

MASTER SUPPRESSION TECHNIQUES

EDUCATIONAL SET

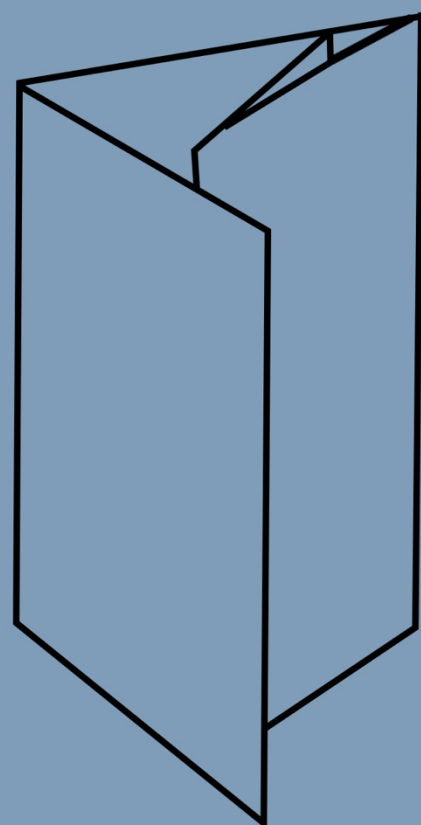
Educational set – Master Suppression Techniques

The complex set of all project outputs provide trainers all necessary information and tools for leading workshops/seminars focused on master-suppression techniques for women politicians and young girls. The Educational set includes methodological support for trainers, instructions and working sheets to the role plays.

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BROCHURE



Brochure – Master Suppression Techniques

The origin of the term

The concept of master techniques of suppression was first coined by **Berit Ås**, Norwegian scholar of Social Psychology, politician and feminist activist. In Norwegian, the term *hersketeknikker* is well-known and widely used. There have been several attempts to translate the term into English, such as master techniques of suppression and domination techniques.

Domination techniques refer to techniques, actions and behavior used consciously or unconsciously to disrespect or mock people during the conversations.

People of all genders use such techniques from time to time, and therefore, people regardless of their gender may be exposed to them. However, the occurrence of domination techniques should be understood in the context of power relations in society. Often it is the stronger and most privileged person, who uses domination techniques against a communicator with less power.

Berit Ås noticed and named the phenomenon of domination techniques while working in a male-dominated workplace during the 1970s. She experienced sexist discrimination, and she fought back.

After experiences of being ignored in the workplace, being interrupted, feeling stupid, and not getting her voice heard, she started studying what the men around her were saying and doing. How did they present themselves when speaking? How did they behave when a female coworker was speaking? After a while she decided to copy what the men were doing.

While the men were speaking she would demonstratively get up to have another cup of coffee or grab her pen and start doodling on a paper, or simply read and visibly not pay attention. Somehow, this behavior worked. She experienced that the worse she behaved, the more she was taken seriously.

Instead of to simply continue to misbehave at work, Berit Ås, decided to use these observations for good, and she wrote a book about these techniques. In 1981, the book **Kvinner i alle land. Håndbok for frigjøring — Women of all countries. Handbook for liberation**, was published, and the term *hersketeknikker*, master techniques of suppression, was established.

Berit Ås has intentionally chosen and named five techniques. As she shared her experiences and the concept with other women, the techniques were later used strategically for communication of women in the workplace. If a woman was exposed to any of the five techniques, other women could discreetly show a number of fingers to let her know that they see what is going on.

For instance, if, during a meeting, a woman would be exposed to ridicule, other women would discreetly show to fingers in order to notify her. The purpose of this practice was to raise awareness about suppression techniques and ensure that the person affected would know that unfair methods are used against her. When the use of domination techniques is exposed, the concept becomes a little less effective.

Rationale

The aim of this brochure and concept is to make more girls and women participate in society. Because females make up half the world's population, we should have half the power and as many formal positions and authority as men. This is not the fact at present. Women and girls are systematically underrepresented in decision-making, positions around the world, less visible in the media, hold fewer parliamentary seats and occupy fewer leading posts in political parties than men.

Women's and girls' opinions are important and should be heard. Women often hold back from speaking their mind, worried that they will not be as eloquent as the boys, will not be listened to, or they are afraid to be ridiculed or neglected.

This publication is aiming at helping to build their confidence, learning the rules of political and organizational work and giving courage to speak out and taking part in decision-making processes in everyday life.

It is important to target girls at a young age and help them to overcome gender stereotypes and build strong position of a person with high self-esteem.

Empowering

With this concept we want to empower girls, motivate them to speak up, make their voices heard and support each other.

Unsurprisingly, there is no common definition of women's empowerment – in fact, the word “empowerment” does not exist in most languages – but it is crucial to define how we understand that process in our approach. It is the same as described by Agata Teutsch in “Power, courage, solidarity. Empowerment as an effective strategy to counter violence against women and girls and other gender-based violence. A Handbook for organizations and institutions” a magnificent publication which gives deep understanding and explanations to the roots and conditions of empowerment. There we can read that:

“Empowerment is the approach used since the 1960s. the last century in emancipation, anti-discrimination, as well as in social work, psychiatry, business, health care and in management. From the beginning it is connected with feminism and emancipatory pedagogy. Empowerment, beyond the individual, reveals the culture and the systemic (or structural) nature of discrimination and oppression. Empowerment is a process in which people from oppressed groups regain individual and collective control over one's own life, the space, the laws, and the language which describes the reality, including also themselves.

It is important to point out that the process of empowerment occurs both to obtain and to regain rights, control, power, to make visible existing (but often dull, invisible, forgot-ten, unused) resources and competence.”¹

Awareness

We want to raise women's and girls' awareness about some special techniques, called dominant techniques, which often stop girls or reduce their power in society, though they are present everywhere. Knowing these can help them to understand, clarify, handle and give them power and make it easier to get where they want.

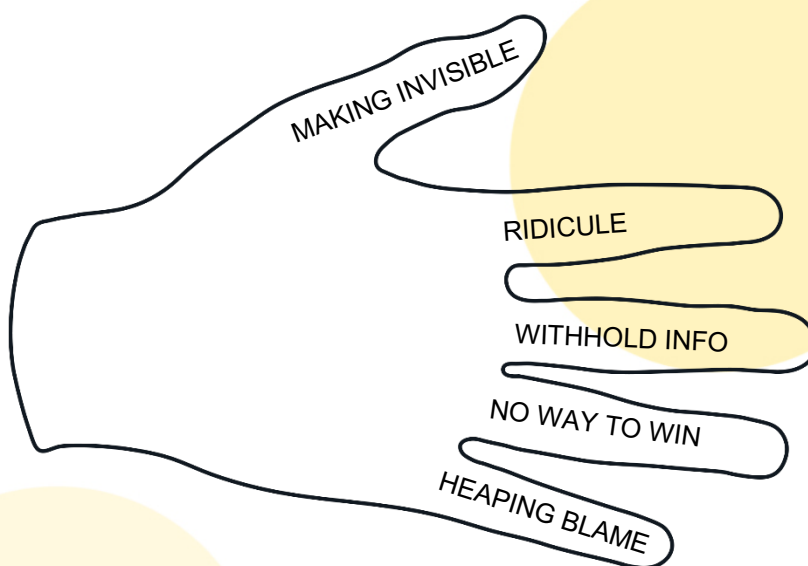
¹Training manual of project “Young women for social change” realized by Active Women Association in partnership with, Shuhada organization, Ashna organization and Women Empowered Afghanistan within the frame of Erasmus+ Program

This concept is one way of increasing women's participation.

