



Workshop G9T8 – Let's go!

WORKSHOP OBJECTIVES

1. Recognize the power of little things.
2. Make students aware of their ability to transform the world around them.
3. Motivate youth to take action and change what they don't like about their surroundings.

KEY CONCEPTS

Microinterventions: in this workshop, we suggest that students work together on individual, possibly ephemeral actions designed to make their experience visible or to denounce or change something they don't feel is right.

TIMING

SESSION 1

15'	15'	Activity 1 – Let's go!
20	35'	Activity 2 – Possible interventions
15'	50'	Activity 3 – It's raining inequality
25	75'	Activity 4 – Selecting an idea and a strategy
10'	85'	Activity 5 – ¿What can I take away from this?
5'	90'	Activity 6 – Publishing our impressions

SESSION 2

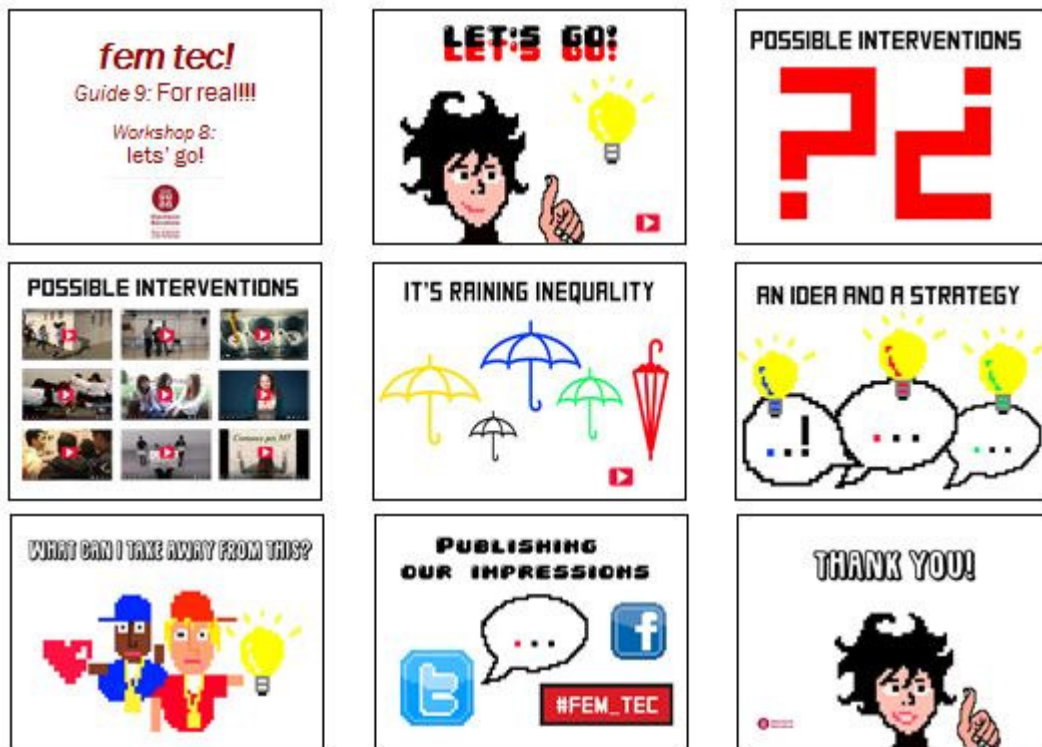
90'	90'	Activity 1 – Take action!
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[NOTE: in session 2, we'll suggest that students make the action they designed in session 1 a reality. If you don't have enough time or resources for two sessions or for student's creations, we also propose two alternative activities that can constitute workshops in and of themselves.]

This timing is for cases where students aren't very participative. Any of these activities can take up an entire workshop, especially when working with students who've participated in other *fem tec!* activities. There's no need to rush to complete the whole workshop; see how your group reacts, and let each activity go on for as long as it needs to. We also suggest that you take a look at our complimentary activities; you might find one you prefer!.



