

CHANGING GENDER ROLES: “WOMEN BACK AT THE STOVE?”

AIM:

Creative work with change and continuity in regards of gender roles, relationships, legal framework and their influence on life reality regarding the topics gender and economy.

TYPE OF ACTIVITY:

in depth method

TARGET GROUP:

variable

DURATION:

- ▶ 50 (without future vision) to 110 minutes

ACCESSIBILITY:

- ▶ ability to write and read/ literacy

MATERIALS:

- ▶ paper and pens
- ▶ legal framework (printed, written on the blackboard/flipchart, presentation)

PROCESS:

In the beginning the legal framework will be explained and be put up in the classroom so anybody can see it (blackboard, flipchart, printed). Now the participants will write

a story. Starting point of this story is a young woman in the year 1960 who gets to know a man. How does this story continue? Important in this story are the areas of relationship (marriage, separation, divorce), education, work and family planning.

- ▶ The woman needs an approval of her husband or father if she wants to work.
- ▶ The woman needs to take the name of her husband if she wants to get married.
- ▶ The man can decide alone about the children.
- ▶ There is no parental leave for fathers.
- ▶ If the mother is not married the district administrative authority has guardianship for the children. If the mother wants the guardianship, she has to file application.
- ▶ In case of a divorce the husband gets the child custody.
- ▶ In case of divorce the money which was acquired in the marriage belongs to the man.

After that the participants write another story that takes place in the present time.

The participants who want to read their stories out loud can do this now. They can also talk about what they were thinking about when they wrote it.

Afterwards gender roles and the law framework of 1960 can be put in perspective to the present time. Possible questions can be:

- ▶ How was it to write that story?
- ▶ What did you think about?
- ▶ What has changed?
- ▶ What stayed the same?
- ▶ What has to change still?

As a third part a story about future visions or a group work about future visions can take place.

- ▶ How will the story look in the future? For example, 2050?
- ▶ What has changed? What should have changed?
- ▶ What stayed the same? What should have stayed the same?
- ▶ What are you wishing for in the future regarding this stories?