

WORKSHOP I

GENDER STEREOTYPES AND GIRLS OBJECTIFICATION



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Gender stereotypes and girls objectification

1.1 Introduction

One of the biggest problems we face as a society is, without a doubt, gender inequality. One of the great weapons we have to combat it is education and the visibility of certain behaviors that perpetuate it, especially at an early age. For this reason, it is very important to make young people aware of the current situation regarding gender inequality and make visible behaviors and actions, sometimes normalized, to make them aware of them and their consequences on the problem. In this way, approaching and exemplifying problems such as gender stereotypes or the objectification of women, we will help them detect, avoid and combat them. The workshop “Gender stereotypes and objectification of girls” includes four activities, for a total duration of 2 hours, divided in reader (15 minutes), user (40 minutes), critic (40 minutes) and evaluator phase (25 minutes). It targets young people from 12 to 17 years old and it can be realized face to face but also virtually. In the “face to face option” it’s recommended that the activities take place in a classroom with chairs and tables, but also with enough space for making the activities. Also, it’s necessary enough space for putting some things on the walls.



In the “virtual option” it’s essential having a PC, a good internet connection and an online platform for video calls in which the participants can moderate a discussion.

The workshops aims to promote knowledge of the problems of gender stereotypes and the objectification of women, exemplify these problems with everyday situations so that young people can identify them, promote thought on their behaviors and their role in these issues, reaching possible ways to reduce these problems in our environment and discuss some basic examples of gender stereotypes and objectivization of women online.

1.2 Let's talk about stereotypes and objectification



Reader phase



15 minutes

Tools

- **Blackboard**
- **PC**
- **Projector**

OFFLINE



**Activity related to the
"face to face option"**

The first activity of this workshop is going to be focused on knowing more about gender stereotypes and girls objectification. The purpose of this reader phase is for the participants to know the meaning of these two terms.

For this, instead of first explaining the meanings, the teacher/educator is going to work on what the participants know about stereotypes, objectification and gender.

First of all the teacher/educator is going to do an introductory round, in which each participant should say his/her name, age, and what is equality in his/her opinion. This is going to show the general knowledge about equality in the group, and make the teacher/educator able to redirect the workshop to this (the way of talking, the "level" of the discussions).

In order to start with the purpose of the activity, the teacher/educator is going to write at the blackboard the words "gender", "stereotype" and "objectification" on big size. The participants will have 5 minutes in order of getting up and write in the board, next to each concept, words that come to their minds when they think about these words.

At the end of the 5 minutes, all the contributions will be read and the participants will come together with the definitions. Feel free to talk about some topics that comes out when they are writing the words on the board.

For example, when they think about gender, they could confuse this with sexual orientation. This activity it's the time to clarify terms quickly.

After all the brainstorm, the teachers/educators will use a presentation in order to explain the correct definition of the terms. The objective of this activity is that the definition of gender stereotypes and objectification of girls is given by the participants themselves.

It is important that the teacher / educator does not hint or explain anything while the participants are writing their ideas on the board.

It does not matter that these ideas or concepts are incorrect, then the meaning will be well explained and reflected upon. It is very important that in this activity, once the participants have written their ideas about both concepts, reflection and talking about why they have put what they have put are promoted.

DEFINITIONS



STEREOTYPE:

- Generalized idea of a group of people.
- Assume that a group of "similar" people must have the same tastes or behaviors.
- For example: "all the blond girls are silly" or "all the politicians are a fraud"
- More examples?

GIRLS OBJECTIFICATION:

- To cossify women means to make use of her or her image for purposes that do not dignify her neither as a woman nor as a human being
- Most of the time, the reification of the woman's body occurs based on an isolation or emphasis that is given to a specific area of the body, such as the mouth or breasts
- With examples of objectification, print, television and other advertisements in which women are seen exposed next to tools, cigarettes, liquors, tractors, automobiles, deodorants and of products that companies want to sell.



GENDER:

- Group of behaviors, characteristics, and appearances that makes a person feeling "like a girl" or "like a boy".
- Is possible to born with male genitalia but to be a girl, because the person could identified herself as a girl despite of having male genitalia.
- The differentiation between male genitalia (penis) and female genitalia (vagina) is called biological sex.
- And sexual orientation generally refers to who is emotionally or sexually attracted to.

GENDER STEREOTYPE:

- Generalized idea of the tastes, behaviors and life style of "girls" and "boys".
- Assume that girls/boys have certain lifestyle, tastes, behaviors, and personalities only because they're girls/boys.
- For example: "all women like the color pink" or "all men like sports"
- More examples?





Reader phase



15 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 option of this activity, the teacher/educator is going to do exactly the same but online. The approach is going to be also as the face-to-face version.

First of all, after a little introductory round (the same as in face-to-face version), the teacher/educator is going to put in the shared screen the words "gender", "stereotype" and "objectification".

The participants will have 5 minutes in order to write, in a paper, words that come to their mind when they read this concepts. After that time, they are all going to share their answers in a brainstorming way.

As the participants are saying their answers (not more than 6), the teacher/educator write them down in the document that has in the share screen.

