



**THE WORKSHOP ON EQUAL  
MAN AND WOMEN CHANCES  
SCENARIO  
- transational cooperation  
product  
Lublin 2015**

**„INITIATIVE FUND” FOUNDATION  
INSTITUTE OF MOBILES TECHNOLOGIES FOR EDUCATION AND CULTURE**

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# **THE WORKSHOP ON EQUAL MAN AND WOMEN CHANCES SCENARIO**

**INFORMATION ABOUT THE PROJECT:**

The project was implemented within the Human Capital Operational Programme, Priority VII Promoting of social integration, Measure 7.2 Counteracting exclusion and strengthening the social economy sector, Sub-measure 7.2.1 Social and vocational activation of persons threatened by social exclusion.

The project was implemented on the basis of the agreement concluded with the Lubelskie Voivodeship - the Voivodeship Labour Office in Lublin. The project is co-financed by the European Union within the European Social Fund.

**Timeframe:**

01.10.2013 r. - 31.05.2015 r.

**Implementation area:**

Lubelskie Voivodeship

**The main aim of the project:**

Preparation 40 unemployed young mothers from Lubelskie Voivodeship to find employment till May 31, 2015.

**Beneficiary:** “Initiative Fund” Foundation - an independent, apolitical non-governmental organization from Lublin, a non for profit organization. Promotes lifelong learning, principles of civil society and entrepreneurship.

**Partner:** Institute of Mobiles Technologies for Education and Culture - an independent, apolitical non-governmental organization from Vilnius, a non for profit organization. Promotes lifelong learning and modern methods of education with using the ICT.

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The workshop of equal man and women chances scenario was wrought within the transitional co-operation, which the main aim was to **equip the 40 project’s participants (and a maximum number of 40 people from their environment) with a practical knowledge from the field of gender discrimination and non-stereotypical division of family duties** as a result of their participation in a Gender workshop, developed in with the transnational partner.

Co-operation adopted two main forms: 1. joint product development and 2. exchange of the key staff members and some of the projects’ participants, which will result in providing the target group with a specific and innovative form of support: The workshop of equal man and women chances. The analysis of the situation of young mothers re-entering the labour market has revealed that the workshop will be an adequate answer to the problems of: gender discrimination and stereotypical division of responsibilities within contemporary families.

Indirectly, the project’s objectives will also include: strengthening the psychological aspects of participants’ presence on the labour market (i.e. self-esteem, sense of agency, internal locus of control).

Detailed methodology and the scenario’s subject scope are based upon the results of desk research (conducted in both regions), professional expert advice and experience of both partners (cooperation within the project "Woman in the modern world", an innovative project of the "Initiative Fund" Foundation -" PI - an innovative model for women to reconcile work and family life ").

The scenario is designed for 8 hours of classes involving attendees and their husbands/partners. Workshop comprises of innovative activities that illustrate and provide couples with an opportunity to exercise effective model of a relationship, but also those responding to the current problems of women facing the requirements of the present labour market.

**We have pleasure to present you this scenario,**

**“Initiative Fund” Foundation  
and Institute of Mobile Technologies for Education and Culture team.**

**Participants:** mothers aged 24 - 35, re-entering the labour market after giving a birth to a child, together with their husbands / partners; about 15 - 20 participants;

**The duration of the workshop:** maximum 8 didactic hours.

**The length of time for each activity is estimated and should be adapted to the group size and its activeness.**

**1<sup>st</sup> part (90 min.)**

**1. Introduction of the trainer**, who should greet the participants, describe the subject and the aims of the workshop and present the programme of the meeting **(5 minutes)**.

**2. The participants' presentations** - every participant introduces his/her partner by saying at least 3 nice things about him/her **(20 min.)**

<b>Aims of the activity</b>	- integration; - ice-breaking; - letting people know one another; - relaxation; - to feel more secure; - to create good atmosphere; - giving and receiving compliments.
<b>What do you need?</b>	-

**3. Making a contract (15 min.)** - setting rules for the meeting

<b>Aims of the activity</b>	- making rules for the meeting; - making people feel more secure; - negotiations exercise; - establishing freedom of speech.
<b>What do you need?</b>	- flipchart with paper; - marker; - both-sided duct tape and scissors.

