

Synoptic Table

Title	Audience	Overview	Evaluation & Reflection
Gender Sensitive Advertising	<ul style="list-style-type: none"> • Children 10-12 Years Old • Can be adapted for other Age Groups 	Students explore how advertisements can perpetuate or dispel stereotypes and are then tasked with creating their own gender sensitive ad.	Students should reflect upon how the portrayals of men and women in the media impact upon their views of what is “normal” or “socially acceptable” for people of both genders.
The “Journey Towards Gender Equality” Timeline	<ul style="list-style-type: none"> • Children 10-12 Years Old 	Students learn about and document the gender equality movement through the creation of a timeline intended to include seminal developments in the pursuit of gender equality.	Students should reflect upon the developments that have occurred in terms of the gender equality movement and consider how it feels to know that the actions of individual can have such an impact on society.
Character Building	<ul style="list-style-type: none"> • Children 10-12 Years Old 	Students get to know a very different side of their classmates by using the questions provided on the CB worksheet to build a character profile of one of their peers.	Students should reflect upon the new information they have acquired about their classmates and consider whether their initial perceptions of their partner have changed in the light of the exercise.
Multiplication Bingo (A Gender Equality Experiment)	<ul style="list-style-type: none"> • Children 10-12 Years Old • Can be adapted for other Age Groups 	Students learn about the inequalities which are present in the world by participating in an unfairly weighted competition, and a resulting discussion pertaining to gender inequality.	Students should reflect upon what they learned from engaging in this experiment and how other societal imbalances may affect peoples' capacity to function effectively/flourish within their environment.
The Wheel of Consequences	<ul style="list-style-type: none"> • Children 10-12 Years Old 	Students explore how discriminatory actions might have a ripple effect and may affect individuals, communities, and societies in both the short and longer term using the WOC worksheet.	Students should consider what they deem to be the primary aims of the activity, whether the activity will impact upon their long-term actions and, finally, whether any aspects of the activity were surprising/unexpected.

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Empowering Bystanders	<ul style="list-style-type: none"> • Children 10-12 Years Old 	<p>Students learn about the bystander effect and gain a selection of strategies which can help them to become an ally to those who may fall victim to GBV.</p>	<p>Students should reflect upon the skills they have gained from participating in this activity, brainstorm any alternative actions they could take to be an active ally and assess their confidence in terms of their capacity to be an active ally moving forward.</p>
Play Your Role in the Gender Equality Movement	<ul style="list-style-type: none"> • Children 10-12 Years Old 	<p>Students explore gender stereotypes, discriminatory behavior, and how best to respond to them via a selection of role-playing activities.</p>	<p>Students should reflect upon the case study school within the scenarios and determine whether these schools are typical of schools in the modern world.</p>
Dreams Don't Have A Gender (A Message to my Younger Schoolmates)	<ul style="list-style-type: none"> • Children 10-12 Years Old 	<p>The older students in the school are asked to act as positive role models for their juniors by writing them a letter (or recording a video for them), which outlines the ways in which they have overcome barriers (which may have been gender related) and doubts to achieve some of their most treasured goals.</p>	<p>Students should think about the impact role models can have in the lives of young people and whether they will have an increased awareness of how their actions can guide those of their younger schoolmates.</p>

Activities for Resilience

Activities for Children 10-12 Year Old Children

Title: Gender Sensitive Advertising	
Duration:	45 minutes
Audience:	Children 10-12 Years Old
Objectives:	<p>Advertising has tended to portray men and women in stereotyped roles which undermine and neglect the diverse array of qualities people of all genders can exhibit. This exercise aims to help young people challenge and move past such stereotypes, to allow them to think more flexibly and critically about what it means to be a man or a woman.</p> <ul style="list-style-type: none"> • Critical Thinking • Awareness • Respect • Equality
Instructions:	<p><u>Materials:</u></p> <ul style="list-style-type: none"> • Magazines/ Access to YouTube • Pencil and Paper <p><u>Instructions:</u></p> <p>The lesson begins with students being provided with a copy of the 1950s advertisements, which exhibit the extent to which gendered discrimination was prevalent within society. The teacher should talk around the progress which has been made in recent times with respect to reducing the acceptability of gender stereotyping and discrimination.</p> <p>Next, students are asked to examine recent/modern day advertisements that they have seen on television/in magazines and identify common stereotypes which remain for both males and females across the modern media.</p>

	<p>All stereotypes which are presented by the students should be brainstormed and discussed by the teacher, who should attempt to counteract the preconceived notions propagated within the stereotyped advertisement with examples which act in opposition to the stereotyped views. Students should also discuss as a class how this stereotyped view of each gender might have negative consequences e.g. unrealistic expectations about what is expected of each gender, unhappy/unrealistic body appearances etc.</p> <p>Next, students should be shown some of the recent examples of more gender sensitive advertisements which have begun to be released by large multinational corporations (Nike “Show Them What Crazy Can Do”: https://www.youtube.com/watch?v=DEa2p3YihII ; Gillette “The Best A Man Can Be”: Always “Like A Girl”).</p> <p>Having viewed these exemplars, students should then be broken into small groups of 3/4 students (preferably the group should consist of pupils of both genders) and tasked with creating their own gender sensitive advertisement. The students can choose to present the ad in their preferred format (poster, video, role play, or storyboard) and for a product/event of their choosing.</p>
Evaluation & Reflection:	<p>Ask - participants to reflect on their feelings after this Activity. You can follow the questions below:</p> <ul style="list-style-type: none"> - Do you think stereotyped advertisements affect how one thinks and feels about oneself? In what ways? - Was it difficult to create your version of a gender sensitive advertisement? Why? - What was the main message you wanted to communicate through your advertisement? Why did you choose this message? - Do you think you will be more aware of examples of gender stereotyping in future and its negative effects?

Please find Appendix for this activity on the next page

Sample 1950s Advertisements

If your husband ever finds out
you're not "store-testing" for fresher coffee...

... if he discovers you're still taking chances on getting flat, stale coffee ... we'll wait you!

For today there's a sure and certain way to test for freshness before you buy

Here's how easy it is to be sure of fresher coffee

Look for the "Three Egg" Line of Chase & Sanborn's "Pressure Packed" Coffee. It's packed with a special seal to keep it fresh and pure. Good. Taste the difference.

Just do this:
 Turn your husband against the store cup before you buy. If a store cup tastes like your husband's gas-tube smother, it's the one way to get the freshest coffee ever packed.

No other can lets you taste!
 You can't see or smell. But you can "taste" the "Three Egg" that has let us win 13 world championships. But all that happens look alike. You can't tell which one is good and which one isn't.

Here's the payoff!
 Just in case your "cup" tries to "taste" what's in it, have a husband or a glassful of more of our pressure-packed coffee. It's the one way to get the freshest coffee ever packed.

Chase & Sanborn
 "PRESSURE PACKED" COFFEE

Cigarettes are like women.
The best ones are thin and rich.

