



Workshop G9T4 - There's no accounting for tastes

WORKSHOP OBJETIVES

1. Recognize the importance of respect (towards ourselves and towards others). Gain an understanding of diversity to avoid discriminating against others because of their sexual identity.
2. Expand the concept of sexuality; deconstruct the direct relationship between gender and sexuality.

In workshop G9T1, "Culture or nature?", we looked at three elements that make up a person's sexual identity: their sex (biological category), their identity, and their gender expression (social category). In this workshop, we'll focus on another facet of our sexual identity: our sexual preference. The choices existing within each of these four factors are extremely diverse, and by combining them we get a broad range of sexual identities. The abbreviation LGTBI+ tries to reflect this sexual diversity: it refers to lesbians, gays, transsexuals, bisexuals, intersexuals and other identities that don't fit into the binary norms imposed by patriarchal society. If you haven't tried any of the previous workshops in this guide, in order to introduce this concept you might want to show the video from activity 3, "For or against" (part of workshop G9T1 "Culture or nature?"): "What is sexual diversity? An easy explanation" <https://youtu.be/1QbTZYiQ6BA> (7:20), on the CARKI PRODUCTIONS channel.

KEY CONCEPTS

Sexuality and sexual diversity: sexuality is a way of communicating, a driving force that pushes us to search for things like affection, intimacy or tenderness. It has multiple dimensions: emotion, affection, pleasure, reproduction... The way we experience sexuality is a personal decision, and it can change throughout our lifetimes. In any case, a healthy sexual relationship is one that fulfils our own desires and any desires we've agreed upon with our partner. Socially, desire or sex is defined according to two opposite poles (exclusive heterosexuality and exclusive homosexuality). We refer to heterosexuality, homosexuality or bisexuality according to whether the attraction is towards individuals of the opposite sex, the same sex, or towards either sex. Nevertheless, this vision is very limited; there are just as many ways of expressing sexuality as there are individuals.

Sexual orientation or preference: this has to do with who we like or desire. According to heterosexual rules, attraction only occurs between people of opposite genders (heterosexuals)—but that's far from reality. Some girls are attracted to other girls (lesbian homosexuals), some boys are attracted to other boys (gay homosexuals), and some people are attracted to both boys and girls (bisexuals). Sexual orientation doesn't have to

do with gender expression. A feminine girl can be a lesbian, and a masculine boy can be homosexual. The femininity of gays and the masculinity of lesbians is one of the many stereotypes created by dominant heteronormativity.

Transsexuality/transgender: “trans” individuals have a different gender identity from the one they were assigned when they were born. Normally, we use the term “cis” as an opposite for “transgender”, to refer to individuals who identify with and manifest the gender role they were assigned at birth. “Trans” is an umbrella term that includes all transsexual and transgender people. The main difference between a transsexual and a transgender person is that transsexuals decide to take on sex reassignment physically (using hormones) or genitally (with surgery), in order to adapt to the socially-established image of the gender they identify with. Still, there are many ways of being “trans”: not everyone feels like they need to change their body; some people feel like their body is just the way it needs to be, and that problem lies with society and the individuals who’ve accepted radically binary stereotypes.

Queer movement: the queer movement questions the dualities that dominate in western culture (man/woman, homo/hetero, “normal”/“strange” ...) and works to subvert social rules regarding gender and transit. It rejects the need to choose a binary gender option, and it defends the right to experience sexuality in an undefined, migratory way, under constant construction.

Genderphobia: phobias are social prejudices towards individuals that break with established stereotypes. In terms of gender, these phobias are aimed towards individuals who don’t fit into the binary distribution imposed by heteronormativity. LGBTQUIA+ phobia refers to hate or rejection aimed at individuals who are identified as lesbian, gay, bisexual, trans- or intersexual, queer or asexual. Gender phobias can affect other options, as this abbreviation doesn’t cover the full range of possible affective or sexual orientations possible.¹ Phobias can be expressed through ideas (for example, thinking that nature only created two gender options and that all others are anti-natural or sinful, that people who are different shouldn’t have the same rights, that displays of affection between individuals of the same sex in public settings are disrespectful...), sensations (of fear, rejection, disgust, morbid interest...), attitudes (displays of rejection, ignoring or excluding...) as well as with actions (including verbal violence with expressions like “faggot” or “dyke”, or physical violence). This type of discriminatory attitudes, based on an imbalance of power in interpersonal relationships, can even shape the way certain institutions operate (clubs, businesses, schools...) or be found in certain family settings. Homophobic bullying results when there are repeated incidences of intimidation and exclusion with intentional, constant, personal aggressions that aren’t the result of any sort of provocation.