*Jointly selected rules for the meeting should be written on a poster and hanged in a visible spot in the room.*

- *We respect opinions of others;*
- *We listen to one another and do not interrupt;*
- *We all participate actively in the meeting;*
- *Everybody has to take sth for himself/herself from the meeting;*
- *Everybody has to give sth (a thought, reflection, feeling, etc.) form himself/herself during the meeting;*
- *We are open to new opinions, even if they contradict our opinions;*
- *Everything what we say here should stay among us.*
- *Etc.*

The trainer should encourage creativity, f.i. if sb is talking non sense everybody starts clapping.;  
The trainer should encourage women to negotiate by suggesting some fake rules – f.i. women can speak just after men, which should give women an impulse to negotiate.

**4. Activity “Assumptions” (50 min.)** - it should let the participants get to know one another and integrate better; but it also illustrates and verifies the first impression phenomenon.

<b>Aims of the activity</b>	- to illustrate the first impression mechanism; - an introduction to stereotypes; - to illustrate the fact that we all stereotype and give general, often harming, opinions.
<b>What do you need?</b>	- laptop; - .ppt presentation.
<b>Source / Inspiration</b>	Supervisory Training Instructor’s Guide; <a href="http://usm.maine.edu/muskie">http://usm.maine.edu/muskie</a>

**A. Participants’ activity (20 min.)**

The participants should be placed in small groups of 3-4 people. The trainer should break the original couples and mix the partners so that people within every group would not know one another. Every participant has to make assumptions about his/her group mates’ answers to the following questions:

- What are you doing in your free time?
- What was you like as a child?
- Who is your authority?
- What is your profession?

The group starts from choosing the first person to describe - all group mates make assumptions about her / him according to the above mentioned questions. The participant that is being described cannot give any tips whether the assumptions are correct or not. After all share their assumptions the participant in question can verify the opinions and give the correct answers.

**B. Debriefing of the activity and introduction to the subject of stereotypes (20 min.)**

The trainer explains that we all make assumptions. It is often necessary because we need to fill in the blanks, be efficient, use time wisely, minimize asking lots of questions. The activity is designed to illustrate the people’s hastiness in making judgments and giving their opinions, especially considering new and unfamiliar subjects; people’s conviction that they’re always (or most of the time) right and their tendency to come up with facts that appear to sustain their opinions (f.i. she dresses like that so she can’t be a lawyer, etc.).

While debriefing the trainer highlights that we all use a simplified method of making judgments that is based on assumptions and predictions - it lets us to process information quickly, fill in the missing gaps and save some time when we have to make a decision. We tend to form opinions very quickly and in more than 50 % of cases we are wrong.

- **How does it influence our social relations?**

We (people) have a tendency to simplify and categorize other people basing on some of their features - what makes the need to respect and value our diversity even more significant. In our everyday life many times we make only funny and unthreatening assumptions as these in the activity, but simplified method of making judgments and generalizations from single entities to whole social groups can lead to stereotypes, biases and discrimination.

- **How did you feel when somebody made a false assumption about you? Why so?**
- **How do we feel when we don't like somebody's assumption about us? / How do we feel when we do like somebody's false but flattering assumption?**

Every person applies stereotypes to his/her opinions, because they are present in every one of us (as a mechanism of handling the diversity of our surrounding). It doesn't mean that we all don't like blondes or we're all racists though. Being aware of these tendencies enables us to spot them and exclude from our thinking as soon as they appear. Only then we can see a person as it is.

- C. Trainer's presentation: introducing the following notions: the first sight effect, stereotypes, self-fulfilling prophecy, bias, discrimination (10 min.)

**BREAK 15 MIN.**

**Additional activities for the 1<sup>st</sup> part of the workshop**

**1. „Expectations and concerns” (20 min.)**

<b>Aims of the activity</b>	- to hear about expectations of the participants, to make them realistic; - to reduce possible fears; - to make people feel more secure;
<b>What do you need?</b>	- stick-it cards; - markers; - two flipcharts.

Trainer hands out post it cards. Every participant gets two that he/she should title - first - my expectations; second - my concerns. Then the participants are supposed to fill in the post it cards accordingly to the titles. After a few minutes the trainer collects the participants' cards, categorizes them into two groups and puts them on a flipchart, referring to them shortly afterwards and during the whole workshop as well.

