

Activities Summary Table

Title	Audience	Overview	Evaluation & Reflection
Thermometer or Moving Debate	<ul style="list-style-type: none"> • Teachers and Parents 	<p>This Activity enables the participants to explore the concept of equality and inequality, through a “moving debate” and reflect on their own attitudes towards gender roles, stereotypes and the notion of equality.</p>	<p>Facilitators can adapt statements based on the context and trainees’ interests. Facilitators should allow trainees to change their mind depending on the opinions they will hear from other trainees. It is important for the facilitator to leave room for fruitful discussion at the end of this Activity.</p>
Introducing Gender Concepts	<ul style="list-style-type: none"> • Teachers and Parents 	<p>This Activity is mostly informative so the trainees will get a comprehensive knowledge about basic gender related concepts.</p>	<p>Facilitators can update gender concepts based on the needs of the session and level of the knowledge of trainees.</p>
Gender and Sex	<ul style="list-style-type: none"> • Teachers and Parents 	<p>This Activity encourages participants to reflect on their own beliefs regarding gender and sex and the differences between the two. In addition, it aims to make participants feel more comfortable talking about the aforementioned topics.</p>	<p>Facilitator is encouraged to explain to the trainees that the aforementioned statements were meant only to generate a discussion around how society promotes images of men and women, which result in gender biases and images. In addition, it stresses out the difference between sex and gender, which is critical for ensuring gender equality. By the end all participants should be aware that most stereotypes do not derive from biological characteristics, but socially constructed attributes of men and women.</p>
Decentration Through Images	<ul style="list-style-type: none"> • Teachers and parents 	<p>The Activity helps to reflect on the socio-cultural origin of gender stereotypes, gender roles and ultimately gender itself. In addition, it enables the participants to explore the gender stereotypes that they might have themselves or have encountered in real life.</p>	<p>This Activity is recommended to raise awareness and self-reflection regarding beliefs, thoughts and emotions relevant to gender spectrum. At the end of the activity facilitators is advised to initiate a conversation about the cultural aspect of gender and gender stereotypes.</p>
Discussing Gender-based Violence	<ul style="list-style-type: none"> • Teachers and parents 	<p>The Activity allows trainees to define gender-based violence and inform the participants about different, types, forms and examples of gender-based</p>	<p>The Scenarios will play an important part in the Reflection and Evaluation process, since it will enable the trainees to visualize how they will react the next time</p>

		<p>violence.</p>	<p>they will be present in an incident of gender-based violence. The facilitators should be extra careful in order to protect participant's privacy if and when needed. This means not using their names or other details that will reveal their identity. This is another way to promote and cultivate respect.</p>
<p>Visualizing Gender Sensitive School</p>	<ul style="list-style-type: none"> • Teachers and parents 	<p>This Activity encourages the participants to visualize and deeply contemplate the attributes of a gender sensitive school.</p>	<p>This Activity promotes the idea of a Gender Sensitive School, whereby the teachers, students, parents and community are well aware of gender equality and they practice it. Gender Sensitive Schools cultivate an academic, social and physical environment that acknowledges the distinct needs of girls and boys. School management systems, policies and practices are democratic and inclusive.</p>



Activities for Gender Sensitive Pedagogy

Activities for Teachers and Parents

Title:	Thermometer or Moving Debate
Duration:	10-15 minutes
Audience:	Teachers and Parents
Objectives:	<p>This Activity aims to explore the concept of equality and inequality through a “moving debate”. In addition, it will enable the participants to reflect on own attitudes towards gender roles, stereotypes and equality.</p> <ul style="list-style-type: none"> • Equality • Respect • Collaboration • Reflection
Instructions	<p><u>Materials:</u> N/A</p> <p><u>Instructions:</u> Firstly, the facilitator should ask the trainees to stand in a line across the room. Indicate that one end of the line represents “Strongly Agree” and the other end represents “Strongly Disagree”. Explain that you will read a number of statements and will expect them to move to a point in the line that reflects their level of agreement with each statement.</p> <p>Read the following statements and allow trainees time to find their place along the line. After each statement, select a few trainees to explain why they chose to stand where they did.</p>



Statements:

