TRAINING GUIDE FOR YOUTH WORKERS

IO1 SHANARANI CURRICULUM & DEVELOPMENT

Project Information

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1. INTRODUCTION

T his Training Guide for Youth Workers is one of the results produced by the Shanarani Youth-led Project. The Shanarani Youth-led Project is an Erasmus+ Key Action 2 project funded by the UK National agency through the Erasmus+ programme. It is based on the Shanarani project, another Erasmus+ project conducted from 2017 to 2019. The Shanarani Youth-led project aims at identifying and addressing gender stereotypes among young people and help them reduce the influence of negative or unrealistic stereotypes in their life. Differing from the 2017 project, instead of the trainers acting as teachers, the trainers act as facilitators with the project focusing on a user-centered approach to address gender stereotypes. Thus, allowing for the young people to investigate and identify stereotypes themselves and create new and more attractive role models for their lives.

The name Shanarani originally comes from the indigenous people "purepecha" and means "walker" and combines both "feminine" and "masculine".

The project aims to highlight gender stereotypes and gender roles, assigned to us at birth and through our social environment and tackle the daily influence of these stereotypes and constructions. Reducing negative and unrealistic gender roles and constructions allows for creativity and imagination to grow and for young people to achieve new goals in their life.

Target groups of the project are:

- **Youth Workers** who want to facilitate young people in questioning gender stereotypes and reduce gender discrimination;
- **Young People** who are faced with gender discrimination and gender roles in their daily life.

The projected results of the project include:

- Enabling young people to identify realistic and unrealistic stereotypes in television shows and films;
- Enabling young people to deconstruct said stereotypes and gender roles assigned to them by society;
- Developing a training guide for youth workers to address these issues with young people and improve their work practices
- Promoting good practices of gender education and raising awareness regarding gender stereotypes;
- Disseminating the project results and raising awareness regarding the problem between different target groups and communities.

Shanarani Youth-led builds up on research and methodologies from the experience of the partner organization participating in the project, as well as good practice examples from the Shanarani project from 2017.

The project is carried out transnationally over Europe by the following partners:

Coordinator:

Independent Academic Research Studies International Institute (IARS), United Kingdom	

Partners:

Asociación Caminos – Asociación para el intercambio educación y desarrollo social (Caminos), Spain	
InEuropa SRL, Italy	
Centrul Pentru Dezvol Tare Comunitara Durabila (CDCD), Romania	
Symplexis, Greece	

For further information, please check our website www.syproject.eu for updates and news about the Shanarani Youth-Led project.

2. THEORETICAL FRAMING

2.1 Objectives of the Shanarani Youth-led "Training Guide for Youth Workers"

The Shanarani Youth-led Training Guide for Youth Workers aims to enable youth workers to implement an effective and impactful Shanarani Youth-led workshop to **reduce the influence of stereotypes and gender roles in the daily life of young people**. The Training Guide is set to **support the trainers in conducting the workshops** and provide them with training activities they can directly implement in their trainings.

The Guide is also expected to support the trainers in **applying a youth-led approach in their daily practices** instead of simply holding lectures or implementing trainer-led activities. The young people are **motivated to engage among their peers and express their individuality and creativity** to improve not only their current daily life but also their future by reducing the influence of gender stereotypes in their life.

The Training Guide aims to be more than a simple instruction manual. The Training Guide should be implemented in regards to cultural and national differences, as well as according to the needs and resources of young people participating in the workshops. It is recommended for the trainer to inform themselves more about the topic of gender stereotypes through the additional materials and sources provided in this guide.

2.2 Structure of the Shanarani Youth-led "Training Guide for Youth Workers"

The Shanarani Youth-led Training Guide includes a handbook to guide youth workers through the whole process of youth-led gender education workshops. The Training Guide includes two separate trainings:

1 - One for the youth workers themselves to learn about stereotypes, to raise their awareness regarding gender stereotypes in their own life and to enable them to address the topics with young people;

2 - The other directed at young people to learn about stereotypes, engage them in critical thinking and identifying gender stereotypes, their origin and their consequences.

The Training Guide includes 16 learning units in total, as well as facts and information about addressing gender stereotypes and gender roles with young people. The workshops are projected to have a duration of 3 hours per session.

The workshops cover four main topics:

- Common and uncommon portrayals of women and men in film and television and the production thereof
- Gender gaps and discrimination in film and television production
- Gender stereotypes in media and news coverage
- Promotion of new role models and motivating more individuality among young people

2.3 Theoretical background

2.3.1 Reproduction of Stereotypes in the film and television industry

A stereotype is generally defined as…

> …a set idea that people have about what someone or something is like, without always having proof or facts that this set idea really applies.

We tend to use stereotypes to navigate our own life. We put our life in categories, think about something or someone in a specific way and base our decisions on those stereotypes. Stereotypes can be sorted into two groups:

- Explicit stereotypes: Stereotypes that are known among society and which individuals tend to admit and discuss about.
- Implicit stereotypes: Stereotypes which unconsciously influence our behavior and which we usually have no awareness of.

The term itself is not limited to just negative stereotypes. There are positive stereotypes which have a positive influence on someone's life as well. Stereotypes are perceived as negative when they are taken as facts and turned into beliefs without finding their origin and the reason behind them.

Gender stereotypes specifically revolve around how society perceives someone and how this person is expected to behave in life.

Children and young people who are still learning how to categorize the world around them, learn through portrayals and pictures around them. This makes the film and television industry, which has become a big part of young people's lives, an important aspect regarding stereotypes and their influence. Especially due to the easy access through online platforms, young people can watch films and movies from all around the world. According to the Motion Picture Association and their 2019 report there are over 800 million people subscribed to online video services worldwide, an increase of 28% to 2018. One of the biggest video platforms with over 106 million subscribers shows that 59% of its subscribers are between 16 and 34 years old and

35% over 35 years, making young people their main target group. This shows that it is especially important to analyze how men and women are portrayed in this medium.

Over the years there have been multiple researchers and critics dissecting popular movies and television shows. The research stems from universities, magazines, as well as educational centers, with formal studies as well as short analysis based on experience. When studying these papers and articles, it is apparent that many things have changed with modern television and film. As example, while originally being a dominantly male genre, the superhero realm sports multiple female superheroes now (e.g., Black Widow from the Marvel Cinematic Universe). There are also many television shows centering around woman in previously male dominated roles (e.g., female detectives in the television series The Mentalist) and man working in the previously female only beauty occupations (e.g., television series Ugly Betty).

But the question is, if films portray positive stereotypes instead of discriminating stereotypes, does this mean there will be no more discrimination in real life? Or have we simply reduced stereotypes in television and films? Does the reduction or removal of discrimination in television and film automatically mean there are no more stereotypes? Do television and films portray reality this closely? Or did the stereotypes just transform into hidden discrimination, concealing underlying stereotypes and gender roles?

2.3.2 Identifying origins and reasons behind these reproductions

When looking at the previously mentioned superheroes and watching some of their movies, it becomes apparent that there are still stereotypes prevailing. Men are portrayed either with a fit and muscular body or the IQ to make up for their mission fitness. Women are shown sporting skin-tight outfits and fight in high heels. But these are just explicit stereotypes which have been admitted and discussed before.

There are still implicit and less obvious stereotypes. These are also stereotypes which influence young people's career paths, personal behavior and life choices. And sometimes such stereotypes result in serious consequences:

- **Self-stereotyping**: Judging oneself based on stereotypes they and others believe in. This can result in loss of self-confidence for not fitting into the desired male/female ideal despite the ideal not being realistic;
- **Discrimination and violence** when facing groups different to oneself and different cultures because negative stereotypes turned to beliefs despite not being based on facts and the truth;
- **Discrimination and exclusion** among young people and between genders, due to negative gender stereotypes portrayed on television and film;

- **Self-fulfilling stereotypes**: When expecting an individual or a group to act a specific way which they would usually not conform to but due to this expectation they are led to behave a certain way, fitting the prevalent stereotype about them.

Example: The film London Has Fallen (2016) depicts a terrorist attack on international heads of government by a family called Barkawi from Pakistan. This film is not the only film featuring fictional villains from Pakistan or South Asia. Media coverage, films and television have continuously spread the image of "dangerous" people from countries like Pakistan, Iraq, North Korea etc., no regards on whether all those depictions are true or false. People are constantly exposed to portrayals of "dangerous people from the east" and this can result in fear and violence against foreigners and different cultures. Once a specific stage is reached, it does not matter how truthful those depictions really are but the stereotype sticks with people and they react hostile to foreigners. Consequently, foreigners might react hostile as well, feeling the unreasonable violence and discrimination against them and therefor further strengthening the stereotype against them. This is when the stereotype becomes a self-fulfilling one.

A situation like this can also happen in regards to gender stereotypes. The television series Gossip Girl (2007) depicts the lives of young teenagers from rich families, as they grow up and have to constantly face the gossip and criticism from around them. In the show, one of the male leads grows up to be chief editor for a major newspaper, one becomes an achieved author and one becomes a successful entrepreneur. At the same time, the female leads choose different career paths: socialite, model, fashion designer. "Gossip Girl" is not the only television series or film featuring such a difference in career choices (see "Pretty Little Liars", "Transformers" franchise, "Riverdale", etc.).

Especially young people who are searching for their place in society and still form themselves, are influenced by this continuous portrayal, thinking this might be what is expected of them and this is how they should behave, otherwise they are facing exclusion from society. With young people deciding to follow in these fictional characters' footsteps, the stereotypes become self-fulfilling, as there will be more women and men acting as is portrayed in films and television.

Discriminating and negative stereotypes result in harm for oneself and for others, endangering a peaceful collaboration and limiting young people's creativity and individuality. They are expected to fit into stereotypes and gender roles and to behave according to these roles.

To prevent such negative consequences, it is fundamental to detect the origins and reasons for stereotypes.

