



Workshop G9T2 - Don't get played for a fool!

WORKSHOP OBJECTIVES

1. Becoming aware of the subtle, constant violence women face as a result of patriarchal culture.
2. Developing a critical view of gender roles and the limitations they impose on women.
3. Becoming aware of feminist movements and their struggle for a society that's fairer for everyone.

KEY CONCEPTS

Patriarchy: in most societies, the male gender has a great deal of prestige and is highly valued, while the female gender is hidden away and relegated to private spaces. The term "patriarchy" is used to describe societies and cultures where men are valued more highly than women, and where the highest positions in the hierarchy can only be held by men. One of the main tools used by the hierarchy is the imposition of heteronormativity and the acceptance of inequality between men and women as something "natural". As a result, any diversity is also hidden-

As a result of the patriarchy, women have to face systemic violence that keeps them subjugated to men in all areas of society: in the job market (where women have less of a presence and face discrimination), in the public sphere (where women are hardly even present), in the private sphere (where women are burdened with housework and faced with violence). This point of view permeates our world, and it's perpetuated in all areas of society: our rituals, customs and traditions, laws, language, culture, science, art, education...

Male chauvinism: male chauvinism or machismo is an attitude characteristic of patriarchal societies. It defends the idea that women need to obey and submit themselves to men in exchange for protection. People who are aware of the fact that they discriminate against women are called "male chauvinists". Male chauvinism isn't a matter of men against women; it's harmful for society as a whole, both for men and women.

New masculinities: machismo also punishes men whose tastes or behaviour don't fit within their community or society's pattern of "standard" masculinity. Recently, new movements involving both men and women have appeared that call for a new model of masculinity. They believe that new, more egalitarian roles are beneficial for everyone: men, women, and society as a whole. That means that men should be willing to grant women a role in public spaces and decision-making. It also means more egalitarian roles in the private sphere, giving men a more important role in caring for others and making it easier for everyone to balance work, personal time and family time. These movements believe that conflicts should be solved through negotiation, that individuals should have the freedom to make personal decisions, and that men should play an active role in the

social struggle against violence against women and other types of violence. This starts with the eradication of macho violence, be it physical, sexual or psychological. It also encourages men to change their mindset and get beyond the heteronormativity that dominates today's society, and to take a firm stance against the discrimination it creates.

Feminisms: is a term first used by a group of African-American lesbians from Boston in the 1980s. It refers to the fact that different forms of oppression interact when they're imposed on intersecting social identities (age, gender, ethnicity, social class, ability, sexual orientation, religion, nationality...). Intersectionality states that we should try to understand an individual's identity by taking into account all their different dimensions. It also states that different types of oppression and prejudices based on intolerance (racism, sexism, lesbophobia, homophobia, transphobia, xenophobia...) are connected.

Intersectionality: machismo also punishes men whose tastes or behaviour don't fit within their community or society's pattern of "standard" masculinity. Recently, new movements involving both men and women have appeared that call for a new model of masculinity. They believe that new, more egalitarian roles are beneficial for everyone: men, women, and society as a whole. That means that men should be willing to grant women a role in public spaces and decision-making. It also means more egalitarian roles in the private sphere, giving men a more important role in caring for others and making it easier for everyone to balance work, personal time and family time. These movements believe that conflicts should be solved through negotiation, that individuals should have the freedom to make personal decisions, and that men should play an active role in the social struggle against violence against women and other types of violence. This starts with the eradication of macho violence, be it physical, sexual or psychological. It also encourages men to change their mindset and get beyond the heteronormativity that dominates today's society, and to take a firm stance against the discrimination it creates.

Sorority: this term has been used in a feminist sense by the anthropologist Marcela Lagarde. It refers to an alliance between feminist movements that are fighting to transform humanity and to promote equal opportunities for all. The goal of sorority is to create a society that's better for everyone, fairer and freer, eliminating all forms of oppression. It's also defined as a bond between women based on solidarity, teamwork, mutual support and the fight for empowerment and a society that's free and democratic for all the world's women.