**2. Activity “Hypnosis” (15 min.)**

<b>Aims of the activity</b>	- energizer; - to illustrate the importance of taking sb's need into consideration; - to illustrate the importance of trust.
<b>What do you need?</b>	-

<b>Source/ Inspiration:</b>	A Joker’s Guide to Theatre for Living, David Diamond, Headlines Theatre.
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An energizing activity, designed to illustrate the basic rule of working within a group: respect for another person, his/her safety and comfort level.

Before starting this activity the trainer should arrange the furniture so there are no obstacles in the way. The trainer must set out ground rules to insure that people should be treated with care and that participants feel safe in doing the activity.

The participants should change original partners. In new couples one person plays the role of hypnotizer/leader and another is a follower. The partner who is the leader holds the open palm of his/her hand 15 to 20 cm away from his/her partner’s face. The person looking at the hand is “hypnotized” and is obliged to follow the hand wherever it goes. The hypnotizers should take their partners on a journey around the room. Everything should be done in silence. For the next few minutes the trainer should ask participants for a change of roles within couples.

After the activity is completed the trainer should ask the participants to form a circle in the middle of the room and share their experiences:

How did they feel as hypnotizers and as followers? Which role was easier? Did they feel comfortable during the activity? Was the comfort level increasing or decreasing as the activity progressed? What made them more comfortable? What factors made them trust their partners more /less? What factors do influence the level of trust within a group?

### 3. Activity “Same and different” (20 min.)

<b>Aims of the activity</b>	<ul style="list-style-type: none"> <li>- an introduction to stereotypes;</li> <li>- to illustrate the importance of differences in a group;</li> <li>- to find general names and notions we use to describe our common features (f.i. we all are female, blonde, employees - does it mean we are the same?);</li> <li>- the presence of stereotypes in everyday life;</li> <li>- thinking about oneself using stereotypes;</li> <li>- the easiness with which we judge;</li> <li>- the importance of noticing the value of our differences.</li> </ul>
<b>What do you need?</b>	<ul style="list-style-type: none"> <li>- flipchart paper;</li> <li>- markers.</li> </ul>
<b>Source/ Inspiration:</b>	Educational Activities for Use in Workshops and Classrooms; Eric D. Wong, 2002.

The participants are placed in small groups of 4-6 people. Every group gets a flipchart card with two columns titled: Same / Different. The participants are asked to identify as many traits and characteristics that all members of the group have in common as possible and list them on the flipchart card under the title “Same”. Then they are supposed to identify the attributes that are different in their group. The time for the activity should be about 5 minutes. After the lists are completed we stimulate a group discussion.

The activity is an introduction to the trainer’s presentation on stereotypes, bias and discrimination.

**2<sup>nd</sup> part (90 min.)**

**1. Activity “Drawing contest” (40 min.)** - an introduction to the notions of sex (biological) and gender (cultural).

<b>Aims of the activity</b>	<ul style="list-style-type: none"><li>- an energizer;</li><li>- an introduction to gender/ sex definitions;</li><li>- an illustration of a stereotypical image of a man and a woman;</li><li>- an introduction to the topic of social roles;</li><li>- to illustrate that sex and gender are not the same;</li><li>- to talk about social roles.</li></ul>
<b>What do you need?</b>	<ul style="list-style-type: none"><li>- 2 flipcharts with paper;</li><li>- markers;</li><li>- magazines and newspapers.</li></ul>

**A. Activity of the participants (15 min.)**

Before the activity two flipcharts should be prepared in two different corners of the training room - one with the title WOMAN, the other - MAN. The participants should be divided in two groups (both sexes should be included in each group). Both groups have a task to draw a complete picture of a person - one, of a women and the other, of a men.

Groups should form two lines - about 2 meters from a flipchart each. The first participant from the line can draw one element of the final picture, then he/she should hand the marker to the second person and go to the end of the line. The second person from the line draws another element and so on.

The activity starts at the trainer’s command. The group that will manage to draw a complete pictures within the time given by the trainer wins. The activity finishes after a few minutes (5-7 min.) when both pictures includes few biological and cultural/social characteristics. During the activity the trainer should keep up the dynamic tempo.