- A boy or a girl who is told, “You are stupid” may begin to believe that this is true.
- Teachers who use harsh language (dictatorial, loud tone, shouts) can cause students to become fearful.
- Teachers can help to improve students’ performance by giving them praise for their successes, as well as positive, constructive feedback.
- Treating boys and girls equally benefits all children.
- It is not that much important to ensure equal use of the pronouns “he” and “she” in the classroom. Students know what you mean.
- When a female student performs better than the male students in her class, it can create problems for her.
- Teachers can send non-verbal messages that reinforce gender inequality.
- Sexual harassment often begins with body language.
- Assertive girls are not as popular in school as non-assertive ones.
- Boys are naturally more aggressive than girls.
- Women are biologically weaker than men.
- Nature designed men to dominate over women, as observed in the animal kingdom.
- Women who dress or behave in culturally inappropriate ways invite assault.
- A woman who leaves the house because her husband slaps her occasionally is overreacting.
- Women make better nurses than men.
- ‘Backward’ cultures are patriarchal; ‘advanced’ societies are not.
- Women are their own worst enemies.
- The husband’s educational qualifications, income, age and status should exceed his wife’s in the interests of a happy marriage.

Evaluation & Reflection

Facilitators can adapt statements based on the context and trainees’ interests. The Facilitators should allow trainees to change their mind depending on the opinions they will hear from other trainees; in which case they should move to



the corresponding space in the room and ask them to reflect on what has provoked the changes. After the activity ask trainees if they wish to share how they felt.



Title:	Introducing Gender Concepts
Duration:	10-15 minutes
Audience:	Teachers and Parents
Objectives:	<p>This Activity it's highly recommended to be utilized as an energizer, since it aims to Increase knowledge about basic gender related concepts.</p> <ul style="list-style-type: none"> • Awareness • Information • Reflection
Instructions	<p><u>Materials:</u></p> <ul style="list-style-type: none"> • Flash cards (Appendices) <p><u>Instructions:</u></p> <p>Firstly, the facilitator should write Gender Concepts (gender, gender stereotypes, gender blind, etc.) on flash cards or print out and cut the handouts provided in the Annex 1. Distribute them to the trainees. Several trainees can receive the same gender concepts. Stick the definitions provided for the gender concepts on the walls of the training room/classroom.</p> <p>Ask the trainees to match the gender concepts on the flash cards they have with the definitions posted on the wall. Give feedback to them on the concepts and facilitate the discussion.</p>
Evaluation & Reflection	<p>Facilitators can alter the gender concepts they choose to utilize/present based on the needs of the session and level of the knowledge of trainees. Facilitators can come back to the gender concepts and definitions at the end of the session and implement a brief evaluation through a quiz, i.e. using kahoot.it online platform.</p>

References:

[Gender Responsive Pedagogy Manual for Pre-service and In-service Teacher Training, Federal Democratic Republic of Ethiopia.](#)

Please find Appendix for this activity on the next page.

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Gender concept	Definition
Gender	Refers to the socially-constructed set of expectations, behaviors and activities of women and men which are attributed to them on the basis of their sex.
Gender discrimination	It refers to denying opportunities and rights to individuals on the basis of their sex.
Gender equality	Eliminate all forms of discrimination so that all girls and boys and /or women and men have equal opportunities and benefits. In terms of education, it is beyond equal participation of boys and girls i.e. it also includes performances as well as creating gender sensitive institutional arrangement.
Gender equity	In the education context, it means ensuring that girls and boys have equal access to enrolment and other educational opportunities.
Gender stereotype	An unfair and untrue belief that many people have about all people of a certain gender or gender identity.
Gender mainstreaming	The consistent integration of gender equality issues into the development and implementation of policies, plans, programmes and projects at all levels, including at the national, regional, community, school and classroom levels.
Gender sensitive	Gender sensitive means the ability to recognize and/or the recognition of gender equality issues.
Gender blind	Being gender blind is the failure to recognize and address the different needs and interests of males and females.
Gender roles	Social behavioral norms that generally are considered acceptable, appropriate, or desirable for people based on their actual or perceived sex. Our society has a set of ideas about how we expect men and women to dress, behave,



