

## APPENDIX FOR PS SYMPOSIUM

### AN INSTRUCTOR'S GUIDE TO RUNNING GENDER DAY

#### Preparation and Logistics

One month in advance:

- Put out a call for facilitators for the group discussion session
- Confirm workshop leaders and topics, and collate any required or indicative readings to post online

One week in advance:

- Collate the names of all participating students (with their sex, country of origin/nationality and study level) on an Excel spreadsheet
- Allocate them to discussion groups in a way that achieves a proportionate balance of those three factors
- Email students the Excel list (with only their names on it, in alphabetical order) so that they can see which discussion group they are in
- Train the volunteer facilitators and prepare their folders

On the day of the first half of Gender Day

- Print out alphabetized lists of all students with their allocated discussion group. Post a copy on the lecture room door for latecomers
- Label all breakout rooms with the discussion group number
- Set up rooms with tables moved back and chairs in a circle
- Make all the online readings available for the end of the first session

After the first session

- The Gender Day leader takes all the slips indicating students' workshop preferences, and enters these into an Excel spreadsheet. Where possible students are allocated to their first choice of workshop. Numbers may vary depending on the workshop giver's stated preference and nature of the activity.
- Students are emailed an alphabetized list stating the workshop to which they have been allocated

On the day of the second half of Gender Day

- Print out alphabetized lists of all students with their allocated/chosen workshop. Post a copy on the lecture room door for latecomers
- Label all workshop rooms with the title of the workshop
- Set up rooms as workshop giver prefers, but often with tables in a horseshoe or in small clusters to encourage group work
- Email workshop givers a list of participants (also listing sex, nationality/origin and level of study)

### Training of facilitators for the group discussion session

Those who have volunteered to be group discussion facilitators are trained by the Gender Day leader in a three-hour session in the week preceding the first afternoon of Gender Day. We cover:

- the timetable of the whole event
- the principles of inter-cultural dialogue
- facilitation skills
- the structure of the session (a lesson plan) – see below
- working together as a pair

Each facilitator pair gets a folder containing:

- an attendance list for their session and full alphabetical list of all participants (in case someone has joined the wrong group)
- a list of all groups, rooms, facilitators and their cellphone numbers
- tips and guidelines for good facilitation and dialogue
- the lesson plan
- 20 copies of the 'Prompt' statements
- a pack of sticky notes
- whiteboard markers
- paper on which to note queries or issues that arise

### Workshop preparation

The Gender Day leader discusses the workshop title and description (4-5 sentences) with the leader, sometimes developing with them a teaching plan that builds in sufficient interactive activity, such as small group or paired tasks, that alternates with whole group discussion and information giving by the workshop giver. Any required pre-readings are posted online in advance, plus any other further reading. The powerpoint of the session, where available, can be posted online in advance or immediately following the session.

## TIMETABLE

### First afternoon:

TIME	ACTIVITY
1.15 - 1.30	<b>LECTURE THEATRE: BRIEFING</b> Students arrive and are handed a sheet listing the workshops they can choose for the following week. They rank three in order of preference, and hand the slip back. They can double-check on a list which discussion group they are in
1.30 - 1.50	Gender Day leader: <ul style="list-style-type: none"><li>• explains the programme of the two half days</li><li>• introduces the principles of dialogue, especially in an inter-cultural context</li></ul>
1.50	Students are then sent by group, with the group discussion facilitators, to their breakout rooms
2.00 – 3.50	<b>BREAKOUT ROOMS: DISCUSSION GROUPS</b>  Icebreaker and group agreement on their ground rules for dialogue Facilitated paired, small-group, and whole group discussion on personal lived and learned experience of gender roles and social expectations (see session outline below)  Return to the lecture theatre
4.00 – 4.20	<b>LECTURE THEATRE: Q AND A, AND LECTURE</b> Gender Day leaders asks for feedback from the group discussion, and responds to any questions and queries.
4.20 - 4.50	Power-point based lecture (with plenty of images and examples) on <ul style="list-style-type: none"><li>• Gender theory and terminology</li><li>• How gender analysis is relevant to the key fields of peace studies (politics, international relations, development, conflict resolution)</li></ul>
4.50- 5.00	A reminder that general readings are posted online, along with specific readings for the following week's workshop

Second afternoon

TIME	ACTIVITY
	LECTURE THEATRE: BRIEFING
1.15 - 1.30	Students arrive and can double-check a sheet listing the workshop to which they are allocated
1.30 - 1.50	Gender Day leader: <ul style="list-style-type: none"><li>• Answers any questions arising from student reflection or reading in relation to the previous week's session</li><li>• Outlines the expectations for the reflective writing assignment (what they learnt, the questions it raised for them, how gender relates to their field of study, further research into a specific topic of interest from any part of the Day)</li></ul>
1.50	Students are then sent by group to their workshop
2.00 – 4.00	BREAKOUT ROOMS: WORKSHOPS  Students take part in the workshop they have chosen  END