A publication from 2002 by Craig McGarty, Russell Spears and Vincent Y. Yzerbyt highlights that stereotypes serve different functions and stem from various origins. They also argue that there are multiple reasons why stereotypes are shared among individuals and do not count for just one person on their own:

- Common environment

Being in the same environment results in a shared stereotype due to experiencing the same situations, problems and inputs. Therefore, the individuals start perceiving and reacting the same way and begin to share mutual stereotypes.

Proving problematic for the "common environment" is the situation of people believing in the same stereotypes even if they have no personal experience with the respective topic. This missing experience, especially lack of mutual experience between different individuals", refutes the claim of only a common environment producing shared stereotypes.

- Socialization

Another option is the socialization and upbringing of individuals. Some experts argue that children and adolescents are more likely to adopt stereotypes, compared to grown-ups. Children and adolescents are only starting to navigate around society to find themselves. They are searching for role models and are still building their identity. As with the common environment, this explanation does not explain how stereotypes are shared between individuals from different background and upbringings to be able to share stereotypes.

- Intergroup relations

This explanation argues that stereotypes stem from social interactions among groups. These groups can be defined through a common similarity, e.g., age, cultural origin, skills, interests, etc. When such a group encounters a group of people different from them, certain mutual expectations are built. Let us take groups of age as an example: if a group of adolescents (age 10-14) meets a group of elderly people (age 70-80), both will have specific expectations of how the other group will (re-)act to the situation. The elderly might expect the adolescents to be loud and energetic, even if they have never met the adolescents. Hence, the group members share common stereotypes due to their shared expectations of behavior made towards the other group. However, this argumentation requires the "expectations from the group" to not be based on stereotypes as well.

After these three approaches, we will add another possibility for how shared stereotypes are created:

- Peer pressure

  Different from the approach before, this process does not refer to stereotypes created between different groups but between a single peer group itself. This process argues that stereotypes are shared among a group of people due to the majority or the group leaders to share the same opinions and influences. If the leader of a group or more than half of the group believe that women should stay at home and cook for their husbands, the other members will agree to this stereotype due to peer pressure, even if, originally, this is not their original opinion. Additionally, not adapting to the common stereotypes might lead to exclusion or discrimination, forcing group members of different opinions to change their viewpoint.

So, it is important to identify the reason behind a stereotype and why it is shared among individuals. If we take an example: Why do men always have to be smart, rich or strong? Why are women portrayed as dependent and emotional?

Much of this stereotypical behavior stems from historical and more conservative times when women were expected to be docile, stay at home and take care of the kitchen and the children. At the same time, men were expected to be the breadwinners of the family, strict in educating the children and best in an occupation that proved either their intelligence, their fitness or both (e.g., doctors, mechanics, etc.). Another explanation for these stereotypes is that they are ideals people would like to fit into. Many countries promote a specific beauty type through media, film and television, as well as social networks, even if most of their population does not conform to those standards. Furthermore, through global interaction and exchange of media, people are influenced by beauty standards in other countries as well. Just taking the format film, out of the twenty most successful films worldwide, only one of them is from the United Kingdom with the rest of them coming from the US. Taking this into consideration, the stereotypes and expected standards shown in US-American movies have a great influence on the population of other countries and states.

2.3.3 Influence on the daily life of young people

Taking a statistic for the United Kingdom, the biggest group going to watch films in the theatre in 2018 were young people between the ages of 15 and 24, closely followed by ages 25 to 34. This only underlines how big the influence of films and television shows is on young people and how they influence their perception. Especially since young people are still forming their identity and are going through socialization to explore society and social expectations, rules and customs.

Viewers do not only see fashion trends and entertainment in these shows, they see life styles, career choices and social interaction in them. Imagine young people continuously watching

films with male superheroes and princesses who need to be saved (e.g., as seen in many classic Disney films), as well as television shows with smart and fit men who easily save problems through witty conversations (e.g., as seen in the Ocean's 11 film series) and women who stay at home and only revolve around their own love life or children (e.g., as seen in Desperate Housewives, Pretty Little Liars, etc.). Woman are portrayed as weak and need to be saved while men are portrayed as the saviors, strong and muscular or in recent years, as playboys who manage to connect with everyone around them. Regularly watching, but not reflecting on, women being saved by men, can result in young people changing their expectations and decisions in life:

Possible consequences	
	Women waiting for the "perfect savior", e.g., the "knight on a white horse," who supports them, so they do not have to do anything
	Women thinking, they cannot achieve anything without this "savior"
	Pressure on men to behave and especially perform as strong, unrelenting and without weakness
	Dissatisfaction when these unrealistic expectations are not met

Not conforming to these standards results in exclusion from society

And if young people do not fit into these stereotypes or achieve to fulfill these life goals, society faults them for being wrong or being different. Young people are pressured by society to fit into these stereotypical standards or face exclusion, making it almost impossible to escape social expectations. Due to this, it is fundamental to show them the origin, cause and consequences of these stereotypes and facilitate the identification of gender roles. Therefor allowing them to overcome stereotyping and create their own role models, as well as making them aware that they are not broken or wrong for not complying with stereotypes.

2.3.4 Gender diversity: Transsexuality and non-binary gender

Transsexuality and non-binary gender in recent years have attracted greater attention by social discourse and awareness of the matter among the social mainstream has thus increased, albeit often only in the context of other discussions regarding gender discrimination of women and over-sexualization and toxic masculinity of men. Gender identity is a very personal topic. While some people feel comfortable identifying with their assigned sex right away, others might not feel the same. Through socialization, children and adolescents are expected to learn about the so-called "appropriate" and "normal" binary genders and accompanying gender roles. Not fitting into society's norm and defining oneself outside the binary gender boundaries of society, often results in exclusion, ignorance and discrimination from society.

There has been some inclusion into society and daily practices in the last few years, with some websites being more accepting, letting someone choose between "male", "female", "none of these/not identifying with either" or "would rather not state" and the appearance of non-binary and transsexual characters on television and films (e.g. the Amazon Prime series Good Omens or the British soap opera Hollyoaks) but an equal inclusion of more than two genders is still far away. And despite it being more debated in the last few years, at birth, people are still separated in female and male genders and face negative feedback from society when they define themselves outside the binary norms of society.

The aim of The Shanarani Youth-led project is to address stereotypes projected to male and female and to enable young people to think further than just their assigned genders. This guide and all project results include a large focus on male and female stereotypes, as these are the

current socially accepted norms. This project is not trying to be ignorant of a more differentiated view on gender, nor does it attempt to reinforce the traditional binary view, however, this guide is to be seen as an entry point for working with young people, it is to meet the young people where they are and encourage reflection and create awareness, which can and should go beyond the narrow scope of the traditional binary system and this project. For this reason, the activities, discussions and reflections should always be open and accepting towards genders outside of the traditional binary gender normative and include gender beyond the cis-normative model.

Enabling young people and youth workers to see past the binary genders and raising awareness regarding other gender identifications, supports all genders of the binary normative as well as outside the set gender boundaries by society. People not identifying with the binary gender model or the other side of it suffer from the gender stereotypes and expected gender roles just as much as people identifying as male or female. For them it might even be more essential to address the topic of gender stereotypes and gender roles, as they are expected by society to conform to one gender and fit into something, they might not feel comfortable with.

2.3.5 Addressing gender stereotypes in different countries

When addressing gender stereotypes in different countries, it is essential to keep the national context and cultures in mind. This is not only important for the used materials, for examples, using a local advertisement or a film produced by the learners' own country, but also for the implementation of the training itself. Different countries might have a different framework regarding gender education. Some countries support women in work life more than others, while others include gender education in schools as a set part of the curriculum. In the following chapter, the partners analysed differences between the partner countries participating in the Shanarani Youth-Led project.

According to the Global Gender Gap Report (2020), the countries rank as follows: Greece 84th, Italy 76th, Romania 55th, Spain 8th and the United Kingdom 21st out of 153 world countries. The report builds a score based on gender equality in the sectors economic participation and opportunity, educational attainment, health and survival and political empowerment. While Italy, Spain and the United Kingdom showing their best aspects in political empowerment in comparison of men and women, all three countries showed their worst ranks in the department of health and survival. Greece also ranked their worst in health and survival, but achieved their best rank in regards to educational attainment. Romania ranked best of all countries in health and survival but proved their hardest aspect to be political empowerment between men and women.

Greece: According to the European Institute for Gender Equality – EIGE, Greece ranks last in the EU on the Gender Equality Index with a score of 52.2 out of 100 points. Even though the country's score has increased by 3.6 points since 2010, its ranking has remained the same.

In Greece, the gender pay gap stands at 15.0% (the average gender pay gap in the EU is 16.3%) according to data from Eurostat and the European Commission. Some of the factors that contribute to the gender pay gap are:

•   Management and supervisory positions are overwhelmingly held by men. Within each sector men are more often promoted than women, and paid better as a consequence. This trend culminates at the very top, where amongst CEOs less than 6 % are women.

•   Women take charge of important unpaid tasks, such as household work and caring for children or relatives on a far larger scale than men do. Working men spend on average 9 hours per week on unpaid care and household activities, while working women spend 22 hours – that's almost 4 hours every day.

•   Women tend to spend periods off the labour market more often than men. These career interruptions not only influence hourly pay, but also impact future earnings and pensions.

•   Segregation in education and in the labour market; this means that in some sectors and occupations, women tend to be overrepresented, while in others men are overrepresented. In some countries, occupations predominantly carried out by women, such as teaching or sales, offer lower wages than occupations predominantly carried out by men, even when the same level of experience and education is needed.

The differences in the family roles are also evident when examining the rates of unemployment by gender and sorted by marital status. In Greece, a large difference (8,9%) in the unemployment rate between single men and women is observed (GSGE data), the unemployment rate for single women is 32,4%. An even greater difference is depicted between married men and women (10,6%) with the unemployment rate for women remaining at a high level (19,6%) indicating that when it comes to family roles distribution, a higher percentage of women are being mainly occupied with household work and parenting tasks thus being outside of the labor market.