Encouraging women and girls to participate in society, at school, in NGOs, in political parties, speaking up at work or in the family, is important.

This brochure can be used independently by an organization for the general purpose or increasing women's participation in society, or it can be a part of a bigger educational set, used during workshops held at school, summer-schools, within a party or organization for increasing the number of women and girls within.

Berit Ås – 5 fingers theory



Short description of techniques is posed below. For the trainers we suggest to discuss with participants different examples of techniques and motivate participants to share their experience including possible counter strategies of how to deal with such situations and how to defend ourselves.

1. Making Someone Invisible

- Mainly manifested by ignoring the speaker (leafing through papers, writing text messages, talking to one another, going to the toilet)
- Overlooking – e.g. question „Do you sit here alone, ladies?“

Making someone invisible occurs when someone is subconsciously or intentionally ignored, overlooked or forgotten. This means that a person chooses to treat another person or a group of people as if they were not there. When someone is treated that way, then he/she is silenced and marginalized therefore he/she is made to feel insignificant, worthless and ultimately powerless. A person who is made invisible might feel unimportant, diminished and he/she might not continue the involvement in the particular thing he/she is involved in.

This is generally a wordless method. For instance, it is used when a woman starts to speak but men start talking to each other, read their papers, leaving for bathroom and so on. A woman who occurs in a such situation might feel that no one is listening to her because of her, but in fact, these situations happen mostly to women so they are distanced from power/ power positions

The reason why are men comfortable with not paying attention to what women have to say, and why some women fail to see this master suppression technique, is because the norms are designed in such

a way that both men and women got used to see the male culture as predominant. Many people often fail to notice that women indeed have different problems, experiences and conditions than men. And many women choose to ignore this type of situation so they do not question the order of things.

2. Ridicule

- Frequent jokes about those in subordinate position (women, minorities...) impression that it is legitimate to ridicule these people in public
- The aim of such behavior is to belittle women (or other disadvantaged) and their actions

Ridiculing occurs when women's efforts are mocked, scorned or likened to animals (like chickens), when women are presented as extremely emotional or sexual, when they are rejected as cold or manipulative, and/or when someone is made fun of at the expense of women. Using the expression "stupid blonde" for something man does not agree with, "like an old grandma" for people who are extra-careful or fussy about driving, "hysterical" for women expressing a strong disagreement etc. It is important to notice that men are in general not put to such tests and if they are, they are ridiculed as being "like a little girl, like a woman." Here again the ridiculing occurs at the expense of women. Such things are so common in societies that it is sometimes very difficult to detect them. But people, especially women, who are aware of the usage of such techniques, can pinpoint it and fight back.

Examples:

- Two interviews in the same show: Schröder - <http://youtu.be/0RrxNcaig5c>, Merkel - <http://youtu.be/3xKcAVhR8SQ>
- Ridicule: Ariana Grande radio interview - lipstick question: https://www.youtube.com/watch?v=XTtMQrSS_q0
- Objectification? Man "diving" under an actress dress <https://www.youtube.com/watch?v=HpzmRx9e-Ec>
- Cate Blanchett on red carpet to camera man: do you do that to man? <https://youtu.be/k6hz7WoO6Bo>
- Trump refusing to shake Merkel's hand - Rendering Invisible <https://www.youtube.com/watch?v=B3eFZMvNS1U>

3. Withholding Information

- Very efficient way how to keep others in ignorance
- Men often discuss important issues in the places, which women can't access (sauna, locker rooms, bars...)

Withholding information is consciously or unconsciously leaving women in the dark while making decisions with other men about important issues. In this way the person left out generally women is kept in the dark about the process of decision and has less of a say in the decision making.

There are numerous occasions in which men gather with other men for various reasons such as intercompany football, sauna, rotary meetings, drinking after work and so on. Women do not always participate in such men only gatherings. And in these gatherings, men exchange information about their work as well. Having already exchanged so much information with one another and agreed on terms, in the next formal meeting, they quickly make their decisions. In such occasions, women are basically left out of the decision-making processes.

This is a strong master suppression technique because women who are left out, subsequently feel lonely, insecure and less capable. This pushes them even more to the edges and allows men and male culture to dominate more.

4. No Way to Win

- Whatever you do is wrong... imagine football referees: no matter how they decide, always one team (and its fans) is angry
- E.g. if you behave calmly, you are considered too shy, if you act forcefully, you are labelled „hysterical woman“

This is a master suppression technique which creates unpleasant situations for women, in which they are scolded in any possible outcome, whether positive or negative. It is a technique which makes people feel in a certain way, that no matter what they do, they are not good enough.

This technique is used against women so that they are accused of being bad mothers when they are involved in politics or work life and of being “switched-off” if they priori-tize their home and children.

A female manager can be perceived as weak if she tries to listen and act democratically, and as lacking femininity if she shows her claws and forces her through. Similarly, a female politician can be accused of tunnel vision if she insists on women’s interests and of being a traitor if she does not. This is a devastating technique for creating constant guilty conscience and a feeling of inadequacy.

5. Heaping Blame and Putting to Shame

- Frequent victimization – women often feel responsible for being abused or in the other cases when something bad happens to them

This particular method is inflicted on women through ridicule and double punishment to make women feel that they are themselves guilty for humiliating treatment or abuse they receive. For example, things like “she was wearing a short skirt, so she partly invited the abuse” are used effectively to make women believe that they are responsible for what happens to them in case of rape.

By being made invisible day in and day out the woman feels insignificant, through the ridicules she feels silly, through withholding information she feels less capable and insecure. All of above mentioned add into the unjustified feelings of shame and groundless tendency to accept the blame for all the world’s ills.

Women are blamed for their skirts if they get raped, are branded impossible to work with if they refuse their buttocks are being patted at work and such things are so common and normalized that they become more imperative to detect and remove.

How to act and react to manipulative behavior?

- Be confident! – nobody is perfect, you are not worse than the others, moreover, it is important to become conscious of the fact that you are not the one who failed
- Be prepared! – get ready for similar situations, consciously present your true self and argue if necessary
- Watch the session or meeting closely! – learn to recognize master suppression techniques

One of the biggest problems is that many aspects of these techniques are accepted as part of the norms in many societies. It is also a commonsense that power is strongest when it is not challenged. Once suppression techniques are normalized, they are also made invisible. Once they are invisible, it is nearly impossible to change them.

It is one of the key-aims of this project to address these suppression techniques, discuss how they are used by those in power against those who are less powerful, ways to recognize these and means to

fight against them. It is indeed possible to detect these methods once they are employed by someone. And it is possible to fight these techniques back in order to eliminate them. Therefore, the situation is not hopeless as long as we detect, fight back and eliminate them.

Defend yourself! – assertively point out that the opponent is acting unfairly. Remember you don't want yourself to use master suppression techniques against others.

WHAT ELSE IS IMPORTANT?