	and present themselves.
Gender identity	Refers to how we feel about our own gender and how we would like others to see us in terms of our own gender, which may or may not correspond to the sex assigned to us at birth. It refers to each person's deeply felt internal and individual experience of gender and includes the personal sense of body and other expressions, such as dress, speech and mannerisms.
Gender expression	How a person communicates one's gender to others including clothing, hairstyle, voice, behavior and the use of pronouns.
Gender education	Necessary part of curricula at all levels of the education system, which would enable both girls and boys, women and men to understand how constructions of masculinities and femininities and models for assigning social roles – which shape our societies – influence their lives, relationships, life choices, career trajectories, etc.
Empathy	The ability to imagine what someone else might be thinking or feeling.
Sex	Biological and physiological characteristics that define humans as female, male or intersex. There are a number of indicators of biological sex, including sex chromosomes, internal reproductive organs, and external genitalia.
Sexuality	The sexual knowledge, beliefs, attitudes, values and behaviors of individuals. Its dimensions include the anatomy, physiology and biochemistry of the sexual response system; sexual identity, orientation, roles and personality; and thoughts, feelings and relationships. Its expression is influenced by ethical, spiritual, cultural and moral concerns
Toxic masculinity	A practice that legitimizes powerful men's dominant position in society and justifies the subordination of the common male population and women, and other marginalized ways of being a man
Whole school approach	Assumes that all members of the school community (teachers, administrative staff, students and parents)



have a key role to play in promoting a supportive school culture and involves all areas of the school – policy and procedures, teaching practices, curriculum and the physical and social environment

Title:	Gender and Sex					
Duration:	30 minutes					
Audience:	Teachers and Parents					
Objectives:	<p>This Activity enables participants to reflect on the understandings of sex and gender and the differences between the two. Increase the comfort level of the trainees to talk and discuss about gender and sex.</p> <ul style="list-style-type: none"> • Awareness • Information 					
Instructions	<p><u>Materials:</u></p> <ul style="list-style-type: none"> • black (white) board/flipchart paper • pens/markers/chalk • Genderbread person handout (Appendices) • prepared cards (Appendices) <p><u>Instructions:</u></p> <p>Ask the trainees to give their understanding of the differences between sex and gender. Summarize their responses to include the following significant differences between sex and gender. Some of the examples of the possible answers are provided in the table below.</p> <table border="1" data-bbox="410 1766 1463 1799"> <thead> <tr> <th>SEX</th> <th>GENDER</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> </tr> </tbody> </table>	SEX	GENDER			
SEX	GENDER					



Biologically determined	Constructed by society
Universal for all human beings	Multi-faceted: differs within and between cultures and across geography, climate, etc.
Determined by chromosomes at birth	Dynamic, changes over time

Present to the trainees the Genderbread person handout and ask them what they think each part represents. For definition/explanation regarding Genderbread person please see <https://www.genderbread.org/>
Distribute the cards with the following statements (provided in Annex 3) on men and women to some trainees or ask for volunteer trainees.

Ask them to read these aloud, one by one.

- Women give birth to babies, men don't.
- Care of babies is the responsibility of women because they can breastfeed them.
- Men have moustaches.
- Women are typically determined by an XX chromosomes combination and males by XY.
- Women cannot carry heavy loads.
- Girls tend to be more competitive than boys.
- Women are scared of walking outside their homes at night
- Men's voices break at puberty, women don't.
- Women are emotional and men are rational.
- Most of the women have long hair and men have short hair.
- Most scientists are men.
- Cooking comes naturally to women.
- Females have reproductive glands called ovaries and males called testicles.
- Women typically get their period once a month.
- Men tend to be more aggressive.
- Girls tend to be more compassionate.

Ask the trainees to decide which statement denotes characteristics/behaviors based on sex and which are socially constructed, referring to the Genderbread



person handout. Request them to explain why they think so.

Evaluation & Reflection

The facilitator should explain to the trainees that these statements were meant only to generate a discussion around how society promotes images of men and women, which result in gender biases and images. In addition, the facilitator should explain why understanding the difference between sex and gender is critical for ensuring gender equality. It helps us understand that the cause of inequity between men and women is not their biological characteristics, but socially constructed attributes of men and women.

