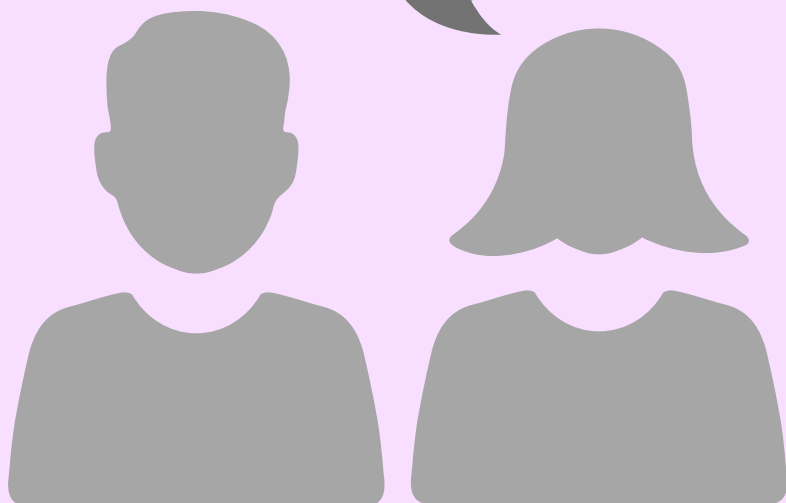


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WORKSHOP VI

THE GREY ZONE



WORKSHOP I

The grey zone

1.1 Introduction

The “grey zone/area” is frequently used as a metaphor to denote very different situations but which share an ambiguity, behavior and / or state of the phenomenon, and consequently the difficulty of analysis and evaluation.

There may be many gray points in a GBV context: on language, on stereotypes, on cultural models, on mental patterns, on communication.

Avoiding sex and gender-based discrimination starts with language, as the systematic use of gender-biased terminology influences attitudes and expectations and could, in the mind of the people, relegate women to the background or help perpetuate a stereotyped view of women's and men's roles.

The ways in which we use language say a great deal about ourselves and our attitudes toward others.

Biased language makes unnecessary distinctions about gender, race, age, economic class, sexual orientation, religion, politics, or any other personal information that's not necessary to a text's argument or intent. Sometimes we take biased language for granted, like when we use the masculine pronoun "he" to refer to both men and women.

Language is important because it is a tool through which socialization is developed and a correct use of language favors gender socialization (NLP Neuro Linguistic Programming - is based on the use of language to encourage socialization).

There are number of different strategies that can be used to express gender relationships with accuracy, such as avoiding, to the greatest possible extent, the use of language that refers explicitly or implicitly to only one gender, and ensuring, through inclusionary alternatives and according to each language's characteristics, the use of gender-sensitive and inclusive language.

The workshop "The Grey Zone" includes four activities, for a total duration of 2 hours, divided in reader, user, critic and evaluator phase (each of them 30 minutes long). It targets young people from 12 to 17 years old and it can be realised face to face but also online.

Objectives:



- Raise awareness and ability to evaluate the importance of gender-sensitive language.
- Make young people aware of how language is the main tool of socialization and how stereotypes and cultural models are grey points that depend on the language that is used.
- Help participants gain insight into the mechanisms and agents of gender socialization, their personal history of gender socialization.
- Encourage young people to develop their own critical intelligence with regard to culturally inherited stereotypes.

6.2 Pink or Blue?



Reader phase



30 minutes

Tools

- Blackboard
- PC
- Projector

OFFLINE



Activity related to the
"face to face option"

This activity aims to build a participatory and shared definition between teachers/educators and young people on the gender difference starting from knowledge, intuitions and personal experiences. To introduce the subject, the teacher/educator proposes to watch the video:



Watch the video here:

<https://www.youtube.com/watch?v=zX52ni4Ftcl>

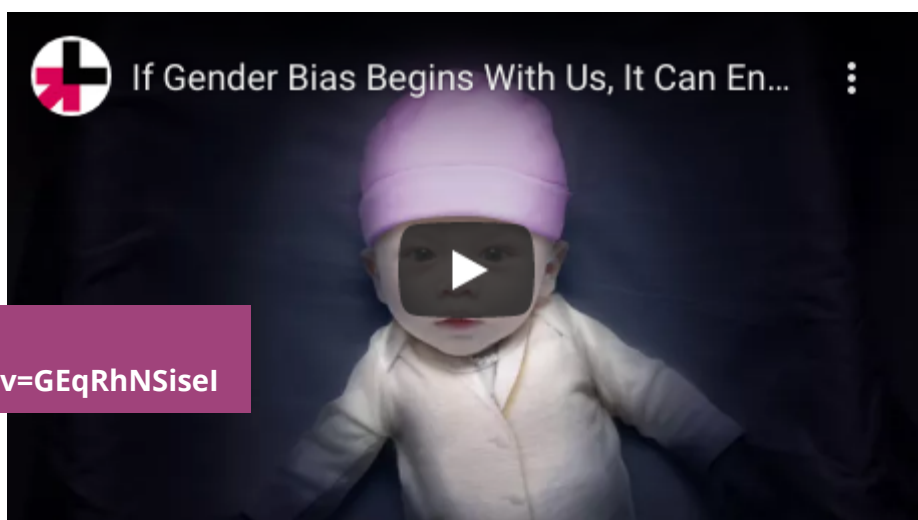
Pink or **Blue** is a project based around the theme of gender. Commissioned to open the Saatchi showcase in Cannes, the film uses 3D technology to allow the viewer to switch between the two different versions of the film depending which set of glasses they view it through.