While we all see the Master-Suppression Techniques as a useful tool in girls' and women's emancipation (learn, how to react recognize them and properly react), we need to put it in the context of disadvantaged position of women in society, as it is not only a personal, situational level we want to drive your attention to.

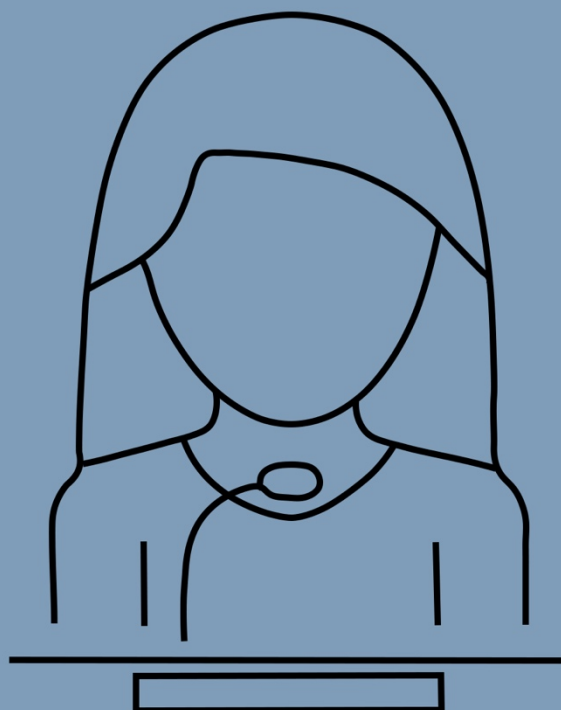
We want to point out, that patriarchy is the prime obstacle to women's advancement and development. The systemic inequality – despite differences in levels of domination – remains embedded in the fact that men are the ones who are in control. The nature of this control may differ, as different are power relations in which other parts of women's identity also play part. But it is necessary to understand the system, which keeps women dominated and subordinate, and to unravel its workings in order to work, also with Master-Suppression techniques, for women's development in a systematic way.

In contemporary world patriarchy there creates obstacles for women to go forward in society, because patriarchal institutions and social relations are responsible for the inferior or secondary status of women. In order to understand the complexity of the women's position, we need to use the intersectional approach, which explains how not only gender, but also other identity's elements are positioning women in patriarchal society.

Patriarchy refers to the male domination both in public and private spheres. In this way, feminists use the term 'patriarchy' to describe the power relationship between men and women as well as to find out the root cause of women's subordination. But gender is no longer the only perspective we need to take into account of we want to eradicate discrimination. Intersectionality is a critical framework that provides us with the mindset and language for examining interconnections and interdependencies between social categories and systems.

It is relevant to take it into consideration while preparing an empowerment program because it enhances analytical sophistication and offers theoretical explanations of the ways in which heterogeneous members of specific groups (such as women) might experience the situation differently depending on their ethnicity, sexual orientation, and/or class and other social locations. Sensitivity to such differences enhances insight into issues of social justice and inequality in organizations and other institutions, thus maximizing the chance of social change, which is the overall aim of elimination of the Master-Suppression techniques.

TRAINING PROGRAMME



Training programme for women politicians

Main messages:

- Women often underestimate their knowledge, competences and skills. In order to succeed in male-dominated politics realistic assessment of their abilities is needed.
- There exist structural barriers and unconsciously employed behavioral patterns hindering women from succeeding in politics, it's usually not their fault if they fail.
- Solidarity among women in politics – also across various political parties – is necessary in order to change the status quo.

Objectives:

- To acknowledge the existence of structural barriers.
- To learn how to recognize and react to manipulative behavior.
- To boost participants' self-confidence.
- To build solidarity among women politicians.

Useful hints:

- Use particular examples (e.g. specific politicians and their experience, excerpts from TV shows, news etc.)
- Try to keep the atmosphere relaxed, create safe space crucial for sharing experience.
- Deal carefully with essentialist approach – use examples to illustrate that women and men are both rather heterogeneous groups. Provide participants with alternative arguments pro increasing women's representation in politics

Target Group(s)

- Women politicians
- Women political aspirants

Restrictions, possible risks linked to the target group and how to eliminate them

- Especially high-profile politicians may not be willing to admit women are marginalized in politics – have prepared statistics, research outcomes and other relevant materials illustrating structural gender-specific barriers
- With respect to party affiliation and/or current political situations participants may bring other controversial topics, prepare suitable strategy how to get back to the original topic of the training. Bring rules of a seminar and post them on a visible place in order to refer to them; at the beginning make sure all participants agree with proposed rules.

How to attract and engage the target groups

- Interactivity! Don't skip planned activities, use visual materials.
- Ask for participants' experience, the trainers are not supposed to know everything. Moreover, recommendations based on personal experience are always more trustworthy.

Time	Goal	Course	Additional notes
15 mins introduction 30 mins icebreaker (eventually adjust according to number of participants)	To introduce the training and its course (timeframe, planned breaks etc.) To create pleasing atmosphere and gain trust	Welcome, introduction of structure of training incl. timeframe, introduction of organization / trainers and rules of the seminar icebreaker – “marketplace”: what I sell (I already know about manipulative behavior), what I buy (want to learn during the seminar), what I sell under the counter (something not linked to the training topics - e.g. interesting hobby)	Bring name tags and markers, prepared rules (e.g. printed on papers to stick on the wall) – be ready to add new group rule Any other suitable icebreaker can be used
30 mins	To introduce master suppression techniques	Role play illustrating most common techniques (see section Role play of this booklet)	Bring printed and cut out description of roles (for each participant) Screen or distribute printed context information about “The City”
25 mins	To recognize master suppression techniques	Debriefing of the role play activity – ask participants to identify particular behaviour they consider unfair or manipulative; trainers or participants themselves can write their insights down and display it on a flipchart	Make sure flipchart and/or post-it Notes and markers are available
60 mins	To discuss how to recognize and resist particular master suppression techniques	Berit Ås theory of master suppression techniques – present each technique at a time and ask participants questions suggested in the Role play section	Have ready questions you want to ask (you can put them on a slide and screen) Illustrate the techniques by suitable videos Involve the participants as much as possible
60 mins	To adopt and practice strategies how to efficiently react to master suppression techniques	Participants divide themselves in 5 groups – each prepares and performs a short scene (ca. 5 minutes) illustrating how to adequately react to the techniques After each scene performance the other participants try to	Prepare and bring with you cards with names / numbers of techniques; alternatively participants can count off in 5 groups (the number they have is the number of a technique they will illustrate) This activity is a good feedback for the trainer – you will learn

		identify which technique was presented	whether everybody has understood the nature of each technique, if not, you still have an opportunity to clarify some aspects
30 mins	To reflect on the experience with master suppression techniques	Debriefing of the role play activity – ask participants how they felt in their roles, how they have prepared their scenes – whether it was purely fictional or based on their real experience	<p>Be ready for some emotional situations and reactions, especially in cases participants decide to re-create some of their real life experiences.</p> <p>Always support the participant in such situations. Very likely the rest of the participants will be supportive too.</p> <p>Provide participants sufficient time to reflect on their experience and feelings.</p>
20 mins	To evaluate the training and obtain feedback from participants	All participants will provide feedback	<p>The feedback can be anonymous (various forms, charts) or provided to the whole group.</p> <p>Select a method most suitable to your needs.</p> <p>You can also combine both methods (start with anonymous evaluation and then let participants to share their ideas)</p>

NOTES

Training programme for Girls

Main messages

- The aim of this program and concept is to make more girls participate in society. Because female make up half the world's population, we should have half the power and as many formal positions and authority as men. This is not the fact at present. Women and girls are systematically underrepresented in decision-making, positions around the world, less visible in the media, hold fewer parliamentary seats and occupy fewer leading posts in political parties than men.
- Girls' opinions are important and should be heard. Women often hold back from speaking their mind, worried that they will not be as eloquent as the boys, will not be listened to, or they are afraid to be ridiculed or neglected.
- This is a training course for girls aiming at building their confidence, learning the rules of political and organizational work and giving courage to the participants to speak out and taking part in decision-making processes.
- It is important to target girls at young age and help them to overcome gender stereotypes and build strong position of a person with high self-esteem. Techniques presented in this course should help that happen.

