



## Workshop G9T5 – neither princes nor princesses

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### WORKSHOP OBJECTIVES

1. Building respectful relationships based on equality
2. Deconstructing the myth of romantic love
3. Analysing the consequences of believing in romantic love

### KEY CONCEPTS

**Types of love:** there are many different types of love: friendship, motherly love, fatherly love, brotherly love, romantic love, passionate love, sexual love, platonic love, deluded love, unconscious love, reproductive love... Reproductive love has been defended by societies with a significant patriarchal component, and, as a result, a significant part of the female population has faced discrimination throughout history.

Romantic love is based primarily on emotions, and is based on a utopian model established in patriarchal society and promoted through the media, books, films... There are plenty of everyday expressions that reflect this: “love at first sight”, “I’ll always love you”, “I can’t live without you”, “you’re my other half”, “I need you like the air I breathe”. Often without meaning to, what these expressions do is justify unequal relationships with the belief that couples “need to be life-long, exclusive and involve a high level of commitment”. Couples’ relationships should be based on acceptance of differences and the right to equality, and they should allow both members to be themselves. Jealousy isn’t a form of love, it’s a sign of insecurity. Nobody changes for love: people change because they want to, not to satisfy someone else.

**Crushes:** when we have a crush, we experience an emotional state that generates extremely intense feelings towards another person. This may be an extremely positive experience if it’s based on communication, trust and respect for the other person. Often, especially between adolescents and young people who aren’t as emotionally mature, it generates passionate, romantic, radical, exaggerated relationships. This may lead to highs, lows and breakups. There isn’t just one way of being in love.

**Affectivity:** there are no models for how to define sexual preferences, and there’s no single way of experiencing affectivity in a relationship. Each relationship is different and equally healthy, normal and pleasing, as long as both members are in it freely and don’t feel pressured. A healthy relationship is a source of pleasure: respect, equality and trust are fundamental to a healthy relationship that isn’t based on violence. We don’t grant freedom or respect, we exercise it.

**Seduction and stereotypes:** patriarchal culture has created a set of highly discriminatory stereotypes that idealize seductive men and chaste females. These stereotypes

encourage the view of men as the dominant ones in the relationship, as people who seek physical pleasure, who aren't reflexive and who avoid commitment. Meanwhile, women are submissive, always discuss superficial subjects, and can't appear too "easy"... These ideas are just as damaging to women as they are to men. Men feel pressured by social expectations of success, they want to fulfil their role as seducers, and they feel like failures if they're rejected. This type of behaviour makes women into objects to be won, not individuals to establish egalitarian relationships with.

**Myths of romantic love:** associated with patriarchal culture, from childhood we're presented with plenty of examples of what we call "romantic love" through films, advertisements, games... Belief in these myths creates idealized expectations for couples' relationships. Some myths about romantic love include:

- Magic: love is all-powerful, love makes everything perfect. It can transform individuals and make them just right for one another. This causes people (especially girls) to constantly expect their partners to change to become the "perfect partner".
- The other half: everyone has a perfect match. Believing this can lead to dependent relationships that treat partners as property.
- Eternity: love lasts our entire lives (marriage, too). We need to be prepared to do whatever is necessary to save it.
- Jealousy: if our partner is a little bit jealous, that's a sign they love us; if they're never jealous, they don't. Accepting this myth can lead to a spiral of violence: we start by accepting demonstrations of jealousy, and gradually take on submissive roles.
- Suffering: to love is to suffer. Admitting this means accepting violent relationships or believing that tranquillity in a relationship means something's wrong.

Myths push us to accept certain false beliefs, and they push boys and girls to accept entirely unacceptable roles and situations, even justifying and accepting macho violence.

**Myths involving sexuality:** there are also a number of myths on sexual relationships that make it hard to establish a healthy relationship. Some myths surrounding sexuality include:

- Men have uncontrollable desires: if I don't give him what he wants, he'll look for it elsewhere.
- Sex is spontaneous; there's no need to discuss or negotiate it.
- If you're in love, the sex will be great. If the sex isn't great, it's because the relationship doesn't work.
- Sex works instinctively: we should be able to guess what our partner wants.
- Some sexual behaviours aren't "normal".