PRESENTATION







(to show during the workshop - document [3_Presentació_G9T8_somhi](#))



DESCRIPTION OF ACTIVITIES

<p>Before starting this workshop</p> <p>Presentation slides 1 and 2</p>	<p>If we're completing the entire guide, before starting the workshop we can ask students if they remember or have anything to say about last session.</p> <p>We can also ask student if they'd like to guess at what we'll be talking about today based on the workshop title, "Let's go!". This title refers to our capacity to have our own opinion on gender inequality, and to take appropriate action. We'll welcome any guesses student make, and get started on the workshop to see if any are correct.</p> <p>We'll tell students that in this final workshop in the "For real!!!" guide, we'll look at gender inequalities we experience on a daily basis and decide how to do something about them. We'll let students know that big initiatives aren't the only way to change things: small actions can lead to small-scale changes that kick off a chain reaction.</p> <p>Student's proposals can be extremely diverse: an exhibit (showing drawings, infographics, photographs, materials, texts, videos, websites...), a video, an intervention (a flash mob, dance routine, music, theatre, activities for raising awareness...), or whatever the group prefers.</p>
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<p>Activity 1 Let's go! (15')</p> <p>Presentation slide 2</p> 	<p>Activity summary Motivational video and activation activity.</p> <p>What we want to work on Motivate our group to take action.</p> <p>Development and aspects to consider To start the session, we'll watch the video (subtitled in English):</p>  <p>Oprah Winfrey: "El momento ha llegado" (5:29) on the EL PAIS channel https://youtu.be/9fr8Rciv4zI If you're working with students under 16 and you think they might have a hard time following the speech, you can skip the video and go directly to the next activity.</p> <p>Elements for reflection If students have anything to say, we should encourage them to share it. If not, we can ask them how they think they would've felt if they were one of the people from the world of cinema in the audience, listening to Oprah's speech at the Golden Globes in Hollywood. The speech is from 2018; do you know what the #MeToo movement is? It's a viral movement that started on social networks in October 2017 to denounce sexual aggression and sexual abuse. If you search for this hashtag, you're sure to find recent posts. We'll encourage students to express their opinions. What do they think? A small action—writing a comment with a hashtag—turned into a viral movement that led to big changes in the film industry and other important sectors. What about us? Do we want to be agents of change or participants in change? What initiatives can we propose? NOTE: if you want to look into the #MeToo movement, you can suggest that students find out who Tarana Burke is by searching online or by watching the conference she gave on the movement: https://www.ted.com/talks/tarana_burke_me_too_is_a_movement_not_a_moment#t-125358</p>
<p>Activity 2 Possible interventions (20')</p> <p>Presentation slides 3 and 4</p>	<p>Activity summary Find out about awareness-raising activities created by young people.</p> <p>What we want to work on Stimulating our group's capacity to come up with their own awareness or microintervention campaign and making it a reality.</p> <p>Development and aspects to consider We'll let students know how successful Tarana Burke's proposal for the #MeToo movement was, and how millions of people got involved. We'll</p>