TIMING

SESSION 1

15'	15'	Activity 1 – Is society male?
20'	35'	Activity 2 – Where are the women?
20'	55'	Activity 3 – We can change our trajectories
10'	65'	Activity 4 – What can I take away from this?
5'	70'	Activity 5 – Let's publish our impressions

SESSION 2

90'	90'	Activity 1 – Changing roles
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This timing is for cases where students aren't very participative. Any of these activities can take up an entire workshop, especially when working with students who've participated in other Fem tec! activities. There's no need to rush to complete the whole workshop; see how your group reacts, and let each activity go on for as long as it needs to. We also suggest that you take a look at our complimentary activities; you might find one you prefer.

PRESENTATION

(to show during the workshop - document [3_Presentació_G9T2_FEM_TEC_no_deixis_que_t_enredin](#))



DESCRIPTION OF ACTIVITIES

<p>Before starting this workshop</p> <p>Presentation slides 1 and 2</p>	<p>If we're following the guide workshop by workshop, we can ask students what they remember from last time, and encourage them to share their impressions.</p> <p>We can invite students to guess what we'll talk about this session, based on the workshop title: "Don't get played for a fool!" This title means that we shouldn't let ourselves be fooled by the patriarchal roles that try to define our futures and tell us how we should act. We should accept any guesses students make and then start the workshop to see if any them are correct.</p>
<p>Activity 1 Is society male? (15')</p> <p>Presentation slide 3</p>	<p>Activity summary Activation activity. Activity for reflection where we look at different photographs and analyse the presence of men and women in each.</p> <p>What we want to work on Show that men and women have different levels of visibility, and that the star roles are occupied by men.</p>



Development and aspects to consider

We can tell students that we'll form a team of boys and girls. This team will be in charge of making decisions about what we'll do today. First, we should give each girl a number, starting with 1 (1, 2, 3...). Once each girl has a number, we'll assign the following numbers to the boys. Does everyone remember their number?

Next, we'll tell students that we'll watch a 45-second video showing photographs where different people are "selected" (they'll be highlighted as the others disappear). Everyone needs to pay close attention; the pictures go by quickly. Students should focus on the highlighted individuals and the context of each. Most of the images show political gatherings (which, in some cases, might be confused with business meetings); others show images from television, haute cuisine, music and film.

When the first person is highlighted in the video, the girl assigned number 1 should move to the front of the group. Once the second person is highlighted, the girl assigned number 2 will move to the front of the group, and so on.

We should also mention that there are two photographs where more than three individuals are left visible. In these cases, everyone should stay put.

We won't mention this until after students have seen the video, but as the video plays, the students numbered 1-16 will move to the front of the group. Most of these students will probably be girls; a few might be boys, depending on the makeup of the group (in theory, girls should make up the majority).



We'll then watch the video

MORE WOMEN #ELLEFeminism

on the ELLEUKTV channel (0:45).

It highlights the fact that women are underrepresented in spaces where decision are made.

<https://youtu.be/GEKo22ryWxM>

Elements for reflection

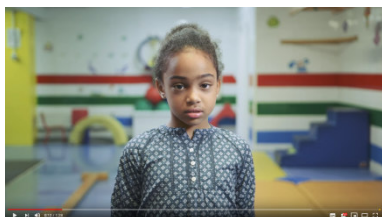
Once the video is over, we'll let everyone know that the students who moved to the front of the group (numbers 1-16) will form a team in charge of making decisions for everyone else today. Some students will likely complain, saying this is unfair. That's precisely what we want to emphasize with this activity. We might also want to reflect on how the girls selected feel. What about the boys excluded from the decision-making team, how do they feel? Are they disappointed? What criteria do they think we should use to decide who's "in charge" today? Is it any fairer? What other options do we have? Some students will probably suggest using a lottery, voting, conducting trials... we should accept any of these suggestions as valid. We