Objectives

- To get to know about gender stereotypes
- To get to know Master-Suppression Techniques (MST)
- To get to practice how to defend yourself from MST

Useful hints

- This program is designed to be a 1-day workshop (which consists of 6,5 hours training + breaks). You need a spacious room as some of the exercises require movement and place to work in group. The scenario assumes the participation of 12 -16 people in training.
- Required materials:
Flipchart paper, colorful pencils/markers
Screen + projector + speakers
Materials from the Educational Set of the project "EDUCATION, EMPOWERMENT, EQUALITY".
- Young women/girls (age: 14-18)

Restrictions, possible risks linked to the target group and how to eliminate them

This workshop is prepared to be run by trainers who are qualified to work with youths and are familiar with running workshops (meaning leading interactive methods and are familiar with group dynamics).

The program is developed in the framework of learning by experience model by David Kolb.

Experiential learning is the process of learning through experience, and is more specifically defined as "learning through reflection on doing". Hands-on learning is a form of experiential learning but does not necessarily involve learners reflecting on their result. Thus, it's important to know how the cogs and gears behind it.

Kolb's experiential learning model comprises of four elements:

Stage 1. Experience

According to Kolb learning is a cycle. Knowledge is continuously gained through both personal and environmental experiences. An experience is (often) a starting point to learn as a basis for observation and reflection. Therefore, experiential learning requires self-initiative, an "intention to learn" – cause that is something that will lead us through an "active phase of learning" (and this is where we often employ active learning methods like games or simulations but also a case study can do that part).

Stage 2. Reflection

Experience is then a base for critical reflection. Reflection is a crucial part of the experiential learning process, and like experiential learning itself; it can be facilitated or independent. It may be empowering that experiential learning does not require a facilitator and can be learners-led, but skilled facilitator can bring an X factor to the situation guiding the reflective part by asking the right questions before, during, and after an experience to make it a door for learning.

Stage 3. Analysis

From the reflection phase we go to the analysis when we generalize the reflection and try to find mechanisms in it: social regularities, behavioral scripts, etc. This is where we state hypotheses or present knowledge - theories, definitions, models, and mechanisms. That phase is usually the only one in which the educator is an expert and can present knowledge in more delivery manner, like a short lecture. In an event with experts, it is important however to build that knowledge together with the participants and to provide them with the skills to support one another throughout the reflective and analytical stages.

Stage 4. Implementation


Efficient learning needs implementation phase, where newly discovered competence is put into practice and contribute to new experiences. Another cycle will start. Learners can implement acquired knowledge during the workshop – then a facilitator provides time and space for that. They can be also tried out later on during the workshop – as up-coming experience needs implementation of knowledge gained previously. Sometimes they can only plan what they to try them out in 'real life', after the workshop is finished. It is important, however, that plans are verbalized to close the cycle.

The program presented below applies those rules and stages.

How to attract and engage the target groups

Young women and girls may have very different perspectives and experiences with gender issues, but they are usually interested in the topic as they are in adolescence moment of discovering who they are, so it should not be difficult to engage them in the learning process.

This particular program is dedicated to deal with Master-Suppression Techniques which are related to the binary concept of gender, however it is possible to introduce the non-binary perspective in it as well. In such case you need to adjust the program (starting already in the first exercise "Gender role box"). Such adjustment is necessary if the topic of non-binary identity comes out or if you assume a non-binary participants will take part in a workshop.

Time	Goal	Course	Additional notes
9:00-10:30	Intergation Building trust Building good learning atmosphere	<p>1. Presentation of the persons leading and participating:</p> <p>Welcome everyone and present the context of the training (eg. the training within 16 Days of Activism Against Gender-Based Violence Campaign which lasts 25-th of October till 10-th of December each year).</p> <p>Introduce yourself and ask everyone to introduce as well. You can help participants to do so by putting a scheme of questions to be answered on a flipchart:</p> <ul style="list-style-type: none"> A. What is my name? B. Where am I from? C. Have I ever participated in an event for girls? <p>After a round explain that it is OK to be in such meeting for the first time, as well as to be acquainted with it. One of the values is to have access to different perspectives and use them to enrich the learning process.</p> <p>2. Presentation of the training goals</p> <p>Present the goals and ask if they are understandable of everyone. Explain if needed.</p> <p>3. Gathering the needs (and fears) of participants</p> <p>Draw a balloon on flipchart paper, distribute post-its among participants. Ask them to write one expectation on one post-it and accordingly do with fears. Invite participants to place expectations in the balloon bowl – they will rise us up and fears into ballast bags – they are holding us down. One of the trainer is to group expectations, the other fears and they explain to the group that they find out. First proceed with fears, then expectations – and in next step, draw conclusions between expectations and program.</p> <p>4. Presentation of the training framework program.</p> <p>It is also a key element of opening module - remember that people need to know what is going to happen both in terms of timetable and content. Prepare a flipchart with program and breaks and</p>	<p>Prepare the room with chairs in circle. If you don't want to resign of tables in exercises with flipcharts, leave tables outside of that circle and ask participants to gather around them during group work.</p> <p>Prepare the walls in a way that you can put on them all the products you work on with participants.</p> 

		<p>stick it to the wall that it stays accessible all the time.</p> <p>5. Working out the principles of cooperation</p> <p>Last but not least, the principles of cooperation or the learning agreement, is the element that sets the atmosphere of the learning process but is also a tool for discipline if needed.</p> <p>Ask people to think what helps them to learn? And the collect ideas and collectively agree on those ideas that you as a group want to make a role for the training. Examples are as follows:</p> <ul style="list-style-type: none"> – Respect when people talk / listen / don't interrupt – We all work in different environments and settings - all experiences count and matter and should be equally considered valid – If you chose to share some personal stories that refer to others not only yourself, remember to omit any information that allows to identify others – Discretion - we are more than welcomed to spread gained knowledge but not information about people or events. – Use "I" language which allows the person to more fully express oneself, is not judgmental and helps to communicate openly. – All questions are welcomed – there is no stupid question! 	
10:30-10:45		Short break	
10:45-12:30	Get to know about gender stereotypes	<p>Gender Role Boxes²</p> <p>This exercise can be a lead-in for discussion around multiple issues. The trainer(s) could concentrate on sexism and its relationship to domestic and sexual violence or use the exercise to look at how sexism, heterosexism and transphobia are related to one another. We will be working on power relations, as they are related to the Master-Suppression Techniques.</p> <p>Also explain that while we are looking at the dominant mainstream ideas of gender we want to acknowledge that gender roles may vary</p>	It is important to get to know about stereotypes as they are the basis for MST, which are the main topic of this workshop.

