

Workshop: „Man, I feel like a Woman”

Date, Time: 01.10.2009, 10.00 – 13.00 and
01.10.2009, 14.30 – 17.15 (workshop duration in both cases 2,5 hours)

Trainer: Katrin Lüth, free lance trainer, Austria
Tibor Skrabský, free lance trainer, Slovakia

Workshop content/theme

Girls and boys. Men and women. We look different but do we think and act differently? Is it weird when a woman works as a truck-driver? Does it look strange when we meet a man cleaning corridors in our school? Do men and women have equal rights and possibilities? Are men and women equal? Why is gender equality a priority topic? Is equality important for our future? Come and explore part of the story of differences and similarities between men and women with us, how they effect our lives, how structures in society change the differences into fewer or higher chances and opportunities. Let's talk about how we can bring more equality into our daily life.

Aims

To raise awareness of gender as a social category.
To name some of the social fields that form and reinforce gender.
To get a first understanding that the social category of gender has an influence on the chances of individual people.

Method(s)/Approach

Further tips, sources, resource material or links
www.efeu.or.at
www.salto-youth.net

Questions for workshop reflection

Students: Back at home, take one school day and observe very closely:
Can you detect signs of how gender is done in your school / class?
Does this have any influence on the chances of men / boys or women / girls.
Share and discuss your observations with at least 2 people.
Teachers: Back at home, take one school day and observe very closely:
Can you detect signs of how gender is done in your school / class?
Does this have any influence on the chances of men / boys or women / girls.
Share and discuss your observations with at least 2 people.

Impressions, Outcomes of the workshop

The topic of gender seemed of big relevance to all involved. There was a wide range of previous experience and self reflection. Methods and tools to tackle the issues and start doing gender in school seem very much needed.

Description of the block	
Name	Introduction, structure
Goals	<ul style="list-style-type: none"> To introduce each other To set the atmosphere To give the structure for the workshop
Group	Whole group, individually
Material	Flipchart, Papers, Markers
Length	20 min
Summary	Introduction Names and motivation Motivation to be in a workshop Overview of the workshop
Responsible	Tibor, Katrin
Detailed description	<p>Introduction 5 min Trainers say hello and welcome the participants, separately boys and girls.</p> <p>Names and motivation 15 min Participants will introduce each other writing the name of each on A4 paper. They will also write on the paper the version of their name in opposite gender (if that exists, f.e. Peter - Petra). Shortly they say why they have signed up in our workshop.</p> <p>Overview of the workshop 5 min Giving the structure of the workshop, with the main topics and information about the breaks and end of the workshop. Introducing the working guideline of "Challenge by choice" Short overview of learning potential and participation of participants.</p>
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Description of the block	
Name	Input into the topic
Goals	<ul style="list-style-type: none"> To understand the difference between sex and gender Biological and social aspects of gender
Group	Whole group, individually
Material	Flipchart, Markers
Length	15 min
Summary	Sex and gender
Responsible	Katrin
Detailed description	<p>Sex and gender, biology vs. social aspects 10 min Explanation of concept of sex and gender, biological and social aspects.</p>
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Description of the block	
Name	Gender and growing up
Goals	<ul style="list-style-type: none"> To get into the topic practically To reflect basic concept of socialisation To ground theory in the life experience of each participant
Group	Whole group, individually
Material	Flipchart, Papers, Markers
Length	50 min
Summary	When I was a child Men are strong, women are careful
Responsible	Katrin
Detailed description	When I was a child 30 min

	<p>Participants reflect on their own experience when they were child answering different questions individually: How were you as a child? What did you play with? What did you play with? How was your relationship to boys/girls? Were you a "typical" boy/girl? Share outcomes in groups of three (women with women, men with men). Share some outcomes in plenary. Men are strong, women are careful 20 min Little role play, in which pax are divided into boy group and girl group. First brainstorming on stereotypes, what men are like and what women are like. After collecting the stereotypes, we create two lines, boys facing girls. First, girl group will start to say first stereotype and boy act as they say and find their place along a thought continuum line in the middle of the room: from applies to me totally to does not apply to me at all. Short reflection and statements. Boys continue...</p>
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Description of the block	
Name	Gender roles in life, work and family
Goals	<ul style="list-style-type: none"> To see different examples of presenting the gender To reflect own experience
Group	Whole group, small groups
Material	Flipchart, Papers, Markers, Magazines, glue
Length	45 min
Summary	<p>Division into groups Working groups on societal structures that form gender: family, peers/friends, school, media Plenary</p>
Responsible	Tibor
Detailed description	
	<p>Division into groups 5 min Rope division. Working groups 20 min Participants are divided into 4 different groups working on four main areas:</p> <ol style="list-style-type: none"> Media – working on a poster Friends – Case study Family – poster School – Case study <p>Case study I. - School You're a group of students in the classroom early in the morning. Your first subject is geography. Before the class starts, your teacher, Ms. Abigale comes to your classroom and she asks Peter to help her with bringing some materials. Then they come together with maps, globes, other material. While preparing the material, Ms. Abigale asks Michaela to clear up the classroom board so she can start to write things. The class starts with asking students what they know about Russia. Ms. Abigale asks Jan, whether he saw some of the pictures connected to the Second World War in the museum. Jan answers no. Then Ms. Abigale says: And you, Lucia, do you know some famous poet or actress from Russia?</p> <p>Your task:</p> <ol style="list-style-type: none"> Please find some things in this story, which are connected to generalisation of gender roles. What do you think, how Jan felt when Ms. Abigale asked him

	<p>a question?</p> <ol style="list-style-type: none">3. Do you think Ms Abigale has something against men? Why?4. Prepare a small role-play to present to the others. <p>Case study II. - Friends You are a group of friends on a trip. Early in the morning you have decided to go for a bus trip to the mountains. There are more people with you: Paul, Thomas, Roman, Barbara, Elisabeth and Erika. There is a big queue in front of the bus. Thomas has all the money for the bus tickets. When entering the bus, Thomas gives the way to Erika and she enters the bus first without money. The driver is upset and he says that she is supposed to have the money prepared. During the trip you go to a shop, where Roman buys some water bottles. When he goes out from a shop, Elisabeth wants to help him with the bag. He says no, he will carry it. In front of the shop there is a new BMW car. Barbara says it has a great acceleration. Paul is very surprised she knows about it.</p> <p>Your task:</p> <ol style="list-style-type: none">1. Please find some things in this story, which are connected to generalisation of gender roles.2. What do you think, how Erika felt when Thomas gave him a way to bus? <p>Why Roman did not want any help from Elisabeth?</p> <ol style="list-style-type: none">3. Would you react the same way as Paul? Why?4. Prepare a small role-play to show to the others. <p>Poster – Family Look through magazines, newspapers etc. finding pictures of families. Your task:</p> <ol style="list-style-type: none">1. How is family represented?2. How are mothers, fathers, children, grandparents represented?3. Prepare 3 living statues to present the main points of your findings to the others. <p>Poster – Media Look through magazines, newspapers etc. finding pictures of men and women. Your task:</p> <ol style="list-style-type: none">1. How are men and women represented?2. What are the roles men and women are represented in?3. Prepare 3 living statues to present the main points of your findings to the others. <p>Plenary 20 min</p>
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