



Experience-based seminar on
gender in education (for teachers
and scholars)
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Aim of the session

- It aims to
 - facilitate meeting among participants
 - develop participants' awareness about gender issues
 - challenge participants' notions about gender-based violence

Exercise 1: Ice Breaker: Bingo – Who’s done it: Meeting other members

- Duration: 15’
- Material: Ice-breaker – Bingo table
- Process:
- You have fifteen minutes to complete this exercise, Circulate around the room and ask individual group members to sign their names below of the question, which they can truthfully answer “Yes”. You must have a different person sign each question, one person may not sign more than one question on a particular sheet
 - The first person who will complete 3 successive cells, vertically or horizontally, will say **Bingo**.



ICE BREAKER BINGO

Find someone who fits each description. Write his/her name in the blank space

Someone who's grown up in this country Name:	Someone who's been abroad this month Name:	Someone's who's had more than 4 pets Name:	Someone's who's prayed in this morning Name:	Someone's who's eaten bread daily Name:
Someone who's never been married Name:	Someone who's jumped out of a plane Name:	Someone's who's been in desert Name:	Someone's who's gone camped Name:	Someone's who's has a red jacket Name:
Someone who's played an instrument Name:	Someone who's was born in another country Name:	FREE XXXX FREE Someone's who's is ME Name: FREE XXXX FREE	Someone's who's growing in Africa Name:	Someone's who's has more than 3 childrent Name:
Someone who's attended a performance/theater Name:	Someone who's walking every day Name:	Someone's who's a choloholic Name:	Someone's who does not have pierced ears Name:	Someone's who doesn't drink wine Name:
Someone who's moved in a new house Name:	Someone who's been in Austalia Name:	Someone's who's lost his/her driving license Name:	Someone's who's baked a cake Name:	Someone's who's played tennis Name:



Exercise 2: The baggage Department: Showing and Telling

- **Duration:** 25'
- **Aim:** Group members can use the items they carry in their pockets or purses to introduce themselves and become aware of their gendering
- **Materials:** Anything participants have in pockets, purses, wallets, bags
- **Process:** Form a group of five people each.
 - As a way of introducing your self and becoming aware of your gender functions and complexities, choose something you have in your wallet, pocket or purse, and explain what attribute of your gender reflects and why it is meaningful to you.

Exercise 3: Gender awareness and language

- **Duration: 45'**
- Think about the gender debate, and terms like: “Gender”, “Sex”, male, female, man, women, transgender and what they mean.

Suggested definitions: Gender

- Gender refers to the socially constructed roles, behaviours, activities and attributes that society considers appropriate for female and male (WHO).
- Gender could be seen as a social category – a way of thinking about how identities are constructed, and it is discussed in relation to other aspects of identity and social position such race, class, ethnicity, age etc.
- Gender could be seen as a political idea that addresses the distribution of Power in Society

Suggested definitions:

Sex

- Sex refers to the biological and physiological characteristics that define women and men (WHO)
- Male and Female are sex categories, which masculine and feminine are gender categories (WHO)

Definition:

- Gender and Sex

- Can people have a different gender to their biological sex?
- Not all individuals are classified as either female or male. There are intersexed individuals (Intersex bodies).
 - Intersex people are born with “sex chromosome”, external genitalia, or internal reproductive systems that are not considered “standard” for either male or female. The existence of intersexuals shows that there are not just two sexes and that our ways of thinking about sex is socially constructed (Eastern Michigan University Lesbian, Gay, Bisexual Transgender Resource center)

Definition

- Gender and Sex:
 - *Transgender* is an umbrella term for people whose gender identity and/or gender expression differs from the sex they were assigned at birth (Gay and Lesbian Alliance Against Defamation [GLAAD], 2007).”

Process:

- Form a group of five people each.
- Each group have 20' to reflect upon what each concept means to its individual members.
- Look at the Reflective Questions
- Ask from a member to keep notes and present them to our debriefing discussion

Exercise 3: Gender awareness and language - Reflective Questions

- Do the words gender and sex exist. What they are?
- Do the words intersex individuals, transgender exist?
- Think now if there are differences among these terms in your language too.
- What feelings to you have when you encounter these terms?
- How do you see yourself in relation to these concepts
- Do you agree with these definitions ? Whey/why not

Exercise 3: Gender awareness and language - Reflective Questions

- Think about grammar of your language.
 - Is there a generic pronoun like “he” in your language which refers to both males and females? Think about the use of the form “lady” with generic pronoun as as doctor What it is?
 - What about the use of a pronoun in case of a transgender person or intersex person?



Debriefing questions:

- Please share with the rest of the group what you noted
- Are you surprised by the difference if there was one? Why?
- What gender related language and the way in which it is used, contribute to discrimination and inequality?
- Is there room for discussing and debating these gender terms where you live?
- What did you learn from this activity?
- How did you feel during this activity?
- How did you feel now at the end of the activity?

