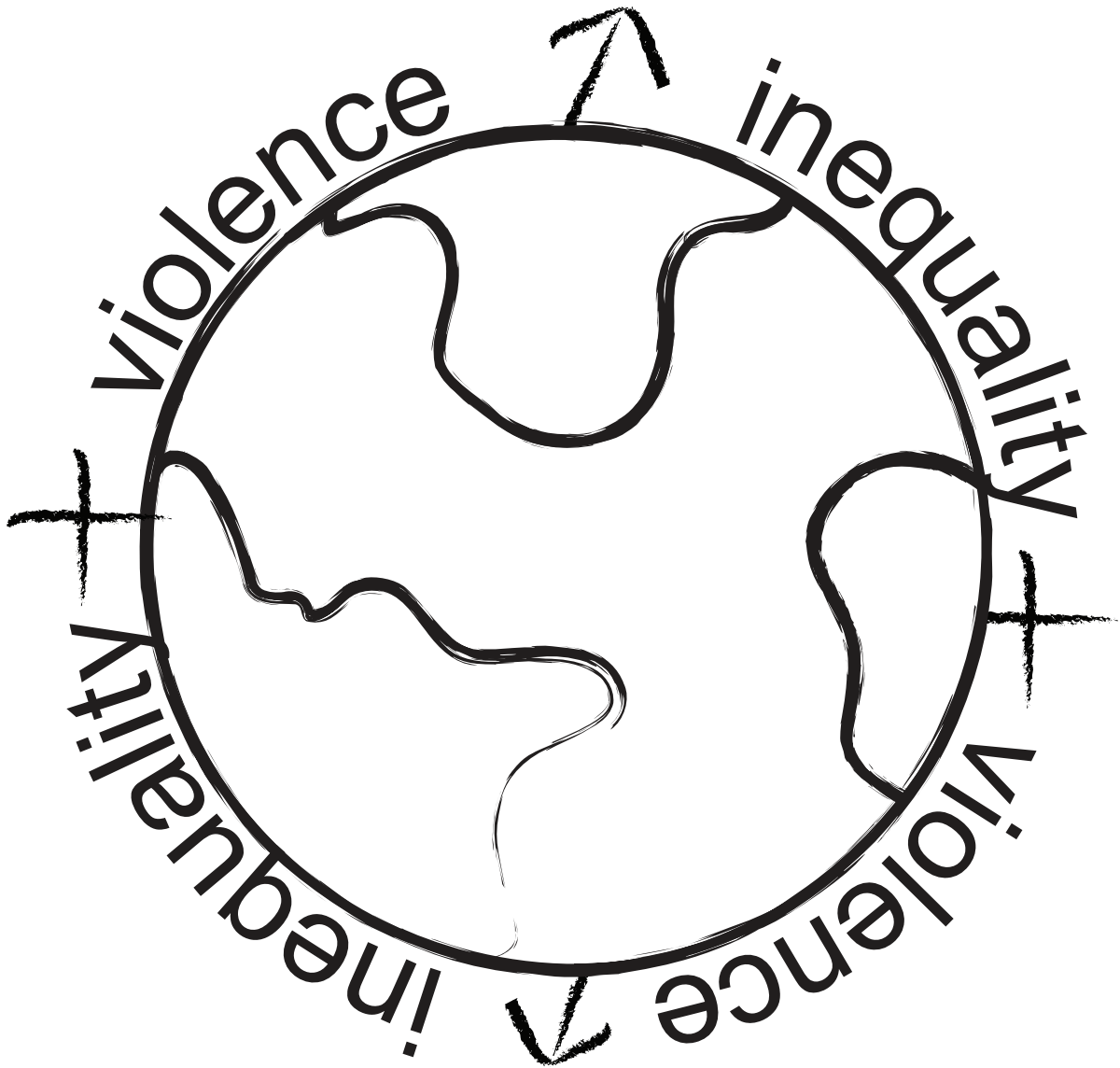


Break the circle!



Discussion and Action Guide

Discussion and Action Guide



In this document, we will give you some ideas to chair the debate after the video screening, and some activities you can do during the event you organise.

They are trigger ideas. Most probably others will come to you.

Share your actions with us. Your ideas may encourage others to join this campaign.