	<p>shouldn't expect students to use this exercise for deep reflection; we mostly want to focus their attention on this topic and to get them interested in the workshop</p> <p>We can ask students if they know what the hashtag #MOREWOMEN is about. It appears at the start of the video, and it asks that women be more present in leading roles throughout society (as chefs, politicians, military officers, actresses, musicians...). If students don't bring up the subject on their own, we can ask them how they feel about the proportion of women to men in the pictures shown; do they match what we see around us? Power is largely in the hands of men: how do they think this will influence the way gender is distributed in society? What kind of an impact does it have on how decisions are made (diversity of solutions, sensitivity, empathy...)?</p>																																								
<p>Activity 2 Where are the women? (20')</p> <p>Presentation slide 4</p>	<p>Activity summary</p> <p>In groups, play a game involving remembering the names of famous people in different fields.</p> <p>What we want to work on</p> <p>Experiment with the fact that most of the famous people that first come to mind are males. Invisibility as a form of patriarchal domination.</p> <p>Development and aspects to consider</p> <p>We can tell students that we'll try a different selection method involving a team competition. Does this seem better than the selection we used in the last exercise? We can then ask that students form four teams; they can either form them on their own, or we can suggest some other way of making teams (for example, team 1 can consist of those born in the first three months of the year, team 2 can consist of those born in the next three months...). Each team should consist of a mix of boys and girls. Each team should sit together. They'll have 30- to 45-second opportunities to take turns naming famous people in different fields (we shouldn't specify whether they should be male or female): inventors, actors/actresses, politicians or athletes. We can also name writers, painters, singers, dancers or others, depending on the interests of our students. Each team should make a numbered list of the famous people mentioned during each opportunity. To make the activity more exciting, we can list these names in a grid on the blackboard:</p> <table><tr><td></td><td>Male inventors</td><td>Female inventors</td><td>Actors</td><td>Actresses</td><td>Male politicians</td><td>Female politicians</td><td>Male athletes</td><td>Female athletes</td><td>TOTAL</td></tr><tr><td>Team 1</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Team 2</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Team 3</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>		Male inventors	Female inventors	Actors	Actresses	Male politicians	Female politicians	Male athletes	Female athletes	TOTAL	Team 1										Team 2										Team 3									
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	<p>Once we've finished, we'll declare the winning team "in charge today".</p> <p>Elements for reflection</p> <p>How does everyone feel now? Is this a fairer selection process? Once again, some students may complain. How does the winning team feel? They probably feel that they didn't earn their position, but that this is fairer than the previous selection process, where girls had priority just because they were girls. Someone should also remark that boys and girls were on an equal footing in each team, so the winning team is more representative of the group as a whole.</p> <p>Next, we should look at the results recorded on the blackboard. Students will probably already have realized that there are fewer women than men, and that they know the names of fewer famous women than men. If not, we can ask them questions like: "are there more men than women on this list?"</p> <p>Do students think the fact that they remembered more male names makes them male chauvinists? Of course not! This is because men are mentioned more in textbooks, in school, etc. Why does this happen? Are there fewer women than men in any of these areas? Are the women as skilled as the men? Our conclusion will likely be that in books, the press, and cinema, the names of women are barely mentioned. Now that students are aware of this, don't they think it's unfair? Are women excluded on purpose?</p> <p>Do you think ignoring someone is a way of punishing them? Is it a form of disrespect? What if we say that the way women have been systematically ignored throughout history is a type of symbolic violence—what do students think about that? If the subject doesn't come up on its own, we can remind students of the concept of the patriarchal society, which values men more highly than women. We can also remind them that ignoring women is a way of oppressing them. Even though it isn't a form of physical violence, it is a type of symbolic, structural violence. Plus, as we've seen through this game, it's extremely effective.</p>
<p>Activity 3 We can change our trajectories (20')</p> <p>Presentation slide 5</p>	<p>Activity summary Two videos and a reflection.</p> <p>What we'll work on The way knowledge is transmitted in a patriarchal society, and what we can do to change it.</p> <p>Development and aspects to consider We can let students know that we weren't really choosing a team to be "in charge today"; we just completed two activities to help us understand the unfair situation women face when they're barred from important positions (activity 1) or when their work is ignored (activity 2).</p>