	<p>take a look at other examples of interventions that were created by young people. There's no need to watch all the videos; if there's a proposal you don't care for, you can move on to the next. If you want, you can also pick and choose the videos we propose beforehand:</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 20%;">    </div> <div style="width: 75%;">  <p>1 - Estereotips 0 (3:31), This video was put together in two hours by students in their 1st year of secondary school as part of workshop 8 of the “De totes totes!!!” guide. https://youtu.be/etfQEah0I_8</p>  <p>2 - Videominutos «The image we project on the networks» (6:27). This video was put together in 30 minutes by students in their 2nd year of higher-level professional training in Sociocultural and Tourism Animation at the Institut Guillem Catà school in Manresa, as part of workshop 8 of the “De totes totes!!!” guide. https://youtu.be/HzaKUBjMDQ4</p>  <p>3 - "Libérame" - Video contra la violencia de género (AbreraStreet Films) [Set me free - Video against gender violence] on the Christian Miranda channel https://youtu.be/z3Ac5GvbRvA</p> </div> </div> <p>There're plenty of other videos denouncing gender violence created by young people: http://beldurbarik.org/es/lehiaketa</p> <p>Elements for reflection</p> <p>If any students have suggestions, we should encourage them to share them. If not, we can move on to the next activity. We'll organize a single group reflection for all our activities at the end of the session.</p>
<p>Activity 3 It's raining inequality (15')</p> <p>Presentation slide 5</p>	<p>Activity summary Identifying elements of gender inequality.</p> <p>What we want to work on Recognizing examples of gender inequality in the world around us.</p> <p>Development and aspects to consider Once our group is motivated and eager to suggest ways of making changes, we have to decide where to start. We suggest a group activity that'll help us decide what aspect of gender inequality to address.</p>

<p>Material 4_G9T8_FEM_TEC_annex1, pen and paper</p>	<p>We'll give each student a phrase from document 4_G9T7_FEM_TEC_annex1 (it doesn't matter if more than one student has the same phrase). The phrases will be something like: "can you recognize any cases of gender inequality in the world around you?", or</p> <ul style="list-style-type: none"> ▪ in the way household tasks are organized? ▪ in the workplace? ▪ in the way others are cared for? ▪ in sports? ▪ in politics? ▪ in the press? ▪ in education? ▪ in recreational activities? <p>(it doesn't matter if more than one student has the same phrase).</p> <p>The phrases will be something like: "can you recognize any cases of gender inequality in the world around you?", or:</p> <ul style="list-style-type: none"> ▪ First, ask the person to your right and write down their response. Then, they can ask us. ▪ After one minute, we should switch partners. We'll ask them, and they'll ask us. <p>We'll hold onto our answers for activity 4.</p> <p>Elements for reflection</p> <p>If any students have suggestions, we should encourage them to share them. If not, we can move on to the next activity. We'll organize a single group reflection for all our activities at the end of the session.</p>
<p>Activity 4 Selecting an idea and a strategy (25')</p> <p>Presentation slide 6</p> <p>Material ball</p>	<p>Activity summary Decide what to do and how.</p> <p>What we want to work on Of all the examples of inequality we've identified, we should decide which one to address and how.</p> <p>Development and aspects to consider We'll ask our group to form two teams: one will decide on the type of intervention (music video, exhibit, mannequin challenge...), and the other will choose a topic. Ideally, we should let students form these groups on their own. Since we're going to work on our intervention as a class, each group will have to trust the other's decision. If we prefer, we can also form groups randomly: those born in even-numbered months will make up one team, while those born in odd-numbered months will form the other.</p> <p>Students can choose how to make their decisions on their own, but here's</p>

a suggestion:

1. We'll ask the students in the team in charge of choosing a subject to get into subgroups according to the question they were given (using the printouts from activity 1). Each group will put together a list with their answers, and they'll choose the issue they feel most needs to be addressed.

Once they're finished, a representative from each team will defend the importance of addressing their chosen issue in their immediate surroundings (school, neighbourhood, town...). Once all our representatives have spoken, we can start a group discussion on which option to choose. Ideally, we should discuss each of the ideas presented until we reach a consensus on which one best represents our group as a whole. If we have trouble reaching a consensus, we can also vote on it.

2. We'll ask the members of the group in charge of choosing a method which one they prefer and why. A volunteer will write down their answers.

Once they're finished, three students will defend the three methods that got the most votes. They should also take into account the resources available and the group's immediate surroundings.

Once all three have spoken, we'll try to reach a consensus on what type of intervention we want to try. If we have trouble reaching a consensus, we can also vote on it.