In this way, everyone could see the contributions together. After that, there will be a little discussion about the words in order to get together to an appropriate definition of the concepts gender stereotypes and girls objectification. When the definitions are explained, the participants will see a youtube video on the subject.

Link to the youtube videos:



Option 1 - Gender stereotypes and education



- For participants from 15-17 years old
- Duration: 1:24 min

Option 2 - Gender Roles and Stereotypes

- For participants from 12-15 years old
- Duration: 1:48 min



1.3 What does it feels?

**User phase**  **40 minutes**

Tools

- Different objects
- PC and projector
- Internet connection



In the second activity of the workshop the participants are going to actively experiment about the phenomenon of gender stereotypes and girls objectification, in two different activities. The collection of materials relating to this phase must therefore mainly concern games, group activities, quizzes and what allows the young person to actively experiment with the contents presented previously. The objective of this phase is to live an experience with respect to the gender stereotypes and girls objectification.

First Activity:

The participants should stand up in a line. The teacher/ educator will be in front of the line, looking at the participants. Depending on the age of the participants, the teacher/educator should choose one kind of sentences or another.

At the beginning of the activity the teacher/educator explains that the place in which the participants' line is, is the "neutral zone", the right of the line is the "I agree zone" and the left of the line is the "I don't agree zone".

The teacher/educator is going to say some sentences and all the participants should move to one side or the other depending if they agree or not with the sentence.

Each participant should choose their own opinion.

If they don't know if they agree or not, they could only stay in the middle.

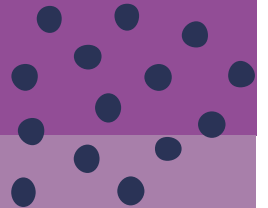
After each sentence, the teacher/educator should promote the talking on why they have chosen to agree or not on that sentence, and what is the "correct" answer.

Some of the topics to talk about could be:

- Why do you think that are some subjects or professions related more to one gender than to the other?
- Do you think that biologically speaking, girls are better than boys in some fields, or boys are better than girls in others?
- Do you think that it is more difficult for a woman to reach high positions at work? Why?
- What gender stereotypes do you find when we talk about love relationships?



List of Sentences



For participants from 12-15 years old

- People should go for the jobs they think they would be good at and are interested in.
- Maths is really difficult.
- Your gender should have no impact on your subject choices.
- Nursing is a profession best suited to women.
- Males and females are equal
- Boys are better than girls at Maths.
- Girls do better in school than boys.
- Design Technology is a "boys" subject.
- Girls are better at sports than boys.
- Boys should not cry

For participants from 15-17 years old

- I would always encourage my peers to do whatever subjects they want.
- Being the only male/female in a class would put me off choosing that subject.
- The best job for you is one that matches your skills, abilities and personal qualities.
- Only girls use make up
- Women take better care of children than men
- Women and men, both can access to high management positions on business
- Boys should not be sensitive and cry
- In a heterosexual relationship, the girl must be sensitive and romantic

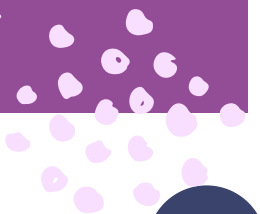
Second Activity

In the second activity the participants are going to see examples about girls objectification. In order to do that, the teacher/educator is going to show to the participants some posters of ads, movies, and series, in which are some kind of girl objectification, and, with all of them, discuss the elements that makes this etc.

The objective of this activity is to promote the thought on how objectification of girls and gender stereotypes are something normalized in society, especially in ads, movies, or daily life.



In this add the woman is laying in the floor in a passive posture (it seems like she's even dead), while a crystal is above her. If we pay attention to the picture, the woman is holding a cloth and a glass cleaner (that is actually the perfume to promote). This picture shows both, an objectification of women (it shows woman in a passive posture) and a gender stereotype (a perfume for girls with the shape of a glass cleaner).





In this typical add of famous movies, we can observe the girl objectification of female characters. In all of them, women are shown with short clothes on and in different postures that make able for women to show their body. In the adds there are boys too, we can see them with more clothes on and in different postures than women (in one of them we can see that even only the face of the boys are shown). So, when it comes to women in adds, all the body has to be shown and with less clothes than boys.

This add shows one of the most used resources in this field related to girls objectification: playing with words. This add pretends to make a smile between football and the girls in the picture. In order to do this, they use the phrase: you will the best strikers in the world. Strikers in Spanish is also a word to call breasts, so they use the picture of two girls dressed as football fans and a plunging neckline.





User phase



40 minutes

Tools

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

ONLINE



Activity related to the
"online option"

The online version of these activities is going to be a modified version of each one, respecting their background and objectives.

The **first activity** is going to be about making obvious some sentences about gender stereotypes, but instead of making it through movement (as in the face-to-face version), it's going to be through image. The teacher/educator will read some sentences and, on each one of them, each participant should thumbs up if he/she agree with the statement, thumbs down if he/she don't agree, or just don't do nothing if they don't know.

[The list of statements is the same as in the face-to-face version]

The **second activity** is going to be the same as in the face-to-face version.



