



Workshop G9T1 - Culture or nature?

WORKSHOP OBJECTIVES

1. To understand that the concepts of masculinity and femininity cover a wide range of questions.
2. To understand that gender identity and gender expression are personal choices, and that they include a wide range of options.
3. To understand that the way we usually describe gender is limited, and that the binary division into men and women leads to many stereotypes and discriminatory attitudes.

OBSERVATION: we believe that as individuals, our sexual identity is based on four main aspects. In this workshop, our main objective is to emphasize the fact that our ideas about what's male or female are seriously influenced by our culture, and that they don't necessarily correspond with biological reality. As a result, we'll focus on three of the four aspects: sex (our biological category), gender identity (our social category), and gender expression (how we act). The fourth aspect is our affectional or sexual orientation, which we'll cover in workshop 4: "To each their own".

When it comes to gender, no rules or generalizations are useful. Our sexual identity is an individual decision, and all options are valid. The activities in this workshop and guide are clearly oriented towards freedom of affectional/sexual orientation, and they emphasize the need to avoid stereotypes. Nevertheless, during the periods for reflection included in the activities, it's easy to end up stereotyping the identities or non-normative expressions we're describing.

KEY CONCEPTS

Sex and diversity: sex is a physical expression that manifests itself in the characteristics of each person's body. Traditionally, the genitals have been considered a definitive expression of male or female gender, together with a number of other biological differences between men and women (hormones, sex chromosomes, etc.). However, if we carefully analyse these differences we see that they aren't definitive. Just like with any other part of our body, each person's genitals are different: there's a range of possibilities between male and female genitals, just like there's a whole range of possibilities between pale and dark skin, or short and long hair. Some individuals' genitals don't look like a penis or a vulva, or look like a cross between the two. Plus, men and women share the same hormones, just in different proportions. How much of a certain hormone we have can affect our appearance (how much hair we have, the tone of our voice...). Furthermore, while it is true that men and women generally have different sex chromosomes, in approximately one out of every 2,000 births, the newborn has sex chromosomes that are neither XX or XY. Some individuals also have bodies with ambiguous sexual characteristics; for example, a male can have gynaecomastia (highly developed mammary glands), and females can have a great deal of hair on their face and

arms. Some individuals are also born into bodies that don't fit into the traditional binary male/female classification (because biological criteria are insufficient to determine if they're male or female). These individuals are called intersexual individuals, or individuals with disorders of sex development (DSD).

We can therefore conclude that the basic biological difference between a man and a woman is that a woman has a womb and a man doesn't. In other words, nature doesn't clearly separate humans into just two categories with clearly defined differences between men and women.

Gender: we distinguish between *gender identity* (meaning how a person identifies with the roles, behaviour and values associated with a certain gender) and *gender expression* meaning how a person acts, both privately (regarding their own body and sexuality) and socially (language, expression, gestures, behaviour, preferences, way of dressing...).

Each culture associates a number of personal habits, preferences and attitudes with each gender as a way of defining the roles of males and females. Gender roles also vary over time: for example, what was expected of a man in medieval Catalonia isn't the same as what's expected of a man in modern-day Catalonia. Today, our society still associates masculinity with certain qualities (strength, violence, intelligence...) and femininity with others (sensitiveness, submissiveness, tenderness...).

"Gender identity" refers to each individual's preference for identifying with the characteristics that their culture associates with masculinity or femininity. Basically, it has to do with what society expects of us: we learn to adopt these identities through socialization (from our families, at school, from friends...). As a result, during childhood or adolescence, some people realize that the role they've been taught to play doesn't fit with how they see themselves. Gender identity comes from a personal, intimate conviction that may or may not match our sexual characteristics or gender expression, and it may even change over time—just like other personal values might change. We express our identity through language, the name and gender we accept or that we assign ourselves, through our external appearance (like how we dress or wear our hair) our attitudes and behaviour...

When we refer to gender expressions that are diverse from a heteronormative point of view, we mean boys who don't follow society's idea of masculinity or girls who don't follow society's idea of femininity. For example, a boy can be feminine but identify as a boy, while a girl can act like a boy but identify as a girl. There are also some people who don't identify with either male or female gender stereotypes but who identify with a middle ground (demigender), who identify with two genders at once (bigender) or who don't identify with any specific gender (agender).

Heteronormativity: most of our society still believes that we need to feel like either a man or a woman. Heteronormativity is the belief that nature assigns us with a clear gender that has to do with our biological role in reproduction. This idea has dominated western society over the last few centuries. It has defined our roles in different institutions (family, work, politics...) and has shaped the way we act as either men or women according to a series of stereotypes and behavioural models. As a result, whether we're born male or

female has a serious impact on our rights and responsibilities (inheritance, property, titles, benefits...). In case of doubt, it's traditionally been up to judges, priests and doctors to decide whether a newborn is male or female. As a result, any individual who doesn't fit into this black-and-white distinction between male and female has traditionally been considered "unnatural". Heteronormativity also refers to gender-based power relationships on an institutional, cultural or symbolic level, or even in everyday activities. Fortunately, nowadays many people question these traditional roles, and fight for a society that is fairer to everyone, no matter their gender.