• **Debriefing of the activity and the trainer’s presentation (25 min.)**

The result of the contest and choosing the winning team. The question “who won the contest?” should be answered by the participants. The trainer should stimulate the discussion by questions, such as:

- a) which picture is clearer and more complete?
- b) what differences between man and women do the pictures present?
- c) which of these differences can be described as biological, and which relate to social roles of both genders? (the trainer can mark green and red these elements of both pictures that relate to cultural and biological differences);
- d) which social roles can be played by women and which by men? Are they interchangeable?

The discussion should become an introduction to the subject of gender differences. During debriefing the following notions should be addressed: sex, gender, social role, gender stereotypes.

To illustrate the difference between sex and gender the trainer can ask participants to categorize the following statements to either sex or gender:

- it's men who are usually the taxi drivers;
- it's daughters who take care of elderly parents, not sons;
- it's women who give birth not men;
- it's boys who go through a voice change not girls;
- it's men who come up with a decision more quickly not women;
- it's women who care a lot about their appearance not men;
- girls are more shy and frightful than boys;
- boys are more self-confident and brave than girls;
- it's women who take care of most of the household chores not men.

## 2. Activity “Act like a man! / Act like a woman!” (50 min.)

<b>Aims of the activity</b>	<ul style="list-style-type: none"> <li>- to create our own definition of man and woman;</li> <li>- to illustrate the role of socialization in the process of building stereotypes;</li> <li>- to show social stereotypes about man and woman;</li> <li>- to discuss and challenge the stereotypes;</li> <li>- to show the consequences of living the box;</li> <li>- to find the solutions;</li> <li>- to challenge the traditional vision of man and woman and their roles within a society;</li> <li>- to fight with the feeling of guilt as a result of breaking a stereotype;</li> <li>- to think about a new definition of “being a woman.”</li> </ul>
<b>What do you need?</b>	<ul style="list-style-type: none"> <li>- 2 flipcharts with paper;</li> <li>- markers;</li> <li>- laptop;</li> <li>- .ppt presentation.</li> </ul>
<b>Source / Inspiration</b>	<p>“Men as Partners A Program for Supplementing the Training of Life Skills Educators.” AVSC International and Planned Parenthood Association of South Africa (PPASA); 1999.</p>

### Participants’ activity (20 min.)

The trainer hands out stick it cards and markers and draws two circles on a flipchart. The trainer asks the participants whether they’ve heard somebody telling them to “act like a man / act like a lady”? How did they feel and what does it mean? Have they ever told their child to “act like a man / act like a lady”?

One from the circles from the flipchart the trainer titles “Act like a man!” The trainer asks the participants to note on their post it cards what do they think the command “Act like a man!” means; then, they should stick the cards in the circle.

### Additional questions:

- What does the society expect from a “real man”?
- How should a “real man” behave?
- What should, and what shouldn’t he do? What features should he have?
- How are men supposed to be different from women? - stronger, tougher, in control

- What feelings is a "real man" supposed to have?- anger, superiority, confidence
- How do "real men" express their feelings?- yelling, fighting, silence
- How are "real men" supposed to act sexually?- aggressive, dominant, with women

**What are names applied to persons outside the box?** (the trainer writes these outside the box and around the box): 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.

**What things happen physically to people outside the box?** (the trainer writes these outside the box and around the box): fights, beat up, harassed, teased, abused, ignored

**The process is repeated with the second circle: "Act like a lady!"**

**Additional questions:**

- What does the society expect from a "real lady"?
- How should a "real lady" behave?
- What should, and what shouldn't she do? What features should she have?
- How are women supposed to be different from men? - nicer, weaker, more gossip
- What feelings is a "real woman" supposed to have?- fear, sadness, low self-esteem
- How do "real women" express their feelings?- crying, screaming, hysteria
- How are "real women" supposed to act sexually?- follow the man, don't sleep around

**What are names applied to persons outside the box?**

Dyke, tomboy, slut, ho, whore, lesbian

**What things happen physically to people outside the box?** Harassed, abused, ignored, raped, bad reputation

**Debriefing (15 min.)**

Discussion on social expectations - difficulties in fulfilling them and consequences that stem from it:

- What is the implication of the names that men get called?
- How many men here are in the box all of the time?
- How many of the women here are inside this box all of the time?
- What should a "man" do if he gets called these names? Would that put him back inside the box?
- If a man stays inside the box does he generally avoid getting called names and harassed etc?
- If a woman stays inside the box does she stay safe 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?
- Which box has more power?
- How do these boxes contribute to the existence of domestic and sexual violence?
- How do we change these societal expectations?

