



## Workshop G9T3 - *Homo means same*

---

### WORKSHOP OBJECTIVES

1. Becoming aware that the distribution of gender roles has a strong social component and is a source of violence.
2. Learning to recognize abuses of power in relationships between individuals and groups, especially in terms of gender.

### KEY CONCEPTS

**Gender stereotypes:** gender stereotypes are ideas or patterns used in the socialization process for the transmission of complex realities. They involve rules, values and patterns that characterize each social or cultural group, and they tend to be unchanging and unquestionable. Socialization is the process through which these stereotypes are imposed and are passed from generation to generation. In Workshop 1 of this guide, we referred to how, using stereotypes, each culture saddles either gender with a series of habits, preferences and personal attitudes that separate and box in masculine and feminine roles. In the same workshop, we saw how heteronormativity conditions the way people behave and imposes a binary distribution (male/female) on them, eliminating all the subtle differences of gender diversity from society. Plus, stereotypes push us to establish personal ties in certain ways. As a result, they can lead to discriminatory and violent behaviour.

**Gender inequality:** gender discrimination isn't legal, because men and women have equal rights and obligations. In other words, we're equal before the law. Nevertheless, in our everyday lives we see plenty of examples of gender inequality. Dominant heterosexual culture legitimizes the dominance of men over women, as well as the discriminatory situations that result. As a result, on a social level we evaluate men's and women's tasks differently, both in a private setting (in taking care of the family and doing housework, in distributing free time...) and in a public setting (professionally, socially, politically...). This unequal distribution of tasks leads to significant differences in opportunities between men and women: in terms of wages, job qualification, schedules, presence, participation... Even though we've made big strides towards equal rights between men and women (legal, professional and political), the gender gap is still wide open. On a professional level, several expressions have been coined to highlight and fight this gender inequality:

- The wage gap: the difference between average salaries, with men earning much more than women. Women are often paid much less than men for doing the same work.
- Double burden: refers to the time that many women have to dedicate to housework in addition to their normal workday.

- Glass ceiling: describes how women face limitations when it comes to professional advancement.
- Sticky floor: refers to how caring for others often prevents women from advancing professionally under the same conditions as men.

**Symbolic violence:** symbolic violence results from discriminatory or insulting situations without the use of physical force. Some examples are the discriminatory treatment existing in many countries during apartheid or systematic contempt for individuals or groups of individuals. The goal of this type of violence is to maintain a situation of inequality, in defence of the privileges (power) of the group or individual responsible. Symbolic violence only exists if the individual or group suffering from it acknowledges that they are in a position inferior to that of the person responsible for the violence. In patriarchal societies, symbolic violence against women is applied in different ways, like through language, humour, advertising, invisibility... Often, this violence is broadly accepted because of how difficult it is to determine where the discrimination starts.

**Micromachoism:** In 1990, Luís Bonino proposed using this term to refer to symbolic violence against women. It refers to attitudes, commentaries or everyday actions that reinforce male domination in spite of apparent normality. These forms of discrimination are so subtle that it's often difficult to point them out; so much so, that they're often considered normal behaviour. Many people commit these acts of violence without even realizing they're doing so. Micromachoism is socially-accepted machoism, actions that promote inequality between men and women but that aren't condemned and are often considered acceptable in the settings where they are committed. Some examples include interrupting women, treating women in an infantile manner or like they're less capable ("here, let me do that!", giving directions as a women parks, making jokes, crude comments, etc.). Although it describes a certain type of symbolic violence, many question the use of the "micro-" prefix, as they feel it plays down the importance of this issue. Many have pointed out, for example, that no one has ever referred to "microracism". In fact, there's nothing "micro" about micromachoism; it's the basis or the gateway to other forms of violence (things like psychological, emotional, physical, sexual, economic or social abuse).

