</p> <p>Handout UN Definition of Violence against Women</p> <p>Working in groups .Use the role model as a case study to discuss the idea that domestic violence happens everywhere in all socioeconomic classes.</p> <p>Divide participants in small groups/ use a big paper and felt pens:</p> <p>to discuss myths -beliefs about the perpetrator / the victim</p> <p>to discuss what forms and patterns does violence in intimate relationships and in the family take</p> <p>to examine attitudes /cliché/taboo toward violence/</p> <p>Warm down</p> <p>Breathing</p> <p>Practice self-care</p> <p>Looking after ourselves this week</p> <p>Homework task: ask participants to pick up one or two cards and write down on each card a way to take care themselves until the next session .Then invite participants to write or draw during the week on the other side of the card how they felt.</p>
<p>Writing out problems</p>	<p>She talks about her abusive relationship</p>	

Resources available to illustrate the role model

Links to films, documentaries, books, poems, pictures, TEDs, news, interview....that may be used in the lesson to illustrate the story of the women

https://www.youtube.com/watch?v=5609_5FRjhY



References:

- Why I stayed, Why I left | Mada Tsagia-Papadakou | TEDxUniversity of Piraeus. Retrieved 02- 26- 2020 from :
https://www.youtube.com/watch?v=5609_5FRjhY
- Win Hellas. Retrieved 02 -26- 2020 from:
<https://www.winhellas.gr>
- Who is Who. Retrieved 02 -26- 2020 from :
<https://whoiswhogreece.wordpress.com/2013/06/12/tsagia-papadatou-manta/>



Marina Marroquí

Date of birth:

1988

Country of origin/ adopted country:

Elche, Spain

Brief biography:

Marina has suffered gender based violence during her adolescence. She did not tell anybody what was happening to her. One day she thought that “living in this way was even worse than being death” and that her best revenge against her batterer was to be happy, then she became social educator and started fighting against gender based violence.

She was 15 years old and in high school she was known as the ‘Che Guevara’. Marina defended her principles with ardor. She was satisfied with herself and had a good self-esteem. But everything changed when she met a guy in a commercial center. He was 20 at that time and she was 15.

When she detected that something was going wrong, she got angry, but he used emotional blackmail with her. He cried, said sorry, promised that it won’t happen again, etc. And she believed him and thought that love was like that. When he could not convince her by crying then the physical violence started.

Little by little he also boycotted everything she liked to do, like going out with her friends, and started controlling the way she dressed, he spied her from the street, looking at the window of her room, and he was obsessed with her gaining weight. She got 10 kilos in 1 year. He was afraid that if she got thinner she will go out with other guy.

At 18 she got bulimia nervosa, she ate and vomited around 20 times a day. Her mother went with her to a health center and the psychiatrist suspected that it was a case of gender based violence.

She broke with him, but continued bullying and harassing her for 8 more months. He called her and sometimes she met him because she felt guilty and the violence became extreme: “Beatings, burns, violations. Then he spent six hours crying. He brought me flowers and stuffed animals. There was a moment when he started threatening everyone. When my parents started looking for me in the open fields, I said: “So far we have arrived.” You don’t even leave him for yourself, but for not harming the people you love most.”

She managed to get rid of him but she continued suffering:

“The physical pain passes. The worst are the psychological sequels: nightmares, anxiety, fear, insecurity. The emotional dependence becomes so strong; it has instilled you so much that without it you are worth nothing, that when it ends you feel empty. I couldn’t even name a music group that I liked. I was nobody. I was nothing.”



She started a new life and she did not tell anybody about her past experience. She really started feeling better when she managed to broke the silence with a teacher in the university. She recommended her to work on that field and with women who had passed through the same hell.

She is today the president of the Elche's Association Against Gender based Violence, she conducts many workshops addressed to adolescents to train then how to identify oppressive attitudes and behaviors, and providing them with tools to detect and denounce macho violence. The content of those workshops is collected in a book called "This is not love: 300 challenges to achieve equality" ("Eso no es amor: 300 retos para alcanzar la igualdad").

Why is she a HEROINE?

She is a heroine because she has achieved to overcome from an extreme violent situation, not just by broken the relationship but also for having broken the silence and starting acting and fighting against that kind of violence preventing youngsters against it.

What factors contributed to their being a role model, e.g. community, a teacher, recognition, a social need?

The advice from her teacher of using her experience to help other women in similar situations was the key factor for her to start talking, acting and also really overcoming her traumatic past.

Curriculum Topics that can be developed using her story

Topics (curriculum)	Which aspect exemplifies the topic?	How to use it?
Knowing ourselves 2: What might writing offer to us?	She was hiding her past for long time and was very difficult for her to talk about it. Once she broke the silence and started writing was when her overcoming process really started. Writing eased the process.	<i>Example of exercise/ activity (reference number)</i>
Writing and your Rights 1: Participation and Leadership	EShe is an example of activism for women rights and against gender based violence. She is the president of an association against gender violence, she also gives workshops in high schools prevent and aware about gender violence to youngsters. And also her books have the aim of fighting against gender violence.	
Writing and your Rights 3: Being seen and having a voice.	She talks about her experience in loud voice in front of big audiences, talking about how her Rights have been violated..	
Writing and your Rights 6: Protecting Women from Violence 1	Her workshops, books and work in the Association which she presides, aim to protect women from violence, helping the adolescents to identify the signs of violence and to avoid them.	

Writing Resilience	She is an example of resilience: she has passed for very difficult situations, she confronted them through her work and writings and managed to overcome the problem.	
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Resources available to illustrate the role model

Videos:

- How to learn to love in equality:

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

- Interview at De Verdad TV

https://www.youtube.com/watch?v=xofCxmac_7A

- Webminar:

<https://www.youtube.com/watch?v=p19H4ZQa7P4>

- Elche TV

<https://www.youtube.com/watch?v=u1wS-aZbXss>

- Aldabas en línea

<https://www.youtube.com/watch?v=dzFLWxtB-uE>

- La Marina Televisión

https://www.youtube.com/watch?v=6PxILsqPs_U

- Agora Noticias

<https://www.youtube.com/watch?v=WX8ENNF6d9M>

- Interviews:

- RQ Magazine:

<https://www.revistagq.com/noticias/politica/articulos/marina-marroqui-eso-no-es-amor-violencia-de-genero/26193>





Marta Plaza

Date of birth:

1981

Country of origin/ adopted country:

Elche, Spain

Her words:

«I feel feminist full time; mad part time and a striker depending on my possibilities, which are not always the same»

Brief biography:

Marta has mental health issues. She has suffered the rejection from her peers in school and from her father; who left her mother and had no relation with them. She dreamed to get, at least, a phone call from him for her birthday. She has also faced medical violence.

At the age of 16 she had the 1st crises and she left the school without telling anybody. She was suffering bullying, and had no friends at school. She felt the rejection from the rest of students even before speaking. She relates her first crises with the bullying she suffered.

In high school, she started feeling bad, she needed help but everybody thought that it was a typical attitude of the adolescence. She thought “maybe it is normal, but for me life is a hard work”.

She started to self-harm; she was not looking for hurt, only for a way out from her thoughts: “I cut myself to alleviate anguish”. Later on she tried to suicide several times and has been hospitalized in those occasions.

At 16 she was finally diagnosed borderline personality disorder, and she was told that she would had that illness for life, that she could not stop medication and a list of things that she could not do: have children, have a stable relationship, etc. Listening to that “sentence” made her feel even less discouraged to continue living.

She got in a hospital for adolescents, where she felt she was inexistent: “they do not call you by your name; you do not know the name of the nurses or any of the staff; they take off your mobile phone and you can make just a call in the morning...if you have had good behavior. You cannot have either a notebook or a pen to write when you feel like.” It was not allowed either to make friends in the hospital because those relationships could be dangerous, based on the assumption of mad people is dangerous. But at the same time the therapists insisted in make people talk and share their deeper feelings and emotions. This kind of situations makes her feel that she was not a person, only syndrome.



She was even tied in one occasion when she did not want to take a new medication. She says that this something common:

“There are people who have thrown nights or whole days; there are those who have tied them for taking a long time to eat or refusing to eat dessert.” “People scream, cry, and ask for water without anyone taking it. You want to go to the bathroom and you can’t. Sometimes they put on a diaper, but sometimes they don’t, and there you do your things, humiliated.”

She reads a lot and also writes, typing helps her to drain, especially when voices lurk. She prefers not to call them voices, but intrusive thoughts because she does not confuse them with anything foreign to herself, she knows that she generates them, only that she is not able to control them. “They are very fast, I feel them visually as if they bounced my head and, in my case, they are usually hurtful.” Listening to music helps you if you know the lyrics of the song, but prefers to write on the computer and translate the chaos into words: “I see the screen and it is as if the thought is standing there and not spinning around.”

Marta today has a partner; she’s not taking medication for months and plans to have children. She has become an activist the rights of people with mental issues and against the inhuman practice of the psychiatric hospitals, through her memberships on FLIPAS, a collective of activism and mutual support. Her activism has changed her life.

She writes opinion articles in the Spanish feminist magazine Pikara and in the on line newspaper El Salto Diario. She also creates humor monologues, which she called “madlogues, she has taken part in the documentary “Estado de Malestar” (“Disconform State”) (María Ruido, 2019), in the book “Feminismos - Miradas desde la Diversidad”(“Feminisms - Glances from Diversity”) (ED. OBERON, 2019) and has also given some talks in congresses about mental health.

Why she is a HEROINE?

She’s a heroine because she has overcome difficult and violent situations due to her mental illness.

She did not resign to the limits that were imposed to her, she is making things that were “not allowed” to her because of her syndrome and she’s making decisions about her life.

She is fighting every day for her dignity and for having a common life, and also she is a feminist and a defender of the rights of PWMI.

She supports the international Mad Proud movement and is a member of FLIPAS (self-support group of PWMI) and she fights for the dignity and rights of people with mental health issues.

Also because, now she is able of talking about her illness and experiences openly, dismantling prejudices and stereotypes, using also humor.

What factors contributed to their being a role model, e.g. community, a teacher, recognition, a social need?

- Activism has made her understand that she has rights and that she can also help other people. There a social need to fight against the stigma of PWMHI

- Being part of a mutual support collective, because they share feelings, experiences and tools to overcome similar situations.
- Her writings and publications give her a voice to express her opinions and thoughts to the general publics.
- She is aware of the difficulty that her mental health disorder means to her to live a normal life, but she does not surrender, she does everything she can when she can. She is conscious of her possibilities and does her best with them.