Next, we can watch a new video:



ESE LUGAR (That place)

Canal Cátedra de Cultura Científica de la UPV/EHU (1:28)

<https://youtu.be/zG-PKPSt7pY>

With younger students, we might want to watch the following video (and then move on directly to part two of the reflection):



Inspiring the Future - Redraw the Balance

on the MullenLowe Group channel (2:07)

<https://youtu.be/qv8VZVP5csA>

Elements for reflection

We can ask students if what happens to the people in the video also happens to them. Do they know the names of many female scientists? Have they ever heard about campaigns encouraging girls to study science? Why do they think this is considered so important? They'll probably respond that the fact that there aren't many female references in the world of science leads to fewer girls choosing to study science, and that as a result there are more men with careers connected to science. They might also mention that this is a waste of a great deal of human talent.



We might want to mention that another side effect of this situation is that most scientific production comes from a male point of view. This excludes the point of view of women (and other gender options besides males), and helps to transmit the values of patriarchal and heteronormative society.

Do we agree with the type of society we've seen in today's videos? Are these the only fields where we find differences between men and women? No! There are a whole range of non-scientific occupations dominated by men: football players, lorry drivers, firefighters... This is a good time to notice that there are also a number of occupations dominated by women. If we think about it, we'll realize that these professions generally have to do with caring for others and are generally less prestigious than professions dominated by men.

Do students agree that what we've discussed matches the society around us? Some might remark that they hadn't realized some of the issues we've talked about, or they might mention that they do know women in positions of leadership or in male-dominated professions. We should value these contributions, and encourage students to share them.

To bring this workshop to a close, if the topic hasn't yet come up, we can

	<p>ask students how we can fix the current situation of inequality between genders, and make our society fairer and more equal. Most likely, the concepts of feminisms and new masculinities will arise. Students might not know the term “new masculinities” (which we’ll discuss next session), but they probably have heard of feminist movements and how women have been fighting for years for equality and for a society that’s fairer to everyone.</p> <p>Before moving on to the next activity (“What can I take away from this?”), we can come back to students’ guesses on the title of the workshop. Did they have anything to do with what we ended up discussing?</p> <p>If we’ve also decided to complete the second session, we can tell students that, next time, we’ll address their comments in “What can I take away from this?” We’ll look at different everyday situations and the roles we play. As a result, next time students should bring extra clothes to exchange with other members of their team.</p>
<p>Activity 4 What can I take away from this? (10’)* Presentation slide 6</p> <p><i>* this section is common to all workshops</i></p>	<p>Activity summary Collection of participants’ opinions.</p> <p>What we’ll work on Reflecting on today’s workshop.</p> <p>Development and aspects to consider We’ll offer students an opportunity to express their feelings about the workshop.</p> <p>Finally, if we’re feeling all right and we’re satisfied with the results of today’s session, we can give ourselves a round of applause.</p> <p>Assessment We should listen to all responses without commenting on them: all answers are valid.</p>
<p>Activity 5 Publishing our impressions (5’)* Presentation slides 7 and 8</p> <p><i>* this section is common to all workshops</i></p>	<p>Activity summary Spread knowledge of what we worked on in the workshop.</p> <p>What we’ll work on Promoting the group’s ability to share their activities.</p> <p>Development and aspects to consider We can suggest that, individually or in groups, students share their impressions on today’s workshop on the social networks (for example, what they took away from the workshop, what they liked most, what it brought to mind, related photos, videos or websites...) using the hashtag #fem_tec.</p>

