

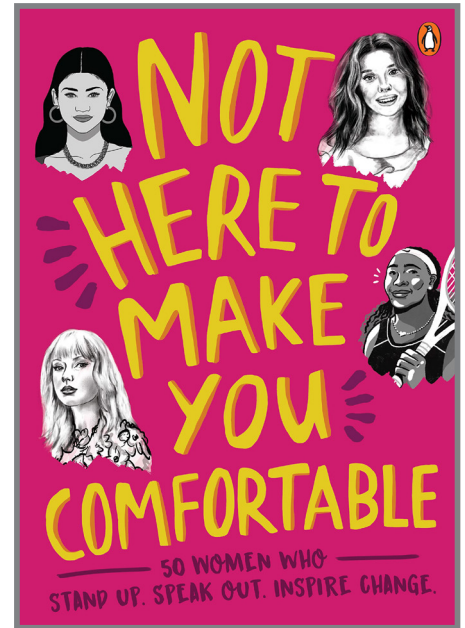
# Not Here to Make You Comfortable: 50 Women Who Stand Up. Speak Out. Inspire Change.

AUTHORS  
VARIOUS AUTHORS

SCIS: 5457767

ISBN: 9781761340581

RECOMMENDED FOR: Mid to Upper Secondary



## SYNOPSIS

Here are fifty times a woman did something brave. Something disruptive. Something exceptional.

We saw them. And we were inspired to be more confident and maybe a little bold.

- It's time to stop saying yes all the time.
- It's time to stop apologising all the time.
- It's time to stop avoiding conflict all the time.
- It's time to be true to our emotions, whatever they are.

We're not here to make you comfortable. We're here to celebrate being ourselves.

A collection celebrating boldness, bravery and brilliance.

## THEMES

- Feminism
- Standing up and speaking out
- Age is no barrier
- Fame and using a platform for good

## STUDY NOTES

- Look at the front cover. In groups or as a class, write a list of what you notice, what you like, what appeals to you. Does this cover make you want to open the book to see what is inside? How does the front cover show you what the book is about?
- Consider the title *Not Here to Make You Comfortable*. Is this phrase familiar to you? If not, do some research and report back on why you think this title was chosen. Is it an effective title that makes you want to read this book?
- Read the blurb on the back cover. What language and style techniques are used to try to entice you into reading this book? Are they effective?
- Create a list of women who you think might be featured inside. Discuss why you chose these women. Once you have discussed who you think might feature in the book, then read through the list of women. Select five who interest you the most and explain why. What is it about these women that makes you want to learn more about them?

- Why do you think these women were chosen for inclusion in the book?
- Are there any women you have not heard of?
- Can you separate the women into groups? For example: sportswomen, entertainers, politicians, advocates, academics. Are there particular groups you are more interested in than others? Why?
- Do you think the deliberate repetition in the paragraph style is effective? Why?
- Can you give some examples of words and phrases that stand out to you and make you more interested to read entries?
  - Pick a woman who is not featured in the book and, following the style of the book, write an entry for them in the same style.
- As a class, or in groups, discuss which women are clearly recognisable from their portrait. Is it to do with the likeness of the image or the fact they are already well known?
- Does the variety of illustrators who contributed to this book make it more interesting? If so, why?
- Take an example of one double-page spread and consider the impact the illustration has compared to just the text. Would the entry be as interesting with just the words?
  - Would the images be more or less impactful if they were in colour? Why?
- Some of the illustrations employ patterns or backgrounds that relate to the woman depicted. For example, in the portrait of Greta Thunberg we see waves surrounding her, which link to her passion for the oceans and natural world. Choose two portraits that have vastly different styles and write a paragraph about how each creates a strong impact, focusing on how the added elements enhance the image. List 2–3 adjectives that describe the achievements of each of your chosen women.
- Choose one of the women featured in the book and write a more extensive biography of her and/or draw your own portrait of her.
- Create your own list of fifty strong, courageous women. It can include women from *Not Here to Make You Comfortable* and/or others.

## THEMES

### Feminism and Strong Women

- In groups, discuss what you believe the word ‘feminism’ to mean. Has the idea changed over time? What does it mean for young people today?
- Which women featured in *Not Here to Make You Comfortable* identify publicly as feminists? Are there others whose actions show they advocate equal rights and treatment for women and men?

### Standing Up and Speaking Out

- As a class, discuss what you have learned from and about the women featured in this book. What are some important things they have stood up and spoken about? What are some examples of how what these women have done have made life better for future women?
- Which women do you most identify with and why? Are there things these women have done that you would like to emulate? What are these and how might you get started?
- As a class or in groups, discuss what issues are most important to you now. How have the women featured in this book addressed these issues and can you go further?

### Age is No Barrier

- What are the most important issues to you, in your life, today?
- What steps can you take that will make you feel more in control of your decisions and your life? What can the adults around you do to help facilitate this?
- Which young women in the book inspire you? Which young women not in the book inspire you?

### Fame and Using a Platform for Good

- Make a list of the ‘famous’ women included in the book and how they have used their public platform to share their beliefs and messages. Use the categories you created for each woman featured in the book in the previous activity and consider how they have used their public profile for good.