



Sex – sexuality education
Personal development for
the prevention of discrimination
and violence (SEXED)
**Human rights-
Gender stereotypes and sexism**
by

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**one in five
un sur cinq**



Human rights- Gender stereotypes and sexism

Brief description

This 6-hour unit encourages teachers' to reflect on human rights, through questioning their practices, values and beliefs and conducting self-evaluation. The focus here is on the violence done against women through the media, where they are pictured as sexual objects through which men express their stereotyped dominant characteristics. Through consideration of Human rights, the group will develop a perspective on gender stereotypes, namely the objectification of women's bodies, as it emerges on advertising/media, as one aspect of raising awareness of human rights infringements.

Expected outcomes

- ✓ To encourage teachers' critical reflection on social practices of gender stereotyping;
- ✓ To raise awareness on the types of bias we enact, (through the language we use, the role models we refer to, etc.) thus generating more discrimination;
- ✓ To promote gender equality, learning to accept diversity and to counter sexism (sexist attitudes and language).

TASKs

- ✓ Acceptance of diversity as a positive value for the environment and the survival of humankind (A_DIV_1)
- ✓ Readiness to examine my behaviour, language use and body language (A_SELF_1)
- ✓ Acceptance of the fact that my actions can reflect my personal values and beliefs more authentically than words (A_SELF_2)....

Activities

Activity	Duration	Methods used
Pre-task	20 minutes	Viewing media
Activity 1 Zippy Zoe	20 minutes	Ice breaker - Game
Activity 2 Tea time	variable	Question and answer Conversation Moderated debate
Activity 3 Weak gender?	180 minutes	Cooperative structures: placemat and word rotation Whole group discussions
Activity 4 Do we practice diversity?	60 minutes	Cooperative group structures Use of a competence based model
Activity 5 : Evaluation:	30 minutes	Questionnaire and self reflection Group discussion

Background and context

This training unit was developed with teachers of secondary schools, within pre and in-service teacher education programmes in Italy. Because the images of women in the media challenge basic human rights and constitute severe discrimination, the work includes a pre-task, that is viewing a 25-minute video centered on the representation of women's body on television: "Il corpo delle donne", produced by Lorella Zanardo, writer, documentarist and activist: <http://www.ilcorpodelledonne.net/english-version/> accessed on 9th February 2015.

Activity 1: Zippy Zoe

Duration: 20 min

Expected outcome

- ✓ To get to know each others' names
- ✓ Disposition to be empathic to enhance living and acting together within society (A_DIV_2)
- ✓ Ability to promote convivencia (S_HR_1)
- ✓ Self-knowledge and introspection (K_SELF_1)

Explanatory, Methods/ techniques used

- ✓ Game

<p>Resources</p> <ul style="list-style-type: none"> ✓ Ball ✓ Stickers ✓ Markers
<p>Practical arrangements</p> <ul style="list-style-type: none"> ✓ Enough space to form a circle and throw a ball.
<p>Procedure</p> <p>Step 1 (2 min)</p> <ul style="list-style-type: none"> ✓ The participants are sitting in a circle and are asked to think of their name and find an adjective that describes a one of their characteristics and starts with the same letter for example “creative Chris , or “reliable Rebecca”. <p>Step 2 (3 min)</p> <ul style="list-style-type: none"> ✓ Participants throw a ball to each other: they should call out their own adjective+name and the adjective + name of the person they throw the ball to. for 3 minutes <p>Step (3 min)</p> <ul style="list-style-type: none"> ✓ They continue, but this time only calling the name of the person they throw the ball to. ✓ This goes on until all names are remembered.
<p>Tips for trainers</p> <ul style="list-style-type: none"> ✓ An option to this icebreaker is to merely give participants a blank sticker and a pen each, and ask them to write their adjective-name combination on the sticker. Their neighbour will then read their name/adjective combo until all names are said.

Activity 2: Tea time!