## TIMING

### SESSION 1

15'	15'	Activity 1 – #LikeAGirl
30'	45'	Activity 2 – What role do you play?
30'	75'	Activity 3 – What do the lyrics say?
10'	85'	Activity 4 – What can I take away from this?
5'	90'	Activity 5 – Publishing our impressions

### SESSION 2

90'	90'	Activity 1 – Videominute
-----	-----	--------------------------

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><b>Before starting this workshop</b></p> <p><b>Presentation</b> slides 1 and 2</p>	<p>Before starting the workshop, if we’re completing the entire guide, we should ask students what they remember from the last workshop, what they thought about it or if there’s anything they want to say.</p> <p>We can ask them if they want to guess at what we’ll be discussing today based on the workshop title, “<b>Homo means same</b>”. The title is a play on words involving the scientific name of our species, <i>Homo sapiens</i>, and the prefix “homo-” as applied to equality among individuals. We should accept any contributions and then begin the workshop to see if anyone guessed correctly.</p>
<p><b>Activity 1</b> #LikeAGirl (15')</p> <p><b>Presentation</b> slide 3</p>	<p><b>Activity summary</b> Activation activity. Representation of several everyday situations. Video and reflection.</p> <p><b>What we want to work on</b> Identify the subconscious acceptance of prejudice and stereotypes involving boys and girls.</p>



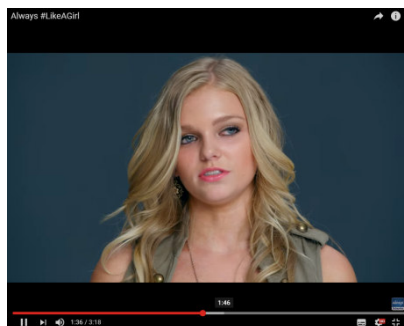
### Development and aspects to consider

We can tell students that six volunteers will act out an everyday situation and that the rest of the group will have to guess what's going on.

We'll ask for six female volunteers. We'll tell them what they have to act out without letting the rest of the group hear us: two of them have to act out washing their faces after getting up in the morning, two will act out kicking a ball and two will act out shooting a ball through a basketball hoop. Three of them (one for each action) have to do so while imagining they're a boy (you can also come up with other activities you feel better fit your group of students). We should try to make sure that only the individual hears their instructions, and not anyone else (not even the other volunteers).

We'll ask the girls to act out their action several times in a row, so that the group can guess what they're doing.

If there are any listeners in this workshop, we can ask them if they observed any sort of difference in the ways the different girls acted out their situations and what these differences were. If we don't have any listeners, we can ask the group as a whole.



Next, without making too many comments, we'll watch the following video

**#LikeAGirl**

on the Always channel (3:18)

<https://youtu.be/XjJQBjWYDTs>

### Elements for reflection

After watching the video, we can ask the girls who acted out their situations as boys if they acted very differently from how they would do it themselves. Did the boys feel that their way of washing their faces, kicking or shooting hoops was accurately represented by our female volunteers? Did they exaggerate like the people in the first part of the video? What does everyone think about this way of acting? How does it make us feel? Does it bother us when someone else imitates us? Can we think of any other stereotypes involving everyday activities that are very common, even if they aren't true? For example, boys make a mess when they eat, girls stick out their little fingers when holding a teacup, girls kick a ball weakly, boys have messy handwriting...

Did we detect any stereotypes in the video? Do we behave this way throughout our lives? Why do we act like this? Have we seen anyone around us acting like this? Have we acted this way ourselves? Do we accept

or reject this way of acting?

We probably won't need to ask students these questions, they'll probably share their impressions on their own. It's also likely that they'll say that none of this happens to them. If this is the case, we can congratulate them and remind them that there are still plenty of places, maybe even in the town we live in, where boys and girls act differently.

Can we imagine what a #likeaman video would be like? Does anyone want to act it out?

In both cases, we use stereotypes to provide a biased view of others. This is a sort of symbolic violence that's often accepted because it's so commonplace.

**Option for delving deeper into the activity:**

With older students, we can watch the following video



**Cosas de chicos**

[https://youtu.be/g7RXnV\\_DKBo](https://youtu.be/g7RXnV_DKBo)  
on the Infomix Channel (9:10)

Then, ask the same questions. What are these boys trying to represent? How do you know they're acting like girls? Do you recognize the stereotypes they're acting out? What idea do you think this video is trying to get across? Do similar things happen to you? You might consider getting into groups of four and acting out similar scenes (one or two minutes long) for the rest of the group?.