² Gender Boxes exercise originally created by the Oakland Men's Project, here it is adapted for our project.

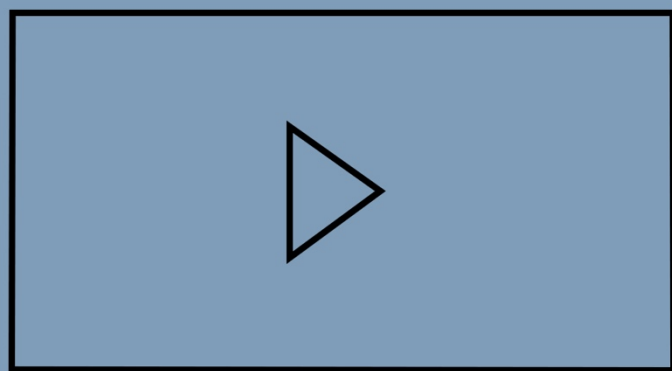
		<p>depending on ethnicity, culture, class, ability and family etc.</p> <p>Let participants know that in this exercise we are going to ask them to say words that are offensive to some people. For that moment we allow ourselves to do so, in order to learn from that.</p> <p>Draw two boxes on the board or flipchart paper.</p> <p>"Act Like a Man" Box</p> <ol style="list-style-type: none"> 1. Ask if anyone has ever been told or heard someone being told to "act like a man". Write "Act like a man" on top of the first box. Ask "what does it mean to "act like a man" – what are the expectations (which may not be the reality). Participants can be invited to come to the board and fill in the boxes or you can do it as a brainstorm. Participants can also do the handout as individuals or in pairs/small groups first. Remember that this exercise seeks to look at stereotypes, not at individual behavior. How are men supposed to be different from women? – eg. stronger, tougher, in control What feelings is a "real man" supposed to have? - eg. anger, superiority, confidence How do "real men" express their feelings? – eg. yelling, fighting, remaining silence How are "real men" supposed to act sexually? – eg. aggressive, dominant, interested only in women 2. What are names applied to persons outside the box? (write these outside the box and around the box) - eg. wimp, fag, queer, pussy, gay Note: These words are important to say and to write down, but ask participants to answer this question calmly and respectfully as possible. 3. What things happen physically to people outside the box? (write these outside the box and around the box) - eg. fights, beat up, harassed, teased, abused, ignored <p>"Act Like a Lady" Box</p>	
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		<p>1. Ask if anyone has ever been told or heard someone being told to “act like a lady”. Write “Act like a lady” on top of the second box. Ask “what does it mean to “act like a lady” – what are the expectations (which may not be the reality).</p> <p>Participants can be invited to come to the board and fill in the boxes or you can do it as a brainstorm. Participants can also do the handout as individuals or in pairs/small groups first. Remember that this exercise seeks to look at stereotypes, not at individual behavior.</p> <p>How are women supposed to be different from men? - eg. nicer, weaker, more gossip What feelings is a “real woman” supposed to have? - eg. fear, sadness, low self-esteem How do “real women” express their feelings? - eg. crying, screaming, hysteria How are “real women” supposed to act sexually? – eg. follow the man, don't sleep around</p> <p>2. What are names applied to persons outside the box? (write these outside the box and around the box) - eg. dyke, tomboy, slut, ho, whore, lesbian Note: These words are important to say and to write down, but ask participants to answer this question calmly and respectfully as possible.</p> <p>3. What things happen physically to people outside the box? (write these outside the box and around the box) - eg. harassed, abused, ignored, raped, bad reputation</p> <p>Reflection Questions:</p> <ol style="list-style-type: none"> 1. What is the implication of the names that men get called? 2. How many of the women here are inside this box all of the time? 3. What should a “woman” do if he gets called these names? Would that put her back inside the box? 4. If a woman stays inside the box does she stay safe? Are women inside the box ever raped or abused by their partners? (Yes) What does that say about the suggestion that women stay inside the box? Does it really bring them safety or power? 	
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		<p>5. Which box has more power?</p> <p>6. Can you give examples of using that power in a real life?</p> <p>7. How do these boxes contribute to the existence of difficulties to perform in public? In private life?</p> <p>Debrief:</p> <p>Build on participants' experiences, but do not omit crucial issues like:</p> <p>What we found out here, are expectations by society and are not realistic.</p> <p>There is always a price to pay for getting outside the gender box, but it is not safe to stay in the box either.</p> <p>Crushing gender expectations step by step makes it easier for everyone to live their life fully.</p> <p>Women are often exposed to manipulative behavior as they are perceived weaker and not willing to be in position of power.</p> <p>Breaking stereotypes does not mean play "in opposite team" (women acting like man) but to show values of other perspective that this one that presents the most privileged and powerful position.</p>	
12:30-13:30		Lunch break	
13:30-15:00	<p>To get to know Master-Suppression Techniques (MST)</p> <p>To get to practice how to defend yourself from MST - part 1.</p>	<p>Gather the group after the lunchbreak and make a small introduction about Master-Suppression Techniques (you can use information from a Brochure from the Educational Set of the project). Invite the group to watch the videos about MST and then ask participants:</p> <ul style="list-style-type: none"> • What did they notice in those videos? • Are any of those behaviors familiar to them? • Where else do they encounter such treatment? <p>Lead a discussion onto a presentation of Master-Suppression Techniques (you can distribute a Brochure and give some time to read it). Explain the phenomena and ask if there are any questions for clarification? (before going further, you should be convinced all participants understand the concept and its manifestations).</p>	<p>Prepare a printed Brochure for each participant (to take home).</p> <p>IMPORTANT:</p> <p>The whole second part of the day is dedicated to get to know the concept of MST and practice of how to react to them. It is not possible to plan strictly how much time will you need for each of the goal, so you need to be flexible.</p> <p>In order to practice the reactions you need to be sure everyone</p>

		<p>Then divide participants into groups of 4 and ask them to continue the discussion on 3 questions:</p> <ul style="list-style-type: none"> • Did they ever try to react to such behavior? • Was it easy or not? Why? • What helps to react? <p>Collect the answers for last question on forum, and write them on a flipchart. Then explain that one of the most empowering exercise which helps to protect oneself is to practice reactions in a safe environment.</p>	<p>understands the concept, only then you move on to practice the reactions (in the second round of the role play).</p>
15:00-15:15		Short break	
15:15-16:40	To get to practice how to defend yourself from MST - part 2.	<p>Distribute the role play among participants and proceed along given instructions. Debrief accordingly to given guidance. After the first round ask if anyone would like to re-play the role of Emilia and counteract the techniques that were visible during the role play. Debriefing questions:</p> <ul style="list-style-type: none"> • How was it to play the role of Emilia? • What was easy? What was difficult? • What others can do to help Emilia? <p>Replay the scene with other participants in the role of Emilia as many times as you can and have volunteers (also other roles can be exchanged between participants). Each time ask for more/new solutions to particular techniques. In debriefing underline the need to reaction of bystanders in helping Emilia to fight manipulative behavior. Encourage participants to do so in real life.</p>	<p>Role play may be a demanding exercise for some participants. Be aware of their emotions, do not push them if they don't feel comfortable in acting, only encouragement can lead to success.</p>
16:40-17:00	Closure	<p>For closing the training give opportunity for everyone to say what was important for them in this day; what did they learn; what will they remember best – if you don't have time for everyone to speak on forum, ask participants to write it down and put it on a "speaking wall" and ask everyone to get to read it.</p>	

VIDEOS



Videos

These videos are illustrating particular master-suppression techniques on everyday situations. Videos are originally dubbed in English, nevertheless, you can turn on subtitles in Czech, Polish and Norwegian (any other language is kindly welcome!).