In Greece, the percentage of female students enrolled in upper secondary vocational programmes is one of the lowest among OECD and partner countries. (35.4 %, 2018). Also, the share of female graduates from upper secondary vocational programmes is one of the smallest among OECD countries and partner economies with available data.

Amongst high-performing students in mathematics or science, about one in four boys in Greece expects to work as an engineer or science professional at the age of 30, while about one in four girls expects to do so (the difference is not statistically significant). About three in ten high-

performing girls expect to work in health-related professions, while about one in seven high-performing boys expects to do so. Some 8% of boys and 1% of girls in Greece expect to work in ICT-related professions.

The typical portrayals for men and women on Greek film, television and popular culture in general, do not differ significantly from the common gender-based stereotypes. It is important to note that there is not a single female owner or CEO in big media companies in Greece. This might play a role on the gender-based portrayals.

After public accusations of sexual harassment, strengthened through the "metoo" movement, and even rape by prominent women athletes and actresses, the public awareness of gender-based violence and harassment especially in the work environment seems to be increasing.

Italy: In Italy, the gender pay gap is a very important issue. According to data research from 2017, the gender pay gap has been declining in recent years (with 8,8% difference in salaries in 2014 and 7,4% difference in 2017), especially due to the greater growth of the average hourly wage of women (+2,4%) compared to men (+1%). Most occupational sectors show a disadvantage towards women, with the only exceptions being constructions, mineral extraction, transportation and storage. While women are underrepresented in these sectors, they are paid more than men. Reports also show that education is a big concern regarding employment, with the gender gap growing narrower when the educational level is higher.

Over the last decades, the role of family has changed in Italy, with more people living with their birth families instead of in couple relationships, as well as more single mothers living on their own with their children, instead of as a couple. On average, until 2014, men were more likely to stay with their own families before becoming fathers between the age of 35 to 44. The number of housewives in Italy has also decreased over the last decades, with most of the housewives being of the older generation with 60 years or older. Despite this change, the average number of unpaid work hours per working woman is at 1506 hours compared to 826 hours for men (employed and unemployed men).

In regards to the educational attainment of men and women, women have a higher average of completing a secondary education diploma and university degree, compared to men. Going into more detail, in the year 2019, men have an increased number of science and technology degrees (37,3%) compared to women (16,2%) with degrees in humanistic areas being the opposite, with on average 30,1% of women having a humanistic degree, compared to 15,6% of male graduates. As reported by the OECD, less than 5% of girls at the age of 15 consider a career in computer sciences or engineering, compared to 20% of boys.

In the film and artistic sector, women represent 37% of leadership positions (e.g. directors, members of the board of directors, administrative councils, etc.). Women hold a majority in the

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highest-level positions with 63%. Despite this, female artists earn about 1/3 compared to their male colleagues.

Stereotypes and gender roles are still very common in Italy, with them being included in many artistic creations like contemporary music. Women are often described as dependent and passive individuals, waiting for men in their life. Many females are often connected to being trophies, scandalous, being silly or being defined by love. This can be seen with examples like "Sei Bellissima" by Loredana Berté, a song about a woman obsessed with her boyfriend, or "Meschina" by Modà, a woman described as a cheater. Regarding the representation of women in the Italian filmography, since the spread of the famous "Italian comedy", films stage a shared image of women described either as a melodramatic character, pretty and "femme fatale", sorrowful mothers or cheated wives.

Romania: In Romania, the gender pay gap is larger in the private employment sector compared to the public sector. Women tend to lead in jobs regarding human resources and the financial and administrative sector, with female employees covering 67-79% of the leading positions in these sectors. In the educational field, 66% of the employees are women. In general, women are paid an average of 3,5% less than men, which is lower than the European average. Over the years, Romania has had multiple updates on their gender equality laws, stipulating the rights to equal payment. Despite this narrow payment gap, men tend to earn higher payment due to men holding higher rank positions with women overall only holding 6,3% of high-ranking positions. Women are more likely to work in unpaid jobs (e.g., household activities or community engagement).

Women are 25,8% more likely to care and educate their children, grandchildren, elderly or people with disabilities every day, than men. Additionally, women (75,3%) are almost twice as likely to do cooking and housework everyday compared to men (40,6%). This gap grows even larger for couples with children, with 78,8% of women in such family situations doing cooking and housework every day, compared to 42,4% of men in the same situation.

In Romania, 63,3% of young men graduated high school, compared to only 57,4% of young women. According to Eurostat, only 20,3% of young men in Romania completed their secondary education, compared to 23,9% of women. The differences are narrower between university graduates, with 18,7% of women and 16,4% of men holding a university diploma.

With 32,9 % women are more represented in tertiary education in the fields of education, health and welfare, humanities and arts, compared to only 17,9% of men. Women aged 49 or younger are more likely to be tertiary education graduates than their male counterparts. Regarding older generations of age 50 and above, men are slightly more likely to graduate tertiary education like colleges and universities.

Spain: With 14,9% difference in 2017, the gender pay gap in Spain is lower than the European average of 16,3% in the same year. Women are 14,6% less likely to obtain full-time employment. This difference grows even larger for women in relationships and with children, with only 59,1% of them working full-time, compared to 86,4% of the men. The rate is slightly reduced for women who are single parents. Regarding leading positions in large companies and as members of boards, Spain shows a higher average of men in such positions with 76,4% than women with 23,6%. With this, Spain is more inclined towards men in leading positions than the European Union average.

In families, there is a clear distribution of roles, with 84,5% of women doing housework every day, compared to only 41,9% of men. When investigating more closely, it is shown that women in families with children are even more involved in housework (90,7%) than men in the same situation (36,3%).

In education, women mostly show higher numbers than men. 48,7% of women between 25 and 49 years tend to complete their tertiary education (university, college, after secondary education training and studies, etc.), compared to 39,8% of men. Comparing this to older generations it shows that not only has the rate of tertiary education graduates increased over the years in Spain but also the participation of women. For people aged 65 years and older, only 9% of women and 18,3% of men completed their tertiary education degree. Women are about twice as likely to get a degree in education, health and welfare, humanities or arts with 48,7% of women deciding for such a degree, compared to 24,7% of men choosing one of these sectors. The difference grows even larger in work life, with 24,2% of women working in education, human health or on social work activities, with only 7,7% of men working in these fields.

The film sector in Spain is dominated by men, with them covering 70% of the occupations in the sector. 81% of directors in Spain are male, with 19% being female. Women only take majority in jobs like Artistic direction (56%), Costume Design (86%) and Make-Up and Hair (75%). Men have the biggest majority in the fields of Direction of Photography (90%), Musical Composition (88%) and Sound (86%).

Spain shows a narrower gender gap than many other countries worldwide but does accustom to many gender roles and expectations, with women generally staying in specific kinds of jobs or staying at home, taking care of the children.

United Kingdom: Despite the UK's abundance of legislation and policies being implemented such as the 2010 Equality Act which protects all citizens from discrimination in the workplace and in wider society and the 1998 Human Right Act which sets out the fundamental rights and freedom of everyone in the UK, the United Kingdom still has many large gaps in gender equality. In the United Kingdom, compared to an average of 1,6% of men, women work more part-time

with 5,4% on average. For full time employees, the highest paid 10% of women receive an average of 17.7% less than the highest paid 10% of men. This gap grows narrower for better earning occupations and positions.

Women are more likely to work in lower paid sectors of the economy, whereas men tend to work in higher paid sector. Women are more likely to work in occupations with higher proportions of female co-workers. In sectors that attract higher wages, women are still more likely to work in lower paid occupations such as 'Administrative' (76%) and 'Caring, leisure and other services' (81%) occupations. While women dominate the education sector, they are underrepresented in leadership roles. For example, in secondary schools women make up only 38% of headteachers, despites representing 63% of the teacher workforce. As a comparison, just 15% of primary school teachers are male. A similar trend can also be found in businesses with only 1 in 3 UK entrepreneurs being female which is equivalent to a gap of 1.1 million businesses.

British society has traditionally viewed men as the breadwinner of the family, while women were the homemaker and primary caretakers of the children. According to the Office of National Statistics, more children are being raised in single parents' household nowadays. Similarly, the number of same-sex families have also increased by 40% since 2015, following the legislation of same-sex marriage in England, Wales and Scotland in 2014. However, while women enjoy equal rights and the opportunity to choose their form of contribution to the household dynamic, traditional views on family and household duties prevail.