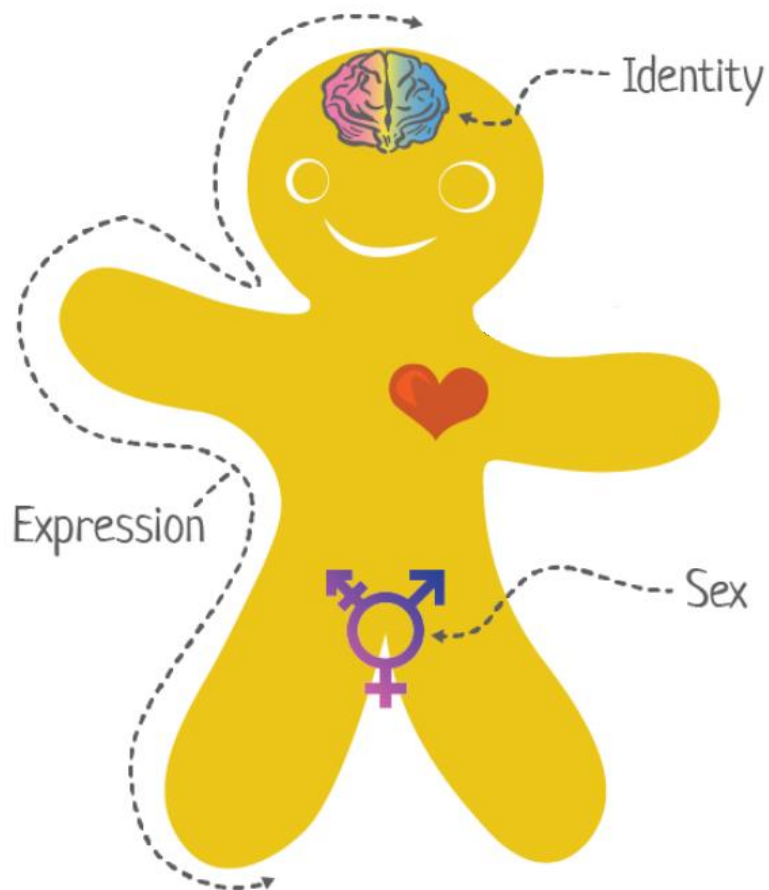
References:

[The Genderbread person project, a part of hues, a global justice collective](#) ; [CARE Gender, Equity, and Diversity Training Materials, Module 4: Gender Training](#)

Please find Appendix for this activity on the next page.



The Genderbread Person v4 by its pronounced METROsexual.com



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Sex and Gender Statements

Women give birth to babies, men don't.	Females are typically determined by an XX chromosomes combination and males by XY.
Care of babies is the responsibility of women because they can breastfeed them.	Girls tend to be more competitive than boys.
Men have moustaches.	Women are scared of walking outside their homes at night.
Women cannot carry heavy loads.	Men's voices break at puberty, women don't.
Women are emotional and men are rational.	Most of the women have long hair and men have short hair.
Most scientists are men.	Cooking comes naturally to women.
Females have reproductive glands called ovaries and males called testicles.	Females typically get their period once a month.
Men tend to be more aggressive.	Girls tend to be more compassionate.



Title:	Decentration Through Images
Duration:	40-50 minutes
Audience:	Teachers and Parents
Objectives:	<p>This Activity aims to enable participants to reflect on the socio-cultural origin of gender stereotypes, gender roles and ultimately gender itself.</p> <p>Through the images and the discussion around them, by the end of this activity, participants will be in a position to understand and identify the preconceptions and societal values related to gender will that each individual carry without being fully conscious about them will. Participants will be able to explore the stereotypes that own might have or have encountered around gender. The facilitator should enable the participants to find the connection between those stereotypes that and gender-based violence.</p> <ul style="list-style-type: none"> • Awareness • Information • Critical Thinking • Empathy • Respect • Diversity
Instructions	<p><u>Materials:</u></p> <ul style="list-style-type: none"> • Printed photos and Blue Tack (or Projected Slides) • Empty paper sheets • Board/flipchart paper • Pens/markers/chalk (depending on the surface you will use to write) <p><u>Instructions:</u></p> <p><u>How to introduce the decentring activity</u></p>



Decentering is based on the idea that individuals look at the world and understand everything and everyone around them from the point of view of their own “cultural framework”. The cultural framework is the set of beliefs, norms, values, preconceptions, models and practices that we acquire throughout our life, and that become the metaphorical glasses through which we conceive the world and behave in it.