<p>SESSION 2 Changing roles (90')</p> <p>Material Students should bring extra clothes from home to exchange</p>	<p>What we'll work on Acknowledging that society pushes us to accept a certain role. Identifying gender stereotypes.</p> <p>Session summary</p> <ul style="list-style-type: none"> 45' - Changing roles 30' - Reflection 10' - What can I take away from this? 5' - Publishing our impressions <p>Before starting this workshop Once we've made sure that the group is feeling fine and we've chosen listeners (as long as someone is willing to take on this role; if not, they aren't essential), we can ask if anyone wants to share an experience or an idea from the previous session. Then, we'll give them the opportunity to briefly share what they remember from the first session. We'll let them know that today's session has to do with how roles are distributed in society using roleplay.</p> <p>▪ Changing roles (45') In this activity it might help to have more than one listener, since it involves movement in different spaces. We can suggest that students bring extra clothes from home and that they dress like a member of the opposite sex. In this activity, they should try to take on the personality represented by these clothes. In other words, boys can act like they think girls do, while girls act like they think boys do. Once everyone has put on the clothes they'll be wearing in today's session, we'll watch two videos on gender roles and stereotypes:</p> <div data-bbox="456 1402 837 1615">  </div> <p>Be a man (1:02), on the Dallas Men Against Abuse channel https://youtu.be/nr8iOG_Ar0Q</p> <div data-bbox="456 1630 837 1843">  </div> <p>Mustang trailer (1:53), on the Acontracorriente films channel https://youtu.be/G-pVT8rEJtA</p> <p>We can suggest that students get into groups of four (preferably, not according to shared interests; we might ask them to count off from 1-4 and assign groups this way). Each team will act like a family and make plans for the rest of the day, from now until bedtime. They should decide what to do and who will be in charge of which tasks and responsibilities. This activity will be much more effective if each "family" holds onto their</p>
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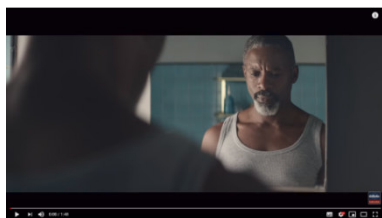
	<p>roles outside of the normal class setting (during recess or after class). When the class meets again, each team can share their experiences. Instead of families, each group can also represent things like a theatre group at rehearsal, a business, a sports team, a group of teachers, a team on a TV gameshow... What's important is that each student choose a role and that the team organize itself as a group.</p> <p>▪ Reflection (30')</p> <p>We should first ask our listeners to let us know if they observed any similarities in the way the other students behaved. What stood out to them? Besides the way they dressed, how could they tell if each student was playing a boy or a girl?</p> <p>Without changing clothes, we can ask the girls to tell us how they felt, and what they liked best about playing a boy. We might ask the boys to share their opinions and how they felt, while the girls share how they see the boys. Do the boys think the girls exaggerated?</p> <p>Next, we can ask the boys how they felt, and what they liked best about playing a girl. Once they're finished, the girls can share their opinions on what the boys said and how they felt as the boys were describing the way they see girls. Do the girls think the boys exaggerated?</p> <p>Meanwhile, our listeners can list boys' and girls' favourite activities as they come up, either on the blackboard or a large piece of paper. Are the boys' and girls' favourite activities very different?</p> <p>We'll ask each team how they distributed different tasks. How did they feel about this distribution? If they hadn't "switched roles", would they have distributed tasks the same way?</p> <p>We should observe what sort of families (or other groups) students chose to represent: are there any single-parent families? Are all couples heterosexual?</p> <p>Did the different groups play out situations that copy the transmission of roles we discussed at the beginning of the session, or did they act differently?</p> <p>We can complete our reflection by placing special emphasis on the concepts "new masculinity" or "feminist men". Have students heard these terms before? What might they refer to? Students will probably offer suggestions based on equal treatment of men and women, gender equality and women's rights, or mention specific celebrities like Pep Gasol, Pep Guardiola, Drake, Antonio Banderas, Daniel Radcliffe, Ryan Gosling, Barack Obama... If they don't mention any names, we can ask them if they can find any examples of feminist men in fields they're interested in. It's best if students (especially the boys) provide these examples; that way, we can avoid presenting role models that don't fit</p>
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with what students value.

You might want to record the different groups as they play out their roles and during reflection time. Next time, you can have students watch these recordings and see how they played out their roles—some interesting reflections are sure to come up!