If you think your students might be interested in the issue of immigration, you might consider watching the video



**Un lugar mejor (A better place)**

<https://youtu.be/JKp99aDOJxY>  
on the Proyectafilms channel (3:45)

This video might be useful for talking about prejudices (until the very end, we don't realize where the video is set and we imagine it must be in a faraway country), gender inequality and the things we can express through language. Once the video is over, we can ask students if the ending surprised them and if they noticed any examples of micromachoism or gender stereotypes. What do they think the authors of this video want to get across about expectations for boys? Why do you think they included so many references to gender violence? When the mother goes off to "a better place", do you think she's thinking about the same "better place" the boys mention?

If this activity takes longer than expected because students get involved in

	the reflection, don't worry! You can finish the other activities some other day!
<p><b>Activity 2</b> What role do you play? (30')</p> <p><b>Presentation</b> slide 4</p> <p><b>Material</b> 4_G9T3_FEM_TEC_annex1_opcio1, 4_G9T3_FEM_TEC_annex1_opcio2</p>	<p><b>Activity summary</b> In pairs, six students play a roleplaying game with support and/or criticism from their classmates.</p> <p><b>What we want to work on</b> Becoming aware that there's a strong social component in the distribution of gender roles.</p> <p><b>Development and aspects to consider</b> We can ask for three male and three female volunteers. We can suggest that they step out of the classroom for a moment, where we'll give them a script (<a href="#">4_G9T3_FEM_TEC_annex1_opcio1</a>) and ask them to play it out in pairs, with one boy and one girl. There's no need for them to memorize it, they can read off the script. We should ask them to read it slowly in a clear voice, and to get into the role of the character as much as possible. Without our volunteers hearing us, we can let the rest of the group know that they'll see the same scene played out three times. As observers, they play an important role because they have to make comments out loud during each representation. They should pay close attention, because they have to look at each version of the story from a different angle. So that they don't get confused, we can let each pair of volunteers know how they have to act out the scene right before we call them into the room:</p> <ul style="list-style-type: none"> <li>▪ during the first representation: the audience will encourage the boy, with comments that reinforce his male role.</li> <li>▪ during the second representation: they'll encourage the girl, with comments that reinforce her female role.</li> <li>▪ during the third representation: they'll criticise any stereotypes they observe, whether played by the boy or the girl.</li> </ul> <p>We should only call one pair of volunteers into the room at a time, while the others wait outside. Once each group of actors is done with their representation, they can join the audience.</p> <p><b>ATTENTION:</b> Boys and girls might decide to switch roles, or act out their scene in pairs of two girls or two boys. We can let them do so—whatever they come up with is sure to be interesting!</p> <p>If you act out the scene with adolescents (12-14 years old) or young people who aren't very mature, instead of playing out each scene we can hand out the script to the entire group, and ask them to get into teams and try and detect stereotypes and examples of micromachoism. Once we're done, we can ask them if they would like to play out the scene or change anything about the text.</p>

**Elements for reflection**

We can ask our volunteers how they felt when the others questioned or supported them in their roles. We can ask questions like: did you understand what was going on right away? When you read the text for the first time, did you think either member of the couple acted in a discriminatory way? Was it easy for you to identify the stereotyped male and female roles? Do you think they boy discriminated against the girl? Had you ever heard of micromachoism? Do you think there are any examples of micromachoism in this scene? Does the girl accept her situation, or does she know how to manage it? In the representation you just watched, is there a power relationship? Do you think the way girls act can influence whether micromachoism takes place? Have you ever experienced or observed similar situations? How did you act? Would you act the same way if it happened again?

If students don't offer their opinions on their own, we can ask them if they agree with this sort of situations and what they would do to work towards a fairer, more egalitarian type of society. If necessary, we can remind students that one way of bringing an end to the inequality patriarchal society imposes on us is to break with stereotyped behaviour and roles.

So far, we've talked about gender relations by focusing on the discrimination girls face. Now, we can ask students to think about how they influence men. Here are some aspects to consider:

Do male students think stereotypes associated with masculinity affect their interests or behaviour? Do you know of any men who don't fit the standards for heteronormative masculinity? What do you think of them? What do others think of them? Have you ever felt the need to prove you're a man, or to prove you aren't gay?

Have female students ever felt the need to prove they're women, or to prove they aren't lesbians? Male students will probably be more eager to participate in this discussion, and will probably find proving their masculinity more "natural".