Girls between the ages 7 to 11 years old are moving ahead of boys in test scores. These trends continue up to GCSE level, where recent GCSE results show a 7% achievement gap between girls and boys in all subjects. These trends dictate the disparity among the amount of male and female school-leavers applying to university. Over three quarter of female secondary school pupils in the UK who claim that they have been on the receiving end of sexist comments from other pupils. There are also concerns about the sexualisation of young girls withing the educational environment.
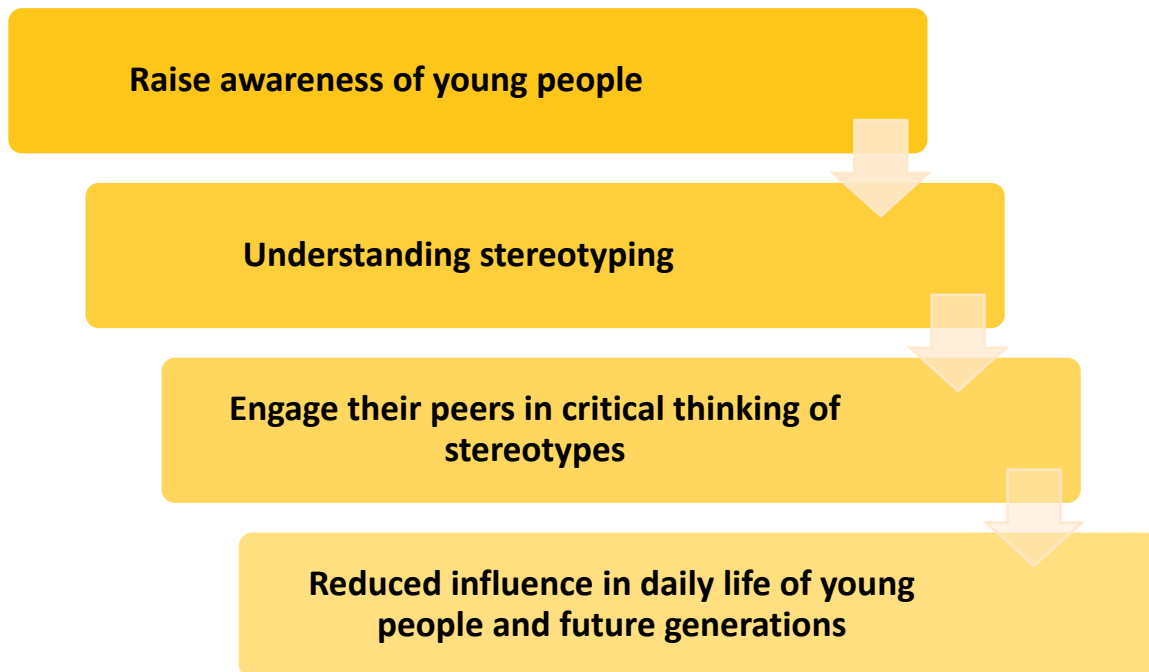
Recent research has shown that 13.6% of directors are women in comparison to men. On average, female directors direct fewer films into their career and are less likely to receive the same number of opportunities as men. This is also evident, across the whole industry with a low proportion including film crew, female creatives, media team and writers. There is no effective regulatory system to police or enforce gender equality. Without adequate protection and in an industry where hiring is conducted primarily privately and reputation is of great importance (discouraging any complaints by a discriminated upon party) unfair hiring practices go unreported and ignored.

3. METHODOLOGY FOR THE WORKSHOPS

3.1 Addressing gender roles and stereotypes in a youth-led training

Young people may have come in contact with an analysis of stereotypes in films and television shows before, although they are mostly seen as entertainment and usually criticized in regards to their **entertainment** value and production quality. Even if they have heard about stereotypes in this media before, it is important to **raise their awareness** regarding stereotypes and their consequences. Stereotypes and their effects are not necessarily "bad" if they are questioned, investigated and understood but without **knowing the cause and consequences**, stereotypes can have serious repercussions.

Raise awareness of young people

Understanding stereotyping

Engage their peers in critical thinking of stereotypes

Reduced influence in daily life of young people and future generations

First, young people have to be able to recognize and discuss stereotypes and gender roles. If they are not able to identify what a stereotype is, it will be impossible for them to reduce its influence. In this regard it is fundamental to foster their understanding of not only explicit but also implicit, meaning unconscious, stereotypes which they might not know about.

The Shanarani Youth-led project is especially focused on a youth-centered approach, meaning the trainer acts as a facilitator for the young people to learn new competences and apply new skills. The trainer does not act as a lecturer, counsellor or instructor but gives input and examples for the young people to analyze gender stereotypes which they encounter in their daily life.

Once learned in the workshops, the young people should possess the following competences and knowledge:

Knowledge	Skills/Competences	Responsibility and autonomy
Awareness of gender stereotypes and roles in entertainment media	Identifying and recognizing of gender stereotypes and roles in films and television shows	Initiative to apply the learned skills in their daily life without supervision or instruction
Knowledge on how to address gender stereotypes among their peers	Engaging in discussions about gender stereotypes with their peers; how to deal with differences of opinion and perspective	Taking lead in discussions and motivating other people to participate
Origins and cause of stereotypes	Able to identify and/or research the reason behind stereotypes and gender roles	Explain origins and reasons behind stereotypes to others in a coherent form
Consequences of gender stereotypes in general and on their own daily life	Recognizing the consequences of gender stereotypes and stereotyping on their daily lives	Able to question their own and others' behavior and choices in regards to stereotyping without supervision or instruction
Creation of new, positive and realistic role models for their future (to reduce the influence of negative gender stereotypes)	Using their own individuality and creativity to develop new role models and defy stereotypes	Engage and collaborate with their peers to think of new role models, combining different views and interests

For the workshops and the sustainability of them, it is important for the participants to be able to identify, address and discuss stereotypes. Young people will receive guidance, but not teaching/lecturing, from the trainers and, at a later stage, be able to explore stereotypes in their daily life outside the framework of the workshops. Thus, guaranteeing a youth-led approach and enabling the young people to apply the learned skills individually in their daily life.

To ensure the active participation and motivation of the participants, the trainer should:

- Understand their role as an assistant and facilitator and not as a teacher or lecturer.

- Set certain goals for each session, together with the young people, and integrate their suggestions and feedback as much as possible.
- Trust the participants and give them responsibility over their tasks and projects.
- Allow for the young people to express their opinions freely and openly.
- Provide positive feedback and commentary.
- Listen actively to the young people.
- Be clear in communication.

3.2 The framework of the youth workshops

The workshops will follow four main topics, identified by the project partners, which the young people will elaborate and explore under the guidance of the trainer:

Workshop 1, Topic 1: Common and un common portrayals of gender in film and television and the reproduction thereof

Workshop 2.1, Topic 2: Gender gap and discrimination in film and television productions

Workshop 2.2, Topic 3: Stereotypes in media and news coverage

Workshop 3, Topic 4: Promotion of new role models and improved individuality and reducing the influence of stereotypical portrayals among young people

The topics cover both the audience perspective into films and television shows but also explores the situation behind the scenes, as well as investigating gender roles in news coverage.

The trainers will provide examples for each topic and then motivate the young people to explore the topic in groups or individually. It is essential for the young people to first understand what stereotypes, especially gender stereotypes, and gender roles are. They will be provided with information to be introduced to the topic of stereotypes before starting the workshop, allowing for them to start thinking about stereotypes they might have experienced or practices in their life. In the workshop, the trainer can give a short review of the introduced topic and reflect on the information they received. Before guiding the participants in their own exploration of stereotypes, the trainer should give some examples to ensure the young people have some input to apply in their research and activities. Afterwards the trainer acts only as a

facilitator and support, when needed but leaves the investigation to the young people themselves. The activities are set to:

- Motivate young people to voice their opinions.
- Enable young people to research and investigate stereotypes in films and televisions shows themselves.
- Enable young people to analyze and question gender stereotypes, their cause and their effect on society and their daily life.
- Engage young people into a discussion and exchange with their peers.
- Empower young people to show initiative in identifying and exploring gender stereotypes and roles in their daily life.
- Improve young people's initiative towards applying the learned content in their future.

The workshops will include activities to be implemented at home outside of the workshop setting to prepare for the following sessions. The trainer will also provide additional material after the workshop to enable young people to further investigate the topic.

3.3 Adapting the workshops according to the needs

As mentioned before, the workshops can and should be adapted to the needs of the participants. Their needs can vary depending on their age, culture, country, interests, etc. and it is essential for the trainer to be aware of such differences.

Demographic differences

Examples: Age, location of residence, gender, employment, education, etc.

Demographic differences are the most apparent differences in participants when implementing a training. It is evident that a training has to be implemented differently for a 14-year-old than for a 21-year-old person. Still, demographic differences also include categories as gender, origin, employment and status of income. Thus, being essential for aspects, like what resources can this participant access? When do the participants have time to attend this workshop? Do they have to travel a long time to get to the training location?

The trainer has to take all of these factors into consideration and adapt their workshop to the participants needs. We collected a few examples of adaptations to be made:

Possible obstacles	Possible approach(es)
The participants are unable to come to the training location or would have to travel a long time to get to the workshop	The workshops can be adapted to online trainings. If they are adapted the trainer has to check if all participants have access to a computer, tablet or smartphone.

The participants have to work/go to school during the day	Try to find a schedule that fits all of the participants. If some have time when others are busy, it might be a better idea to split the group and offer two different times for the same workshop.
The participants do not understand the content of the activity due to wording, phrases, etc.	The trainer should always research the age of the participants before the workshop to find out if any expressions, terminology or language need to be changed accordingly. A 15-year-old understand different things than a 30-year-old participant.

Cultural differences

Examples: national film and television preferences, sexuality on film and television, expressions considered as rude or insulting

Cultural differences pose one of the harder differences to spot, especially if the cultural beliefs and background of the participants differs from the ones of the trainer. Hence, the trainer has to be aware of cultural differences between the trainer and the participants, as well as among the young people themselves.

The trainer has to reflect on the participants' cultural background and adapt not only expressions and wording, but also consider what examples they use during the workshop activities themselves. Some films or television examples might not be considered appropriate for some participants.

Furthermore, some countries film and television markets are dominated by US-American content while other countries feature more of their national films and shows, making examples from such national shows more appropriate for the workshops.

Training differences

The last category of differences is directly related to the workshop implementation. When planning the workshop, the trainers need to consider the location, time and resources they use, as well as reflect on the young people's reaction to activities and guidance.

Location: The location of the workshop, if held face-to-face, should feature good air flow, light and temperature and not make the participants uncomfortable. The location should be examined before the actual workshop and has to correspond to the number of participants. If

there are more young people attending the workshop, the room has to be bigger than if there are just 5 participants.

Time: The time for the workshop should be fitting for all participants and not overlap with other important events, forcing them to arrive later or leave early. There are four workshops in total, meaning the participants should be available for all four sessions.

Resources: All resources and tools used in the workshops need to be ready for use and should not be prepared during the training itself. If there are any technical problems arising during the training, it is recommended to have a colleague or expert available who can focus on and fix the problem without disturbing the overall training.