- Women politicians: <https://www.youtube.com/watch?v=ns0ozqqBLJQ>
- Young girls: <https://www.youtube.com/watch?v=I4Pf8ohdV9k>

Scenario for women politicians

Master-suppression techniques – women politicians

Making Invisible and ridiculing

Local representative (male) 1: *"We still lack spaces for parking. So, we have to build the underground car park."*

Local representative (female): *"And what if we introduce public transport free of charge? If more people use public transport, the current parking places will be sufficient."*

Local representative (male) 1: *"Dear Anna, don't be naive. The budget is stretched. And I don't believe that if public transport is free of charge, more people will use it. I like the idea of the underground parking."*

Local representative 2: *"The elections are coming soon. We should come up with something positive that will affect as many people as possible. Not everybody drives a car."*

Mayor: *"I support the idea of public transport free of charge. They have introduced it in Tallin and it works well."*

Local representative 2: *"Brilliant idea, mayor! People will appreciate it and it will speak to our traditional electorate, seniors as well as mothers with kids."*

Withholding information

Mayor: *"Ok, next on the agenda are Town festivities on the square. Our colleague Adamová is responsible. We agreed that they will take place on September 9."*

Representative Adams: *"But I am not aware about this date?"*

Representative 1: *"Oh, I just realize you weren't there with us. We agreed yesterday in the pub."*

Representative Adams: *"But the date doesn't suit me, I was planning to go away for the weekend with my family."*

Mayor: *"Well, the town festivities were your idea. You will have to make sure you know priorities if you want to run for local elections from the second position again."*

Representative Adams: *"I get it, I will try to change my plans."*

Damned if you do, damned if you don't

Representative Adams: *"Hi, I have some bad news. We will have to postpone our trip to the mountains. The town festivities are taking place that weekend and I am the organizer."*

Husband: *"Are you joking? Kuba is exited about the trip and I already booked the accomodation."*

Representative Adams: *"I know. I am upset, too. They chose the date without me, but I can not go against the mayor now before the elections."*

Husband: *"Sure, elections come first. You don't care that Kuba will be sad."*

Heap blame/put to shame

Representative Adams: *"And then he slammed the door and hasn't said a word since. What do you think I should do, mum?"*

Mother: *"Oh well, Anna, you and your politics. I told you, you should have never started. Now you neglect your family. Don't be surprised if he finds another woman."*

Scenario for girls

Master-suppression techniques – young girls

Making invisible

Teacher talking to a class: *"Good morning, students. The applications for the International Physics Olympiad are now open. So gentlemen, who is applying?"*

Ridicule + Withhold information

A young girl is coming to the scene, showing papers with charts.

Girl: *"It took me a while, but I think it worth it."*

Boy: *"Look, it's good, but we have agreed with Jana on omitting the charts completely yesterday."*

Girl: *"Oh wait, when? When we finished up yesterday, we clearly agreed that I would prepare the charts, didn't we?"*

Girl no. 2.: *"Well, you must have been already rushing to catch the last bus to your Nowheresville. We were discussing it later on our way home and decided that without the charts it would be easier to understand."*

Damned if you do, damned if you don't

At the swimming pool

Boy: *"Coach, I have to go, or I won't make it to the first lesson."*

Coach: *"You go then, but with this sort of approach you can forget the qualification for the championship."*

The boy comes to class late (after the bell rang) with wet hair

Boy: *"I'm sorry I'm late."*

Teacher: *"Well, it doesn't surprise me at all. I can see that you are coming straight from the pool again. You can forget a good grade from English class with this sort of approach."*

Heap blame/put to shame

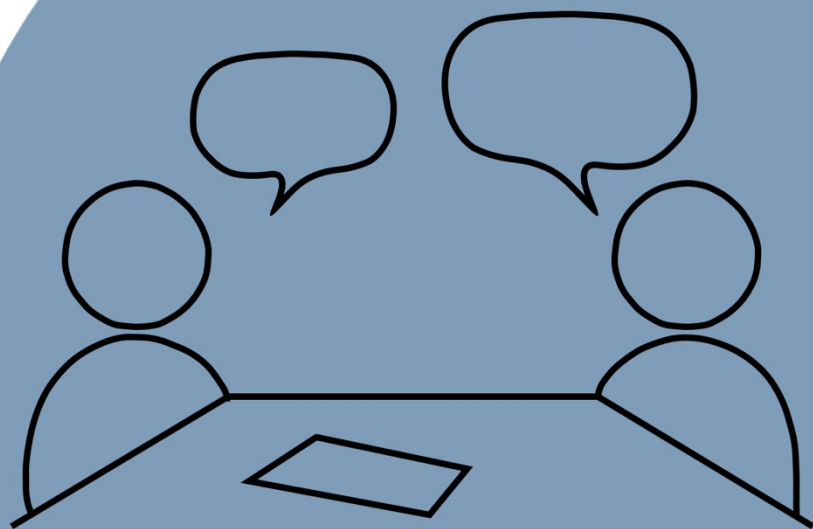
Mother talking to her daughter

Mother: *"So, how was school today?"*

Daughter: *"Not very well. I made those charts for nothing and during the break the boys were making stupid remarks about me looking like a whore again."*

Mother: *"And that's surprising to you, dressed like that?"*

ROLE PLAY



Role play for women politicians

An effective way to show master-suppression techniques and at the same time engage participants of your training is to use role play. Below are detailed instructions for trainers including time frame, setting of the role play, characters of the role play and suggested debriefing activities.

Time frame of the activity

- 15 minutes - preparation of participants for role play
- 15 - 20 minutes - actual role play (meeting of the assembly)
- 40 - 60 minutes - debriefing (debriefing questions, innovative method "Theatre of the Oppressed")

Setting of the role play + instructions for participants

You could screen it at PowerPoint presentation or you could print it.

You are members of local government of The City. Read your role (for yourself) and prepare for the meeting of the assembly which is planned for 15 minutes. During the session observe your colleagues carefully.

About the city:

- 3500 inhabitants
- 25 members of local government (20 men and 5 women)
- Public facilities: kindergarten, school, doctor, restaurant with a hall for public events, football stadium, but no playground
- Social life: events organized mainly by local volunteer fire department (balls, Children's Day), hunter's association (balls and other social events), local Scout Association

Questions after the role play for participants:

- What behaviour was not alright? (Writing all incorrect behaviour on a flip chart in order to be able to get back to the examples.)
- Have you ever encountered similar situation?
- What are other possible situations that could happen?
- How is it to be in this position on whom techniques are used?
- How to react in these situations?