TIMING

SESSION 1

15'	15'	Activity 1 – Who's who?
20'	35'	Activity 2 – Not black or white
30'	65'	Activity 3 – For or against
10'	75'	Activity 4 – What can I take away from this?
5'	80'	Activity 5 – Let's publish our impressions

SESSION 2

75'	75'	Activity 1 – Him, her, or the whole gang
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This timing is for cases where students aren't very participative. Any of these activities can take up an entire workshop, especially when working with students who've participated in other Fem tec! activities. There's no need to rush to complete the whole workshop; see how your group reacts, and let each activity go on for as long as it needs to. We also suggest that you take a look at our complimentary activities; you might find one you prefer.

PRESENTATION

(to show during the workshop - document [3_Presentació_G9T1_FEM_TEC_cultura_o_natura](#))



DESCRIPTION OF ACTIVITIES

<p>Before starting this workshop</p> <p>Presentation slides 1 and 2</p>	<p>We can tell our group that we're going to start working with a new guide, "For real!!!", which focuses on the society we live in. It especially looks at the relationship between men and women, or what we call "gender relations".</p> <p>We can suggest that, considering the subject of the guide and the name of the workshop ("Culture or nature"), students try and guess what we'll be talking about. The title of the workshop puts into question whether our way of understanding what's male and female has to do with biology (nature) or a social classification (culture). We should welcome any contributions, and then begin the workshop to see if students' guesses were correct.</p>
<p>Activity 1 Who's who? (15')</p> <p>Presentation slides 3 and 4</p> <p>Materials Cards (4_G9T1_FEM_TEC_annex1)</p>	<p>Activity summary Activation activity. Guessing game involving gestures (tableau set in the reception area of a hotel).</p> <p>What we want to work on Becoming aware of how we use gender stereotypes on a daily basis.</p> <p>Development and aspects to consider Ask for five volunteers and hand them cards (4_G9T1_FEM_TEC_annex1). Volunteers should be given a few minutes to put together a tableau representing the situation on the card. They should act out the tableau without speaking, although they can make small gestures, repetitive movements or move around a bit if this helps them better represent their character (still, this isn't theatre!).</p> <p>All five cards describe an argument in the reception area of a hotel. If possible, we suggest that:</p> <ul style="list-style-type: none"> . a boy play the role of HOTEL DIRECTOR FEMALE . a boy play the role of TOURIST FEMALE . a girl play the role of GARDENER MALE <p>While the volunteers prepare their characters, we should put a sign saying "reception" on a table that will serve as the reception desk (available in document 4_G9T1_FEM_TEC_annex1).</p> <p>We should tell the rest of the group that the volunteers will put together a tableau representing a situation. As a group, they have to guess what's going on in the tableau. We can divide them into groups of eight to ten members, and then give them three minutes to write who they think each character represents (they should know the scene takes place in a hotel reception area) and what they're doing.</p> <p>Once all the groups have reached an agreement, we can ask the five volunteers who they represent and what they're doing. We should also ask</p>

them if they're playing a male or a female.

Elements for reflection

Questions for the characters in the tableau:

- How did it go? Was it easy for you to play the character on the card?
- Did you try to clearly show the gender indicated on the card?
- We might ask "tourist 2" or the "receptionist" (the card doesn't indicate the gender of either of these characters) if they were acting out a certain gender, and why.

Questions for groups:

- Did everyone reach the same conclusion? Did you immediately guess the gender of any of the characters? Were there any characters nobody guessed the gender of?
- What gender stereotypes motivated these decisions?
- When you had trouble identifying a character, how did you feel?
- Are a character's sex and gender the same thing?

Most likely, the subject of the roles that society imposes on men and women will come up; for example, the role of hotel receptionist is occupied by a girl and the role of hotel manager is occupied by a boy.

The conclusion should be that we generally establish the gender of a person using external characteristics: stereotyped roles and how they express themselves, their occupation... However, stereotypes don't necessarily correspond with reality. We should realize that culturally, we feel the need to identify each person's gender from a binary point of view (when a baby is born, that's usually the first question people ask). Precisely because men and women are the same, we often establish gender through preconceived notions that fill the world around us. The group may decide to address this question now; if not, it'll come up later on in the workshop.

Some students may offer contributions that have to do with gender identity or expression. If this happens, it's a good idea to take advantage of the opportunity and discuss the subject, since one of the volunteers will probably try to represent a certain gender as a part of the character they're playing. The question here is whether they do so according to stereotypes or with an awareness of diversity. In this case, it's a good idea to discuss the concept of gender identity and gender expression, and to emphasize that these are personal decisions that won't necessarily match our biological sex.

If nobody brings up this topic, there's no need to worry. The point of this activity is to focus students' attention on the subject and to get them interested in the workshop.

