

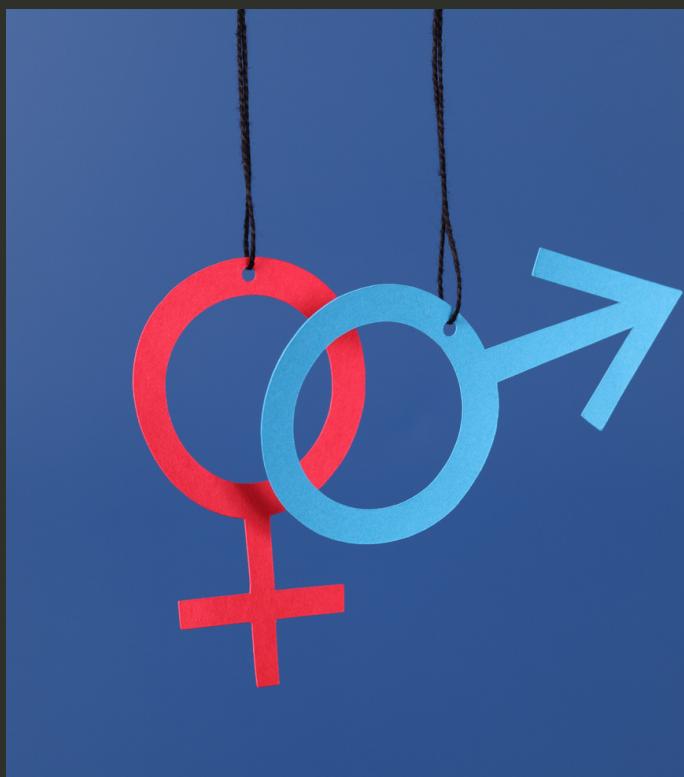
WORKSHOPS SEXISM



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TABLE OF CONTENTS

- 01** HISTORY AND TERMS (2H)
- 02** IDENTIFYING VIOLENCE (2H)
- 03** PROMOTION OF CHANGE (2H)
- 04** CINEFORUM



WORKSHOP 1: HISTORY AND TERMS (2H)



GOALS: IN THIS FIRST WORKSHOP THE AIM IS TO GET TO KNOW EACH OTHER AND TO ADDRESS THE ISSUE OF SEXISM FROM THE PERSONAL EXPERIENCES OF EACH ONE OF US.

Introduction (5-10 min):

- Ask what participants remember from the Introduction-Workshop:
 - Privilege-Check
 - Ask to summaries for the participant who have not been in the first Workshop
 - Questions/Feedback
 - Situations that came up the last time
- Outlook: Topics and Goals of the day =
 - To find out how gender stereotypes are socially constructed and how this affect our daily lives and perception

EXERCISE 1: PRESENTATION

Time: 10 min

Material: Pieces of paper + colors (blue and pink possibly) + tape

Goal: Breaking the ice, getting to know each other in the group, and introducing reflections on self-perception

Procedure: Give each person a piece of paper and let them choose a color to draw down on it a natural element which represents them and their names/nicknames. Ask them to hang it on. Then, ask each person to introduce themselves to the group and say why they have chosen that element, which attribute of it represents them.

[Note for the facilitator: try to note and observe if there are any common patterns among women and men and which color they spontaneously choose]

EXERCISE 2: BODIES AND SOCIALIZATION

Time: 1 hour (small pause in the middle)

Material: Two different big papers with two identical bodies, tape, pens and colors, little papers with a variety of drawings of objects and activities (ej. Kitchen objects, hammer, computer, car, baby, etc.)

Goal: Identify the agents that, in the socialization of women and men, generate unequal relations between them. To identify inequalities in the socialization process. To analyze how gender socialization occurs in people and how, during the process, characteristics and attitudes are assigned that shape male and female identity.

Procedure:

Game

- Hang two posters with two identical bodies, then form two groups and ask one to work with the figure of the woman and the other with that of the man. They should incorporate physical elements, clothes, etc. with which they identify each one.
- Then ask them to write alongside a list of qualities and attitudes that define them and that society expects of each.

- In a third moment present both groups with a series of drawings of various objects, situations, and ask them to associate them with the woman or man.

Reflection and Discussion

- Starting with the bodies they drew and the attributes they wrote down, ask the participants "can a woman be ... " // "can a man be ..." combining the question with the attributes that were attributed to the other gender in the exercise → generate a reflexion on the social construction of masculine and feminine
- Referring to the objects they were given earlier, ask "only men use...?", "only women use...?" according to the choice they made in the exercise.

With these questions, a debate is opened and it is argued how biological differences have come to be the basis of discourses and practices that open big gaps in the relations between men and women. It is emphasised that all objects and utensils can be used indiscriminately by men and women.

