



Pestalozzi

Training Resources

Education for the prevention of discrimination (DISC) Exploring and working to prevent Gender Stereotypes in school

by

Author: Pavlos Kosmidis - Greece

Editor: Ana Žnidarec Čučković

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The opinions expressed in this work are the responsibility of the authors and do not necessarily reflect the official policy of the Council of Europe.

Theme Prevention of gender discrimination

Expected outcome¹:

After fulfilling the course, the participants

- ➔ Will be methodologically empowered to use collaborative learning for enhancing respect for others and self respect
- ➔ Will gain awareness towards open and covert gender discriminations
- ➔ Will be able to detect actions generated out of gender discriminations
- ➔ Will gain a conceptual understanding and a critical attitude towards gender discriminations

Target group

Type of training	School level / age	Subject area
Initial and in-service training	Secondary (12 -15)	Cross-curricular

Brief description of the unit²

This unit is a teaching design that helps individuals to explore, understand and prevent gender stereotypes, through cooperative methods.

The activities of this training program were designed to offer the opportunities to understand our own “world views”, realize their limitations and criticize them sincerely and become able to identify gender stereotypes and develop strategies to overcome them.

Therefore, we have designed the activities, as below:

- Groups Shaping: an activity to formulate the individuals into groups, using appropriate pictures and exploring in a first level their own perspectives on the topic of gender discriminations
- Agree-Disagree activity about recognizing and questioning their attitudes on the topic male-female stereotypes,
- An image interpretation activity, as a means of concluding and closing the circle of reflection.

¹ (a) Altrichter, H. Posch, P. Somekh, B. (1993) Teachers investigating their work, London: Routledge, (b) United Nations Children's Fund (UNICEF), (2003) Training of trainers on Gender-Based Violence: Focusing on Sexual Exploitation and Abuse. United Nations Children's Fund (from: www.reliefweb.int/library/documents/2003/unicef-tot-25sep.pdf).

² (a) Freire, P. (1974) Education for Critical Consciousness, London : Sheed and Ward, (b) Tsirigoti, A., Petroulaki, K., & Ntinapogias, A. (2011). “Gender Equality Awareness Rising against Intimate Partner Violence”. Booklet III: Teacher's Manual. Athens: European Anti-Violence Network.p.54-55 (from http://www.gear-ipv.eu/sites/default/files/1/Master_GEAR%20against%20IPV%20Booklet%20III_English.pdf)

These activities will bring participants to reconsider their own gender stereotypes, reflect upon their own classroom practices, detect gender discrimination and act to prevent discrimination through critical literacy, knowledge and skills. The activities will be designed as round table discussions and written reports on papers.

Methods/techniques used³

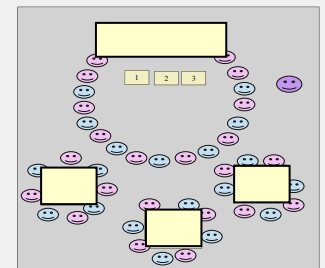
Reflective and experiential approach, dialogical approach, individual task, discussion and statement exercise, collage.

Time 3 x 45 minutes

Activity 1: Exploring participants' perspectives on gender stereotypes,	
➤ Creating groups, thinking together on gender stereotypes	▶ 30minutes
➤ Debriefing	▶ 15 minutes
Activity 2: Agree-Disagree activity	
➤ Introduction, Agree-Disagree activity	▶ 30minutes
➤ Debriefing	▶ 15 minutes
Activity 3: Through the participants' eyes	
➤ Introduction, Image Interpretation	▶ 30minutes
➤ Debriefing	▶ 15 minutes

Tips for trainers⁴:

Before starting with the activities, we reorganize the classroom, as in the figure⁵. Thus, we could work with the participants in teams, collaborating around the group's worksheets.



