



Sex – sexuality education
Personal development for
the prevention of discrimination
and violence (SEXED)
Existence with gender/sexual identity

by

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This training unit has been developed in the trainer training course : « Sex and sexuality education - Personal development for the prevention of discrimination and violence » organised by the [Pestalozzi Programme](#) of the [Council of Europe](#) in cooperation with the Programme “[Building a Europe for and with children](#)”.

one in five
un sur cinq



Existence with sexual identity

Brief description

This training puts its main task on awareness of the role of gender and gender stereotypes in individual and social life, the expansion of theoretical knowledge on gender diversity; as well as studies of the phenomenon of sexuality diversity as one of the fundamental questions posed by life to individual human being and requires answering. Moreover, this goal can be achieved within the overall awareness of the rights and freedoms of the individual, which is also provided by the training-seminar activity.

Expected outcomes

- ✓ Acceptance that Human rights are for all human beings without any exceptions (A_HR_1)
- ✓ Willingness to act and encourage others to act against discrimination, prejudices, stereotypes and injustices (A_HR_4)
- ✓ Knowledge about the different forms of discrimination and violence (K_HR_3)
- ✓ Ability to draw on other's diverse expertise and experience for the benefit of the group's work (S_COOP_2)
- ✓ Ability to communicate across all types of borders and to negotiate meaning (S_DIV_1)
- ✓ Aptitude to cope with complex issues and to avoid one-dimensional answers (S_EPIST_1)
- ✓ Aptitude to evaluate situations and issues to look for solutions with all parties involved (S_COOP_3)
- ✓ Understanding the ways in which meanings of concepts are influenced by contexts and power relations (K_EPIST_2)
- ✓ Self-knowledge and introspection (K_SELF_1)
- ✓ Understanding of the subjective nature of all knowledge of self and others (K_SELF_2)

Activities

	Duration	Methods used
Activity 1 Filling in the questionnaire	15 minutes	Individual work
Activity 2 Getting to know each other	25minutes	Group work
Activity 3 Gender vocabulary	30 minutes	Lecture and presentation Interactive method: discussion
Activity 4 Gender equality through my eyes	50 minutes	Cooperative work Discussion Reflexion on the experience
Activity 5 Men vs. Women	50 minutes	Micro groups Discussion Reflexion
Activity 6 Truth and myths about gender	60 minutes	Group work Discussion Reflexion
Activity 7 Human is... or finding woman in culture	50 minutes	Cooperative work
Activity 8 And what if not all dinosaurs died out	50 minutes	Presentation Group discussion
Activity 9 Stereotyping and its consequences	40 minutes	Individual Group discussion
Activity 10 Declaration of Human Rights	50 minutes	Presentation Group discussion
Activity 11 Pieces of the carpet	40 minutes	Group work Group discussion
Activity 12 Role play "Being discriminated"	55 minutes	Pair work Group discussion
Activity 13 Evaluation	35 minutes	Group work Individual work

Background and context

This extensive training unit was created in Belarus. The piloting was conducted from 3 to 5 of February 2014. in Belarus, Minsk, Academy of post-diploma education.

It was piloted on 12 participants who were school teachers, getting second high education and qualification of school psychologists. Basic training objectives are associated with increasing awareness of gender and sexual identity among the participants. In the piloting phase the author tried to identify particular beliefs related to gender and sexual diversity and come to objective indicators of changes in these beliefs as a result of the training by using the initial questionnaire at the end of the training as part of the evaluation. The training proved to be valid for reaching the objectives.

Activity 1: Filling in the questionnaire

Duration: 15 min

Expected outcome

- ✓ Self-knowledge and introspection (K_SELF_1)

Methods/ techniques used

- ✓ Individual work

Resources

- ✓ Paper A4 with printed questionnaire (Appendix 0)
- ✓ Pens

Practical arrangements

- ✓ Participants fill in the questionnaire individually

Procedure

Step 1 (15 min)

- ✓ Introduce the topic of this self-assessment exercise as a starting point for this training
- ✓ Hand out printed questionnaire
- ✓ Ask the participants to fill in questionnaire individually

Tips for trainers

- ✓ Filling in the questionnaire is an optional activity and up to the trainer
- ✓ The questionnaire can be used partly as well
- ✓ To estimate the dynamic of efficiency the questionnaire should be given before and after the full training course.

