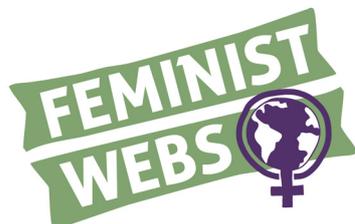


INTERNATIONAL WOMEN'S PACK

This resource will help you to



- Develop a variety of creative and practical approaches to problem-solving
- Understand barriers that affect young women everywhere



We have created three useful activities to help your group understand some topics, (such as sexism), that are explored through our International Women's pack. Through case studies, the pack highlights some of the barriers young women from around the world and closer to home experience because of sexism. These may help to continue the conversation further!

You can download the International Women's Resource, for free, from the Feminist Webs website:

feministwebs.com/resource/international-womens-pack

Things to note



- It's important that young women have a safe environment to discuss how some of the issues that come up in these activities may affect their lives.
- Before running these activities, we advise that you create some ground rules with your group, such as listening to each other and respecting new or different points of view.
- We encourage you to explore and challenge sexist language and behaviour during the activity and in your usual sessions. For example ideas such as "all women are terrible drivers", "she's a bitch because she won't go out with me", and "man up".
- These activities are designed to be used by all young people. Young men and other young people are affected by, and need to be aware of, sexism too!

Begin by asking your group to define the words: "sexism", "feminism" and "gender":

- Sexism
- Feminism
- Gender

Then go on to any or all of the following activities:

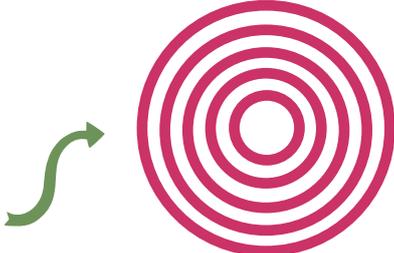
- The Target Exercise: Sexism and how it affects young women
- Pressures and Expectations
- Inspirational women in your life

THE TARGET EXERCISE: SEXISM AND HOW IT EFFECTS YOUNG WOMEN

What you will need

- Large paper
- Marker pens
- Five copies of the "Sexist Actions" sheet on page 4. To save time, cut these up in your session preparation rather than doing it in the session.

How to use it

- Split the group into smaller groups of three or four people.
- Ask the young people to draw a big target on a piece of flipchart sized paper.  Make sure the target has five rings on it.
- Give out the list of sexist actions and ask young people to discuss how sexist or harmful to young women they think each action is. The more harmful or sexist they think the action is, the closer to the middle of the target they should place the action. Let the young people know that they cannot place the action on the target until everyone in their group agrees where it should go – this should create debate and critical analysis of the actions. If no agreement is reached, tell them they should create a pile of 'undecided' sexist actions and use these for further discussion.
- Once the groups have debated and placed their actions on the targets, get the groups to walk around and look at where other groups have placed their actions.
- Ask the young people to return to their own target and consider whether there were any groups who had drastically different answers to their choices and how they feel about that. Read through some of the sexist actions and ask groups to share where they placed it, and why. Do any of these things happen in the group space? Does the group feel that there is anything they need to stop or start doing? You could work with them to make a list of actions they want to take, inside and outside their group.

Questions and further activity

- Are there any actions about which the group now feel differently?
- Do the sexist actions affect young men differently? How?
- Is it only boys and men who can be sexist or prejudice towards women?
- Revisit the definition or definitions you/the group came up with.
- Why do people identify as feminists?
- What might a group feminist manifesto look like? (Record these ideas and type/ write them up for the group to have in your space).

Sexist Actions Sheet

Women called out for carrying condoms but men are not	Girls using the word 'bitch' to talk about other girls
Boys slapping girls bums	People calling girls dykes if they wear 'boys clothes'
Girls calling each other 'hoe/ slag'	Girls not learning where their clitoris is in sex education
Shaming or teasing girls about their bra size	Women/ girls being expected to remove or have no body hair
Watching pornography	Page 3 in tabloid newspapers
Rape culture banter	Worker saying 'hi guys' when addressing a mixed gender group
Using the word 'pimp' to talk about boys/men	Girls being called slags if they have sex with lots of people
Not featuring plus-size women in films, or only in comedies	Boys calling girls frigid for not having sex
Boys being called a 'player' if they have sex with lots of people	Male member of staff calls girls 'sweetheart' and 'love'
Men's football and other sports are funded better than women's	Boys calling girls hoe/ slag and the girls saying they don't mind
A boss not hiring a woman 'in case she gets pregnant'	Pole dancing advertised as sport/ exercise for young women
Playboy Bunny pencil cases and t-shirts	Boys saying 'ewww' when learning about vulvas and vaginas in sex education

Boys things in blue and girls things in pink	Calling boys 'gay' if they are feminine
Boys using the word 'bitch'	An older woman being told she is 'past it'
Drag queen performances mocking women	Women-only spaces e.g refuges and youth groups
The assumption that women should look after children in a relationship	Boys toys are cars and girls toys are domestic items (e.g. toy kitchens)
Asking boys to help lift heavy things, but not asking the girls	Paying VAT (tax) on tampons and sanitary items
Mostly women working in primary schools and nurseries	Clubs only letting women in if they are 'dressed up' in heels and dresses
Laughing at muscly sports women	Boys and girls doing different sports at school

PRESSURES AND EXPECTATIONS

This exercise encourages young people to think about

- The pressures and expectations put on young women.
- How these impact on young women.
- How to develop strategies or ways of thinking and being, to help cope with and eliminate some of the effects on their lives.