Duration: variable

<p>Expected outcome</p> <ul style="list-style-type: none"> ✓ Participants will get a chance to ask ‘all they ever wanted to know about sex but never dared to ask’; ✓ Participants will ask further difficult questions or volunteer controversial views; ✓ Participants will be able to debate on controversial issues. ✓ Recognition of the importance of handling controversial issues and acceptance of the associated risks (A_EPIST_5) ✓ Willingness to identify and accept my own and other people’s strengths and weaknesses (A_SELF_3) ✓ Ability to communicate across all types of borders and to negotiate meaning (S_DIV_1) ✓ Aptitude to cope with complex issues and to avoid one-dimensional answers (S_EPIST_1) ✓ Aptitude to evaluate situations and issues to look for solutions with all parties involved
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<p>(S_COOP_3)</p> <ul style="list-style-type: none"> ✓ Understanding the ways in which meanings of concepts are influenced by contexts and power relations (K_EPIST_2) ✓ Self-knowledge and introspection (K_SELF_1) ✓ Understanding of the subjective nature of all knowledge of self and others (K_SELF_2)
<p>Methods/ techniques used</p> <ul style="list-style-type: none"> ✓ Question and answer ✓ Conversation ✓ Moderated debate
<p>Resources</p> <ul style="list-style-type: none"> ✓ A real teapot or a box with a teapot image on it. ✓ “Tea bags”: slips of paper & pens on a table
<p>Practical arrangements</p> <ul style="list-style-type: none"> ✓ The “teapot” will be put in a position in the room so as to be visible throughout the session.
<p>Procedure</p> <p>Step 1 (5 min)</p> <ul style="list-style-type: none"> ✓ Start by having a short discussion on the video participants have watched as a pre-task. ✓ Show participants the “<i>tea pot</i>” and explain that they can drop in “<i>tea bags</i>” in it as they wish. The “<i>tea bags</i>” are images for any anonymous messages they can contribute related to the topic they will be dealing with throughout the training session. It may be just a word, a statement, or a question they feel like leaving in the box that would need more attention. Explain that they may think about everyday situations (at school, with family, with friends, etc.) or anything that may be hard to say aloud to the group. ✓ All along the sessions, regularly encourage them to deposit “<i>tea bags</i>” in the pot. <p>Step 2 (timing will depend on the number of “<i>tea bags</i>”/slips of paper you may take out of the box)</p> <ul style="list-style-type: none"> ✓ At certain times during the training, have an unstructured discussion around the statements/questions that are in the tea pot at that moment by randomly, taking the “<i>tea bags</i>”/slips of paper out of the pot and reading the content. ✓ After each paper, a 5 to 10 minute discussion starts on the topic. <p>Debriefing (10 min)</p> <ul style="list-style-type: none"> ✓ What is the aim of this activity? ✓ How do you feel about the activity? ✓ Did you find any messages to be surprising? ✓ Do you find it hard to speak openly about it?

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- ✓ Has any message in the box caused discomfort to you? Or has it brought better understanding of the matter?
 - ✓ How would you adapt this activity to your professional setting?
 - ✓ What effect does such an activity have on the group dynamics (here you must help participants understand the aim of the activity).

Tips for trainers

- ✓ This activity can help to relieve the pressure on the day: time pressure, difficult topics, disagreements, etc.
- ✓ During the intensive training, issues and questions arise that cannot all be debriefed during the sessions. In some case issues appear with further reflection and hindsight. To address the need to give space for this reflection, TEA TIME is an activity that elicits anonymous feedback and inquiry. It offers a way of asking questions and debriefing controversial issues.
- ✓ Help participants stay on topic!! Encourage them to listen to each other by reformulating the question, or by summarising the answers that were given.
- ✓ Do not force anybody to express themselves if they don't want to, all actions on the participants' side have to be spontaneous
- ✓ If participants do not put content in the tea pot, encourage them by doing this yourself, very obviously.
- ✓ You may chose to decorate the tea pot with symbols recalling the topic of SEXED.
- ✓ Option: the participants may be sitting in a circle, and messages can be pinned up on a poster on the wall for future reference.

Activity 3: Weak gender?