Pornography also leads to mistaken ideas among adolescents, who might mistakenly believe that their sexual relationship will be like what they see portrayed. Porn tends to depict unequal relationships that are far from healthy, where one party (generally the girl) is forced into submission. The porn industry has earned big profits over the internet by offering highly addictive content for free. Unfortunately, it's all too easy for boys and

girls to come into contact with this sort of videos, even as a result of internet searches that don't seem at all related.

**Healthy relationships:** mature relationships are based on different people drawing closer together through trust and by learning about one another, as a result of an authentic and honest curiosity. The healthy way of looking at seduction is to see it as an opportunity for a sincere exchange: a game, not a test. A good strategy is to strike up a conversation, to talk, laugh, look for things in common... Physical contact through touch can also lead to intimate moments. Whenever we're interacting with someone else and especially when we're encouraging physical contact, we need to pay attention to the reactions of the other person. We should be very careful and not insist if the other person shows signs of unwillingness. We also need to learn to be assertive and make our unwillingness clear if necessary. An unhealthy relationship can lead to self-doubt, false expectations, toxic experiences or unsatisfactory sexual practices.

**NOTE:** if you think your class might be interested in sexuality and relationships involving seduction, workshop G10T3 – #seduceyourselftoseducothers from guide 10 #IMHEALTHY (<https://www.diba.cat/en/web/fem-tec/sedueixtextseduir>) might help to address these issues.

## TIMING

### SESSION 1

15'	15'	Activity 1 – Photo call
35'	50'	Activity 2 – The Most Beautiful Thing
25'	75'	Activity 3 – In the prime of life
10'	85'	Activity 4 – What can I take away from this?
5'	90'	Activity 5 – Publishing our impressions

### SESSION 2

90'	90'	Activity 1 – Say it in song
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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



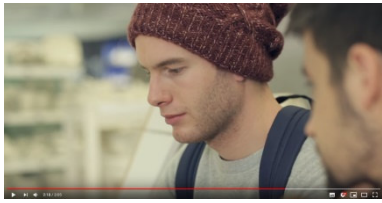

(to show during the workshop - document [3\\_Presentació\\_G9T5\\_FEM\\_TEC\\_ni\\_princeses\\_ni\\_princeses](#))

