love&respect

Preventing Teen Dating Violence

WORKSHOP: DISNEY STEREOTYPES

FUNDACIÓNINDERA

Erasmus+

THEORETICAL FRAMEWORK[1]

Violence against women is recognized as one of the most widespread social practices, promoted and reproduced within communities, being lived on a daily basis by women, attacking directly their fundamental rights.

Gender violence is related to sexist stereotypes, which can justify the violence of man instead of condemning it, by associating it with masculine attributes based on the predominance of the man over the woman, around which some men build their identity (Lawson et al, 2010; Reitzel-Jaffe & Wolfe, 2001; Stith, Smith, Penn, Ward & Tritt, 2004). This violence is often used to maintain the inequality of power between men and women and decrease, therefore, as progress is made in the construction of equality.

It is important to take into consideration that it is called gender violence because it implies hierarchical relationships and inequality, understanding that it is not biological sex that conditions women, but rather it has to do with the way in which culture builds them, with models where women have specific roles, differentiated from those of men.

Female roles are always stereotyped. As an example, women are seen or made feel obliged to be passive, tender, submissive, obedient, vulnerable and dedicated to the care of others; while the male role is associated with aggressive, competitive, high degree of demand for success, wisdom, leadership, courage and knowledge. Therefore, in the gender construction and in the processes of socialization, family is the reference with which the new members are going to identify themselves, as well as their environment and the expectations people have of them and within their communities and societies. Adults will be the ones who influence the identity processes, both of the boy and the girl, as from a very young age gender patterns are transmitted to them.

This is an indication that it is the current society itself that extends the stereotypes of inequality, submission and domination between the sexes, in the words of Barberá and Martínez (2004), "it does so through a sexist education transmitted from the different agencies of socialization". Thus, it is essential to keep young people in mind, since from early ages the manifestations of gender violence will become behavioral patterns, which will become a clear indicator of gender violence in the future adult life (Sánchez, 2016).

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[1] The theoretical framework here exposed is an extract of the document *TDV – Theoretical Framework* that can be found in our website: www.love-and-respect.org

According to the results of a qualitative study on gender violence in adolescence developed by Carmen Ruiz Repullo (2016), it was possible to identify that, after the stories provided by the interviewees, it is reflected that gender violence in adolescence is symbolized in a cyclic ladder that everyone rises at different rates.

According to Ruiz, the first steps disguise the violence of "love", where the girl gets used to the mandates of the boy. However, at each time the rise is less diffuse and the violence that suffers becomes more evident. It is a cyclical ladder since in each step the spiral of violence, tension, explosion and repentance take place. In each of them the girl is required to get used to this type of relationship of domination. As more steps are climbed, more difficult the descent is going to be. However, there is always an exit.
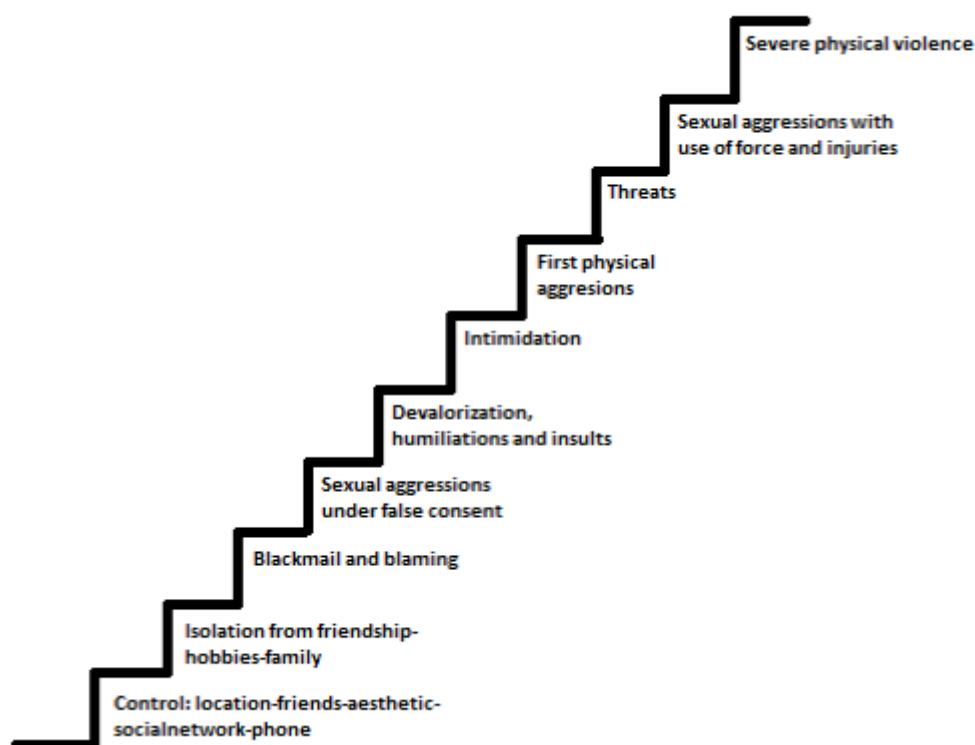
1 Source: Extracted from Ruíz's study (2016)