³ (a) Stein, M. (1974) Stimulating Creativity, New York: Academic Press, (b) Z. Arxontaki-S. Filipou "205 experiential exercises animating groups psychotherapy, social work, education" Athens: Kastaniotis

⁴ Churchman, W. (1971) The Design of Inquiring System : Basic Concepts of Systems and Organisation, New York: Basic Books

⁵ (a)Schiza Konstantina, (2008), Systems Thinking and Environmental Education. A teaching model that builds critical thinking and the relationship with the "other": Athens: Dardanos Chris, (b) Schiza, K., & Kosmidis, P., (2011), Projects for upper secondary education, Teachers book, Part 2, Examples: "The cellphone", Athens: OEPEK

The trainer-facilitator prepares the material and the appropriate questions and the participants respond to the questions and write their thoughts on the worksheet, using the given materials. After completing the worksheets, all teams in full plenary, present them and discuss, in order to draw conclusions.

Resources

➤ Pictures from the Internet	
➤ Paper, markers in different colours, scissors, tape	
➤ Power Point with instructions	
➤ Camera to take pictures of posters	

Activity 1 Exploring participants' perspectives on gender stereotypes⁶



45 minutes

	Notes
<p>► General aim:</p> <ul style="list-style-type: none"> ➤ Understand the way participants stand before gender stereotypes <p>► Specific aims:</p> <ul style="list-style-type: none"> ➤ Reveal and interpret the messages arising from pictures ➤ Identify gender stereotypes through the above interpretations ➤ Describe gender stereotypes and discuss on the issue ➤ Understanding the participants thoughts on the issue 	
<p>► Methods /techniques used:</p> <ul style="list-style-type: none"> ➤ Collaborative learning. 	
<p>► Resources:</p> <ul style="list-style-type: none"> ➤ A set of pictures (Appendix 1) ➤ A set of markers with different colours 	

⁶ Kearney, C. Warfield, J. Developing a Design Culture in Tsivakou, I. (επιμ.) A Challenge for Systems Thinking : The Aegean Seminar, Athens : University of Aegean Press

<ul style="list-style-type: none"> ➤ Working Papers (50x70) for the groups to write on ➤ Blue tack or tape ➤ Camera to take pictures of the process and the outcomes 	
<p>► Practical arrangements:</p> <ul style="list-style-type: none"> ➤ Dispose tables and chairs for work in groups 	
<p>► Instructions/procedure:</p> <ul style="list-style-type: none"> ➤ We put one picture on each table and encourage participants to express their first impression of the picture. Afterwards, the participants examine the picture, think about their meaning, exchange their views on “what” is the introduced topic, put together their opinions and conclude on a common critical description of the picture. If different aspects come forth, they proceed by a debate. 	
<p>► Tips to trainers/anticipated difficulties:</p> <ul style="list-style-type: none"> ➤ Be sure that you are in disposal for students and encourage their discussion. 	
<p>► Debriefing/reflecting:</p> <ul style="list-style-type: none"> ➤ The participants talk about their work in a full plenary. They listen to the others and try to make a catalogue of the stereotypes that have been aroused from this activity. The debriefing could take place as a “role playing” , 	

Activity 2 Agree - Disagree⁷

45 minutes

	Notes
<p>► General aim:</p> <ul style="list-style-type: none"> ➤ Investigating the personal beliefs and attitudes on gender stereotypes and social roles <p>► Specific aims:</p> <ul style="list-style-type: none"> ➤ Understanding the difference between social and biological sex 	
<p>► Methods /techniques used:</p> <ul style="list-style-type: none"> ➤ discussion and statement exercise 	
<p>► Resources:</p> <ul style="list-style-type: none"> ➤ A set of statements: <i>Girls are shy, while boys aren't</i> <i>Girls express more easily their emotions than boys</i> <i>Girls have to do what boys say</i> <i>Boys have to do what girls say</i> <i>The girls aren't doing well in Math's</i> <i>Childcare is a job for women</i> <i>A boy who mops or washes the dishes, is not "real man"</i> <i>When girls grow up, they need to find a good husband. Boys, need to find a good job.</i> <i>Today, in Greece, men and women have equal rights.</i> <i>Boys are aggressive, while girls are not</i> <i>Girls cope with sweeping and cleaning quiet well</i> <i>Football and basketball are for boys and not for girls</i> <i>Kindergarten teachers should be women</i> 	

