

MIDDLE YEARS

VOICES AGAINST VIOLENCE



Non-formal education sessions
for children and youth to help stop violence
against girls and young women

**STOP
THE
VIOLENCE**

Speak out
for girls' rights

Part of the World Association of Girl Guides and Girl Scouts' "Stop the violence – speak out for girls' rights" campaign and its Voices Against Violence curriculum.



WORLD ASSOCIATION
OF GIRL GUIDES
AND GIRL SCOUTS



International
Women's Day



SESSION: Gender assumptions



International
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Learning aims

- To think about gender discrimination in careers.
- To think about our own gender assumptions and stereotypes.

Preparation and Materials

- Copies of the assumptions answer sheet (see TOOL: Scenarios and statements for assumptions activities).

THINK:

Some participants may be affected by the content of this session. It may make them think about violence that they have experienced or witnessed. Ensure that everybody leaves the activity knowing where to access helplines, support services or relevant websites. Identify any issues or disclosures that need to be followed up and act upon this information. Follow the local child protection procedure and create a safe and supportive environment.

KNOW:

Gender roles, norms and expectations limit women's and men's life choices and opportunities. Women and men for example may be restricted to certain career opportunities or employment choices that are considered traditionally "male" or "female" jobs. For example very few women work in IT or as a plumber and very few men work in nursing or primary teaching. Sometimes women may be paid less for performing the same job. In general women are still paid, on average, less than men – in the UK for example, the median gross hourly pay difference between men and women (all employees full and part time, excluding overtime) is 17 per cent². Women may also not be given the same opportunities to access high level positions – globally for example only 19.8 per cent of the world's parliamentarians are women.³ Give young people an opportunity to question this and think of their own career choices – whatever they want to be.

INVOLVE YOUNG MEN:

Encourage young men and boys to question the roles, expectations and stereotypes that they

² Annual Survey of Hours and Earnings (ASHE) UK 2012
<http://www.ons.gov.uk/ons/rel/ashe/annual-survey-of-hours-and-earnings/2012-provisional-results/stb-ashe-statistical-bulletin-2012.html>

³ Interparliamentary Union. May 2012.
<http://www.ipu.org/wmn-e/world.htm>

face. Make sure that ideas and comments come from boys and young men themselves and that you are not 'telling them what to be or do'. Encourage them to talk about the pressures that they face to live up to expectations; be careful in your discussions as this may be a sensitive subject that young men find it hard to talk about. Distance the topic by talking about fictional characters, celebrities or local examples of men that challenge stereotypes. How does it make young men feel if they want to have careers that do not fit the masculine model? What do young men think about the assumption that men will be the main earner in families?

TAKING IT FURTHER:

Organize a careers day with careers advisors and education providers. Invite parents.

TIME

ACTIVITY : GENDER ASSUMPTIONS

NOTES



1. Prepare – Safe session

Create a safe and supportive environment. Remind them who they can talk to about their own experiences of violence. Show them the helpline numbers, support service contacts or websites.

Explain the learning aims and what the session will be focusing on.

Give them the opportunity to take time out and leave the session.
Check in time – ask participants to talk about their mood and how their day has been.



2. When I grow up: To build young people's self-esteem

Gather the group into a circle to fill in this statement 'In 10 years' time I want to be...'
Participants could mime what their ambition is and the rest of the group could try and guess it.

Remember to congratulate everyone and encourage them to succeed.

Explain that this session looks at different career options and what steps you can take to get there.



3. A man's or a woman's job?

Bring the group into the middle of the room and explain that there is an imaginary line in the room with a man at one end, a woman at the other end and either in the middle.

Read out the careers in the tool below (TOOL: A man's job?)

Invite participants to move to a place on the line that describes whether they think that the job is most likely to be done by a woman, or by a man, or by either.

Ask the participants why they are on a particular part of the line and encourage them to think and possibly move along the line. Ideally you want everyone to be in the 'either' section of the line.