Curriculum Topics that can be developed using her story

Topics (curriculum)	Which aspect exemplifies the topic?	How to use it?
Knowing ourselves 2: What might writing offer to us?	She is an example on how writing can provide us with a voice to express opinions, thoughts, emotions... and to help us to overcome difficult situations.	
Writing what is important to us	She writes about what is important for her: her rights, her experiences, her illness, etc.	
Writing through risks	Her experience in groups of self-support and how the belonging to this group and sharing their experiences within the group has helped to overcome difficult situations.	<i>Example of exercise/ activity (reference number)</i>
Writing as a model	She's an example of how the abusive practice in health centers had make her feel as non-existent, but she has recovered her identity through writing.	
Writing in a group	Her experience in groups of self-support sharing their experiences within the group has helped to overcome difficult situations.	
Writing what we value	She discovered her value by helping others and fighting for her rights.	
Writing our past experiences	She writes and denounces abusive experiences she has suffered in school or in hospitals.	
Writing past and future	She has plans for future: having children and improving the way people with mental health issues is treated.	
Barriers to change	She was told that she wouldn't be able of doing many things because of her illness...those believes are based on stereotypes and constitute barriers to change	



Resilience

She is completely aware about her limits (she pass periods of crisis) but those limits are not an obstacle for her, on the contrary, she manages the situation by taking advantage of the good periods.

Resources available to illustrate the role model

- Interviews at:

<https://ctxt.es/es/20170531/Politica/13113/CTXT-Trastorno-Limite-de-Personalidad-psiquiatria-activismo.htm>

<https://vientosur.info/spip.php?article11783>

https://www.eldiario.es/retrones/Grupos-Apoyo-Mutuo-mental-cambio_6_567353277.html

- Some of her articles:

<https://www.pikaramagazine.com/author/marta-plaza/>

<https://www.elsaltodiario.com/autor/marta-plaza>

<https://primeravocal.org/un-8-de-marzo-tambien-nuestro-ni-atadas-ni-drogadas-locas-liberadas-de-marta-plaza/>

- Paper and talk in congresses:

<https://amsmblog.files.wordpress.com/2019/01/FINAL-con-enlaces-Ponencia-Marta-Plaza-AMSM-2018-Apoyo-Mutuo.pdf>

https://www.ivoox.com/apoyo-mutuo-intentando-hacer-pregunta-saldremos-audios-mp3_rf_27760953_1.html

http://www.ivoox.com/ponencia-derecho-a-comunidad-de-injerencia-audios-mp3_rf_22356202_1.html

- Info FLIPAS self-support and activist group:

<https://flipartegam.wordpress.com/2017/02/08/manifiesto-flipas/>

<https://www.facebook.com/flipas.gam.madrid/>

- Documentary “Discomform State”

<https://www.filmaffinity.com/es/film909476.html>

- Info about Mad Pride Movement:

https://en.wikipedia.org/wiki/Mad_Pride



Medusa

Date of birth :

From Greek Mythology, traced back to the founding of Mycenae, 1350-1200 BCE

Country of origin/ adopted country :

Greece, N.E Peloponnesse; stories have emanated placing her in various locations

Brief biography :

Medusa fue una mujer muy bella una vez, que fue violada por Poseidón en el templo de Atenea. Atenea se puso furiosa y transformó el precioso pelo de Medusa en serpientes que le daban el poder de convertir a todos aquellos que la mirasen en piedra.

Es descrita como un monstruo y aparece en la historia de Perseo, quien la decapita. Cuando ella muere, Pegaso (el caballo alado) surge de su cuerpo, así como lo hace Crisaor, un gigante que empuña una espada de oro.

A Pegaso se le asocia con la poesía y allá donde sus cascos tocan sale un manantial. El Hipocrene es una fuente creada por Pegaso de la que bebían los poetas.

Why is she a HEROINE?

Medusa was raped and then blamed for the desecration of Athena's temple. It is Poseidon who both commits the crime and desecrates the temple, but it is Medusa who is punished.

There are many stories and interpretations of Medusa. However, both hissing snakes and lack of beauty seem to be something that men struggle to be able to manage. She has also been depicted as a temptress.

For the image and stories of Medusa to endure for so long, there is power in this story.

It is interesting that her death gives birth to a giant and Pegasus, who creates sources of inspiration. Perhaps the story of Medusa was destined to be retold through the centuries until we can come to terms with its meaning?

What factors contributed to their being a role model, e.g. community, a teacher, recognition, a social need?

There seems to be a social need for this story. The wronged Medusa endures across millennia. There is a **warning** not to mess with her in her ability to turn people to stone; thus saying something of women's power. Her image has been used as a **talisman** to ward off evil spirits, so powerful in a world where life was precarious and danger was ever near. In Helen Cixous's work she explores how Medusa represents the female body as a threat, the **exploration of narratives of rape culture** has been possible through her story. She is twice wronged by Athena and then by Pureus; her original story is overshadowed by what follows

Curriculum Topics that can be developed using her story

Identification of the topics that can be treated using this role model, one same story can serve to introduce many different situations, concepts, ideas and themes of the curriculum.

Topics (curriculum)	Which aspect exemplifies the topic?	How to use it?
Session 18 Writing and your Rights 2: The Local/Unheard Story	<i>We often hear about Medusa as the monster, but rarely as the victim of rape</i>	Sesión 18 <i>Discussion of how some voices overshadow others, perhaps because they don't fit the grand narratives', i.e. Medusa as monster and Purseus</i>
Session 22/23 Protecting Women from Violence 1 & 2	<i>The story of Medusa's rape is rarely heard above the image of her snake hair and ability to turn people to stone. Her rightful anger is portrayed as monstrous; her 'right to life' is taken by Purseus out of fear of her anger. Often women can be described as 'feisty', 'defiant' or 'rebellious', when they are actually expressing their frustration, standing up for their rights, or finding their way through an oppressive situation.</i>	Sesión 22 <i>Perpetuating the myth of wronged or angry women as something to fear, means that it is difficult to hear their stories. This is psychologically and culturally damaging.</i>
Session 24 Writing and your Rights 8: Barriers to change	<p><i>It is interesting how Medusa's story has perpetuated, both allowing discussion, but also feeding into images of witches, curses and 'old hags', as opposed to wisdom, creativity and poetry/mantras.</i></p> <p><i>By cutting off Medusa's head, she can no longer tell her own tale.</i></p> <p><i>However, Pegasus inspires poetry and thinking.</i></p>	Session 24 <p><i>The myth of the 'crazy' woman perpetuates that allows negative behavior to be perpetrated, and prevents change from taking place.</i></p> <p><i>In Sylvia Frederici's work, she explores how violence against women is necessary for capitalism. Female sexuality serving for procreation, unpaid domestic labour, privatized in the home and not to be seen beyond its doors. Sexuality beyond the private is criminalized and women at home are made dependent.</i></p> <p><i>Frederici also explores the role of the 'gossip' and how a term meaning close relative, then close friend became synonymous with 'idle talk' - thus discrediting conversations between women.</i></p>

Resources available to illustrate the role model

<https://www.theatlantic.com/entertainment/archive/2016/11/the-original-nasty-woman-of-classical-myth/506591/>

<https://inthesetimes.com/article/21592/capitalism-witches-women-witch-hunting-sylvia-federici-caliban>



Melisa Gutmann

Date of birth :

1993

Country of origin/ adopted country :

Slovenija (Serdica na Goričkem)

Brief biography :

Melisa Gutmann is a young Roma female, who finished her studies in Social Work and received a quality award (Prešernova nagrada) from faculty of Social Work, University of Ljubljana for her diploma work with the name “A Woman, a mother, a Romani: Life stories of the Slovenian Romani women from the perspective of social work”. As a member of Roma academic club, she is one of the last in her generation, who in her home environment still actively speaks the Roma language. She continued her studies with a master diploma: “Supportive and restrictive factors in the education process in Prekmurje Romany children and youth: A multigenerational perspective”.

Within her research she included topics of Roma women and their participation in partnerships, domestic violence, childbirth and childcare...speaking the language supported her interviews with Roma women, who were then more open and prepared to speak up about experiences in violence and alcoholism.

Why is she a HEROINE?

- She is a role model and an inspiring person, proving the success of overcoming prejudice over an ethnic minority.
- She is the voice for Roma female community, tackling critical issues (discrimination within institutions, hiding or unwilling to pass the knowledge of Roma language to their children in order to avoid discrimination, hiding of being a Roma...).
- She is a person, to whom the future participants can look up to and can accept her as a community member, having same negative experience as themselves.

What factors contributed to their being a role model, e.g. community, a teacher, recognition, a social need?

She is a young Roma female with higher education and employment member of local community, not forgetting her roots, moving the limits and beliefs of what is possible and what not.

Source of the picture: <http://www.dostopnost.eu/?q=sl/ivljenje-je-pre-udovito-vendar-ga-mora-zajemati-z-veliko-mero-potrpe-ljivosti-strpnosti-brez>