1.4 Where are we in this problem?



Critic phase



40 minutes

Tools

- Markers - Pencils - Pens
- Post it - Papers - Cardboards - Glue - Magazine and newspaper clippings
- Empty paperboard boxes



Activity related to the
"face to face option"

In this activity the participants are going to work on the term of **"gender lightbulb moment"**.

A "gender lightbulb moment" is a time you became aware of being treated differently because of your gender. For example, a girl not being allowed to play football, or a boy being told he shouldn't play with dolls.

It could encompass anything from the toys you were allowed to play with, being aware of different rules for boys and girls, to feeling uncomfortable because of your gender in a certain situation.

Each participant should represent in a paper (in a creative way) one gender lightbulb moment that they have lived (preferably the first one or the most relevant one that they remember). This representation could be as a drawing, as a collage, as a poem, as a story, etc.

The aim is that the participants feel free to tell their story in the way that they prefer. It's ok if they only want to tell the story without showing any artistic output, they can use the material in order to write down what they're going to tell to the group.

For doing this, they're going to have paper, pens, pencil, colours, markers, glue, magazine and newspaper clippings, paperboard... They'll have 10 minutes to do their representation of this situation in the paper or cardboard.

After that, all of the participants are going to use their "purple lenses" (metaphorically). With them, they see reality in the most equal way, avoiding any kind of gender stereotypes. So, once they have made their representation, each participant should apply the purple lenses and tell the same story but in a reality in which gender stereotypes and girls' objectification don't exist anymore.



The aim of this phase is the comparison between young people, young people and teachers / educators, young people and other points of view.

The teacher/educator could give some examples of gender lightbulb moments to the participants, to clarify the objective, and then make another example on how to change this with the purple lenses.



In order to help the participants think about a change for the situation, the teacher/educator can ask them different questions or stimulate some discussions:

- Why this situation happens?
- How the family environment affects this situation? How could this be improved in order to eradicate gender stereotypes?
- How the education affects this situation? How could this be improved in order to eradicate gender stereotypes?
- In which other fields of life this gender stereotypes could be perpetuated? (movies, books, adds, TV, relationships, work, sports, music...)

Some Examples	
 HYPOTHETICAL SITUATION	 PURPLE LENSES
A girl wants to play football with her peers, but they don't let them.	As there is complete equality and there aren't gender stereotypes, it isn't any problem on girls playing football. This happens because the girl have been free to choose which activity she likes most, without restrictions from their family, teachers and friends. She has the opportunity to try different activities independently of the gender stereotype, and also she has been encourage since little to practice sports and feeling free to try different options.
A boy wants to buy / wear a pink shirt, and some colleagues comment on it.	As there is complete equality and there aren't gender stereotypes, it isn't any problem on a boy wearing pink clothes. This happens because there has not been a conditioning environment in the family and close environment of the child. Also, because the child had the opportunity of having different preferences despite the "established ones".





Critic phase



40 minutes

Tools

- Online tool to make compositions or drawings like Canva, PowerPoint, Photoshop, Gimp, Paint...

ONLINE



Activity related to the
"online option"


The online version is going to be the same one, but instead of materials like paper, cardboards, magazine clippings... They are going to use some online tool as power point, canva, paint, photoshop...

The one that they choose in which they're good at it.


The other parts of the activity are the same.



1.5 What can we do?



Evaluator phase



25 minutes

Tools

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



In this last activity the teacher/educator is going to evaluate the learning of the workshop as well as the possible solutions in their daily life for the problems that the participants have learnt. It's going to be on one of the walls a paper with a dartboard drawn on it. The participants are going to have little papers (post-its) of 3 different colors.

Each color represent an aspect of the workshop:

Yellow: Learning on gender stereotypes and girls objectification

Green: Development of the activities and types of activities

Pink: How can we improve the situation of these problems.

They have to write what they have learnt and how have they found the activities, and some proposals of improvements, on the yellow and green one, and also put the writing papers on the dartboard. If they put them close to the centre it means that they give a high score to the workshop and as they're putting them more far away from the centre, it means less score.

In this way they could make comments on the two topics at the time that they score each of the topics and comments. In the pink post-its, they're going to write at least 3 things that they can do in their daily life to improve the situation on gender stereotype and girls objectification.

After that they'll put all the post-its together, and the teacher/educator is going to keep it as a commitment for further workshops.

The aim of this phase is to allow young people to verify the possible change that has occurred on themselves with respect to the subject of the workshop, gender stereotypes and girls objectification.

In the evaluation is the moment to talk about how the participants have felt on the workshop and also their purposes in order to improve the situations about gender stereotypes and girls objectification in their reality.

Related to the purposes, the teacher/educator could suggest that these ones would be as real as possible, in order to make them more like a "commitment" of each participant to the topic.

It is very important that this activity has total anonymity and to make a review of the evaluations at the end of the activity.



Evaluator phase



25 minutes

ONLINE



Activity related to the
"online option"

The online version of this activity is going to be an online questionnaire of evaluation that all of the participants are going to full and, after that, the part of the commitments for changing the problems, that all are going to do by talking on the video call.

The form for the evaluation online activity could be found in this link:



<https://forms.gle/LstrwjYdNTBuC6rB6>