<p>Activity 2 Not black or white (20')</p> <p>Presentation slide 5</p> <p>Materials mobile phones, tablets or computers</p>	<p>Activity summary Internet or bibliography search.</p> <p>What we want to work on Discovering that there isn't an unequivocal relationship between genitals and sex, or between gender identity and expression.</p> <p>Development and aspects to consider We'll start the activity by questioning the strict correlation between sex and gender in nature. We'll begin by discussing what the group knows about the nature of genitals. We can ask them questions like: what criteria do we use to decide if a baby is a boy or a girl? (their most probable answer will be that it either has a vulva or penis). Do you know what a penis and a vulva are like? Can you describe them to us (location on the body, shape, size...)? Students will probably be surprised or embarrassed by these questions—especially younger students. They'll probably cause some commotion, and inspire plenty of responses. Students might get lost in pages with pictures of genitals that attract their attention. If this happens, we need to remind students that if they search for images, these need to be realistic images, not pornography. They should type "normal genitals" in the search bar.</p> <p>Another question we can ask is: if we compare the penises and vulvas of everyone present, would they be the same? Bit by bit, students will begin to realize that they don't have a response that's valid for everyone. We can then ask that students form groups of two or three and look for information on the biological characteristics of the penis and the vulva, or information on Caster Semenya, Dutee Chand or María José Martínez Patiño. If they seem lost, we might suggest that they search pages such as Wikipedia or online sports newspapers.</p> <p>In summary, students should find the following information on each of these individuals:</p> <hr/> <table border="0"> <tr> <td style="vertical-align: top; padding-right: 20px;">Caster Semenya</td> <td>A South African athlete and the winner of many foot races. She won the gold medal at the Olympic Games in Rio de Janeiro in 2016. Because of her positive results, some began to suspect that Semenya might be a man, and she was subjected to multiple sex verification tests. In South Africa, the results of the tests showed levels of testosterone that were three times higher than normal. In order to keep on competing, Semenya was forced to take medication to reduce her testosterone levels. Some sources indicate that Semenya has a chromosome anomaly and has neither a uterus or ovaries, although she does have internal testicles. The International Association of Athletics Federations eventually accepted the conclusions of an international</td> </tr> </table>	Caster Semenya	A South African athlete and the winner of many foot races. She won the gold medal at the Olympic Games in Rio de Janeiro in 2016. Because of her positive results, some began to suspect that Semenya might be a man, and she was subjected to multiple sex verification tests. In South Africa, the results of the tests showed levels of testosterone that were three times higher than normal. In order to keep on competing, Semenya was forced to take medication to reduce her testosterone levels. Some sources indicate that Semenya has a chromosome anomaly and has neither a uterus or ovaries, although she does have internal testicles. The International Association of Athletics Federations eventually accepted the conclusions of an international
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	<p>group of medical experts allowing Semenya to compete as a woman without any limitations.</p>
Dutee Chand	<p>An Indian athlete who, like Semenya, was forced by the International Association of Athletics Federations to take medication or have an operation to lower her natural testosterone levels in order to keep on competing. She refused, and won a court case against the Federation by demanding that they demonstrate that naturally secreted testosterone provides an unfair competitive advantage; they were unable to do so. The Federation was forced to eliminate rules determining the sex of athletes.</p>
María José Martínez Patiño	<p>A female Spanish athlete with XY sexual chromosomes (which typically correspond with males). She was subjected to multiple gender tests with contradictory results. Nevertheless, she was asked to stop competing as a result of her supposed “advantage”. Although she had been warned not to, she competed in a Spanish Championship and won; as a result, she was subjected to a great deal of mockery by the press. Although she fought against this unfair treatment and recovered the international license allowing her to compete, she had to face serious personal and professional consequences.</p>
<p>Elements for reflection</p> <p>Students will most likely express surprise at the results of their search. If these reactions don’t appear spontaneously, after a few minutes we might ask questions like: did you find the names we mentioned (Caster Semenya, Dutee Chand or María José Martínez Patiño)? Had you heard of sex verification tests before? How do you think these women feel when the press talks about their personal issues? How do you think they feel when others constantly question if they really are women? What about when they’re forced to take medication to make them “more normal”? Do you know of any male athletes with exceptional physical attributes? Do you think people also suspect that they have some sort of unfair advantage? If it isn’t brought up spontaneously by the group, we might bring up Disorders of Sex Development (DSD). In other words, when some babies are born, those around them are unable to determine if they’re male or female by looking at their genitals. We might tell students that in the past, the parents of these children were often advised to have them operated on to make them either a “boy” or a “girl”. Had you heard of intersexuality? How do you think intersex individuals feel if they were subjected to an operation like this as a newborn? Do you think this might still happen? How do you feel about that?</p>	

	<p>Having reached this point, we can ask students if they think that people are divided into groups as men and women. We might introduce the concept of binarism (only accepting two possibilities, male or female) and heteronormativity (considering any individuals who don't fit clearly into one of these two categories "unnatural"). Why do you think it's so important to decide whether a baby is a boy or a girl? What do you think "there is an unequivocal relationship between sex and gender" means? Do you think this is a true statement?</p> <p>Something else we can ask the group to reflect on is the use of stereotypes for classifying individuals. Who else gets stereotyped (the Romani, foreigners, people who dress a certain way...).</p> <p>NOTA 1: in this activity, we suggest that students search for information on three cases of genetic anomalies in women. Genetic anomalies can also exist in men, but we weren't able to find any famous examples that might illustrate this. Plus, we believe that the negative social consequences faced by these individuals were even more severe because they were women.</p> <p>NOTA 2: some members of the group might make references to pornography. In fact, some students may already have looked at online pornography. If they say so out loud, that's a good sign of their level of trust with the other students present and with the educator. It's a good idea to take such an opportunity to let students know that while we understand their curiosity about sex, pornography doesn't set a good example for a healthy relationship between two individuals their age. Plus, sex as it's experienced by most people has nothing to do with the pornography we might find on the internet. To help students with any doubts they might have, we can suggest alternative websites with information on sexuality that are more appropriate to people their age (see the section "To find out more").</p>
<p>Activity 3 For or against? (30')</p> <p>Presentation slide 6</p> <p>Materials a tennis ball (or any other small, non- fragile object: a pencil case, a ball of</p>	<p>Activity summary A game to help us learn how to argue a point (activity for reflection using a ball or similar object).</p> <p>What we'll work on Reflecting on heteronormativity and gender identity.</p> <p>Development and aspects to consider We can tell the group that we're going to take a closer look at the observations from the previous activity, and we'll do so through a debate activity using a ball (or whatever other object we've selected). The goal is to reflect on the concept of gender and its impact on how we act towards society. In this activity, we'll use an object like a small ball, a pencil case, a scarf, a</p>