Just as we've seen that there's a wide range of ideas of femininity, there are also different ideas of masculinity that vary from culture to culture or from person to person. All of us, boys and girls, are constantly developing our own personal identity, and we need to defend our freedom to do so in our own way, free from stereotypes. Right now, some aspects of male identity are in crisis (rigidity, homogeneity...) and we're moving towards more egalitarian models. However, male-dominated power relationships still predominate. We can discuss this with students:

Do the behaviours based on stereotypes that define the concept of masculinity give men certain privileges? Students are sure to have some

examples! Is this good for men? Is it good for society? What can men do to end this? How would that benefit us as a society?

Should we change our concepts of masculinity and femininity? Do you think they're useful to us as a society? How can we modify them? Who should define our idea of masculinity? Just men? Men and women together? What about our idea of femininity? Should it just be defined by females, or by society as a whole?

If the group enjoys this activity and would like to try another scene, we can suggest that 6 volunteers represent OPTION 2 from the same annex ([4\\_G9T3\\_FEM\\_TEC\\_annex1\\_opcio2](#)). Here, the characters haven't been assigned genders. You can let students pick the role they want to represent on their own. There's no end to all the possibilities that might result—just like all the combinations of gender identities imaginable. We can tell our audience that we won't tell them how to comment, but, just like with the last representation, they have to decide what kind of comments they want to make beforehand (cheer on the boy, the girl...). This will allow you to delve deeper into the concept of gender inequality. It isn't just women that suffer at the hands of men, it's everyone who has (or might seem to have) a non-binary gender option.

Once the three representations are over, students will probably offer reflections on the difficulty of identifying some of the gender identities represented, the range of sexual options and comments on freedom of choice. Otherwise, we can ask our actors what type of gender identity they're trying to represent and why. Was it easy for them? How did they feel? We can also ask our audience if it was easy for them to make the kind of comments they agreed on beforehand. Whose side were they on? Was it easy to figure out what each actor was trying to transmit? Some will probably complain about how difficult it is to assign different roles to either the man or the woman. Reflections should revolve around the recognition that the protagonists of the situation might have any sort of gender identity, and that when referring to a context involving sports, our prejudices might lead us to assume that both characters are boys. Finally, by extension, we should reach the conclusion that gender identity doesn't prevent us from participating in any sort of activity.

It's also worth emphasizing how hard it is to identify some roles. Don't you think this might have to do with the preponderance of heteronormativity? How do you think people with different gender options hidden away by the dominance of heterosexuality must feel? Concepts like injustice or violence might come up, along with social control as related to this situation. Students might cite experiences of their own, and issues like the abuse of power, aggression or violence might even come up.



**Activity 3**  
What do the lyrics say?  
(30')

**Presentation**  
slide 5

**Material**  
4\_G9T3\_FEM\_  
TEC\_annex2



### Activity summary

Analysing songs from a gender-based perspective.

### What we'll work on

Raising awareness about how we accept discriminatory prejudices or messages without even realizing it.

### Development and aspects to consider

Ideally, for this activity students should choose a song to analyse from among their favourites.

We suggest using the document [4\\_G9T3\\_FEM\\_TEC\\_annex2](#) so students can sing and dance as they watch the music video for



**Picky** by Joey Montana

on the JoeyMontanaVEVO channel (3:17)

<https://youtu.be/RqpKdKvzIqU>

It isn't a brand-new hit, but it's useful

because of its aesthetic and the simplicity of

the lyrics. It includes typical stereotypes.

We should ask students to pay attention to the lyrics and the characters in the video. Another option is to do a YouTube search for "reggaeton with lyrics"; many others will come up. We can also ask students beforehand to think of a song to analyse.

### Elements for reflection

After watching the video, students will probably start by noting how men and women are treated differently in the video, both in terms of how they dress and how they act. If nobody offers an opinion spontaneously, we can ask students what they think the video is trying to get across about females. How do they think the female singing this song must feel? What about the male singer? Can you imagine a song where the genders of the protagonists are switched? Do you think what they're describing is abuse? Are there any stereotypes present? Is there any machoism?

Next, you can compare the first video with this one:



Melendi feat. Alejandro Sanz & Arkano -

**Déjala Que Baile**

<https://youtu.be/yda62tNSLsQ>

on the Melendi Oficial channel (4:17)

To get the ball rolling, we can ask students to compare the image provided by the two videos. How is gender treated in each video? What do you think this song refers to?

