

Gender A B C

Education Programme
for Secondary Schools



Sexual Orientation and Gender Identity

MODULE 10/12

The GenderABC project is coordinated by



and implemented by



This publication was funded by the European Union's Rights, Equality and Citizenship Programme (2014-2020)



Education Programme
for Secondary Schools

Sexual Orientation and Gender Identity

This educational module was developed by **APF - Associação para o Planeamento da Família** in the framework of the project **GenderABC**.

*The content of this publication represents the views of the authors only and is their sole responsibility.
The European Commission does not accept any responsibility for use that may be made of the information it contains.
Project n° 810148*

Summary

Summary	2
Section I - Introduction	3
1. Purpose.....	3
2. Main topics.....	3
3. Keywords.....	3
4. Learning objectives.....	4
5. List of activities.....	4
Section II - Activities	5
Activity 1: <i>What to Do</i>	5
• Background.....	5
• Scenario.....	5
• Brief.....	8
Activity 2: <i>Hot Chair</i>	9
• Background.....	9
• Scenario.....	9
• Brief.....	10
Session Plan	12
Modules List	13

Section I

INTRODUCTION

1. Purpose

This module addresses the topic of sexual orientation and gender identity, framing it into a broader discussion around respect, identity, non-discrimination and the inclusion of all. It also focuses on specific forms of bullying towards people based on their sexual orientation and gender identity.

2. Main topics

- Sexuality and Sexual Orientation
- Gender and Gender Identity
- Inclusion and Diversity
- Bullying based on Gender
- Cisgender vs Transgender
- LGBTQI

3. Keywords





- | | |
|----------------------|-----------------------------------|
| • Sex | • Transgender |
| • Gender | • Intersex |
| • Gender identity | • Queer |
| • Gender role | • Drag Queen |
| • Gender expression | • Pansexuality (or Omnisexuality) |
| • Sexual orientation | • Transitioning |
| • LGBTQI | • Hormone therapy |
| • Heteronormativity | • Gender confirmation surgery |
| • Gender equality | • FTM (or F2M) vs. MTF (or M2F) |
| • Cisgender | • Non-op vs. Post-op vs. Pre-op |

Note: on the Glossary, check the box "Transgender Terminology".

4. Learning objectives

- Reflect upon one's approach to gender as such and one's own gender in particular
- Gain insight into one's own gender identity, sexual orientation, and personal history of gender socialisation
- Demonstrate that gender surpasses the dichotomy female-male or woman-man
- Differentiate issues of sexual orientation and gender identity
- Understand the process of discrimination based on gender
- Identify the ways in which the status of girls and/or LGBTQI young people can be improved

5. List of activities

	 Activity name	 Total duration	 Materials	 Importance ¹
1	What to Do	45 minutes	<ul style="list-style-type: none"> • A large enclosed working space with 4 corners (or with 4 stops/areas) • Hand-outs of dilemmas • 4 colourful paper signs to mark the 4 areas with: "A", "B", "C", "Open" • Tape 	☆☆☆
2	Hot Chair	45 minutes	<ul style="list-style-type: none"> • 1 room big enough to form a circle of chairs • 1 chair per participant + 1 extra 	☆☆☆

¹ Activities are ranked from one to three stars, in increasing order of importance, i.e. three stars for "highly recommended".

Section II

ACTIVITIES

Activity 1 What to Do² ★★★



Total delivery time

45 minutes
Preparation: 10
Delivery: 20
Follow-up: 15



Materials

- A large enclosed working space with 4 corners (or with 4 areas)
- Hand-outs of dilemmas
- 4 colourful paper signs to mark the 4 corners/areas with: "A", "B", "C", "Open"
- Tape

→ BACKGROUND

This activity unveils mindsets and current or potential bias in relation to sex, sexuality and relationships. It plays with differences in opinions across the group, asking the group to make decisions about how to approach common dilemmas in relation to sex, sexuality and relationships that young people find themselves in during early and late adolescence.

This activity aims to **tackle sexual orientation and gender identity** while developing the participants' understanding of the many alternatives that exist for solving perceived problems satisfactorily.

→ SCENARIO



A Educators ask participants to stand in the middle of the room and to take a stand on the presented dilemmas by choosing a corner of the room according to their opinion.