We want to meet all those who are working to break the circle!

For the debate

Resources – Inequality – Violence

The video explains the elements needed for violence to exist, particularly gender violence.

You can make a list of resources to distribute among men and women, and analyse how these resources are distributed and the effect they have on everybody's daily life.

Who is in charge of distributing these resources?

What can we do for their distribution to be more equal?

Roles

The video discusses the issue of gender roles and how these roles start unequal social resource distribution.

Which roles are assigned to women and which to men in our society?

What do these roles tell us about the kind of jobs we should do, how we should behave, how we should talk? What do our bodies say? Our attitudes?

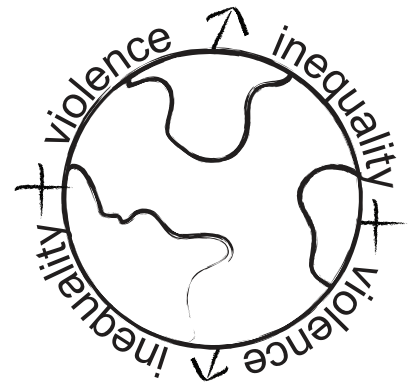
Have they changed over time? How?

What are the effects these definitions have on our daily life? It is important that attendees give examples from their daily lives in order to see the concepts applied to their own reality.

The debate will be more fruitful if the chairperson helps the group analyse these roles, separating their elements (for example, first talk about work, then sexuality, etc.)

It is important to have a whiteboard to organise the debate and analyse all the topics.

Where do these scripts the video discuss appear? How can we help for them to change at each of those places?



For example, how do they affect those roles in our homes and our families? What can we do in that respect?

And in our schools? In the media? At our workplaces or organisations?

Depending on the audience you have, you may emphasise any or all of these issues.

Naturalisation

The video says that social rules are naturalised. The guests may reflect on this and explain in their own words what they understand by gender role naturalisation by giving daily examples.

You can reflect on what to do to put this naturalisation into evidence, how to show it.

Roles and violence

The video states that those who do not fit in the roles built by society, in many cases, are violence victims.

The group can reflect on the different types of violence exercised (verbal, physical, sexual, psychological), and give examples from different spheres.

For example, what happens with boys and girls at school when they do not adapt to the ideas our society has about them? What happens with teenagers? What about women? Adult men? Where is there more violence? How is the appearance of violence related to inequality among people?

Which other issues help to establish gender inequality? Think about racism, homophobia, poverty, etc.

How to change

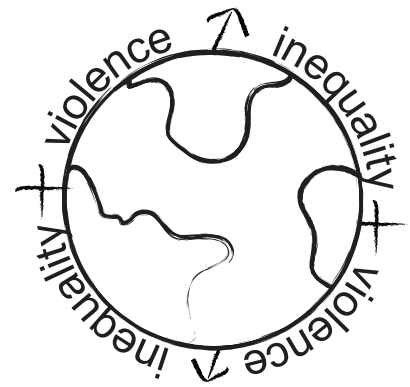
The video lists some issues which can help change men and women's situations in our society, springing from the equality concept.

After discussing all the above mentioned: What do the attendees understand by the word "equality?" Each person can give his or her own definition and provide examples.

What can we do to achieve gender equality from our position?

As parents, as educators, as workers, as businesspeople, as unionists, as politicians, etc.

Each attendee will think what his or her role is in the positions they have. Here the group can draw up an action plan to carry out activities in the future.



Activities

1- Gender violence: A problem for all?

Gather newspapers from the area you live in for two weeks. You can suggest attendees get into groups and look for news items related to gender violence.

Once this is done, each group will analyse and share their conclusions with the others: Why they have chosen those news items on gender violence and which are the components present in them. How are those news items presented? What do they say about men? What do they say about women? Do they show a global problem? Or do they discuss one particular story? Which words appear or are used? Is gender discussed in them? What about roles?

The objective of this task is to reflect on the factors that bring up gender violence and look for them in media coverage. Also, to reflect on the way gender violence is explained or narrated by the media.

2- Roles: before and after

When you start the meeting, you can ask each attendee to write down five typical female characteristics and five typical male characteristics, in two different lists. With this material, the chairperson will make a new list which will be visible for the whole group to see on a board or easel in front of the attendees.