Any sort of discrimination is unacceptable, whether based on race, sex, ethnicity, ideology, disability or religion, or motivated by sexual orientation and gender identity.

¹ In the reflection in activity 3 of workshop 1 of this guide, “Culture or nature?” we watched the video “WHAT IS SEXUAL DIVERSITY? AN EASY EXPLANATION” where this issue is clearly addressed.

Homophobia: the patriarchy rejects any sexual identities that aren't heterosexual, calling them antinatural, abnormal, amoral... Homophobia is the aversion to individuals who relate sexually with others of their same sex. It's a demonstration of fear and rejection, which serves as a sex/gender mechanism to keep people within standardized categories (heterosexual men and women). Homophobia also lashes out against the idea of sexual diversity; assuming that all individuals have to fit into a binary, exclusionary structure of men and women leads to discrimination against individuals who adopt any of the options that don't fit into "cis" norms. It casts negative stigmas and prejudice onto everything that's different. There are also a number of other terms that exist, such as "biphobia", which refers to n, aversion to bisexuals; "transphobia", meaning hostility against transsexuals, or "LGTBI-phobia", which means discrimination against anyone who isn't heterosexual.

TIMING

SESSION 1

15'	15'	Activity 1 – Let's go on a bus ride!
30'	45'	Activity 2 – The adventures of Sirenito
30'	75'	Activity 3 – Nothing changes
10'	85'	Activity 4 – What can I take away from this?
5'	90'	Activity 5 – Publishing our impressions

SESSION 2

100'	100'	Activity 1 – Photovoice
------	------	-------------------------

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_G9T4_FEM_TEC_sobre_gustos](#))





DESCRIPTION OF ACTIVITIES

<p>Before starting this workshop</p> <p>Presentation slides 1 and 2</p>	<p>Before starting the workshop, if we’re completing the entire guide, we should ask students what they remember from the last workshop, what they thought about it or if there’s anything they want to say.</p> <p>We can ask them if they want to guess at what we’ll be discussing today based on the workshop title, “There’s no accounting for tastes”. The title is a play on words that refers to the fact that when it comes to sexual and affectionate orientation, our choices are personal and extremely diverse. We should accept any contributions and then begin the workshop to see if anyone guessed correctly.</p>
<p>Activity 1 Let’s go on a bus ride! (15’)</p> <p>Presentation slide 3</p> <p>Material coloured stickers</p>	<p>Activity summary An activating activity involving movement.</p> <p>What we want to work on Empathizing with individuals who suffer from discrimination.</p> <p>Development and aspects to consider We’ll tell students that they’re a group of boys and girls that love to travel, and that we’ll be organizing 3 recreational trips for them. The more trips they take, the more fun they’ll have. We’ll organize our workspace into three “bus stops” (or however many you need according to your class size: there should be one stop for each 8-10 students). Each stop will have a “bus” parked in front of it, made out of line of chairs.</p> <p>We’ll ask 3 volunteers to serve as drivers. Making sure the rest of the group doesn’t hear us, we’ll give each driver a list rules like the following (you can adapt these rules to better fit your group. If you’d like to use our suggestions, you’ll find them in 4_G9T4_FEM_TEC_annex1):</p> <ul style="list-style-type: none"> ▪ Driver 1: doesn’t accept blonds, people with long hair or people wearing green. ▪ Driver 2: doesn’t accept brown-haired people, short-haired people, or people taller than they are. ▪ Driver 3: doesn’t accept people with their hair up, people wearing red or people shorter than they are. <p>We’ll tell our drivers that the company organizing these trips is extremely strict, and won’t allow travellers that don’t meet the standards listed above; it’s their responsibility to make sure these rules are met. We’ll also</p>

give them a sheet of coloured stickers that’ll serve as tickets or proof of travel. Each bus will have its own type of coloured sticker. If you only have one type of sticker, you can put dots, Xs or letters on them to tell them apart. If you don’t have any stickers on hand, the driver can also use a pen to mark the hands of the passengers they let onto their bus.