Author of the picture: Urša Valič

Curriculum Topics that can be developed using her story

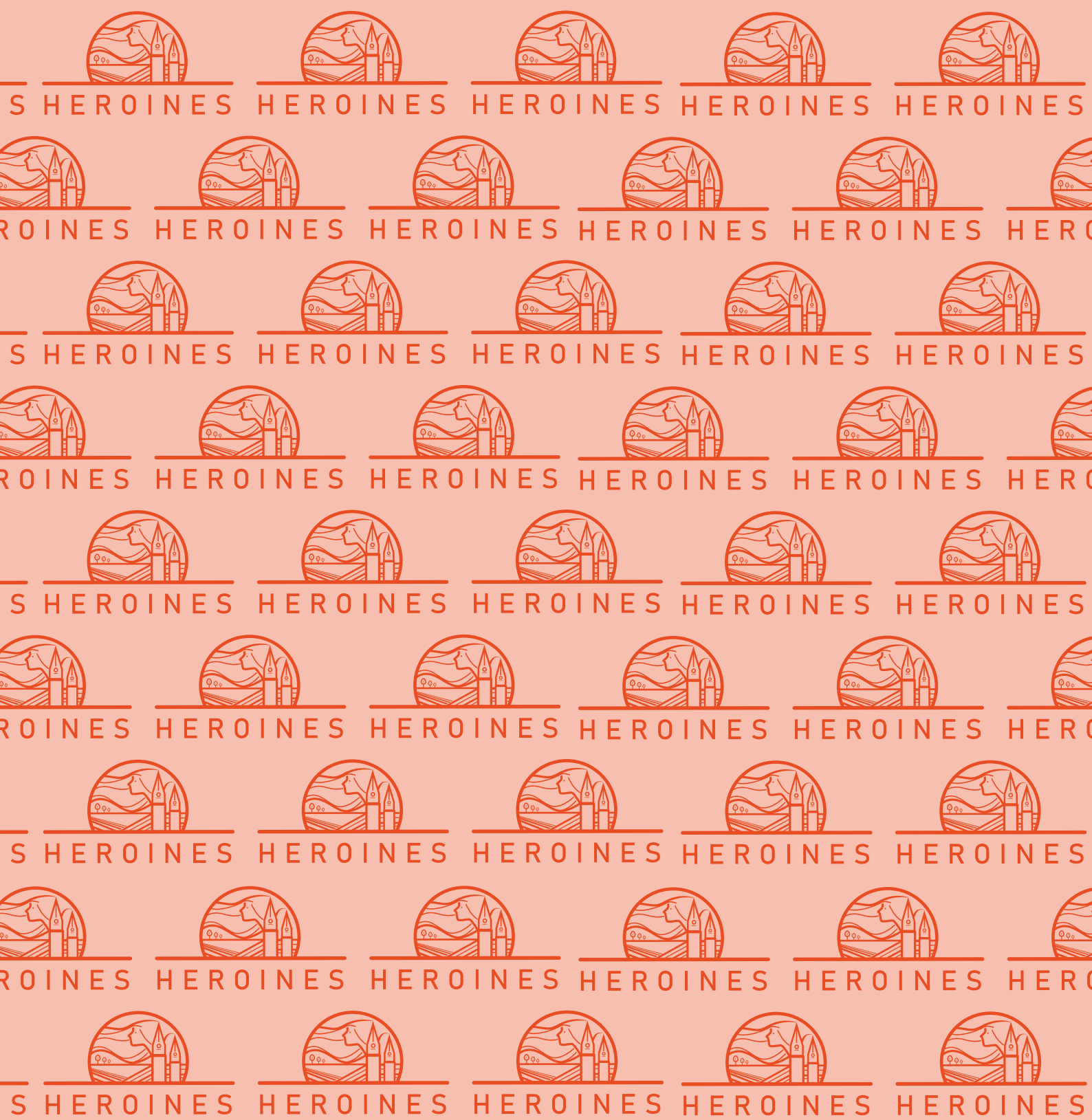
Topics (curriculum)	Which aspect exemplifies the topic?	Writing suggestions
Session 8	The willpower to overcome prejudice, being successful and work hard, removing obstacles on the personal development way, finding connection through story circles and sharing with others, especially finding basics and being proud of community roots.	<p>The session can include reflecting on how personal experience affects our beliefs, which, with times start to grow on us - it is important that a participant can learn how to step out from this beliefs circle - writing elements can include drawing i.e. the exercise of externalizing conversations within the “Draw you Monster” exercise where the so called Monster can be a depiction of that one thing that you were affected with, estimating it as an obstacle on your way (fear, low self - perception, ...), describing this monster with sub questions: “at which point did it have most power of you, what name would you give to it,...will power lies also in understanding that we are not our fears or other rooted beliefs.</p> <p>Searching for prejudice that appear in participants life also searching for them on the web, and writing them down (now and from the past i.e. Roma people lie, they do not want to work, they are lazy...Roma women should behave in a certain way...). In a group reflecting about them, did some prejudices diminish over time, what are we still carrying with us...supporting this with concrete exercises to prove it wrong (carrying out a traditional dance, taking a walk and writing down feelings afterwards - finding what is in our power to overcome this in everyday life</p>
Session 28	Reflection on personal capability, recalling stories of personal success as life events in story structure, phases of struggle and recollecting elements that helped in moving on.	Using the most appropriate example within therapeutic writing exercise 1 and thus having the option to list some most important paths taken in personal life (can be a trip as suggested in exercise 1, can be a decision taken for whatever aspect of personal life and steps taken...adapted to the everyday life situation of participants). The decision on writing a poem from it can be combined with the idea of choosing a poem/song/ethnic legacy song that reflects the paths presented - singing it together.

Session 30	Setting goals, even the smallest one, self-care elements of every day that are achievable, self-appreciation.	Exercises and session outlines can be done also with including some concrete activities in the end to internalize the path from choice to decision (i.e. if wanting to have more time for exercise, or dedicate a bit more to other/different tasks within the working community one option could be fulfilling this choice by concrete elements - drawing a picture, sewing an item, going for a walk, etc...).
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Resources available to illustrate the role model

<https://revijazarja.si/clanek/ljudje/595a1d9cc8f70/zelela-bi-da-se-o-rominjah-pise-spostljivo>

<https://sobotainfo.com/novica/lokalno/prekmurka-melisa-baranja-prejela-presernovo-nagrado-za-najboljse-diplomsko-delo>



www.heroines-project.eu



Mercedes Bentso

Date of birth:

1993

Country of origin/ adopted country :

Finland (Romani and Albanian roots)

Brief biography

Mercedes was born to a single mother and grew up in East-Helsinki. She was teased at school and gave up formal education during her first year of college. Bad life experiences and an addicted boyfriend led her toward drug addiction, particularly benzodiazepines, which is where her artistic surname comes from.

She first became interested in rap-music at the age of fifteen. Her popularity began in 2011, when a famous rap-artist called *Pyhimys* (The Saint) asked her to co-operate. In 2012, she released her first single and music video, *Personal Raineri*, which quickly succeeded on YouTube. Her first album, *Ei koskaan enää* (Never Again) came out in 2017.

Mercedes has also pursued acting. In 2012 she took part in the drama *Jumala on suuri* (God is Great). The play was a big success, even though it was produced by Veijo Baltzar, an author and visual artist who was subsequently arrested for sexual abuse and human trafficking. Seven years later, Mercedes Bentso spoke of a cult of Veijo Baltzar, and that she was one of sexually abused girls during production. She has since been the subject of a documentary and a book titled *Ei koiraa muttei mieskään* (Not a dog, but not a man either).

Why is she a HEROINE?

- She has turned the prejudice of others, her bad experiences and disadvantages into a source of power.
- She has processed and overcome her difficulties through creativity, daring to perform in such a way that others are empowered too.
- She denounces the alienation and social exclusion of the youth extensively in the media.
- She is brave and determined, openly talking about her difficulties and atypical interests.



What factors contributed to their being a role model, e.g. community, a teacher, recognition, a social need?

Mercedes Bentso is strongly motivated to give people a voice to talk about their problems or shameful situations. People she admired placed trust in her when she was young and lost, giving her the possibility to show her talent.

Curriculum Topics that can be developed using her story:

Topics (curriculum)	Which aspect exemplifies the topic?	How to use it?
14: Writing for self-discovery	<i>She tells shameful and hurtful stories, showing that there is always the possibility of acceptance</i>	<i>Re-writing songs or parts of them to fit one's case</i>
29: Mapping the future for women	<i>She breaks an unhealthy silence by giving a voice to the subordinated woman, increasing awareness</i>	<i>Writing about goals for the future and steps toward reaching them</i>
28: Mapping our heroines journey	<i>She has received much attention by the media and been supported by friends, musicians and politicians</i>	<i>Mapping those moments when one has been seen by someone else and given hope for the future</i>
22&23: Writing and your Rights 6: Protecting Women from Violence 1 & 2	<i>Mercedes has experienced and shared about sexual abuse and violence within her relationships. She channels expression into her music.</i>	<i>Writing about a bad experience and giving it an imaginary, healing end</i>

Resources available to illustrate the role model

Facebook page: <https://www.facebook.com/MercedesBentso/>

National TV feature: <https://yle.fi/aihe/artikkeli/2019/03/08/dokumenttiprojekti-ei-koskaan-ena-rap-artisti-mercedes-bentson-rehellinen>

Finnish Wikipedia: https://fi.wikipedia.org/wiki/Mercedes_Bentso



Meta Hudabivšek

Date of birth:

Meta Hudabivšek or in Slovenian language named also as “**Hudabivška Meta**” is a literary heroine. Her character is central in the novel, written by Prežihov Voranc, published in 1930's and named “Samorastniki”. The complete scene of this novel is marked as “old times”, meaning the character itself was living in early 19th century

Country of origin/ adopted country :

Eslovenia

Brief biography:

An old and respective generation once lived in Karnice, they were powerful, wealthy and vicious people. The previous women (as spouses) of the Karnice family have always come from the mighty houses. The penultimate male landowner Karnicnik had three children - the eldest son Ožbej was destined to inherit the farm once.

When Ožbej was twenty-year-old, a seventeen-year-old girl, Hudabivška Meta, came to the house; she was the most beautiful girl by far. They fell in love with and Meta became pregnant soon after, which was a great shame for Karnice estate and parents from Meta. The Karnice master decides that young couple should be punished. He beats his son and torture Meta in a vary brutal way by burning a yarn on her arm. After the birth of their first child, Meta goes to serve to another estate. After two years, she returns to her hometown and gives birth to another child from Ožbej, which again is a huge blow for the Karnice family. At first, they try to talk her out of this relationship, to give up Ožbej, but she refuses to do that and is punished with fifty punches. As she does not give up, Ožbej's father tries to persuade his son Ožbej to get out of this relationship and eventually succeeds, but Ožbej escapes from the estate on the night before the pre-arranged wedding with a different girl. When he returns drunk, his father sends him to the army, but Ožbej soon returns injured. Their relationship continues, but they are not allowed to marry. He is often drunk and falls into the lake and eventually sinks one evening. Forbidden love resulted in birth of nine children - Gal, Gaber, Mohor, Ožbej, Vid, Burga, Primož, Til and Nana, who grow up figuratively as self-grown (the Slovene name is “Samorastniki” – those who grew up by themselves). The main motive of this novel is the relationship between the socially unequal partners. However, within the time scope of the narrative, the love motive disappears and gives place to the subject of social thematic. The children of Hudabivška Meta are submersed to or also victimized socially (i.e. social injustice deriving from the fact that they were considered unlawful in that times).

The source of the picture is taken from a film, this is the actress Majda Potokar, that played this role: https://www.google.com/search?q=hudabiv%C5%A1ka+meta&rlz=1C1GCEU_slSI820SI820&source=lnms&tbn=isch&sa=X&ved=2ahUKEwicgf2FrVvAhUx-yoKHbGXBOQQ_AUoAnoECAwQBA&biw=1536&bih=722#imgsrc=f-cfvjrTxMqfQM



Why she is a HEROINE?

- She stands for believing in love and faithfulness no matter the circumstances.
- She stood up for her love and especially her children no matter the judgemental surroundings (from all: spiritual authorities, family, society, etc.).
- She showed bravery in taking actions in a predominantly male world (she taught her children a valuable lesson to find power and self confidence in themselves no matter the circumstance and most importantly through herself as an example taking care of the whole family).

