A-B-C on FLINTA* and patriarchy

(VERSION A and B)

MAIN GOAL

Empowering participants to feel more confident in the inclusion of female, lesbian, inter, non-binary, trans and agender people in their work

OBJECTIVES OF THE SESSIONS

- Participants gain knowledge regarding FLINTA* identities,
- Participants explore the structure and dynamics of patriarchy, recognizing how it operates in various societal contexts and affects FLINTA* communities differently.
- Participants identify the intersections between FLINTA* identities and patriarchy, with a focus on how these intersections create unique challenges and forms of oppression.
- Participants gain more confidence to address issues that affect FLINTA* identities in their field of work

DURATION FORESEEN

3 hours

NEEDS (FOR THE SPACE)

- Chairs in circle
- Tables for the groups to be able to work around it
- Sound system
- Place to display two flipcharts

FOR WHOM

- Diverse members of the organisation (staff, volunteers, people working directly with young people)

STEP BY STEP DESCRIPTION

- 10' INTRODUCTION
  Presentation of trainers and workshop timeline.

- 15' GETTING TO THE GROUP
  Participants share their names and pronouns.
  The trainers explain what pronouns are and why we ask for them.

- 20´ WARM UP GAME ABOUT FLINTA*
  Participants are asked to split themselves in groups of maximum 3 people and are given a pack of words and definitions. Their task would be to pair up the word with the definition in 3 minutes, starting when the trainer says it. It is not a competition and if the trainer sees that they need some more minutes they can expand the time, it's just a matter of adding some playfulness to the mix.

  Couple word + concept:
  CISGENDER WOMAN – Person who identifies with the female gender, also assigned at birth as female.
  LESBIAN – A woman (including cis and trans women) who is attracted to other women.
  INTERSEX – Refers to individuals born with physical sex characteristics that do not fit typical definitions of male or female.

NON BINARY – Refers to people who do not identify exclusively as male or female, often identifying outside of the traditional gender binary norm.

TRANS – Refers to individuals whose gender identity does not align with the gender they were assigned at birth. This includes transgender men, women, and non-binary individuals.

AGENDER – Refers to individuals who do not identify with any gender or experience an absence of gender.

Once the pairing is done, the trainer asks the participants to come back to the circle and reveal the correct solution of the game, answering possible questions that would come up from the group. Here, they can also share the meaning of the acronym FLINTA* and why this matters for our workshop. Many people in society, because of their appearance, are "read" as women and will be treated and perceived as such. That's why - although the society is far more complex - during the rest of the workshop we will need to take a step back, and talk more about the binary norm of gender and the traditionals "males" and "females".

- 60' MY GENDER AND I

  Now people are asked to go and find a quiet spot in the room because they will have to reflect individually about their own experience with gender roles. They will be given guiding questions to drive the reflection. The trainer emphasises the fact that the guiding questions are optional and that everybody can reflect at their pace and if they find that to dive into childhood might trigger them, to just refer to friends or in general to what they think children were told when they were kids.

  Once the explanation is done, the trainer gives 10 minutes for individual reflection.

  Guiding questions:
  - What were the first things you learned about what boys or girls are supposed to do? Who taught you these ideas?

- Did your family treat boys and girls differently? Were there certain things expected from you because of your gender?
- Were there toys, games, clothes, or activities that were only for boys or only for girls?
- At school, did teachers or friends treat boys and girls differently? If so, how?
- Did you see characters in TV shows, movies, or books that followed or broke traditional gender roles?
- Could you observe any expectation on the way women and men should choose their careers, lifestyles, family while growing up?

After that, participants are asked to group with others in pairs or trios and share some of the insight they came up with individually. Meanwhile, the trainer hangs two flip charts with a recognizable "man" and "woman" shape. The groups are asked to write down the "rules" they came up with on sticky notes and put them on the flipcharts according to the gender to which they are connected. Every participant should stick one or two notes maximum. They will have 15 minutes for this part.