We’ll tell our drivers that the only ones allowed on their bus are the people that comply with the rules we gave them. They’ll put a sticker on the hand of each person they let on their bus, and these passengers can sit in one of the seats.

Once our drivers have their instructions and their stickers are ready, they’ll sit in the “driver’s seat” at the head of each row of chairs, and the activity will begin.



We’ll tell the rest of the group that there are three bus routes, and that they can ride them in any order. The “tickets” are stickers that each driver will sell to them. Students have to choose a bus and wait their turn. Once they’ve been let on the bus and given their sticker, they can move on to the next bus. These stickers are like souvenirs from their trip; they let passengers prove how many trips they’ve been on—the more, the better.



Whoever is organizing the activity can politely encourage passengers who’ve been rejected to try again with another bus. If need be, they can also help organize the queues at each bus.

Elements for reflection

First, we’ll ask our students how they feel. Some will probably be upset that they weren’t allowed on all the busses (or on any!). They’ll want to know why they were turned away. If nobody offers any suggestions, we can ask if anyone has all the stickers: how do they feel? Next, we’ll ask if there’s anyone who didn’t get any stickers, and how they felt when they were turned away. This will probably be enough to get the ball rolling, and students will bring up things like injustice, prejudice, arbitrariness... That’s what we want.

We’ll also ask our drivers how they felt about turning some passengers away. Did they agree with the rules imposed by their company? Did they feel comfortable applying them? Did any of our drivers break the rules? Why? Is what happened to the passengers who were turned away fair? What about the reactions of our drivers, were they proportionate to the reactions of the rejected passengers? We probably won’t have to explain the rules imposed on the drivers, they’ll probably have come up. But if not, we can ask our drivers to explain them. Now that we know why some people were allowed on the bus and others weren’t, do you think these reasons are objective? What would you call it if the criteria used was passengers’ sexual orientation? Homophobia is just as arbitrary as any of the criteria we used for not letting people on the bus!

	<p><u>ALTERNATIVE</u>: An alternative version is “giving out hugs”. Instead of drivers, our volunteers will give out hugs according to the rules we give them (the same rules followed by our bus drivers, or similar ones). Once we finish the activity and our reflection, we might want to watch the following video:</p>  <p>First Gay Hug (A Homophobic Experiment) First Kiss Video, on the UnsolicitedProject (3:24) https://youtu.be/j1WEtFFPVBu</p> <p>We’ll invite students to share their impressions on what we’ve just seen. Hopefully, they’ll spontaneously offer comments on the concepts of equality, freedom, sex, gender, sexual identity...</p> <p>If we find it tough to get the ball rolling, we can ask questions like: how did the video make you feel? How do you think the people who didn’t want to hug others felt? Students will probably mention fear, concerns about what others might say, shame... Do you think it would’ve been as hard for these people to give hugs if they didn’t know anything about the other person (prejudice regarding their sexual identity), and were only able to judge their physical appearance? What do you think about “labels”, stereotypes, and prejudice? Are these related concepts? Are they related to discrimination?</p> <p>Have you ever felt like you’ve been treated unfairly and didn’t know why? Have you ever suspected it might have something to do with your appearance? What other possible causes can you think of? How did this make you feel?</p> <p>To complete the alternative version of this activity, we can hug one another without imposing any arbitrary conditions or other restrictions.</p> <p>This activity is a modified version of the proposal prepared by the Department of Education of the Government of Catalonia for the “Prevention of hateful and discriminatory behaviour” project, which you can find at: http://xtec.gencat.cat/web/.content/alfresco/d/d/workspace/SpacesStore/0074/ad9165bc-219f-459f-8519-6f2ad54c4269/14_unitats_didactiques.pdf [short url: http://bit.ly/2EFoGq5]</p>
<p>Activity 2 The adventures of Sirenito (30’)</p>	<p>Activity summary Video and dynamic reflection.</p> <p>What we want to work on Reflection on the prejudice in gender rules.</p>

