

WORKSHOP VII

GOOD PRACTICES IN COMMUNICATIONS



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Good Practices in Communication

7.1 Introduction

With the help of positive and negative examples and communication campaigns, participants will have the opportunity to understand different dynamics at the basis of gender stereotypes in communication. The workshop will propose campaigns from different periods, developed for different communication means (newspapers, TV, social media), in order to provide a wide overview.

Participants will be invited to reflect on possible use of gender stereotypes and on how they can influence people's perception. They will examine products commercials, advertisements and social campaigns: some of them have been awarded for their sensitiveness, while other have been perceived negatively by consumers.

Through the activities proposed, they will have different keys to interpretation and food for thought and will increase their awareness concerning gender stereotypes and their dynamics in the communication field.

This workshop includes 4 activities for a total duration of 2 hours, divided in reader (30 minutes), user (30 minutes), critic (30 minutes) and evaluator phase (30 minutes). It targets young people from 12 to 17 years old and can be carried out, either within the classroom, either online.

Objectives:

- To capture synthetic key notions related to the gender issue in communication
- To learn to recognise gender stereotypes
- To refine the ability to recognise and deconstruct stereotypes / gender biases active in communication
- Reasoning about the social impact of gender stereotypes in mass communication.



7.2 Icons and Stereotypes



Reader phase



30 minutes

Tools

- PC
- Projector
- Internet Connection

OFFLINE



Activity related to the
"face to face option"

The teacher/educator shows the image concerning the "Wo/MaN" campaign by Lycia, cosmetic and personal care products (2016), focused on gender stereotypes.



In the Lycia communication campaign, you can see a man and a woman with different backgrounds. The icons represent the gender stereotypes that are normally associated with women and men respectively.

THE TEACHER/EDUCATOR ASKS PARTICIPANTS TO DESCRIBE WHAT THEY SEE:



TRACK FOR TEACHER / EDUCATOR:

- What kind of background do we have for the woman? And for the man?
- Why these specific objects and colors are related to women and men respectively?
- Do you agree with these associations?
- Do you think that some objects could be shared by the two genders (e.g. many hairdressers are men)
- Isn't it limiting to identify a woman or a man just with some specific jobs or interests?
- Why do our society tend to make these associations? The teacher/educator leads participants to the concept of stereotype.

THEN SHE/HE OFFERS A BRIEF INTRODUCTION ON WHAT GENDER STEREOTYPES ARE.

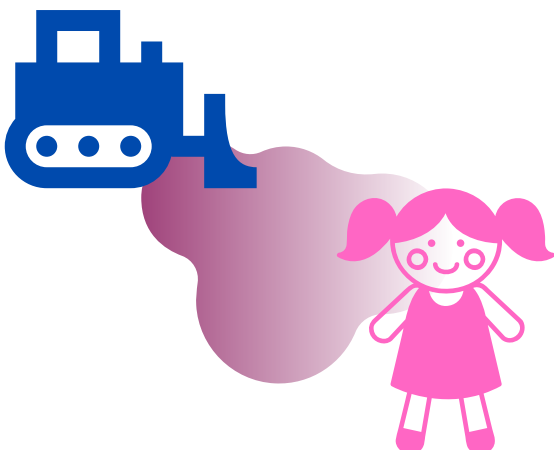
TRACK FOR TEACHER / EDUCATOR:

To understand what good communication practices are on this issue, we must start from the concept of **stereotype**.

The stereotype is a preconceived, recurrent and conventional idea, a rigid whole of beliefs transmitted socially within a culture of reference, on what are and must be behaviors, roles, occupations, traits, physical appearance of a person, in relation to his/her gender membership. Stereotypes risk to limit the opportunities of people concerning what their social and individual aspirations and opportunities are and can contribute to the creation of gender-based discrimination. For ex.: women doing housework and men watching sport on TV, women taking care of children and men going to work, etc.



THE TEACHER/EDUCATOR MAKES PARTICIPANTS REFLECT ON STEREOTYPES.



