

„Recognize, Resist, Rise up!” – training program of master-suppression techniques 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".

Target Group(s)

- 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	<p>Intergation</p> <p>Building trust</p> <p>Building good learning atmosphere</p>	<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"> • What is my name? • Where am I from? • Have I ever participated in an event for girls? 	<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>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 stick it to the wall that it stays accessible all the time.</p>	
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		<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! 	
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10:30-10:45		Short break	
10:45- 12:30	Get to know about gender stereotypes	<p>Gender Role Boxes¹</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 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>	It is important to get to know about stereotypes as they are the basis for MST, which are the main topic of this workshop.

¹ Gender Boxes exercise originally created by the Oakland Men's Project, here it is adapted for our project.

		<p>Draw two boxes on the board or flipchart paper.</p> <p>"Act Like a Man" Box</p> <p>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.</p> <p>Ask "what does it mean to "act like a man" – 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> <ul style="list-style-type: none"> • 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 <p>2. What are names applied to persons outside the box? (write these outside the box and around the box)</p>	
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		<p>- eg. wimp, fag, queer, pussy, gay</p> <p>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)</p> <p>- eg. fights, beat up, harassed, teased, abused, ignored</p> <p>"Act Like a Lady" Box</p> <p>1. Ask if anyone has ever been told or heard someone being told to "act like a lady".</p> <p>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> <ul style="list-style-type: none"> • How are women supposed to be different from men? - eg. nicer, weaker, more gossip 	
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		<ul style="list-style-type: none"> • 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>2. What are names applied to persons outside the box? (write these outside the box and around the box)</p> <p>- eg. dyke, tomboy, slut, ho, whore, lesbian</p> <p>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)</p> <p>- eg. harassed, abused, ignored, raped, bad reputation</p> <p><u>Reflection Questions:</u></p> <p>1. What is the implication of the names that men get called?</p> <p>2. How many of the women here are inside this box all of the time?</p>	
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		<p>3. What should a “woman” do if he gets called these names? Would that put her back inside the box?</p> <p>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?</p> <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><u>Debrief:</u></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>	
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		<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).</p> <p>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).</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>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>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>In order to practice the reactions you need to be sure everyone 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.</p> <p>Debrief accordingly to given guidance.</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>

		<p>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.</p> <p>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.</p> <p>Encourage participants to do so in real life.</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>	