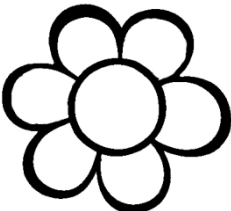




**DESCRIPTION OF ACTIVITIES**

<p><b>Before starting this workshop</b></p> <p><b>Presentation slides 1 and 2</b></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, “<b>Neither princes nor princesses</b>”. We should accept any contributions and then begin the workshop to see if anyone guessed correctly.</p>																
<p><b>Activity 1</b> Photo call (15’)</p> <p><b>Presentation slide 3</b></p> <p><b>Material</b> 4_G9T5_FEM_TEC_annex1 and 4_G9T5_FEM_TEC_annex2</p>	<p><b>Activity summary</b> An activating activity. Organizing a <i>photo call</i>.</p> <p><b>What we want to work on</b> Making the stereotypes that shape our worldview visible.</p> <p><b>Development and aspects to consider</b> We’ll ask students to get into groups of 4 and to pose for a picture like the one described on the card they’re given (these cards are in document <a href="#">4_G9T5_FEM_TEC_annex1</a>). Ideally, we should form 8 teams; if need be, we can make teams smaller.</p> <p>We’ll ask each team to randomly pick a card describing what they should portray in their picture (love between parents and children, brotherly love, friendship, romantic love, impossible love, tenderness, understanding or infatuation). Students have one minute to decide how to take their picture.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">parent-child love <input type="checkbox"/></td> <td style="width: 50%;">team 1 <input type="checkbox"/></td> </tr> <tr> <td>brotherly love <input type="checkbox"/></td> <td>team 2 <input type="checkbox"/></td> </tr> <tr> <td>friendship <input type="checkbox"/></td> <td>team 3 <input type="checkbox"/></td> </tr> <tr> <td>romantic love <input type="checkbox"/></td> <td>team 4 <input type="checkbox"/></td> </tr> <tr> <td>impossible love <input type="checkbox"/></td> <td>team 5 <input type="checkbox"/></td> </tr> <tr> <td>understanding <input type="checkbox"/></td> <td>team 6 <input type="checkbox"/></td> </tr> <tr> <td>tenderness <input type="checkbox"/></td> <td>team 7 <input type="checkbox"/></td> </tr> <tr> <td>infatuation <input type="checkbox"/></td> <td>team 8 <input type="checkbox"/></td> </tr> </table> </div> <p>We’ll give each team a card (doc. <a href="#">4_G9T5_FEM_TEC_annex2</a>). After seeing</p>	parent-child love <input type="checkbox"/>	team 1 <input type="checkbox"/>	brotherly love <input type="checkbox"/>	team 2 <input type="checkbox"/>	friendship <input type="checkbox"/>	team 3 <input type="checkbox"/>	romantic love <input type="checkbox"/>	team 4 <input type="checkbox"/>	impossible love <input type="checkbox"/>	team 5 <input type="checkbox"/>	understanding <input type="checkbox"/>	team 6 <input type="checkbox"/>	tenderness <input type="checkbox"/>	team 7 <input type="checkbox"/>	infatuation <input type="checkbox"/>	team 8 <input type="checkbox"/>
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	<p>each team pose, students should indicate what type of love they think the other teams are representing (by drawing a line between the team number and the type of love).</p> <p>We'll give each team a number. Team 1 will be the first to pose for their picture. The other teams should select the type of love they think is being represented on their card.</p> <p><b>Elements for reflection</b></p> <p>This is an activation activity to get us focused on the subject of the workshop. Some students might be surprised by their reactions and might want to share. If possible, it's better if they do so after completing activity 2.</p> <p>NOTE: we might want to make our photo call more elaborate by including more elements: an appropriate background or setting, by printing out and editing our pictures, writing what we think they represent, hanging them someplace visible...</p>
<p><b>Activity 2</b> The Most Beautiful Thing (35')</p> <p><b>Presentation</b> slide 4</p> <p></p> <p></p>	<p><b>Activity summary</b> Video and reflection.</p> <p><b>What we want to work on</b> The importance of communication and self-confidence in relationships.</p> <p><b>Development and aspects to consider</b> We suggest watching two videos. Both show the birth of a relationship between two individuals, but they don't start out in the same way :</p> <div data-bbox="454 1131 837 1332">  </div> <p><b>SÍ A TODO</b> (Yes to everything) (3:05) on the Roberto Pérez Toledo (mividarueda) channel <a href="https://youtu.be/T5fkH6JcH28">https://youtu.be/T5fkH6JcH28</a></p> <div data-bbox="454 1355 837 1568">  </div> <p><b>The Most Beautiful Thing</b> (10:43) on the Cameron Covell channel <a href="https://youtu.be/IP8psM4LWXk">https://youtu.be/IP8psM4LWXk</a></p> <p>This short won Best Film and Best Actor at LACHSA's Moondance Film Festival 2012.</p> <p>Both videos discuss falling in love, communication and self-confidence.</p> <p><b>Elements for reflection</b></p> <p>First, we'll ask students if they see any sort of a connection between these videos and the subjects of the photo calls from the previous activity. Do they have anything to say about the videos?</p> <p>Interesting topics will probably come up; but if our discussion needs some prompting, we can use the following questions:</p> <p>Do any of our teams see what they portrayed in the photo call represented in these videos? Which of the situations portrayed best represents it? Does it match more than one of our pictures? The first video shows someone falling in love, while the second shows friendship, falling in love and even (when the boy runs into an obstacle) impossible love.</p>