<p>yarn...), a timer (optional), (4_G9T1_FEM _TEC_annex2)</p>	<p>ball of paper, a ball of yarn...</p> <p>We can ask the group to come up with their own arguments on the concept of gender and how it influences our way of acting towards society, or we can use the statements provided in document 4_G9T1_FEM_TEC_annex2 (we can mix and edit them to make the selection more exciting). We provide plenty of statements, and there's no need to use them all; you can choose the ones you think fit the interests of the group:</p> <ul style="list-style-type: none"> ▪ The genitals of boys and girls come in a wide range of shapes, sizes and colours, with just as much variety as in eyes, ears or hair. ▪ We decide our own sexual identity, which may or may not match our biological sex. ▪ In society we can find a whole range of possibilities that don't fit into the standard definition of "man" and "woman". ▪ Our bodies are similar, but each individual also has their own particularities. ▪ I'm a boy/girl because I know what I am, and I'm the only one who can decide what I am. ▪ Some people think gender is a cultural issue, but I think it's a biological difference. ▪ Heteronormativity only accepts a "natural" gender that has to match the person's biological sex. ▪ Heteronormativity includes the distribution of male and female roles in society and in the family. ▪ I'm a sensitive man/energetic woman, but I don't want to let it show. ▪ Feminine boys are more harshly repressed by those around them than masculine girls. ▪ Society excludes individuals with ambiguous sexual characteristics. <p>To begin the activity, we can ask the group to stand in a circle. Then, we can hand our object to one of the participants.</p> <p>If the group is big, we might want to set down a few rules:</p> <ul style="list-style-type: none"> • Only the person holding the object can speak. • When we receive the object, we need to start our statement with "I'm for..." or "I'm against...", expressing the contrary of what the person who tossed us the object said. • Once we've finished making our argument, we toss the object to someone else in the circle, asking them "for or against?" • Once we've tossed the object, we have to sit down (to make sure everyone gets a chance to speak). • We can only throw the object to those who are still standing. • Once we get the object, if we don't know how to continue, we can ask to change the subject. Then, we choose another card and read it out loud before making our argument.
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Whoever starts the activity will choose a statement they prepared beforehand or one of the ones taken from the annex (document [4_G9T1_FEM_TEC_annex2](#)), they'll read it out loud and express an opinion for or against the statement. Then, they'll toss the object to another participant, who has to express an opposing opinion. This will go on for several minutes, with the participants tossing the object to one another. If whoever catches the object doesn't know what else to contribute, they can change their statement.

When the arguments begin to fail, if no one asks for a new statement, the person directing the activity can ask for the object back and start again with a new statement.

With younger students, we can make participation easier by having everyone argue the same position.

With this activity, everyone has to think of arguments for or against a number of statements. Here, the important thing is that participants consider different positions and that they try to argue whatever point they're assigned when it's their turn, even if they don't agree with that position. This will help put them "in someone else's shoes".

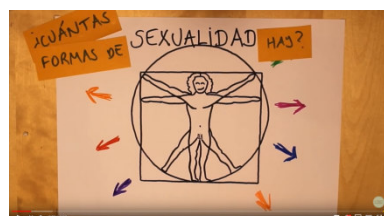
With older students, instead of asking for just one statement, we can ask participants to argue their point for a certain length of time (20 or 30 seconds to argue for or against). In this case, we can use a timer.

By modifying the statements used, we can use this activity in any one of our workshops.

Elements for reflection

During the activity, we should emphasize the idea that sex and gender are two different things. One we choose (gender), while the other we don't (sex). The idea of social control over gender behaviour will come up, along with the fear of displaying our true gender identity because of what others might say. This activity should help to reinforce the importance of fully respecting other people's gender choices.

To complete the workshop, we can watch the following video



¿QUÉ ES LA DIVERSIDAD SEXUAL?

EXPLICACIÓN FÁCIL (WHAT IS SEXUAL DIVERSITY? AN EASY EXPLANATION)

<https://youtu.be/1QbTZYiQ6BA> (7:20),

on the CARKI PRODUCTIONS channel. It

offers a summary of what we discussed in

the workshop in a very graphic way. [with English subtitles]

Before moving on to the next activity, "**What can I take away from this?**", we can go back to our initial guess about the title of the workshop. Were our guesses close?