Through this activity we will understand and identify your values, beliefs and preconceptions about gender and gender stereotypes, so that we can later engage in a discussion about the way gender stereotypes can be detrimental to the point of being connected to gender-based violence.

Select the photos linked to gender stereotypes you will use (some examples are provided in the Annex 4 – Decentration photos, however trainer is encouraged to select photos that fit best to the target audience and their context). Make sure to explain the instructions of the activity (provided below) before trainees start looking at the photos.

Read aloud the part provided above regarding what is a “decentering” activity and make sure that the participants have a clear idea about the objectives of the activity. Write on the board/flipchart paper the following 3 columns: a) objective description of the photo; b) your feelings and emotions; c) values and norms.

Introduce the activity to the trainees (along the lines of the text box above) and ask them not to look at the photos on the walls yet.

Ask the trainees to look at the photos and choose the one that causes the strongest emotional reaction in them. The reaction may be positive or negative; what is important is the strength of the reaction. Encourage the trainees to make choices based on “gut feelings” rather than in-depth reflection. Allow enough time for the trainees to look at the photos and pick one. When the selection is made, they will need to stand by the photo they



have chosen.

Now ask them to take the selected photo and sit at a table. Provide paper and pens for them. If more than one person has selected the same photo, they can sit at the table as a small group, but they should work individually.

Ask the trainees to answer the following questions on their paper sheets, working silently and individually:

- a. What is/are the element(s) in the photo that triggered your reaction?
- b. Describe the photo (do not interpret, do not make hypotheses, simply describe what you can objectively see);
- c. What emotions has the photo stimulated in you? What do you feel when you look at it?
- d. Which values/norms are questioned by the photo? The values should be expressed positively (i.e. if they think about “inequality”, then they should write “equality” as that would be their value).

Get back to the big group and ask trainees to present their answers to the questions. If group is big enough, let them present the answers as a group. Following the correct sequence is key to the success of the exercise.

While they answer, take notes on the flipchart paper you had prepared with the three columns. You will need to support them in identifying any further emotions, and especially values. Support them in going beyond the superficial level. Other trainees who had not chosen the photo that is being discussed can also add to what the presenter says, after each column has been presented.

Go photo by photo, and at the end of the discussion about each of the photos, ask the trainees to try and guess what the values of the person in the photo may be.



At the end of the activity facilitators can ask trainees what they thought about the activity. They can use the suggested questions provided below:

**Evaluation &
Reflection**

- What have they learnt about themselves?
- What have they learnt about gender stereotypes from this activity?

Facilitators shall encourage a reflection about the cultural aspect of gender and of gender stereotypes.

References:

The decentering exercise is used as part of training courses about intercultural conflict and interaction, and was developed by a French organization and is inspired by the methodology of [Critical Incidents](#) developed by socio-psychologist Margalit Cohen Emerique.

Please find Appendix for this activity on the next page.