Activity 2: Getting to know each other

Duration: 25 min

Expected outcome

- ✓ Self-knowledge and introspection (K_SELF_1)
- ✓ Understanding of the subjective nature of all knowledge of self and others (K_SELF_2)

Methods/ techniques used

- ✓ Group work

Resources

- ✓ Paper A4 format
- ✓ Markers
- ✓ Badges with small pieces of paper for everyone in few different shapes (to make groups of 4)

Practical arrangements

- ✓ Participants are seated in a circle

Procedure

Step 1 (5 min)

- ✓ Hand out to participants a small piece of paper. Papers should come in different shapes.
- ✓ Each participant writes his/her name
- ✓ Participants attach the name on his/her clothes
- ✓ Ask the participants to think about the answer to the questions
- ✓ “Why am I here?”
- ✓ “What do I want to get from the training?”

Step 2 (10 min)

- ✓ Ask the participants to create groups according to the shape of their paper (heart, square; sun; star; diamond)
- ✓ Ask them to present themselves to each other in micro groups and state their reasons for attending this training
- ✓ Advise them to listen carefully since they will have to present the members of this group to others

Step 3 (10 min)

- ✓ Once the groups have presented themselves ask the participants to group in such a way so that in each group there are members from all of the micro groups
- ✓ Ask the participants to present themselves and the others that have the same shaped badge to the other members of the new group

Tips for trainers

- ✓ Be open-minded
- ✓ Be ready to speak out
- ✓ Be ready to encourage participants to feel comfort
- ✓ Depending on the size of the group you might need more time

Activity 3: Gender vocabulary

Duration: 30 min

Expected outcome

- ✓ Understanding the ways in which meanings of concepts are influenced by contexts and power relations (K_EPIST_2)
- ✓ Ability to communicate across all types of borders and to negotiate meaning (S_DIV_1)

Methods/ techniques used

- ✓ Presentation
- ✓ Discussion

Resources

- ✓ Projector, screen, laptop
- ✓ Slides on gender/sexual issues
- ✓ Appendix 1

Practical arrangements

- ✓ Participants sit in a circle,
- ✓ Individual can take notes during the presentation

Procedure

Step 1 (20 min)

- ✓ Participants sit in a circle
- ✓ The trainer presents the prepared slides with different terms related to the gender/sexual topic (Appendix 1)
- ✓ Participants are invited to take notes

Step 2 - Debriefing (10 min)

- ✓ Ask the participants to describe their feelings and start the discussions
- ✓ Did you hear something new?
- ✓ What was new, unusual or extraordinary for you?
- ✓ What do you think about this topic?

Tips for trainers

- ✓ Be ready to clarify the definitions
- ✓ You can get prepared for this topic by reading the list of resources in this training unit

Activity 4: Gender equality through my eyes

Duration: 50 min

Expected outcome

- ✓ Knowledge about the different forms of discrimination and violence (K_HR_3)
- ✓ Understanding of social, economic and political processes, power relations and conflicts (K_HR_2)
- ✓ Ability to draw on other's diverse expertise and experience for the benefit of the group's work (S_COOP_2)

Methods/ techniques used

- ✓ Cooperative work
- ✓ Discussion in micro groups

Resources

- ✓ Colourful markers
- ✓ Paper A4 format
- ✓ Flipchart or blackboard, stickers

Practical arrangements

- ✓ Participants form micro groups of four
- ✓ Work in micro group on the topic "What is gender equality through my eyes"
- ✓ Individual/group making notes/drawings
- ✓ Groups present their work one by one

Procedure

Group the participants

Step 1 (10 min)

- ✓ Divide participants in micro groups according to the shape of the badge from previous activity
- ✓ Participants sit at the table in micro groups
- ✓ Put markers of 4 different colours on the tables. Each group, when constituted, will be at one table.
- ✓ Tell participants to pick up a marker from the table. Put on the power point slide (or give the task sheet) with the 'group member roles' (the one below or adapted to your needs). Participants take on different roles according to the colour of the marker they picked.

