SESSION 1

NUMBER OF THE SESSION	1
NAME OF THE SESSION	**Introduction to Gender Men: What are gender equality and gender stereotypes?**
PRESENTATION	The session will be based on introducing the topic of gender equality and building key terms. The focus will be on recognizing the inequality men face in different areas and also touch on the topic of gender stereotypes.
TOTAL DURATION OF THE SESSION	2 hours
OBJECTIVES OF THE SESSION	The objectives of the session and planned activities are to: ● create a climate of trust ● build gender equality key terms ● discuss gender equality in different areas such as workplace, family care, violence, free time, behavior, violence, and media, with special focus on men ● raise awareness about stereotypical portrayals of men and women ● raise awareness and understanding of the need for men to engage in equal opportunities ● broaden the participants' perception of this topic from the male perspective

TIME	DESCRIPTION OF THE ACTIVITIES	LOGISTIC AND MATERIALS
10 minutes	**1. INTRODUCTION** **Selfie introductions of the trainer and the participants.** The trainer instructs participants to find a photo of themselves on their phone/online (on their social networks) that is important to them or that they would like to show others. Participants show the photo to others/pass the phone around	Powerpoint presentation Slides 1-5 The participants' mobile phones

	and explain why it is important or dear to them. The trainer goes first and demonstrates the activity. After everyone has shown and explained their photos, the trainer contrasts this activity with the more traditional ways we introduce ourselves to each other (using standard information: age, job, residence, etc.) and asks the following questions: · What did you find out about each other? · What surprised you? **ALTERNATIVE ACTIVITY - MYSTERY NAME TAGS** Participants create their own name tags by drawing a 6-box grid on their piece of paper and drawing within each grid their answer for the following categories: 1 – hobbies 2 – favourite country 3 – where you would like to be right now 4 – a household chore you hate 5 – food you like 6 – pets If the participants do not have a response for a certain category or the response is “Zero” (e.g. pets), they can leave it empty. After participants are finished drawing their name tags, the teacher gathers and mixes everyone's cards. Participants take a random card from the teacher, mingle around the room and ask questions (they are instructed not to show the cards to each other) in order to find the owner of their card and give it to the correct person. **Presentation of the project and the training** The trainer gives a brief presentation of the project as well as the timeline of the session. **Presenting the topics for Session 1** The trainer presents the topics for Session 1 and asks the participants to share their expectations of the session. If	Papers and pens for the alternative activity

	needed, the trainer explains the objectives of the session 1 which is to discuss gender equality in connection to workplace, family care, violence, free time, behavior, violence, media; to broaden the participants' perception of this topic from the male perspective. It's up to the trainer to decide if we want the participants to know at the beginning what the session will be about.	
45 minutes	**2. BUILDING THE DEFINITIONS OF KEYWORDS** **Defining key terms in gender equality** The trainer divides the participants into groups and hands them the papers containing one of the following terms: gender equality, gender mainstreaming, gender roles, gender stereotypes, gender discrimination. The participants are instructed to try to define these terms and write them down. When the groups are finished, the trainer provides them with definitions of the terms on Powerpoint presentation and each group presents their definitions. The trainer asks the group how much do their definitions differ from those provided in the Powerpoint presentation. **Recognizing gender equality in different areas** Before the training, the trainer prepares the cards for the participants by cutting apart Handout 1 so that each topic is on a separate card. For this activity, the trainer divides participants into groups. Each group is given cards with discussion points on gender equality in different areas: Workplace, Family Care and Housing, Violence, Behaviour, Free Time and Leisure Activities. Each group writes down as many examples about the gender inequality in given categories. The cards also contain examples of gender inequality and encourage the participants to share as many examples as possible as well as to share personal experiences. The participants are given 15 minutes to complete this activity and then the trainer encourages them to share their ideas. The trainer summarizes the main points and gives feedback.	Powerpoint presentation Slides 8 - 16 Newsprint + pens Handout 1: Cards with discussion points and examples of gender equality (to be prepared before the session)
25 minutes	**3. GENDER MAINSTREAMING** **Introduction to Gender Stereotypes** The trainer starts with a video clip from Friends (https://www.youtube.com/watch?v=yZ0fb15LcE0&feature=emb_logo) and a brief introduction of main characters and their stories: Ross and his ex-wife, Carol, have a son, Ben. His	PowerPoint Slides 17-21 Laptop for playing video clip from