Do students know the lyrics to the two songs we analysed? Had they stopped to think about what they say and whether they think it's OK? Do they think the lyrics to the two songs fit with what students see around them? Do they think that often listening to or singing songs that include

stereotypes, like the song in the first video, might influence the way we act in certain situations? For example, the “obligation” to try everything someone asks of us, or to dance or have a drink with someone just because they insist... Are there any stereotypes in the lyrics to this song? Are there examples of micromachoism?

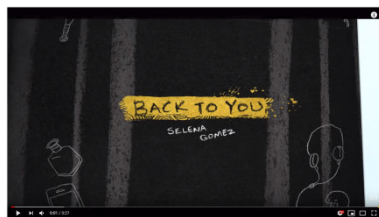
In general, we’ll find that song lyrics tend to focus on the female figure (even if most are sung by men). Descriptions of females are usually limited to their bodies, and fail to mention any other qualities (transforming them into a sort of object). Girls tend to agree to whatever boys propose, everything is perfect... Or, in cases of heartbreak, the male decides to insist until the female comes back to him, there are explicit mentions of violence...

Some song lyrics are also an example of symbolic violence against women. If we often listen to this type of songs, don’t you think we might end up accepting situations of violence and/or submission by women that we might have found unacceptable before?

Students will probably say that they like both songs, even if they now realize that they don’t agree with what the lyrics say. We might let them know that it’s important to listen to song lyrics critically, and to be aware that if we listen to them, it’s because we like the music and the rhythm, even if we don’t agree with the lyrics (in time, we’ll stop listening to them).

Before moving on to the next activity, “**What can I take away from this?**” we might take a look at our guesses on the title of the workshop. Were any of them close? We can ask students if, after today’s workshop, they’d like to do something to prevent or fight discrimination in the world around them. We’ll tell students that next time, we’ll take a look at the comments from “What can I take away from this?”, to prepare a videominute with the message our group wants to transmit to bring and end to some of the examples of discrimination we’ve looked at today (micromachoism, gender stereotypes, cases of discrimination...).

**Option for a more in-depth activity:** if you think your group is prepared to discuss the potentially serious consequences of an individual being isolated as a result of prejudice and discrimination, you can continue the activity by watching the following video:



**Back To You** (3:17) on the Selena Gomez channel. This is a song from the series *13 Reasons Why*.

<https://youtu.be/uINswX3If6U>

First, we can ask students if they know what the song lyrics are referring to. How do they feel about the lyrics and the images in this video, as

	<p>compared to the previous videos? This is the theme song from a TV series; have they heard of it? We can ask them if they have anything to say about this series. Most of the group will probably have heard of it (even if they're 13 years old!). If so, it's worth talking about it; they probably have plenty to say. This series deals with important issues, so we can't just watch it without reflecting on these issues afterwards. If students haven't seen the series, we can invite them to look for a summary online and then comment on it. This might take a while and we might need to dedicate another class to it, but it's definitely worthwhile.</p> <p>NOTA: Several websites offer summaries of the series. The series revolves around a girl who explains her reasons for committing suicide. The different episodes show examples of micromachoism, machoism, abuse, bullying based on sexual identity, sexpredding, rape... We can encourage reflection based on the way different characters act throughout the series. This is an example of the importance of communication in relationships between individuals. It also addresses the serious consequences that might result from prejudice and group pressure in an ever-increasing chain of events that start with situations that might not even seem harmful.</p>
<p><b>Activity 4</b> What can I take away from this? (10')*</p> <p><b>Presentation</b> slide 6</p> <p><i>* this section is common to all workshops</i></p>	<p><b>Activity summary</b> Collection of participants' opinions.</p> <p><b>What we'll work on</b> Reflecting on today's workshop..</p> <p><b>Development and aspects to consider</b> We'll offer students an opportunity to express their feelings about the workshop. 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><b>Assessment</b> We should listen to all responses without commenting on them: all answers are valid.</p>
<p><b>Activity 5</b> Publishing our impressions (5')*</p> <p><b>Presentation</b> slides 7 and 8</p> <p><i>* this section is common to all workshops</i></p>	<p><b>Activity summary</b> Spread knowledge of what we worked on in the workshop.</p> <p><b>What we'll work on</b> Promoting the group's ability to share their activities.</p> <p><b>Development and aspects to consider</b> 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 or websites...) using the hashtag <b>#fem_tec</b>.</p>