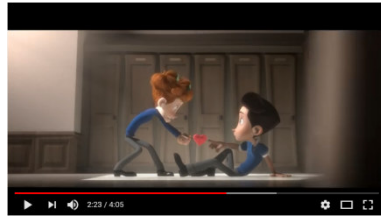
<p>Presentation slide 4</p>  <p>Material 4_G9T4_FEM_ TEC_annex2</p>	<p>Development and aspects to consider</p>  <p>Watch the Sirenito video, [proyectafilms channel, 6:33] https://youtu.be/xaKmXni-0xc</p> <p>After watching the video, we’ll ask students how they felt about it. Did Saül like his costume? Is it what he wanted? How did you feel about his father? What about his mother? Why is there a psychologist involved? Is the psychologist necessary? Does Saül have a problem? At the end of the video, we realize that Saül might have been asking for a fireman costume. Why do you think all this happened? Why does the mother treat her son this way? (Gender prejudice was stirred up with a misunderstanding over Saül’s favourite character: Sirenito. Saül’s mother assumed he wanted to dress up as a little siren, or merlad, but he was really referring to a fireman named <i>Sirenito</i>, or ‘little (fire engine) siren’).</p> <p>We’ll ask students to get into groups of four or five, and we’ll randomly assign the role of mother, father, psychiatrist or Sirenito to each team. More than one team can analyse the same role: it’ll be interesting to see their different ideas.</p> <p>Each team will focus on one character. They’ll put themselves in that character’s shoes, and they’ll imagine how they’d tell their friends about the events in the video, and the arguments they’d use to explain them (in the case of the teams analysing the role of the child or the psychiatrist), or to justify their actions (in the case of the mother and the father). Students should make a list of the things they’d say: later on, each team will act out these statements in the form of a monologue by the character they studied. This monologue can be delivered by more than one member of the team. Students can split it up and have the whole team participate. If students need help putting the monologue together, we can propose the following parts:</p> <ul style="list-style-type: none"> • We introduce ourselves. • We briefly explain what happened in the video. • We briefly explain how we acted, what we thought and what we felt. • We explain how we feel now that we’ve sorted out the misunderstanding, and why we acted the way we did. • We share what we’ve learned from this situation, and how we plan to act in the future. <p>Another option is for students to act out a dialogue in pairs with the same content, or for them to act out a second visit to the psychologist to explain the misunderstanding and the conclusions we can draw from it.</p>
--	--



Elements for reflection

The focus of this activity is to reflect on the video. Once all our students have gotten a chance to express their opinions, we’ll move on to the next activity.

ALTERNATIVE FOR YOUNGER STUDENTS:



We’ll watch the video **In a Heartbeat**, [In a Heartbeat Animated Short Film, 4:05] <https://youtu.be/2REkk9SCRn0>

We’ll briefly reflect on the meaning of the video. We’ll ask students what they think about it. If they don’t start the discussion on their own, we can ask them questions like: what do you think the title In a Heartbeat means? What do you think the authors of the video are trying to get across? Why do you think the one of the character’s heart moves on its own? How do you think the boy who loses his heart feels? What about the boy chased by the heart? What do you think the heart is after?

Next, we’ll try the following activity:

We’ll ask everyone to imagine they have to share a secret with their best friend, who they trust wholeheartedly. What secret would they tell them? They don’t really need to share the secret, they just have to think of it (we can give them some time to do so).

We’ll ask students to answer the first two questions from [4_G9T4_FEM_TEC_annex2](#) in silence:

- How do you think you’d feel about sharing the secret with your friend?
- How do you think your friend would react to being told the secret?

After a few minutes, we’ll ask students to answer a third question: imagine the person you shared your secret with reveals it to someone else, and soon everyone knows: all your friends, your classmates, everyone on your basketball team or in your theatre group...:

- How do you think they’d react after learning the secret?



Finally, after a few minutes, we’ll ask students to answer our last question:

- How would you like the others to react after learning the secret?

Elements for reflection

Can you still be friends with someone who betrayed your trust? What would have to happen for you to remain friends?