Duration: 180 min

Expected outcome

- ✓ Participants will be aware of gender stereotypes and the way society classifies “feminine” and “masculine” characteristics as positive or negative
- ✓ Participants will better understand “gender stereotypes” and how our cultural rules affect our behaviour.
- ✓ Participants will gain insight into the implications that gender stereotypes can lead to discrimination, violence, sexism (in terms of behaviour, attitude and use of language).
- ✓ Acceptance that Human rights are for *all* human beings without any exceptions (A_HR_1)
- ✓ Willingness to act and encourage others to act against discrimination, prejudices, stereotypes and injustices (A_HR_4)
- ✓ Knowledge about the different forms of discrimination and violence (K_HR_3)
- ✓ Understanding of social, economic and political processes, power relations and conflicts (K_HR_2)
- ✓ Ability to draw on other’s diverse expertise and experience for the benefit of the group’s work (S_COOP_2)

Methods/ techniques used

- ✓ micro-group cooperative structures: placemat and word rotation
- ✓ Whole group discussions

Resources

- ✓ www.coe.int/compass - [Human Rights/ Gender Matters – PICASOLL set of Safety rules](#)
- ✓ http://www.coe.int/t/dghl/standardsetting/hrpolicy/Publications/LGBT_EN.pdf “Combating discrimination on grounds of sexual orientation or gender identity - Council of Europe standards”.
- ✓ Cards of 4 different colours as described in step 3

Practical arrangements

- ✓ The two groups will be in two different rooms in their 15-minute activity, so you can be sure that they don’t know about the other group’s task.

Procedure

Step 1 (20 min)

- ✓ Divide the group into two groups with equal number of participants,
- ✓ Give each group a set of identical cards in an envelope with different adjectives from a list (see appendix 1) and instructions;
- ✓ The two groups work separately, tell them they have 15 minutes to:
 - Group A has to decide which adjectives go under the heading “Feminine” or “Masculine” (depending on their views and experience). They write them on a blank sheet of paper divided into two columns “Feminine” and ‘Masculine’;
 - Group B has to decide about the same adjectives Group A has to decide which adjectives go under the heading "Positive/Desirable" and "Negative/Undesirable" (depending on their views and experience). They write them on a blank sheet of

paper divided into two columns "Positive/Desirable" and "Negative/Undesirable”;

Step 2 (15 min)

- ✓ Gather participants in one group; group A is asked to enounce the adjectives they have put under the “Feminine” heading. After each adjective, group B is asked if they placed that adjective in the Positive/Desirable or the Negative/Undesirable column.
- ✓ As the activity goes along, one member of group A should add this information beside the adjective by putting a plus (+) or a minus (–) sign beside it.

Step 3 (50 minutes)

- ✓ Divide the group in micro-groups of 4 while mixing participants so that the groups are composed of participants from groups A and B: prepare a set of cards of 4 different colours beforehand; each card of the same set of colour will show a role. Each participant takes a card from a bag. Participants with cards of the same colour will go together to form a group. They will perform their specific group roles

This is an example of possible group roles:

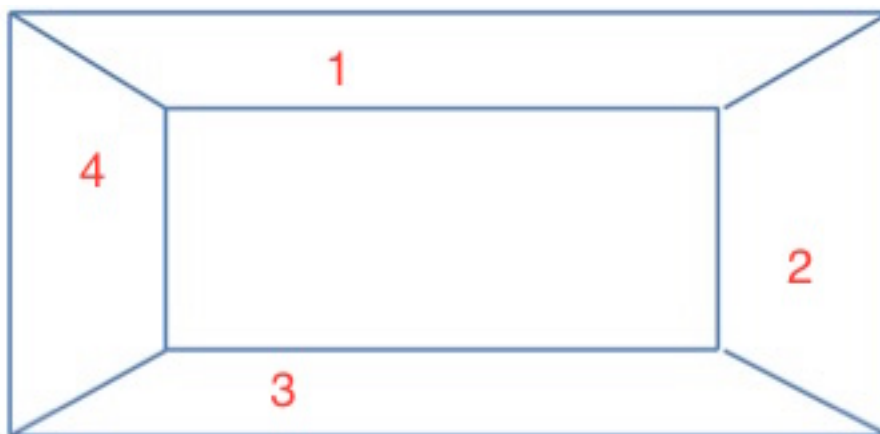
Tracer: ⇒ helps the group process, regularly summarizes group's results to help move on with the task

Materials manager: ⇒ makes sure the group has everything it needs to do the task

Time manager: ⇒ helps group find efficient ways to do the task and helps group finish on time 😊

Encourager: ⇒ makes sure there is equal access in the group, that every member is contributing

- ✓ Participants are asked to prepare a ‘placemat’ per group: they should draw lines on an A3 paper as shown below and number the outer section from 1 to 4.