20 FILTER CIGARETTES

Silva THINS

Silva Thins are thin and rich. Thin so they taste light. Lighter than other 100's. Lighter than most kings. Rich because—well, because rich is better.

Silva Thins
 are thin and rich.

Women of the future will make the Moon a cleaner place to live.

Presenting "Tomorrow's Lestol". Nothing, nothing, nothing cleans like it. Through tough dirt, stains or grease, and makes everything fresh and new. Its powerful cutting agents and steady, resilient suds make your day lighter. Cleaning is your beautiful house can be cleaned, immaculate. (Tomorrow's Lestol® makes Standard International grow some more.)

Keep up with the house while you keep down your weight.

Don't lose vitality while watching your weight. Live right, eat right. Get vitamins and iron from TOTAL. Now TOTAL has more vitamins than any other cereal. A one-ounce bowlful gives you 100% of the minimum daily adult vitamin and iron requirements—plus a delicious crunchy taste.

TOTAL watches your vitamins
 while you watch your weight

Title: The “Journey to Gender Equality” Timeline	
Duration:	45 minutes
Audience:	Children 10-12 Years Old (Can be Adapted for other Age Groups)
Objectives:	<p>This Activity aims to help young people to better understand how the gender equality movement has developed over time. To instill a sense of agency in young people with respect to the influence they can exert on their life course and surroundings. To build optimism within young people regarding the potential for further positive change in relation to gender equality in the future and the role they can play within said change</p> <ul style="list-style-type: none"> • Respect • Diversity • Awareness • Positive Relationships
Instructions:	<p><u>Materials:</u></p> <ul style="list-style-type: none"> • The Journey to Gender Equality Timeline Worksheet (Print in A3 to allow enough space to complete the activity) • Internet Access for Research Purposes • Photographs of the Student Groups <p><u>Instructions:</u></p> <p>The aim of the exercise is to empower young people by allowing them to see the extent to which the move towards gender equality has gathered momentum over the last century. By focusing upon the achievements to date, young people should also be capable to view the future in an optimistic manner, hopeful that their actions can influence positive change moving forward.</p> <p>The first component of the exercise involves students researching a prominent achievement or event in the gender equality movement in the past century (e.g.</p>

Marie Curie is the first woman to win the Nobel Prize, Vigdís Finnbogadóttir becomes the first democratically elected female president in Iceland in 1980, or Billie Jean King wins the Battle of the Sexes Tennis match viewed by 90 million people worldwide in 1973).

The students should get a picture symbolizing the event and write a short passage about the event under the “Past” section of the Gender through the Ages Timeline.

Next, students should choose a significant occurrence in terms of gender equality which has taken place in recent times (Emma Watson kick starts the HeForShe Movement with address the UN in 2014, Conchita Wurst wins the Eurovision for Austria in 2014, Benedict Cumberbatch vows not to take any more movie roles in which a disparity exists between the male and female actors).

Similar to the first event, students should acquire an image that accurately represents the significant milestone and write a brief accompanying piece regarding its significance.

Finally, the group should brainstorm significant changes that they would like to see happen as part of a move towards a more equal society for individuals of all genders. Once a consensus is reached within the group, a group selfie should be taken and stuck onto the “Future section” of the timeline. Alongside this selfie, students should write/draw the intended actions they will take in order to help bring about the agreed change.

Evaluation & Reflection:

Ask participants to reflect on their feelings after this Activity. You can follow the questions below:

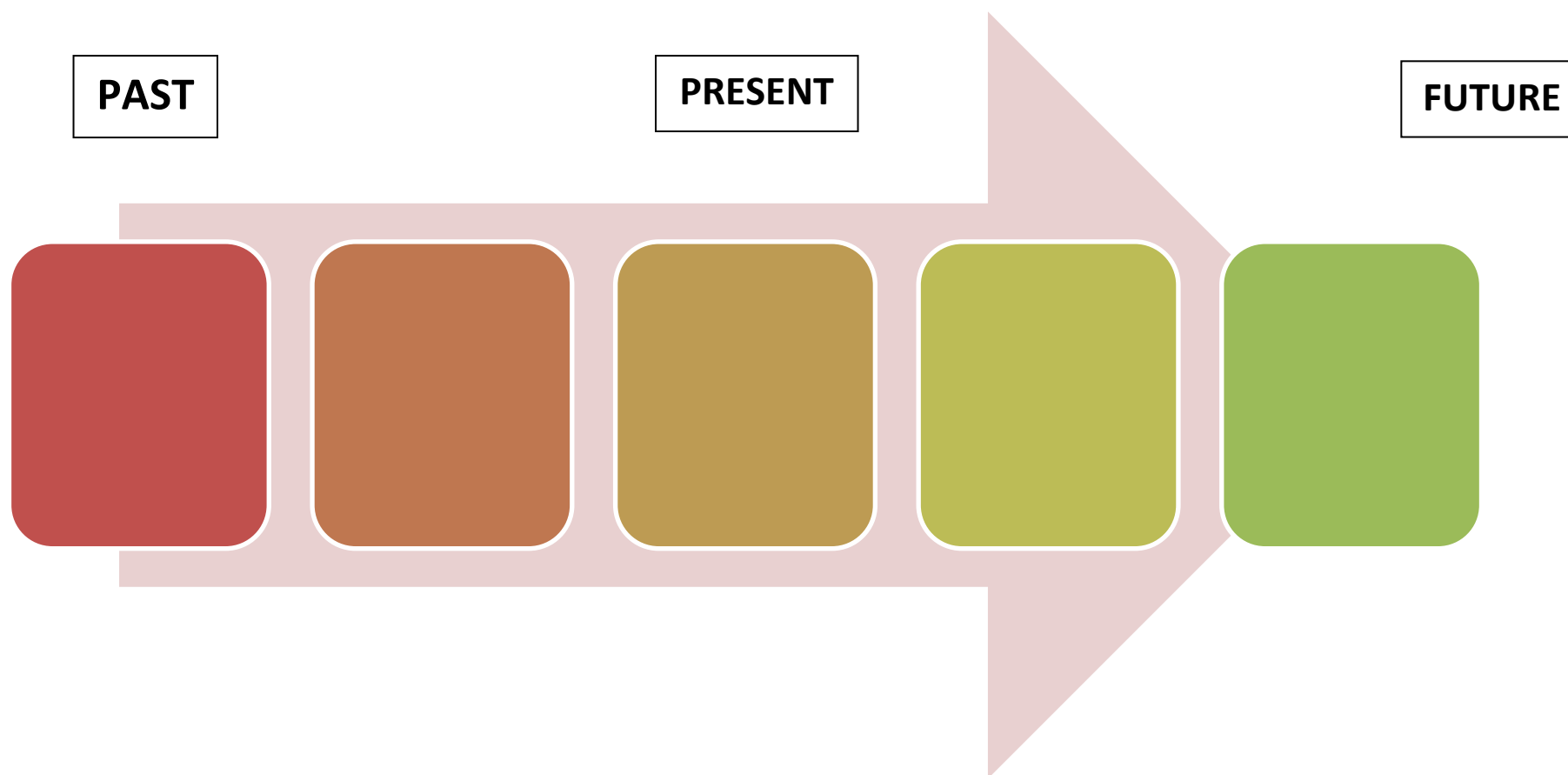
- How has life changed for people of both genders over the past 200 years?
- How does it make you feel to know that people are currently working on making our world a more gender equal place?
- How does it feel to know your actions can help to shape a more equal world for people of all genders and sexual identities?
- What actions can you take in your everyday life to bring about the stated

	aim of your group?
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Please find Appendix for this activity on the next page.