Exercise 4. Media Bash

- Duration: 60' f
- Remember the above definitions.
- Think of a poster, an advertisement, a TV series, an important woman of you, a depiction of violence
- Ask from a member to keep notes of your group outcome or discussion and share them later in our debriefing session
- Keep in mind your choice, analyse it and fill the following table:

- Note the following

	What	Who	Appropriate	Why
Role				
Behaviour				
Activity				
Attribute				

Debriefing questions:

- Please share with the rest of the group what you noted
- What do you like or not most in this activity
- Is there room for discussing and debating these attributes where you live?
- What did you learn from this activity?
- How did you feel during this activity?



Exercise 5: 45'

Violence against Women

- One of the most Important International human rights documents dealing with women's right is the United Nations "Convention on the Elimination of All forms of Discrimination Against Women (CEDAW). (In Greece, the Convention was ratified and came into force with Law 1342/1983 There is also a law of the State, known as 3500/2006 titled "*On combating domestic violence and other provisions.*")

Other documents

- Other documents in Europe are
 - Instabul Convention
 - Action violence against women and domestic violence

- Exercise;
- Find out whether your country has ratified the conventions and if it has whether there are any official reservations relating to the CEDAW convention:

www.un.org/womenwatch/daw/cedaw/reservations-country.html

- Discuss these reservations in your group

Debriefing questions:

- Please share with the rest of the group what you noted
- Is there any differences among groups' conclusions, why?
- Is there any room for debating for there reservations in your country?
- How does or doesn't this discussion influence your actions on domestic violence in your contacts and your country
- What did you learn from this activity?
- How did you feel during this activity?

Domestic Violence

- **Duration: 20'**
- **Forms of violence;**
 - Physical, psychological, sexual, financial, social etc..
 - Pushing, shoving, hitting, punching, choking, humiliating, strangulation, imprisonment, rape, threatens, beatings, monitoring your time, monitoring the money spent, accusing woman of having affairs with other men, insulting your friends, being critical about woman's cooking –clothes-appearance, fears of going crazy, stalking
 - Coercive control, intension to harm, injury outcome
 - Violence continues after separation – more dangerous

Myths and Facts (Worell and Remer, 2003)

1. **The abuser is seldom pathological or mentally ill**
2. **Physical abuse occurs in families from all socioeconomic levers**
3. The victim could leave safely if she really wanted to
4. Women who are in abusive relationships are masochistic and secretly enjoy being dominated
5. Some women provoke their abuse by nagging and being overly critical
6. Since the abuser is after only the woman, the children are safe
7. The police and legal system will protect her from further abuse if she will only report it
8. Once a battered woman leaves her abuser, she is safe
9. Neighbours and friends would help her if they knew about the abuse
10. A woman can avoid getting her partner angry and violent by her own reactions



Myths and Facts (Cont.)

11. The abuser is not responsible for his violent behaviour if he has been drinking
12. Abusers are usually unemployed or under extreme personal stress
13. Abused women usually grew up in abusive homes and are therefore predisposed to accept further abuse
14. The abused woman stays only for the sake of the children
15. The abuser will change for the better when he is under less stress
16. A woman who earns more than her spouse threatens his self-esteem and thus provokes the abuse
17. Some men slap their partners occasionally but they seldom cause serious injury
- 18. Woman battering occurs in 1 out of 3 women in Europe**
- 19. Victims who seek shelter in a safe house frequently return home to the abuser**
- 20. Children who observe or experience family violence are at risk for cognitive, emotional and behavioural problems**

Exercise 6. Domestic violence Activity (20')

- Please form groups of 5 persons.
- Each group is asked to discuss and write down an instance of a domestic violence/sexual harassment incidence/
- In which you could note:
 - Where the incidence took place,
 - what type(s) of violence was exercised, the degree of violence etc.
 - The role, the actions, the feelings, the thoughts of the actors (e.g. the woman, the man, the children, the others).
- Ask from someone to write down the story
- Allocate a person to present your story
- Presentation of the stories in the large group
- Discussion

Discussion (25')

- What types of violence is included?
- What are the contextual factors of this incident?
- What are the positions of woman?
- What are the feelings, thoughts and acts of woman?
- What are the positions of man?
- What are the feelings, the thoughts and acts of man?
- What are the actions and/or thoughts of the others?



Debriefing questions

- Please share with the rest of the group what you noted
- Is there any differences among groups' conclusions, why?
- What did you learn from this activity?
- How did you feel during this activity?
- What actions could you, as a person, take to stop women' s abuse?
- What actions could you, collectively, take to stop women' s abuse



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Thank you for sharing



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