

WORKSHOP II

FROM GENDER STEREOTYPES  
TO CYBER GBV AND  
VICTIM-BLAMING



# WORKSHOP II

## From gender stereotypes to cyber GBV and victim-blaming

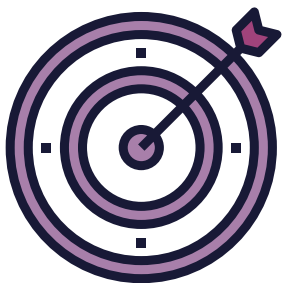
### 2.1 Introduction

In order to recognize gender-based discrimination and violence, this workshop will assist you to acquire strategies for the prevention of such behaviours and to gain awareness of the responsibilities of the guilty.

Our approach within this workshop is inspired by the techniques and methodology of the Theatre of the Oppressed where the staging becomes a tool for discussion and social reflection. Active reflections that aim to change the social scenario and produce a positive change in social actors: our young people. The power of education through theatrical language differs and is complementary to other teachings in that it puts the individual in a position to express himself with all of himself, giving voice and body to thoughts, emotions, feelings, to his own world of values and of being here and now. In a growth perspective, the aim of the theater is not the transmission of knowledge but the formation and global self-training of the subject in relation to others and the group of peers, under the careful direction of the teacher/educator.

We think that getting to know each other and increasing one's expressive and creative potential allows those in developmental age to develop personal and social skills oriented towards positivity and sharing, expanding their imaginative skills with a view to "well-being". The theatrical game allows an active involvement of the young people which makes them responsible for their own learning process and works on the motivation for change.

This workshop includes 2 activities for a total duration of 3 hours, divided in reader (45 minutes), user (45 minutes), critic (45 minutes) and evaluator phase (45 minutes). It targets students from 15 to 17 years old and can be carried out within the classroom.



#### **Objectives:**

- To learn the meaning of stereotypes, discrimination and gender-based violence.
- To learn to recognize the gender-based discrimination and gender-based violence with particular reference to the web.
- To experience simulated gender-based violence situations Awareness of oneself and one's own thought with respect to the theme of gender
- To acquire strategies for the prevention of discrimination and gender-based violence online and find strategies for change and resolution of the problems that entail them.
- To gain awareness of the responsibilities of the guilty and not of the victims in cases of discrimination and gender-based violence.



#### **Tools:**

Sheets of paper and pens PC and internet connection (only if the activity is done online).

## 2.2 I think, I speak, and I act to break the mold!



Reader phase



45 minutes



Activity related to the "face to face option"

**This phase is structured in 4 actions:**

1. Word
2. Gesture
3. Sound
4. Reflection

Before starting the teacher/educator arranges the participants in a circle. If it is not possible, it is sufficient to give them a consequential order.

### **Action 1: Word**

The teacher/educator will say a keyword and all the participants, instinctively, without thinking, one by one, will have to say a word related to the keyword, without repeating themselves. Two laps will be done with the keywords "Male" and "Female" which must be clearly revealed only before each lap. Before proposing the keywords, it is advisable to take a test ride on an easy word such as: "School" or "Family".

### **Action 2: Gesture**

With the same methods of action 1, all participants will be asked to make a gesture linked to the word previously said, without emitting any type of sound. One lap will always be done.

### **Action 3: Sound**

In the same way as in the previous actions, all participants will be asked to make a sound (not a word or a phrase) linked to the gesture made previously. One lap will always be done.

### **Action 4: Reflection**

In this latest action, participants will be asked to say which gestures, words and sounds they found most embarrassing, offensive, disparaging and why

Through their responses it will be possible to reflect on what a gender stereotype is and how it can become a form of insult and violence. This phase, in addition to allowing participants to understand the topic under discussion, is useful for getting involved in the first person, expressing one's thoughts (Action 1) activating the body (Action 2), overcoming the embarrassment of having to expose yourself in front to the group (Action 3), externalizing and confronting their own feelings (Action 4), thus laying the foundations for proceeding to the next phase.

**Here is a list of questions that could stimulate dialogue and reflection:**

1. Was it easy to choose your word, gesture or sound?
2. Why did you choose that word, gesture or sound?
3. What words, gestures or sounds embarrassed you? Because?
4. In which words, gestures or sounds do you recognize yourself? Because?
5. What words, gestures or sounds bothered you? Because?
6. Do you think some of the words, gestures or sounds were more representative than others? Because?
7. Would you like to add any words, gestures or sounds that have not been made?
8. If you could change your word, gesture or sound, would you change it? And why?



**Reader phase**



**45 minutes**

**Tools**

- **PC/Laptop - Internet Connection**

Through the video-conferencing platforms it is possible to carry out the activity. It is necessary to organize the word shift.



**Activity related to the "online option"**

## 2.3 On Stage!



User phase



45 minutes

### Tools

- Script Printed



Activity related to the "face to face option"

In this phase the teacher/educator asks the participants to stage a situation that has the following script.