**Key Points**

- These are expectations by society and are not realistic.
- Men that stay inside the box are generally (though not always) safe from the harassment that occurs outside the box.
- Men who leave the box are accused of being "women" or "gay"
- Men who are accused of being outside the box could retaliate in an aggressive fashion and then put themselves back into the box.

- Women who stay inside the box are not “safe” as promised but are raped or abused as often as women outside the box. The only benefit being that they may be believed by society more often than women outside the box.

**The trainer’s presentation on sex and gender, social roles and gender stereotypes (15 min.)**

**BREAK 40 MIN.**

**Additional activities for the 2<sup>nd</sup> part of the workshop**

**1. Activity “Etiquettes” (35 min.)**

<b>Aims of the activity</b>	- to let participants experience discrimination; - to define discrimination and describe its roots.
<b>What do you need?</b>	- stick-it cards with different etiquettes written on them
<b>Source:</b>	Program warsztatów dla kobiet i mężczyzn promujących związki oparte na partnerskich relacjach, powstały w ramach projektu PI – Innowacyjny model GODZENIE PRZEZ KOBIETY ŻYCIA ZAWODOWEGO I RODZINNEGO, Katarzyna Władyka.

Before the activity the trainer should prepare stick it cards with different identities written on them - as many as many participants we have in our group. The identities should be as diverse as possible, f. i. Gypsy, anorexic, homosexual, a big company owner, young mother, businessman, a blind person, an elderly woman, a politician, a police officer, an alcoholic, a homeless person, an unemployed man, an unemployed women, a black doctor, a mentally disturbed person, etc. The trainer puts one etiquette on every participant - on his/her back or forehead so that they can't read it themselves. The trainer informs that the cards describe the participants' new identities.

The trainer encourages the participants to move freely around the training room and make conversations/ non-verbal contact with one another. The trainer asks participants not to disclose the identities of their group mates, but to give them appropriate tips, in which they should relate to stereotypes: f.i. they can tell the politician that he's a thief; a single mother that she's immoral, etc. To guess their identities the participants can ask questions, such as: would you like me to be your neighbor? Can I marry your daughter? Is it easy for me to find a good job? Etc.

When every participant has made at least a few contacts, the trainer finishes the activity. The trainer asks each participant about his/her identity; how did he/she guess it?; how was he/she treated?; how did he/she feel with his/her new identity? At this point the participants can take off theirs etiquettes. The trainer starts a discussion on stereotypes - its roots, adequacy, and how would the participants feel if the etiquettes were their actual identities?

**2. Activity “What defines a man? What defines a woman?” (25 min.)**

<b>Aims of the activity</b>	- to create our own definition of man and woman; - to show social stereotypes about man and woman;
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	<ul style="list-style-type: none"> <li>- to discuss and challenge the stereotypes;</li> <li>- to challenge the traditional vision of man and woman and their roles within a society;</li> <li>- to fight with the feeling of guilt as a result of breaking a stereotype;</li> <li>- to think about a new definition of “being a woman.</li> </ul>
<b>What do you need?</b>	<ul style="list-style-type: none"> <li>- two flipcharts;</li> <li>- markers.</li> </ul>

This exercise is designed as a brainstorm with the group. At the beginning the trainer explains the procedure for brainstorming. Then, the trainer asks participants to respond quickly and without commenting on contributions from others.

During the activity the trainer should make sure that the sex-related characteristics of women and men such as: can give birth, breastfeeding, getting pregnant, growing a beard or moustache, are also mentioned. If not, they should be mentioned by the trainer.

The trainer takes two flip-chart sheets of paper and puts them up side-by-side in front of the participants. On the top of one flip chart, the trainer writes the word “women” and on the other “man”. The trainer asks the question: “What are the characteristics of women and men?” and writes down everything that is mentioned. Do not discuss anything at this point.