	<p>If we also decide to complete the second session, we can tell students that next time we'll come back to our "what can I take away from this?" comments to put together a composite sketch showing how our group sees masculinity and femininity.</p>
<p>Activity 4 What can I take away from this? (10')*</p> <p>Presentation slide 7</p> <p><i>* this section is common to all workshops</i></p>	<p>Activity summary Collection of participants' opinions.</p> <p>What we'll work on Reflecting on today's workshop..</p> <p>Development and aspects to consider We'll offer students an opportunity to express their feelings about the workshop. Finally, if we're feeling all right and we're satisfied with the results of today's session, we can give ourselves a round of applause.</p> <p>Assessment We should listen to all responses without commenting on them: all answers are valid.</p>
<p>Activity 5 Publishing our impressions (5')*</p> <p>Presentation slides 8 and 9</p> <p><i>* this section is common to all workshops</i></p>	<p>Activity summary Spread knowledge of what we worked on in the workshop.</p> <p>What we'll work on Promoting the group's ability to share their activities.</p> <p>Development and aspects to consider We can suggest that, individually or in groups, students share their impressions on today's workshop on the social networks (for example, what they took away from the workshop, what they liked most, what it brought to mind, related photos, videos or websites...) using the hashtag #fem_tec.</p>
<p>SESSION 2 Him, her, or the whole gang (75')</p> <p>Material pasteboard or wrapping paper (for making two large posters), post-its, coloured markers</p>	<p>What we'll work on With meditation: being aware that sometimes, our ego can make it hard to communicate with others, and that this can easily be avoided. With the videos and composite portrait activities: expressing our point of view on the concepts of masculinity and femininity, and coming up with a group consensus on how to define them. This proposal involves three connected activities, so we won't have to come up with an assessment after each activity. Some students might be surprised by their reactions, and might need to share them. If possible, they should wait until the end of the workshop and do so during the final reflection.</p>

Session summary

- 10' - Ready to get started! Meditation (activation activity)
- 15' - Videos
- 40' - Composite sketch activity
- 10' - What can I take away from this?
- 5' - Publishing our impressions

Before starting this workshop

Once we've made sure that the group is feeling fine and we've chosen listeners (as long as someone is willing to take on this role; if not, they aren't essential), we can ask if anyone wants to share an experience or an idea from the previous session. Then, we'll give them the opportunity to briefly share what they remember from the first session. We can explain that today's session will look at **how our group sees masculinity and femininity** and that we'll do so by drawing, maybe after watching a few videos for inspiration.

- **Ready to get started! (10') Meditation**

This activity is very much experience-based. We can suggest that our listeners also take part. We should ask students to pick a spot in the room and get comfortable. Then, we'll tell them that we'll have a brief meditation session to get ready for today's activity, and that we should close our eyes because it'll help us to concentrate and relax. Nobody should worry about what might happen, because we're in a trusting environment. Then, we can ask that with their eyes closed, students feel their bodies and reactions. We can do so in our own words or with the following instructions:

- Once you get comfortable, close your eyes.
- Feel your feet and toes, how your heels and the soles of your feet come into contact with the floor. What's it like? Cold, smooth, soft? Focus on your sensations and feel the energy rising up through your feet.
- Next, notice the feeling in your ankles.
- (Leave some time between each question) feel your knees, legs, stomach, lungs, heart...
- Continue to feel the sensations in your neck, shoulders, arms, hands, eyes, ears...
- We should feel good. We can take advantage of this positive feeling to put our bodies in a comfortable position; if we notice any tension, we can get rid of it

After a few moments of silence, in a clear voice we'll ask students: what was the last thought that came to mind? They'll probably open their eyes, surprised.

Then, we'll ask them: what did you notice? Did your mind go blank?

Perfect! That was the whole purpose of the meditation. You disconnected the “monkey” of your ego, which is constantly dancing around and stirring up random thoughts, one after another. If that isn’t what happened, that’s OK. Our attitude towards taking part in the workshop is probably more positive now than it was before the meditation.

If any of our students aren’t used to group meditation, they might have some trouble closing their eyes. If they can’t keep their eyes closed after a couple attempts, we shouldn’t force them. Using non-verbal communication, we should encourage them to continue the meditation in silence, with their eyes either open or closed.

- **Videos (15’)**

Once the meditation is over, we’ll watch two videos:



DESVENTAJAS DE SER HOMBRE

(DISADVANTAGES OF BEING A MAN)

https://youtu.be/avliGbLc3_A (5:54), on the HolaSoyGerman channel, where the protagonist explains some of the disadvantages of being a man through stereotypes. [with English subtitles]



DESVENTAJAS DE SER MUJER

(DISADVANTAGES OF BEING A WOMAN)

<https://youtu.be/KPCyD7HD00w> (5:21), on the YellowMellowMG channel, where the protagonist uses stereotypes to respond to the previous video. [only Spanish subtitles]

We can ask the group if they agree with the statements in the videos, if they think the definitions put forward by German and YellowMellow fit with their perception of what “male” and “female” mean. Hopefully, this will spark a debate.



For younger students, we might use the following video: **LA PELUCA DE LUCA**

(LUCA'S WIG)

<https://vimeo.com/55523227> (2:41), on the La Peluca de Luca Vimeo channel. In it, two children question gender stereotypes.

[only spanish subtitles].

- **Composite sketch activity (40’)**

We can suggest that students share their feelings on the concepts of

masculinity and femininity in a creative group activity: the composite sketch.

We can explain that the activity consists of two parts: first boys and girls will work separately, and in the second part they'll work together. The goal is to prepare a mural to decorate our school or centre and to show everyone what our group thinks about masculinity and femininity.

To begin, we'll put together a boys' team and a girls' team. We'll give each team a piece of pasteboard. On their piece of pasteboard, each team should draw the silhouettes of a boy and a girl (the girls will prepare one pair, while the boys prepare the other). Then, we'll give each student five post-its and ask them to fill the silhouettes with characteristics that they feel reflect masculinity and femininity, placing them on an appropriate part of the body (for example, the ability to care for others=hands, organizational capacity=head).