Once this part is done, the trainer plays some meditation music and the group is invited to go and read all the messages in silence and pay attention to the reaction that their body/minds are having while reading them. After five minutes, the trainer asks the participants to write on sticky notes of a different colour of the previous one the messages that they would have liked to hear and that is not present on the flipchart, then - without sticking them yet - go back and sit in the circle.

For the final part of this activity, the trainer facilitates a debriefing in plenary, asking the participants how they felt while reading the "rules" and to share the ones that made them feel bad and why, or the ones that did not seem difficult to follow and why. Participants are also asked to listen to each other carefully, as everyone has a different perspective and experience with gender norms and

other people's point of view might enrich ours. The debriefing is closed by inviting the participants to read out loud the messages they would have liked to hear and to attach them on the flipcharts.

- 5' BREAK

- 60' THE ROOTS OF INEQUALITY
  The participants are asked to move to a space where the trainers had put some printed images (you can find examples at the Annex 1 - Materials Needed) that display inequalities in society, they will have to choose one or two that moved them particularly and then come back to the circle. Once they are back, the trainer invites them to share why they felt moved by the image/s (giving them a maximum amount of time according to the number of participants in the group) and show them to the rest of the group. Then, dive into concepts like patriarchy, gender roles and equity.

  The trainers also share some insights on what can be done to work with people that can be especially affected by patriarchal oppressions according to their knowledge and experience.

  Finally, they are asked to spend 5 - 10 minutes thinking about one step they could take in their everyday life at work to reduce the impact of patriarchy in their working environment, note it down and share it with the group. If they want they can keep the note in a visible place in their working space

- 10' CLOSING AND EVALUATION
  Trainers give the participants a written or digital evaluation with few core questions for reflection. Then, they can hand out some materials for further

readings (you can use the "further readings" materials or some materials that you find especially relevant for the group).

Questions for reflection:

- How do you feel about the workshop?
- Can you name one or two things you have learnt?
- How will you put the learnings into practice?
- Would you like to give some feedback to the trainers?

MATERIALS NEEDED

- Printed out of the words and concepts for the activity "WARM UP GAME ABOUT FLINTA*
- Two flipcharts, one with a male and one with a woman's silhouettes drawn for the activity "MY GENDER AND I"
- Annex 1 - support pictures for the activity "THE ROOTS OF INEQUALITIES"
- Flipcharts
- Markers
- Pens
- Sticky notes of at least two different colours

TIPS FOR TRAINERS

- Some participants may resist or challenge concepts related to patriarchy or FLINTA* identities. Be patient, and use this as an opportunity for education rather than confrontation.
- Promote the creation of safer space by establishing ground rules for respectful dialogue, emphasising empathy and listening.
- Be ready to handle and - if needed - stop possible discussions between participants.

- If you see that the group is ready to follow you, introduce multiple layers of oppression: showing how patriarchy affects FLINTA* individuals in diverse ways depending on their race, class, disability, or sexual orientation.

FURTHER READING

- Gender Equality in Academia and Research - GEAR tool https://eige.europa.eu/gender-mainstreaming/toolkits/gear/terms-and-definitions?language_content_entity=en

- Gender Matters Website - https://www.coe.int/en/web/gender-matters

- "Oblio in Action" Training Design on Mainstreaming Gender Equality - https://centruldevoluntariat.ro/wp-content/uploads/2024/03/Oblio-in-Action-Training-Design-eng.pdf

- "The journey" - Involving young people in education and action for gender equality and against gander-based violence - https://www.dropbox.com/scl/fi/m7qx9mj6m61s2r5dwt4rw/Manual_Journey_ENGLISH_Imprenta.pdf?rlkey=lwio62nz5s4d3v02z56eq59d9&e=1&dl=0

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DURATION FORESEEN

3 hours and 30 minutes

NEEDS (FOR THE SPACE)

- Chairs in circle
- Tables for the groups to be able to work around it
- Sound system
- Place to display two flipcharts

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- Diverse members of the organisation (staff, volunteers, people working directly with young people)

STEP BY STEP DESCRIPTION

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  Once the explanation is done, the trainer gives 10 minutes for individual reflection.