After the lists are completed, the trainer goes through each chart item by item. For example, under the heading of “women”, ask if men too can be patient, sensitive, caring...? If so, the trainer marks that characteristic with a “yes” or with a “+” sign. Characteristics that cannot be changed, such as, getting pregnant, growing a moustache etc., should be marked with a “no” or a “-” sign.

The trainers goes through the chart entitled “men” and a similar process of questioning as above.

Discussion Questions:

- What female characteristics cannot be changed?
- What male characteristics cannot be changed?
- Which characteristics can both males and females have?
- Are women always patient, sensitive? Do men always talk loudly? Why or why not?
- How would you react if a woman spoke loudly and was stronger than a man?
- How would you react if a man was patient and sensitive?
- Are these characteristics of women and men natural? Are they biological?
- How do we acquire these characteristics? Are they not socially constructed?

**3<sup>rd</sup> part (90 min.)**

**1. Activity “If I could be a woman, I would be... If I could be a man, I would be...” (20 min.)**

<b>Aims of the activity</b>	<ul style="list-style-type: none"> <li>- to break a gender stereotype;</li> <li>- to let the participants do that;</li> <li>- to undermine the gender stereotypes;</li> <li>- to discuss the roles of woman and man;</li> <li>- to discuss what roles are picked by man and woman;</li> <li>- to illustrate that living due to a stereotype is not easy and that we all cross it from time to time.</li> </ul>
<b>What do you need?</b>	-

<b>Source:</b>	“Gender in local government. A sourcebook for trainers”, United Nations Human Settlement Programme, 2008
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The trainer hands out stick it notes and asks participant to respond to the question “If I could be a woman, I would be... If I could be a man, I would be...”. The notes should then be put on two flipcharts - separately for man and woman. The trainer reads out the answers and enables the participants to explain their opinions if they wish.

The trainer stimulates a discussion:

- What do you think about what the women are saying?
- What do you think about what the men are saying?
- What does this activity tell us about social roles?

## 2. Activity “An ordinary family’s day” (45 min.)

<b>Aims of the activity</b>	<ul style="list-style-type: none"> <li>- to illustrate the division of work within a family;</li> <li>- to illustrate the difference between man and woman chores within a family;</li> <li>- to talk more about stereotypes;</li> <li>- to introduce the notion of a “double burden”;</li> <li>- to introduce the relationships’ categorization (i.e. traditional; mixed and partner relationship);</li> <li>- to let the participants reflect on the division of work within their families;</li> <li>- to realize the difficulties that stem from the need to fulfill the stereotype of “a superwoman”;</li> <li>- to reflect on possible changes.</li> </ul>
<b>What do you need?</b>	<ul style="list-style-type: none"> <li>- Pieces of A4 -A3 paper;</li> <li>- Pens and markers;</li> <li>- a flipchart;</li> <li>- descriptions of families.</li> </ul>
<b>Source/ Inspiration:</b>	“Gender in local government. A sourcebook for trainers”, United Nations Human Settlement Programme, 2008

The participants are divided into small, same-sex groups of 3-4 people. Each group is required to chart the activities of a “typical” household in a low-income community in their neighborhood. It is for each sub-group to decide and identify the number of family members in their “typical” household. This includes all adults and children. List them and their age. Develop a chart to tabulate the daily activities of family members. Fill in their tasks according to the time they are conducted. See example below.

Time	Grandmother 63	Father 40	Mother 32	Daughter 12	Son 10
5.00	Sleeps	Sleeps	Wakes up	Sleeps	Sleeps
5.30	Sleeps	Sleeps	Washes	Wakes up	Sleeps
6.00	Wakes up	Wakes up and washes	Cooks breakfast	Helps with breakfast	Sleeps
6.30	Eats breakfast	Eats breakfast	Cleans house	Eats breakfast	Wakes up

Discussion afterwards should include the following questions:

- What are your observations?
- What does the exercise say about women and men?
- Who does the most hours of work?
- Who gets up earliest and goes to bed latest?
- What is the difference between the work/recreation/school attendance of the boys and girls in the family?
- How does age and position in family affect the respective roles of family members?