Once the video has been screened: What does the group think about those lists? Would they change anything, and what would they change? Why?

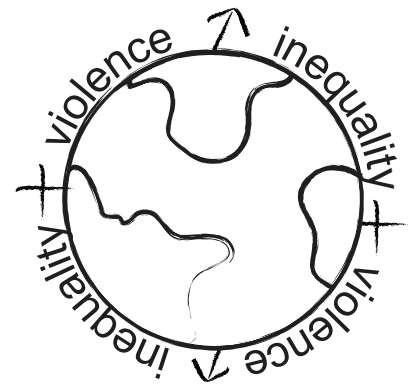
The objective is to reflect on our beliefs and the cultural models we live in, and to determine which can pigeonhole men and women.

Think why certain words only appear on one side of the page and not on the other. How the group has come to the meeting with their own ideas and how these ideas can be revised and changed if they are reflected on.

3- Looking for the scripts

Gather magazines, advertisements, videos, and extracts from TV guides for the group to analyse the images those texts and images show about men and women.

Which jobs men do the most and which are done by women.



What is each person's body posture in the images? What is the idea of relationship between them that is shown? Is it an idea of equality? One is more powerful than the other?, etc.

Is there diversity or do they show certain types of men and women?

If they show children, what is each one doing? Do they have different attitudes?

This activity can be done during the event or after the event, as part of a follow-up meeting or workshop.

The objective is to analyse the communications that appear in society and which positions they assign to each gender, reflecting upon the effects these ideas have in daily life and the gender inequality they bring about.

4- The clock

Divide the group into four subgroups (two groups of women and two of men). Each group is given a card with a task written on it.

For women:

1 - Make a detailed description of what a woman does during a working day, from when she gets up till she goes to bed.

2 - Make a detailed description of what a woman does on a holiday or weekend, from when she gets up till she goes to bed.

For men:

1 - Make a detailed description of what a man does during a working day from when he gets up till he goes to work.

2 - Make a detailed description of what a man does during a holiday or weekend, from when he gets up till he goes to bed.

Each group should agree on a typical day of its members, including all the activities they usually do and the time they do them. (For example, "7 am: I get up, 7:30: I prepare breakfast", etc.)

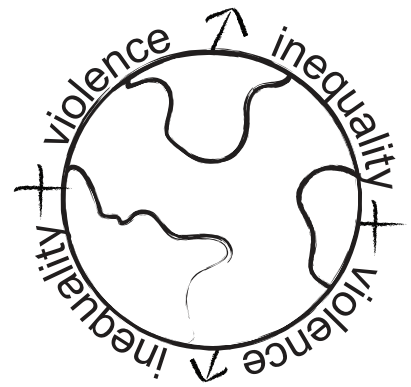
The results are shown and the differences and similarities are pointed out.

Who does more housework? Why?

From the times of our grandparents, what has changed? What still has to change?

How should housework be divided?

What happens with free time? What do each of them do in their free time?



Actions

What can we do from our position to eradicate gender violence and build more egalitarian societies?

Individual work

Reflect, think and change our own attitudes, promoting equity by serving as an example. Educate our children and youth in equality, fostering critically thinking people, trained to reflect on the materials they consume and what they offer as models.

Understand that gender violence is a problem that affects us all. Thus, we should help victims and report abuse. Even when violence takes place at the home next door, it is also our problem.

Jointly

Promote workshops, training sessions, seminars and different activities and campaigns on gender violence in your organisations, schools and workplaces.

Make activist networks to organise more and more people to fight against inequality.

Join organisations that are already working on the gender violence issue.

Help in our free time or granting donations.

Report those who exercise gender violence.

Give support to the victims through community support networks, information and support points, etc.

In the Eyes of our States

Claim from our governments equality policy promotion in every sphere.

Demand international human rights, gender equality laws and binding treaties.

Demand punishment for those who exercise violence.

Insist on policies to help violence victims and watch that those policies are enforced.

Vote for representatives who propose gender cross policies.

Promote policies for women and men to have equal representation in different government branches (legislative, judicial and executive).

In the Eyes of the Media

Report messages which work against equality, naturalise any type of violence and represent inflexible female and male models.

Choose, as spectators, those texts and images that foster equality, reflection and diversity.