She is a symbol of fighting for social equality and gaining social power through hard and honest work and consistent fight.

What factors contributed to their being a role model, e.g. community, a teacher, recognition, a social need?

The novel itself and self-presentation as it derives from it were very popularized especially after the novel was put in film. The issue of unlawful children was very strong in the past, also social status was bind to that and having a “place” in the society should not be connected to factors of birth/origin which resonates the time when the novel was written (uprising issues of female rights, social inequalities and other issues).

Curriculum Topics that can be developed using her story

Identification of the topics that can be treated using this role model, one same story can serve to introduce many different situations, concepts, ideas and themes of the curriculum.

Within the following table some suggestions are included (both from suggested topics in curriculum draft and outside).

Topics (curriculum)	Which aspect exemplifies the topic?	How to use it?
5	Establish what is important in our lives, giving credibility to what we believe in, what really matters to us and what paths we have taken already for persistence and or insisting in “our way”..	Discussion within Exercise 1 can (due to the fact that this is a fictional / taken form literature Heroine that reflects traditional views of historic time) be directed towards comparing her story to nowadays similar situation - can her story help us, do we see connections or elements of this story in modern times, how this situation would reflect in woman’s life in modern times.

17/J5 Writing and your Rights 1: Participation and Leadership	he social equality example seems to be most important, decisions about family, the right for equal position	What fights were needed for women to where they are nowadays, shift in change of being a mother, equilibrium of roles in everyday life
Fighting against invisible social rules (the role of a female in society, social equality, self-worth)	Her will to continue what she believes in (also love to her children) and represent an important part in her life.	The character can serve as important example to discuss on free will, fighting for personal belief and nonetheless

Resources available to illustrate the role model

<https://www.domacebranje.com/samorastniki/>

<https://sl.wikipedia.org/wiki/Samorastniki>

https://www.academia.edu/32138369/Novela_Samorastniki_in_njena_filmska_priredba





Nadiya Hussein

Date of birth:

December 25, 1984

Country of origin:

UK

Brief biography:

Nadiya Hussein is a British Muslim woman who entered and won the TV competition 'Great British Bake Off (GBBO)'. She is a self-taught cook who started baking to help with her anxiety issues. Prior to appearing on the programme, she was a full-time wife and mother and had battled mental health issues. Since winning GBBO, she has presented television programmes, published cookery books, a children's book and an adult fiction book.

Her words:

I feel like there's a dignity in silence and I think if I retaliate to negativity with negativity then we've evened out. And I don't need to even that out because if somebody's being negative, I need to be the better person.

Why she is a HEROINE?

Nadiya Hussein has used the platform given to her through the TV and radio cookery programmes, talk shows and interviews to discuss openly her mental issues and panic attacks and post-traumatic stress disorder which she believes developed after sexual assault by a relative in Bangladesh at the age of five. This was compounded by racial bullying at school where her hair was pulled out, hands were trapped in doors until her nails fell off and head was flushed in a toilet 'for being too dark'.

Nadiya has also openly discussed aspects of Islam that she practices e.g. wearing hijab and also her opinions on some problematic areas for her e.g. arranged marriages. Although she had an arranged marriage herself, she considers that she was lucky and that she and her husband worked hard to build their relationship. She is clear, however, that she would not want her children to participate in arranged marriages.

What factors contributed to their being a role model, e.g. community, a teacher, recognition, a social need?

Nadiya Hussein's openness about taboo cultural and family issues, and her willingness to speak publicly about her mental health issues have placed these topics on the public agenda and led to a more inclusive and frank discussion around race, culture and mental health.

She is an ambassador of Young Minds, youth mental health support charity.

She has discussed her experience of trauma on TV and underwent a cognitive behaviour therapy on TV, opening a discussion and debate about the value of therapy and how they can be used.

The author of a government report on community cohesion, Professor Ted Cantle said Nadiya Hussain had done "more for British-Muslim relations than 10 years of government policy" (Kere, 2016)

Curriculum Topics that can be developed using her story

Identification of the topics that can be treated using this role model, one same story can serve to introduce many different situations, concepts, ideas and themes of the curriculum.

Topics (curriculum)	Which aspect exemplifies the topic?	How to use it?
Writing past and future	One of the most significant aspects of Nadiya's life is the change from a private figure with mental health issues as 'secrets' to public figure discussing these problems.	Consider how your life could change through sharing a private issue. Describe your feelings of Fear? Relief? What would be the advantages or disadvantages to being more open?
Writing your Rights 2: The local/ unheard story	Nadiya writes that she blamed herself for feeling so anxious and feared that her children would be removed from her. Naming the point of initial trauma as a family member presents many issues and difficulties - in the family and wider culture.	List some of the issues that you know create trauma in your family and/or culture (not necessarily personal to you). Discuss with others how these problems can be dealt with. What kind of support would be needed? What kind of action could take place? How could you ensure safety?
Writing your Rights 8: Barriers to Change	Nadiya's transition from private full-time wife and mother to TV celebrity brought many private issues into the spotlight. The publicity raised barriers to support, including culture, racism and mental health issues (PTSD brought on by sexual abuse).	Discuss with others how these problems can be dealt with. What kind of support would be needed? What kind of action could take place? How could you ensure safety?

**Writing your Rights 4:
Children's Rights**

Nadiya's trauma was a result of sexual assault by a family member and racial bullying at school.

Nadiya has said that her children are subjected to racial bullying through taunts.

What everyday practices could we encourage to protect children from physical violation by family members?

How can physical bullying be dealt with in practical terms?

How can verbal abuse and bullying be dealt with in practical terms?

(Nadiya's family practice ignoring/not responding to verbal abuse - is this effective?)

Resources available to illustrate the role model

Hussein, Nadiya (2019) *Finding my Voice*. Headline.

Kere, Anna (23 March 2016). "[APPG on Social Integration Minutes for Meeting on Monday, 23 May, 4-6pm, in Boothroyd Room, Portcullis House](#)" (PDF). *All Party Parliamentary Group on Social Integration*

<https://www.bbc.co.uk/news/entertainment-arts-41318362>

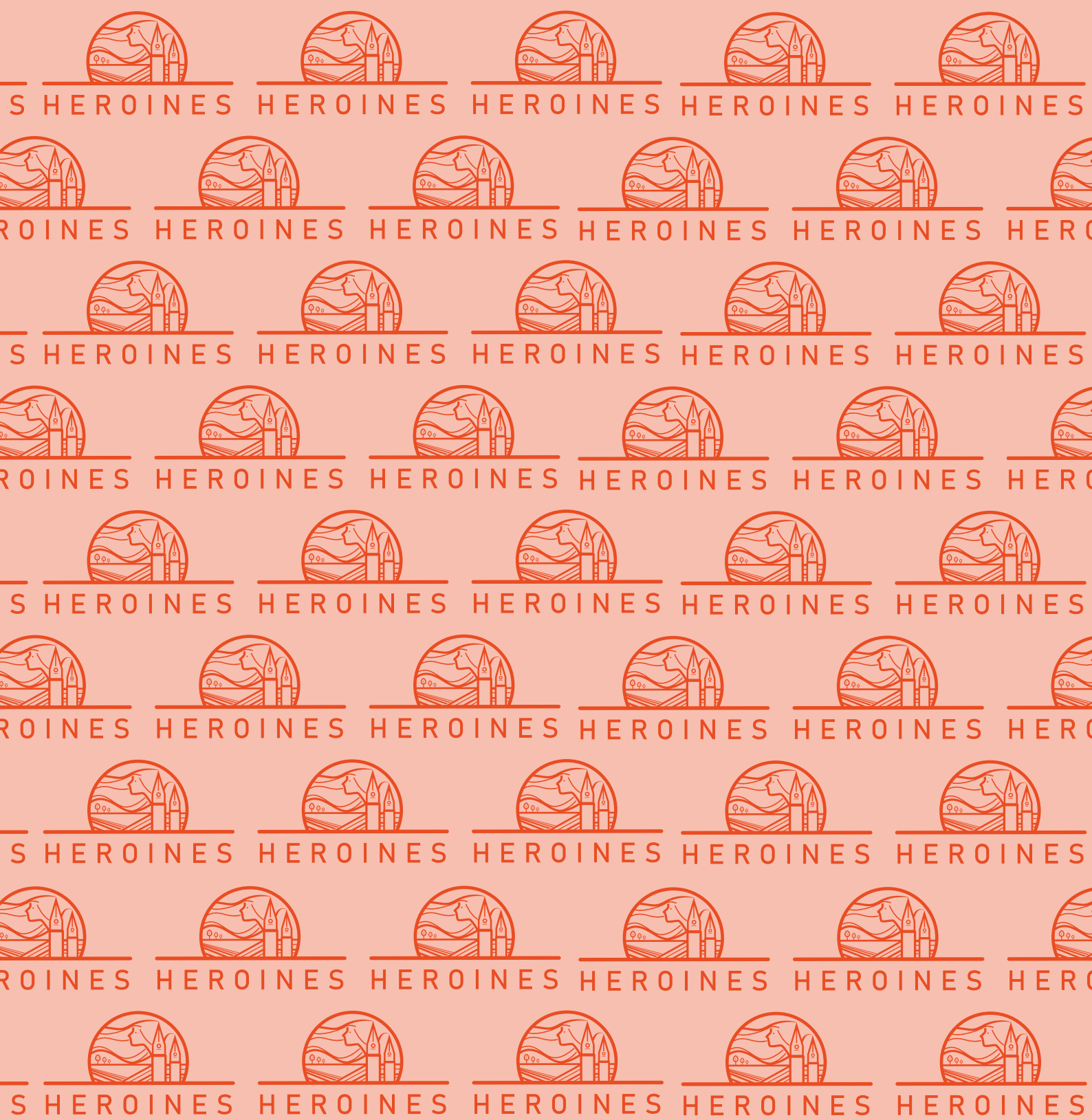
<https://www.bbc.co.uk/news/entertainment-arts-49953910>

<https://www.bbc.co.uk/mediacentre/proginfo/2019/20/nadiya-anxiety-and-me>

<https://www.youtube.com/watch?v=7YV3NXtzM8U>

<https://www.youtube.com/watch?v=rs22WL64HNY>

<https://youngminds.org.uk/about-us/>



www.heroines-project.eu



Oprah Gail Winfrey

Date of birth:

January 29, 1954

Contry of origin:

EE.UU (Mississipi)

Brief biography:

Oprah is an American media executive, actress, talk show host, television producer, and philanthropist. By 2007, she was sometimes ranked also as the most influential woman in the world. Her TV career began midst 1970's, among many other experiences, probably most notable was the Oprah Winfrey show. She however was active also in Film, publishing and writing, her own internet site and radio.