Once each team has made their decision, they'll share it with the other. Then, as a class, we can get to work. The second session of this workshop will be focused on making our chosen project a reality, so we can use our free time before next session to think about who our audience will be and where and how we'll address them.

Elements for reflection

This activity is a reflection in and of itself. Nevertheless, we might decide to ask students to think about the work they've done as a team: how do you feel? Was it hard to choose a subject and an action? Did you run into any difficulties? How did you overcome them? Do you think there's anything you should do to organize your group more effectively next time? Would you like to split up the work and start preparing things at home? Is there anything you should bring with you next time (costumes, music, props...)? If not, don't worry, we'll do it all next session.

We'll finish our session with a quick activity that'll show us how effectively we can work as a team if we really want to:

- We'll ask students to form a circle.
- We'll give them a ball and tell them that we'll time how long it takes for everyone to touch it. The less time it takes for everyone to touch

	<p>the ball, the better.</p> <ul style="list-style-type: none"> ▪ We'll tell students that they'll get three chances to improve on their time. <p>Students will come up with different strategies: at first, they'll probably try to pass it from one person to the next until the ball has gone around the circle. Next, someone will probably suggest an alternative: they can put the ball in the middle and touch it all at once, one person can carry the ball around the circle so others can touch it, they can form two concentric circles and pass the ball around (so two people touch it at once)...</p> <p>Students are sure to improve on their time! Once they're done, we'll congratulate them and move on to the reflection activity, "What can I take away from this?".</p>
<p>Activity 5 What can I take away from this? (10')*</p> <p>Presentation slide 7</p> <p><i>* this section is common to all workshops</i></p>	<p>Activity summary Collection of participants' opinions.</p> <p>What we'll work on Reflecting on today's workshop..</p> <p>Development and aspects to consider We'll offer students an opportunity to express their feelings about the workshop.</p> <p>Finally, if we're feeling all right and we're satisfied with the results of today's session, we can give ourselves a round of applause.</p> <p>Assessment We should listen to all responses without commenting on them: all answers are valid.</p>
<p>Activity 6 Publishing our impressions (5')*</p> <p>Presentation slides 8 and 9</p> <p><i>* this section is common to all workshops</i></p>	<p>Activity summary Spread knowledge of what we worked on in the workshop.</p> <p>What we'll work on Promoting the group's ability to share their activities.</p> <p>Development and aspects to consider We can suggest that, individually or in groups, students share their impressions on today's workshop on the social networks (for example, what they took away from the workshop, what they liked most, what it brought to mind, related photos, videos or websites...) using the hashtag #fem_tec.</p>

<p>SESSION 2 Take action! (120')</p> <p>Material ball (any other materials will depend on the type of intervention students have chosen)</p>	<p>What we want to work on</p> <p>Motivate students to take action and transform their surroundings. Use their creativity to put together a message promoting gender equality.</p> <p>Session summary</p> <ul style="list-style-type: none"> ▪ 10' - Let's improve on our time! – activation ▪ 65' - ☑ Let's design our intervention ▪ 30' - Start campaigning! ▪ 10' - What can I take away from this? ▪ 5' - Publishing our impressions <p>Before starting this workshop</p> <p>Once we've made sure that the group is feeling fine and we've chosen listeners (as long as someone is willing to take on this role; if not, they aren't essential), we'll let students know that in today's workshop, we'll remind students that, if we haven't done so yet, today we have to decide who our audience is and how and when we want to share our message with them. Next, we need to design our microintervention or campaign. We've designed this activity as a single session, but students will probably ask for more time to put together their productions.</p> <p>Development and aspects to consider</p> <p>We now propose three connected activities, so we won't be preparing a reflection after each activity. Somebody might be surprised by their own reactions, and they might want to share them with the group. If possible, we should do our group work first, and then come back to this at the end of the workshop, during our final reflection.</p> <ul style="list-style-type: none"> ▪ Let's improve on our time! – activation (10') <p>We'll start the session by asking students if they'd like to repeat the activity with the ball from last time, to see if they can improve on their time. Since last session, they'll probably have discussed creative ways to complete the activity faster. It'll be great if they can put them into practice. Afterwards, we can ask them if they're feeling energized, if they're eager to get started on today's session. Hopefully, this activity will have helped them get activated and motivated!</p> <ul style="list-style-type: none"> ▪ Let's design our intervention (65') <p>Students should be able to complete this activity on their own. Still, we can offer a few suggestions:</p> <ol style="list-style-type: none"> 1. First, we need to make sure everyone knows what we're doing, how and when we're doing it, and who our target audience is. 2. We might want to name a leader to help coordinate our two teams. 3. Each student should have responsibilities and a role where they feel
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comfortable and capable.

