

**EQUALLY SAFE IN PRACTICE FRAMEWORK
ADDITIONAL ACTIVITIES
GROUP 1**



knowledge, skills, change

WHAT IS GENDER?

Activity Description:

To help participants reflect on concepts of gender, how we learn about gender and what impact that has on us and others in our society.

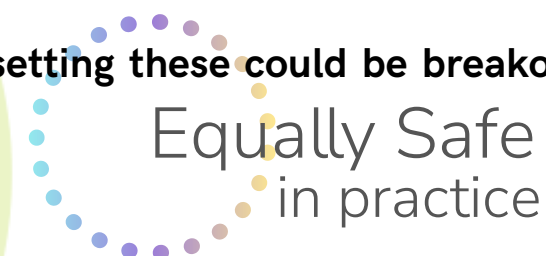
Time needed 15 min

Summary of steps:

- Facilitator to invite everyone to write down their understanding/definition of 'What is gender?' on a post-it and stick on a board, in the chat box or digital whiteboard if it's an online session. Group can read, comment, and cluster the key points – are there similarities? Does anything stand out or surprise?
- Facilitator uses these to identify misconceptions, build an agreed definition, and can take a few minutes to go over the key messages around gender, in discussion or presentation (key messages as detailed in the Toolkit and e-modules).
- The facilitator presents a collection of images depicting a diverse range of gendered stereotypes, performances, ages and ethnicities, genders – and examples of 'subverted stereotypes' where we see people living, presenting, dressing outside of these stereotypes. (These might include famous people, works of art, advertising images etc.)
- Each participant chooses one and then break into smaller groups to analyse and consider. If in an online setting these could be breakout rooms, or in an in-person setting could be in pairs or threes.

Introductory group exercise that can be delivered in different settings but works well with up to 15 participants, or smaller groups as part of 'breakout rooms' online, or smaller groups then return to plenary.

Facilitator can use key messages in e-module Together for Gender Equality to help shape discussion, or use the Module Toolkit, Facilitator Guide and FAQs



Group discussion:

- After discussing, some ideas can be shared with the full group for wider discussion.
- The facilitator can pick up on points raised to discuss where gender norms come from, how these might be influenced by the messages and social norms we learned about in the e-module such as images in media, advertising, TV, the people we see in positions of authority.
- What are some ways of performing different genders - 'how do we perform our gender?', stereotypes around masculinity/femininity - clothing, behaviour, characteristics, interests, ambitions.
- Note any links with sexual orientation as well as intersections with other categories of identity such as age, ethnicity, class, dis/ability.
 - The facilitator can use the [case studies](#) from the Together for Gender Equality module and discuss with the group.



Additional Resources:

Gender roles stereotypes can be harmful as they place expectations and restrictions around what we 'should' or 'can' do. These stereotypes create inequalities between genders, across all areas of our lives, but not everyone is affected equally or in the same way.

Intersectionality is the acknowledgement that everyone has their own unique experiences of discrimination and oppression and we must consider everything and anything that can marginalise people – gender, race, class, sexual orientation, physical ability, etc.

To learn more about intersectionality, you can follow this [link](#).



LEARNING TO BE A BOY/GIRL, MAN/WOMAN

Activity Description:

The key to this exercise is that it should be a bit of fun, but quickly identify the pervasive and routine ways that gender structures who we are and what we can or 'should' do in life. Facilitators should try to pick up the important points that these characteristics are not natural but learnt and policed patterns; to highlight how they give unequal privilege, power, opportunities and barriers according to gender. Another way of putting it is that we don't 'see' this, until we put on our gender lens, and that new lens enables us to see things as they really are.

Time needed 15 min

Summary of steps:

- In groups, participants can talk about childhood memories of toys and games they played as children, where and with whom, and any games or activities they were forbidden, or discouraged from? Any feelings connected with that?
 - Participants can also discuss, or different groups can discuss different topics, fairy stories, nursery rhymes, TV programmes and films, popular music. What are the messages conveyed? Any problems you/your own children might have with those? Have things changed since they were children?
- In two groups, each design and draw the 'ideal woman' or the 'ideal man' according to societal norms. To demonstrate that we all know what the stereotypical attributes/expectations are, even if we choose not conform; and that they have social consequences in relationships and the ways families, households, institutions and cultures are organised.
- Gender Box: participants are invited to think about themselves and their own lives. And draw a box: What are some of the gender messages, norms, behaviours, 'rules' that have confined them in a gender box?