If you were the boys in the video, would you be as worried as they are? Do you think the way others react when they learn your secret will make

	<p>you feel bad, or do you think having them learn the secret and seeing their responses will help you feel better?</p> <p>Do you think your group would act negatively if they found out about a case of homosexual love? Who can say which kinds of love are “normal”, and which aren’t? What can each of us do to make sure that those around us feel free to say whatever they have to say? What can we do to create a climate of trust in our group?</p>
<p>Activity 3 Nothing changes (30’)</p> <p>Presentation slide 5</p>	<p>Activity summary Roleplaying game.</p> <p>What we’ll work on Reflecting on prejudice and the lack of understanding in gender norms.</p> <p>Development and aspects to consider If you feel your group is ready for this activity, you should secretly ask someone in the group to dress and act according to the social norms associated with the opposite sex (the person running the activity can also do this). They should keep up this act in a clear but not exaggerated way throughout the session. It’s important that they don’t tell anyone about this before the workshop. The goal is for the group to think that this person is completely rethinking their sexual orientation.</p> <p>To begin, the teacher should ask the volunteer how they’re feeling, if everything is all right. We should give them the option of leaving if they want to. They’ll say no; all of this will have been secretly planned beforehand, and this is just to call attention to the individual.</p> <p>The student will respond that they feel fine, and that in fact this workshop has helped them with their personal process. They’ll tell the group that they’re at an important point in their life; the others may have already noticed. The student will explain that they want to change their name; they no longer feel like a boy/girl, and they’d like the support of the rest of the group.</p> <p>It’ll be interesting to see how the rest of the group responds to this declaration. Some will probably express surprise or curiosity; the volunteer will probably be asked plenty of questions... Until they decide to reveal the truth.</p> <p>To prepare for this moment, we’ll watch the following video:</p> <div data-bbox="280 1886 354 1942" style="text-align: center;">  </div> <div data-bbox="451 1807 834 2020" style="text-align: center;">  </div> <p>Vestido Nuevo (New Suit) [on the GaYardoTV channel, 13:29] https://youtu.be/LVdfnQPUYLY</p>



We can also use **Sam's Story**
 [on the The You Inside / Au Coeur de toi
 channel, 4:15]
<https://youtu.be/OyZPIId4VVnM>

The first video shows how others react when a child suddenly decides to dress like a girl. The second is a promotional video for discussing transgender individuals with children.

Elements for reflection

Once the video is over, we’ll ask if anyone has anything to say about what we’ve just seen. Then, our student collaborator will explain that, as a result of the “Fem tec!” workshops, they’re questioning their gender identity, and that they might be more confident and comfortable if they adopt the opposite gender. The problem is that they still aren’t sure whether this is a matter of identity or of sexual preference. This is something they’re having a hard time with; after watching the video, they’ve decided it might be a good idea to discuss it with those around them.

Of course, it isn’t easy to convince an adolescent to make this sort of declaration. Even though they’re just acting, the surprise generated and the fact that they’re in cahoots with the teacher might make their classmates think it’s really true. The point of this action is to analyse how the rest of the class reacts.

We should try and get students to share what they think and how they feel when they hear the news. Do they think our volunteer student was brave in sharing their concerns with us? Do they think anything will change in their relationship with them? Had they noticed a change in this individual? Are they still the same person? Do they think sexual orientation is the main factor in a person’s personality, or do they think other things come first (character, energy, attitude...)?

We’ll also ask our volunteer how they felt throughout the workshop, like when sharing their thoughts with the others and seeing them react. Did things go the way they expected? What would they say to someone who was really going through what they pretended to be experiencing? What do we think it must be like when someone realizes that their identity or orientation doesn’t fit with what others expect of them? How must they feel? Do you think it’s easy for them to accept their situation and share it with others?

Do we know anyone going through a similar situation? Do we ever share our fears (not being successful, not being happy with the way we are...) with anyone? Would we know how to? Who would we share this with?