- ✓ Give participants the following questions, they should answer them individually on an A4 paper:
 - How do you feel about the results?

- What do you observe?
- Does anything about the results surprise you?
- ✓ Explain that, now, the group will share their individual reflection using a cooperative learning structure:

Each participant should read one of his/her statements. The member to his/her right asks the other members if they have written something similar. Counting the occurrences of this statement in the group, he/she writes it with her own marker in the corresponding section of the placemat: 1 if only one person has this idea, 2 if 2 people have it, 3 if 3... or 4 if all members of the group have made a similar statement on their individual A4. Members go this way through all the statements one by one, taking turns. It's important that they go one after the other, one statement at a time: member 1 reads statement one, then members 2 asks and write, then member 2 read statement 2 and member 3 writes etc... rotating until all statements have been shared in the group. This method ensures that the Cooperative principles are followed and it increases active listening of the other members of the group.
- ✓ Remind participants to keep their roles and perform their duties to ensure cooperation and equal access to members of the group.
- ✓ Remind participants that they may use the "tea pot" if there are questions arising, or unresolved issues.
- ✓ Groups present their placemats to the whole group. As groups go on, they should only present new ideas and avoid repeating what other groups have already presented.

Step 4 (10 minutes)

- ✓ Whole group discussion: you may focus on the fact that characteristics in the feminine column are likely to have minus (-) signs next to them, while the ones in the masculine column are likely to have plus (+) signs:
 - Where do these differences come from?
 - Do you consider this characterisation of masculine and feminine attributes to be accurate or stereotypical?
 - How do we learn gender stereotypes?
 - Can you identify with any of them (in yourself or in people you know)?
 - In your opinion, in what way do gender stereotypes affect the way we / other people evaluate or judge men and / or women?
- ✓ The lists of men and women's attributes (whether negative or positive) have a lot to do with our perception of men and women. These tend to inform the pre-conceived or ready made ideas we have when we meet people:

Step 5 (30 minutes)

- ✓ Repeat the micro-group cooperative structure described above for the following questions:
 - What do you think the consequences of gender stereotypes are on young women and men?
 - How does gender stereotyping contribute to gender-based violence?
 - How are people affected that don't fit into the gender stereotype?
 - What do you think can be done to deal with the negative consequences of gender stereotyping?

Debriefing (15 minutes)

-
- ✓ You may focus on the fact that groups with undesirable characteristics are generally regarded as being less valuable and that they have lower status in society. This usually means that they are more often exposed to prejudice and to verbal or physical violence.

Tips for trainers

- ✓ Prepare models of the placemat so as not to waste time for the groups to reproduce them. If you have group of 3 or 5 your placemat will be divided not into 4 but into as many sections as the number of participants in that group.
- ✓ Preparing slides with instructions for participants helps groups accomplish the tasks smoothly.

Activity 4: Do we practice Diversity?

Duration: 60 min

Expected outcome

- ✓ Reflecting on educators' - and our own - attitudes towards living/acting together within /school and society;
- ✓ Developing knowledge and attitudes that lead to promoting democratic relations.
- ✓ Translating this reflection and learning into simple and concrete actions which convey a clear message of contrast to any form of violation of human rights.

- ✓ Readiness to examine my behaviour, language use and body language (A_SELF_1)
- ✓ Recognition of formal, non-formal and informal learning in a lifelong perspective (A_EPIST_4)
- ✓ Acceptance of the fact that my actions can reflect my personal values and beliefs more authentically than words (A_SELF_2)
- ✓ Aptitude to evaluate situations and issues to look for solutions with all parties involved (S_COOP_3)
- ✓ Self-knowledge and introspection (K_SELF_1)

Methods/ techniques used

- ✓ Cooperative group structures: word rotation
- ✓ Use of a competence based model

Resources

- ✓ The photocopy of “Transversal Attitudes Skills and knowledge for educators” – a handout from the TEAM in the Pestalozzi modules series – SEXED 2013-14
- ✓ Highlight markers

Procedure

Step 1 (35 min)

- ✓ Distribute the “TASKs for democracy” document (appendix 2).
- ✓ Explain:

This is a competences model that has been developed within the Pestalozzi network. It has involved more than 50 educators and Human Rights specialists from all over Europe. These components of competences are divided into values/attitudes, skills, and knowledge/understanding. The listed components when combined by an individual, in a specific context and a given situation, may constitute competences for citizens (and educators).