B The dilemma is read out and the alternative corners are introduced. When everyone has selected a corner and gone there, educators encourage the participants to debate among themselves for a while.

² Adapted from the Council of Europe Manual *Gender Matters*.



Participants from each corner are then asked to give some reasons why they chose to stand there. Repeat the action for each of the dilemmas the educators choose to present.

Examples of dilemmas:

Jenny's dilemma

Jenny is 15 and she's attending a birthday party. The coolest guy in the school asks her home after the party. They don't know each other. His parents are not at home.

What should Jenny do?

1. Say NO
2. Say YES
3. Say YES on the condition that they are accompanied by some friends
4. Something else (Open corner)

John's dilemma

John is 15 and he's attending a birthday party. The coolest girl in the school asks him home after the party. They don't know each other. Her parents are not at home.

What should John do?

1. Say NO
2. Say YES
3. Say YES on the condition that they are accompanied by some friends
4. Something else (Open corner)

Barry's dilemma

Barry is 16. He is gay but no one in his family or circle of friends knows it yet. He likes a boy in his class and would like to have a relationship with him. However, he is not sure if the boy will be open to his proposal, he is worried that the boy might tell other people in the class and that his parents might find out.

What should Barry do?

1. Drop the whole idea and forget about the boy
2. Tell his parents and friends that he is gay, and ask the boy out on a date and just see what happens
3. Try to get to know the boy better to check if he has similar feelings before revealing his own
4. Something else (Open corner)

Nasrine's dilemma

Nasrine is 17. A couple of months ago, Nasrine met Jenny at the gym and they have become friends. Now Nasrine can't stop thinking about Jenny and is always eager to meet her - she feels she's falling in love with Jenny. Nasrine is really confused: up to now she has only dated boys and she has never felt attracted to women before. Moreover, she believes that Jenny is heterosexual.

What should Nasrine do?

1. Open up to a friend and ask for advice
2. Ask Jenny out on a date and see what happens
3. Go to a counsellor for advice
4. Something else (Open corner)

Alexis' dilemma

Alexis is 16 and he is transgender (he was born female and has always identified with being male). He likes a girl in his class and would like to date her. However, he is not sure if the girl will be open to his proposal, due to his female body. Despite being heterosexual, he is also worried that other students will start to label them as lesbians.

What should Alexis do?

1. Drop the whole idea and forget about the girl
2. Ask the girl out on a date and just see what happens
3. Try to get to know the girl better to check if she has similar feelings before revealing his own
4. Something else (Open corner)

Educators are requested to adapt the dilemmas to suit the group they are working with, avoiding personal stories of participants.

→ BRIEF

Educators ask participants how they felt during the exercise, if they were surprised by any of the comments raised by others and if they were able to empathise with any of the characters. Educators point out that these dilemmas display different sexual orientations and gender identities, which participants are asked to identify. Secondly, the educators clarify the difference between both concepts and its types.

Educators may continue the discussion on the subject raised using the following guide questions:



- Do you consider these dilemmas representative of those faced by ordinary young people today?
- How do you think young people tend to make their decisions when they are faced with such a dilemma?
- When you have a dilemma, how do you go about resolving it?
- What consequences can such a dilemma have on a young person's life?
- Where can young people get support from if they face such dilemmas?
- What are the rights of young people in your country when it comes to sexual and reproductive rights?

Activity 2 Hot Chair³ ★★★



Total delivery time

45 minutes
Preparation: 10
Delivery: 15
Follow-up: 20



Materials

- 1 room big enough to form a circle of chairs
- 1 chair per participant + 1 extra

→ BACKGROUND

This activity is aimed at creating the conditions for a **more substantial and in-depth discussion on the topics of the module.**

→ SCENARIO



Educators ask everyone to sit on chairs in a circle, with one chair remaining empty.



They read out one statement at a time. Participants who agree with it change/switch seats, while those who disagree remain seated where they are. If participants cannot decide, they stand up and turn around once.

³Adapted from Council of Europe Manual *Gender Matters*.