The Journey to Gender Equality Timeline



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Title: Character Building	
Duration:	45 minutes
Audience:	Children 10-12 Years Old (Can be Adapted for other Age Groups)
Objectives:	<p>This Activity aims to allow the group to understand that it is reductive to judge someone solely based on their gender. Each of us has unique character strengths, talents, opinions and views, all of which enable us to add value and color to the world in a variety of different ways. To boost positive emotions among members of the class, build connections between students who do not regularly interact and enhance the self-image of the students within the class.</p> <ul style="list-style-type: none"> • Diversity • Acceptance • Respect • Collaboration • Inclusion
Instructions:	<p><u>Materials:</u></p> <ul style="list-style-type: none"> • Pen and Paper • The Character-Building Worksheet <p><u>Instructions:</u></p> <p>Students should be broken into pairs (preferably with a partner who they do not know too well). Using the “Character Building” Worksheet, the students should take turns in interviewing their partner in order to obtain answers to all of the questions presented on the worksheet. (The questions are deliberately abstract to ensure the exercise involves some critical thinking and interpretation from the interviewer. They can be tailored to be more direct</p>



	<p>dependent on the level of the class).</p> <p>Once all of these answers have been gathered, the student must then use this information to develop a (positive) character profile about their partner.</p> <p>This profile should focus on their strengths, qualities and achievements. This character should also be accompanied by a suggestion for the type of story (comedy, drama, thriller, horror, superhero) that this character would be suited to, which role they would play in this particular story (loyal sidekick, source of humor, planner and organizer of how to defeat the villain, main superhero etc.) and why.</p> <p>Once this activity has been completed, each student should exchange their profile with their partner so that everyone in the class finishes the activity with a positive personalized profile, completed by a classmate. Having a resource of this nature can be hugely beneficial for students during future periods of adversity in their lives.</p>
<p>Evaluation & Reflection:</p>	<p>Ask participants to reflect on their feelings after this Activity. You can follow the questions below:</p> <ul style="list-style-type: none"> - Do you feel like you know your partner in this exercise better than before? Were you surprised by any of their answers? - How has your view of this partner changed since completing this exercise? - Were there any surprises that emerged from your own character profile? - How did you feel completing this activity?

Please find the Appendix for this activity on the next page.



The Character-Building Question Sheet

(Choose a selection of the following questions to inform the development of your character)

1. If you were to pick one song — and only one song — to describe your character, what would it be and why?
2. If your character was forced to eat one thing for the rest of their life, what would they choose and why?
3. If you had the world's attention for 30 seconds, what message would you send?
4. If you were at home on a rainy afternoon, what film would you most like to watch?
5. If you could only use 3 words for the remainder of this week, what words would you choose and why?
6. What is your life motto/catchphrase? Why?
7. What is your favorite joke?
8. What is your pet peeve? (pet peeve = seemingly innocuous/inoffensive thing that annoys you most in the world)
9. What is your weirdest habit/characteristic?
10. What is your most treasured memory?
11. What quality do you value most in a best friend?
12. What is your favorite color?
13. What is your ideal pet and why?
14. If you could make one change (big or small) to the world, what would it be?
15. Who is your role model and why?
16. Describe your average morning routine (if there is one) and how you feel during it?
17. If you could go back in time to any point in history to relive one day, what day would it be and why?
18. If you could invite 3 people (living or dead) to a dinner party, who would they be and why would you choose them?
19. What is your biggest regret?
20. What do you think is the most overrated quality in people?
21. What do you consider to be your greatest achievement?
22. If a genie granted you three wishes, what would they be and why?
23. If you could have any superpower, what would it be?
24. What does a perfect world look like to you?
25. If you were stranded on a desert island, what three items would you choose to bring with you?
26. What is top of your bucket list?
27. If you could only travel to one more place in the world, where would you choose?
28. If you could choose anywhere in the world to call home for the rest of your life, where would it be and why?
29. What is your signature dance move?
30. What's your favorite smell and why?
31. What's the best bit of advice you ever received?

(Feel free to add you own questions, the more varied and interesting the better!)



Title: Multiplication Bingo: A Gender Equality Experiment	
Duration:	45 minutes
Audience:	Children 10-12 Years Old
Objectives:	<p>This Activity aims to introduce the young people to the idea of social justice and exhibit how gender biases and discrimination act as a major stumbling block in women’s attempts to progress their education/careers/recreational endeavors. In highlighting these inequalities, the teacher can also lead into the work around empowering bystanders and informing young people that one of the crucial ways in which inequality can be eroded is for those in privileged positions to campaign on behalf of those being discriminated against.</p> <ul style="list-style-type: none"> • Empowering • Awareness • Justice • Respect
Instructions:	<p><u>Materials</u></p> <ul style="list-style-type: none"> • https://www.youtube.com/watch?v=QKgKaQzil1A (Before commencing the activity, teachers should familiarize themselves with this video in order to gain a clearer understanding of the purpose of the endeavor) • Multiplication Bingo Question Sheet • Multiplication Bingo Answer Sheet • Calculators • Pens/Pencils <p><u>Instructions:</u></p> <p>Having viewed the above video, teachers should tell the class that they will be</p>



taking part in a game of Multiplication Bingo. Students will be randomly divided into mixed groups of three/four and told that they must try to provide the correct answer to each of the questions on the Bingo Question Sheet and fill in this answer in the corresponding square on the Bingo Answer Sheet.

The teacher should inform the students that the aim of the task is to get the correct answers to all of the questions in as quick a time as possible and that this is a race. The incentive to finish quickly can potentially be enhanced further by offering a reward (more yard/computer time, no homework for the evening, sweets etc.).

Before students begin, the teacher should distribute calculators randomly to half of the groups participating in the Multiplication Bingo competition. The groups of students must work together and compete against the other groups to be the first group to have the Bingo sheet completed. Once half of the class has finished, the teacher should call time on the exercise. Student reactions to the lack of fairness in the competition should be taken note of.

As part of the evaluative component of the exercise, the teacher should explain the purpose of the lesson to the students, perhaps with the aid of the video. The teacher should explain how unfairness and a lack of an equal opportunity is something which many people have to deal with in their lives, though that may not always be as obvious as during this experiment. The exercise shows how some people have to put in twice as much work as other people to get the same reward and that some people can work just as hard as others but due to societal inequalities might held back from reaching their goals. All groups would be able to do the sums equally well, if they were given the right equipment and opportunities.

Some of the following statistics could help the students to recognize the considerable imbalances which exist between men and women across areas of life.