<p><b>SESSION 2</b> Videominute (90')</p> <p><b>Material</b> 4_G9T3_FEM_ TEC_annex3 and 4_G9T3_FEM_ TEC_annex4</p>	<p><b>What we'll work on</b> Expressing the group's opinion of gender inequality, symbolic violence and micromachoism.</p> <p><b>Session summary</b></p> <ul style="list-style-type: none"> <li>▪ 15' – Going over images and preparing a message</li> <li>▪ 30' – Videominute preparation</li> <li>▪ 30' – Videoforum</li> <li>▪ 10' - What can I take away from this?</li> <li>▪ 5' - Publishing our impressions</li> </ul> <p>Before starting the activity, we'll hang the words and images from the document <a href="#">4_G9T3_FEM_TEC_annex3</a> all around the classroom. We'll use them for activity 1, "Going over Images". This session is designed as a 90-minute workshop, although we might want to encourage the group to take as much time as they need to prepare their videominutes and, above all, to watch them and comment on them.</p> <p><b>Before starting this workshop</b> Once we've ensured our students are feeling fine and we've chosen our listeners (if any volunteer; if not, they aren't essential), we can ask if anyone has any experiences or ideas to share related to what we discussed last session. We'll give them the chance to briefly share what they remember about what we discussed in the first session, and if there are any messages from last session that they'd like to get across with the videos we'll be preparing today. We'll remind students that today, in teams, we'll be preparing a message related to what we discussed during the last workshop. Beforehand, we'll watch a few videos to see if they provide any inspiration</p> <ul style="list-style-type: none"> <li>▪ <b>Going over images and preparing a message (15')</b> We'll watch the winning video from the 12-17-year-old category of the Beldur Barik campaign (<a href="http://beldurbarik.org/es/2016-palmares">http://beldurbarik.org/es/2016-palmares</a>) <b>Mi Meta</b>, on the Ondarru Ikas channel (4:01) <a href="https://youtu.be/cUWBU929xik">https://youtu.be/cUWBU929xik</a></li> </ul> <p>We can tell students that in today's session, we'll be preparing a "summarized version" of the video we just watched, one that sums up the contents of the "homo means same" workshop. We should think back to what we discussed, and if anyone feels like making a similar video, that'd be great! Still, we don't need to go so far; for today, we just need to prepare a videominute. We can ask students to get into groups of four or five, where they'll be the scriptwriters-producers-directors-camerapeople for their videominute. They should record their video using their mobile</p>
--	---

phones in a single take like the ones below, recorded by students of the Guillem Catà school in Manresa as part of a Fem tec! workshop!:



**La imatge que projectem a les xarxes (The image we project on the social networks )** <https://youtu.be/HzaKUBjMDQ4> on the Pla Jove Diputació de Barcelona channel (6:26)

Once we've watched the videos and we're sure that the group understands what we'll be doing today, we'll ask our teams to look over the words and images hung around the room and to choose two or three to provide inspiration for their videominute. If they want, they can also use other images, or even prepare some of their own.

- **Videomminute preparation (30')**

We should suggest that before they start recording, students choose the subject according to the images they selected, and that they think about the message they want to get across. Then, they should think about how they'll prepare the scene(s), and what materials they need. Ideally, they should provide a mini-script for what they want to record with a list of what they need. They can either record the soundtrack live, or provide music using another mobile phone. Once they've prepared everything, it's time to roll camera! A few students probably already have their camera at the ready.

We should encourage students to avoid stereotypes and clichés, like the examples we've seen, and to prepare messages based on empowerment and imagination. They should avoid victimization, which just reinforces the image of women as victims, even without meaning to.

- **Videoforum (30')**

Once we're done, we'll watch our videos together. We'll start with whichever group volunteers to go first. One or several spokespeople will introduce it, sharing the title they decided on. Once the video is over, they'll let us know what they were hoping to get across.

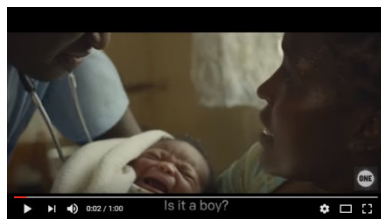
It's a good idea to see if each group succeeded in getting this message across to their classmates. As a group, we can also comment on the videos, and any groups that feel like it can make an improved version of their video. Each group can use [4\\_G9T3\\_FEM\\_TEC\\_annex4](#) to collect their observations. Once we've commented on the first videos using the key words from the annex (or whatever else they want to add), we'll move on to watching the next group's video.