She was born into very modest circumstances, thus living also with her grandmother for a while as the mother was absent for working elsewhere. Oprah stated, she has been molested her relatives (cousin, uncle, family friend) between the age of 9 to 13 - she came out with the story in 1986 during her own episode. The family was confronted with these accusations already at the time when it happened but refused to believe this could be true.

Why is she a HEROINE?

- Her modest origin, experiencing poverty and abuse did not took down her will to strive for personal life goals
- Despite being African American, a woman, she succeeded in a type of business that can be quite dangerous and tricky for women (as the world of media is again predominantly male)
- She is a great philanthropist not only donating (400 million \$ to educational causes i.e.) but also speaking about topics like abuse, equality, education, giving voices to the unheard
- Shs is a great showcase on how personal will and hard work can be one of the means to lift yourself from a not so great start in life

What factors contributed to their being a role model, e.g. community, a teacher, recognition, a social need?

Willpower, example of hard work, seizing the opportunities of life no matter the circumstances, the will to submerge oneself in learning new things every day, to never give up on hope...Giving the people the chance to obtain knowledge not just help in material.

Curriculum Topics that can be developed using her story

Topics (curriculum)	Which aspect exemplifies the topic?	Writing suggestions?
Session 15	<p>Understanding the elements of violence and abuse, also reflecting on importance of family within the latter.</p> <p>This heroine with her life story is particularly connected to violence experience and hard prejudice in professional life. Her openness towards the public, communicating hard times of abuse, prejudice and discrimination is a showcase of how important it is to also reflect on outer</p> <p>- inner personal world, finding balance, and having the freedom and support to speak out.</p>	<p>Suggestion 1: Showing short excerpt from the film Shanghai, which shows the difficult life of the Roma, growing up in poor living conditions can be shown to participants - in the film people are harassed or experience, among other things, contempt from others...). While watching, the participants carefully record their feelings - with words (brainstorming), which they translate at the same time as memories of growing up in a Roma settlement. Their feelings are to be also pictorially depicted /drawing.</p> <p>Afterwards another excerpt from the same film (improved living conditions) is shown... They record the feelings again and draw them. The group then talks about what was written and depicted, and at the end we compare the recorded feelings from the first and second shot.</p> <p>Suggestion 2: reading a short insert from an article: "From a pig farm to a prestigious mansion (talks about Oprah's poor life as a girl, which often made her despised, the target of ridicule... Example: dressed in a sack of potatoes. Users think about whether they themselves have ever been the target of ridicule, contempt in the environment, their environment.... (causes, feelings, consequences). We divide them into pairs, telling and / or writing their stories in pairs.</p> <p>Within the main exercise "Split Definitions" (make it New) by Mahendra Solanki, the game can be split in two parts. 1st part to include as proposed in the main exercise; continuing to expressions that exemplify the topic (protecting oneself, safety network, safe places to be, to form a positive self-perception - i.e. combinations such as "A friend - helping hand", "Opinion - something that we form when knowing all sides/parties etc.).</p>

Session 22	Understanding the elements of violence and abuse (physical and emotional harm), also reflecting on importance of family within the latter, developing the sense of self care.	<p>Discuss potential threats of such behaviour in our personal environment, how to react, solution building around potential scenarios and withdrawal.</p> <p>To overcome potential threats in exploring the topic of violence; the use of a reflective conversation can be useful – how can we take care of ourselves, for our psychophysical wellbeing – using the solution focused approach and exploring what already functioned in the past, what did we do to feel better, how and when did we do it,...). This includes also:</p> <ul style="list-style-type: none"> • Relaxing with meditative music/song • Going for a walk / to develop a feeling of achievement (small steps that make difference), doing some simple yoga poses for relaxation. <p>When using a poem as part of main exercise, some national poems and short parts could be included/read through.</p>
Session 24	Reconsidering the selfcare aspect, developing the sense of barriers for women and how to cocreate a better future.	<p>The sessions can be supported with the elements of “future story crafting” by elements of guided visualization – recording on a past memory / event and then working towards future – what good can we take from that, and how do we perceive the desired future. .</p>

- To understand what constitutes violence against women, and that it isn't just physical harm
- To consider 'self care' as a starting point for being cared for in the world

Objectives:

- For participants to engage with what gender-based violence constitutes and how much support there is for change in the world around this topic

For participants to reflect on care of themselves, how this can start small and grow, with inspiration and support from others

Resources available to illustrate the role model

https://en.wikipedia.org/wiki/Oprah_Winfrey

<https://www.standard.co.uk/news/world/oprah-winfrey-the-woman-who-rose-from-a-deprived-childhood-marred-by-sexual-abuse-to-hot-tip-for-us-a3735211.html>

https://cekin.si/izobrazevanje_in_zaposlitev/televizijska-zvezda-od-prasicje-farme-do-prestiznega-dvorca.html





Pamela Palenciano

Date of birth:

1982

Country of origin:

Spain (Andújar).

Her words:

“Real love does not hurt. If there is anything that causes pain, Then, something is going wrong ”

Brief biography:

From the age of 12 to 18, Palenciano maintained a romantic relationship with a boy who mistreated her and exerted violence on her in very different ways, even trying to kill her in two occasions.

She ended up with that boyfriend when she moved to begin her studies in Audiovisual Communication at the University of Malaga. As she walked away, she understood that she had been mistreated and she was traumatized by that relationship. She began psychological therapy and to contact feminist movements, understanding that her case was not exclusively personal, but that it was part of a global problem for living in a patriarchal and macho society.

In spite of all the sequels, she didn't know that it had a name, - macho violence - and much less that what had happened to her was not caused for *“being the fool who falls in love with the wrong guy”*, but for being a woman and living in a system that understands and structures the world based on male privileges.

After graduated, he spent eight years living in El Salvador to finally settle back in Spain.

She created a photo exhibition to express everything she had lived and her emotions. Later on she studied theatre and transformed the exhibition into a monologue called *“Not only hurt the blows”* based on her experience. She started representing it with educational purposes in secondary schools with the aim of raise awareness and of preventing gender violence among the adolescents.

The title comes from a sentence that her psychologist said once to her. The play addresses from her experience the myth of romantic love, jealousy, control and possession, psychological, sexual and physical violence, or the aggressiveness itself as a result of living with an abuser, as well as recovery and the establishment of another model of love. In the play she analyzes and identifies the first subtle symptoms and signs of this “social illness”.



Despite addressing a painful issue based on personal experience, the main resource of the monologue is humor. She has staged “*Not only hurts the blows*” in several Latin American countries and in hundreds of theaters and schools in Spanish cities.

Since she started with his monologue *Not only hurts the blows*, Palenciano has received several awards and recognitions for her contribution to the prevention of sexist violence in the classroom. In 2011, it had more than two thousand performances and on YouTube her videos have more than 700,000 views.

In 2017, the Getafe City Council awarded her the March 8 Prize, which recognizes the work of people and associations in different fields in their struggle to achieve real equality between men and women. That same year and within the theater circuit, Palenciano won the Godoff Prize from the public for his monologue, which awards Ticketea to independent shows.

Some women have told her that they had broken with their boyfriends after listening to her monologue.

But she still has to overcome difficulties; she has been threatened in several occasions by extremist and radial right wings. Nevertheless, she continues performing her monologues.

Now, she performs a comic monologue to prevent gender violence among adolescents and has written books with the same purpose.

Why is she a HEROINE?

She is a heroine because she managed to overcome extreme violent situations by getting aware about her rights.

She promotes non- violent relationships amongst adolescents and has dedicated her life to perform plays for that purpose.

She’s an example of resilience.

She does not give up even when she is being threatened.

What factors contributed to their being a role model, e.g. community, a teacher, recognition, a social need?

- She is an example of overcoming violent situations.
- She’s an inspiration for other women and makes them aware about the roots of gender based violence.
- She is an activist against gender based violence. Activism has made her understand that she has rights and that she can also help other people. And although she has been threatened by right extremism, she continues performing her monologue .
- She has canalized anger to create something positive.

Curriculum Topics that can be developed using her story

Topics (curriculum)	Which aspect exemplifies the topic?	How to use it?
Knowing ourselves 2: What might writing offer to us?	The creation of the monologue was also therapeutic for her, helped her to overcome the trauma and to analyze the past situation	
Writing what is important to us	Her monologues and writings talked about herself and her suffering in the past, and also about how she is now.	
Writing through risks	She's taking risks when she performs the monologues because she has been threatened by extreme right men.	
Writing as a review model	She can be an example on how to tell a traumatic story using humor	
Writing what we value and protect	Her writings and experience can serve as basis to talk and discuss about our values and self-value.	
Writing out problems	She writes about her problems: her experience suffering gender violence	
Writing out problems	She writes about past experiences, traumatic ones, but she managed to give them a humoristic meaning	
Writing and your Rights 1: Participation and Leadership	She writes about past experiences, traumatic ones, but she managed to give them a humoristic meaning	
Writing and your Rights 3: Being seen and having a voice.	She talks about her experience in loud voice in front of big audiences.	
Writing and your Rights 6: Protecting Women from Violence 1	Her monologue aims to protect women from violence, helping the adolescents to identify the signs of violence and to avoid them. Her monologue warns about the risk of the myth of romantic love and revealing the discriminatory values that lie behind them.	
Writing Resilience	Her monologue aims to protect women from violence, helping the adolescents to identify the signs of violence and to avoid them. Her monologue warns about the risk of the myth of romantic love and revealing the discriminatory values that lie behind them.	



Resources available to illustrate the role model

- Monólogo

https://www.youtube.com/watch?v=VjZ_127lluk

<https://www.youtube.com/watch?v=nUWda5wBWWI>

- Articles and interviews

https://www.youtube.com/watch?v=_6SMaWzpDpE

https://www.huffingtonpost.es/2017/02/14/entrevista-pamela-palenci_n_14740318.html

<https://www.elsaltodiario.com/feminismos/pamela-palenciano-no-puedo-ser-sorora-con-una-mujer-solo-por-serlo-feminismo>

- Books:

Palenciano, Pamela; Larreynaga, Iván (2017). Si es amor, no duele. Penguin Random House. ISBN 978-84-204-8623-9.

- More info

https://en.wikipedia.org/wiki/Pamela_Palenciano



Sofía Bempo

Date of birth/death:

Born in 10 February 1910, in Gallipoli, East Thrace, Turkey - Died in 10 March 1978, in Athens, Greece

Country of origin/ adopted country:

Greece (Galípoli)

Brief biography:

Sofia Bempo (Σοφία Βέμπο in Greek) was a leading Greek singer and actress active from the interwar period to the early postwar years and the 1950s.