We encourage you to send us the links to your videos so we can publish them at <https://www.diba.cat/web/fem-tec/compartint-exits>

Before moving on to the next activity, “What can I take away from this?”, we suggest that you watch one of the following videos to get a look at other ways of understanding gender roles that break with patriarchal patterns.



We Believe: The Best Men Can Be

[Canal Gillette, 1:48].

<https://youtu.be/koPmuEyP3a0>

This is an example of what “new masculinities” means: it’s another way of doing things. It asks adults to serve as an example to children in order to change society, and we find this to be very positive. However, we also feel that there aren’t enough women playing an active role in this video.



Hola me llamo Pol (Hello, my name is Pol)

[Canal PlayGround, 8:58]

<https://youtu.be/NR2C6JwLXSE>


A very interesting look at masculinity and the male role, provided by a girl who transitioned to a boy.


Once we complete the activity, we can ask students to share their feelings and any impressions or new information they’ll take away from today’s session. If they don’t bring it up themselves, we can ask students how the activity made them feel. Has their idea of the way roles are distributed changed in any way after this activity? After having participated in the activity, have they reflected on the concept of “new masculinities”?

Hopefully, students will discuss how to distribute tasks fairly between males and females, and will acknowledge that the roles we take on are up to us.


What can I take away from this? (10’)


Once the activity is over, we can encourage students to share their sensations, impressions and anything they may have learned during today’s session. If they don’t do so spontaneously, we can ask them how they feel

	<p>about the activity, how it went. Do they agree 100% with the results of the workshop? Have their ideas on masculinity or femininity changed in any way? After having participated in the activity, what new reflections on the concepts of femininity and masculinity come to mind?</p> <p>Hopefully, ideas will appear that have to do with the importance of knowing ourselves, of acting the way we really are and the way we want to, of not just acting the way gender stereotypes push us to (boys don't cry or have doubts, girls are submissive...). We shouldn't be afraid to show others what we're like.</p> <p>Finally, if we're feeling all right and we're satisfied with the results of today's session, we can give ourselves a round of applause.</p> <ul style="list-style-type: none"> ▪ Publishing our impressions (5') <p>We can suggest that, individually or in groups, students share their impressions on today's workshop on the social networks (for example, what they took away from the workshop, what they liked most, what it brought to mind, related photos, videos or websites...) using the hashtag #fem_tec</p>
<p>Alternative activity 1 The holiday calendar (25')</p> <p>Material paper, markers, coloured pencils, drawing materials</p>	<p>Activity summary An activity for reflecting on childhood celebrations and on the contents of a video.</p> <p>What we'll work on Noticing that our culture begins imposing male patterns on us from a very young age.</p> <p>Development and aspects to consider We'll ask students to form four teams. Each team will focus on three months of the year. Each team should discuss the traditional celebrations that take place during their three months. We'll ask them to try and think back to how they experienced these holidays as children. What did they celebrate? How did they celebrate? Did they eat anything in particular? Do they remember any sort of characteristic smell?</p> <p>We'll suggest that they draw the characters and food they remember from these holidays on a piece of paper (or on a blackboard, pasteboard, etc., depending on the group's motivation and interest).</p> <p>For example: on New Year's Eve we celebrate with parties, food, singing and fireworks. We can draw a New Year's party and people celebrating, fireworks...</p> <p>Next, we'll watch the video If Santa was a woman, could she do the job? on the Anomaly channel (1:08) https://youtu.be/Xumx9m5AAfg</p> 