Attendance: Especially during online trainings, but also occurring in face-to-face trainings, are phases of distraction, boredom or fatigue. This is not necessarily due to the trainer and the workshop content but can also occur because of external influences, e.g., noise outside of the training space, disturbances by co-workers or friends, having had an exhausting work/school day before the training. It can also stem from lacking interest in a specific activity during the workshops. Whether it results from the training itself or external circumstances, the trainer has to pay attention to the young people and should be able to adapt the activities accordingly. To guarantee continued attendance and concentration, the trainer can:

- shorten/lengthen activities if necessary;
- take a short break so everyone can move or rest for a moment;
- facilitate discussions among the participants; it is highly recommended not to hold long lectures but actively involve the young people's participation;
- motivate young people who speak up less than others, to take part in the discussions and voice their own opinions.

All adaptations to the workshops should be according to the needs of the young people who are participating in the training. The trainer should start a training well prepared and knowing their participants. Some adaptations have to be implemented before the start of the workshops (location, time, etc.) while other adaptations have to be applied during the training itself, depending on the participants and the progress of the workshops themselves (focus of participants, motivating discussions, etc.)

4. ACTIVITIES FOR THE YOUTH WORKERS

Before implementing a gender education workshop with young people, the youth worker themselves should be aware of what stereotypes are, their possible effects and consequences and their origin. The youth worker should have an open attitude to diversity of the participating young people, as well as to different perspectives. They are expected to facilitate initiative, discussion, critical thinking and awareness among the young people.

The following exercises are recommended activities for the youth worker to train for the workshops, learn about stereotypes themselves and raise their own awareness regarding gender stereotypes and gender roles. The youth workers should acquire the same knowledge and skills as the young people as well, hence, some of the activities overlap with the exercises from the youth workshops.

4.1 Overview for workshops

Workshop 1: Stereotypes and gender roles (3 hours)

Duration/Time	Topic	Method/Exercise
10 minutes	Welcome and Presentation of training schedule for the day	
15 minutes	Welcome exercise	Nr. 1, This Is Me
55 minutes	Sharing experiences with gender roles and stereotypes	Nr. 2, Exploring Gender Roles
10 minutes	Short break	
20 minutes	Theoretical input and presentation with background information on origins and effect of stereotypes + cultural aspects	Presentation by the trainer, see Additional Materials 1
40 minutes	Music exercise to raise awareness regarding stereotypes	Nr. 3, Listen Closely
20 minutes	Presentation of Training Handouts	Presentation by the trainer, introducing all the Additional Materials (Handout Materials)
10 minutes	Answering open questions and evaluation of the day	

Workshop 2: Gender stereotypes in film, television and media (3 hours)

Duration/Time	Topic	Method/Exercise
10 minutes	Presentation of training schedule for the day	
60 minutes	Raising awareness of gender stereotypes in film and television	Nr. 9, What Is Happening?
20 minutes	Theoretical input into gender discrimination in film and television productions	Presentation by the trainer, see Additional Materials 2
10 minutes	Short break	
20 minutes	First Step for the next day Posters Presentation activity	Nr. 5, Posters Gallery First Steps
50 minutes	Film evaluation regarding stereotypes and their effects	Nr. 4, Video Analysis
10 minutes	Answering open questions and evaluation of the day	

Workshop 3: Motivating new role models (3 hours)

Duration/Time	Topic	Method/Exercise
10 minutes	Presentation of training schedule for the day	
50 minutes	Learning to use imagination to improve gender portrayals	Nr. 5, Posters Gallery
30 minutes	Reflection on character traits identified with gender	Nr.6, So Typical
10 minutes	Short break	
40 minutes	Learning to present in an appropriate time frame and engage listeners	Nr. 7, Learn, Share, Listen
30 minutes	Sharing experiences of the training and best practice	Nr. 8, I Learned…I Want to Learn

10 minutes	Answering open questions and evaluation of the day and the training in general	

4.2 Training units for workshops

Nr.	1
Exercise Name	This Is Me
Objectives	- Getting to know each other - Establishing a safe and comfortable atmosphere for the participants
Duration	15 minutes
Materials/Resources	-
Nr. of participants	Min. 10 participants
Description	1) The trainer starts introducing themselves with their name, their age or their workplace, one of their hobbies and one person or character they have something in common with or who inspires them and why. The trainer then hands the word to one of the participants. The next participant repeats the same steps with his own information and aspirations. 2) The trainer asks around if everything was understood clearly or if someone would like a repetition from one of the participants.
Methodology remarks	-
Further reading/sources	-

Nr.	2
Exercise Name	Exploring Gender Roles
Objectives	- Raise awareness regarding gender roles - Recognize and identify gender roles faced during one's own life - Analyze social expectations due to gender roles
Duration	65 minutes
Materials/Resources	Paper, pens, 2 boxes or bags to put the papers into, flipcharts
Nr. of participants	Min. 10 participants
Description	1) Each participant gets two paper sheets. Each participant is asked to write an event/activity they were able to do easily in

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their life because of their gender on one paper, and an event/activity they could not do because of their gender on the other paper.

2) The papers are sorted into the 2 boxes/bags.

3) The trainer picks them out one by one and reads them aloud. After each paper, the participants are asked to discuss if this happened to them as well, why it might be easier/harder for one gender.

4) After reading through all the papers, the participants are asked to share if they found any of the papers surprising and what they think could be possible consequences for young people to be prevented from doing something they would like to.

5) The participants are split into 2-4 groups. Together they discuss how their life might be different if they had gotten the chance to explore the activity they wanted and if they might have been stopped from doing the activity they easily came to because of their gender. Each group appoints one speaker who presents the findings of their group.

6) The groups come back together and share their findings one after another. The trainer summarizes their findings and similarities/differences thereof. The trainer asks the participants if they have any additional remarks to their findings.

Methodology remarks	It is recommended for the trainer to present their own papers first, as an example. Examples of possible activities: - Take specific sports lessons - Play with specific toys - Go out with friends to an event
Further reading/sources	-

Nr.	3
Exercise Name	Listen Closely

Objectives	- Raise awareness regarding stereotypes - Identify one's own stereotypical thinking
Duration	40 minutes
Materials/Resources	3-4 Songs which are unknown or unfamiliar to the youth workers; can be in a different language
Nr. of participants	Min. 5 participants
Description	1) The youth workers are presented with a song they are unfamiliar with. They are asked to listen to the song without knowing the artist, the song title, the exact lyrics and the music video. 2) After listening to the song, the participants are asked to share their thoughts on who might be the artists (gender, age, ethnicity, etc.), what might be the meaning behind the lyrics and/or the content of the music video. 3) The artist, lyrics and music video are revealed. 4) The youth workers discuss and reflect on how close or far off they were from reality, how they applied stereotyping to the song and where the applied stereotypes might come from.
Methodology remarks	This exercise can be applied with focus on the artist, the lyrics or the music video. It does not necessarily need to include discussion on all three categories.
Further reading/sources	Song examples: Tracy Chapman – Sing for You Shania Twain – Man! I Feel Like A Woman Aqua – Barbie Girl

Nr.	4
Exercise Name	Video Analysis
Objectives	- Identify and analyze gender stereotypes in film - Allow for all participants to share their perspective and opinion - Reflect on gender stereotypes and their effects
Duration	40 minutes
Materials/Resources	2-3 video sequences showing implicit and explicit gender stereotypes, 2-3 minutes long
Nr. of participants	Min. 10 participants

Description	1) The participants are split into 2-3 groups depending on the number of participants. The trainer gives each group a video sequence to analyze.
	
	2) The groups analyze the sequences and write down the stereotypes they found in them. The stereotypes should be put into categories: explicit/implicit, realistic/unrealistic, general stereotype/gender stereotype
	
	3) The groups watch the video clips together and each group presents the stereotypes they found. Other participants have the chance to add or remark on the findings and their categories.
	
	4) The groups come together again and reflect on the origins and effects of the found stereotypes:
	   o *"Why is it portrayed like this? Where does this stereotype come from?"*
	   o *"What are possible effects and consequences on viewers, especially young people?"*
	
	5) The groups present their results to the whole group and reflect on the outcomes and share their opinions.

Methodology remarks	Alternative activity: The groups get the same video sequence to analyze and compare their findings with each other. This activity can also be adapted in this way, if there are more groups than video sequences.

Further reading/sources	Video examples:
	   o Suicide Squad (2016)
	   o Gossip Girl (2007-12)
	   o The Ugly Truth (2009)

Nr.	5
Exercise Name	Posters Gallery (2 parts)
Objectives	- Identify and analyze gender stereotypes in film and television promotion - Allow for all participants to share their perspective and opinion - Reflect on gender stereotypes in a more interactive exercise
Duration	20 minutes + 50 minutes

Materials/Resources	2-4 printed out posters for television shows or films
Nr. of participants	Min. 10 participants
Description	Part I: 1) The participants get 15 minutes to research possible films or television shows which feature stereotypical portrayals on their promotional materials (e.g., posters, banners, etc.) 2) The participants inform the trainer about their choices for posters. There does not need to be one poster per person. Part II: 3) The participants are split into 2-4 groups. Each of the groups receives one poster. 4) The groups discuss the stereotypical gender portrayal on the posters first. Afterwards they are asked to think of ideas on how to improve the posters to present the movie as well as reduce / remove the gender stereotypes from the promotional material. They can draw on the posters or make notes. (30 minutes) 5) The groups then present their results to the whole group and the trainer and share their reasons for the changes. Together they reflect on the outcomes and discuss the changes.
Methodology remarks	If online: The trainer can copy the picture onto an online drawing tool for the participants to draw on the poster
Further reading/sources	Film/television example: o The Ugly Truth (2009) o 300 (2006) o Ocean's Eight (2018)

Nr.	6
Exercise Name	So Typical
Objectives	- Addressing character traits identified with gender - Reflect on gender-related emotions and behavior
Duration	30 minutes
Materials/Resources	Paper, pens
Nr. of participants	Min. 5 participants

Description	1) The participants are asked to each name one emotion or behavioral trait which is usually identified with only the female gender. This continues on until no one has any more traits to name. The trainer writes down all the traits. 2) The first step is repeated with only the male gender. 3) The participants are then asked to choose three traits from each list. The traits should be characteristics they see in themselves. 4) The participants share their characteristics and the reason why they chose those them. 5) The participants discuss and reflect on the terms they think should apply to both genders and why they are usually only identified with one gender.
Methodology remarks	If there is a bigger group, the participants can also be split into smaller groups first, with each one collecting traits for each gender. Afterwards the activity continues as a whole group with step 3 above.
Further reading/sources	-

Nr.	7
Exercise Name	Learn, Share, Listen
Objectives	- Actively engaging listeners - Motivating other participants to discuss and engage - Learn about stereotypes in other countries and cultures - Exchange of experiences
Duration	40 minutes
Materials/Resources	Paper with 3 columns for the questions, pens
Nr. of participants	Min. 4 participants

Description	1) The trainer splits the group in pairs of 2-3 people.
	