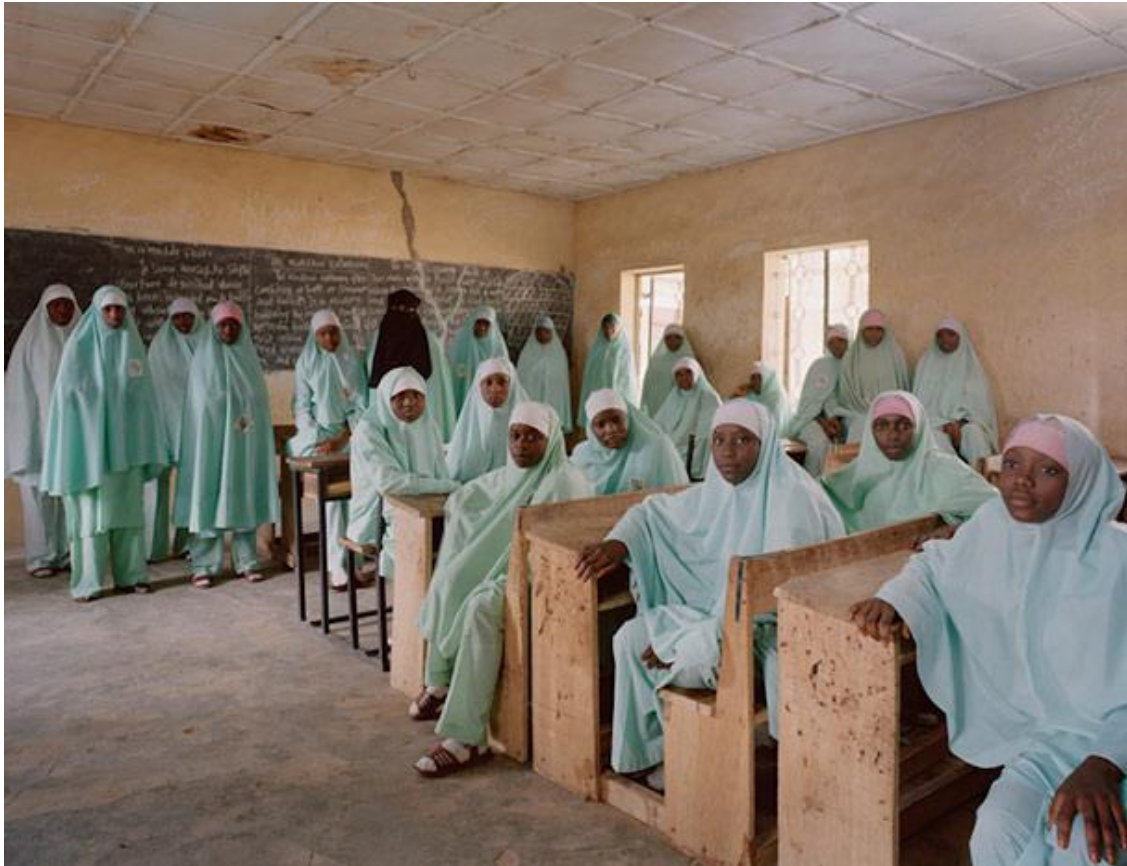


Decentration photos



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Title:	Discussing Gender-Based Violence
Duration:	40 minutes
Audience:	Teachers and Parents
Objectives:	<p>This Activity aims to help participants to acquire a comprehensive definition of gender-based violence. Through this activity the facilitators will provide examples of different types of gender-based violence. By the end of the activity, the participants will be in a position to realize that anyone can be the target of gender-based violence, but that some groups are more likely to be targeted than others.</p> <ul style="list-style-type: none"> • Awareness • Empathy • Information • Respect • Diversity
Instructions	<p><u>Materials:</u></p> <ul style="list-style-type: none"> • black or white board / flipchart paper • pens/markers/chalk <p><u>Instructions:</u></p> <p>Firstly, it is recommended that the facilitator should thoroughly explain to the trainees, that there are many types of discrimination and violence, including verbal, physical, and psychological types of violence. Ask them what do they think, who are some of the groups and individuals who are more likely to experience discrimination and violence? Build a list of responses on the board. Then explain to the participants that around the world women tend to experience more gender-based discrimination than men. However, some men also experience gender-based discrimination, especially men who do not</p>



conform to gender norms. In this activity we are going to talk and think about gender-based violence.

Ask trainees to recall what is meant by the term gender. (See Activities “**Introducing Gender concepts**” and “**Gender and sex**”). Explain that when the terms violence and gender are put together, we get the concept of gender-based violence.

Provide the following definition of gender-based violence:

Gender-based violence is violence that targets individuals or groups on the basis of their gender. Gender-based violence is any act that results in, or is likely to result in, physical, sexual, or psychological harm or suffering to someone (male, female or transgender people) based on gender role expectations and stereotypes. Gender-based violence occurs as a result of normative role expectations associated with one’s gender, and unequal power relationships between genders. Gender-based violence can affect anyone (including males, females, intersex and transgender people).

Ask trainees to provide some examples of gender-based violence. Aim to get examples for each of the categories physical, psychological, verbal, and sexual. Some examples are provided below.

Examples of gender-based violence:

Physical: A husband hitting his wife for not having dinner ready when he wants it.

Verbal: Young men calling out mean comments to another man because he seems feminine.

Psychological: A boy threatening to damage the reputation of a girlfriend if she does not do as he wants.

Sexual: A man forcing a woman to have some form of sexual contact with him against her wishes



Explain that trainees will work in small groups. They will be assigned some gender-based violence scenarios (examples provided in Annex 5), and they will be asked to create a scenario of their own. These scenarios will provide an example of a form of gender-based violence that might happen to young people, in or around a school. They will have to name the type or types of gender-based violence that are occurring in the scenarios. They will also have to think about what can be done to prevent or respond to this type of gender-based violence. Distribute scenarios to the groups.