TRACK FOR TEACHER / EDUCATOR:

Probably ever since you were a child, you have experienced gender stereotypes. For example:

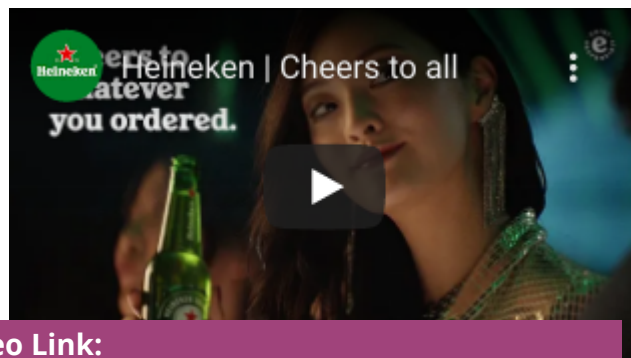
- blue color for males and pink for females
- boys play with bulldozers and girls with dolls
- mom cleans the house and dad uses the drill

The teacher/educator asks participants to make some further examples.

MEMO FOR TEACHER / EDUCATOR

Lycia, accused to have proposed a sexist advertisement, apologized saying "It was not our intention to offend anyone, indeed we wanted to have the opposite effect: to be lightly ironic about clichés and gender stereotypes, just to exorcise them".

If there is still time, the teacher/educator shows the following video:



Video Link:

<https://www.youtube.com/watch?v=dD6r53DWxwk>

SHE/HE ENCOURAGES DEBATE AMONG PARTICIPANTS WITH THE FOLLOWING QUESTION.

TRACK FOR TEACHER / EDUCATOR:



- What strikes you most in this commercial?
- What kind of message does it aim to convey?
- Do you think this kind of communication is effective?

In this commercial the discrimination lies in the fact that the waiters take it for granted that beer (male stereotype) is for men and that the cocktail (especially if it is pink) is for women (as well as salad is for women and burger is for men), when actually it is absolutely not true.

The aim is to make participants understand that this advertisement is an example of how we can reverse stereotypes, in order to mock them and spread new concepts.



Reader phase



15 minutes

Tools

- PC
- Internet Connection
- Online tool for video calls in which we can share a presentation in the screen

ONLINE



Activity related to the "online option"

The teacher/educator shares her/his own screen with participants and shows the image concerning the "Wo/MaN" campaign by Lycia, cosmetic and personal care products (2016), focused on gender stereotypes. Then she/he follows the instructions of the face-to-face activity. In order to facilitate an effective implementation, participants can mute their microphone and open it only when they want to say something.

Also in order to show the video, the teacher/educator shares her/his own screen with participants and then follows the instructions of the face-to-face activity.

7.3 Good practices and common mistakes



User phase



30 minutes

Tools

- PC and projector
- Internet connection

OFFLINE



Activity related to the
"face to face option"