	2) The smaller groups share the following with each other:
	  o *"A gender stereotype in my country/culture is…"*
	  o *"Due to this stereotype, many women/men behave like this…"*
	  o *"Because of this behavior, they suffer from these consequences…"*

	3) Each group then has to present their shared knowledge, with the other person always presenting for their partner. The presentations should be between 1-2 minutes per person. 4) After each group, the other participants are asked to give them feedback on their presentation and give advice to improve their ability to engage and motivate attention from the listeners.
Methodology remarks	The trainer should keep track of time for the presentations but not interrupt the participants, to let them learn about appropriate length for a presentation and get a feeling for timing. The trainer can also give feedback to the presentations if necessary and appropriate.
Further reading/sources	-

Nr.	8
Exercise Name	I Learned… I Want to Learn
Objectives	- Exchange information on best practice for youth work - Reflect on the workshops
Duration	30 minutes
Materials/Resources	Paper sheets with topics, pens, post-its
Nr. of participants	All participants who took part in the workshops
Description	1) The trainer presents three sheets of paper to the participants. Each paper starts with the following statements: *"In this workshop, I learned…"* *"In the future I want to learn more about…"* *"I still struggle with…"* 2) The participants get 10 minutes to write/pin their answers on each paper with their answers. 3) The trainer reads the answers aloud for the whole group and they discuss possible questions, remarks or concerns.
Methodology remarks	-
Further reading/sources	-

5. TRAINING TOOLS

During the implementation of the training for young people, the youth workers have to consider multiple aspects which should be applied during the whole duration of the workshops. They are important to enable young people to actively participate in the workshops and establish a safe atmosphere of learning.

The trainer should highlight the non-judgmental character of the workshops. The training is not a place to judge or comment on each other's past experiences, own practices or future aspirations. The workshops aim at enabling them to learn and share and engage with each other in an open manner.

All analyzed videos, films and television shows, as well as other information presented in the training has to be explained in context during or after the activities. If not a specific step in the activity itself, the trainers are asked to share the background information for a specific content after each analysis and activity. Especially if video or examples shown in the activities are from a different country, include a language unknown to the participants, the trainer is asked to share more gender discrimination and gender role information about that specific culture and context. This allows for the participants to learn more about origins, effects and consequences of gender stereotypes and analyze stereotypes in regards to their background instead of just superficially recognizing them.

The trainer should only act as a facilitator and guidance entity in the workshops, explaining why and what kind of activities are being done. If some participants are struggling to interact with the others, the trainer can intervene and support them in engaging more with their peers. This must be implemented without forcing them to do something they do not feel comfortable with.

5.1 Overview for workshops

> Workshop 1: Stereotypes (3 hours)

Learning Goals:

- ❖ Identify and analyze gender stereotypes.
- ❖ Realize one's own active practice of stereotypes.
- ❖ Raise awareness regarding gender stereotypes in films and television shows.

Duration/Time	Topic	Method/Exercise
15 minutes	Welcome, introductions and overview of training schedule	

15 minutes	Warm-Up and reflection on video	Nr. 1, This Is Me
60 minutes	Recognizing gender stereotypes	Nr. 9, What Is Happening?
10 minutes	Short break	
25 minutes	Theoretical background and information on gender stereotypes and gender roles	Presentation by the trainer, see Additional Materials 1
45 minutes	Differences of perspective and stereotypical portrayals	Nr. 10, Male gaze vs female gaze Alternative: Nr. 6, So Typical
10 minutes	Answering open questions and evaluation of the day	

Workshop 2: Gender gap and discrimination in film, television and media (3 hours)

Learning Goals:

❖ Obtain background information on television and film productions in regards to gender discrimination.
❖ Actively analyze and research gender stereotypes.
❖ Identify gender discrimination in television and film productions.
❖ Raise awareness towards the reproduction of gender stereotypes and gender discrimination in the media.

Duration/Time	Topic	Method/Exercise
10 minutes	Presentation of training schedule for the day	
50 minutes	Quiz as introduction to gender gap and discrimination in film and television production	Nr. 11, Quiz Play!, see Additional Materials 2
30 minutes	Gender stereotypes in advertisements, Part I	Nr. 12, Let's Play!
10 minutes	Short break	
40 minutes	Gender stereotypes in advertisements, Part II	Nr. 12, Let's Play!
30 minutes	Current affairs and media coverage on gender equality and gender discrimination	Nr. 13, Reducing Gender Discrimination, see Additional Materials 3
10 minutes	Answering open questions and evaluation of the day	

Workshop 3: New role models (3 hours)

Learning Goals:

❖ Strengthen self-confidence.
❖ Reduce the influence of gender stereotypes and stereotypical gender roles in one's daily life.
❖ Motivate the development of a more concrete and independent outlook and plan for the future of the participants

Duration/Time	Topic	Method/Exercise
10 minutes	Presentation of training schedule for the day	
40 minutes	Raising awareness for stereotyping in daily practices (with the help of language)	Nr. 14, Fill In The Words, see Additional Materials 5
50 minutes	Using creativity, imagination and teamwork to create new role models	Nr. 15, Our Future
10 minutes	Short Break	
60 minutes	Creating a role model of themselves for the future and finding opportunities based on their interests	Nr. 16, A Day In My Life
20 minutes	Answering open questions, workshop evaluation and Conclusion	

5.2 Training units for workshops

Nr.	9
Exercise Name	What is happening?
Objectives	- Raising awareness of stereotypes applied by the participants - Identifying stereotypes
Duration	60 minutes

Materials/Resources	2-3 video sequences from television shows or films, depending on the number of participants: - Between 2-3 minutes long - Featuring conversations between characters - Showing implicit and explicit stereotypes - The scenes should be (mostly) unknown to the participants
Nr. of participants	Min. 10 participants

Description	1) The trainer plays one of the video clips without showing the scene to the participants, only letting them listen to the audio.
	
	2) The participants are split into groups of max. 5 people to discuss what they think happens in the scene, answering the following questions:
	   o *"How many people are participating in the scene?"*
	   o *"What is the scene about?"*
	   o *"What kind of television series or film is it?"*
	   o *"Who are the characters?"*
	
	3) The participants come together again and each group presents their findings and reflect on their answers together (similarities, differences, additional thoughts, etc.)
	
	4) The trainer shows the video sequence to the participants.
	
	5) The participants compare their expectations to the actual scene and reflect on their differences and similarities, as well as any stereotyping they might have applied when hearing the scene.

Methodology remarks	-

Further reading/sources	Video examples:
	   o Pretty Woman (1990)
	   o Birds of Prey (2020)
	   o Gilmore Girls (2000-05)

Nr.	10
Exercise Name	Male gaze vs Female gaze
Objectives	- Identifying stereotypes - Differentiating unrealistic and realistic stereotypes - Differences on perspective between women and men

Duration	45 minutes
Materials/Resources	2 video clips from films/television shows: - Should be from connected films/television shows - Length 2-3 minutes - Different focus due to male/female focus (main characters, director, etc.)
Nr. of participants	Min. 10 participants

Description	1) The participants are split into two groups. One group watches the male perspective video, the other groups watched the female perspective video.
	
	2) The groups get 20 minutes to analyze the videos regarding gender stereotypes and gender roles.
	   o *"Is there any stereotyping applied in this scene?"*
	   o *"What kind of gender stereotypes can we identify?"*
	   o *"What might be the reason for portraying it this way?"*
	
	3) Afterwards they present their findings to the whole group. Together, all participants reflect on the differences/similarities between both clips.

Methodology remarks	Video examples:
	   o Suicide Squad (2016) / Birds of Prey (2020)
	   o Ocean's Eleven (2001) / Ocean's 8 (2018)
	   o Step Up (2006) / Step Up 2: The Streets (2008)

Further reading/sources	-

Nr.	11
Exercise Name	Quiz Play!
Objectives	- Raising awareness regarding the gender gap in film and television production - Engage participants in an interactive exercise to learn background knowledge
Duration	50 minutes
Materials/Resources	Background information collected by the trainer, paper See questions template in Additional Materials 2
Nr. of participants	Min. 10 participants

Description	1) The trainer starts a quiz regarding gender facts in film and television production. It is recommended to ask open answer questions. Example Questions:
	
	    o *"Can you name 5 male and 5 female directors?"*
	    o *"Was this film directed by a man or a woman?"*
	    o *"How many male/female directors won an Oscar (or other country specific award?"*
	    o *"What is the average salary for a male/female actress?"*
	
	2) The participant/group with the most correct answers/guesses wins!
	