Once all the post-its are in place, we can start phase two of the activity: all together, we can compare the boys' composite sketch with the girls'.

Within each couple, can we switch any of the post-its? Are there many repeated post-its in the two figures? Did the videos influence our decisions? Are our contributions "politically correct"?

As a group, can we make a list of the advantages of being a man? What about the advantages of being a woman? Is one list longer than the other?


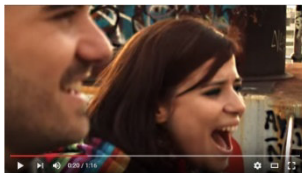

In phase two of the activity, we can ask the group to try and summarize their conclusion on the concepts of masculinity and femininity using two phrases that everyone agrees with (one phrase for each concept). Once they agree on the two phrases, we can take all the post-its off one of the posters and write the phrases on the silhouettes. Can we write these phrases so that the colours, lettering, background, etc. reflect our ideas of masculinity and femininity? We should try and express our ideas so that that they can be understood at a glance. If the group prefers to do this with a technique other than drawing, we should encourage them to do so!

As a group, we might want to decide where we should hang our posters so that they spark reflection in the community.

[Note: this activity is inspired by the educational activity "Com desmuntem l'armari? Bricolatges educatius per la visibilització lesbico-gay-bi-transsexual" (How can we take apart the closet? Educational DIY for lesbian-gay-bi-transsexual visibility) by Esberla SCCL (<https://www.esberla.cat>) and the Cúrcuma Association (<https://asscurcuma.wordpress.com>)]

What can I take away from this? (10')

Once the activity is over, we can encourage students to share their sensations, impressions and anything they may have learned during today's session. If they don't do so spontaneously, we can ask them how they feel

	<p>about the activity, how it went. Do they agree 100% with the results of the workshop? Have their ideas on masculinity or femininity changed in any way? After having participated in the activity, what new reflections on the concepts of femininity and masculinity come to mind?</p> <p>Hopefully, ideas will appear that have to do with the importance of knowing ourselves, of acting the way we really are and the way we want to, of not just acting the way gender stereotypes push us to (boys don't cry or have doubts, girls are submissive...). We shouldn't be afraid to show others what we're like.</p> <p>Finally, if we're feeling all right and we're satisfied with the results of today's session, we can give ourselves a round of applause.</p> <p>Publishing our impressions (5')</p> <p>We can suggest that, individually or in groups, students share their impressions on today's workshop on the social networks (for example, what they took away from the workshop, what they liked most, what it brought to mind, related photos, videos or websites...) using the hashtag #fem_tec</p>
<p>Alternative activity 1 Video forum (60')</p>	<p>Activity summary Videos and an activity for reflection.</p> <p>What we'll work on Reflecting on the concept of heteronormativity and its limitations.</p> <p>Development and aspects to consider We recommend three videos that are very useful for starting a debate on gender and emotions, romantic love, gender "normality", behaviour stereotypes... These videos can be found on Roberto Pérez Toledo's Youtube channel (mividarueda).</p> <div data-bbox="461 1444 764 1617">  </div> <p>EL AMOR MOLA: «Cupido in love» (LOVE RULES: "Cupid in love") https://youtu.be/oRRzOW4yr8w (4:01) Deals with two men falling in love with one another. [with English subtitles]</p> <div data-bbox="461 1653 764 1825">  </div> <p>LOS GRITONES (THE SCREAMERS) https://youtu.be/7EHO7Q8FjsM(1:16) An award-winning video on being able to say "no".</p> <div data-bbox="461 1861 764 2033">  </div> <p>ADMIRADOR SECRETO (SECRET ADMIRER) https://youtu.be/wCifgW4o11U (6:36) A video that proposes an alternative way of communicating. [only Spanish subtitles]</p> <p>All three videos deal with the difficulty of expressing our emotions, and</p>

	<p>how this can interfere with relationships between individuals. The attitudes of the protagonists vary quite a bit from one video to another. These videos are also interesting because all three are open-ended. As a result, we can ask students to split up into groups of six or eight, and to come up with an alternative ending (or continuation) for the video they liked the most.</p> <p>Finally, each team can act out their ending for the other teams.</p> <p>Elements for reflection</p> <p>Who's who in each video? Was it hard to come to a consensus on how the video should end? Did stereotypes shape our endings in any way? Was one video chosen more than others? Why? Male students might mention that they're expected to display self-confidence or strength, etc., or that boys who express sensitivity are immediately assigned a certain sexual orientation.</p> <p>It's also likely that someone will bring up the difficulty of expressing certain decisions without leading to misunderstandings or hurting others' feelings, or the difficulty of expressing certain feelings because of a fear of being rejected. Ideally, after reflecting we'll reach the conclusion that sincere, respectful communication with others will result in a positive solution and help avoid misunderstandings.</p> <p>Replay</p> <p>If you have time, you can comment on each proposed ending and act them out a second time. Without a doubt, each team will improve! We encourage you to record these endings and to send the corresponding link to us, so we can publish them at https://www.diba.cat/web/fem-tec/compartint-exits</p>
<p>Alternative activity 2 Let's talk about quotes (30')</p> <p>Materials ball of yarn</p>	<p>Activity summary A dynamic discussion on a series of literary quotes.</p> <p>What we'll work on Reflecting on the role of gender as a social construct.</p> <p>Development and aspects to consider</p> <p>ATTENTION: this activity is designed for students over 16 or groups of mature young individuals. At the end of the description, we offer an alternative text for younger students.</p> <p>Many of the quotes we offer come from Asun Pié Balaguer's article De la teoria queer i les altres maneres de pensar l'educació (On queer theory and other ways of thinking about education), published in <i>Temps d'Educació</i>, 2009 : 37, pp. 253-270 http://www.raco.cat/index.php/TempsEducacio/article/viewFile/186895/241881</p> <p>We can ask the group to form a circle, and then give a ball of yarn to one</p>

of the students. The organizer (or one of the listeners) will then read the first quote, making sure to state the name of the author and the year.