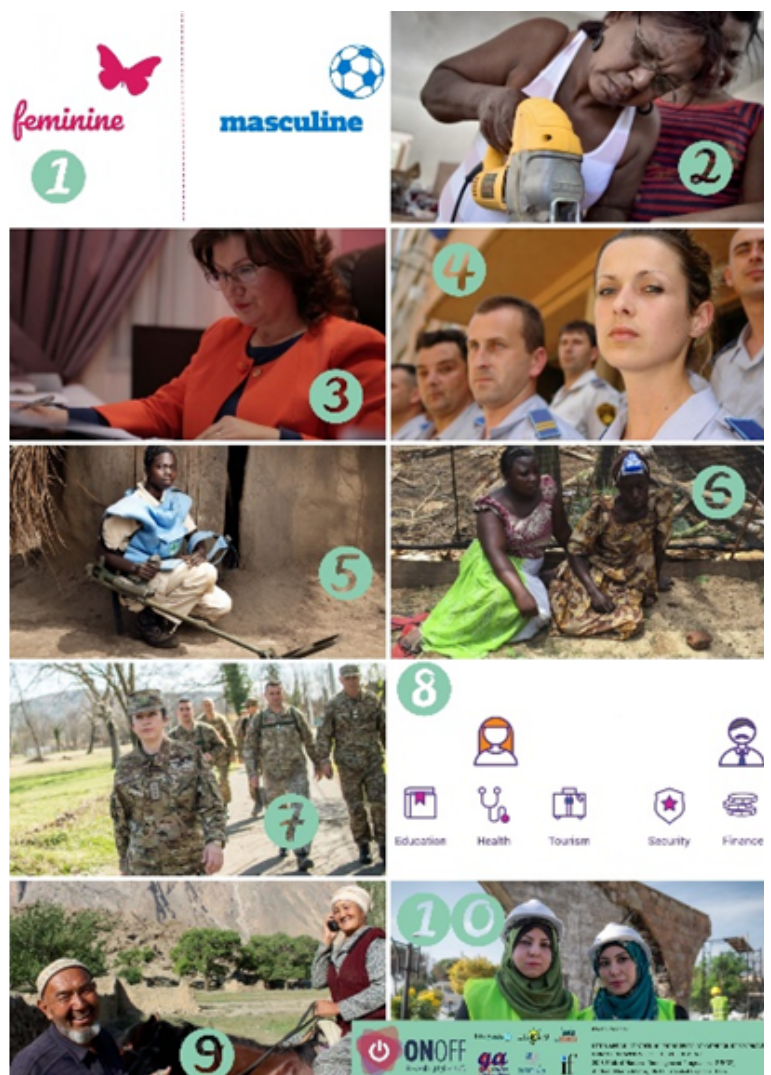
The teacher/educator shows the set of pictures named "Good and bad examples" about good and bad practices in communication.

If the images are taken from the report of the UNDP (United Nations Development Programme) "Let's speak Gender. 10 principles of gender-responsive communications for development" (2018) focused on how communication can enforce or subvert gender inequalities. The aim is eliminating gender-based discrimination and gender stereotypes in all areas of life.

Participants only see the set of pictures (that are numbered from 1 to 10), while the teacher/educator has an additional sheet with inputs on why the pictures can be considered good or bad examples.

The teacher/educator asks participants to divide pictures in two categories: positive examples and common mistakes. Then, for each picture, the teacher/educator asks participants to raise their hand in order to vote if they are based on stereotypes and/or discriminations or not and ask them to motivate why they have chosen an option instead of the other. Then she/he explains if it actually is a positive or negative example and why.

When all pictures have been classified as good practices or common mistakes, the teacher/educator encourages debate among participants with the following questions.





Track for teacher / educator:



- What elements determine that a picture is a positive or negative example?
- Does it mean that, for example, if a woman is portrayed while she is sewing, is this always wrong?
- How does it feel seeing the lady doing an activity considered typically masculine (Picture n. 2)? Is it strange?
- Are you more surprised when you see the good examples (reversed stereotypes) or the bad examples (with stereotypes)?
- What picture makes you reflect the most?



User phase



30 minutes

Tools

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

ONLINE



Activity related to the
"online option"

The teacher/educator shares her/his own screen with participants and shows the set of pictures about good and bad practices in communication. Then she/he follows the instructions of the face-to-face activity. In order to facilitate an effective implementation, participants can mute their microphone and open it only when they want to say something.



7.4 Change your point of view



Critic phase



30 minutes

Tools

- PC
- Projector
- Internet Connection

OFFLINE



Activity related to the
"face to face option"

The teacher/educator shows the picture "Budweiser 1", that is an advertisement about beer and asks participants to comment it.

Track for teacher / educator:

- What is showcased in this picture?
- When you see it, how do you feel?
- Do you perceive something "wrong" or "unequal"?

Then the teacher/educator shows the picture "Budweiser 2", which shows the first picture together with another advertisement made by the same company. They both portray a woman and a man, but in different situations.