Remember to challenge any sexism or homophobia that you hear.
Reaffirm that everyone can be whatever they want to be. If you can, use local examples of women and men that have gender atypical roles. If participants feel that the jobs are gender neutral, the discussion may revolve around how many women and how many men they know in these professions. Or, if they feel that the jobs should be gender neutral, but they are not in practice, the discussion can revolve around why not, and what can be done to change this.

Consider also how some types of work are not considered productive and which are usually unpaid – for example child care, household work. Who usually does this work? Why it is not considered productive?



Discuss with the group gender norms, roles and expectations that might restrict a person making their life choices. Discuss ways in which these gender stereotypes might be overcome; ask for suggestions.

Explain that there are social roles, norms and gender stereotypes that limit the life choices of boys and girls, women and men. These can restrict career options and impact on the way that they live their life.
For example, women are often kept in low paid jobs like caring, retail, customer services, and men get jobs in IT and construction. Or lack of educational opportunities, or unequal care giving responsibilities may keep them from excelling in their careers or taking up better jobs.



TIME

ACTIVITY : GENDER ASSUMPTIONS

NOTES



4. Assumptions and stereotyping: To identify our own gender assumptions and stereotypes

Explain that this is an exercise in listening.

Hand out the Assumptions and Stereotyping answer sheets. Read out the scenario two or three times and then ask the questions. Ask participants to tick their answer in the boxes on the answer sheets.

After the exercise read the scenario and the questions again to the group and this time allow participants to feedback their responses.

Begin this activity by telling the group it is an exercise in listening. Then they will not be aware that you are looking for assumptions made about gender. It is natural to make assumptions and to fill in the gaps in our knowledge. Go over the exercise with the group and discuss participants' answers and how we all make assumptions related to gender.



5. Career choices: To identify the next career move that participants will take

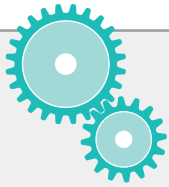
Ask each participant to think about how they can have the career that they want. Give them a few minutes to write down or draw the steps they need to take in the next five years to get the job they want in the future. They can share this with the rest of the group if they want to.



6. Close session

Remind them who they can talk to about their own experiences of violence. Hand out leaflets with local support services numbers on it. Also remember to follow up any concerns.

Find out how the group is feeling following the session. Give the group the opportunity to talk to you at the end of the session.



TOOL : A man's or a woman's job?



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A PILOT

AN ENGINEER

A POLITICIAN

**A BUSINESS
EXECUTIVE**

A PLUMBER

A LAWYER

ACTING

**A CHARITY
WORKER**

A FARMER

**A NURSERY
TEACHER**

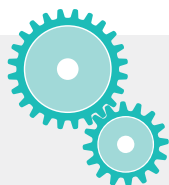
A CHEF

A HAIRDRESSER

A BUILDER

A DANCER

Add other roles that you can think of...



TOOL : Scenarios and statements for assumptions activities



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Scenario

1. A builder, leaning out of a van, shouts "nice legs" to a nurse cycling by

2. The same nurse arrives at work and casually mentions this to a senior doctor

3. The doctor says, "I'd never say that"

4. The doctor has two grown up children who are 22 and 30. They get on very well

5. One is a sergeant in the army; the other is training to be a hairdresser

6. The doctor divorced last year and is currently dating someone

Questions:	TRUE	FALSE	DON'T KNOW
The builder was driving the van			
The van was travelling quicker than the nurse			
There was at least one man in the van			
The doctor is no longer living with his wife			
The doctor has a new girlfriend			
The doctor's son is in the army			
The youngest child is training to be a hairdresser			
At some point a woman spoke to a man			
At least two of the people mentioned are men			
A woman was shouted at			

Note to leader: the first two questions are designed to distract participants and are not related to gender assumptions. The answers to the remaining questions should be 'don't know' because no genders or sexes are given in the scenario.

