E-WISEE LAB

Name of activity	**The "Box" of Social Gender/ The prison of gender**
Description of activity	This workshop aims to raise awareness about societal gender roles and the concept of "gender-based violence." Participants examine societal expectations for men and women, discussing the impact of these roles on individuals and society. Through a role-reversal exercise, they explore the challenges faced by those who defy traditional gender norms. The workshop also includes a self-assessment component, encouraging participants to reflect on their own conformity to gender norms and fostering empathy for those who do not conform.
Who are the participants?	This material is meant for youth workers in their work with young people (12 - 18 years old) using non-formal education methodologies.
Competences Strengthened	Critical Thinking Social awareness Empathy and Understanding Communication skills Self-awareness
Identification of the aims of the activity	To understand the socially constructed roles of women and men in Greek society (how they are formed, stereotypes, social norms, the contribution of the media in shaping social roles, differences and inequalities between the two sexes). To discuss how socially constructed roles influence our choices and the opportunities we are given. To link socially constructed gender roles to gender-based violence.
Number of participants	10-20 participants
Duration	1.5 hours
Materials for the activity	Pen and Paper
Activity Steps	PART 1 1) Show children advertisements showing men and women advertising various products such as clothes, cars, watches, perfumes, toiletries, cleaning products, children's products, etc. 2) Based on the above videos or the printed advertisements, ask the children to discuss the socially structured roles of women and men in society. Remind them that the discussion should revolve around what society determines the role of men and women should be, not what they

themselves think is right. (during the discussion you will need to repeat this several times)
3) Divide the participants into 4 smaller groups
4) Two groups will discuss the social role of women and two groups will discuss the social role of men (10 minutes)

The group that will discuss the social role of men will discuss based on the question below:
"What are the characteristics that characterize the 'Right' man?"
- One group discusses what the 'Right' man should look like and what he should do (how to behave etc.)
- The other group discusses what the Right a-man should NOT look like and what he should NOT do (how NOT to behave etc), i.e. socially unacceptable male behaviors and characteristics.

The group that will discuss the social role of women, answer the following question:
"What are the characteristics that define the 'Right' woman?"
- One group discusses what the 'Right' woman should look like and what she should do (how to behave, etc.).
- The other group discusses what the 'Right' woman should NOT look like and what she should NOT do (how NOT to behave, etc.), i.e. commonly unacceptable behaviors and characteristics of women.

Encourage the groups to think about both external characteristics (body, accessories, job etc.) and internal characteristics (behavior, personality traits)
- Example:
"Men have muscles, are fit, like sports and football and shouldn't cry. They should be tough and strong."
"Women should have nice curves, be well-groomed, be sensitive and modest, and not swear."

5) Write all the answers in a flipchart, first noting the answers for women and then the answers for men, writing the different characteristics for the two sexes separately. (15 minutes).
6) Draw a 'box' around the characteristics of each gender.
7) Ask the students to read the characteristics you have written on the board and tell you what they notice.
Questions for discussion (45 minutes)
- What characteristics does society want 'right' women to have?
- What makes a woman attractive?
- How does society determine that 'right women' should behave?
- At the same time, what should 'right women' NOT do?
- What characteristics do the 'right' 'men' have?
- What makes a man attractive?
- How does society determine that 'right men' should behave?
- At the same time, what should 'right men' NOT do?

8) Ask them to compare the two boxes and say what they notice. Comparing the characteristics of women and men, what differences do you notice?
- Do we expect men and women to behave differently? In what

way?
- What differences concerning the position of men and women in society do you observe? (e.g., society expects women to be at home, while men are more involved in public life, politics, decision-making centers, managerial positions, etc.)
- Are there any characteristics that are diametrically opposed between the sexes? (e.g. tough vs. sensitive etc.)
- Are there characteristics that are common between the two genders?
- Are there characteristics that are not socially acceptable for women that are in the 'box' of men?
- Are there characteristics which are not socially acceptable for men which are in the 'box' of women?
- Are there contradictions in the role we want women to play (e.g. to be modest but also sexually experienced and provocative)? Which ones?
- Are there contradictions in the role we want men to have (e.g., to be tough but sensitive)? What are they?
- How do these contradictions affect the way we might once treat a man or woman?
- Are there any gender-specific inequalities? What are they?
- How have these norms been created for men and women?
- Where do we learn these social roles for both genders?
- Which ones in particular teach us or influence our perceptions of gender roles? If children do not answer, ask about parents, school, friends, media, church, etc. and how each of these influences our perceptions of gender roles.

9) Once the characteristics of each gender, the similarities, differences and contrasts (as well as any contradictions regarding the role of a gender) have been identified, explain that each box encompasses the socially structured roles of men and women. These roles are actually fictitious, because they are constructed by society, but most of the time we are asked to stay inside the boxes because of social pressure. This is called the 'gender prison'.

10) Now swap the headings of the boxes. Cross out "man" and write "woman" and vice versa. So, we will have sentences like:

- 'Women have muscles, are fit, like sports and football and shouldn't cry. They should be tough and strong,'
- 'Men should have nice curves, be well-groomed, be sensitive and modest, don't swear.'

11) What if we did this? (Role reversal?)
- Looking at the box that encompasses socially accepted gender roles, how easy do you think it is for someone to stay in the box? Why is it easy/difficult for a person to be in the box?
- Why would you want a person to meet these characteristics included in the box? What is the benefit?
- How is he or she rewarded by society for fulfilling the socially acceptable role? And what happens to individuals who move their actions and behavior outside the box?
- E.g., if a man or woman has characteristics that are usually

	associated with the opposite sex, such as a girl who likes football, is muscular, is tough and aggressive, and swears? Or a boy who likes art and poetry, doesn't play football, is interested in fashion and is sensitive? - How are these individuals, who behave 'outside' the defined social role, treated by their families, friends and society? - Do these individuals experience any abusive or mal-abusive behaviours? Which ones (exclusion, ridicule, mockery, bad gossip, verbal abuse, insult, physical violence, intimidation, etc.)? 12) Explain that these behaviours constitute what we call "gender-based violence".
Suggestions for the post-activation debriefing	Specific objectives: - To make children understand that it is impossible for a person to meet 100% of the "requirements" concerning the social role of their gender and that they themselves are mostly outside the "box". - To understand that we have no right to abuse a person whom we consider to be outside the box. In fact, we are all outside the box, we just don't always realize it. 1. We give the children the card below to fill in anonymously. To what extent do you think you personally identify with the features enclosed in the box? Mark below: 0 10 20 30 40 50 60 70 80 90 100 2. Collect the pieces of paper in a box, unfold them one by one and write down the 'scores' on a flipchart on which you have previously drawn 5 concentric circles. The circles will look like the target circle (i.e. the target on which we shoot darts). In the centre of the target is 100, then there is 80, 60 etc. Questions for discussion - What do you notice? - Are most of us inside the box or outside? Why is this happening? - Although most of us are 'outside' the box, why do we expect others to be inside the box? - How would we feel if someone criticized us for being outside the box? - Can being outside the box help us understand the diversity of others? How?
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