	<p>Elements for reflection</p> <p>In each group's drawings, are there many depictions of women? Can you think of other male characters who are important to children? What about female characters? Could any of them switch roles? What do you think about this situation? Do you think it influenced you in any way?.</p>
<p>Alternative activity 2 Free and equal (90')</p>	<p>Activity summary Video and experiential activity for reflection (a statement in a trial).</p> <p>What we'll work on Learning about men who promote gender equality and go against the social tide.</p> <p>Development and aspects to consider Students will form four teams. We'll tell them that they each represent a group of lawyers assigned with defending Malala and her family at a trial in Pakistan. We'll watch the following video to get to know her story and prepare our statements:</p> <div data-bbox="448 922 831 1135">  </div> <p>Ziauddin Yousafzai: My Daughter, Malala (16:36) from the ted.com website</p> <p>https://www.ted.com/talks/ziauddin_yousafzai_my_daughter_malala</p> <p>Although this video is a bit long, we feel it's a good summary of the consequences men and women living in a patriarchal society have to face. It also shows an open-minded attitude towards gender equality. Plus, the protagonist is the father of a girl students will probably have heard of: she was attacked by the Taliban and received the Nobel Peace Prize. We think this will help to encourage them to participate.</p> <p>Once they've finished watching the video, we can ask students if they need any further information on what they just watched. Once we've cleared up any doubts they may have, we'll imagine that we're in court and the time for final statements has come. Each team will have fifteen minutes to prepare a one-minute speech defending the following positions:</p> <ul style="list-style-type: none"> • Team 1 will defend Malala's father, who's about to lose his job as a result of having allowed his daughter to go to school. • Team 2 will defend equal treatment of women in all areas of society: at school, in the workplace... • Team 3 will defend an egalitarian distribution of household tasks as way of making it easier for girls to study and find employment. • Team 4 will defend men's freedom to behave in a way equal to women both inside and outside the home.

	<p>Each team will choose a spokesperson. By turns, each team will face the group and support their representative as they make their statement. Next, each team will offer a rebuttal in the same order.</p> <p>Elements for reflection</p> <p>Would the statements prepared by teams 2, 3 and 4 be very different if they were given before a European court?</p> <p>What advantages and disadvantages do you think come with seeing masculinity from a patriarchal point of view? What do you think the term “new masculinities” means? Do you think Malala’s father is an example of this? Can you think of any other examples? What about the boys, how do they see themselves? How do the girls see them?</p>
<p>Alternative activity 3 Female scientists! (25')</p>	<p>Activity summary Internet search and discussion.</p> <p>What we'll work on Recognizing the denial of recognition as a form of domination.</p> <p>Development and aspects to consider We can ask students to visit the following websites:</p> <div data-bbox="450 974 718 1272" data-label="Image"> </div> <p>Women in science, a graphic prepared by Shoots&Leaves and used by Super Female Scientists to celebrate March 8th in 2014: http://shootsandleaves.com/uncategorized/456</p> <div data-bbox="450 1272 718 1624" data-label="Image"> </div> <p>Mujeres con ciència (Women in science). This website includes a selection of portraits with information on inventions and patents by women: http://mujeresconciencia.com/2017/04/05/siete-inventoras-y-sus-patentes</p> <div data-bbox="450 1646 702 2027" data-label="Image"> </div> <p>“Women in science” card game, featuring female inventors. . Play online https://www.surlatoile.com/WomenInScience/mujeres-en-ciencia-juego-en-linea . Download the kit and print out the cards https://www.surlatoile.com/WomenInScience/product/mujeres-en-ciencia-diy</p>