Descriptions of families:

- Smith family: Mr. Smith is an owner of a grocery; Mrs. Smith is a headmaster of a public kindergarten; they have two children: Ana, who is 4 years old and 8-year-old Andy;
- Forsyth family: Mr. Forsyth is a sales representative, Mrs. Forsyth is a nurse, they have three children: Greg is 12 years old; Amanda - 7; Adam -18.
- Mrs. Withroop - is a single mother with a 11-year-old daughter Sylvia; she works full time as a shop assistant;
- Mr. Irving - is a single with no children; he works as a manager in a big company;
- Buscemi family: Mr. Buscemi is unemployed for 4 months; Mrs. Buscemi is a dental nurse; they have a 6-year-old son, Michael.
- Griffin family: brother and sister lead a farm together. Mr Griffin is a single with no children; Mrs Griffin (it's her family name) is a widow, a retired teacher; she has adult children who live in town.

After the task is completed the trainer asks the groups to present their results - firstly, the group is supposed to describe the family and its situation, then present the clocks. After the presentations the discussion should start:

What are the differences between clocks created for man and for woman? Who works more? Can “doing the household chores” be described as “work” or “job”? What are the factors that make managing everyday responsibilities easier/ harder?

### 3. Activity “The division of household chores within my family” (15 min.)

<b>Aims of the activity</b>	<ul style="list-style-type: none"> <li>- to reflect on the division of labour in one’s family: whether it’s just, everyone is happy about it, are there some ways to improve the situation, etc.;</li> <li>- to count how much time women spend working in comparison to men;</li> <li>- to get a closer look at the actual division of the responsibilities within one’s family.</li> </ul>
<b>What do you need?</b>	<ul style="list-style-type: none"> <li>- worksheets;</li> <li>- pens;</li> <li>- laptop;</li> <li>- .ppt presentation.</li> </ul>
<b>Source:</b>	Marta Chlanda, Stowarzyszenie Doradców Europejskich PLinEU

Participants work in their couples. The trainer hands out worksheets - a table with a list of household chores - and gives the instructions for the task: “Look at the list of typical household chores; think who is usually doing each chore at your home and put a symbol next to every

activity (M - if it's a man who does an activity; W - if it's a woman; C - if it's a child; O - for others). Reflect whether a person is happy or unhappy with doing a certain activity - put ☺ if he/she is happy and ☹ if he/she is unhappy with a certain responsibility. Now, count how many activities are done by women and how many by man in your household; how many tasks you do together?"

List of household chores:

everyday cleaning;; laundry; ironing; shopping; cooking; cleaning the kitchen after the meals; taking care of children's hygiene; playing with children; taking children to school, doctor, etc.; managing the bills (for electricity, water, etc.); house repairs; work in the garden; planning family activities (Sundays, holidays, etc.); taking care of elderly; sustaining social relations; other.

Discussion afterwards should include the following questions:

- Is everybody in your family happy with the division of household chores?
- Does the division of responsibilities in your family leave every its member some free time?
- Which of the responsibilities can be given to another member so that it would serve the whole family?
- What could be changed in the division so that you'd be happier with it?

**The trainer's presentation:** the value of the unpaid work; the division of household chores in a typical family; myths about the work of women **(10 min.)**

**BREAK 15 MIN.**

### Additional activities for the 3<sup>rd</sup> part of the workshop

#### 1. Activity "To cross the circle.... I like shopping and chopping down trees" (15 min.)

<b>Aims of the activity</b>	- to break a gender stereotype; - to let the participants do that; - to undermine the gender stereotypes; - to illustrate that living due to a stereotype is not easy and that we all cross it from time to time.
<b>What do you need?</b>	-

The trainer asks the participants to tell three things about themselves: 1. something that is considered typical for her/his gender that he/she likes to do; 2. something that is considered typical for her/his gender that he/she doesn't like to do and 3. something unusual for her/his gender that he/she likes to do. The trainer should start (f.i. a woman: I like to put my make up on; I hate to cook and I love watching car races). After the activity the trainer asks for comments.

#### 2. Activity "Shark!" - an energizer that serves as an assertiveness-enhancing exercise **(10 min.)**

<b>Aims of the activity</b>	- an energizer; - to practice assertiveness; - to get a look on competition strategies; - to introduce the topic of assertiveness and giving up too easy.
<b>What do you need?</b>	- pieces of A3 paper.

