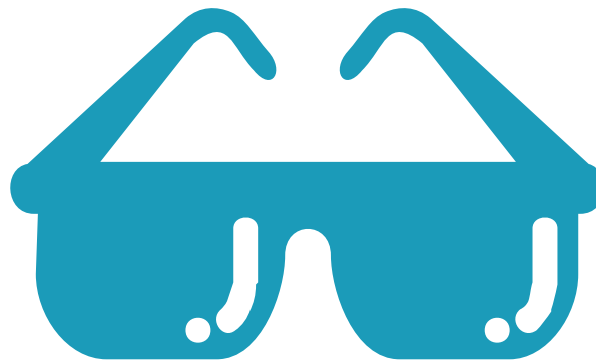


EQUAL RIGHTS

What role(s) do you have?

WHAT'S THIS?

The understanding of gender roles is shaped by social and personal expectations. They are determined by many factors and structure social coexistence. This is about the question of how roles are defined today and about ideas of roles in history.



-  APPROX. 110 MINUTES TOTAL
-  THE EXERCISE CONSISTS OF FOUR PARTS
-  FIVE PERSONS OR MORE
-  DIVERSITY, EMPOWERMENT, TOLERANCE
-  GROUP DISCUSSION, IMAGE REVIEW, ROLEPLAYING GAME



© Staatliche Museen zu Berlin, Museum für Islamische Kunst, / Christian Krug

What applies to you?

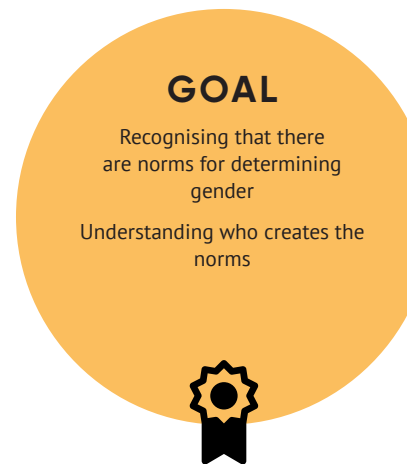
HOW IS IT DONE?

Two columns are marked on the blackboard. If there is no blackboard, hang a large sheet of paper with two columns on the wall. Write “Man” above the first column and “Woman” above the second. Now the participants are asked to name things, activities or characteristics that apply only to men. They are written into the first column. Then the same is collected for the “Woman” column. Guidance: Characteristics can be physical but can also designate social behaviour. If possible, write down the mentions without much discussion. Try to think beyond clichés. When both columns are full, the headers are switched: “Man” and “Woman” can be written on two pieces of paper again and used to cover the original column headers. Or you can switch the headers on the blackboard. Now the participants are asked whether the keywords still fit. If some keywords are ambiguous, an explanation should be requested. Then the Gender Roles info sheet is distributed and read. In conclusion, the group discusses the following points:

- Who decides what is only applicable to men or only to women?
- Who or what influences your perspective?

EVALUATION

There are differences between men and women and not all of these have biological causes. Many perceived differences were created through people’s interactions with each other, rules and modes of behaviour – in other words, socially. That is why one also speaks of biological sex and social gender.



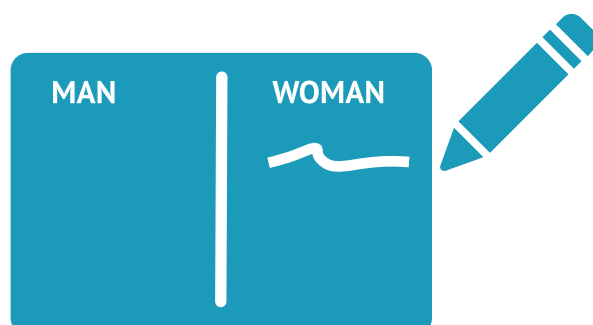
APPROX. 30 MINUTES



FIVE PERSONS OR MORE



BLACKBOARD OR WALL, IF NEEDED LARGE PAPER, PENS, GENDER ROLE INFO SHEET



What do you see?

HOW IS IT DONE?