- time keeper: reminds the group about time; responsible for finishing the task on time, tries to give each group member equal time to discuss an issue (green)

- leader: makes sure all voices are heard (blue)

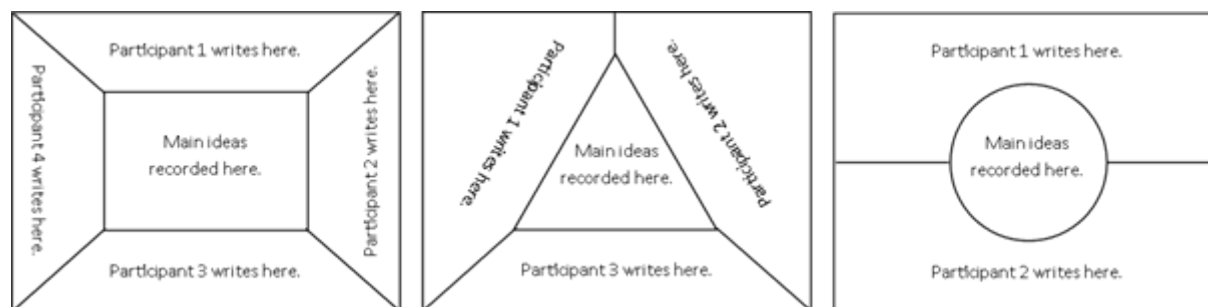
- encourager: tries to encourage every participant to do their jobs, praise work which is well done, assure that every person in the group works; observe/note how the group works (important for debriefing) (red)

- presenter: presents the final product of their group (for a group of 5: connector: communicates

with the trainer if needed) (black)

Explain the roles. Make sure each participant has understood his/her role. For example ask “all tracers please raise your hand!” and have one tracer explain his/her role.

Important note: The roles described here are in no way a fixed rule of organisation but rather a tried and tested example of practice. Trainers should create new structures if they need to. Micro-group roles are always designed for the member of a micro-group to help each member of the micro group ‘do’, ‘act’ together rather than ‘do’, ‘act’ on his/her own.



Ask participants to create an individual writing area on the edges and a group writing area in the centre on the paper. The resulting “placemat” will vary according to the number of participants in each micro-group. The following is an example of a placemat for 4, 3 and 2 participants respectively.

Step 2 (5 min): Individual work

- ✓ Participants work individually on the question
- ✓ WHAT do you think about gender equality?:
- ✓ Is it important and WHY?
- ✓ Ask the participants to record their individual thoughts and ideas in their respective writing area.

Step 3 (5 min): Share within the micro-group

- ✓ Each participant in the micro-group takes it in turn to share his/her conclusion with the rest of the micro-group.

Step 4 (10 min): Group work

- ✓ In micro-groups, participants discuss the ideas and choose those that should be presented as the group response and represented to all the groups. These responses are recorded in the centre section.

Step 5 (10 min): Plenary

- ✓ Each micro-group shares the main conclusion/similarities with the other micro-groups.
- ✓ While participants present their ideas make sure to create a list of conclusions about gender equality

Step 6 - Debriefing (10 min)

- ✓ How did you feel when working on this topic?
- ✓ Was it important to you? Why?
- ✓ What was unusual, new?
- ✓ How did you feel expressing opinions on gender equality?
- ✓ Should this topic be addressed in the classroom?

Tips for trainers

- ✓ Be ready for resistance because of the fear to go beyond usual habits and self images.