Once we've watched and commented on all our videominutes, we can invite students to plan ways of promoting their videos: by sending them

<p><b>Alternative activity 1</b> Madonna Woman of the Year (30')</p>	<p><b>Activity summary</b> Watch a video and engage in a dynamic reflection.</p> <p><b>What we'll work on</b> Becoming aware of the unequal position of women in all spheres of society.</p>
	<p>to friends, posting them on the internet or the social networks of our school or centre, by sending them to the local press...</p> <p>As a conclusion, we can ask students if they think that this workshop will make them change the way they act in certain situations.</p> <p>NOTE: we encourage you to share the results of your videos using our space for sharing success stories:  <a href="https://www.diba.cat/web/fem-tec/compartint-exits">https://www.diba.cat/web/fem-tec/compartint-exits</a>          You can send us a link to your videominute at <a href="mailto:opj.femtec@diba.cat">opj.femtec@diba.cat</a></p> <ul style="list-style-type: none"> <li>▪ <b>What can I take away from this? (10')</b></li> </ul> <p>The videoforum is a reflection in and of itself. Still, it's a good idea to ask our groups how they feel about their videos and our plans for promoting them (if appropriate). What was the teamwork process like? How do you feel? How did you choose the title and the subject for your video? How did you split up the work? Did you run into any difficulties? How did you overcome them? Are there any decisions you need to make to better organize yourselves next time? Do you think this type of activity is worthwhile? Would you like us to take a closer look at any of the topics we discussed?</p> <p>Once the activity is over, we can invite students to share their feelings and ask them what they'll take away from today's session. If they don't share this on their own, we can ask them how it went for them, how they felt. Has their conception of the distribution of roles in society changed at all? Have they come up with any new reflections on gender roles after participating in this activity?</p> <p>We might want to consider the need to promote the equal treatment of all individuals, and to denounce discrimination.</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"> <li>▪ <b>Publishing our impressions (5')</b></li> </ul> <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 <b>#fem_tec</b></p>

**Material**

chalkboard and coloured chalk or a large sheet of paper, coloured pencils and markers

**Development and aspects to consider**

We'll watch the video

**Poverty is Sexist** on the One channel (1:00)

<https://youtu.be/iKVGvWN2sjA>

This video denounces how all women suffer from inequality.

Next, we'll ask students about things they've been told not to do as boys or girls. Our listener will write "NO" in large, empty letters on the

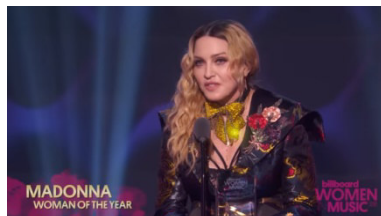
**NO**

blackboard or on our piece of paper, so that the rest of the group can write down whatever comes to mind. We can also include things they've heard being said to others.

Now, it's time to fill these two letters with things we've been banned from doing. We can write things girls have been banned from doing in red, brown or orange, while we write things boys have been banned from doing in blue.

Once we're finished, we can look at what colour the letters "NO" have taken on. There should be things written in both colours because both boys and girls are raised to be different, but the text in red will probably predominate. Now, it's time to ask: do you think our surroundings discriminate against girls and condition their opportunities for the future? Do you think women are treated equally by our industrialized society? Do you think that your daughters will have to face the situations shown in the video?

There will probably be some debate, but student will probably feel that women are on a very similar footing with men, and that in more advanced societies we don't have to be so concerned about these issues. As a result, we'll next watch the video



**Madonna Woman of The Year**



Full Speech | Billboard Women in Music 2016 on the Billboard channel (10:29)

<https://youtu.be/c6Xgbh2E0NM>

**Elements for reflection**

Most likely, the fact that a successful woman like Madonna denounces gender-based discrimination will surprise our students. Do we agree with Madonna's complaints? Are we surprised about what she said? If we're asked to express our own opinions, what advice would we offer for institutions to increase the equality between men and women?