	<p>Sixteen Scientist Quiz , where illustrator Chay Hawes asks us to guess the names of ten male and six female scientists and put them in chronological order. You'll find them at the top of the webpage, along with the correct responses.</p> <p>https://chayground.myportfolio.com/scientists-quiz</p> <p>Elements for reflection</p> <p>Did you recognize the scientists in the game by illustrator Chay Hawes on the first website we visited? Did you know more male or female scientists? Had you heard of these scientists?</p> <p>Why do you think women who've done such important things are practically unknown? Do you think the fact that female scientists aren't well known might influence the educational and professional choices of boys and girls?</p>
<p>Alternative activity 4 Me, in the future (60')</p> <p>Materials paper, markers, coloured pencils, materials for drawing or writing</p>	<p>Activity summary Imagine our future and reflect after viewing a video.</p> <p>What we'll work on Become aware of the influence of stereotypes on men's and women's professional decisions.</p> <p>Development and aspects to consider We'll ask students to imagine themselves twenty years from now, and to draw what they imagine on a sheet of paper. The drawing should provide as much information as possible about their occupation. If students aren't sure what to draw, they can write down words that describe their employment, where they work, what their colleagues are like, what they do...</p> <p>We'll ask students to share their pictures with the group one by one, and to share how they plan to work towards their imagined future.</p> <div data-bbox="450 1341 833 1561">  </div> <p>Then, we'll watch the video A short story about the gender pay gap (3:25) on the EU Justice and Consumers channel https://youtu.be/hoAWOIL2Rlo An extremely visual video that introduces the concept of the glass ceiling.</p> <p>Elements for reflection</p> <p>We can start our reflection by discussing whether students have had the same experience as the boy and girl in the video. Do they feel they were able to freely choose their own future, or were their decisions a result of the influence of their surroundings?</p> <p>Do the students—especially the girls—feel that they might run into the “glass ceiling” described in the video?</p> <p>Are there any tasks that only men or only women can do? Who benefits from this distribution? Do you think it might be bad for all of us? Wouldn't it be best if we could all work in what we're best at, no matter whether we're male or female? What can we do to change this situation?</p> <p>To bring our exercise to a close, we'll watch the following video: Finansförbundet</p>

	 <p>on Equal pay: What do these kids understand that your boss doesn't?</p> <p>https://youtu.be/snUE2jm_nFA</p> <p>on the Finansforbundet Norge channel (2:36). We can ask students if they think that what happens in the video might happen to them (women being paid less than men for doing the same work). Would they accept a job with these conditions? Do they agree with the suggestions of the boys and girls in the video? Do we have any proposals about how to change things?</p>
<p>Alternative activity 5 The power of words (60')</p> <p>Materials paper, markers, coloured pencils, materials for writing, drawing, making collages...</p>	<p>Activity summary Preparation of a stop-motion video.</p> <p>What we'll work on Becoming aware of the importance of words when it comes to promoting the feminization of certain professions.</p> <p>Development and aspects to consider We'll ask students to look up the term "weak" in the Oxford Dictionary of English (https://en.oxforddictionaries.com/definition/weak) and focus on the genders used in the examples ("she was recovering from the flu and was very weak", "the new king used his powers to protect the weak"). Without questioning their (we hope!) surprise at these dictionary entries, we can ask students if they've ever heard people use the word "bitch". What does it mean when applied to a girl? What about when applied to a boy? We can ask students how many firemen they know. How about firewomen? How many salesmen do they know? How about saleswomen? Policemen? Policewomen? Male nurses? Female nurses? Our listeners (or the teacher) can list these different occupations and the number of male and female individuals we know in each. Do you think there's any sort of gender violence in all of this? Can we connect this with the concept of patriarchy? Do you think the name of certain professions might have an effect on how they're seen by boys and girls? The purpose of these questions is to highlight the fact that language has gendered expressions we can qualify as "strong" and others that, as everyday expressions (such as the gender bias in the names of professions), we don't consider discriminatory. However, they do play a role in the presence of men and women in the world of business and employment. We can suggest that students form teams of four to six and that they create a stop-motion video lasting two minutes at most. It should demonstrate the fact that any sort of profession can be effectively pursued by men or by women, even though they're generally assigned a certain gender. Students will probably already know about stop-motion animation. If they don't, a brief guide on how it's done is provided along with some examples at the following link: http://stopmotionnow.blogspot.com.es If students don't know about stop-motion animation, we can also show them the following video before starting the activity:</p>

**Igualdad de Género StopMotion**

(Gender Equality Stop Motion)

on the Cifp Cislán channel (0:22)

https://youtu.be/gkg1Qo_5gNU

Elements for reflection

This activity is an opportunity for reflection. You might want to post students' videos on the website of your school or centre. You can also print out individual frames and post them in visible places to generate debate or raise awareness on these issues. We also encourage you to send us the links to your videos so we can publish them at <https://www.diba.cat/web/fem-tec/compartint-exits>