She became best known for her performance of patriotic songs during the Greco-Italian War, when she was dubbed the "Songstress of Victory"¹.

Why is she a HEROINE?

She was born in Gallipoli, East Thrace, Turkey. After the Asia Minor Catastrophe, her family moved to Tsaritsani in Greece, where her father became a tobacco worker, and later to Volos, also in Greece. She began her career in Thessaloniki in the early 1930s. Her reputation became very high after the Italian attack on Greece on 28 October 1940, as through her performances of patriotic and satirical songs she supported and inspired the fighting soldiers and the whole Greek Nation. **She played an important role in raising the moral of the Greek Nation. This is why she became a folk heroine.** In addition, she offered 2,000 gold pounds from her own fortune to the Hellenic Navy for the support of Greek defense. After the German invasion and occupation of the country in April 1941, she was transported to the Middle East, where she continued to perform for the Greek troops in exile. Because of her role in the war and her efforts during the Axis occupation, she was awarded the rank of Major in the Greek Army.¹

The legendary song "Children of Greece," written by Mimis Traiforos (who later became her husband), was sung by everyone during the Greco-Italian war of 1940-1941 and still is one of the country's most famous songs. The most distinct characteristic of her songs was that they portrayed the bravery of Greek soldiers by mocking Mussolini and the Italian aggressors.²

After the war, she returned to Athens and managed to acquire her own theater.

Her action for the support of freedom and democracy continued in other grim periods of the country... During the Greek military dictatorship 1967-1974, and especially during 1973, she helped and had hidden students in her apartment that were being sought by the police of that period.³

¹ Retrieved from https://en.wikipedia.org/wiki/Sofia_Vembo Accessed in 28-2-2020

² Retrieved from https://en.wikipedia.org/wiki/Sofia_Vembo Accessed in 28-2-2020

¹ Retrieved from https://en.wikipedia.org/wiki/Sofia_Vembo Accessed in 28-2-2020

² Retrieved from <https://greece.greekreporter.com/2018/10/27/sofia-vembo-the-singer-of-victory/> Accessed in 28-2-2020

³ Retrieved from <https://www.imdb.com/name/nm0892843/bio> Accessed in 28-2-2020

What factors contributed to their being a role model, e.g. community, a teacher, recognition, a social need?

Her **contribution in raising the country's morale** during those grim times of World War II is incalculable. She became a folk heroine as she was brave enough to give performances of patriotic and satirical songs and this way inspire and support exhausted soldiers.

The same she did during Greek military dictatorship 1967-1974, another “black page” for the country's history, showing her bravery and commitment to the struggle for freedom and democracy.

On the night of the attack of the junta army at the Polytechnic School of Athens on November 17th in 1973, Vempo hid some students in her house and she refused to give them in, when the Police knocked on her door and threatened to arrest her. A year later, when the junta regime fell, there was a big feast for Democracy at the Kallimarmaron Stadium in Athens, and Vempo song “Paidia tis Ellados paidia, ta tanks gonatisan ekeini ti bradia” (meaning: “Children of Greece, even the tanks kneeled that night). She died on March 11th 1978 from stroke and her funeral became something like a huge public demonstration. The Singer of Victory was glorified that night from the people of Greece, who considered Sofia Vempo their hero.¹

Curriculum Topics that can be developed using her story

Identification of the topics that can be treated using this role model, one same story can serve to introduce many different situations, concepts, ideas and themes of the curriculum.

¹ Retrieved from <https://www.greeksongs-greekmusic.com/sofia-vempo/> Accessed in 28-2-2020

Topics (curriculum)	Which aspect exemplifies the topic?	Writing Suggestions
8 J4 Writing what we admire	Her action for the support of freedom and democracy continued in grim periods of the country: World War II, German Occupation, Greek Military Dictatorship	<p>Take some minutes to imagine the period she has lived in.</p> <p>Imagine also the position of women in that period.</p> <p>Take some minutes to exchange information in the group and/or stories from family maybe for that period.</p> <p>Then take some time to think and discuss the action of this Heroine.</p> <p>Then write about her, describe appearance, character, what it is about her that you admire; what does she have that you would like to possess? Does she have any dislikeable characteristics?</p> <p>How risky was what she has done? What did she offer to the people and how people recognize that?</p> <p>What supported her to become a Heroine?</p> <p>How was her life? Was she happy for what she has done?</p>
Overcoming fear 26 K&K 11 Writing Resilience	<p>a) She became a folk heroine as she was brave enough to give performances of patriotic and satirical songs during war and German Occupation and this way inspire and support exhausted soldiers.</p> <p>b) On the night of the attack of the junta army to the Polytechnic School of Athens on November 17th in 1973, Vempe hid some students in her house and she refused to give them in, when the Police knocked on her door and threatened to arrest her.</p>	<p>Take some minutes to imagine the grim period of World War II, the context, the society, the people, how they were feeling, how they've been living that period, the fear.</p> <p>Then discuss factors that reinforce resilience in difficult periods like that.</p> <p>Then discuss the role of the person and the role of supporting factors.</p> <p>Write this woman's story and your suggestions on what supported her to overcome fear and be so brave and offer to people?</p> <p>What was her personal life and how that contributed to her action?</p> <p>Being a loved one artist motivated her?</p>



Resources available to illustrate the role model

Links to films, documentaries, books, poems, pictures, TEDs, news, interview.... that may be used in the lesson to illustrate the story of the women

https://en.wikipedia.org/wiki/Sofia_Vembo

<https://greece.greekreporter.com/2018/10/27/sofia-vembo-the-singer-of-victory/>

<https://www.imdb.com/name/nm0892843/bio>

<https://www.greeksongs-greekmusic.com/sofia-vembo/>

<https://youtu.be/BPJOCu1fNCo>

<https://youtu.be/8kLFT4OaTxI>

<https://youtu.be/UfpIoKHs2Ho>



Stauroula Peleki

Date of birth:

1952

Country of origin/ adopted country:

Greece

Brief biography:

Stauroula Peleki was born and grew up in a small village in Phocis. She is a symbol of the local society. She is from an upper-middle class family. She graduated as a teacher in 1957. She is a humanitarian. Her entire life is fully devoted to helping the needy, especially the orphaned or abandoned girls. She chose to live her life far away from her family, unmarried, offering her love to the children of the orphanage. She is often called the Greek woman with the 540 daughters.

She has dedicated her entire life to orphans. She has nurtured with her love and compassion over 500 orphaned girls. Many of the children whom she raised are well-educated, married and at this very moment they have their own families. She says with a lot of affection “I am there for all those who have no one”. During her life time she has faced many hardships but she managed to overcome them with her hard work and the support of people from local community. She still continues to fight for the next meal but she never gives up.

Why is she a HEROINE?

- She is a heroine because she managed to overcome difficulties and nurture with her love and compassion over 500 orphaned girls
- She is a humanitarian and social activist
- She defends children’s right s

She is an inspiration for those who are working for the poor, underprivileged and orphans.

What factors contributed to their being a role model, e.g. community, a teacher, recognition, a social need?

She stands up for the rights of the children.

Her life story shows that if one is dedicated to bring about a change, nothing can stop him/her.

Curriculum Topics that can be developed using her story

Identification of the topics that can be treated using this role model, one same story can serve to introduce many different situations, concepts, ideas and themes of the curriculum.

Topics (curriculum)	Which aspect exemplifies the topic?	Writing suggestions
Writing and your Rights 4:Children's right	Every child who cannot be looked after by their own family has the right to live in a secure and protective environment which preserves the child's well-being.	<p>As an example of UN Convention on Children's Rights</p> <p>Brainstorming children's rights</p> <p>Discuss the Convention on Children's rights</p> <p>Why are some children at greater risk to injury?</p> <p>Should adult protect and secure children's rights?</p> <p>How the Heroine protect children's rights?</p> <p>Invite participants to imagine the life of an orphan.</p> <p>Then ask to write/draw a story about an orphan (how is his/her life /feelings....)</p>
Writing what we value and protect	She dedicated her life to helping orphaned girls.	<p>She can serve as an example to discuss our personal values</p> <p>Invite participants to express their thoughts concerning Heroine's life</p> <p>Take some minutes to imagine women's position in previous decades</p> <p>What were the challenges women faced in previous decades in rural societies?</p> <p>What were society's expectations for men and women?</p> <p>Does Stauroula Peleki feel limited by the expectations of her society?</p> <p>What values does the Heroine stand for?</p> <p>How do culture and gender shape our personal values and choices?</p> <p>Ask participants to write down their own values. What if their personal values come into conflict with those of their family or the wider society? Invite participants to turn to the person next to them and have a small conversation. Then Invite pairs to return to the larger group and share a meaningful piece of their partnered conversation with the larger group.</p>