	<p>Statistics:</p> <ul style="list-style-type: none"> - At the present rate of progress, it will take 450 years before women reach equality with men as senior managers. - Women hold less than 5 per cent of the top positions in international organizations like the United Nations and the European Union. - Worldwide, women’s wages are 30-40 per cent lower than those of men doing comparable work. - In 2005 there were 42,832 MPs in the world. 15.7 per cent are women. Only around 6 per cent of government ministers worldwide are women. - Of the 150 million children in the world aged 6-11 who do not attend school, over 90 million are girls. <p>(Feel free to add more statistics, perhaps those with more country specific relevance where available)</p> <p>Students are asked to think of other inequalities which may exist in society and how these issues prevent individuals from achieving their potential. To finish, students may brainstorm how this lack of fairness might be addressed and corrected moving forward (e.g. they could have shared the calculators among the groups, companies could hire an equal number of men and women etc.) Remind students of the bystander module and discuss ways in which those skills could be used here.</p>
<p>Evaluation & Reflection:</p>	<p>Ask participants to reflect on their feelings after this Activity. You can follow the questions below:</p> <ul style="list-style-type: none"> - What did you learn from participating in this experiment? - How did it feel to be the privileged/underprivileged party in the experiment? - Can you think of any other ways in which society is unequally weighted towards either men or women? What can be done to



create a better balance between how people of both genders are treated within society?

- Were you surprised by any of the facts and statistics provided to you about the gender inequality which exists in our society?

Please find the Appendices for this activity on the upcoming pages.



Multiplication Bingo Problem Sheet

B	I	N	G	O
39 x 30	27 x 25	48 x 44	23 x 22	44 x 37
12 x 17	41 x 16	19 x 18	39 x 28	14 x 16
44 x 43	29 x 11	FREE	46 x 24	39 x 26
48 x 39	49 x 18	25 x 22	48 x 33	36 x 22
28 x 14	13 x 18	42 x 13	12 x 23	40 x 18



Multiplication Bingo Answer Sheet

B	I	N	G	O
		FREE		



Title: The Consequence Wheel	
Duration:	45 minutes
Audience:	Children 10-12 Years Old
Objectives:	<p>This Activity aims to help instill a sense of empathy in students around the effects that instances of gender discrimination can exert in the immediate, short-term and long-term aftermaths of the event. Equally, this exercise can be used to exhibit how positive actions towards the attainment of gender equality can lead to the creation of a number of positive changes in both the short medium and longer term.</p> <ul style="list-style-type: none"> • Awareness • Equality • Empathy • Respect
Instructions:	<p>Materials:</p> <ul style="list-style-type: none"> • The Consequence Wheel Worksheet (CDVEC & PDST, 2012) • Pens/Pencils <p>Instructions:</p> <p>The class should be divided into smaller groups, with each group receiving two copies of the Consequence Wheel Worksheet. Each group in the class will be assigned with two gender-relevant scenarios, one positive and one negative.</p> <p>Examples of Negative Scenarios:</p> <ol style="list-style-type: none"> 1. The boys' sports team receives three times the amount of funding as the girls' sports team in a school. 2. A woman with higher levels of qualification and more experience is overlooked for a promotion to a management position in a company, in



favor of a male applicant.

3. A male lead in a blockbuster movie receives a payment for their work which is twice the amount received by the female lead in the same movie.

Examples of Positive Scenarios:

1. Organizers of the Wimbledon Tennis Tournament agree to grant equal prize money to male and female competitors participating in the competition.
2. A female candidate is democratically elected into a position of leadership within your home country.
3. A classmate speaks out against an incident of gender discrimination which occurs on the schoolyard.

(Feel free to add or select your own examples for the purpose of this activity)

Students should write their scenario in the center circle of the worksheet. In the spaces directly surrounding the innermost circle, students should write two/three short term consequences which might arise as a result of the event. These consequences may affect them as an individual, their immediate community or broader society as a whole.

In the outmost circle, students should think of more long-term consequences which may be brought about by the event in question. These may follow on from the short-term consequences and again may be either personal or societal in nature.

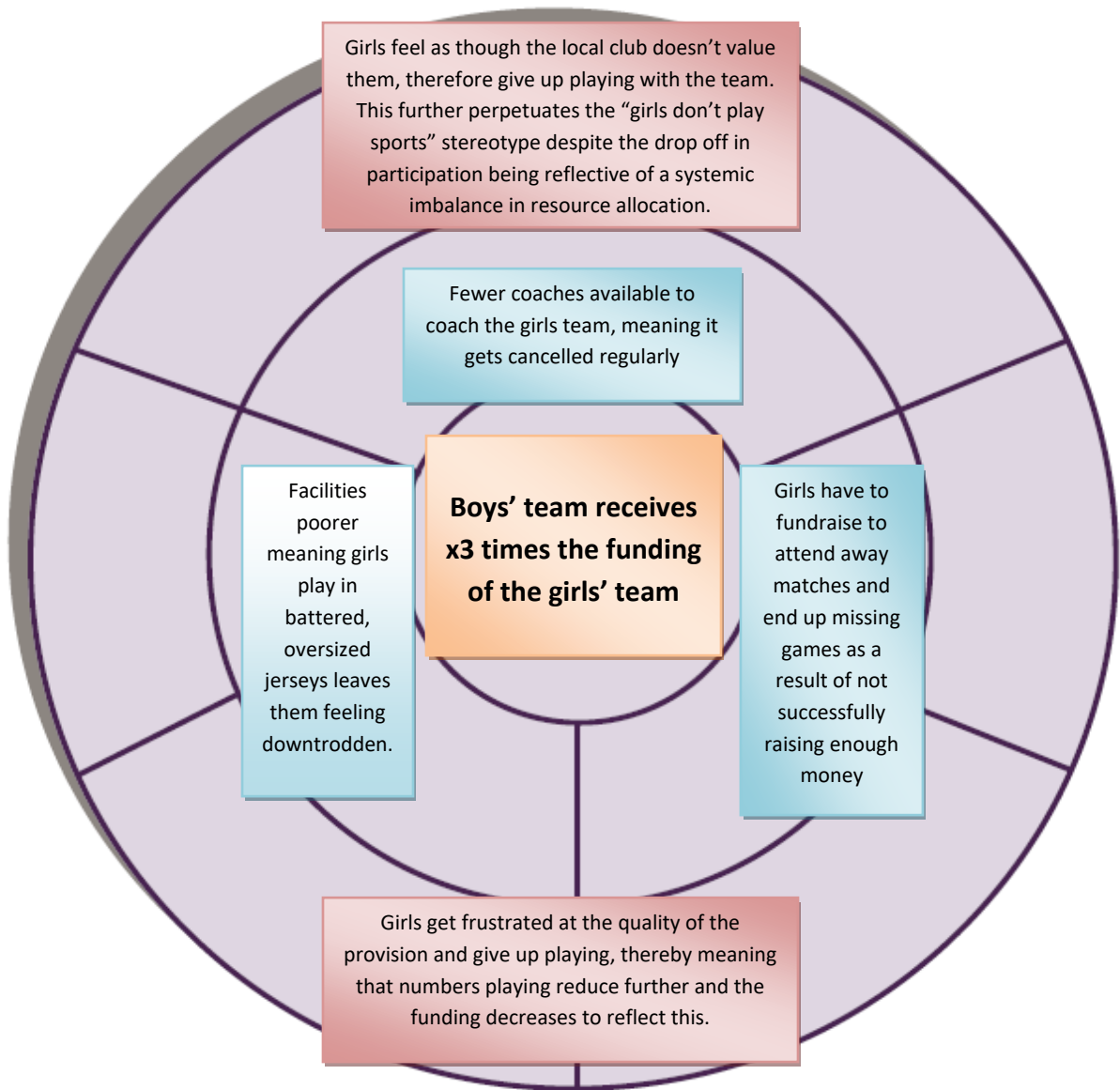
For example: A short-term consequence of a student speaking out against an incident of gender discrimination may be the immediate cessation of this incident, while a longer-term implication may emerge in the form of the broader class group refusing to tolerate such behaviors moving forward.