Based on Off the Record Violence against women education resource <http://www.offtherecord-banes.co.uk/our-services/domestic-violence-abuse/>



SESSION: Representing me

Learning aims

- To think about the way that we represent ourselves online and offline.

Preparation and Materials

- Collect old newspapers and magazines.
- Handout: Online safety (see tool page below).

THINK:

Some participants may have experienced bullying about the way they look or represent themselves. Ensure that everybody leaves the activity knowing where to access helplines, support services or relevant websites. Identify any issues or disclosures that need to be followed up and act upon this information immediately.

KNOW:

Children and young people represent themselves in different ways and it is important that they are given opportunities to explore this. Young people create their own images through social media. They need to think about the image they present through online forums and learn how to use these platforms safely and respectfully.

INVOLVE YOUNG MEN:

Young men face pressures to represent themselves in a narrow masculine way. Ask young men how they feel about how they are expected to represent themselves; what norms and stereotypes that they face and whether these are realistic expectations; ask them to reflect on how they want to be.

TAKING IT FURTHER:

Invite parents to learn about online safety with participants by inviting a local expert to come and speak to the group. Encourage parents to have conversations with participants about how they can ensure their online safety in the home.



TIME

ACTIVITY : REPRESENTING ME

NOTES



1. Prepare – Safe session

Create a safe and supportive environment. Remind them who they can talk to about their own experiences of violence. Show them the displayed helpline numbers, support service contacts or websites.

Explain the learning aims and what the session will be focusing on.

Give them the opportunity to take time out and leave the session.
Check in time – ask participants to talk about their mood and how their day has been.



2. Representation: To identify the different ways that people represent themselves

Split into two groups.

Ask the groups to think of a selection of famous people.

The two groups take it in turns to either mime the different famous people or to guess who they are representing.

Ask where people have seen this famous person represented – online, magazines, news, film, TV.

Ask the group to think about the way that these famous people represent their gender.

Do they behave in a stereotypical way?



3. Represent me: To think about the way that you represent yourself

Ask the group where they create an image of themselves? Do they use social media? Do they have a profile of themselves on a social networking website? Remind participants that they are representing themselves in everything that they do.

Ask them if they change the way that they represent themselves in different places? And why? Remind them that anything that they put on social media can be seen across the world, and that it is like they are creating a huge billboard of themselves in a very public place. Ask participants to consider if their online image is how they want to present themselves? Ask participants to make a drawing, collage, poem, skit or rap that represents themselves.

Ask for them to feed this back to the rest of the group or to keep it to themselves if they would prefer.

Give young people opportunities to think about how they represent themselves. They can be pressurized and expected to present a certain image of themselves to others, especially when they use social media. Discuss with participants the importance of using social media platforms responsibly and to be aware of dangers. Social media platforms allow for the creation of false profiles and identities that can be used by internet predators to target and lure children easily. Children may also become victims of online bullying, when social media platforms are used to harass, threaten, embarrass, or target them. Examples of cyber bullying include mean text messages or emails, rumours sent by email or posted on social networking sites, and embarrassing pictures, videos, websites, or fake profiles.

TIME**ACTIVITY : REPRESENTING ME****NOTES****4. Close the session**

Remind participants who they can talk to about their own experiences of violence.
Hand out leaflets with local support services numbers. Also remember to follow up any concerns.

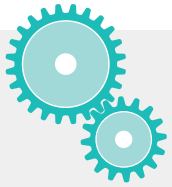
Find out how the group is feeling following the session. Give the group the opportunity to talk to you at the end of the session.



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TOOL : Online Safety

- Do not share photos or videos of your friends online without permission from your friends' parents or carers
- Remember that online 'friends' are still strangers. If you want to meet someone an adult **MUST** come along
- Look out for your friends and tell an adult if you think they are at risk
- Save a copy of all your conversations and report any unacceptable behaviour
- Use the internet in a public place where anyone you chat to can see your family or friends around you – so that they know you're not alone
- Remember that anything you put online can be sent 'virally' and you cannot control who can see the content



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