Actors of the role play

You could modify/decrease number of characters in the role play according to your group's size. Print the description of characters and their roles (tasks), separate them (one character with task per slip of paper) and let the participants randomly draw them. Participants are not supposed to share their roles among themselves. Give the main character of the role play (Emilia Woods) 5 to 10 minutes for preparation. Since she will be the one in the rough position of dealing with different master-suppression techniques, let her know that she has the possibility to say "stop" and end the role play any time when she feels it is too much to handle.

Jane O'Connor, local government representative, teacher, 40 years old mother of 2, in her leisure time she takes care of her children and she likes gardening

Your task: Prepare short presentation (5-10 minutes) of a proposal of building children's playground in The City. Present the proposal at the meeting of the local government (beware of potential negative feedback).

Jacob Woods, mayor, elected for the first time, 60 years old father of 2 adult children, hunter	Your task: You are chairing the meeting. You are neither listening nor disturbing the proposal presenter unlike some of the other participants of the meeting.
John Hunter, deputy mayor entrepreneur, 55 years old has no children, hunter	Your task: By making jokes you are disrespecting the presenter. At the end of the meeting you accept Tom Bradley's invitation for a drink.
Elisabeth Chambers, local government representative, on maternity leave, 35 years old mother of 2, in her leisure time she takes care of her children	Your task: You express your support of the presented proposal. Background information: You were unable to attend the last meeting because your child was sick.
Bobby Littleball, local government representative, sports teacher, 35 years old, has no children, likes sports, coach of local football team	Your task: You are opposing the presenter. You consider investments in the playground to be unnecessary. You will come out with your own proposal for a reconstruction of a stand on a football stadium.
Ernest Walker, local government representative, engineer, 45 years old, father of two, likes sports	Your task: You ignore the presenter. During her presentation you are reading a newspaper.
Richard Caesar, local government representative, vet, 50 years old, father of 1, passionate hiker	Your task: You don't pay attention to the presenter. During her presentation you loudly comment on the size of her breasts.
Paul Newman, local government representative, gynaecologist, 49 years old father of 3, member of local volunteer fire department	Your task: You say (not in a loud voice - just by the way) that you agree with the proposal because you know that the children have no place to play.
Martin Luckyfellar, local government representative, owner of local restaurant, 58 years old father of 1, member of local volunteer fire department	Your task: You play with your mobile phone (games, SMS, e-mails etc.) during the whole presentation.
Jack Black, local government representative, plumber, 46 years old father of 2, hunter	Your task: You talk to your colleagues during the presentation. Note: In case your neighbours are not willing to talk, stand up and go to the other colleagues.
Tom Bradley, local government representative builder, 54 years old	Your task: At the end of the presentation you turn to your colleague John Hunter and invite him for a drink.
Barnaby Darcy, local government representative lawyer, 45 years old	Your task: You don't pay attention to the presentation, quite the opposite - you are laughing at the presenter and you point out several times that she hasn't got a academic degree.

Rick Fielder, local government representative farmer, 55 years old	Your task: You are in favour of the counter proposal of Bobby Littleball and you stress that The City's priority is investment into sport.
Steve Phillips, local government representative private consultant, 38 years old	Your task: You are openly expressing that you are not interested in the presented proposal. You are not listening your colleague presenting the proposal and you are talking to the other participants. Note: In case your neighbours are not willing to talk, stand up and go to the other colleagues.
Peter Young, local government representative architect, 40 years old	Your task: You will repeatedly make a point that she should have negotiated the proposal with the social committee.
Daniel Cleaver manager, 43 years old	Your task: You are coming late. You are complaining loud that you couldn't find the room. You are asking what the presentation is about.
Ian Doyle owner of local driving school, 47 years old	Your task: You are joyfully discussing the result of the last night football match with your colleague Mark Bodie. Both of you are fans of the winning team.
Harry Perry, local government representative mathematics and physics teacher, 63 years old	Your task: You turn to your colleague Elisabeth Chambers in a nasty way and accuse her of ignoring her responsibilities by missing the last meeting.
Kevin Currly, local government representative designer, 32 years old	Your task: As soon as you find out the content of the presented proposal you apologize and leave to toilet.
Margaret Cook, local government representative housewife, 52 years old	Your task: You phone starts ringing only few minutes from the beginning of the presentation. You answer the phone and chat with your husband about dinner.
Benjamin Button, local government representative pensioner, 75 years old	Your task: While the presenter is speaking you get up and go very slowly to look out of the window.
Catherin Goldberg, local government representative manager of local youth club, 28 years old	Your task: You are a new member of the local government. You would like to support the proposal but when you see what is going on in the meeting you are not confident enough to do so.
Carol Beer, local government representative nurse, 61 years old	Your task: You are showing pictures of your grandkids on your phone to your colleague Clara Buckingham.
Clara Buckingham, local government representative receptionist, 53 years old	Your task: You don't agree with the proposal. You dislike its presenter so you'd rather watch pictures of your colleagues grandkid on her phone and you express your admiration loudly.

Mark Bodie, local government representative
owner of local car service, 43 years old

Your task: You are joyfully discussing the result of the last night football match with your colleague Ian Doyle. Both of you are fans of the winning team.

Method Theatre of the Oppressed

The goal of this debriefing activity is to actually play different counter-strategies and not just talk about them in theory (“In this situation I would do that”, “I would ignore his behaviour”, etc.).

The roots of Theatre of the Oppressed refer to the Pedagogy of the Oppressed developed by Paulo Freire in the 60s of the 20th century in Brazil as a response to the then military and elitist regime. The aim was to develop critical thinking in humans, but also through the creation of critical literacy, through dialogue leading to an awareness of their own life situation. Brazilian playwright and director Augusto Boal subsequently transferred the pedagogy of the oppressed into a theatrical language – along with other established and developed the concept of Theatre of the Oppressed. Theatre of the Oppressed is a set of techniques, games and exercises, whose main idea is to restore a dialogue between people through the art form – theatre. It deals with themes of oppression – external and internal. We can use it for detecting the mechanisms of oppression that we face in our everyday lives. It can lead to the transformation of our society, with an emphasis on solidarity with the oppressed.

The Theatre of the Oppressed presents to an audience a short theatrical story of an oppressed protagonist. After the story is played, viewers are asked if somebody wants to come on the stage, take the position of the oppressed protagonist and try to play it differently. The idea is to explore different counter-strategies and ideas and directly engage audience into the story. The aim is to show that we are able to change the storyline for better and that we may be able to do the same in our lives.

In our case short theatrical story is the role play and oppressed protagonist is Jane O’Connor, who faces manipulative behaviour while the meeting of the assembly. After the role play has finished, participants of training are encouraged to switch their role with the person who played Jane O’Connor and to come up with new counter-strategies while replaying the whole situation. It could be repeated if more participants want to play the main protagonist and have more ideas what could be changed in the behaviour and reactions of main protagonist.

Role play for girls

An effective way to show master-suppression techniques and at the same time engage participants of your training is to use role play. Below are detailed instructions for trainers including time frame, setting of the role play, characters of the role play and suggested debriefing activities.