	<p>Students should be encouraged to think of the consequences of the same event for both genders (to show that gender inequality against one gender can affect both genders). Once the smaller group has completed this activity, they present their conclusions to the broader class group. The broader class group can reflect and add to the suggestions already presented within the group and all suggestions can be listed on the whiteboard.</p> <p>Finally, students should consider the categories which the consequences fall into (e.g. individual consequences, community-based consequences etc.). Students will likely be able to offer further suggestions in this regard</p>
<p>Evaluation & Reflection:</p>	<p>Ask participants to reflect on their feelings after this Activity. You can follow the questions below:</p> <ul style="list-style-type: none"> - What do you think was the main purpose of this activity? - What did you learn from completing the activity? - How will the conclusions reached within this activity shape your thinking and behavior moving forward? - Do you think this activity will help you to consider the long-term consequences of your actions? - Were you surprised by how far some of the consequences might reach? - Were you surprised how some of the consequences affected boys as well as girls, even though at first it might seem like it only affects one gender?

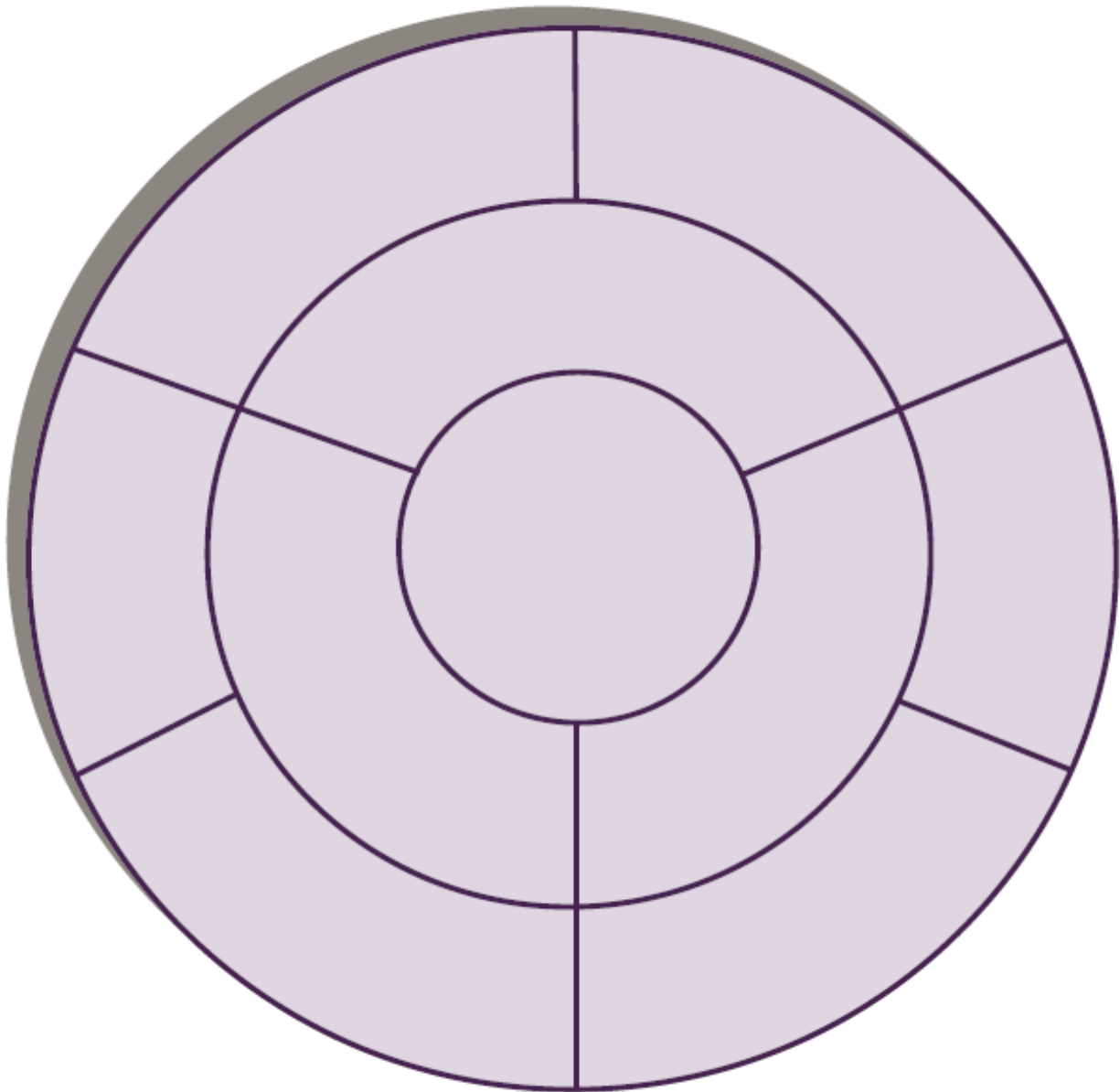
Please find the Appendix for this activity on the next page.



Sample Consequence Wheel (Demonstration for Teachers)



The Consequence Wheel Worksheet



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Title: Empowering Bystanders	
Duration:	45 minutes
Audience:	Children 10-12 Years Old
Objectives:	<p>This Activity aims to empower young people who may be bystanders to incidents of gendered discrimination or gender-based violence and provide them with the requisite skills.</p> <ul style="list-style-type: none"> • Awareness • Motivation • Social Skills • Empowerment
Instructions:	<p><u>Materials:</u></p> <ul style="list-style-type: none"> • Pen/Paper • The GLSEN “10 Ways to Be Ally” Handout (GLSEN, 2008) • “Keys to Being an Ally” Worksheet (CDVEC & PDST, 2012) <p><u>Instructions:</u></p> <p>Firstly, students should brainstorm reasons why people may choose to remain as a silent bystander during an incident of bullying, abuse or exclusion (fear, relief it’s not them, “it’s none of my business” etc.) and these should be recorded on one side of the whiteboard.</p> <p>Next, students should consider, and list the key characteristics which are required for someone to be an active ally and exert a positive influence in cases where they observe the mistreatment of another (courage, proactiveness, assertiveness, kindness, confidence etc.) These should be listed on the other side of the whiteboard.</p> <p>The teacher will then lead a discussion around GLSEN’s 10 recommendations for how to be a positive ally. The students should be informed that they</p>



possess agency in scenarios where they are bystanders. By highlighting the 10 ways to be an ally, students will see that they can be positive change makers in their environments based on how they respond in cases where they witness cases of bullying (verbal or physical), discrimination, violence or exclusion towards others.