Depending on the size of the group, smaller groups are formed now. Each small group deals with a depiction on action sheet A or B. They discuss reasons why people are assigned to different genders. The arguments can be written down in keywords and divided into cultural or biological aspects (e.g. clothing, physical build, etc.).

GOAL

Recognising the difference between biological and social gender

Comparing social norms from the past and present



OVERVIEW OF THE ACTIONS

Action sheet A: What do you see?

The participants look at the images on the velvet brocade.

Action sheet B: What do you see?

The participants look at a representation from the Aleppo Room.

EVALUATION

The entire group comes back together. The participants' own keywords are discussed. Further questions can be asked:

- Does it confuse you if the gender isn't clear? If so, why?
- When the fabric and room were created, what might have been the reasons for these representations?
- How is this today? Do I behave differently if I consider someone to be a man or a woman? If so, how should this different behaviour be evaluated?



APPROX. 20 MINUTES



FIVE PERSONS OR MORE



ACTION SHEETS A AND B,
VELVET BROCADE INFO SHEET,
ALEPPO ROOM INFO SHEET



How do you behave?

WHAT COMES NEXT?

So far, a historical example of gender representation was looked at and discussed. Now participants act out and analyse situations in which a young woman or young man are discriminated against (or unfairly treated) due to her/his appearance or behaviour.



GOAL

Questioning the ideas that determine our actions

Recognising who harasses or discriminates against people for what reasons

Encouraging people to act fairly and assist victims



HOW IS IT DONE?

Depending on the group size, two small groups are formed. Each group should consist of at least five participants. The small groups each receive an action sheet (C or D) with specifications about the role-playing game. The situations are acted out. Then the group management asks the participants how they felt in their role during the role-playing game. In each case, those who played the bullied classmate are asked first, followed by the other people.

Note: Be sure to distinguish carefully between the role that was played and the actual person playing the role in the evaluation!

EVALUATION

The entire group comes back together and discusses the questions on action sheet E.



45 MIN.
(10 MIN. PREPARATION,
MAX. 10 MINUTES OF ACTING,
10 MINUTES OF FOLLOW-UP
DISCUSSION FOR THE ACTING,
15 MINUTES OF DISCUSSION)



FIVE PERSONS OR MORE



ACTION SHEETS C AND D
(FOR DISCUSSION: ACTION
SHEET E),
FOR THE GROUP LEADER:
WORKING TOGETHER INFO
SHEET (SEE WEBSITE UNDER
TOOLS)

What role(s) do you have?

THIS IS HOW IT COMES TOGETHER

After an in-depth study of the topic of gender roles, the participants look both backward and forward.

HOW IS IT DONE?

The entire group comes back together. The group leader briefly summarises the topics from the session again. Gender roles: Men/women, attributions – historical and current, equal opportunities in interacting with others. The participants are asked to become aware of what has changed in their thinking or stimulated them to think in the course of the joint exercise.

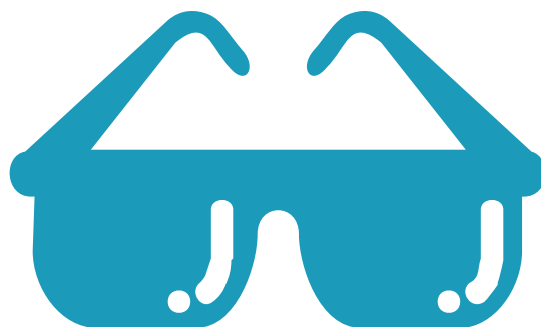
Key questions:

- How did you see this before?
- How do you see it now?
- What made you see it differently – experiences, other participants, information or discussions?

When the group has briefly contemplated this, everyone in turn puts on the glasses. First the participants make a statement without glasses, one that they would have made before the exercise. Then they put on the “gender glasses” and say a second sentence to clarify how they think about it now.

GOAL

Clarifying what has changed in the personal perception of gender roles and equal opportunity in the course of the exercise



APPROX. 1 MINUTE PER PERSON



THREE PERSONS OR MORE



GLASSES OR SUNGLASSES