	3) After the quiz, the trainer goes through each question again and supports the participants to reflect on it, using the template in Additional Materials 2

Methodology remarks	-
Further reading/sources	-

Nr.	12
Exercise Name	Let's Play (2 parts)
Objectives	- Identifying stereotypes in advertisements - Differentiating unrealistic and realistic stereotypes - Raising awareness and recognizing the cause why we gender toys
Duration	20 minutes + 40 minutes
Materials/Resources	Video clips of advertisements (1-2 minutes) or poster advertisements
Nr. of participants	Min. 10 participants
Description	This activity consists of 2 parts. Part I: 1) The participants are split into groups of max. 5 people. Each group gets a video clip or poster of a toy advertisement depicting a toy, usually gendered into boy or girl toys. 2) The groups get 20 minutes to analyze the advertisement regarding gender stereotypes and gender roles. They should answer the following questions: o *"What do you see in this advertisement? What is being advertised?*

o *"Are there any stereotypes in this advertisement?"*
o *"Why is it depicted this way? Is this a realistic portrayal?"*
o *"Can I identify my younger self with this?"*

Part II:

3) The participants get another 10 minutes to think about changes and improvements they would apply on the advertisements to reduce the influence of stereotypical gender roles.

o *Does the advertisement need changing or does the advertisement just need to be explained when shown?*

4) Afterwards, the groups present their findings to all the participants. The trainer provides them with background information on the advertisement (date of release, gender discrimination in the country it was released in, etc.) and the group reflects on their analysis in regards to the context information. The participants give input and feedback to each other.

Methodology remarks	-
Further reading/sources	Buser T., Niederle M. Oosterbeek H. (2012): *Gender, Competitiveness and Career Choices*. National Bureau of Economic Research Working Paper Series, USA, No. w18576 Serra P., Soler S., Camacho-Miñano M., Rey-Cao A., Vilanova A. (2019): *Gendered Career Choices: Paths Toward Studying a Degree in Physical Activity and Sport Science*. Frontiers in Psychology, Switzerland.

Nr.	13
Exercise Name	Reducing Gender Discrimination
Objectives	- Raising awareness about recent gender discrimination issues worldwide and on a national level - Enabling participants to find out more about current affairs of gender discrimination from reliable sources
Duration	30 minutes
Materials/Resources	- Access to the internet for all participants (preferably tablets, laptops or computers)

	- Templates for the participants to fill in for step 2, see Additional Materials 4
Nr. of participants	Min. 10 participants
Description	1) The trainer presents a recent movement influencing gender discrimination and gender equality (e.g. #metoo) and discusses how it came to be, what happened and what are recent developments, with the participants.

2) Afterwards, the participants are separated into 3-4 groups. They are asked to research movements and initiatives against gender discrimination. This can be an organization, a movement or a special project. It can be a recent initiative or a historical one which they think had a big influence on gender discrimination in their country/worldwide.
They should explore its origins, its objectives, its methods and its results/outcomes. The participants can fill in the template presented to them.

3) The participants present their findings to the whole group, introducing their chosen initiative and the information from above. They should also tell the others why they chose this specific initiative.

4) The other participants can ask factual questions if something was not understood well. |
| Methodology remarks | - |
| Further reading/sources | - |

Nr.	14
Exercise Name	Fill In the Words
Objectives	- raising awareness to stereotyping applied by the participants in their own daily life routines
- raising awareness regarding gender discrimination and gender roles in language
Duration	40 minutes
Materials/Resources	Template from Additional Materials 6, pens
Nr. of participants	Min. 3 participants

Description	1) This is an individual activity. The participants are asked to fill in the blanks on the provided template. The template includes text examples, asking the participants to fill in gendered words like *he/she, him/her, his/her*, raising awareness regarding their own prejudices towards gender roles. 2) The group comes together and read through it together, identifying differences and similarities in how they filled out the template. 3) The whole group reflects on their own stereotyping and why they filled out the template as they did.
Methodology remarks	The trainer can also create their own word template. It is essential to pay attention to the language used in the template, as some language have non-gendered versions of words. Example: ○ *English: the teacher (m/f)* ○ *Spanish: el profesor (m), la profesora (f)*
Further reading/sources	Ehrlich S., Meyerhoff M., Holmes J. (2017): *The Handbook of Language, Gender and Sexuality*. WILEY Blackwell, USA, Second Edition.

Nr.	15
Exercise Name	Our Future
Objectives	- Using imagination and creativity to create more individuality - Facilitating critical thinking about gender portrayals - Engaging the participants in an interactive exercise to question stereotypes and explore gender portrayals
Duration	60 minutes
Materials/Resources	Paper, pens
Nr. of participants	Min. 10 participants
Description	1) This exercise starts as an individual activity. Each participant gets a sheet of paper and is asked to draw their aspirations of themselves for the future. The trainer presents them some input statements: ○ *"I am good at… (hobby, interests, knowledge, etc.)"*

	o *"In the next five years, I want to try to… (activity, occupation, etc.)"* o *"In the future, I never want to be…"* After 20 minutes the participants come together to share their answers. 2) The participants are then asked to share their images of themselves with the group. 3) If something is not understood well or unclear, participants can ask factual questions to their peers, after each presentation.
Methodology remarks	The participants can either write down their aspirations and desires for the future or also draw a picture of themselves in the future. It is up to them how they portray themselves on the paper.
Further reading/sources	-

Nr.	16
Exercise Name	A Day In My Life
Objectives	- raising self-confidence and facilitating a more confident outlook towards the future - enabling participants to think about their wishes, desires and concerns for the future - motivating participants to think about their future in a safe and open atmosphere
Duration	40 minutes
Materials/Resources	pens, paper
Nr. of participants	Min. 5 participants
Description	1) This is an individual activity. The participants are asked to think about a day in their life in 20 years and draw or recount this day in their life on paper. 2) After 15-20 minutes the participants will narrate a day in their life in 20 years. o *Living situation* o *Private life* o *Occupation* o *Special hobbies/interests* o *Other specifics they want to mention*

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	3) The other participants or the trainer can ask questions if something was not understood well.
Methodology remarks	If implemented online, the participants can also make notes for themselves or the teacher can create a template for them. It is essential to guarantee them of a safe and open atmosphere and not include any judging or prejudice in the asked questions and reactions to the presentations of each participants.
Further reading/sources	-

THEORETICAL BACKGROUND AND INFORMATION ON GENDER STEREOTYPES AND GENDER ROLES

Stereotypes are "a set idea that people have about what someone or something is like, without always having proof or facts that this set idea really applies".

This shows that stereotypes can be positive and negative. The fundamental problem is not stereotyping, since it helps us to navigate in society and life but stereotypes become a problem once we base off our decisions solely on them and do not consider the possible consequences.

Differentiation between stereotypes

	Explicit stereotypes	Implicit stereotypes
Definition	Stereotypes that are known among society and which individuals tend to admit and discuss	Stereotypes which unconsciously influence our behavior and which we usually have no awareness of
Example	Girls prefer playing with dolls	Girls are recommended for nursing and care jobs and are doubted and judged in technical occupations
Possible consequence	Girls receive dolls as toys and do not receive complicated building blocks (example: building sets for girls are usually easier and consist of less parts). Based on this early facilitation girls develop more competences and confidence in areas similar to their toys	Girls trust themselves less to take on specific careers and they are encouraged to specific kinds of occupations. They might even be discriminated and disadvantages working in specific areas

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WHY DO WE USE STEREOTYPES?

- Historical gender roles and expectations
- Prejudice
- Fear of the unknown and people who are different to oneself
- Idealistic expectations, despite them being unrealistic

- Navigating the world around someone
- Trying to "fit in" and finding your own place in society
- Fear of being excluded from friends and family due to being "different" because someone is not conforming to known expectations (stereotypes)

WHERE DO STEREOTYPES COME FROM?

WHAT ARE POSSIBLE EFECTS OF STEREOTYPES?

Self-stereotyping

Judging oneself based on stereotypes they and others believe in. This can result in loss of self-confidence for not fitting into the desired male/female ideal despite the ideal not being realistic

Discrimination and violence

Becoming violent and showing discriminating behavior when facing groups different to oneself and different cultures because negative stereotypes turned to beliefs despite not being based on facts and the truth

Discrimination and exclusion

Exclusion of young people among their peers, due to not conforming to the negative gender stereotypes portrayed on television, film and the media

Self-fulfilling stereotypes

When expecting an individual or a group to act a specific way (which they would usually not conform to) but due to this expectation they are led to behave this certain way, fitting the prevalent stereotype about them

WHY DO WE SHARE STEREOTYPES?

Common environment

Being in the same environment results in a shared stereotype due to experiencing the same situations, problems and inputs. Therefore, the individuals start perceiving and reacting the same way and begin to share mutual stereotypes

Intergroup relations

This explanation argues that stereotypes stem from social interactions among groups. These groups can be defined through a common similarity, e.g., age, cultural origin, skills, interests, etc. When such a group encounters a group of people different from them, certain mutual expectations are built. Example: if a group of adolescents (age 10-14) meets a group of elderly people (age 70-80), both will have specific expectations of how the other group will (re-)act to the situation. The elderly might expect the adolescents to be loud and energetic, even if they have never met the adolescents. Hence, the group members share common stereotypes due to their shared expectations of behavior made towards the other group.

Socialization

Another option is the socialization and upbringing of individuals. Some experts argue that children and adolescents are more likely to adopt stereotypes, compared to grown-ups. Children and adolescents are only starting to navigate around society to find themselves. They are searching for role models and are still building their identity

Peer pressure

This process argues that stereotypes are shared among a group of people due to the majority or the group leaders to share the same opinions and influences. If the leader of a group or more than half of the group believe that women should stay at home and cook for their husbands, the other members will agree to this stereotype due to peer pressure, even if, originally, this is not their original opinion. Additionally, not adapting to the common stereotypes might lead to exclusion or discrimination, forcing group members of different opinions to change their viewpoint

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TEMPLATE QUESTIONS FOR ACTIVITY NR. 11, QUIZ PLAY!