Time frame of the activity

- 15 minutes - preparation of participants for role play
- 15 - 20 minutes - actual role play (discussion on who will give a speech during an environmental protest)
- 40 - 60 minutes - debriefing (debriefing questions, innovative method "Theatre of the Oppressed")

Setting of the role play + instructions for participants

You could screen it at PowerPoint presentation or you could print it.

You are members of local activists' group, who are preparing an environmental protest. Read your role/task (for yourself, do not show it to anybody) and prepare for the discussion on who should give a speech during the protest. Throughout the session observe your colleagues carefully.

About the protest scene:

- it is organised by a group of young activists (both boys and girls), and Emilia is the one who not only was preparing it from the beginning, but also the one who registered it
- Emilia is engaged in the movement for several years, but she was never considered a leader as she is engaged in different roles, including technical ones
- while preparing it, you did not plan to give a speech during the protest, but media coverage is unexpectedly high and the journalists are pushing for a statement
- from some quite of time girls are unhappy with the way environmental actions are being organised – they are given less important roles while in public but always are responsible for "invisible" work like preparation of banners, cleaning afterwards and other necessary things
- Kris is a new boy in town, he is popular soccer player, a captain of school's team, he is willing to give a speech as he wants to impress his girlfriend

Characters of the role play

You could modify/decrease number of characters in the role play according to your group's size. Print the description of characters and their roles (tasks), separate them (one character with task per slip of paper) and let the participants randomly draw them. Participants are not supposed to share their roles among themselves. Give the main character of the role play (Emilia Woods) 5 to 10 minutes for preparation. Since she will be the one in the rough position of dealing with different master-suppression techniques, let her know that she has the possibility to say "stop" and end the role play any time when she feels it is too much to handle.

Emilia Woods, local activist, 20 years old, always present while preparing protests and often backing it up as 'technical support'. Many think she should take on a leader's role more as she is very good in organising thing as well as dealing with people.

Your task: During the protest the media ask for a short statement they want to record, some people pointed at you as the one who should give it, but you have an opponent – Kris who will fight for the mike (beware of potential negative feedback).

Kris Hunter, new boy in town, 21 years old, good-looking and confident, plays soccer and also a captain of school's team.	Your task: You are arguing that you should be the one giving speech, as you have experience with media as a soccer player. In fact, you want to impress your girlfriend, who may see you in News on TV.
John Bolton, deputy captain in a soccer team that Kris is playing for. You want to support your teammate, as Kris called you to join the protest and support his position in the discussion.	Your task: By making jokes you are disrespecting Emilia. Whenever you can, you say that she cannot compare to Kris.
Elisabeth Chambers, local activists, 32 years old, mother of a 2-years old child who is with her on the meeting.	Your task: You express your support of the proposal of Emilia speaking to the press, but you are unable to attend the whole meeting because your child keeps crying and you need to leave to calm her down.
Mary Littleball, local activist, 15 years old, shy, it is one of your first protests.	Your task: You are willing to support Emilia as you've heard a lot about her, but you are afraid to take a stand against such popular boy as Kris.
Dana Walker, local activist, 19 years old, you are secretly in love with Kris, so this discussion is an opportunity he noticed you.	Your task: You support the proposal of Kris giving the speech, ignoring Emilia's merit. You openly say that Kris is good-looking so no matter what he will say it will look good on TV.
Lara Caesar, local activist, 21 years old, she would also like to give a speech but no one mentioned her as a proposition, so she is trying to discredit both candidates.	Your task: During the discussion you loudly comment on the size of Emilia's breasts and claim that Kris is only good at kicking a ball.
Paula Newman, a schoolgirl aged 17, who is active in organizing protests since few years ago.	Your task: You say (not in a loud voice - just by the way) that you support Emilia because she is the one who is always involved in all activities and she knows the most about the protest.
Martin Luckyfellar, local activist, 21 years old, he is engaged only to pick up girls during protests.	Your task: You play with your mobile phone (games, SMS, e-mails etc.) during the whole discussion.
Jennifer Black, local school teacher, aged 42, who attended the protest at its beginning but left to meet her friends and now got back as Mary Littleball called for her support.	Your task: You talk on the phone to your colleagues during parts of the discussion. From time to time you try to back-up Emilia, but yet again you are on the phone...
Bob Bradley, local activist, 27 years old, experienced in the environmental movement but also known for never be able to prepare and organise events. So called "blue bird", people cannot count on him.	Your task: You are deeply interested in the discussion, but it is obvious that Emilia should not represent the whole movement as she is a woman. You use stereotypical arguments like her being too emotional and indecisive to discredit her as a speaker.

Barnaby Darcy, local activist 20 years old.	Your task: You got here with your friend Rick Fielder and both of you are interested in where to go after the protest, not in the discussion. You exchange opinions about bars nearby.
Rick Fielder, local activist 21 years old.	Your task: You got here with your friend Barnaby Darcy and both of you are interested in where to go after the protest, not in the discussion. You exchange opinions about bars nearby.
Peter Young, local activist and academic, 27 years old	Your task: You will repeatedly make a point that no one should talk to the press, as they will manipulate the message anyway.

Debriefing – Questions after the role play for participants:

- What behaviour was not alright? (Writing all incorrect behaviour on a flip chart in order to be able to get back to the examples.)
- Have you ever encountered similar situation?
- What are other possible situations that could happen?
- How is it to be in this position on whom techniques are used?
- Who could possibly be your ally?
- Why is it important to look for allies?
- How to react in these situations – what can you do, if you are being under master suppression techniques?
- How to react if you see that master suppression techniques are being used on someone else?

Method Theatre of the Oppressed

The goal of this debriefing activity is to actually play different counter-strategies and not just talk about them in theory (“In this situation I would do that”, “I would ignore his behaviour”, etc.).

The roots of Theatre of the Oppressed refer to the Pedagogy of the Oppressed developed by Paulo Freire in the 60s of the 20th century in Brazil as a response to the then military and elitist regime. The aim was to develop critical thinking in humans, but also through the creation of critical literacy, through dialogue leading to an awareness of their own life situation. Brazilian playwright and director Augusto Boal subsequently transferred the pedagogy of the oppressed into a theatrical language – along with other established and developed the concept of Theatre of the Oppressed. Theatre of the Oppressed is a set of techniques, games and exercises, whose main idea is to restore a dialogue between people through the art form – theatre. It deals with themes of oppression – external and internal. We can use it for detecting the mechanisms of oppression that we face in our everyday lives. It can lead to the transformation of our society, with an emphasis on solidarity with the oppressed.

The Theatre of the Oppressed presents to an audience a short theatrical story of an oppressed protagonist. After the story is played, viewers are asked if somebody wants to come on the stage, take the position of the oppressed protagonist and try to play it differently. The idea is to explore different counter-strategies and ideas and directly engage audience into the story. The aim is to show that we are able to change the storyline for better and that we may be able to do the same in our lives.

In our case short theatrical story is the role play and oppressed protagonist is Emilia Woods who faces manipulative behaviour while discussing whether she should give a speech during the protest. After the role play has finished, participants of training are encouraged to switch their role with the person who played Emilia Woods and to come up with new counter-strategies while replaying the whole situation. It could be repeated if more participants want to play the main protagonist and have more ideas what could be changed in the behaviour and reactions of main protagonist.