We can now suggest that students cross out the NO and draw a big YES

	<p>next to it; we can fill these three letters with these messages, all coloured green.</p> <p>Once we've finished, we can take a picture of the board and share it on the social networks, or hang our piece of paper somewhere it'll be seen.</p> <p>NOTE: the goal of this activity is to reflect on the constraints society imposes on us because of our gender. If we have extra time, we can suggest that the group analyse the type of bans written in either colour. Are the two types of bans equally fundamental? Are they significant? Do they have to do with preferences or privileges?.</p>
<p><b>Alternative activity 2</b> Careful with the ads! (30')</p>	<p><b>Activity summary</b> Watch videos and engage in a dynamic reflection.</p> <p><b>What we'll work on</b> Discussing the distribution of roles and detecting micromachoism in advertising.</p> <p><b>Development and aspects to consider</b> We'll ask students to split up into six teams. Then, we'll watch the following video advertisements as a group:</p> <div style="display: flex; justify-content: space-between;"> <div data-bbox="450 1012 831 1227">  </div> <div data-bbox="852 981 1422 1285"> <p><b>Ellos también pueden</b> (She can do it, too) on the Puntomatic, Flota y San channel (0:30) Winner of the 3<sup>rd</sup> "Crea Igualdad" [Create Equality] Women and Advertising award by the Spanish Ministries of Equality and the Presidency, 2008. <a href="https://youtu.be/w3B1zBbc-Oo">https://youtu.be/w3B1zBbc-Oo</a></p> </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div data-bbox="450 1308 831 1523">  </div> <div data-bbox="852 1308 1409 1523"> <p><b>El Mejor Trabajo del Mundo</b> (The best job in the world) P&amp;G advertising for the 2012 London Olympic Games on the festivaldelchupete channel (2:00) <a href="https://youtu.be/lnGkW9IFTd4">https://youtu.be/lnGkW9IFTd4</a></p> </div> </div> <p>We'll give each team a pack of Post-its and ask them to write an example of micromachoism from the videos they've just watched on each. If necessary, we can watch the videos a second time to make it easier for them to locate the examples. Once everyone is finished, we'll hang the Post-its on the board or the wall. We'll group similar examples together, and we'll see how certain elements appear in more than one video. Once all the Post-its are grouped, we'll write key words that describe each grouping. They should be in letters big enough for everyone to read.</p> <p><b>Elements for reflection</b> These seem to be ads promoting the role of women in society and an equal distribution of housework between men and women. What do you think? Is this really what they do? Don't you think these ads do the opposite by promoting negative stereotypes or micromachoism? What</p>



	<p>proof do we have? What suggestions would you give the advertisers to keep them from making this mistake?</p> <p>If we think over our behaviour today (or yesterday, or this week...) have we inadvertently done anything we might call micromachoism?</p> <p>Do you think there are any examples of gender inequality in your immediate surroundings? How can you tell? What can we do to change this?</p>
<p><b>To find out more</b></p>	<div data-bbox="507 566 691 831" style="display: inline-block; vertical-align: top;"> <p>Everyday Male Chauvinism Intimate Partner Violence Which Is Not Called Violence Luis Bonino, Péter Szil with contribution from Gábor Kuszing</p> </div> <div data-bbox="791 528 1437 853" style="display: inline-block; vertical-align: top;"> <p><b>1 Everyday Male Chauvinism.</b> Intimate Partner Violence Which Is Not Called Violence. Luis Bonino, Péter Szil with contributions from Gábor Kuszing, Habeas Corpus Working Group, 2006.  <a href="http://www.stop-ferfierszak.hu/sites/default/files/dokumentumok/eryday_male_chauvinism_pdf_46753.pdf">http://www.stop-ferfierszak.hu/sites/default/files/dokumentumok/eryday_male_chauvinism_pdf_46753.pdf</a>                      [short URL: <a href="http://bit.ly/2LgO79R">http://bit.ly/2LgO79R</a> ]</p> </div>
<p><b>Who works on...</b></p>	<p><b>Emakunde - Instituto Vasco de la Mujer</b>  <a href="http://www.emakunde.euskadi.eus/temas">http://www.emakunde.euskadi.eus/temas</a></p> <p><b>Women's Link Worldwide</b>  <a href="http://womenslinkworldwide.org">http://womenslinkworldwide.org</a></p>