	<p>Once we’re finished, it’s important that we clearly tell students that today’s activity is an exercise in empathy, a simulation. Sexual orientation is a personal option we don’t suddenly decide to change, especially in the case of transsexual individuals. Still, some people in the queer movement do defend their right to have an undefined, shifting experience of sexuality that’s constantly under construction.</p> <p>If we don’t have a secret collaborator, we can reflect on the video, and focus on analysing the reactions and the feelings of the protagonists and those around them, like we discussed doing with our volunteer.</p> <p>Next, we can come back to our initial guesses about the title of the workshop. Were any of them close? We’ll ask students if, after today’s session, they’d like to organize any sort of intervention in their surroundings to express their opinion on sexual diversity and respect towards others. We’ll let them know that next time, we’ll come back to their comments from “What can I take away from this?” and prepare a Photovoice message of what our group would like to share.</p>
<p>Activity 4 What can I take away from this? (10’)*</p> <p>Presentation slide 6</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.</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>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 7 and 8</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 Photovoice (100')</p> <p>Material 4_G9T4_FEM_TEC_annex3 i 4_G9T4_FEM_TEC_annex4, fulls DIN A4 DIN A4 sheets of paper, markers, tape, glue, scissors</p>	<p>What we’ll work on The need to recognize all individuals as equals, regardless of their sexual orientation, as a first step in avoiding homophobic attitudes.</p> <p>Session summary</p> <ul style="list-style-type: none"> ▪ 10’ – The power of words ▪ 10’ – Picture review – choosing a topic ▪ 45’ – Photovoice preparation ▪ 20’ – Preparing the exhibit ▪ 10’ – Element for reflection and “What can I take away from this?” ▪ 5’ – Publishing our impressions <p>Before starting this workshop Even though this session is designed to last an hour and a half, we should encourage our students to work on it more in depth. If we can spend two sessions preparing Photovoice images, it’ll help to activate their creativity, and will give them more time to reflect on everyone’s images. Before starting today’s session, we’ll hang the pictures from 4_G9T4_FEM_TEC_annex3 all around the classroom. We’ll hang them where they’re easy to see and a good distance apart, because during the “Picture review”, we’ll ask students to stand in front of whatever word they select. 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, and if they remember what we talked about during “What can I take away from this?” about preparing a group message on what we’d like to say about sexual diversity and discrimination based on sexual identity.</p> <p>Development and aspects to consider We now propose four connected activities, so we won’t be preparing a reflection after each activity. Somebody might be surprised by their own reactions, and they might want to share them with the group. If possible, we should do our group work first, and then come back to this at the end of the workshop, during our final reflection.</p> <ul style="list-style-type: none"> ▪ The power of words (10’) – Activation activity With this activation activity, we want to help students understand the importance of language, and how patriarchal institutions impose a single-minded way of understanding gender (gender=sex). We’ll ask students to look up the definitions for the word “bisexual” in the dictionary.com or merriam-webster.com (if you want, you can also print
--	--

out 4_G9T4_FEM_TEC_annex4).

We’ll ask students if they know anything about bisexuals, and if they feel these definitions are correct. We’ll let them know that both definitions are incorrect, because “bisexual” and “hermaphroditic” aren’t synonyms. Plus, bisexuals aren’t necessarily sexually attracted to either sex; “bisexual” refers to the sexual orientation of people who feel sexually, romantically and/or emotionally attracted to people of more than one gender and/or sex, but not necessarily at the same time or to the same degree.

We’ll ask students how this mistake might affect the way bisexuals are seen. To express this, we can ask students to choose one of the words hung around the classroom (equality, prejudice, respect and stereotypes) and stand in front of it.

The words “prejudice” and “stereotypes” are probably what most students will choose. The concept of “normal sexuality” imposed by the patriarchy causes many people who don’t feel sexually attracted to the opposite sex to be treated unfairly. Bisexuals suffer from discrimination largely because of ignorance towards their way of experiencing sexuality, and the way they’re treated is based on prejudices generated by stereotypes. We might refer back to the first session of the workshop and the video, and name other groups that suffer from violence and discrimination because of their identity or sexual preferences (for example: feminine boys, masculine girls), people with bodies with ambiguous sexual characteristics (for example, a boy with prominent breasts or a girl with facial hair), people who behave in ways associated with the opposite gender (boys who paint their nails, girls who act aggressively...), etc.

- **Picture review – choosing a topic (10')**

We’ll let students know that Photovoice is a technique that uses photography to reflect actively on a topic.