- ✓ Ask participants to carefully read the document and individually highlight 6 components

(statements) that they think might best address (or relate to) the issues of gender stereotyping and ensuing discrimination that were identified in activity 3.

- ✓ In a word rotation participants share the results of their selection. If another participant has the same component in his/her list of 6 then she says “Got it!” and the components are set aside in a pile that is referred to as ‘repeated components’.
- ✓ Each of the groups put together the “repeated components” or the components that most members have agreed on using and classify them in an attractive and visual way on a poster.

Step 2 (10 min)

- ✓ Rotate the posters among the groups
- ✓ Give participants the opportunity to place new “tea bags” in the “tea pot” in reaction to the posters.

Debriefing (15 min)

- ✓ Was it easy to agree on what to write on the poster?
- ✓ Were there more common components or more differences in their views
- ✓ How do they see themselves, as educators practicing these transversal attitudes/skills/knowledge and understanding?
- ✓ What components would they like to develop further in their practice?
- ✓ Do they have ideas of steps they could take to develop their A/S/K/ on the issue of gender stereotyping, addressing the hidden curriculum, developing critical thinking in themselves and their learners, etc. ...

Tips for trainers

- ✓ The steps taken in the previous activity are necessary to build competence in the group to cooperate and find a consensus on their result. If any disagreements occur in the groups, they should revert to one of the cooperative structures they have used in activity 3 to overcome their difficulties in decision making
- ✓ You may observe participants’ attitudes and behaviours. Are there any biases, gender discrimination, other discriminations, or power issues being played out? If so you may benefit from the tea time sessions to debrief on this. ...

Activity 5: Evaluation

Duration: 30 min

Expected outcome

- ✓ To offer the participants clues for their effective engagement in human rights defence;
- ✓ Inspiring actions in one's own teaching methods and practices
- ✓ Stimulate reflection on one's biases and stereotypes ideas before the TU was carried out and measure what one has learned through it
- ✓ Gaining more confidence in managing relations with peers with respect for their own space, rights and diversity

Methods/ techniques used

- ✓ Questionnaire and self reflection
- ✓ Group discussion

Resources

- ✓ Appendix 3
- ✓ Offer references and further reading

Procedure

Step 1 (xx min)

- ✓ Hand out the questionnaire (see appendix 3) to the participants and ask them to fill it in individually.

Step 2 (xx min)

- ✓ Suggest that the trainees exchange opinions in pairs or trios.
- ✓ Invite pairs or trios to share any interesting findings with the whole group.

Tips for trainers

- ✓ This final step may take a little longer than the 30 minutes depending on the participants' number and their involvement in the training.

References and further reading

- CoE Compass: www.coe.int/compass - [Human Rights/](#)
- Gender Matters: http://www.eycb.coe.int/gendermatters/pdf/Gender_matters_EN.pdf
- TASK for democracy: “Transversal attitudes skills and knowledge for educators”, A handout from SEXED Modules series - Pestalozzi Trainer training 2013 – to be published in 2015.
- <http://www.ilcorpodelledonne.net/english-version/>

Appendices

Appendix 1

Handout

Instructions for Group A

Headings: Feminine - Masculine

Some characteristics are considered more feminine, while others are thought to be more masculine. Place the cards in the column where you think they belong. Work as quickly as you can, without thinking about it too much.

Instruction for Group B

Headings: Positive/Desirable - Negative/Undesirable

Some characteristics are considered more positive or desirable, while others are thought to be negative or not desirable. Place the cards in the column where you think they belong. Work as quickly as you can, without thinking about it too much.