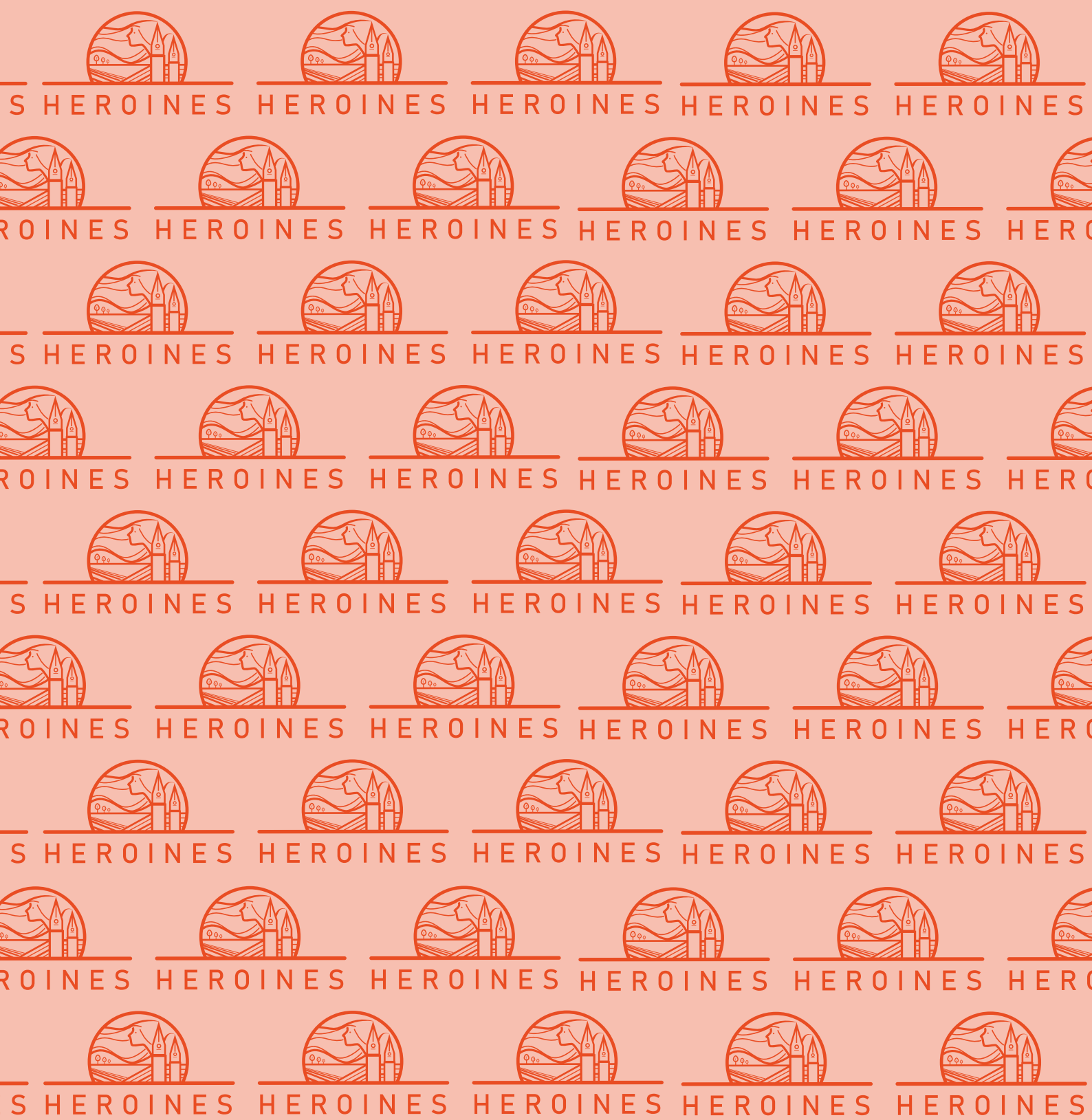
Resources available to illustrate the role model

Links to films, documentaries, books, poems, pictures, TEDs, news, interview.... that may be used in the lesson to illustrate the story of the women

References:

Stauroula Peleki the mother with 540 daughters. Retrieved 02- 26- 2020 from :

<https://www.protothema.gr/greece/article/889863/stauroula-peleki-i-polumana-me-tis-540-kores/>



www.heroines-project.eu



Tarita Ikonen

Date of birth:

1992

Country of origin/ adopted country:

Finland

Brief biography

Tarita's childhood family consisted of her mother and an older sister. Her father had killed himself in 1992, when Tarita was four months old. The family moved often, in 2005 to Vantaa, where she started fifth grade. That's when the bullying started, continuing into secondary school. At home the problems got worse: her mother's drinking and mental health began to have an effect on Tarita, who felt very depressed and anxious. During 9th grade her teacher of Finnish language encouraged her to write. Writing poems gave her comfort; in the evenings, she would escape to the local library. This teacher was the safest and most important elder for her, and they still keep in touch.

After secondary school, Tarita started to feel alienated from society. She dropped out of vocational school and her life was filled with drugs and self-destruction for many years. But Tarita didn't stop writing; it was her lifeline. The change for the better happened in 2012, when she realised how much the drugs were impeding her writing. She had to make a choice between writing or dying. Her return to society became possible through the library system and writing courses. She attended Orivesi Folk High School to study with poet Risto Ahti and got a rehabilitative job at a library. After that she studied writing in the Finnish Critical Academy in 2016 -2018. Her poetry collection, *Kylmyyden monologi* (The monologue of coldness) was published 2018.

Besides being a poet, Tarita is also a painter and has had her first exhibition recently. In her poetry, she describes her adverse childhood experiences, especially school violence and her transsexuality or body dysphoria. In 2017, the young actors of Q-theater made a play called *Tyhmä, ruma, vaarallinen* (Stupid, ugly, dangerous), which was based on Tarita's poetry collection. She lives in Southern Finland and is an active blog writer.

Why is she a HEROINE?

- She has endured severe school violence and campaigned against bullying by telling her story through different forms of art.
- She has questioned traditional and current ideas of gender identity through the message that there are numerous ways to be a woman and that the label "transgender" is not necessary. She is a great example of someone with her own way of being a woman.
- She is creative, talented, and her poetry is powerful and effective. She has processed her painful experiences and turned them into art.



What factors contributed to their being a role model, e.g. community, a teacher, recognition, a social need?

Tarita wants to do her best to prevent other children from having such a difficult upbringing. Her gender identity has been a source of stress for years, but after going through several painful phases, she has now found peace and accepts herself as a unique individual. Tarita has many colleagues and friends who believe in her talent and support her.

Curriculum Topics that can be developed using her story:

Topics (curriculum)	Which aspect exemplifies the topic?	How to use it?
Week 15: Writing through unexpected events/ difficulties	<p>Tarita says: "I believe that things have a purpose. I feel that writing is my life's purpose. It has helped me to process difficult things. Writing has given my life a form of living."</p> <p>Tarita describes writing as a 'form for living' - this implies that it gives structure and a place in which to put her experiences. Today we will be exploring the container of the metaphor and the container of poetic form. When life is overwhelming, it could be managed into bite-sized pieces, so you don't have to look at everything at once.</p>	Think of a moment when you have used writing (or other creative methods) to get through difficulties or crises. What effect did it have? Did it help your recovery? Is there something in your life right now that you feel writing would help to process?
Week 16: Writing through changes	<p>In order to survive, Tarita needed to totally change her way of life. Writing was her main motivator as well as her means for change.</p> <p>Tarita's father took his own life when she was just 4 months old. After being severely bullied at school, she turned to drugs and self-destruction; despite this lifestyle, she kept up with her writing, but eventually had to choose between 'writing and dying' - she chose writing and transformed her lifestyle. In her poetry, she has recorded childhood experiences, bullying and body dysphoria. Tarita has spoken out about there being numerous ways to be a woman. Tarita is also a painter - sometime narrative can be expressed in forms that are not written, or that can't find words</p>	What have been the biggest changes in your life? Are you going through a change right now? Describe the changes you have gone through
Week 18: Writing and your Rights 2: The Local/Unheard Story	Tarita is not very famous, but her story has inspired many local people. In this project, we want to share her story. Your story could be equally inspiring	Picture yourself as a Heroine. Write about yourself. Why are you a Heroine? What factors contributed to your becoming one?
Week 20: Writing and your Rights 4: Children's Rights	Tarita had adverse and unjust childhood experiences. During this session we take a look at children's rights	It has been said that it's never too late to get a happy childhood. Write a story about your ideal childhood. Let yourself dream and let the dreams comfort you

**Week 31: Writing
Endings and New
Beginnings**

Tarita went through a big change, giving up her previous lifestyle. She still processes her past by writing, but writing also made it possible for her to start a new life

List the most important New Beginnings in your life. Is there a New Beginning for you waiting behind the corner, or is it already happening? What kind of New Beginning would you want to experience?

Resources available to illustrate the role model

<https://taritaikonen.portfoliobox.net/runot>





Tarja Halonem

Date of birth:

December 24, 1943

Country of origin/adopted country: _

Finland

Brief biography:

Tarja was born on Christmas Eve, 1943 in Helsinki. The family lived in the working-class district of Kallio. Tarja's parents divorced when she was just two years old. In 1950 her mother remarried, and her new husband became Tarja's father figure and role model. Her mother valued decent and modest working-class people, honesty and fairness, and that influenced Tarja's outlook on life.

Tarja became the first in her working-class family to matriculate. She was admitted to the Faculty of Law of the University of Helsinki in 1963. She obtained her Master of Laws degree in 1968 with a major in criminal law, and began to work as a lawyer. After working there for a few years, she was hired by the National Union of University Students. Her work in the Union spurred her interest in politics, and in 1970 she obtained a post as a lawyer in the Central Organisation of Finnish Trade Unions, being the first female ever to work there as a lawyer.

The most important steps in her political career are the following: She joined the Social Democratic Party 1977, became a member of Helsinki City Council 1977, member of Parliament 1979, Minister of Social Affairs and Health 1987, Minister of Nordic Cooperation 1989, Minister of Justice 1990, Minister of Foreign Affairs 1995 and then, President of Finland 2000-2012.

Halonen has worked in various cultural and sporting organisations. In 2012 she joined the Nizami Ganjavi International Center Board, which is a cultural, non-political organization. Its aims are the advancement of culture and creative expression, and the promotion of learning, dialogue, tolerance and understanding between cultures and people. Halonen likes to spend her free time enjoying art and culture, looking after her allotment garden and exercising.

Why is she a HEROINE?

- She went from a very ordinary working-class background to being a loved president. She has demonstrated that through a strong will and hard work a woman can fulfill her dreams.
- During her political career she was also active in non-governmental organisations. She acted for solidarity, human rights and peace, for sexual equality and against racism.
- She is an encouraging example of how the divorce of parents is not necessarily bad for children. A single mother can be just as good a mother, and her partners can become close to the child.



What factors contributed to their being a role model, e.g. community, a teacher, recognition, a social need?