EXERCISE 3: BEYOND SEXISM

Time: 15 minutes

Material: Audiovisual support (<https://www.youtube.com/watch?v=P4wfvuD5xmY>)

Goal: Having seen that role assignment and gender stereotypes are gender constructions that have nothing to do with biological differences, we want to visualise the existence of gender diversity. Regardless of sex, there are multiple genders that do not fit into the cisgender normative system.

Procedure: Video watching + discussion

EXERCISE 4: CONCLUSION

Time: 10–15 minutes

Procedure: Building on the previous activity, briefly introduce a reflection on which are the socialising agents. Focus on how the media paint these images in our minds + ask people to try to detect gender stereotypes they run into during the month and think about one song from their country/they like or something they run into in social media etc. which reproduce gender discrimination to bring on the next workshop.

WORKSHOP 2: DETECTING VIOLENCE (2H)



GOAL: IN THIS SECOND WORKSHOP THE AIM IS TO RECOGNISE HOW OUR TRAJECTORIES AND EXPERIENCES ARE SHAPED AND INFLUENCED BY OUR SOCIALIZATION. THEREFORE, WE ANALYZE HOW THE MEDIA CREATE BINARY NEEDS AND DESIRES AND FEED GENDER STEREOTYPES IN EVERYDAY LIFE. THUS, THE GOAL IS TO RECOGNISE HOW THESE STEREOTYPES UNDERLIE GENDER DISCRIMINATION, GENDER GAPS, AND STRUCTURAL VIOLENCE.

Introduction (5-10 minutes)

- To introduce new people (if there are any)
- Ask what participants remember from the past Workshop + ask one person to summaries for the participant who have not been in the other Workshop
- Outlook: briefly say what we are going to do

EXERCISE 1: BUILDING CRITICAL VIEWS

Time: 15–20 minutes

Material: Speaker

Goal: Share the reflections they have made during the month and the material they have recollected

Procedure: Ask to share the material they have collected during the month and discuss it → some questions could be:

- Why did you choose this song/IG profile/...?
- Which kind of discrimination or violence is reproduced?
- Had you noticed it before?
- Did you use to like this song? Sing it? Dance it?
- How does it make it feel you now?

EXERCISE 2: DETECTING VIOLENCE AND DISCRIMINATION IN MEDIA

Time: 40 minutes

Material: Projector, speaker, papers, pen and colors

Goal: To become aware of how the media tend to reproduce gender stereotypes and thus gender discrimination, and also, how they create and influence our tastes, desires, depending on our gender.

Procedure: Depending on the time we have and it takes show the participants some material which reproduce gender stereotypes and discrimination and ask them to detect it.

Divide the participants in groups of 2 or 3, give each group the material to analyze, ask them to note down/underline where they see stereotypes/discrimination/violence, ask the groups to share what they have found and ask:

- Which discriminatory messages have you found?
- What did you feel when noticing it?
- What did you think the author/s wanted to communicate?

The material to analyze could be: songs, advertisement (also videos), titles of news, symbols in the public space (for example the binary system in bathroom, the representation of girls and boys in signals, statues of men, etc.), Instagram/FB/TikTok/... posts, etc.

[for example look together some Instagram profiles and ask to detect together which gender stereotypes they reproduce]

EXERCISE 3: RE-WRITE REALITY

Time: 20 minutes

Material: articles from newspaper printed, pens and colors

Goal: deconstruct gender stereotypes and discrimination, thus promoting an inclusive form of reality telling and communication.

Procedure: divide the participants into two/three groups, give each group a newspaper article in which the author used discriminatory and violent language from a gender perspective. Then, ask the groups to rewrite the same event trying to use inclusive language that is neither discriminatory nor violent. Finally, ask the groups to read their articles and discuss together:

- What did you change?
- Why?
- How did the original version make you feel?

EXERCISE 4: DISCUSSION AND CONCLUSION

Time: 10/20 minutes

Goal: to realize how these kinds of socialization affect us in our daily life and that we're not experiencing it alone, to share the purpose of making the foundation a safe and inclusive space to live.

Procedure: invite the participants to share, if they feel comfortable, their experiences of gender discrimination in the foundation (e.g. Did anybody ever experienced gender discrimination, sexism in the foundation? What happened? How did you feel? How did you react? If there were other people, did they do anything? How would you react now? What would you like other people to do if they attend a sexist event?)

Ask for the next workshop to bring some cultural material which is non-sexist and gender neutral (for example a song, an advertisement, a film they have watched, a instagram or tik tok profile etc.) or empowering

[Ask if there are any questions, thanks for the participation and explain about the future activities]

WORKSHOP 3: PROMOTING THE CHANGE



GOAL: IN THIS WORKSHOP THE AIM IS TO UNDERSTAND HOW WE IMAGINE A SOCIETY FREE OF GENDER-BASED VIOLENCE AND HOW WE CAN PROMOTE CHANGE FROM OUR ENVIRONMENT.