	ex-wife has a new partner, Susan. They share custody of Ben, and in this short clip we see that Carol and Susan are coming over to drop him off with Ross. Follow up questions: *Why is Ross so upset about Ben playing with a Barbie? Why does Ben have a Barbie? What does Ross do about the situation? What type of gender stereotype can you identify?* **Gender Stereotypes Activity** The trainer divides the participants into small groups and gives each group the piece of newsprint divided into two columns. “How do men behave?” or “How do women behave?” is written on the top. The trainer asks the participants to make a list of what it means to behave like a man or to behave like a woman (clothing/physical appearance, physical activity, hobbies, toys, colours, dating/relationships, communication, education…) The trainer asks the participants to write down what people might "say" or "do" if someone does not behave like a man or woman. The trainer encourages a lively discussion but reminds the participants to be respectful. The trainer assists participants with analyzing these lists with the following questions: • *How and where do we learn our perception of male and female roles?* • *Do these roles and descriptions limit or enhance us in life choices?* • *Have you or someone you know ever acted differently from how your gender is "supposed" to act?* • *Have you or someone you know ever stood up for a person who challenged the gender stereotypes?* • *What other conclusions/statements do you have about this topic?*	YouTube Newsprints Markers
10 minutes	**EVALUATION ACTIVITY** **Evaluation and closure of the session** Trainer asks the participants to draw a timeline in the middle of a piece of paper, listing the key points of today's session: Introduction, Ice Breaking Activity, Building Keywords, Gender Stereotypes. The participants are encouraged to draw a line reflecting what they thought of the activity – above the line for positive, below the line for negative. It should be wavy, as they may have enjoyed some things more than others.	Papers Pens

	Participants should be encouraged to add additional feedback and key points	

TIPS AND RECOMMENDATIONS
Recommendations for the trainers How to address sensitive topics? ● Set clear objectives (the discussion will allow the participants to develop fair-mindedness and sensitivity to opposing points of view) ● Set clear rules (e.g. listen respectfully, respect others' views, criticize ideas not people, avoid inflammatory language) ● Facilitate civil discussion (if necessary, step in to remind the participants to respect the rights of others to have their own opinion; correct misinformation; make sure the participants do not feel personally attacked by emphasising the focus on ideas not the people who share those ideas ● Deal with high emotions: be ready for some participants to become emotional or angry. Don't gloss over such situations. Instead, stay cool headed and try to turn the situation into a learning experience. ● As a trainer, you should have a super partes role, without showing judgement. Make people think out of schemes without being victims of stereotypes or prejudices.

Handout 1: Cards with discussion points and examples of gender inequality

WORKPLACE ● Lower or higher salary based on gender differences ● Possible disadvantage for men adjusting their working hours to accommodate family responsibilities ● Men experiencing harassment at workplace	**FAMILY CARE** ● Perceptions on paternity leave ● Division of housework in families ● The responsibility of a man to take care of the economy of the family
VIOLENCE ● Perceptions on violence against men as opposed to violence against women	**BEHAVIOUR** ● Different expectations for sons ● Different upbringing of sons ● Appropriate behaviour for sons

● The number of men reporting harassment ● Relationship between gender equality and domestic violence	
FREE TIME AND LEISURE ACTIVITIES ● Gender differences in quality and quantity of free time ● Celebrating Women's Day vs celebrating Men's Day ● Gender differences in division of work and family	**MEDIA** ● Stereotypical portrayals of men in the media ● Unrealistic and aspirational representations of masculinity in the media ● Role of the media in achieving gender equality