This video tells about the gender differences and stereotypes about the male and female that we find ourselves embodying every day.

WARNING!

The content and language of this video is very direct and there are explicit sexual references that can annoy very young and / or very sensitive participants.

The teacher/educator must evaluate, after viewing, if the participants are ready and prepared to watch it. As alternative the teacher/educator proposes to watch this video:



Watch the video here:

<https://www.youtube.com/watch?v=GEqRhNSiseI>

#HeForShe. If Gender Bias Begins With Us, It Can End With Us

HeForShe is UN Women's solidarity movement for gender equality.

HeForShe invites men and boys to build on the work of the women's movement as equal partners, crafting and implementing a shared vision of gender equality that will benefit all of humanity.

After the vision of the video, the teacher/educator give the young people a sheet of paper and a pen and invites them to answer the question:

- **"How are girls and boys different?" and to write the answer on the sheet, anonymously.**

The answer can be of any kind: a sentence, a single word, the evocation of an image, a memory or a personal experience, etc. which allows them to define the differences between male and female. Once they have finished writing, the participants are invited to put the sheet in a box.

When everyone has finished, the teacher/educator extracts the sheets and reads them aloud, one by one, marking them on the blackboard and, in the case of similar answers, bundles them into one definition. On the blackboard there will be a sort of conceptual map on gender differences built on the knowledge of young people.

At this point it is necessary to reorder the ideas and divide the answers into some macro-categories that make the articulation of this concept clearer.

It would be better to divide the responses that emerged according to three conceptual nodes:

- the body (the physical difference between males and females)
- affectivity and emotions (what is considered male and female in the context of feelings)
- social roles (what is considered male and female in society).

ITEMS FOR DISCUSSION:

1. What relationship is there between the physical differences between men and women and the social differences between men and women?
2. What are the differences that in your opinion have turned into inequalities?
3. How does being men and women change the experience with the outside world?
4. Which of the definitions written on the blackboard can we define as stereotypes and why?



Reader phase



30 minutes

Tools

- Online tool for video calls in which we can share a presentation in the screen
- Paper
- Pens / pencils for each participant

ONLINE



Activity related to the
"online option"

In the online version they could use any video conferencing platform in which it's possible to share a presentation in the screen, **LiveBoard interactive and collaborative online whiteboard**.

The activity will be the same as the "face to face option": instead of writing on an anonymous sheet, the teacher/educator encourages the young people to write the answers on the chat of the video conferencing.



6.3 It's a man's, man's, man's world



User phase



30 minutes

Tools

- Photocopy: "List of professions" worksheet
- Pens

OFFLINE



Activity related to the
"face to face option"

In this phase, young people become sensitized to gender stereotypes in professional choices. The young people will reflect on the professions considered by men and professions considered by women and on the factors that can influence the choice of work, any conditioning, the consequences that this choice can have in life.

The teacher/educator distributes copies of the **"List of professions"** to each student. Reads the listed professions and describes those that the students do not know.

The student(s) fill in the list, associating the profession with "male *", "female *", and "both".

The teacher/educator asks how and why they replied that way and then writes the results on the board and then asks the students why they made that choice.

The teacher/educator asks the participant(s) to discuss and share:

- Which is the largest group - "male", "female", or "both"
- Why are some professions by convention assigned to a specific gender?

After a brief debate, only if there is the time, the teacher/educator proposes to watch the video:



YouTube video link:

<https://www.youtube.com/watch?v=qE-vJO67xqg>

"List of professions"

LIST OF PROFESSIONS			
JOB	GENDER		
	M	F	BOTH
Construction worker			
Flight attendant			
Social worker			
Secretary / Secretary clerk			
Primary school teacher			
Hairdresser / Hair stylist			
Top model			
Sales Assistant / Shop Assistant			
Physical education teacher			
Photographer			
Nurse			
Dental hygienist			
Artist			
Reporter / TV reporter			
Aerospace technician			
Pharmacist			
Baby sitter			
Newspaper publisher			
Cashier			
Mechanical engineer			
Investigator			
Plumber			
Chef / cook			
Veterinary surgeon			
Librarian			
Nutritionist			
Graduated nurse			
Security guard			
Assistant / teacher in kindergarten			
Accountant			
Lawyer			
Forestry agent			
Physiotherapist			
Occupational therapist (rehabilitation)			
Housewife			
Business consultant			
Musician			
Professional athlete			
English teachers			
Gardener			
Fashion designer			
Doctor			
Architect			
Car mechanic			
Pilot			
Computer programmer			
Truck driver			
Cow breeder			
Bartender			
Carpenter			
Police officer			



User phase



30 minutes

Tools

- Online tool for video calls in which a presentation could be shared in the screen
- "List of professions"
- Pens / pencils for each participant

ONLINE



Activity related to the
"online option"

The same activity by using LiveBoard interactive and collaborative online whiteboard.