Ask them to discuss the following questions:

- What type of gender-based violence is happening in this scenario? (physical, verbal, psychological, sexual)
- How might this affect the target?
- What needs to change to prevent this from happening?
- What needs to change so that effective responses are made if the problem does happen?

Arrange for groups to report back on what they discussed, and on what suggestions they had for both prevention and response.

Evaluation & Reflection

Gender-based violence is violence that targets people on the basis of their gender. It can affect anyone, but it is most often experienced by people who do not conform to gender norms. It can go unnoticed because it is seen as part of the gender norm to use violence against those who do not conform to gender expectations. We can work against gender-based violence by learning to identify it in all its forms. Naming it as a wrong action can be a first step in efforts to prevent or respond appropriately to the problem. We can work to reduce the harm caused by gender-based violence through a combination of prevention strategies and through effective response strategies.

Facilitators can remind trainees of privacy by saying, “It can be easy to start



telling stories about what others have done in the past. This can lead to arguments and blaming. Thus, we will use our scenarios to help us discuss the issues. We will also focus on what we can do to make things right in the future. In your writing tasks it will be important to protect people’s privacy if you are writing a story based on a personal experience. This means not using their names or other details that will point to who they are. This is one way in which we can show respect for each other, and help each other to learn well together.”

References:

[CONNECT WITH RESPECT: Preventing gender-based violence in schools - Classroom Programme for Students in Early Secondary School \(ages 11-14\)](#)

Please find Appendix for this activity on the next page.



Scenarios

Scenario 1

On Thursday Laura was walking to school. Usually she walks with her friends, but that day they were not there and she did not want to be late for school. Two blocks from the school, she had to walk past a group of boys from an older class who were waiting in a large group. They started whistling at her and one of them touched her on the legs as she walked past.

Discuss these questions:

- What type of gender-based violence is happening in this scenario? (physical, verbal, psychological, sexual)?
- How might this affect the target?
- What needs to change to prevent this from happening?
- What needs to change so that effective responses are made if the problem does happen?

Scenario 2

John is an 6th grade student. His classmates have started teasing him, and telling him he is too much like a girl. When he went to play basketball on Wednesday as usual, his teammates told him they did not want him on the team anymore. Later he asked his friend if he knew what happened to make his friends turn against him. His friend told him that someone had posted fake photo-shopped pictures all over Facebook which showed John dressed as a girl.

Discuss these questions:

- What type of gender-based violence is happening in this scenario? (physical, verbal, psychological, sexual)?
- How might this affect the target?
- What needs to change to prevent this from happening?
- What needs to change so that effective responses are made if the problem does happen?



Scenario 3

Joana is 12 years old. Over the long holidays, her body changed. On the first day back at school, some boys were pointing at her and laughing. Some of them tried to bump into her in the corridor. One of them kept pointing directly at her chest and making signs to show her breasts have grown. Then the others would laugh. She started to wish she had never come back to school.

Discuss these questions:

- What type of gender-based violence is happening in this scenario? (physical, verbal, psychological, sexual)
- How might this affect the target?
- What needs to change to prevent this from happening?
- What needs to change so that effective responses are made if the problem does happen?

Make your own scenario

Discuss these questions:

- What type of gender-based violence is happening in this scenario? (physical, verbal, psychological, sexual)?
- How might this affect the target?
- What needs to change to prevent this from happening?
- What needs to change so that effective responses are made if the problem does happen?



Title:	Visualizing Gender Sensitive School
Duration:	40 minutes
Audience:	Teachers and Parents
Objectives:	<p>This Activity encourages the participants to visualize and deeply contemplate the attributes of a gender sensitive school.</p> <ul style="list-style-type: none"> • Visualization • Awareness • Respect
Instructions	<p><u>Materials:</u> N/A</p> <p><u>Instructions:</u> Brainstorm the idea of gender sensitive schools (without writing down the ideas that emerge). Tell the group that you will now introduce visualization, a new a way to use one of the most powerful resources we possess – our minds – to collectively envision a point of reference towards which we should aspire. Explain the basic steps for creative visualization as follows:</p> <p>Steps for creative visualization</p> <ul style="list-style-type: none"> • Relax • Set a goal • Create a clear picture • Focus on it • Connect your thoughts with positive energy <p>Let the participants know that being relaxed is essential to the process, as it makes us more receptive. Tell the trainees to close their eyes, relax, and imagine themselves as popular, gender sensitive educators. In a slow, soothing voice, read out the steps to help them relax.</p>



Relaxing for creative visualization

Sit in a chair with your feet flat on the ground, your eyes closed and your spine straight.