The social construction of love during the adolescence, through the agents of socialization, especially the media, leads to processes of attraction and choice not exempt from power asymmetries and hegemonic models of being a girl or boy (Gómez, 2004).

The process of attraction is understood as the socially constructed mechanism based on the model of hegemonic desire. It is the process that builds the desirable identities, both

for women and for men. Reinforced by the socialization agents, especially the media, the model of "bad boy" emerges as sexy and the "good boy" as a friend (Gómez, 2004; Amurrio, 2008).

The election process is an individual act, although not exempt from social influence, since generally the chosen models are the ones that society reinforces and considers desirable: "... people we consider attractive and not attractive are internalized through socialization and the interaction with other people, but not only the physical attractiveness, but the behaviors that are attractive and those that are not" (Duque, 2006: 79).

What would be behind the social construction of love in adolescent relationships is the so-called romantic love. In the words of Esteban, Medina and Távora (2005), romantic love: "... is one of the forms of love that involves the presence of sexual desire and that is perceived as singular and distinctive with respect to other forms of love, whether due to the intimacy it produces, the commitment it can remit to or the perceptions it generates".

Some of the reviewed works on romantic love refer to the existence of myths about romantic love and how to live it. By myth we can understand a preconception of ideas that, referred to romantic love, show a kind of "shared truths" that perpetuate the unequal roles and power asymmetries of boys towards girls and that are assumed in courtships as part of the relationship (Ruiz, 2016).

Those are false beliefs that "tend to have a great emotional charge, concentrate many feelings, and often contribute to create and maintain the ideology of the group and, therefore, are often resistant to change and reasoning" (Ferrer et al., 2010). In the realm of romantic love these myths produce shared beliefs about "true love", the true nature of love. However, the existence of myths that support the ideal of romantic love can be considered as a risk factor in adolescent love relationships (Luzón, 2011).

THE WORKSHOP

In this workshop we will talk about the image/desires/aspirations/etc. that are projected in girls and boys by Disney movies.

MATERIALS

- Princesses and heroes' images and videos, main characters from 3 Disney films: Snow White, Little Mermaid and Beauty and the Beast.

AIMS

- To distinguish and analyze the images and roles assigned to boys and girls.

- To compare between the ideas that convey the images of girls and boys in movies and the ideas they have of themselves and of how a girl and a boy should be and/or personal experiences.

- To think over the behavioral models proposed by the characters: real/not real.

INSTRUCTIONS

- We divide the students into 3 groups by the numbering method 1,2,3,1,2,3 so they don't match with their usual friends. Each group has one color: yellow, blue, orange. Each person in the group is given small pieces of paper of the color that they have in order to write the key words or phrases: beauty, intelligence, abilities, strength, power, jealousy, love, sympathy, domination, thinking with their heads, thinking with the heart, housework, independence, responsibility, violence, etc.

- We project the images we have on princesses and heroes.

- With the help of the facilitator, each group thinks about a film. All opinions are valid, the activity is about put all of them at debate and value them.

  o Questions to start the reflection: Have you seen the movie? If yes, did you like it? Do you remember something that drew your attention in them? What do you think about the scenes we have seen?

  o To continue with the debate: What do you think about the way the film presents women? And men? Are girls and boys like that in real life? Should they be like that? Do you think this influences the way we act or think? What do you think about what … said? Do you agree? etc.

- o To close: highlight two or three principal ideas and share them with all the class.

- In the plenary: it will last between 10 and 15 minutes. We put ourselves in a big circle around a large folio where we will put three columns: one for attributes that we link girls with, another one for boys and one in the middle that we will reserve for those characteristics that can be seen as "girlish" or "boyish" (for example beauty). Each people will put their pieces of paper in the column they think it belongs to. The facilitator will remark and comment on what ideas and roles convey in each one of the attributes and will encourage the debate and thinking around those key words. Mention should be made that we do not have to follow those imposed models.

- The most important aim of this activity is to get all the words (or most of them) in the middle column, as girls and boys can do everything and there is no such thing as boy's attributes and girl's attributes. Both boys and girls can cry, laugh, clean, cook, etc.