We’ll let them know that ideally, we’d have a week for each of us to take a picture representing the contribution we want to make to the group on a topic. But since we only have one session to complete this activity, we’ll be using the pictures we’ve hung around the room.

We’ll ask students to get into groups of 4 or 5 individuals, and we’ll suggest that they put together a common message on sexual diversity and discrimination based on sexual identity.

Each team has to choose two pictures and one of the words hung around the classroom for their photocomposition. They can take down and keep the pictures, and students can choose from any of the pictures that are still hanging on the wall.

	<ul style="list-style-type: none"> <p>▪ Photovoice preparation (45')</p> <p>Next, each team will decide which picture to use, and they’ll write a 20-25-word phrase that reflects what they want to get across with their image (or photocomposition, if they’re using more than one picture). This phrase has to include whichever of the four words they selected (equality, prejudice, respect or stereotypes), or a word derived from one of these concepts.</p> <p>One strategy they might use when writing this phrase is to start by making a list of 8-10 concepts or ideas they want to communicate, and then choosing two or three as a group. Once they’re sure about their concept, it’ll be easier for them to write their phrase. Each team will make a poster by attaching their image(s) and their word to a piece of paper.</p> <p>▪ Preparing the exhibit (20')</p> <p>One by one, we’ll ask our groups to hang their poster on the wall, to share what made them pick whatever picture and word they selected, and to let us know what they want to get across with their poster.</p> <p>▪ Element for reflection and “What can I take away from this?”(10')</p> <p>A discussion will probably start spontaneously in response to each group’s explanation. If it doesn’t, we can ask our students what they think about their classmates’ messages, and if there’s anything they want to add.</p> <p>Finally, we’ll suggest that the group choose a title for an exhibit made up of all the posters they just finished.</p> <p>We might want to spend a few minutes reflecting on what they’ll take away from today’s session. As a conclusion, we might ask the group if they think what we’ve done these past few days will change their attitude in the future. Finally, if we’re happy with the way today’s session went and we’re feeling good, we can give ourselves a round of applause for everything we’ve done.</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 drag kings & drag queens (60’)</p> <p>Material Makeup, a stereo, clothes to dress up in that students have brought from home</p>	<p>Activity summary Defining a character (drag king or drag queen) and playing a role (dance).</p> <p>What we’ll work on Breaking taboos on the sex/gender dichotomy.</p> <p>Development and aspects to consider We’ll tell our students that the term “drag” is used to mean the transgender identity that uses the clothing society associates with the opposite sex. People dress in drag to entertain others while mocking the traditional binary conceptions of gender (man/woman), and the associated roles assigned by society and culture. A “drag queen” is a man who dresses like a woman, and a “drag king” is a woman who dresses in a masculine fashion. “Drag kings” and “drag queens” are generally performance artists who exaggerate gender stereotypes with how they dress and act, all as a part of a performance which often also includes dancing and singing.</p> <p>We’ll ask students to combine all the materials they brought from home, and for each individual to dress as a “drag queen” or “drag king” (as much as possible). It’s especially important that they make exaggerated use of makeup to really get into the character they’re trying to represent. Once they’re ready, we’ll ask students to get into teams of “drag queens” and “drag kings” and put together a simple choreography they can perform at the end of the session.</p> <p>Once all our teams have their performance ready, we’ll set up the classroom so that each group can perform for their classmates. We might want to make a video recording of the performance and to edit it in a way that transmits a message, so that the group can express their opinions using local networks (those belonging to the school, the local youth association...). If they feel up to it, they can even prepare a flash mob using their choreography, and take it out of the classroom and into the outside world.</p> <p>NOTE: we encourage you to share your videos on our space for “Fem tec!” success stories https://www.diba.cat/web/fem-tec/compartint-exits You can send us a link to your videos at opj.femtec@diba.cat.</p> <p>Elements for reflection We’ll ask our students how they felt when creating their character. Did they feel like a different person? Did this activity provoke any new reflections on gender rules? How did they feel when they were performing?</p> <p>We’ll finish our session by giving students a chance to make any comments they want on their impressions and what they learned in today’s session.</p>
--	--

Alternative activity 2
I’m Leo
(25’)

Activity summary

Video and reflection.