Next, students should be split into smaller groups of 2/3 students, wherein they will discuss an assigned scenario (see the Empowering Bystanders Scenarios) in which they witness an incident of someone being discriminated against because of their gender.

Following on from their discussions, students should decide upon which actions from the list of “10 Ways to be an Ally” they would take in each of the presented scenarios and use the “Keys to Being an Ally” Worksheet to fill out their responses. It is important to remember that certain scenarios require different responses (e.g. it is not always wise, safe or possible to intervene directly, therefore it may be safer and more effective to adopt a different approach which can help reach a positive solution whilst also preserving your safety).

As well as identifying the appropriate course of action, students should also include one/two “key” character strengths that they believe would assist the bystander in removing the barrier (door) preventing them from becoming an active ally rather than a passive bystander.

Finally, the consequences/benefits of intervening should be discussed among the group, with students outlining two/three ways in which each of the approaches they have adopted would be of benefit to the subject of the abusive/discriminatory behavior, themselves and all those affected by the incident.



Evaluation & Reflection:

Ask participants to reflect on their feelings after this Activity. You can follow the questions below:

- What skills do you think you have gained from completing this activity?
- Have you ever been a passive bystander in a case of discrimination? Would you do anything differently following the completion of this activity?
- Can you think of any other ways (apart from the 10 ways provided) that you could be an active ally in a case of gender-based discrimination or bullying?
- Why do you think this activity is important?
- Would you be more confident being an active ally now than before you completed the exercise?

Please find the Appendix for this activity on the next page.



10 Ways to Be an Ally Handout

10 Ways to Be an Ally

(GLSEN, 2008)

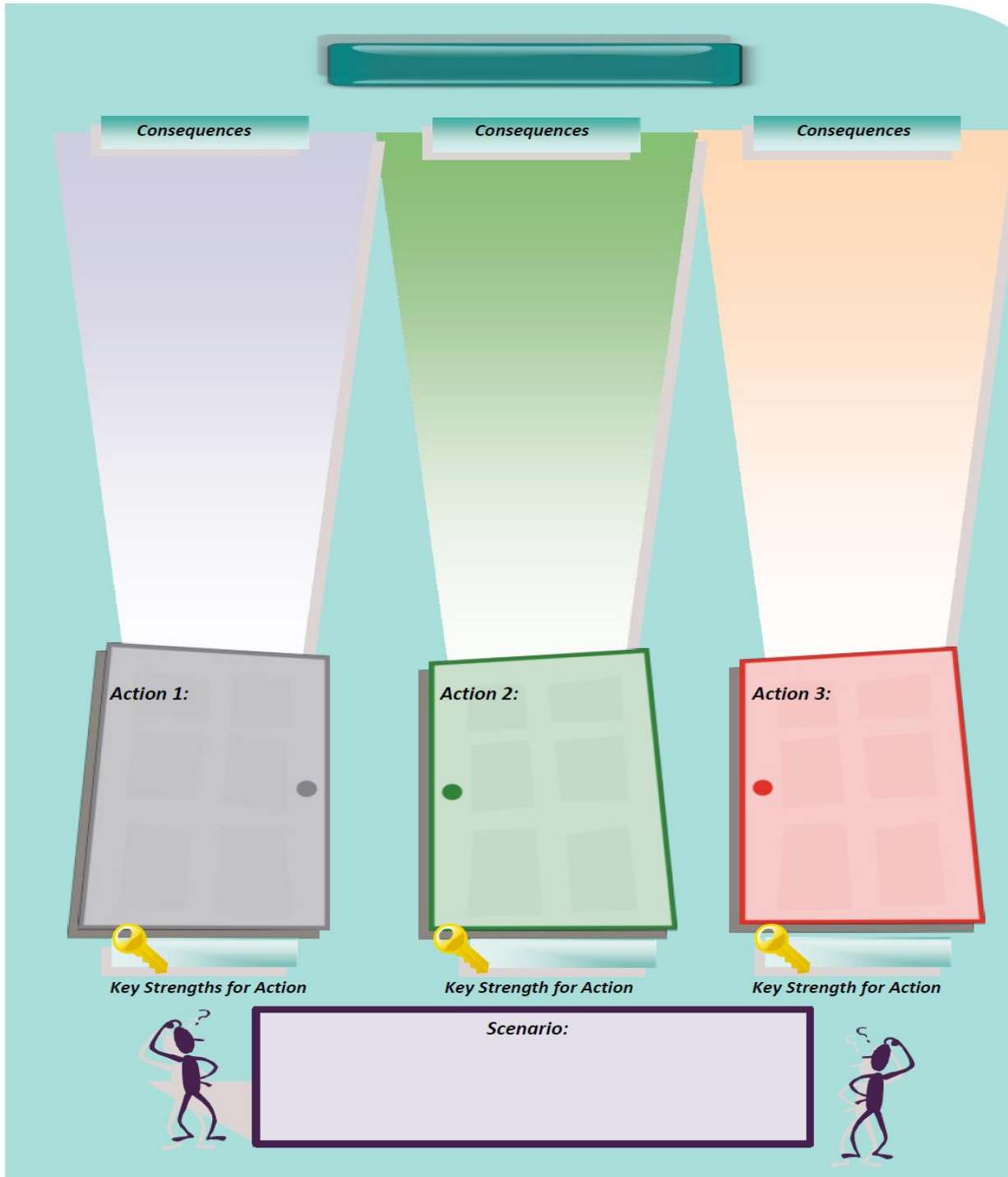
1. **DON'T LAUGH:** Let others know that jokes and comments based upon one's gender or sexual orientation are simply not funny.
2. **SPEAK UP:** If it feels safe to do so, let those who are perpetrating the disrespectful or abusive behaviors that their behavior is not acceptable nor appreciated.
3. **CHALLENGE BYSTANDERS:** If it feels safe to do so, let spectators know they are not helping.
4. **DON'T "GET EVEN":** Responding to meanness with meanness won't help matters.
5. **BE A FRIEND:** Show kindness and support to the targets of negative behavior.
6. **INVOLVE ADULTS:** Tell a teacher or counselor about ongoing incidents and get support at home from parents and family members.
7. **BE NONJUDGMENTAL:** Demonstrate to others that you are willing to listen and talk with an open mind.
8. **BE INCLUSIVE:** Ensure that your language and behavior are respectful to all people.
9. **BE SELF-REFLECTIVE:** Be aware of your own prejudices and work to change them
10. **TAKE ACTION:** Speak out against bias in your community and in the media.