### SCENE

#### CHARACTERS:

- 1 Boy (Marc)
- 1 Girl (Lucy)
- 1 Narrator

The characters Marc and Lucy will be interpreted by several participants, who will alternate in some moments of the dialogue marked as: "Change of roles"; before starting, the order of the pairs must already be decided, and the parts assigned, giving each one a copy of the text so that they can read it at least once. The characters will be seated on two chairs far from each other, they write on their mobile phones and, reading aloud, they communicate what they are writing. In front of each chair there will be a sign with the name of the two characters written: "Marc", "Lucy". The narrator will be played by the teacher / educator who will read in the background.

*Narrator: Day 1*

Marc: (Like)

Lucy: But who is this Marc who started following me and liked me? ... Cute! (Follow)

*Narrator: After a few days*

Marc: ( Like). Top photos!

Lucy: Thanks.

*Narrator: After a few days*

Marc: Like! Wonderful photo!

Lucy: Thanks! ( Smile emoticon)

*Narrator: After a few days*

Marc: Like! Great photographer!

Lucy: Thanks! ( Big Smile Face)

*Narrator: After a few days*

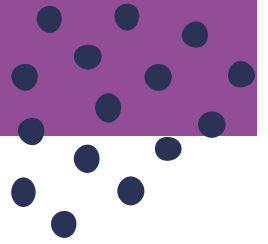
Marc: Like! How good! ( Wink emoticon)

Lucy: ( Double Big Smile Face)





## CHANGE OF ROLES



*Narrator: After a few days in chat*

Marc: Hi! Your photos are beautiful! You are very good!

Lucy: Thanks. Photography is my passion!

Marc: I seem to know you, what school do you do?

Lucy: The Dante High School.

Marc: A friend of mine goes to the same school.

Lucy: What class does she do?

Marc: The fifth.

Lucy: I'm in third.

Marc: You are such a child!

Lucy: How old are you?

Marc: I'm 17.

Lucy: What a fool! There is only one year of difference between us!

Marc: Don't get mad! (Teaser with tongue face)

Lucy: Imagine you're the old one! (Bigmouth face)

Marc: (Laughing face) Lucy: I have to go! (Hand that greets) Marc: It was nice to meet you! (Smiley face)



## CHANGE OF ROLES

*Narrator: After a few days in chat*

*Narrator: After a few days always in chat*

Marc: Hi Lucy! (Smiley face)

Lucy: Hi Marc! ( Smiley face)

Marc: I saw that you posted a photo of the Moon Pub with your friends.

Lucy: Yes, I went on Saturday night.

Marc: I often go with my friends too! Maybe one evening we can meet!

Lucy: Why not... Marc: Top! ( Happy smiley face)





## CHANGE OF ROLES

*Narrator: The next day*

Marc: So, I'll see you at Moon on Saturday, confirmed?

Lucy: I still don't know, I have to talk to my friends!

Marc: Ok! I confirm!

Lucy: Good.

*Narrator: The next day*

Marc: Did you talk to your friends?

*Narrator: After a few hours*

Marc: Lucy? Everything good?

*Narrator: After a few hours*

Marc: Lucy are you alive?

*Narrator: After an hour*

Marc: Planet earth calls

Lucy. (Smiley face laughing)

Lucy: Hi Marc, in the end with my friends we decided that on Saturday we will not go to the Moon Pub.

Marc: Ok, where are you going?

Lucy: We don't know yet.

*Narrator: After a while*

Marc: Did I say something wrong?

*Narrator: After a while*

Marc: Why don't you answer me?

*Narrator: After a while*

Marc: Lucy????

*Narrator: After a while*

Marc: You could at least answer!

Narrator: The next day

Marc: Do you think you are so beautiful? You're well ugly!

*Narrator: After a while*

Marc: I saw you together with your friends making selfies dressed up like bad news!

*Narrator: After a while*

Marc: You're like all the girls, first look nice, then ... You're gone! I hope I never see you again!

At this point the teacher/educator interrupts the scene and asks the participants how the story could have gone on, examining the different possibilities and possible consequences:

- Lucy should have answered Marc.
- Lucy would have to face Marc in person.
- Lucy was supposed to report Marc.
- Lucy was supposed to take a screenshot of the chat and then publish it and discredit Marc publicly.
- Lucy should have talked about it with her friends or with her parents or an adult contact person (e.g. school teacher/educator).
- Lucy could have blocked Marc on social media.
- Marc, however, could have created a new fake profile, he could have gone to Lucy 's school or looked for her in the club.

**In addition, the teacher/educator asks the participants:**

- What did Marc do wrong?
- What did Lucy do wrong?
- Which of the two was more wrong?



User phase



45 minutes

### Tools

- PC/Laptop - Internet Connection
- Online tool for video calls in which a presentation could be shared in the screen



Activity related to the "online option"

Through the video-conferencing platforms it is possible to carry out the activity. It is necessary to have the script in digital form (the script should be even shorter) that can be sent to young people who decide to participate in the staging. The teacher/educator may also think of having the chat of the scene written live.