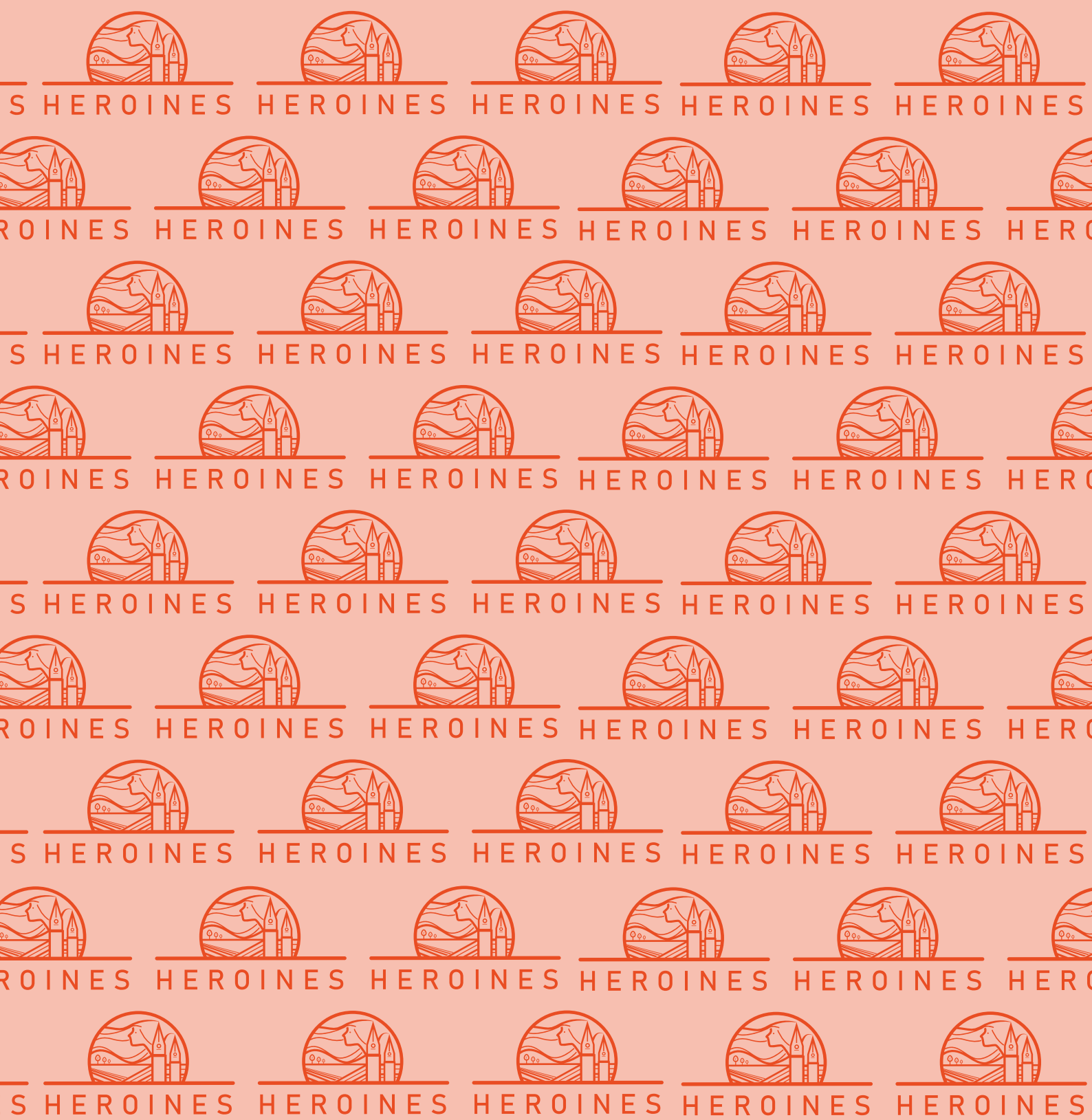
Tarja's interest in politics and the support she got from her party helped her to reach her political dreams. She put her heart in the job, believing in what she was working toward. Her mother's values guided her political path and formed a solid ground for her political thinking. The Finnish welfare state made it possible for a working-class girl to succeed.

Temas que pueden desarrollarse usando su historia para el programa

Topics (curriculum)	Which aspect exemplifies the topic?	How to use it?
17: Writing and Your Rights1: Participation and Leadership Role Model	<i>She was the first female president of Finland</i>	<i>Writing about your childhood and professional dreams, listing your professional idols. Dream workshop: what would you do for a living if there were no restrictions?</i>
8: Writing What We Admire Role Model	<i>Fighting for human rights, women's rights, equality and sexual equality</i>	<i>How does the person you admire act? What are the values she stands for? Do you share those values? Write about the life you'd like to live and the things that are most important to you. Other exercises of acceptance and commitment therapy</i>
12: Writing Resources Role Model	<i>She managed to climb to the very top of society</i>	<i>List the main resources that have been available to you in your life? Consider what resources has your society offered that you might have taken for granted</i>
10: Writing what we value and protect role model	<i>Tarja has dedicated a big part of her time to humanitarian work and defending the rights of the most vulnerable</i>	<i>What are your values? Are there any associations working in fields that protect those values? Are you already a member of some associations or would you want to join?</i>
21: Writing and your Rights 5: Women and Work	<i>Tarja came from a working class background and she embraced her family values of hard-work, decency, honesty and fairness of working class people. First training as a lawyer at university, she worked her way through political roles to become Finland's first female president (2000-2012). During her political career she was also active in non-governmental organisations. She acted for solidarity, human rights and peace, for sexual equality and against racism.</i>	<i>List your satisfying work experiences. Pick one and write about it. What made that working day pleasant? What contributed to it?</i>

Resources available to illustrate the role model

- Wikipedia article: https://en.wikipedia.org/wiki/Tarja_Halonen
- Personal web page: <https://presidenthalonen.fi/en/>
- Documentary *Rouva Presidentti* (Madam President). <https://www.imdb.com/title/tt2167873/>



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Waris Dirie

Date of birth:

1965

Country of origin/adopted country:

Somalia (Galkayo)

Her words:

“In my life I had to master many difficult tasks. But no matter what it was, it all depended on my will. And it is precisely this will that has made me what I am today.”

Brief biography:

Dirie was born as one of twelve children into a nomadic family in 1965 in the area of Galkayo, Somalia. Much of Dirie's childhood was spent tending to the family's herd and obtaining enough food and water to survive.

When she was five, she herself suffered circumcision in the form of Infibulation. At the age of thirteen, she fled through the desert to Mogadishu in order to escape an arranged marriage to a 60-year-old man. She first stayed there with relatives, but later she was told that she could not stay any longer because her escape was not tolerated.

One of her uncles, who was then Somali ambassador to the United Kingdom, was looking for a maid. So she was brought to London, where she worked at the Somali embassy without pay. When the uncle had to leave London after the outbreak of the civil war in Somalia, Dirie fled the embassy and lived first in the streets of London, later in a home of the YMCA. She earned her living as a cleaning lady in a local McDonald's. She also began evening classes to learn English.

At the age of 18, Dirie's life changed abruptly. By chance, she was discovered by photographer Terence Donovan, who photographed her in 1987 together with the then still unknown model Naomi Campbell for the title of the Pirelli Calendar. From there, Dirie's modeling career took off; she became a world-famous top model overnight, appearing in advertisements for top brands such as Chanel, Levi's, L'Oréal and Revlon.

In 1997, at the height of her modeling career, Dirie spoke for the first time with Laura Ziv of the women's magazine Marie Claire about the female genital mutilation (FGM) that she had undergone as a child, at the age of five along with her two sisters. That same year, Dirie became a UN envoy for the abolition of FGM.

When she started her campaign against genital mutilation there were a lot of African women and men that reproached her for betraying African traditions and culture. Even though, that hurt her a lot, she went on with the campaign, because in her own words: “I want Africa to be a safe place for all



children, a place where girls won't be genitally mutilated anymore and where girls won't be traumatized anymore. They shouldn't have to suffer what I had to suffer.

She later paid her mother a visit in her native Somalia.

In 1998, Dirie coauthored her first book along with nonfiction author Cathleen Miller: *Desert Flower*, an autobiography that went on to become an international bestseller and later one a film. She later released other successful books including *Desert Dawn*, *Letter to My Mother*, in which she forgets her mother, and *Desert Children*, the latter of which was launched in tandem with a European campaign against FGM.

In 2002, Dirie founded the Desert Flower Foundation in Vienna, Austria. The foundation collects money to raise awareness about the worldwide problem of FGM and to help those affected.

She has also founded the Desert Flower Center, the world's first holistic medical center for the treatment and care of FGM victims, which has headquarters in several countries.

Since 2016 Dirie and the team of the Desert Flower Foundation decided to make the topic "Education in Africa" the focus of their work, and are running education projects in Sierra Leone addressed to girls to be saved from FGM.

Nevertheless, she has also suffered two attacks

Why she is a HEROINE?

She did not resign to get married against her will and escapes from her family.

She is an example of resilience because she has passed through difficult situations (FGM, opposition to parent's will, escaping, relative's rejection, migration, homelessness, poverty...) but she has not surrendered.

She forgets her mother, visits her and writes a book regarding this issue.

She has used her popularity and the money she has got to fight for women's rights.

What factors contributed to their being a role model, e.g. community, a teacher, recognition, a social need?

The necessity of raising awareness and take action against the FGM and the forced marriages (social need).

Her strong determination, her will leads her life.

Topic (curriculum)	Which aspect exemplifies the topic?	How to use it?
Knowing ourselves 2	She writes about her own experience suffering an abuse of Rights (forced marriage and FGM)	
Writing what we admire	She can be used as example of overcoming many adversities, she does not surrender, and she has a strong will.	
Writing what we value and protect	She fights for self-value: her body and the body of other women. She also values her freedom to decide about her future, escaping from the forced marriage.	
Writing out problems	She faced many problems, her life can be used to consider other's problems and engage with them	
Writing out past experience	She writes about her past experiences, also to inform against the discriminatory traditions suffered by women in Africa	
Writing and your rights: Participation and leadership	She's a defender of women Rights.	
Writing and your Rights 2: The Local/ Unheard Story	FGM and forced marriage are examples of how cultural norms and shared beliefs and attitudes can mean that women discriminatory practice.	
Writing and your Rights 3: Being seen and having a voice	She's have a voice, she could have hidden her past experience but she decided to denounce and talk about that in loud voice to raise awareness against this discriminatory practices.	
Writing and your Rights 4: Children's Rights	When she was a child she suffered FGM. Her children rights were not respected.	
Protecting women from violence 1 and 2	FGM and forced marriage are examples of violence against women that are socially approved in many African countries because they are traditions, (they are part of the patriarchy system)	These examples of violence against women may serve to analyze many topics relating patriarchy and to identify and discuss about local traditional practice they know that are discriminatory or even violent.
Writing through changes	Her life is an example of how life can change many times.	
Barriers to change	FGM and forced marriage are barriers to change.	



Resources available to illustrate the role model

Films and documentaries:

- A Nomad in New York (1995) - BBC documentary about the extraordinary career of Waris Dirie.
- [Desert Flower](#) (2009) - The drama is based on the autobiographical novel and bestseller.

Books:

- Dirie, W. and Miller, C. (1998) *Desert Flower: the extraordinary journey of a desert nomad*. New York: William Morrow.
- Dirie, W. and D'Haem, J. (2002) *Desert Dawn*. London, Virago
- Dirie, W. (2005) *Desert Children*. London, Virago
- Dirie, W. (2007) *Letter to my mother*. Knauro
- Dirie, W (2010) *Schwarze Frau, weißes Land*. Wien, Droemer
- Dirie, W (2013) *Saving Safa: Rescuing a little girl from FGM*. London, Virago
- Dirie, W (2017) *My Africa - The Journey* . Desert Flower.

Musical

- “Wüstenblume” (2019) “

The desert flower foundation

- <https://www.desertflowerfoundation.org/>



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