Group exercise that can be delivered in different settings – works well with up to 15 participants



GENDER AND POWER

This activity can help learners understand different kinds of power and the privileges. It works best as a follow on from the Gender Stereotypes 'Learning to be a man/woman' session, and also as the first part of a discussion to examine the realities of gender inequality across all domains of life in Scotland/globally. The examples could include identifying different kinds of power, and the status, rank or standing attached to these:

- Physical, social, cultural, legal, those that are UNEARNED - but just come with being born as a white, male, able bodied, wealthy etc., and
- Those that are acquired or EARNED, through education, job role, personal authority etc.

Time needed 5-15 min depending on the size of the group, plus 5-15 min for debriefing

GENDER AND POWER - THE PRIVILEGE GAME

Activity Description:

Group exercise that can be delivered in different settings, recommended for groups between 15 and 50 people. Alternatively, it could be done as a self-reflection exercise or in 1-to-1 setting by watching and reflecting on the video below.

This activity is useful as an icebreaker and is also valuable for groups to reveal the effects of systemic privilege in an uneven playing field. The full description and instructions can be found [here](#). As a facilitator you will need to customise the questions for participants to be suitable to your audience's age, ethnicities, education levels, etc. The Privilege Walk is a great tool to initiate meaningful conversations about power, empathy, merit, and perseverance.

Additional Resources:

Follow the link to access the template, questions and instructions on how to facilitate [the game](#).

Watch the '[What is Privilege?](#)' video to familiarise yourself with the activity.



GENDER AND MEN'S VIOLENCE AGAINST WOMEN - THE CONTINUUM OF VAWG

The **continuum of VAWG** is an approach that moves away from viewing abuse and violence as a one-off, isolated incidents and instead recognises the wider context in which they occur and as a systemic and structural issue that affects lives of women and girls all over the world.

The significance of this approach can be seen in the explanations and rationalisations for these 'isolated' incidences as an exception, or in the continuum of VAWG approach, set in a society with high prevalence of gender-based violence that we know is the consequence of power imbalance - society's gender norms, expectations, stereotypes and messages.

Making the link

We all know that certain behaviours are criminalised, but there are a range of other types of behaviours that are normalised, such as misogynist jokes, sexual harassment, intimate intrusions, coerced sex with dates or partners. These are all included in the everyday experiences of women and girls, and for which there is widespread tolerance.

It is important to see the link and overlap between these behaviours on the spectrum, and recognise commonalities in terms of motive, impact and consequences. Domestic abuse, traditional harmful cultural practices, sexual harassment and assault, commercial sexual exploitation, forced marriage, economic and structural discrimination, revenge porn, online abuse, stalking, trafficking for sexual or domestic labour, abuse of women and girls in conflict or refugee contexts: these are all active forms of coercion, constraint and abuse. They function to control and limit the status, movement, integrity, opportunities and rights of women, and to facilitate privilege and entitlement.

Additional Resources:

For more information please see [Continuum of Violence - Making the Connections](#).



GENDER AND MEN'S VIOLENCE AGAINST WOMEN

Activity Description:

The following activity can be delivered in different settings, as a self-reflection, in a 1-to-1 meeting or a group activity, with the help of a combination of flip chart/digital whiteboard full group discussion, and presentation. Depending on the size of the group the time required is anything between 5-15min depending on the group size. The activity is recommended for groups that have a bit more understanding of the topic.

- This activity enables the facilitator, working with the group, to name and identify various forms and displays of VAWG, and their contexts (encouraging participants to think global as well as local) and to consider the extent to which these are actually understood as such and the impacts and consequences of VAWG.
- Using a flipchart or a online whiteboard, on one side of the board the group note down forms of violence against women and girls that happen in different contexts and stages of life. On the other side of the board the group note down spaces and places where this violence takes place.
- The facilitator supports the group to make the links and create a wider image of the reality of VAWG and it's prevalence as a global issue.
- The group can explore how the underlying functionality which links all – too often siloed – forms of violence, limits on women's space for action and violation of their human rights, and maintains an unequal gender order.



FORMS OF VIOLENCE

Domestic abuse
Online abuse
Revenge porn

Stalking
Verbal abuse
Harmful cultural practices

Sexual violence
Trafficking
Financial abuse

Murder
Rape
Physical abuse
Femicide

WHERE DOES IT HAPPEN

Online
Public places
Religious institutions

Clubs/bars
Workplaces
Public transport
At home
In schools

Prisons
In times of war

Equally Safe
in practice

knowledge, skills, change