## 2.4 But it's also her fault! If she...



Critic phase



45 minutes

### Tools

- Markers - Pencils - Pens
- Sheets of Paper



Activity related to the "face to face option"

The teacher/educator divides the participants into two groups, the classroom will be transformed into a court, one group will be the prosecution and the other the defense. To each group the teacher/educator reads (and also delivers on paper) the following case:

*Jennifer lives in a small town, she is a beautiful girl, from a good family, she loves her body and she likes to show it to others, dressing up with designer clothes. She loves being the center of attention, going to parties, having fun and getting to know boys. Just at one of these parties, Jennifer knows James a handsome boy who manages to conquer her with his ways. The two get together and are very happy. After a few months of dating, James offers Jennifer a game to "light up" their couple and asks her to send him some "intimate" photos. Jennifer accepts, because this game amuses her a lot.*

*After 2 years of engagement, Jennifer realizes that she no longer loves James and decides to leave him. James cannot accept it, for this reason he is very angry and decides to take revenge by publishing her photos online.*

*In a short time, the whole country gets to know about their photos. Jennifer is very ashamed and decides to move away from everyone. But the photos go viral and, for Jennifer, life has become impossible. To put an end to this hell Jennifer decides to bring James to court and to denounce all the web sites that have published the photos.*

The teacher/educator interrupts the story and asks the participants to write, even as a list, all the reasons why Jennifer is right (defense) and all the mistakes that Jennifer made (accusation) giving 15/20 minutes of maximum time at the end of which each group, starting from the accusation, will have to read aloud what they wrote and confront the other group.

Only at this point the teacher/educator reveals that Jennifer's story is inspired by a true Italian news story that ended in tragedy, because the protagonist, in addition to not having won the case, decided to commit suicide.



Here are some questions that the teacher / educator can use to stimulate debate and reflection:

- Have you ever thought that simple actions can have huge consequences?
- Do you think Jennifer's reaction is exaggerated?
- Do you think James just did a "stunt"? Don't you think that such actions can seriously harm the victims?
- Have you ever heard of cyberstalking?
- Do you know any friends who have been victims of cyberstalking?
- Have you ever heard of doxing (searching and publishing personal information online)?



Critic phase



45 minutes

#### Tools

- PC/Laptop
- Good Internet connection
- Video-conferencing platform



Activity related to the "online option"

Through the video-conferencing platforms it is possible to carry out the activity. Some platforms also give the possibility to divide the groups and make them stay in separate "rooms".



## 2.5 Did you understand well?!



Evaluator phase



45 minutes

### Tools

- Sheets of Paper
- Pens

OFFLINE



Activity related to the  
"face to face option"

The teacher/educator delivers tickets, prepared previously, on which there will be written ambiguous phrases and situations of discrimination and / or gender violence, in particular related to the online world. Participants will be divided in pairs and in front of the others they will have to do and say what is written on the ticket, the rest of the class will have to say if there is discrimination and / or gender-based violence.

This game could raise doubts but above all it should bring out a new awareness.

### AMBIGUOUS PHRASES

*F: Female*

*M: Male*

F/M

F: How do I look?

M: Great! For once you are dressed as a girl.

**REFLECT! Thinking that there is a way to dress "as a girl"**

M/M

M1: (crying) This movie is so moving.

M2: Don't be pansy!

**REFLECT! Sensitivity and crying belong to the female sphere.**

F/F

F1: Have you seen Francesca with the miniskirt?

F2: Yes! She is too fat, she can't afford it.

**REFLECT! Not having the freedom to dress however you like without being judged.**

F/M

F: (angry) Stop it!

M: How sour you are! Do you have to have your period?

**REFLECT! If a woman gets nervous it is the fault of the menstrual cycle as if she could not have the right to be angry.**



## AMBIGUOUS PHRASES

F/F

F1: Did you see last night's goal?

F2: Forget football, it's a boy thing.

**REFLECT! Thinking that football is "for boys".**

M/M

M1: What do you think of Maria?

M2: I give an 8 to the butt, but a poor 6 to the breasts!

**REFLECT! The woman is evaluated by numbers. This is also true in reverse.**

F/M

F: I've decided! I will enroll in law because I want to become a judge.

M: But do you know how many years it takes? You will get too old and you will not be able to have children.

**REFLECT! The woman must necessarily wish to be a mother.**

M/M

M1: Did you hear about Luca? He kissed 5 different girls on the same night. He is great!

M2: And Giulia kissed 6, she's really a bi\*\*\*c!

**REFLECT! Having multiple relationships for a man is a boast, while for a woman it is defamatory.**

F/F

F1: My father is at home with my little brother.

F2: That's good! He does the househusband!

**REFLECT! Care is only a female issue.**

F/M

F: Leave me alone!

M: You're so ugly that nobody wants you.

**REFLECT! A woman's worth is measured by her being desirable to men.**

**At the end of the meeting, in the light of the educational activity in which they participated, the teacher/educator delivers white cards and asks participants to write if they have ever observed or heard of situations of discrimination or gender-based violence.**



Evaluator phase



25 minutes

TOOLS:

PC/Laptop

Internet Connection



Activity related to the "online option"

Through the video-conferencing platforms it is possible to carry out the activity.