What we’ll work on

Recognizing sexual diversity and transsexuality.

Development and aspects to consider



We’ll watch the following video from the EiTb channel, where Leo and his mother describe his *trans* experience (5:30)
<https://youtu.be/V-HUNUIW6oA>

Our students will likely express surprise or discomfort; this isn’t a topic that comes up very often. We can ask them if they have anything to say about the video; if they don’t, we can suggest continuing our activity.

In order to get a closer look at transsexuality, we’ll encourage our students to do an internet search for the experiences of famous transsexuals. Here are a few examples:

Isis King: <https://www.kingisis.com>

Philippa York:

<http://www.cyclingarchives.com/coureurfiche.php?coureurid=6053>

Amanda Lepore: <http://amandalepore.net/bio>

Jenna Talackova: <http://jennatalackova.ca/category/news>

Balian Buschbaum: <http://www.balian-buschbaum.de>

Leiomy Maldonado:

https://elpais.com/elpais/2017/06/27/estilo/1498559525_085828.html

All of these cases involve successful people. In fact, many of us probably aspire to be like them. Still, they’re just a small minority. Most trans people who dare to express their sexual identity suffer from social discrimination. For some, the consequences can even lead to death.

Elements for reflection

What should we call having a hostile attitude towards trans people?

“Homophobia” is used to refer to hate or fear of homosexuals, and its meaning has expanded to mean fear or hate of any sexual orientation other than male/female heterosexuality.

If we focus on the etymological meaning of the word “homophobia”, we’ll find that it actually means fear (*phobia*) of the same (*homo*). Doesn’t that seem like a contradiction? Does anyone have anything to say about it?

What do you think the origin of the fear that leads to homophobia against trans people might be? What can we do to avoid it?

Alternative activity 3
Hi, mum!
Hi, dad!
(25’)

Activity summary

Video and discussion.

What we’ll work on

Reflecting on the normativity of affection.

Development and aspects to consider



We’ll watch the video “**HOLA, MAMÁ, HOLA, PAPÁ (#Orgullo2016)**” (Hi, mum! Hi, dad!), a short film prepared for Madrid Pride 2016 and published on the Roberto Pérez Toledo (mividarueda) channel (5:07) <https://youtu.be/DjwNXbtsuQw>

We’ll ask students to suggest why the mother is calling. What do you think she wants? We might get creative or fun answers like the following:

- She’s calling to ask her son to buy her a mirror like the one he shows her in the video.
- She’s calling because she can’t figure out how to open the video.
- She’s calling to ask how the concert went; she didn’t get what the video was about

We’ll probably also get some answers like:

- She’s calling to say she’d been wanting to talk about this topic for a while, but she didn’t know how to bring it up.
- She’s calling to say “it’s about time!”; she’s been wanting to invite them over for dinner for a while!

Elements for reflection

We’ll give students a chance to offer suggestions. Students will probably start discussing how hard it is to come out as gay because of all the social control that exists, and they’ll share their points of view on the subject.

If this doesn’t happen on its own, we can ask questions like:

Do you think we need to tell our families what our sexual orientation is?

The protagonist talks about being brave when it comes to telling his parents. Does it take bravery to tell our family about our sexual orientation? Why does he mention bravery?

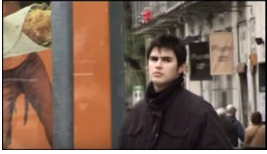
How do you think the protagonist and his partner felt when they recorded the video? How do you think the protagonist feels about hiding his identity from his parents?

Do you think society lets you be who you want to be? Can everyone be the person they want to be?

If you were in the protagonist’s shoes, would you tell your parents?

Would you hide the truth like he did? Would you have to come out over the phone?

If you were the parents of the protagonist, how would you respond? How

	<p>do you think you'd feel?</p> <p>What do you think will happen when the protagonist gets home?</p>
<p>To find out more</p>	 <p>1 Real life test - Test de la Vida Real. A 7-part documentary (50' in all) directed by Florencia P. Marano showing gender diversity through the daily lives of 5 trans individuals. Florenciapmarano channel. (with English subtitles)</p> <p>https://youtu.be/yrgrZOR_-3U</p>