Activity 5: Men vs. Women

Duration: 50 min

Expected outcome

- ✓ Ability to communicate across all types of borders and to negotiate meaning (S_DIV_1)
- ✓ Aptitude to cope with complex issues and to avoid one-dimensional answers (S_EPIST_1)
- ✓ Aptitude to evaluate situations and issues to look for solutions with all parties involved (S_COOP_3)

Methods/ techniques used

- ✓ Work in small groups
- ✓ Discussion
- ✓ Reflection

Resources

- ✓ Colorful markers
- ✓ Paper A4 divided with a line into 2 parts
- ✓ Flipchart or blackboard, stickers

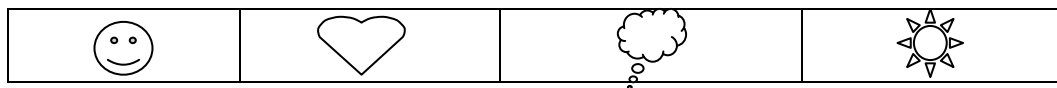
Practical arrangements

- ✓ Participants form micro groups of four
- ✓ Taking notes and/or drawing pictures
- ✓ Groups present their lists, find common and differential
- ✓ Discussing outcomes and findings ...

Procedure

Step 1 (5 min)

- ✓ Divide participants on micro groups by handing out cards with symbols. Make sure to have four of each



Step 2 (25 min)

- ✓ Hand out big pieces of paper to each group and ask them to draw 2 columns. The first column should be titled: a woman, and the second: a man.
- ✓ Ask the participants to have a short discussion in micro groups by answering the questions:
- ✓ 1) What is woman?
- ✓ 2) What is a man? (expressing it on two parts of list);
- ✓ Participants should list characteristics and the most important ideas about one and the other.
- ✓ These definitions will reflect cultural gender stereotypes

Step 3 - Debriefing (20 min)

- ✓ Ask the participants to turn to the plenary and place their list on a place on the wall or in the middle of the room where anyone can see. Ask the participants to reflect on the work done during this activity.
- ✓ What findings did you get from this activity?
- ✓ What did you find common and different between a man and a woman?
- ✓ Do we all have the same ideas about what a woman and/or man is?
- ✓ Why do you think it is so?
- ✓ How did you feel when someone described a woman/man in a way you found inappropriate?
- ✓ Were you surprised by your feelings?
- ✓ Why do you think this happened?
- ✓ Did you make any conclusions?
- ✓ Would you change something in your list now?

Tips for trainers

- ✓ ... Be ready for resistance and/or denial from the participants.

Activity 6: Truth and myths about gender

Duration: 60 min

Expected outcome

- ✓ Aptitude to cope with complex issues and to avoid one-dimensional answers (S_EPIST_1)
- ✓ Aptitude to evaluate situations and issues to look for solutions with all parties involved (S_COOP_3)
- ✓ Understanding the ways in which meanings of concepts are influenced by contexts and power relations (K_EPIST_2)

Methods/ techniques used

- ✓ Presentation
- ✓ Group discussion
- ✓ Work in micro groups

Resources

- ✓ Appendix 2...
- ✓ Projector, screen, laptop
- ✓ Slides
- ✓ Paper A4
- ✓ Colorful markers
- ✓ Flipchart or blackboard, stickers

Practical arrangements

- ✓ Participants sit in a circle
- ✓ Work in groups of four

Procedure

Step 1 (10 minutes)

- ✓ Divide the participants into small groups by using prepared quotes about education. Make sure to have four of each. Participants move around the room until they find the other participants with the same quotes.
 - ✓ “You can never be overdressed or overeducated.” — Oscar Wilde
 - ✓ “Education is the most powerful weapon which you can use to change the world.” — Nelson Mandela
 - ✓ “I did then what I knew how to do. Now that I know better, I do better.” — Maya Angelou
 - ✓ “The past has no power over the present moment.” — Eckhart Tolle
 - ✓ “You educate a man; you educate a man. You educate a woman; you educate a generation.” — Brigham Young

Step 2 (15 minutes)

- ✓ Present prepared ideas about the myths and truths to the participants by using your power point presentation (Appendix 3)

Step 3 (25 minutes)

- ✓ Ask the participants to discuss the myths and truths they have heard of in your presentation. Participants answer the following questions each:
 - ✓ What was the myth that you heard most often in your everyday life?
 - ✓ Where there any myths that you personally believed until now?
 - ✓ Why do people still have wrong ideas about gender?
 - ✓ Can you compare your experiences? Are there any differences?
 - ✓ What do all of the stated myths result from?
 - ✓ How do we form gender mechanism?