4. We'll split up into teams based on specialized tasks, such as:
 - Design: in charge of designing and organizing the intervention.
 - Logistics: in charge of finding and reserving/requesting permission to use the space where our activity will take place.
 - Communication: in charge of informing our target audience.
 - Production: in charge of finding the resources for our activity (materials, technology...).
 - Depending on our activity, we might also create teams in charge of other areas: clothing, props, music...

[NOTE: If your students aren't used to working as a group and you think it might be tough for them to complete this activity on their own, you might try one of our two alternative activities.]

- **25' – Start campaigning! (30')**


Once you're done designing your intervention (or video, song, microtheatre piece...), it's time to plan how to make it public, and where. We might want to record and edit it so students can promote their views through their own networks (their local youth service, their school...), beyond the classroom.


NOTE: we encourage you to share your videos on our online space for success stories: <https://www.diba.cat/web/fem-tec/compartint-exits>
You can send us the link to your videos at opj.femtec@diba.cat

- **What can I take away from this? (10')**

We're about to complete the last workshop in this guide, and this will be our final reflection. It's a good opportunity to acknowledge all the work we've done, to remember all the fun we've had, and above all, to take a look back at everything we've learned in these 16 sessions. We'll start with this reflection and by asking students how they feel. Has anything about the way they see gender equality changed? Has anything changed in how they see the world around us? Is there anything they want to change? What is it? How can we start? Students will probably have something to say about everything they've learned. They'll probably say they're more confident when dealing with these issues now, and that from now on they plan to speak out if they see something they don't like. When preparing this guide, we got to witness a transformation in how students see gender inequality, to see them make discoveries and learn to stand up to inequality—especially the girls.

You should also congratulate yourselves for everything you've done, especially for the project you completed in workshop 8. You can encourage

	<p>other groups of young people to take a look at it and to let you know what the experience was like, or you can share it with someone you think is a positive role model for your students. Why not end with a celebration? Everyone can bring something to celebrate, or you can treat students. It's important to acknowledge and celebrate a job well done!</p> <ul style="list-style-type: none"> ▪ Publishing our impressions (5') <p>We can suggest that, individually or in groups, students share their impressions on today's workshop on the social networks (for example, what they took away from the workshop, what they liked most, what it brought to mind, related photos, videos or websites...) using the hashtag #fem_tec</p>
<p>Alternative activity 1 ¿ What can we do in 90 seconds? (50')</p> <p>Material mobile phones</p>	<p>Activity summary Prepare a video on macho violence.</p> <p>What we want to work on Becoming aware of the many faces of macho violence.</p> <p>Development and aspects to consider We'll watch the video La violència masclista explicada en 90 segons. I altres 90 per canviar-ho tot Macho violence explained in 90 seconds. And 90 more seconds to change it all] subtitled in English (3:02), on the Calala channel (3:02) https://youtu.be/UU37eCfUOhE</p>  <p>We can ask students what they think about the video. It provides plenty of information and addresses many of the concepts we've seen throughout this guide using images from nature. Surprising, isn't it? In part, that's why it's so effective at getting the message across.</p> <p>Can students think of a creative and/or surprising way to transmit a message about gender inequality? Would they like to try? Students can get into groups of five and create or find images that are different from the clip we just saw, but that we can use to prepare a similar video. We might even create a stop-motion film.</p> <p>Then, each team can share their video with the rest of the class, who can offer comments or suggestions for improvement. If possible, we'll make our videos public.</p> <p>Elements for reflection We'll share our videos and discuss the essential elements of the message we're trying to transmit. Were there lots of similarities between the images chosen by each group? Did we choose the same main message? Can we put together a group video? Who do we want to see our video? How might it help?</p>