	<p>Do you identify with any of the characters or situations represented? Can you imagine how the characters felt throughout the story? What emotions shaped their actions?</p> <p>Regarding the second video:</p> <ul style="list-style-type: none"> <li>▪ Do you think Brandon and Emily react in the same way? (no: Emily doesn't understand what's going on when Brandon starts imagining things and shies away).</li> <li>▪ What disrupts their relationship? Why does Brandon give up on inviting Emily to prom so easily? (His personal insecurities and his mistrust in their relationship lead him to believe that Emily has a new partner. He doesn't trust in her enough to wait and see what happens. The result is a misunderstanding that hurts both of them.</li> <li>▪ What do you think is the source of the communication problem that they have? (Brandon's insecurity and the lack of fluid communication between the two.)</li> <li>▪ What eventually happens that brings them back together? (Brandon feels more confident, and they both decide to accept one another as they are.)</li> <li>▪ What kind of love do you think this video is trying to express? (In the beginning, it looks like a friendship that turns into love).</li> </ul> <p>If we compare the second video with the first, what happens in the first video that prevents the communication problem we see in the second video? (The idea is for boys and girls to realize that the protagonists of the first video show more confidence than Brandon, and as a result they show a determination that leads them to overcome the apparent communication problems between them.) What type of love do you think they tried to represent in the second video? (A possible love-based relationship; one that, in any case, shows a high level of complicity).</p>
<p><b>Activity 3</b> In the prime of life (25')</p> <p><b>Presentation</b> slide 5</p> <p><b>Material</b> poster or large sheets, 2 coloured post-its, coloured markers</p>	<p><b>Activity summary</b> Selecting characteristics for the "ideal partner".</p> <p><b>What we want to work on</b> Reflecting on our expectations for partners and realizing that we don't need another half: we're all complete individuals.</p> <p><b>Development and aspects to consider</b> Students should split up into groups of 6. Each team will draw a large flower on a piece of DIN A3-sized paper or cardboard, and write "I want my partner to..." underneath.</p> <p>Whoever expects their partner to be a boy will use markers of a certain colour, while those that expect their partner to be a girl will use another colour.</p> <div style="display: flex; align-items: flex-start;">  <p>Each one will write (or draw) at least one thought on what they'd like their partner to be like (physical characteristics, way of dressing, attitudes, preferences, hobbies...). There's no need for each student to choose a petal to write on; they can write anywhere on the flower, except in the centre. What their teammates write might inspire them to make</p> </div>

new contributions.

Each team should analyse the contents of their flower, taking into account the repetitions and whether or not the contributions vary according to the colour they're written in. Finally, each team should decide what traits predominate or are most often repeated on the petals, and write them in the circle in the centre of the flower.

**An option for delving deeper into the activity:**

This activity can be expanded by using another flower to complete the phrase "I think that what my partner wants from me is...", or: "what makes me fall in love with someone is...", "what attracts me to others is...".

**Elements for reflection**

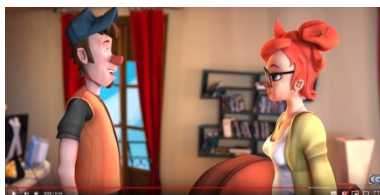
We'll ask students how they feel when they put these flowers together. Are they surprised by the contributions of their classmates? Was it hard for them to imagine what their partner would be like? Do they have a preestablished idea of the partner they want? Do you think it'll be easy for them to find someone who meets their expectations? Have they come up with strategies to do so?

Have they thought about what attracts them to others? How do they realize they're attracted to someone? How can they detect if this person fits for them? Do they discuss this with anyone?

This reflection should lead to the idea that we shouldn't idealize the person we want to be our partner. The more expectations we have, the harder it is to find a match. On the other hand, there isn't just one potential partner for us. There are plenty of people that might match our personality, who'll make us happy in a relationship. These relationships don't necessarily have to do with love, either; they might involve friendship, trust and mutual support... Each person is unique and fundamental, and they are the way they are. Plus, we need to be aware of the fact that we can change the expectations we place in our partner, but we can't change our partner. We might or might not be inclined to change some of our attitudes or preferences, and the same goes for others. The best we can do is accept ourselves and others the way they are.

As for our sensations regarding attraction, they can be extremely diverse. We should listen to others and let them express their doubts and interests. If we decide to make a second flower, some elements for reflection might be:

Are our flowers very different from one another? Do we think they should be the same? Do we like them the way they are? If we look at the flowers, what ideas do they give us about love and types of relationships? To bring our workshop to a close, we'll watch the following video:



**Print Your Guy (6:44),**

<https://youtu.be/7mbUzEPr4iM> on the CGBros channel, which is a sort of summary of today's workshop. We can ask students how this video and today's topic make us feel (the animation criticises the belief that we can choose the characteristics we want in our partner, and it shows how we might realize