Breathe in.

Allow the breath to move to the base of your stomach. As you breathe out, feel the tension leave your body.

Continue breathing deeply, relaxing every part of your body as you breathe.

Begin with your feet and work upwards towards your calves, knees, thighs....

Let your chair bear all the weight of your body as you relax your buttocks and pelvis. Let your legs relax at the hips. Release the tightness in your lower back and abdomen.

Breathe slowly and smoothly, relax the middle of your body, inside and out.

Release the tension in your fingers... hands... wrists... forearms... elbows....

Let your arms dangle loosely from their sockets. Release the tightness in your shoulders. Feel your chest soften. Relax your neck and throat.

Soften your jaws. Relax all the tiny muscles around your mouth. Relax your cheeks and the muscles around your eyes. Feel your eyes relax in their sockets.

Release the tightness in your forehead, ears and scalp.

Continue to breathe gently and smoothly. Feel the floor support your feet.

Focus on your breath.

Guide the trainees into the visualization exercise with a low, slow, calming voice. Modify the instructions if necessary.

Visualization instructions

Close your eyes and imagine you are walking along a beach. Smell the salty air.

Feel the sand between your toes. Feel the sun embracing your face.

Is it warm or cool?

Watch the waves rolling in and out. Listen to the cries of the seagulls.



You walk through a narrow park close by and reach a *Liberty* road.

A bus comes along. The passengers are talking excitedly. You jump in.

The driver announces that you are travelling into the future. Feel the excitement.

The bus picks up speed. You move faster and faster.

You pass through 2019... 2023....

You are in 2030.

You get off the bus and find yourself in a gender sensitive school. You feel excited and confident.

Look around you.

What do you see?

What kind of setting are you in, a city or a rural area?

Observe the people you are working with.

What do they look like? Are they women or men? Are they young or old? How are they dressed?

Walk around the school.

How do the classrooms look? Observe the seating arrangements. What are the students doing? Are they drawing, acting, singing? Do you hear music? What else do you see?

Inspect the infrastructure. Look at the walls, doors, windows, the compound and garden.

Do you see any students? School authorities? How do they interact with each other and with you?

Conduct an activity in the classroom.

How are the girls and boys interacting with each other in the classroom?

Open a textbook.

What do you see? Are you glad to be doing the kind of work you do? Do you consider it an important contribution to your community?

After that you should instruct the audience accordingly in order to conclude



the visualization journey.

Conclude the visualization.

Take a last look around, knowing you can return any time you like. Notice how you feel. Slowly become aware of your breathing once again. Feel your feet on the floor.

Take three more deep breaths. When I count to five, open your eyes, feeling relaxed and refreshed.

One... two... three... four... five.

Ask the trainees to describe or draw what they visualized. They may work in pairs. Display the drawings, if any. Summarize the responses.

In a gender sensitive school, the teachers, students, parents and community understand and practice gender equality. Gender sensitive schools cultivate an academic, social and physical environment that acknowledges the distinct needs of girls and boys. School management systems, policies and practices are democratic and inclusive. They recognize and address gender- and sex-based needs, and practice equality in governance and operations. Academic delivery (teaching methodologies, learning aids, classroom interaction and management of academic processes) is gender sensitive.

Evaluation & Reflection

The physical environment (buildings, furniture and equipment) is gender friendly. Facilitators can remind trainees of privacy by saying, “It can be easy to start telling stories about what others have done in the past. This can lead to arguments and blaming. Thus, we will use our scenarios to help us discuss the issues. We will also focus on what we can do to make things right in the future. In your writing tasks it will be important to protect people’s privacy if you are writing a story based on a personal experience. This means not using their names or other details that will point to who they are. This is one way in which we can show respect for each other, and help each other to learn well together.”



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