1



2



Now she/he ask participants to go further into the debate.



Track for teacher / educator:

- What is showcased in the second picture?
- How are the woman and man portrayed?
- What are the ideas underlying the representation of the two genders in the first picture? And in the second one?
- Do you now perceive any stereotype in one of picture? Did you feel the same when you saw the first picture for the first time?
- If your perception has changed when you saw the second picture, what does it mean?

The aim is to make participants reflect about the fact that we are often so used to stereotypes that we don't perceive them as such. Only when we find different and more equal ways to represent women and men and their relationship, we notice discrimination we didn't realize before.

These two pictures are part of a campaign made by Budweiser in 2019 to reinvent some of its sexist advertisements published in the 1950s and 1960s to portray women in a more positive, independent and contemporary light. In the first image a woman is pouring a beer for her husband while he works and it was turned into an image in which the same couple is completing a move together.

The company explains: "Our country and culture have evolved over time – and advertising should reflect that. Which is why this year, in honor of International Women's Day, we are reimagining our ads of the past to better portray balance and empowerment."



Critic phase



30 minutes

Tools

- PC
- Internet Connection





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

The teacher/educator shares her/his own screen with participants and shows the picture "Budweiser 1" and then "Budweiser 2".

Then she/he follows the instructions of the face-to-face activity.

In order to facilitate an effective implementation, participants can mute their microphone and open it only when they want to say something.

7.5 #LikeAGirl

**Evaluator phase**  **30 minutes**

Tools

- PC
- Projector
- Internet Connection



Activity related to the "face to face option"

The teacher/educator asks participants to “run like a girl”, “fight like a girl”, “throw like a girl”. Then, she/he shows the video:

Video Link:
<https://www.youtube.com/watch?v=yIxA3o84syY>



This video won the Facebook Studio Awards that recognize the best creative work on Facebook. It is the communication campaign “#LikeAGirl”. The video is realized by Leo Burnett agency for Always, a brand for feminine hygiene products.

The video shows young people, including young girls, who are asked to “run like a girl”, “fight like a girl”, “throw like a girl”. And they do it in a clumsy and awkward way.

Also younger girls are asked to do the same and when they do it, they are more natural.

The idea of Lauren Greenfield, the documentary filmmaker who developed the idea, was to demonstrate that during puberty girls tend to lose confidence. Years of exposure to direct and indirect communication based on gender stereotypes affect their perception of what “like a girl” means.

We are in fact invaded by messages spreading gender differences, as for examples that leadership, power and strength are for men, not for women. These stereotypes inevitably crystallize into girls’ self-perceptions and affect their behaviors.

At the end of the video, the teacher/educator encourages a debate.

Track for teacher / educator:

How did you act when I asked you to “run like a girl”, “fight like a girl”, “throw like a girl”?

- How people act in the video?
- There are two main types of behavior: who does what? What is the difference between the two groups?
- Why girls run, fight and throw in a clumsy and awkward way while younger girls are more natural?
- Why is there this change of perception during their growth?

If you have time, you can also make the following question.

- Why does the young boys say that behavior insulted girls, but not his sister?

Here we want participants understand that sometimes we don't perceive that accepting or spreading gender stereotypes is an offense to the gender and then to all those who belong to this gender. Therefore, in order to understand if a sentence or behavior is discriminative and offensive, we shouldn't think about it in general terms, but we should apply it to someone we love (our mom, our sister, our girlfriend) and see how we feel about it.

Then the teacher/educator makes some final questions to participants.

Track for teacher / educator:

- In the last two hours has something changed in your way to see communication?
- How do you think this can affect your everyday life?
- Do you think that in the future you will be more inclined to pay attention if an advertisement is hiding stereotypes?



Evaluator phase



25 minutes

ONLINE



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

The teacher/educator follows the instructions of the face-to-face activity. She/he shares her/his own screen with participants to show the video. In order to facilitate an effective implementation, participants can mute their microphone and open it only when they want to say something.