Examples of statements:

- Women are better at cooking than men
- Men are better at sports than women
- Ballet is not an activity for men
- Only thin girls can be beautiful
- Only tall boys can be handsome
- Telling your friends if you are afraid of something reveals weakness
- Men are good at showing their feelings
- Talking about feelings is not a masculine thing to do
- It is masculine to have muscles
- It is acceptable for young women not to remove their body hair
- It is acceptable for young men to cry in front of their friends
- It is acceptable for young men to kiss
- All people are sexual beings
- Some people are asexual
- Being heterosexual is a choice
- Being cisgender is a choice
- Being gay is a choice
- Being bisexual is a choice
- Being transgender is a choice
- Gays and lesbians have the right to marry
- Gays and lesbians have the right to adopt children
- Transgender people have the right to marry and/or adopt children
- If my friend told me s/he was homosexual, I would still be friends with her/him
- If my friend told me s/he was transsexual, I would still be friends with her/him
- If my friend of the same sex told me s/he loved me, I would still be friends with her/him
- If my friend of the opposite sex told me s/he loved me, I would still be friends with her/him
- Girls wait for boys to take initiatives on relationships and sex
- To have a bad reputation is worse for girls than for boys
- Girls sometimes say “yes” to sex, even if they don’t want to have sex
- Boys sometimes say “yes” to sex, even if they don’t want to have sex
- It is natural for men to take control and to lead
- A male president is better than a female one
- A husband should not earn less money than his wife
- You don’t decide whom to fall in love
- All people are worth and equally valued

Educators may also ask participants to write their own statements anonymously on pieces of paper to be included in the exercise and put them in a box to be read out randomly along with the other statements.

→ BRIEF

Educators could initiate a discussion on the different reactions to the statements and on the main concepts. If there is extra time, educators may split the participants into groups of 3-5 and ask each group to define a couple of key concepts, followed by a plenary presentation. Otherwise, they could distribute printed handouts/cards of the statements to each group and ask them to cluster the statements.

For the final briefing:



- Establish the difference between “gender identity” and “sexual orientation”, “gender” and “sex”, “sex” and “sexuality”
- Regarding identity, refer to the gender binary model versus the gender fluidity model; clarify concepts such as “cisgender”, “transgender”, “intersex”, “genderqueer”
- Regarding sexual orientation, clarify concepts such as “heterosexual”, “homosexual”, “bisexual”, “pansexual”, “asexual”
- Clarify what the acronym “LGBTQI” means; discuss if this acronym is helpful to represent a community; refer that key-letters are added or erased according to different groups’ values and/or interests
- If there is time, engage a debate on human rights and legislation with regards to gender identity and sexual orientation. Mention the legal framework, main violations, relevant movements/campaigns and national/local organisations

It’s **important to understand** the key differences between the various forms of terminology used to address gender identity and sexual orientation as a first step towards a more inclusive society and in respect of the LGBTQI community. Be aware that, like gender, language can be fluid. A certain term (such as “queer”) might mean one thing in some circumstances, while in others it might mean something completely different.

Session Plan

Name of the module: Sexual Orientation and Gender Identity

Venue / school: _____

Focal point / teacher: _____

Class (grade and reference): _____

N° of participants: _____

Date: ____ / ____ / ____ Duration: _____

Activity/(ies) chosen: _____

Materials (all checked): yes no

NOTES:

Project Gender ABC

MODULES LIST

Secondary School Modules

- 01 Cyber Violence
- 02 Early Forced Marriage
- 03 Empowerment and Communication
- 04 Female Genital Mutilation
- 05 Gender-Based Violence
- 06 Gender Social Norms and Stereotypes
- 07 Group Building
- 08 Human Rights and Children's Rights
- 09 Intimate Partner Violence
- 10 Sexual Orientation and Gender Identity**
- 11 Sexual and Reproductive Health and Rights
- 12 Sexual Violence

Primary School Modules

- 01 Body Safety / Female Genital Mutilation
- 02 Empowerment and Communication
- 03 Gender-Based Violence
- 04 Gender Social Norms and Stereotypes
- 05 Human Rights and Children's Rights
- 06 Sexual Orientation and Gender Identity

Support Documents

- 01 Risk Assessment
- 02 General Methodology
- 03 General Glossary

Gender A B C

A project by:



End FGM
EUROPEAN NETWORK



This project is co-funded by
the European Union