Things to think about

- Explore and challenge any negative or prejudiced opinions that arise. This might include opinions on gender roles, being under/ overweight, race, and faith. It's important to explore where prejudiced opinions come from; just telling someone off without exploring it isn't very effective.
- If you use images in your session, ensure you have diverse representation e.g. different body shapes, LGBT+ people, different faiths, ethnicities, ages, disabled and able-bodied people. If you are looking through magazines or other forms of media, discuss how well they represent the general public and how the group feels about the diversity, (or lack of it!), shown.
- Remember to end the session with something empowering and positive, it can be quite overwhelming naming oppressions and thinking about and becoming aware of the many different pressures and expectations on young people's lives. Make enough time for the empowering activity, which allows the group to focus on positive action and self-affirming things. You could ask every young person to give a reason they value/appreciate to the person standing next to them, or opposite them. Celebrate all the work you create and the achievements made in the group.

What you will need

Essential:

- Large, long sheet of paper e.g. wall paper lining paper, (tape a few sheets of flip chart paper together if you haven't any large paper to hand - it needs to be long enough to fit a person sized drawing on)
- Felt tip pens
- Cardboard and paper of all shapes, sizes and colours

Optional:

- Craft materials: things to sew on and with, scrap material, old clothes, glue, scissors, stencils (for patches)
- Badge maker and equipment (if you have access to one)
- Card, craft knife, paint, sponges (for stencil poster making)

How to run



- Ask the group if anyone would like to volunteer to be drawn around on the sheet of paper (if not, just ask for a volunteer to draw a body outline instead).
- Ask the group to think about all the pressures that they experience as young women, or if a mixed group, what they think the pressures are for young women. For example, the pressure from mass media to be thin or to be good at cooking. If the group are struggling you may want to ask some prompt questions such as:
 - What are women not allowed to do?
 - What things do people expect women to like, and like doing?
 - What jobs or careers do we assume women can't or won't do?
 - What expectations do people have for women and their bodies?
 - How do we expect women to act?
- Ask the group to write these things down outside of the body.
- Now ask the group to think about how these things make them feel and the effect they can have on young women. Ask the group to write these things inside the body.
- When they're finished, the group should stand back from the image and observe what they have recorded. Ask each young person to pick something that stands out to them and go round the group sharing what each person has picked.
 - What stands out and why?
 - How has doing this exercise made you feel?
 - If they could remove one of the pressures from young women, what would it be and why?
- Ask the group to work in pairs. Each pair should pick five things from outside of the person and think about what advice they might give to a friend who was experiencing those pressures or expectations. How might they try to make them feel better? Can they think of any tips for coping with the pressure?
- When everyone has finished, ask each pair to share two or three of their tips, putting a cross through each word on the paper as they provide a way to combat it.
- To end the session the group should think about ways that they can feel and be empowered. Some of the tips shared may come into use here.

We have recommended four simple ways to help the group feel empowered: badge making, patch making, collages and stencil art.

Either in pairs, smaller groups or as a whole group, ask the young people to think about empowering slogans and images that they've heard or seen before, or create their own come up with a list or share ideas together. As a group, decorate badges, patches or create stencils, (to make posters), with the slogans and images. This activity creates something the group can wear and/ or put up and around different spaces to feel empowered.

Slogan examples include:

“Hairy ain't scary”

“Riots not diets”

“We're here, we're queer – get over it”

“Cinnamon rolls, not gender roles!”

Some things for the group to think about

- Do the group think women in other areas or other countries experience the same pressures and expectations? Talk about similarities and differences that they know of and why they think some are different and some are the same.
- Are there any intersecting identities that may change or intensify these pressures and how? e.g. a person's age, ethnicity, sexuality or religion.
- Discuss whether people in the group might contribute to the pressures, intentionally or unintentionally. How can people in the group change this?
- How do pressures and expectations on young men differ to those on young women? What about people who don't identify as male or female, and those who have trans identities?

INSPIRATIONAL WOMEN IN YOUR LIFE

This exercise encourages the group to think about

The women who have inspired them or had a positive impact on their lives, however big or small.

What you will need

- Felt tip pens
- Large paper e.g. flipchart or wallpaper lining paper.
- Craft materials: glue, scissors, old magazines or newspaper.

How to run

Ask the group to think about three or four women who have made a positive impact on their life or where they live. Ask them to think as far back as they can remember. It might be an amazing primary school teacher they had, a performer, or a scientist they learned about at college. It could even be a family member, friend or someone in the group.

Once everyone has their women in mind, ask them to pick one of their women and think about an image that reminds them of that person. This could be a portrait of them, the school where their teacher taught, their grandmother's house, a representation of the job or role that person does etc.

Ask the group to draw these images on a whole group map. The map is entirely fictional and seeks to explore the varied places and ways in which we can discover inspirational women. The diagram can be abstract or map-like with pathways/roads linking the women together. If they do not want to do a group map, they can make an individual map or a drawing of their inspiring woman.

End this session by asking them how they might be inspiring in their own way.

This pack is a collaborative piece of work created by Feminist Webs
and The Proud Trust

For additional youth work resources for young women to learn, have fun and
challenge sexism; or to find out about young women's projects in your area, visit:

www.feministwebs.com

or email

feministwebs@yahoo.co.uk

Find your local LGBT+ youth group by visiting:

www.theproudtrust.org

or email

info@theproudtrust.org



the PROUD TRUST
for LGBT awareness training & education
FIND US ON FACEBOOK | @THEPROUDTRUST | 07531 061777

• THEPROUDTRUST.ORG •