⁷ (a)Bowen, K. System-based Interviewing: Understanding Community Problems and Developing a Strategy Tsivakou, I. (επιμ.) A Challenge for Systems Thinking: The Aegean Seminar, Athens: University of Aegean Press, (b) Tsigoti, A., Petroulaki, K., & Ntinapogias, A. (2011). "Gender Equality Awareness Rising against Intimate Partner Violence". Booklet III: Teacher's Manual. Athens: European Anti-Violence Network.p.54-55 (from http://www.gear-ipv.eu/sites/default/files/1/Master_GEAR%20against%20IPV%20Booklet%20III_English.pdf)

<p>► Practical arrangements:</p> <ul style="list-style-type: none"> ➤ Make sure that you have free space in the classroom. 	
<p>► Instructions/procedure:</p> <p>We draw a line on the floor. We read statements one by one and ask the participants to take place on the right or the left side of the line, either near or far from it. On the right side of the line are participants who agree with the statement, while on the left side are those who disagree. Standing near or far from the line, depend on how much they disagree or agree. Afterwards, we ask some of them to explain their position. Finally, we propose to reexamine their position, think if they want to choose a new one and explain why.</p>	
<p>► Tips to trainers/anticipated difficulties:</p> <ul style="list-style-type: none"> ➤ It would be good that you get many statements but be aware of the time. 	
<p>► Debriefing/reflecting:</p> <p>Afterwards, we discuss, “how” we should respond or cope with opinions based on gender stereotypes in the groups.</p>	

Activity 3 Through the participants' eyes⁸



45 minutes

	Notes
<p>► General aim:</p> <ul style="list-style-type: none"> ➤ Awareness of our own “point of view” on the facts <p>► Specific aims:</p> <ul style="list-style-type: none"> ➤ Realizing the individuality of an image interpretation ➤ Understanding the interdependency between our views and our education and cultural patterns ➤ Getting the experience of talking freely about critical issues ➤ Thinking more openly, in a session which promotes tolerance and respect for diversity ➤ Overcoming gender discriminations through discussion 	

⁸ Carr, W. & Kemnis, S. (1986) Becoming Critical, London

<p>► Methods /techniques used:</p> <ul style="list-style-type: none"> ➤ Collaborative learning. 	
<p>► Resources:</p> <ul style="list-style-type: none"> ➤ Picture (Appendix 2) ➤ Paper, markers 	
<p>► Practical arrangements:</p> <ul style="list-style-type: none"> ➤ Dispose tables and chairs for work in groups. 	
<p>► Instructions/procedure:</p> <p>We provide participants with the picture (found in a magazine) and encourage them to answer the questions in their groups:</p> <p>What do you see in the picture? What title do you choose for it? Where is the scene happening? In what short of magazine could be found? What might the title of the article be?</p> <p>And afterword we give them the assignment to make your own article that could match the picture.</p>	
<p>► Tips to trainers/anticipated difficulties:</p> <ul style="list-style-type: none"> ➤ Encourage the participants to discuss. 	
<p>► Debriefing/reflecting:</p> <ul style="list-style-type: none"> ➤ Every group read the article they wrote. After reading, whole group have a discussion about “point of views” heard within the articles⁹. 	

⁹ Courrier de l' UNESCO, Fevrier 1993. Une histoire d'amour entre industrie et environnement (pp. 28-29), «Couche jetable ou couche tout en coton?»

Evaluation and assessment

Participants are asked to fill the evaluation list.

1. Evaluate	1	2	3	4	5
The organization of the seminar					
The coordination of the seminar					
The informative dimension of the seminar					
The workshops planning					
The workshops development					
The workshops usefulness					
The workshops materials and tools					
The teaching-learning climate					
The cooperation of your team with the coordinators					

2. Have you confronted any difficulties and where?

3. Note the positive aspects of the seminar and weaknesses:
3.1. Positive aspects

3.2. Weaknesses

4. What would you suggested for a better training project on gender stereotypes?

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Appendix 1:

Set of pictures:

**Appendix 2:**

Picture of trainers' choice:



Photo from Magazine: Courrier de l' UNESCO, Fevrier 1993. Une histoire d'amour entre industrie et environnement (pp. 28-29), «Couche jetable ou couche tout en coton?»