Reference:

Adapted from GLSEN (2008). *ThinkB4USpeak: Educator's Guide*.



Keys to being an Ally Worksheet



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Empowering Bystanders Scenarios

1. You are with a group of boys who are having a discussion amongst themselves. They are talking about two of your classmates. One person describes one boy's clothing choices as "so gay" in a disgusted tone. The others laugh and agree with him.
Another of the group then proceeds to make comments about the appearance of one of your female classmates, specifically certain parts of her body. Again, others join in insulting your female classmate by making some very crude sexual remarks.
You feel extremely uncomfortable with the comments that are being made.
What do you choose to do?

2. A group of young people have visited the local park and are having a really enjoyable time playing on the roundabout, the swings and the monkey bars. Unfortunately, David falls from the monkey bars and grazes his knee. The fall was quite painful and David begins to cry. However, rather than receiving sympathy, the boys say David is being a "sissy" and that boys shouldn't cry over something so small.
You feel sorry for David but are slightly worried the boys might tease you if you stand up for him. **What do you choose to do?**

3. A boy in your class is in a really happy mood because he received a gift of a new t-shirt from his sister yesterday evening. He thinks it is really cool and hasn't seen anyone else in the group wearing anything like it before. Later in the day, he gets a chance to show off the t-shirt during gym class and is excited to hear what everyone thinks. However, instead of receiving the compliments he expected, a group of girls in the class begin to call him names and make fun of the t-shirt, claiming it isn't something a boy should wear. After the teasing stops, you notice no one is willing to sit beside this boy at lunch or let him join in any of the games in the schoolyard. **What do you choose to do?**

4. A group of girls are hanging out after school and start chatting about fashion and the type of clothes they would like to buy if they got the chance. You notice Izzy is not getting involved in the conversations and doesn't seem to understand why everyone seems so hung up about the clothes they wear. Izzy prefers to spend her time outdoors exploring forests and climbing trees. The group ask Izzy what she is going to wear to Tom's party on Saturday. She shrugs and says she hasn't thought about it because she doesn't think it is important. The group begins to laugh at her, make fun of her clothes and tell her that she is weird because "Girls should care about what they wear." Izzy blushes and leaves to go home soon after.



You think that it more interesting for people to have a variety of interests and think that the group of girls were being quite mean to Izzy.

What do you choose to do?

(Feel free to create your own scenarios based upon the examples included above)



Title: Play Your Role in the Gender Equality Movement	
Duration:	45 minutes
Audience:	Children 10-12 Years Old
Objectives:	<p>This Activity is especially designed to enable participants to understand and empathize with the manner in which gender can influence one’s actions and decision-making process. To enhance one’s critical thinking skills, as well as the practical skills required to address and combat instances of gender discrimination.</p> <ul style="list-style-type: none"> • Critical Thinking • Social Skills • Awareness • Empowering
Instructions:	<p><u>Materials:</u></p> <ul style="list-style-type: none"> • SAFER Role Play Case Studies Handout • SAFER Storyboard Worksheet • Pencils/Coloring Pencils/Markers <p><u>Instructions:</u></p> <p>Students are divided into small groups and provided with a case study scenario, wherein the protagonist’s gender is inhibiting them in a particular stated way (See Case Study Examples and feel free to create your own!).</p> <p>Students are asked to consider the scenario and represent the current situation with a drawing in the first (or first two) panel(s) of the storyboard worksheet.</p> <p>Once this has been completed, students should read the “What happens next?” section of their given scenario. In these questions, students will be asked to take different perspectives in each of the scenarios (the role of a bystander in the</p>



	<p>case of Jenny, the first-person perspective of Simon and the role of change advocate in the case of Ms. Ryan).</p> <p>Students should use their answers to the questions in each of the situations to complete the remainder of their storyboard panels, indicating the actions the person in their role should take to bring about a positive resolution to the situation.</p> <p>When the group has completed their storyboard for their scene, they should then choose a selection of volunteers from the group to role play the initial problem they were presented with as a group, as well as the positive outcome they devised within their own storyboarding of the scene.</p> <p>The class should then discuss the different scenarios and the solutions devised by the groups.</p>
<p>Evaluation & Reflection:</p>	<p>Ask - participants to reflect on their feelings after this Activity. You can follow the questions below:</p> <ul style="list-style-type: none"> - Do you think Forest Green represents a typical school in your country? - Why do you think no one decided to step forward and stand up for Jenny? - Jenny believed the girls' teams were treated differently to the boys' teams - why do you think this might be the case? How could this issue be addressed? - Simon assumed that he would be teased by the other boys if he chose his preferred subject. Do you think it is common for people to experience such doubts related to the choices they make and their gender? Have you ever chosen to avoid doing something because you were worried about what other people might think of your decision? What would you have done if you were Simon? - Did you expect the CEO of Digitech Ltd. to be a woman? Why? Do you think the assumptions that people make about others based on job titles are an issue?



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| | <ul style="list-style-type: none">- What ways are boys and girls treated differently at your schools? Do these differences create any problems or issues? If so, how would you recommend that these issues are addressed?- Did you find this activity to be helpful? What skills do you think you gained from completing the role plays/storyboards? |
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Please find the Appendix for this activity on the next page.



Case Study Scenarios for the SAFER Role-Playing Exercise

Scenario 1:

Jenny

For as long as she can remember, Jenny's favorite thing in the whole world to do has been to play football. Since she was old enough to walk, her most prized possession has been a football and she spent hours of her childhood in her back-garden practicing and improving her skills.

Recently, Jenny transferred from Red Oak School to Forest Green School. At Red Oak, Jenny was the star player on the school's mixed-sex football team. However, at Forest Green Primary, Jenny was surprised to learn that the teams were divided into a boys' team and a girls' team. Jenny enjoyed playing with the girl's team as they had some excellent players and she also made some really cool new friends. However, before long, she noticed that the boys got all the new equipment, trained on the best kept training pitches and received all the attention in the school announcements. This left Jenny feeling frustrated as the girl's team had reached the cup final without receiving much praise or recognition from the teachers or fellow students.

In PE class, Jenny did get the opportunity to play against the boys and regularly scored some spectacular goals past Bobby, the goalkeeper for the boy's school team. Following one match in which Jenny had scored three goals, Bobby decided that they didn't want to play with Jenny anymore and started to tease her in front of the entire class. He said she was "too athletic" for a girl and started to call her "the beast". Jenny's classmates looked very uncomfortable but many of them giggled nervously. Nobody said anything.

What happens next?