The trainer should prepare few big sheets of paper (f. i. flipchart sheets) that should be put on the floor cleaned from the desks and chairs.

The participants should imagine that they are fighting for their lives in a sea full of sharks. The sheets of paper are the small islands that can save them and around which they can swim. When the participants hear the shout: “Shark!” they have to leave the water as soon as possible, finding a place on one of nearby islands. The number of islands decreased gradually so that only one stays in the end.

The trainer has to remind the participants on basic safety rules, such as not to push or pull others. Pulling off shoes by participants can be considered. The activity is a test of assertiveness - the trainer should note who and when gives up, and try to talk about it after the activity.

#### 4<sup>th</sup> part (90 min.)

##### 1. Activity “Gains and losses” (40 min.)

<b>Aims of the activity</b>	- to understand the differences between different models of a relationship; - to highlight that it’s all relative when it comes to sb’s relationship; - to reflect on one’s relationship, gains and losses connected with it.
<b>What do you need?</b>	- pieces of A4 - A3 paper; - pens; - flipchart; - laptop; - .ppt presentation.

The activity is designed to provide participants with a possibility to reflect on different models of a relationship and to make an analysis of possible gains and losses within every model - from the perspective of man and woman. The groups should also prepare a short scene illustrating the characteristics of a certain model of a relationship.

Before starting the activity the trainer should go through three basic models of a relationship:

- **a partner relationship** - where man and woman share the responsibilities (earning money, taking care of household and children) equally;
- **a traditional relationship** - where woman takes care of household and children, and man earns money;
- **a mixed relationship** - where man and woman earn money and additionally women takes care of household and children.

The trainer divides participants into 3 groups. Each group will be working on a different model of a relationship. The task is to create (on paper sheets from flipchart) a table with gains and

losses within given model of a relationship. The trainer should draw the below given scheme of the table on a flipchart.

Women		Man	
Gains	Losses	Gains	Losses

The trainer highlights that the participants should think about different spheres of activity while preparing their tables, f. i. career, household, taking care of children and elderly; working on the relationship; feelings within the relationship; interests; ways of spending free time; individual development; health; self-esteem level, etc.

The groups have about 20 minutes to fill in their tables. After that time they should present the results and their scenes. The trainer stimulates the discussion: What do man/woman gain and what do they lose in a partner/ traditional / mixed relationship? The trainer asks for reflections about what do children and other members of a family gain/ lose within every model? What about the whole society?

The trainer invites participants to tell which from the abovementioned models is implemented in their families? What are their experiences?

## 2. Activity “A market with good ideas” (20 min.)

<b>Aims of the activity</b>	<ul style="list-style-type: none"> <li>- to share good practices;</li> <li>- to boost self-esteem;</li> <li>- to make stronger connections between the participants;</li> <li>- to sum up the workshop;</li> <li>- to see how others solve the same problems;</li> <li>- to see a chance for a change;</li> </ul>
<b>What do you need?</b>	-

Step 1: The participants should individually reflect whether (and how) they manage to keep the balance between they private and professional life.

After 2-3 minutes. Step 2: The participants should now work in couples. They should exchange practical tips and advices how to reconcile one’s private and professional life.

After 5 min. Step 3: Couples form groups of four people. Within the groups the participants should exchange practical tips and advices how to reconcile one’s private and professional life.

After 5 min. Step 4: Groups of four form groups of eight. The group should create lists of good ideas.

After 5 min. Step 5: Groups should present their list and share their reflections.

## 3. Summary - activity “What have I taken for myself, what have I given to others, what have I learned?” - reflections of the participants (20 min.)

<b>Aims of the activity</b>	<ul style="list-style-type: none"><li>- a summing up exercise;</li><li>- to integrate the knowledge and the results of the exercise;</li><li>- to close everything up for the participants;</li><li>- to integrate the knowledge and the results of the exercise;</li><li>- to say goodbye to the other participants of the workshop.</li></ul>
<b>What do you need?</b>	-

#### 4. The evaluation of the workshop

<b>What do you need?</b>	<ul style="list-style-type: none"><li>- a questionnaire for participants;</li><li>- an interview scheme for the trainer.</li></ul>
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