These phrases are complex. If need be, we can read them two or three times until we're sure that the reader understands them.

The student with the ball of yarn will hold on to the loose end and tell the rest of the group how they interpret the quote that was just read. Then, they'll toss the ball of yarn to someone else in the circle, who'll do the same: take hold of the yarn, explain what they understood about the quote in their own words, and toss the ball to someone else. This will go on until we realize that no new ideas or concepts arise. Then, we'll move on to the next quote:

- *One is not born, but rather becomes, a woman* (Simone de Beauvoir, 1949).
- *What builds a woman is a specific social contract with a man, a relationship that we once referred to as being servile, a relationship that involves both a personal and physical obligation and an economic obligation* (Monique Wittig, 1980).
- *Denying or undermining any individual's authority to describe or name their own sexual desires is an act with terrible consequences.* (Eve Kosofsky, 1998)
- *Heterosexuality involves so many non-sexual practices that, at the present moment, it is impossible to imagine a world where this collection of hegemonic rules is not dominant. We are trying to create such a world.* (Berlant and Warner, 2002)
- *A dynamic based on binaries, some of which (nature/culture) are hard to separate from the most genocidal ways of thinking about those who are different.* (Asun Pié Balaguer, 2009)



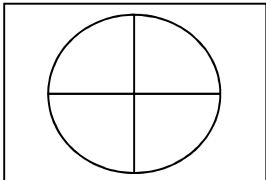
Little by little, a web will form as different members of the group offer their contributions.

For younger students, we can use this quote by Virginia Woolf, analysing it sentence by sentence:

Orlando had become a woman—there is no denying it. But in every other respect, Orlando remained precisely as he had been. The change of sex, though it altered their future, did nothing whatever to alter their identity. (Woolf, 1928)

[Note: this activity is inspired by an educational activity in “Seminari Joves

	<p>amb Recursos. Noves mirades al món de l'emprenedoria" (Seminar for Youth with Resources. A new look at taking initiative) by Josep Maria Lloró and Gemma Gilabert @unatalgemma]</p> <p>Elements for reflection</p> <p>One thing that should come up is how current these quotes seem (even though some of them were written around ninety years ago!).</p> <p>What concepts came up? Do you think your experience regarding gender issues or sexuality is similar to what your parents or grandparents experienced? Do you think these concepts are dealt with in a normal way in the world around you? If people don't talk about them, why do you think that is?</p> <p>To complete the activity, we can ask students to come up with a metaphor for the web they just wove with the yarn. If they can't come up with one, we might help them reach the conclusion that everyone played a part in the weaving, no matter their personal characteristics. Similarly, society is made up of all sorts of people who deserve the same respect from others, no matter their gender identity, cultural origin, or economic or social circumstances.</p>
<p>Alternative activity 3 Building identities (40')</p> <p>Materials sheets of DIN A4 coloured paper, coloured pencils or pens, cards (4_G9T1_FEM_TEC_annex3)</p>	<p>Activity summary Experiential game of chance: character presentation.</p> <p>What we'll work on Understanding that gender roles are a social construction.</p> <p>Development and aspects to consider We can tell students that we'll create characters using the instructions we get from four coloured cards (which you can find in document 4_G9T1_FEM_TEC_annex3).</p> <p>We can then give each participant a sheet of paper where they can draw their character in keeping with the instructions on the cards. It's important that they use their imagination. We can also ask students to name their character; all together, this should take them about 15 minutes.</p> <p>When they finish, we can ask each student to think about how to present their character to the group, providing the following information:</p> <ul style="list-style-type: none"> ▪ Character's name ▪ Brief explanation of their personality ▪ Invent a role the character would fill if they were to become a real person and join our group. ▪ Describe how they think the character feels within the group or at the school. <p>Elements for reflection Once the whole group is ready, we can start presenting our characters one</p>