01

QUESTION	How many male and female film directors are there in Hollywood (in percent) in 2019?
ANSWER	In 2019, only 10.6% of the registered directors in Hollywood were female, with 89.4% being male. Despite being the highest in the last decade for female directors, statistics have shown that such a rate never guarantees growth in the long run. Over the last decade there have been constant ups and downs in the ratio between male and female directors

REFLECTION

There has been a shift in the more recent years with some of the top grossing films featuring female directors, with films like Captain Marvel and Frozen II featuring a male-female duo of directors. But as solo directors, women are highly underrepresented. It has also been reported that women get less chances to actually direct a film with many productions choosing male directors. This can be attributed to factors like experience and previous success but can end up being a self-fulfilling circle of exclusion with women not being able to gain success due to being left out of the industry. In general, many production feature more male staff than female staff and with men often in more leading roles:

- Masculinized areas: Production (74%), Direction (88%), Script (87%), Musical Composition (96%), Photography Direction (93%), Editing (80%), Sound Manager (93%) and Special Effects (99%)
- Feminized areas: Costume Design (86%) and Makeup and Hairdressing (72%)

Why are women hired less than men to direct films in your opinion? What do you think could be done to make the situation more equal for both genders?

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- https://time.com/5763937/oscars-2020-female-directors-shut-out/
- https://cimamujerescineastas.es/informe-cima-2017-las-mujeres-representan-solo-un-24-del-cine/

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02

QUESTION	Out of the top 10 highest paid actors and actresses in 2020, how many are men/women?
ANSWER	Out of the highest paid actors/actresses worldwide in 2020, there is only one woman: Sofía Vegara as the 9th highest paid actor/actress worldwide.
	Furthermore, there is a definite salary difference for the highest paid actors and actresses: The highest paid actor in 2019, Dwayne Johnson, made around 89 million US Dollars from taking part in 4 films and acting as host in one television show. The highest paid actress in 2019, Scarlett Johannson, made around 56 million US Dollars from starring as a main role in 3 films, one of them Avengers: Endgame.

REFLECTION

Women earn about 38% of what men earn in the film industry. Why do you think women earn less of a salary than men? What objective aspects might influence their salary? Acting experience, awards earned, how many and what kind of scenes, previous success with films, etc.

A more recent and extreme example was the film "All the Money in the World" from 2017. Due to sexual harassment claims made against one of the main actors, Kevin Spacey, the film had to recast the role and reshoot 22 scenes just one month prior to release with their other main actors, Mark Wahlberg and Michelle Williams. It later came to light that Mark Wahlberg received about 1,5 million US Dollars only for the reshooting, while Michelle Williams received only 1000 US Dollars for the reshoot. Following the uproar in the Hollywood industry and backlash from the public, Mark Wahlberg donated his full earnings from the reshoot, as well as additional funds from his agency, to the Time's Up movement, a legal defense fund for women who experienced sexual harassment in their work place.

What do you think about this event? What do you think would have happened if the salary difference had not been made public? Do you think this was a sole example or there might be other scenarios where the payment difference was this extreme? Do you think the male actors should also stand up for their female co-stars or is it just a female centered topic?

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03

QUESTION	In percentages, how many programs have solely female or male protagonists?
ANSWER	In 2019-2020 programs had a ratio of 29% sole female protagonists, 37% male protagonists and 33% ensemble cast. This includes streaming services (shows premiering on Amazon, Netflix, etc.), as well as the traditional cable and broadcast networks (shows premiering on television). Just taking the streaming services, the male and female ratio of protagonists is the same with 42% each and 16% featuring an ensemble cast.
	According to an online study, Hulu and Netflix have the highest representation of women in leading roles (on screen and behind the scenes) with 65-70%, with Amazon Prime coming in third with 45% female-led content.

REFLECTION

Why do streaming services feature a more diverse cast than television networks? It is not just male-female representation that is being featured more on streaming services but it has also been reported that streaming services feature more diversity in cast (men/women, white/black/Hispanic/etc.) and production teams (directors, editors, writers, etc.). But this does not necessarily mean the situation is equal. As often the salaries differ or the portrayals of men and women are still filled with stereotypes which induce negative effects and further facilitate stereotypical gender roles.

Of course, many shows and films are based on books or other materials, like Comics. As long as those base materials feature more male protagonists than female protagonists, the ration between them will not change anytime soon. According to an online study, of nearly 200 best-selling fiction books more than 64% of the novels featured a sole male protagonist, with about 25% featuring sole female protagonists. The study also reveals that books with male protagonists sold approximately 10 million more copies than books with female protagonists. On the contrary, studies have shown that between 2014 and 2017, films with female protagonists have had more success and income than films with male leads.

Do you think there should be more female led films and shows? Or do you think the "quality" of portrayal has to change?

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04

QUESTION	How many women were identified by their roles as wife or mother (personal life roles) and how many men were identified by their occupational positions?

ANSWER	52% of female characters, compared to 38% of men, were portrayed mainly as mothers/wives. 56% of men, compared to 42% of women were identified with their occupational roles

REFLECTION

Why are women more likely to be represented through their personal life compared to men and their occupation position?

Excluding historical films where there might have prevailed an even more drastic "mother and wife" portrayal of women than now, women are often portrayed either as a wife and mother or as sex symbol in today's films and television shows. Many argue that the problem in these portrayals lie in the casting of the directors, producers and writers, with most of these positions covered by men.

Also, compared to fatherhood, motherhood is a much more portrayed topic in television and film. Fathers are often shown as "suffering" due to divorce or loss (being widowers), or incapable of taking proper care of the child, while mothers are often shown as strong and reliable, albeit still emotional.

What consequences do you think come of this kind of portrayal? Do you think this portrayal is realistic?

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05

QUESTION	More than 100 years have passed since a woman appeared nude on screen for the first time (Annette Kellerman) in a Hollywood movie. In the film industry it is evident that there are more naked portrayals of women than men. What do you think is the ratio of nude portrayals between men and women?

ANSWER	For every undressed actor there are three undressed actresses

REFLECTION

Why is there such a difference in portrayal of nude scenes? How do you think movements like #metoo influenced nude portrayals? Some actresses, like Keira Knightley, have a "no nude scenes" clause in their contracts. Since them#metoo movement and partly (but rarely) before it started, film and television sets are hiring intimacy coordinators to oversee intimate scenes to make the actors and actresses feel safe and ensure respectful treatment for them. Do you think this is a positive change? What effects and consequences can you see coming from hiring such a coordinator?

A remaining problem: Intimacy coordinators are in high demand since the #metoo movement but there are just not enough experienced coordinators for all the intimate scenes in films and shows. Intimacy coordinators are responsible for intimate scene including hugging, hand-holding, kissing as well as sex scenes. Do you think they should be hired for all such acts or do you think it is appropriate to only hire them for sex scenes?

"A kiss tells so much and very often it will be 'oh, it's just a kiss', but actually you need to take as much care over a kiss and you know the irony is that actually when you choreograph a simulated sex scene, that's actually all pretend, there's no intercourse happening. Whereas when two people kiss, they're actually kissing, and so it's even more important that it's structured (...)" – Ita O'Brien, intimacy coordinator for BBC.

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06

QUESTION	It is a highly debated topic of recent years, "toxic masculinity". But what does "toxic masculinity" really mean and what does it refer to?
ANSWER	Toxic masculinity is defined as a specific image of men and boys: suppressing their emotions, pretending to be hard and rejecting any kind of softness in their image, as well as using violence (physical and psychological) to show power. It is an image of what men and boys should be, forcing a lot of them to behave according to this portrayal even if it is not realistic or necessary to behave like this.

REFLECTION

What is your definition of toxic masculinity? Do you think the portrayal of toxic masculinity in films has influenced you or your surroundings in any way? Do you know any film examples portraying such men?

Toxic masculinity is a concept of masculinity that has been around for decades. It has many other names and terms referring to it, for example, "macho", "machismo", "boys will be boys" and others. It can also be referred to as "traditional masculinity ideology".

In 2018-2019, also strengthened by the #metoo movement, the term has been used more frequently in debates and discussions and many organisations across the world have started officially exploring and studying the influence of toxic masculinity on young men. Official authorities have also started deeming the content of toxic masculinity as dangerous for the development of adolescents and children.

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Reducing Gender Discrimination

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Name of the project / movement	Start of the project / movement

Objectives

Funding / Support by institutions/ companies/ government

Activities

Impact (short-term / long-term)

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Learn, Share, Listen

The Shanarani Youth-Led Project Guide, Activity Nr. 7

A gender stereotype in my country / culture is...	Due to this stereotype, many women / men behave like this...	Because of this behavior, they suffer from these consequences...

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Additional Materials 6
TEXT TEMPLATE FOR ACTIVITY NR.14
FILL IN THE WORDS

The participants are asked to fill in the occupations/positions and pronouns.

___ got up in the morning and made breakfast for ___ two children. ____ prepared toast and cereal for them. Afterwards, ____ got ready for the day. ____ worked in the hospital as a nurse.

The hospital was located in the center of the city. The doctor decided to do ___ rounds in the early morning and check on ___ patients. ___ went into the patient's room and looked at the chart. ___ turned to the nurse and asked ___ to keep an eye on the patient for the next few hours. The nurse agreed and asked the patient if ___ should bring the person something to eat.

Outside the hospital was a construction site, building the new hospital wing. The construction manager looked at ___ workers and instructed them their next tasks. Afterwards ___ went to check on the electricity. ___ met up with the electrician and asked ___ if they could get the cables working today. ___ nodded and guaranteed the manager they would get it done today.

At noon, one hospital staff came over to them and ___ handed out drinks and sandwiches to them. ___ asked how it was going and reminded them to be careful and not do anything dangerous.

While their parent was working in the hospital, the children attended school. The bell rang, it was time for the English lesson to start. The teacher came into the room and put down ___ books before looking at ___ students and starting the lesson.

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