Set of Cards

dependent	independent
emotional	rational
objective	subjective
submissive	dominant
passive	active
skilled in business	not skilled in business
competent	incompetent
hesitates a lot	takes decisions quickly
ambitious	not ambitious
diplomatic	direct

Appendix 2

Transversal Attitudes Skills and Knowledge for educators

1. Disposition to be empathic to enhance living and acting together within society
*I listen actively and find out about peoples' thoughts and feeling feelings before commenting on their actions
I review my appraisal of learners' behaviour and achievements*
2. Readiness to learn from challenges
*I accept taking risks
I accept critical feedback
I ask others for help when I need it*
3. Readiness to strive for mutual understanding and meaningful dialogue
*I use restraint when I experience initial feelings of aversion towards others in order to make dialogue and understanding possible
I maintain a channel of communication even whenever I disagree or am upset with someone*
4. Readiness to be open-minded and curious
*I show appreciation for my learner's interests, perspectives and way of life
I engage in team work and joint initiatives in local, national and international projects with students and parents, and colleagues*
5. Inclination to see things from different perspectives
*I take on different roles in the classroom as needed
I expect not to understand all aspects of a topic, and I ask questions to explore different understandings*
6. Acceptance that Human rights are for all human beings without any exceptions
*I practice and defend freedom of expression as long as this does not threaten anyone's human rights
I appeal to authorities to act against discrimination and infringements of HR and rule of law.
I understand the principle that sexuality is also part of human rights and diversity education*
7. Acceptance of diversity as a positive value for the environment and the survival of humankind
*My practice explicitly shows that I respect the right to be different
I develop classroom practices that enable us to benefit from diversity*
8. Willingness to work together with others and become actively involved
*I chose cooperation to prevent conflicts and discrimination and manage discipline
I identify instances where conflict or misbehaviour should be dealt with either in private or through institutional intervention.*
9. Readiness to adopt the values of human rights, and democratic citizenship as the foundations of living and acting together
I do my best to guarantee that in my classroom everyone's human rights and dignity is respected
10. Willingness to act and encourage others to act against discrimination, prejudices, stereotypes and injustices
I express my opposition and intervene when I witness expression of hatred or discriminating acts against others




11. Recognition of formal, non-formal and informal learning in a lifelong perspective
I take into consideration the impact of online environments on our cognitive experience and learning
12. Readiness to question my own and others' views, beliefs and theories.
In my classroom, the learning activities develop learners capacity to express their views and feelings
13. Recognition of the importance of handling controversial issues and acceptance of the associated risks
I encourage learners' critical thinking and help them to take responsibility for their learning
14. Ability to draw on other's diverse expertise and experience for the benefit of the group's work
I model democratic practice by involving learners in decision making processes
15. Capacity to prevent the marginalisation of any individual or group
I offer activities for the prevention of violence such as relaxation, dealing with feelings, assertiveness, building self-esteem...
I develop strategies to engage learners to actively oppose all types of discrimination in, and also outside of, the classroom
16. Aptitude to evaluate situations and issues to look for solutions with all parties involved
I adjust my behaviour to the different groups I participate in
I create conditions for safe environment when emotions are taken into account
17. Ability to use intuitive and lateral thinking
I challenge opinions claiming that way we act is determined by our national, ethnic, biological or other reference group
18. Ability to communicate across all types of borders and to negotiate meaning
I reformulate and express the ideas, opinions and viewpoints of other people to verify understanding
I point out breakdowns in communication or social processes
19. Aptitude to elicit and respond to others' beliefs, values and feelings and behaviours
I offer mediation in situations of misunderstanding and conflict
I encourage debating, discussing, listening and asking questions, to build assertiveness based on constructive argument;
20. Readiness to examine my behaviour, language use and body language
I elicit learners' feedback to verify that my behaviours, verbal and non-verbal, reflect my values
I practice self-evaluation, peer evaluation, self-reflection and group debriefing to support knowledge construction
21. Aptitude to search for information through different channels and from diverse sources
I use the concept of multiperspectivity in teaching and demonstrate continuously how one must distinguish fact from interpretation
22. Aptitude to evaluate sources and recognize in these any prejudice, bias and reliability issues
I teach about generalisations and their limitations, giving examples, establishing connections, coming to conclusions, finding causations

Appendix 3




EVALUATION QUESTIONNAIRE

HUMAN RIGHTS- GENDER STEREOTYPES AND SEXISM




✚ The training matched my expectations

- agree 
- disagree 
- neutral 

✚ The training was well organized, clear in the objectives and ran smoothly

- agree 
- disagree 
- neutral 

✚ I felt at ease with the other trainees/participants

- I agree 
- disagree 
- neutral 

✚ What I liked best.....
.....

✚ What I would suggest for improvement.....
.....

✚ What I learned.....
.....

✚ How I will turn into action what I have learned.....
.....

MY NAME

.....