	<p>we're happy with someone at any time).</p> <p>Before moving on to our next activity, "What can I take away from this?", we can go back to our initial guesses about the title of today's workshop. Does it match what we initially imagined? Does it match what we did?</p> <p>If we also decide to spend a second session on this, we'll let students know that next class we'll come back to the comments from "What can I take away from this?" to put together a music video where we'll share what our group thinks about relationships.</p>
<p><b>Activity 4</b> What can I take away from this? (10')*</p> <p><b>Presentation</b> slide 6</p> <p><i>* this section is common to all workshops</i></p>	<p><b>Activity summary</b> Collection of participants' opinions.</p> <p><b>What we'll work on</b> Reflecting on today's workshop..</p> <p><b>Development and aspects to consider</b> 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><b>Assessment</b> We should listen to all responses without commenting on them: all answers are valid.</p>
<p><b>Activity 5</b> Publishing our impressions (5')*</p> <p><b>Presentation</b> slides 7 and 8</p> <p><i>* this section is common to all workshops</i></p>	<p><b>Activity summary</b> Spread knowledge of what we worked on in the workshop.</p> <p><b>What we'll work on</b> Promoting the group's ability to share their activities.</p> <p><b>Development and aspects to consider</b> 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 <b>#fem_tec</b>.</p>
<p><b>SESSION 2</b> Say it in song (90')</p> <p><b>Material</b> 4_G9T5_FEM_ TEC_annex3</p>	<p><b>What we want to work on</b> Making models for femininity and masculinity visible, along with the types of relationships that predominate in our favourite music.</p> <p><b>Session summary</b></p> <ul style="list-style-type: none"> <li>▪ 20' – Watching videos – activation and selecting a theme</li> <li>▪ 35' – Putting together productions</li> <li>▪ 20' – Viewing</li> <li>▪ 10' – Element for reflection and "What can I take away from this?"</li> <li>▪ 5' – Publishing our impressions</li> </ul> <p><b>Before starting this workshop</b> 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'll tell our students that in today's exercise we'll work on a common message about the concepts of love and partners. We'll do</p>



so with a song or a short video.

This activity is designed to last an hour and a half, but students will probably ask for more time to prepare their productions or to make them longer. If need be, we can let students finish them after class and present them next session. This will give them more time for reflection before they decide on the message they want to transmit and their target audience. Here, the important thing is that we watch all our final products together, and that we have a chance to discuss what each group wants to get across together with the authors. If we can also share our final projects with the outside world, even better!

### Development and aspects to consider

We now propose three 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.

- **Watching videos – activation and selecting a theme (20')**

We'll watch the following videos in order. Students can feel free to dance along, as long as they don't make too much noise or distract from the videos. We need to focus on the lyrics of the songs, which we'll be discussing afterwards. It might help if we find the lyrics at <https://www.musixmatch.com> and read along as we watch our videos:



**1 Duele (Official Video)**  
BombaEstereoVEVO channel (3:35)  
<https://youtu.be/6nKHLpfwixl>



**2 Despacito ft. Daddy Yankee**  
LuisFonsiVEVO channel (4:41)  
<https://youtu.be/kJQP7kiw5Fk>



**3 Malo (Videoclip Oficial)**  
bebè channel (3:39)  
<https://youtu.be/90GqAf3zJ8s>

These are the videos we propose, but you can make your own selection with videos suggested by students.

Once we're done watching the videos, we'll ask students if they know the songs, if they like them and if they'd ever stopped to listen to the words. They probably will have heard the songs and their lyrics, but it's likely they've never paid too much attention to them.

After listening carefully to each song, can we identify the myths about

romantic love or sexuality they address? (1: love hurts; 2: men can't control their urges, girls are easy; 3: breaks with the myth that love lasts forever, and that we need to put up with the pain).

Do these songs portray healthy relationships between two individuals? (Songs 1 and 3 clearly don't. Song 2 seems to be describing a relationship that hasn't started yet). What do we think healthy relationships should be like? (Hopefully, students' answers will be based on respect and trust, equality and happiness for both members of the couple. Each individual should be able to maintain their own space, and neither one should try to change the other or force their opinion on them, communication should be fluid... Still, there are a whole range of possible answers.)

Do we agree with the lyrics of the songs? Is there another message about relationships we'd like to transmit? That's what we'll do in today's session.

- **Putting together productions (35')**

Students might get worked up as we watch each production. In order to keep the commotion to a minimum when it comes to dividing up the class, we can use the groups from last session.

We'll suggest that each team write a rap song (or video, or other type of song) that depicts a way of loving someone or the concept of being in a couple. Before they get down to it, students should reflect on what they want to get across: the type of love, who's involved, the target audience... If they want to record a video, they should put together a short script beforehand. If they write a song, they can also come up with a simple choreography to go along with it.