- Imagine you are an onlooker in this situation and have witnessed Bobby being unkind to Jenny.
 - How do you think Jenny would have felt in this situation?
 - Why do you think no one spoke up for Jenny in this situation?
- In the first two panels of your storyboard worksheet, draw two images which accurately represent the scenario presented above.
- Now imagine the "best" version of yourself you can think of in this situation. How do you think this "best self" would have acted?
Using as many of the remaining panels in the storyboard as you need, draw in the best response that an onlooker or onlookers could have made in this situation.
- Once you have completed your storyboard, select a member from your group who will play each of the roles within the scenario and prepare the role play of the "best possible outcome" that you will perform for your classmates



Scenario 2:

Simon:

Simon was just finishing his first year Forest Green School and it was almost time for him to choose the subjects that he would continue with for the next school year. Simon's father ran a carpentry business in the local area and was keen for Simon to continue to study Woodwork in order so that he would have the skills to join the business once he finished school.

Simon is not disinterested in Woodwork but, in order to continue with it, he would have to drop his favorite subject, Home Economics. Simon loves to cook and spends much of his time after school searching for interesting new recipes online or cooking the dinner or baking delicious treats for his family and friends. Everyone he cooks for always compliments the quality of his work.

Simon is concerned, however, that because the majority of the Home Economics class were girls, the boys in the school would make fun of him for his choice and they would refuse to let it go. He was afraid of being excluded by the others based on the decision he would make.

The day before subject selections had arrived and Simon is still faced with a dilemma. He doesn't want to let the opinions of others decide the path he will take but he is still unsure about how others would react if he chooses to continue with Home Economics.

What happens next?

- Imagine you are Simon in this situation and are faced with this difficult situation.
 - How do you think Simon feels to be faced with such a dilemma?
 - Have the opinions of other people ever had an influence over the personal decisions you have taken in your own life?
- In the first two panels of your storyboard worksheet, draw two images which accurately represent the scenario presented above.
- Now, take some time to imagine the best possible outcome to this scenario. What steps or actions would be required to allow this ideal outcome become a reality?
Using as many of remaining panels in the storyboard worksheet as you need, draw the series of steps that would be required to help Simon reach the best possible outcome for him as a person. The final frame should accurately show what the best possible outcome to the situation actually is.
- Once you have completed your storyboard, select a member from your group who will play each of the roles within the scenario and prepare the role play of the "best possible outcome" that you will perform for your classmates.



Scenario 3:

Ms. Jones:

Many of the students in the Forest Green School were extremely interested in technology and computing, therefore Ms. Jones thought it would be very useful and enjoyable for the students to hear about how about the professional journey of someone who had achieved success in this field. She had tried, with little luck, to get a CEO from the major technology company in the area for almost two months, and, so, was delighted when the CEO from Digitech Ltd. agreed to visit the school to talk to the students about what their daily workload looks like and consists of on a day-to-day basis.

Ms. Jones arranged for the talk to take place at 3:00pm (just after school) and was not surprised to see that over 35 students were in attendance on the day in question. However, she was surprised to see that only two of the students there were girls. Before the CEO of Digitech Ltd. arrived, the students chatted excitedly about the advice and tips they expected to get from the speaker and wondered what kind of fancy car they would be arriving in.

As the CEO arrived, many of the student's mouths fell open with astonishment and a shocked hush fell over the students. Before long, small groups of students began to laugh among themselves, with a few students even beginning to make snide jokes and comments about the new arrival. No one had expected the CEO of such a powerful and significant company to be a woman.

What happens next?

- Imagine you are Ms. Jones watching on as this event unfolds:
 - How do you feel about the reaction of the students?
 - What would your response to this reaction be?
- In the first two panels of your storyboard worksheet, draw two images which accurately represent the scenario presented above.
- Now, imagine Ms. Jones organizes a meeting with her principal following this event in order to address the issues which arose during the talk (the lack of female attendees and the discriminatory attitudes displayed by the boys in attendance). Using as many of remaining panels in the storyboard worksheet as you need, draw a representation of the conversation which would occur between Ms. Jones and the school principal including the suggested improvements which Ms. Jones believes could be made to Forest Green School in order to educate young people on gender equality and bring about a more equal and respectful school environment. Use the final panel to represent the best possible outcome to the scenario in question.
- Once you have completed your storyboard, select a member from your group who will play each of the roles within the scenario and prepare the role play of the exchange between Ms. Jones and the principal and the best possible outcome for the school following this conversation.



Role Play Storyboards Worksheet

Scene:	Scene:	Scene:
Scene:	Scene:	Scene:

Create your own at [Storyboard That](https://www.storyboardthat.com/)

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Title: “Dreams Don’t Have a Gender” (A Message to My Younger Classmates)	
Duration:	45 minutes *This may be conducted over a longer period, even in the form of a term-/year-long mentoring model, wherein a younger student is paired with an older student who can act as a guide and advisor for them over the course of a school year.
Audience:	Children 10-12 Years Old
Objectives:	<p>This Activity aims to enable young people to reflect critically on their lives and determine areas where they feel their gender impacted upon their life outcomes. To emphasize times when young people have encountered and overcome gender stereotyped expectations in their lives. To promote self-compassion, a crucial component in meeting and surmounting life’s adversities and challenges. To provide younger students within the school with positive role models who they can look up to and take their lead from. To provide students with a sense of social cohesion – that their presence and life matters and has meaning in many ways for many people. Instilling a sense of agency and self-efficacy in the students – that they can start to make a difference.</p> <ul style="list-style-type: none"> • Critical Thinking • Reflection • Empathy • Inclusion • Social Skills
Instructions:	<p><u>Materials:</u></p> <ul style="list-style-type: none"> • Pen and Paper • Alternative Method: Video Recording Software



Instructions:

Role Model: *An individual who others look to or admire for the example they set and the manner in which they conduct themselves. Role models inspire people to attempt to imitate or match up to their behavior. Having a role model can provide individuals with a reference point for what they want to become and can help improve our capacity to plan or set goals to achieve this.*

Students are asked to think of a role model that has acted as a source of inspiration for them throughout their lives. They should think of the qualities, strengths and actions that this person exhibits that they find to be so admirable. Next, the teacher should explain to the students that they too can act as role models for the younger students who are coming through the school.

As a means through which to provide this guidance, students should be encouraged to reflect on their time in primary school. Students should outline times where their gender initially acted as a barrier to them pursuing certain goals or interests, only for them to overcome these doubts and engage in enjoyable, rewarding and fruitful ventures.

Students should compose a letter to their younger schoolmates in which they explain to their peers that gender stereotypes are restrictive and outline how they have profited from defying and disregarding these limiting ideas. The letter should offer encouragement to these younger students to follow their heart and express themselves in whatever way feels natural to them, irrespective of if said aspirations act in opposition to perceived gender norms or stereotypes.

The older class should then pass on these letters to a younger student in one of the classes below them and keep a copy for themselves as a reminder of how they have overcome obstacles in their lives to date and how they should remain true to themselves wherever possible.



	<p><i>*Alternatively, the oldest class could record an inspirational video communicating the above message using the theme: “Dreams Don’t Have Gender” *</i></p>
<p>Evaluation & Reflection:</p>	<p>Ask participants to reflect on their feelings after this Activity. You can follow the questions below:</p> <ul style="list-style-type: none"> - What do you think you learned from this activity? - What importance do you think role models have within the gender equality movement? - What impact do you think these messages might have upon your younger schoolmates?

