

Exhibition Facilitator Guide

Information about the exhibition Description

Background for facilitators

Norms are the ‘unspoken rules’ that govern how we behave, and we don’t often spend time thinking about or questioning them in daily life. Gender norms are the unspoken rules or expectations that guide what is acceptable for women and girls, and men and boys.

The purpose of the discussion is to surface gender norms (expectations for boys and girls) and get participants to discuss and reflect on them:

- How do viewers react to a particular situation? How is this influenced by differing expectations for women/girls and men/boys? What behaviors are considered acceptable and not acceptable? Why?
- Are these ‘norms’ beneficial, harmful, or both? In what ways? And to whom?
- Does a person’s perception of what others do and find acceptable match what they actually do and find acceptable? Why or why not?
- What do we mean when we say gender-responsive policy?

Preparation

- Distribute 4-5 post-it notes to each viewer (so that each viewer can use one post-it to vote per question).
- Distribute enough pens for each viewer to write their vote on the post-it (A or B).
- Prepare on a chalkboard, white board or flipchart paper space for viewers to place their votes. Facilitators can either collect votes, viewers can place their votes in the designated space.

Introduction

- Welcome the participants and express our excitement that they’re here. Thank them for their time.
 - Ask the audience why they think we’re here. Call on 2-3 people if the audience isn’t voluntarily responding.
 - Clarify any misunderstandings about why we’re here.
 - Establish that this is a safe space. They can share anything and we will treat each other respectfully and withhold judgment.
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- Explain that they are here voluntarily and can leave at any time if they wish to stop participating - we want everyone to feel safe and comfortable

Before Screening the Video

- Share that the audience is going to work their way through a story that has alternate endings and that they will control the outcome of the story.
- Explain that the video will pause several times and at each pause there will be a question they will respond to.
- Explain that they will anonymously answer each question using post-it notes or sticky notes and we can see the results in real-time once they're collected.
- **Viewers should respond to the questions along the video according to what they think would most likely happen in real life.**

Video Screening

Play the first segment of the video. Once the video arrives at the first decision point, ask viewers to select their answer and write it on a post-it note. Either collect the post-it notes and place them on the flip-chart paper, or have viewers place their own votes on the flip-chart paper. See which answer gets the most votes.

Ask the audience:

- Are any of the results surprising? Why? (Look for any obvious similarities or differences among the chosen pathways and ask the audience to comment on those).
- Why do you think this pathway got the **most** votes?
- Why do you think this pathway got the **least** votes?

Ask the participants what they would have done or felt in these situations.

- Are the answers that you picked representative of what would happen in real life? Or what would you LIKE to happen?

Ask "why?"

Keep asking why to see if you can get more insights from the audience. Jot down the comments.

Continue playing the video until you reach the next decision point. Repeat the process (including asking the discussion question) until you reach the end of the video.

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Discussion after the video

Discussion Questions:

- Where could the story have gone differently? Why do you say that?
- How important is it for community leaders, in their day to day jobs, to promote equal expectations for boys and girls, men and women?
- Should gender equity be a concern for men? Why?
- What would gender equitable futures for men and women look like?
- What do you think needs to be done to break the barriers women and girls or men and boys face to have equitable futures?
- Why is it important to take gender concerns into account in community programming?