	<p>by one. We can start with the most motivated students by asking for volunteers, we can choose students randomly or in alphabetical order ...</p> <p>Once the explanations are finished, we can ask students how they think their characters feel after the activity. Once they've been introduced to the group and the group knows something about them, do you think they feel any better?</p> <p>Did the instructions on the cards help you create your character? How did you decide on your character's gender identity? Students will probably say that they created their character using whatever popped into their head first—the characters can be either boys or girls—or they may have given the character the same gender identity as themselves.</p> <p>We should pay attention to how students present their characters; some stories may strike us as very close to reality.</p>
<p>Alternative activity 4 Dreamcatcher (35')</p> <p>Materials pasteboard or large sheets of paper, coloured markers</p>	<p>Activity summary Building a dreamcatcher.</p> <p>What we'll work on Understanding that gender identity is a personal choice.</p> <p>Development and aspects to consider We'll ask students to split up into groups of four to six, and then we'll give each group a piece of pasteboard. Next, we'll read the following sentences one by one:</p> <ol style="list-style-type: none"> 1. When a baby is born, we don't know whether it'll grow up to be a boy or girl. 2. The size of my breasts doesn't make me a boy or a girl. 3. I'm a boy or a girl because I know what I am. 4. Only I can say who I am. To me, being a boy/girl means... <p>Once we've read all four sentences, we'll ask students to draw a circle and divide it into sections. Then, we'll ask each student to sit in front of one of these sections (to save time, we can also draw the diagrams beforehand):</p> <div style="text-align: center;"> <p>Diagram for a group of 4 participants (with one section for each)</p>  </div> <p>Each student will fill their section with words (or symbols, or drawings) that complete <u>sentence nº 4</u> (<i>only I can say who I am. To me, being a boy/girl means...</i>). To do so, they can use any colour they choose. The diagram will be filled with words, symbols and drawings showing what being a boy/girl means to the group.</p> <p>After two minutes, we'll suggest:</p> <ul style="list-style-type: none"> ▪ That students rotate so they can write in the section started by the person on their right.

	<ul style="list-style-type: none"> ▪ Students can continue to rotate until they've contributed to all of the sections in their group's diagram. ▪ Next, groups will switch tables (without changing groups). ▪ We can ask students to walk around the room one by one and contribute to other diagrams. <p>During the activity, students might decide to dedicate one diagram solely to boys and another solely to girls, or this might happen with the different sections of the diagram. This is something else we can reflect on. Each team can decide whether to differentiate between characteristics of boys and of girls.</p> <p>Once we're finished, we can ask students to look over the different diagrams.</p> <p>[Note: this activity is inspired by the educational activity "Com desmuntem l'armari? Bricolatges educatius per la visibilització lèsbico-gay-bi-transexual" (How can we take apart the closet? Educational DIY for lesbian-gay-bi-transexual visibility) by Esberla SCCL (https://www.esberla.cat) and the Cúrcuma Association (https://asscurcuma.wordpress.com)]</p> <p>Elements for reflection</p> <p>We can ask students how they felt while drawing or writing. Did all your contributions reinforce the message in the diagram? Do you agree with everything that was shared? Looking over the diagrams, are there differences in the way different students finished the phrase "<i>To me, being a boy/girl means...</i>"?</p> <p>Has anyone's opinion about what it means to be a girl or boy changed after today's activity?</p> <p>Students will likely reach the conclusion that boys and girls share many attributes, and that most of the differences we think exist between boys and girls come from how we were raised and what we've been taught.</p> <p>If you want, to complete the activity, students can sew coloured yarn into the intersections on the diagrams, and decorate them with small objects or pieces of paper. Once finished, you can hang them from the ceiling just like you would a dreamcatcher. These objects will help students remember the conclusions reached through this workshop.</p>
<p>Other resources</p>	<p>If you'd like to focus on tolerance, you might enjoy the videos and links found at <i>Dia Mundial per la tolerància – Recursos per parlar-ne amb joves</i> (World tolerance day—resources for discussing tolerance with youth): http://joventut.diba.cat/documents/dia-mundial-per-tolerancia-recursos-per-treballar-amb-joves-0</p>

To find out more



1 Chicos y chicas en relación. (Boys and girls in relationships). Materials on coeducation and masculinity for secondary school. Juanjo Compañeró (coord.), Miguel Salcedo and Paco Abril. Icaria, (2011). Collection of educational materials for working on gender perspective in the classroom with 14- to 16-year-olds.



Eduard Martorell y David Bueno
¿Para qué sirve el sexo?
La historia y la utilidad del sexo como nunca te las habían explicado

2 ¿Para qué sirve el sexo? La historia y la utilidad del sexo como nunca te la habían explicado. (What is sex for? The history and usefulness of sex as it's never been explained before). Eduard Martorell and David Bueno. University of Barcelona (2013). An interesting book for learning how sex contributes to our planet and how genetics influence the personality of individuals.



3 El cerebro del rey: vida, sexo, conducta, envejecimiento y muerte de los humanos (The king's brain: life, sex, behaviour, ageing and death in humans). Nolasc Acarin. RBALibros (2010).

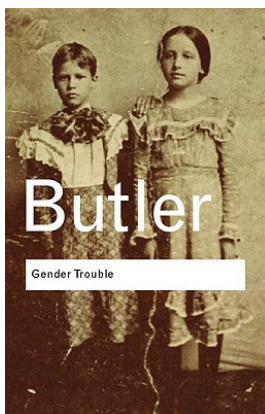
Educational book on the evolution of the brain and human behaviour. In 2008, Nolasc Acarin received the Creu de Sant Jordi award in recognition of his role in the promotion of neurology and his contribution to promoting equal opportunities for both genders, and for defending immigrants' right to healthcare and social integration.



4 El cerebro masculino (The male brain) (RTVE a la carta, 28:43 minutes) An episode of the *Redes* program directed by Eduard Punset. Broadcast on April 24, 2011, featuring neurobiologist Louann Brizendine

<http://www.rtve.es/alacarta/videos/redes/redes-20101010-2130/898672>

[url escurçada: <http://bit.ly/2HkIEeX>]



5 Gender Trouble: Feminism and the Subversion of Identity. Judith Butler, 2007. Published originally in 1990, this text is considered foundational to a new idea of gender and feminist theory. The author criticizes the idea that gender identity is unchangeable, and opposes the imposition of rigid heterosexuality.