6.4 All is not what it seems



Critic phase



40 minutes

Tools

- Two sets of cards with the different adjectives from the list below on them
- A work and instruction sheet for each group

OFFLINE



Activity related to the
"face to face option"

This activity illustrates gender stereotypes and the way society considers 'feminine' and 'masculine' characteristics desirable or undesirable. Some of the tools for this activity will be two sets of cards showing different adjectives.

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	makes decisions quickly
ambitious	not ambitious
diplomatic	direct

Each card has one part of a pair of adjectives written on it.

Although these pairs of adjectives form opposites, the stacks of cards should be sufficiently mixed so that it is not immediately very obvious.

Worksheet for Group A:

Prepare a blank sheet of paper divided into two columns. Each column should have a heading: one should read 'Feminine' and the other 'Masculine'.

Prepare a separate sheet with the following instructions to add to the worksheet:

"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."

Worksheet for Group A:

Prepare a blank sheet of paper divided into two columns. Each column should have a heading. One should read 'Positive / Desirable' and the other 'Negative / Undesirable'.

Prepare a separate sheet with the following instructions to add to the worksheet:

"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."

Explain that this exercise is about finding out how gender stereotypes work in society.

Form two groups with equal numbers of participants.

Ask them to sit in two corners of the room.

Hand out the envelopes with the cards and the worksheets with the instructions. Tell participants that they should follow the instructions on their worksheet and work as quickly as they can. Tell participants they have approximately 10 to 15 minutes to complete the task according to the instructions on the worksheet.

When ready, gather the whole group again.

Write on the flipchart two headings: 'Feminine' and 'Masculine' and ask Group A to dictate the characteristics they put under the 'Feminine' heading.

After each adjective, ask Group B if they placed that adjective in the Positive/ Desirable or the Negative/Undesirable column. Note this information beside the adjective by putting a **plus (+)** or a **minus (-)** sign beside it.

Ask for a round of first impressions about the exercise and its results.

You can ask participants some of the following questions:

- How did you find the exercise?
- What did you like or dislike about it? Why?
- How do you feel about the results, now that you see the summary?
- Does anything about the results surprise you? What?
- Why is it surprising?



Critic phase



30 minutes

Tools

- Any video conferencing platform in which it's possible to share a presentation in the screen, LiveBoard interactive and collaborative online whiteboard

ONLINE




Activity related to the
"online option"


In the online version they could use any video conferencing platform in which it's possible to share a presentation in the screen, LiveBoard interactive and collaborative online whiteboard. The activity will be the same as the "face to face option":

Instead of writing on sheets, the teacher/educator suggest to create separate virtual room and encourages the young people to write on the chat of the video conferencing system used (Meet, Google Hangout, Zoom, etc.).



6.5 Test your unconscious stereotypes!



Evaluator phase  **30 minutes**

Tools

- Post it
- Papers - Paper with a dartboard drawn
- Pens



In this exercise, the teacher/educator invites the students to do a questionnaire with the aim to investigate attitudes towards gender stereotypes.

Before this activity students are asked to download for free the App for mobile phone "Poll Everywhere": is a simple web-based application that can be used in and outside the classroom to create multiple-choice or open-ended polls or in distance learning classrooms or fully online courses.

If the teacher/educator encounters difficulties about the downloading of the App can print the Questionnaire.

Once the students have completed the questionnaire (approx. 15 mins), the teacher/educator reviews the overall statistics displayed at the end of the test compiled.

The teacher/educator asks to share their results with the class and compare those results with the overall findings.

They can then discuss the following questions:

- Were you surprised by the results? Why, or why not?
- What did you learn from the results?
- Did you feel challenged by having your implicit bias questioned?





QUESTIONNAIRE

		<u>Strongly disagree</u>	<u>Disagree</u>	<u>Agree</u>	<u>Strongly agree</u>
1	Swearing is worse for a girl than for a boy	1	2	3	4
2	On a date, the boy should pay all the expenses	1	2	3	4
3	On average, girls are as smart as boys	1	2	3	4
4	In a family, sons should be encouraged more than daughters to continue their studies	1	2	3	4
5	It is right for a girl to want to play hard sports like football	1	2	3	4
6	In general, the father should have more authority than the mother in making family decisions	1	2	3	4
7	It is permissible for a girl to ask a boy for a date?	1	2	3	4
8	It is more important for boys than girls to do well in school	1	2	3	4
9	The husband should share with his wife <u>houseworks</u> such as washing dishes and washing	1	2	3	4
10	Girls should be more interested in becoming good wives and mothers than wanting a professional career	1	2	3	4
11	Girls should have the same freedom as boys	1	2	3	4
12	Most girls like to show off their bodies	1	2	3	4
13	Most boys want to go out with girls just to have sex	1	2	3	4
14	Most girls cannot be trusted	1	2	3	4
15	It is more acceptable for a boy, and not a girl, to have several sexual partners	1	2	3	4
16	Boys are better leaders than girls	1	2	3	4