- **Viewing (20')**

Once finished, we'll take a look at each group's final product (the video, dances or songs they put together). Whichever group volunteers can go first. One or more representatives can introduce their production and announce the title. Afterwards, they can let the rest of the group know what kind of message they wanted to get across with their production.

It's a good idea to check and see if the rest of the class picked up on the message each group was trying to get across. Students can also share observations on these productions, and any groups who would like to can record a new and improved version of their piece. To prepare each group's intervention, we can use the following document

[4\\_G9T5\\_FEM\\_TEC\\_annex3](#).

Once we've discussed the first production using the mottos in the annex (or any others we might want to use), we'll move on to the next group's presentation.

Once we've watched and commented on all our productions, we can invite each team to come up with a promotional strategy. They can send their video to friends, post them on the internet or on school social networks, send them to the local press...

To conclude, we can ask the group if they think what we've done over the last few days will make them change the way they act under certain

circumstances.

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](mailto:opj.femtec@diba.cat)

**An alternative or more in-depth version of the activity:**

We can also suggest that students get into groups of 5-8, select music videos of songs about love, and analyse their contents, images and formats. We might want to try comparing different musical styles. For example, are the models for relationships we find in hip-hop or rap songs similar to those we find in rock or classical music?

Another option is to use opera music on love, such as:

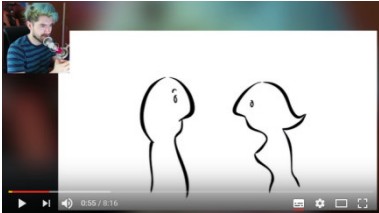
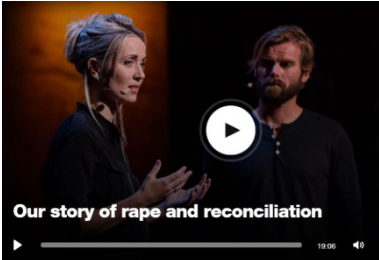
- the famous “Habanera” from the opera Carmen, by Bizet (rebel love)
- the aria “Nessun dorma” from the last act of Turandot, by Giacomo Puccini (jealous/possessive love)
- the final chorus from Fidelio, by Beethoven (loyalty)
- “Una furtiva lacrima” from L’elixir d’amor, by Donizetti (impossible love)
- “Vesti la Giubba” from Pagliacci, by Ruggiero Leoncavallo (love destroyed by infidelity)
- “Un bel dì vedremo” from Madama Butterfly, by Giacomo Puccini (platonic love)
- “Sempre libera” from La Traviata, by Giuseppe Verdi (renouncing love in exchange for freedom)
- Papageno’s aria “Papagena, Papagena!” from The Magic Flute, by Mozart (the need for company)...

▪ **Element for reflection and “What can I take away from this?” (10’)**

Viewing each group’s piece is a reflection in and of itself. Still, it’s a good idea to ask our teams how they feel about their creations and, if necessary, their promotional strategy. What was the process of working as a team like? How did you feel? How did you choose the title and topic for your production? How did you distribute the work? Did you have any issues? How did you resolve them? Is there anything you’d do differently? Do you think this type of activity is worthwhile? Do you want to take a closer look at any of the subjects we discussed?

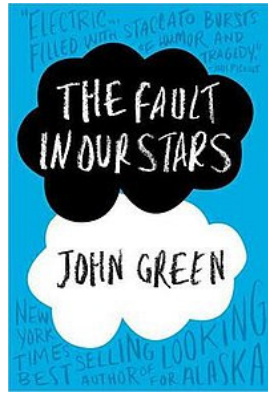
Once the activity is over, we can invite students to share their sensations and the impressions/knowledge they’ll take away from today’s class. If this doesn’t come up on its own, we can ask students how they felt, if they enjoyed themselves. Has their perception of couples’ relationships changed in any way? Has this activity made them question any of the lyrics to the songs they usually listen to?

It’s a good idea for students to express critical opinions of the different myths surrounding couples, and for them to recognize the importance of respecting different options for relationships and experiences of sexuality.