## First Afternoon: Group Discussion Session Lesson Plan

10 mins	<p>Welcome and icebreaker activities</p> <p>Group generates and agrees ground rules for open and respectful dialogue – these are written on the whiteboard or flipchart and remain posted throughout</p>
15-20 minutes	<p><u>Activity A</u></p> <p>Students are asked to get into pairs and to select as a discussion partner someone as apparent different from themselves as possible. Each pair receives a sheet with the 'prompt' statements. They read them through and discuss their initial reactions. Then they move to the related discussion questions. Facilitators move around listening to the conversations, asking questions, picking up themes</p>
20-30 minutes	<p>Whole group discussion</p> <p>Facilitators ask which statements students found most interesting and why. Often one statement will prompt very varied discussion and these response can be recorded on the white board and used expansively to explore</p>
5-10 minutes	<p>Short break</p>
10 minutes	<p><u>Activity B</u></p> <p>Participants get into pairs again, but this time with a different person, but again someone who is 'dissimilar' from them, and are given a sticky note pad and a question sheet</p> <p>On the whiteboard/flipchart the facilitators draw a Venn diagram of two overlapping circles. One side is labelled M (for expected masculine attributes) and F (for feminine role expectations)</p> <p>Participant pairs discuss the following question          'What are the key social expectation of men/women in my society/where I grew-up?' Students write gendered role expectations (e.g. 'men=breadwinners') for each sex on sticky notes which they place on one side or other – or in the middle – of the diagram</p> <p>Follow-up questions (on the other side of the sheet) for them to discuss</p> <ul style="list-style-type: none"> <li>• How is/was this for YOU? Do you fit these gender roles and stereotypes? If they don't fit you, who do they fit?</li> <li>• In your family/society – what kinds of masculinity/femininity are highly socially valued, and which are not?</li> <li>• What are the social consequences of staying within/straying outside the dominant gender roles with which you grew up? For you personally? For the wider society?</li> </ul>

15 minutes	Facilitators then lead discussion as to the similarities – and differences – in what participants have posted – and their responses to the follow-up questions.
10 minutes	Activity C (time permitting) In group of four students they discuss the following How did you learn what it means, socially, to be a man/woman? Which were the key institutions in transmitting gender rules?
15 minutes	Facilitators then lead a whole group discussion on this topic

## Prompt statements for Activity A

Read through these statements together. What are your initial thoughts?

I can grow a beard when I want to
I have a deep voice
I often listen to other people's problems
When I'm in a new place, I have a good sense of direction
I could get pregnant
I tend to worry about my body (weight, shape and so on)
I usually keep my hair really short
I paint my nails and use makeup
I play football
I am taller than 5' 6" (1.65m)
I know how to sew and cook
I have more oestrogen in my body than testosterone
I tend to cry from time to time
I have a tendency to get into fights with people
I tend to be open about how I'm feeling
I see myself as a logical rational person, rather than an emotional one
I enjoy talking about my personal life to my friends
I am physically strong
I never wear skirts

Now turn over the page and use respond to questions in relation to these statement

(Over page)

Discuss these statements in your pair.

What you think they mean?

Would you like to do any of these things?

Have you experienced social pressure to do/not do these things?

## A sample expansion of a prompt statement

I could get pregnant.....

- ... but I don't want children
- ... because I don't have access to contraception
- ... if I was fertile
- ... if my husband was fertile
- ... if I am sexually assaulted
- ... and not be able to decide about continuing the pregnancy
- ... but my husband/family will only be happy if it is a boy

... but will be ostracized if I am not married/the father is from a different ethnic group/caste/class or the pregnancy is the result of rape  
... but I would lose my job or be expected to give up my work  
... but not all women can and they are looked down on  
... but mothering is not just about pregnancy  
... but this also involves the father of my child  
... but I would prefer to adopt children  
... but parenting is a social function, that both men and women can carry out

Second Afternoon: Gender-related workshops offered between 2008 and 2015

Role-play of a ceasefire negotiation
Gender, landmines and demining
Gender, gendercide and sexual violence in conflict
Transgender/queer theory and International Relations
Gender and post-conflict reconstruction
Representation of women in political violence and terrorism
Masculinity and violent nationalism
Honour, gender roles, and social/political violence
The peace process and political transitions in West Africa
UN Security Council Resolution 1325 on women, peace and security
Political representation and gender quotas in post-conflict and post-transitional settings
Women in public office in Bangladesh and Africa
Gender and community conflict over water resources
Understanding state-sponsored homophobic violence, especially in Sub-Saharan Africa
Land and food security in Sub-Saharan Africa (Uganda)
Gender, land and sexuality
Living with HIV/AIDS in Tanzania
Gender mainstreaming and specialists in multilateral development organizations
How to conduct a gender audit
Becoming a man: nature, nurture and raising boys
Men researching men
Men, masculinity and health
Reproducing violence: Pathways to manhood in Medellín's periphery
Sociological perspectives on masculinity
Multiculturalism and forced marriage
Gender and the criminal justice system
Gender roles in the Second World War
Gender representation in social media
Images of violent conflict
Gender awareness in mediation practice
New patterns of marriage and cohabitation
Gendered work, care and welfare policy in the Middle East and North Africa
The emergence of public and private spheres in early modern Britain
Gender archetypes in myths and fairy tales

Student Evaluation Form

This is handed in with their written assignment (the reflective report) and is completely anonymous.

Level of Study (BA) or (MA) .....
Your sex/gender identity.....
Your cultural background/country of origin.....
Your age.....
Anything else you want to add about yourself?.....
Please read the following questions and circle your answers 1 = do not agree at all.....5 = agree very strongly
The facilitated morning discussion group helped my understanding of gender 1      2      3      4      5 Comments.....
The lecture and Q and A session helped my understanding of gender 1      2      3      4      5 Comments.....
The workshop I attended helped my understanding of gender 1      2      3      4      5 Comments.....
The online materials that were provide helped to deepen my understanding of gender 1      2      3      4      5 Comments.....
Any other comments you would like to make?