Step 4 (10 minutes)

- ✓ Discuss in a plenary the micro groups conclusions about the forming of gender mechanisms

Tips for trainers

- ✓ Be ready to clarify why this or that myth exist in culture. Support the facts on gender issue with scientific findings you can find in the list of references.

Activity 7: Human is... or finding woman in culture

Duration: 50 min

Expected outcome

- ✓ Understanding of social, economic and political processes, power relations and conflicts (K_HR_2)
- ✓ Ability to draw on others diverse expertise and experience for the benefit of the group's work (S_COOP_2)
- ✓ Aptitude to evaluate situations and issues to look for solutions with all parties involved (S_COOP_3)
- ✓ Understanding the ways in which meanings of concepts are influenced by contexts and power relations (K_EPIST_2)
- ✓ Self-knowledge and introspection (K_SELF_1)

Methods/ techniques used

- ✓ Cooperative work
- ✓ Discussion
- ✓ Reflection

Resources

- ✓ Color markers
- ✓ Paper A4
- ✓ Flipchart or blackboard, stickers

Practical arrangements

- ✓ Participants work in micro-groups

Procedure

Step 1 (10 min)

- ✓ Divide the participants in such a way as to form groups of 4. You can count heads 1, 2, 3, 4 and ask all of the participants with the same number to sit together and create a group.
- ✓ Prepare markers and big pieces of paper (flip chart paper) on the work spaces for micro groups.
- ✓ According to the colour of the marker they choose participants get a different role
- ✓ - time keeper: reminds the group about time; responsible for finishing the task on time, tries to give each group member equal time to discuss an issue (green)
- ✓ - leader: makes sure all voices are heard (blue)
- ✓ - encourager: tries to encourage every participant to do their jobs, praise work which is well done, assure that every person in the group works; observe/note how the group works (important for debriefing) (red)
- ✓ - presenter: presents the final product of their group (for a group of 5: connector: communicates with the trainer if needed) (black)

Step 2 (25 minutes)

- ✓ Invite the participants to draw in the centre of their papers a human figure (without presetting should it be a man or woman, just a human as they understand it)
- ✓ Work in micro groups according to the topic of activity answering the question "Human - who is

it?”

- ✓ During the discussion in micro groups participants should decide and mark what is specific to a human as a member of society
- ✓ Participants make their notes around the figure
- ✓ After all participants should mark what among their notes relates to a man and what to a woman, and what to both

Step 3 (15 minutes)

- ✓ Participants present their work to other groups and discuss their findings
- ✓ What results did they find about gender?

Tips for trainers

- ✓ Do not help participants decide which shape to draw- man or woman – they should decide it by themselves.

Activity 8: And what if not all dinosaurs died out?”

Duration: 50 min

Expected outcome

- ✓ Understanding of social, economic and political processes, power relations and conflicts (K_HR_2)
- ✓ Aptitude to evaluate situations and issues to look for solutions with all parties involved (S_COOP_3)
- ✓ Understanding the ways in which meanings of concepts are influenced by contexts and power relations (K_EPIST_2)

Methods/ techniques used

- ✓ Illustrative
- ✓ Group discussion

Resources

- ✓ Projector, screen, laptop
- ✓ Video clips

Practical arrangements

- ✓ Participants sit in a circle
- ✓ Participants watch video clip and slides on topic “If women were men and vice versa”

Procedure

Step 1 (30 min)

- ✓ Present to participants video clips and slides on the topic of “If women were men” and vice versa. Choose from a list of videos from this training unit.