  Guiding questions:
  - ● What were the first things you learned about what boys or girls are supposed to do? Who taught you these ideas?

- Did your family treat boys and girls differently? Were there certain things expected from you because of your gender?
- Were there toys, games, clothes, or activities that were only for boys or only for girls?
- At school, did teachers or friends treat boys and girls differently? If so, how?
- Did you see characters in TV shows, movies, or books that followed or broke traditional gender roles?
- Could you observe any expectation on the way women and men should choose their careers, lifestyles, family while growing up?

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For the final part of this activity, the trainer facilitates a debriefing in plenary, asking the participants how they felt while reading the "rules" and to share the ones that made them feel bad and why, or the ones that did not seem difficult to follow and why. Participants are also asked to listen to each other carefully, as everyone has a different perspective and experience with gender norms and

other people's point of view might enrich ours. The debriefing is closed by inviting the participants to read out loud the messages they would have liked to hear and to attach them on the flipcharts.

- 10' BREAK

- 1H20' THE ROOTS OF INEQUALITY
The participants are asked to move to a space where the trainers had put some printed images (you can find examples at the Annex 1 - Materials Needed) that display inequalities in society, they will have to choose one or two that moved them particularly and then come back to the circle (5'). Once they are back, the trainer invites them to share why they felt moved by the image/s (giving them a maximum amount of time according to the number of participants in the group) and show them to the rest of the group. Then, dive into concepts like patriarchy, gender roles and equity. 30 minutes

This is the space, give 40 minutes, for the expert(s) from experience to enter the discussion and share:
  - Their identity in terms of the mentioned categories
  - Share their experience connected with the topics discussed and their suggestions for people that want to improve their work and approach towards people who belong to FLINTA* group.
  - Answer questions participants might have and they feel they can help answer.

Finally, participants are asked to spend 5 minutes thinking about one step they could take in their everyday life at work to reduce the impact of patriarchy in their working environment, note it down and share it with the group. If they want they can keep the note in a visible place in their working space.

- 10' CLOSING AND EVALUATION

  Trainers give the participants a written or digital evaluation with few core questions for reflection. Then, they can hand out some materials for further readings (you can use the "further readings" materials or some materials that you find especially relevant for the group).

  Questions for reflection:
  - How do you feel about the workshop?
  - Can you name one or two things you have learnt?
  - How will you put the learnings into practice?
  - Would you like to give some feedback to the trainers?

MATERIALS NEEDED

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TIPS FOR TRAINERS

- Some participants may resist or challenge concepts related to patriarchy or FLINTA* identities. Be patient, and use this as an opportunity for education rather than confrontation.
- Promote the creation of safer space by establishing ground rules for respectful dialogue, emphasising empathy and listening.

- Be ready to handle and - if needed - stop possible discussions between participants.
- If you see that the group is ready to follow you, introduce multiple layers of oppression: showing how patriarchy affects FLINTA* individuals in diverse ways depending on their race, class, disability, or sexual orientation.
- Select carefully the expert(s) and make sure they are ready and able to share their experience with the audience, but also support them in managing the conversation if needed.

FURTHER READING

- Gender Equality in Academia and Research - GEAR tool
  https://eige.europa.eu/gender-mainstreaming/toolkits/gear/terms-and-definitions?language_content_entity=en

- Gender Matters Website - https://www.coe.int/en/web/gender-matters

- "Oblio in Action" Training Design on Mainstreaming Gender Equality - https://centruldevoluntariat.ro/wp-content/uploads/2024/03/Oblio-in-Action-Training-Design-eng.pdf

- "The journey" - Involving young people in education and action for gender equality and against gander-based violence - https://www.dropbox.com/scl/fi/m7qx9mj6m61s2r5dwt4rw/Manual_Journey_ENGLISH_Imprenta.pdf?rlkey=lwio62nz5s4d3v02z56eq59d9&e=1&dl=0