Introduction (5 minutes)

- To introduce new people (if there are any)
- To remind what they have learnt in the past workshop (ask one person to summarize)
- Outlook: briefly introduce what we are going to do

1. REVIEW

Time: 15 minutes

Material: Cultural/media material brought by students, pens

Goal: share the reflections they have made during the month and the material they have found

Procedure: ask to share the material they have collected during the month and discuss it → some questions could be:

- Why did you choose this song/IG profile/...?
- Which kind of discrimination or violence does it challenge?
- Had you noticed it before?
- Did you use to like this song? Sing it? Dance it?
- How do you feel when listening to it/watching it?

2. PROMOTING VISIBILITY OF GOOD PRACTICES

Time: 30 minutes

Material: 3-4 examples of relevant media material to share, pens.

Goal: To become aware of what non-stereotypical media communication looks like, and to reflect on how the language used in these examples compares to examples from the previous session.

Procedure: Depending on the time we have and it takes show the participants some material which do not comply to/challenge gender stereotypes and discrimination and ask them to detect it.

Divide the participants in groups of 2 or 3, give each group the material to analyze, ask them to note down/underline where they see non-stereotypical representations, ask the groups to share what they have found and ask:

- Which discriminatory message does this material challenge?
- What did you feel when noticing it?

- Is this something you would have noticed before?
- What did you think the author/s wanted to communicate?

The material to analyze could be: songs, advertisement (also videos), titles of news, symbols in the public space (for example the binary system in bathroom, the representation of girls and boys in signals, statues of men, etc.), Instagram – e.g. England football team.

[for example look together some Instagram profiles and ask to detect together which stereotypes they challenge/what they promote]

3. ROLE PLAY + COUNTERING SEXIST COMMUNICATION

Time: 40 minutes

Material: Profiles, scripts, pieces of paper, pens

Goal: To enact two different social scenarios where violence in terms of gender binaries occur. These scenarios will reflect familiar interactions in order to demonstrate how sexism operates within many of our relationships day to day. We will then encourage students to contribute ideas on where sexism occurred in the interaction, and what they would say to the people in this scenario in order to combat binary stereotyping and promote change.

Procedure:

10 min:

Tell the group that we will now be doing a role play. Ask for 6 volunteers to read 6 separate parts, 3 people for each of the 2 role plays. Once the volunteers are chosen, give each person their profile for the role play, which describes who they are and their relation to the other members of the role play. Each person will also receive their script for the role play. The 2 role plays will consist of one between women and men and the other between men. The scenarios will reflect the type of interaction that would occur day-to-day in the foundation in order to demonstrate how sexism can occur when we communicate with one another. They can read the profile and script outside of the room. Meanwhile, the facilitator tells the other students that they will be watching a scenario and that they should make notes of where they think there is violence in the communication between speakers, and that if they feel comfortable at the end they can share with the group their reflection.

30 min:

The volunteers return. Carry out the first role play: a situation between women and men in the bike workshop. At the end of the role play, students can put up their hand and share where they think violence occurred in the communication. Facilitator asks what they would say to this group of people in this situation to challenge the violence. Room for group discussion. Carry out the second role play: a situation between men. Follow the same steps as the first.

4. CONCLUSION

Time: 20 minutes

Material: White paper, pens and colors

Goal: To provide a moment where students can reflect on how they feel after this session, whether they feel different to who they did before the session, and to share any personal stories if they would like to. Review process of detecting violence, and educating others. In this place the participants are also invited to share their ideas, tips, on how to promote change in their behavior and environment (the foundation).

Procedure: Each student can think of the first thing they can do after the session to combat sexism. Also we provide them with colors and pens to write down, as a brainstorming, the ideas or tips they came up with in order to make ourselves and the foundation an inclusive space. Leave time for bringing up doubts and any suggestions on the whole project. Thanks and give information about the next activities (e.g. the cineforum, the next workshop, the space, etc.)

Useful links and sources:

[https://www.coe.int/en/web/genderequality/combating-and-preventing-sexism#{"63531002":1}](https://www.coe.int/en/web/genderequality/combating-and-preventing-sexism#{)

https://publicaciones.hegoa.ehu.eus/uploads/pdfs/204/Diagnostico_participativo_Ma ceo.pdf?1488539726

<https://www.feandalucia.ccoo.es/andalucia/docu/p5sd7447.pdf>

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"Digitalization in education sector: cyber violence and digital addiction prevention"

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