	<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> <ul style="list-style-type: none"> <li>▪ <b>Publishing our impressions (5')</b></li> </ul> <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><b>Alternative activity 1</b> How does love work? (15')</p>	<p><b>Activity summary</b> Video and reflection.</p> <p><b>What we want to work on</b> Awareness of equality within couples.</p> <p><b>Development and aspects to consider</b> Watch the commented version of the video:</p> <div data-bbox="451 869 831 1081" style="display: inline-block; vertical-align: top;">  </div> <div data-bbox="847 891 1401 1093" style="display: inline-block; vertical-align: top; margin-left: 10px;"> <p><b>¿Como funciona el amor?</b> (How does love work?) (8:16) published on the JuegaGerman channel. <a href="https://youtu.be/esvdH7OY-Bw">https://youtu.be/esvdH7OY-Bw</a> The original channel is The Gift.</p> </div> <p><b>Elements for reflection</b> Here are some questions to spark debate: How do you feel about the reflections German makes during the video? Do you agree? Are his experiences, or the experiences of those around him, like the ones shown in the video? Do you prefer German's version? Can we have just one love in life? When we fall in love, do we need to stop being ourselves? Do we have to give up certain friendships? Is love the most important thing in life? Is our "other half" out there, or are we a complete individual in and of ourselves?</p>
<p><b>Alternative activity 2</b> Our story of rape and reconciliation (30')</p>	<p><b>Activity summary</b> Video and reflection.</p> <p><b>What we want to work on</b> Becoming aware of the importance of mutual respect within the couple and demystifying the "first night".</p> <p><b>Development and aspects to consider</b></p> <div data-bbox="451 1787 831 2045" style="display: inline-block; vertical-align: top;">  </div> <div data-bbox="847 1776 1425 2045" style="display: inline-block; vertical-align: top; margin-left: 10px;"> <p>We'll watch the video (in English with subtitles) by Thordis Elva and Tom Stranger: <b>Our story of rape and reconciliation (19:06)</b>, in which an aggressor and his victim tell their story, and how they realized that their first night was really an act of macho violence.</p> </div> <p><a href="https://www.ted.com/talks/thordis_elva_tom_stranger_our_story_of_rape_and_reconciliation">https://www.ted.com/talks/thordis_elva_tom_stranger_our_story_of_rape_and_reconciliation</a></p>

	<p><b>Elements for reflection</b></p> <p>Did you have the same idea of the “first night” as Thordis did? Can you imagine (or remember) your “first night”? How would you feel in her place? Would you tell your parents and friends about it? What do you think they’d say? Would you know where to find help? How do you think Tom felt when he realized the harm he’d done? Would you also have tried to locate the boy years later? How do you think he felt when Thordis contacted him after all those years? What use is there to meeting up after so long?</p> <p>Our male students will probably get involved in the discussion on their own. If they don’t, it’s important that we encourage them to put themselves in the shoes of the victim, like the girls will.</p>
<p><b>Alternative activity 3</b> Customized love (40’)</p>	<p><b>Activity summary</b> Watch a video and act out different endings for this story.</p> <p><b>What we want to work on</b> Recognizing different types of affection.</p> <p><b>Development and aspects to consider</b></p> <div data-bbox="450 913 831 1128" data-label="Image"> </div> <p>We’ll watch the video <b>Print Your Guy (6:44)</b> on the CGBros channel. This video offers an unusual way of finding the perfect partner. <a href="https://youtu.be/7mbUzEPr4iM">https://youtu.be/7mbUzEPr4iM</a></p> <p>We’ll ask students to get into teams of five to put together one- to two-minute stories that present a certain type of relationship (different from the one that appears in the video). If they want, they can add characters, like friends who offer advice. Students should put together a script, decide on a title and come up with a soundtrack.</p> <p>Once it’s all ready, each team will act out their story to whatever soundtrack they selected.</p> <p>We encourage you to film these performances and share your videos on our space for «fem tec!» <a href="https://www.diba.cat/web/fem-tec/compartint-exits">https://www.diba.cat/web/fem-tec/compartint-exits</a> You can send us a link to your videos at <a href="mailto:opj.femtec@diba.cat">opj.femtec@diba.cat</a></p> <p><b>Elements for reflection</b></p> <p>What type of relationship did you choose to represent, and why? Is it one you can see in the world around you?</p> <p>Was it hard for you to reach a team consensus? Did you have a hard time coming up with a script?</p> <p>Do you share your doubts about partners with your friends? Do you like giving or getting advice on this topic?</p>

To find out more



**1 The Fault in Our Stars.** John Green, Dutton Books (2012). A moving youth novel that's fun despite dealing with a tough subject. This novel discusses love in a different way, through the experience of three adolescents suffering from cancer.