<p>Alternative activity 2 Making fun of what we don't like (60')</p>	<p>Activity summary Using humour to reflect on inequality.</p> <p>What we want to work on Identifying gender inequality in the world around us.</p> <p>Development and aspects to consider</p>  <p>We'll watch the video Cosas de Chicos [Guy Stuff] video (9:10), on the infomix TV channel https://youtu.be/g7RXnV_DKBo</p> <p>We can ask students what they think of the video. It uses humour to criticize machoism and the stereotypes it promotes.</p> <p>Do students want to try and prepare a similar video with their own characters? Students can get into groups of five to write their own script and record a similar video.</p> <p>Once we're finished, each group will present their video. Other students can offer suggestions for improvement. If possible, we'll make our videos public.</p> <p>Elements for reflection</p> <p>How did students get organized and put together their scripts? How did they decide what character each person would play? How did each person feel acting out their character? Were they surprised by other groups' messages, or were they all really similar? Who do we want to see our video? How do we think it might help?</p>
<p>Alternative activity 3 Spaces for everyone (60')</p> <p>Material coloured paper, markers</p>	<p>Activity summary Make suggestions so our spaces are more comfortable for everyone, no matter their gender.</p> <p>What we want to work on Recognizing spaces with gender-based barriers (diagnosis) and finding ways to eliminate them (proposals for gender-based improvement).</p> <p>Development and aspects to consider</p> <p>We'll tell students that we'll be looking at how spaces are often designed without considering everyone's needs—the needs of our youth, for example. We'll suggest that students choose a space, like their school playground, a park, a public facility, or a public square. If possible, we might even complete this activity in the space we'll be looking at.</p> <p>We'll ask students to get into teams and list:</p> <ul style="list-style-type: none"> • What they like most about the space in question, and why. • What they like least about it, and why.

	<ul style="list-style-type: none"> • Different uses and examples of gender-based discrimination found in this space. <p>If students aren't sure where to start, you can offer suggestions. Are the restrooms in an appropriate place? They might be too close to where people interact or too far away, or how the doors are positioned might make people uncomfortable. Are benches or furniture in the appropriate place? They might be in spots that are too sunny, too shady, or too far from waste containers, or they might get in the way of certain activities. Do they have sports facilities? Is the lighting appropriate?</p> <p>Once students have recorded their observations, we'll share them as a class. We'll start with simple issues, like sharing what we like best and seeing if there're any differences between how boys and girls use the space. We'll also decide if what we like best about the space is fine the way it is, or if we could make it even better.</p> <p>Next, we'll look at what we like least. We'll think about whether we can improve this, or if it's better to change the way the space is used. Finally, we'll offer suggestions for improvement or we'll eliminate anything we feel leads to gender-based discrimination. We'll send our suggestions to local authorities or those in charge of managing the space, and ask that they be implemented.</p> <p>Elements for reflection</p> <p>How did students feel after making these observations? How did they feel after offering suggestions for improvement? Did they find much that needed to be changed? Had any of them used these spaces without realizing the discrimination they were facing? Who do they think might benefit from the changes they proposed?</p>
<p>Who works on...</p>	<p>Creación Positiva http://creacionpositiva.org</p> <p>Asociación La Xixa Teatre http://www.laxixateatre.org</p> <p>Beldur Barik http://beldurbarik.org</p>