Step 2 - Debriefing (20 min)

- ✓ What feelings did you experience?
- ✓ Has the idea about the role of women changed over time?
- ✓ What was ridiculous and why?
- ✓ What was surprising, new?
- ✓ How big of a role do you think these images have in the formation of gender roles?

Tips for trainers

- ✓ Different video available on youtube.com. You should use clips which show gender stereotypes. Some of them you can use with the proposed links:
- ✓ https://www.youtube.com/watch?v=BR4yQFZK9YM&index=14&list=PLS2nFTn54dfOTnbSml4FLInBCB_7flKnL
- ✓ https://www.youtube.com/watch?v=ZeHX8x0ggVs&list=PLS2nFTn54dfOTnbSml4FLInBCB_7flKnL&index=2
- ✓ https://www.youtube.com/watch?v=f_1p3ld_06o&index=7&list=PLS2nFTn54dfOTnbSml4FLInBCB_7flKnL
- ✓ https://www.youtube.com/watch?v=kBS0C70nN7o&list=PLS2nFTn54dfOTnbSml4FLInBCB_7flKnL&index=8
- ✓ https://www.youtube.com/watch?v=kOjNcZvwjxI&index=11&list=PLS2nFTn54dfOTnbSml4FLInBCB_7flKnL
- ✓ https://www.youtube.com/watch?v=W6DmHGy_yk&index=12&list=PLS2nFTn54dfOTnbSml4FLInBCB_7flKnL
- ✓ https://www.youtube.com/watch?v=mHN6Sfj5MMQ&index=15&list=PLS2nFTn54dfOTnbSml4FLInBCB_7flKnL
- ✓ https://www.youtube.com/watch?v=Q6bJEg6S05M&list=FLkr_O0ffA8GT5Zor5GuSAng&index=5
- ✓ https://www.youtube.com/watch?v=QfVpXykZG5c&index=6&list=FLkr_O0ffA8GT5Zor5GuSAng
- ✓ https://www.youtube.com/watch?v=LU4OZJDAIj4&list=FLkr_O0ffA8GT5Zor5GuSAng&index=8

Activity 9: Stereotyping and its' consequences

Duration: 40 min

Expected outcome

- ✓ Aptitude to evaluate situations and issues to look for solutions with all parties involved (S_COOP_3)
- ✓ Self-knowledge and introspection (K_SELF_1)

Methods/ techniques used

- ✓ Individual
- ✓ Group discussion

Resources

- ✓ Appendix 3
- ✓ Paper A4
- ✓ Pens

Practical arrangements

- ✓ Participants sit in a circle
- ✓ Each participant to get the list of potentially stereotyped and discriminated persons (Appendix 3)
- ✓ Group discussion

Procedure

Step 1 (15 min)

- ✓ Hand out to participants pens and sheets of paper with a list of potentially stereotyped and discriminated persons (Appendix 3)
- ✓ Explain to the participants that they should estimate their own attitude about the persons on the list according to the offered scale
- ✓ Once participants fill in the list you can start the discussion

Step 2 Debriefing (25 min)

- ✓ What feelings did you experience?
- ✓ Did you find out anything new about your personality?
- ✓ What was unexpected for you? What outcomes have you got?
- ✓ What do the results say to you about gender, woman and man?
- ✓ What are the consequences of these stereotypes for your everyday life?

Tips for trainers

- ✓ Be ready for people eager to show themselves in a positive light, so there might be resistance to do this exercise.
- ✓ By the way this exercise could be use as diagnostic instrument to evaluate self prejudices.

Activity 10: Declaration of Human Rights

Duration: 50 min

Expected outcome

- ✓ Acceptance that Human rights are for all human beings without any exceptions (A_HR_1)
- ✓ Willingness to act and encourage others to act against discrimination, prejudices, stereotypes and injustices (A_HR_4)
- ✓ Knowledge about the different forms of discrimination and violence (K_HR_3)

Methods/ techniques used

- ✓ Presentation
- ✓ Group discussion

Resources

- ✓ Appendix 4
- ✓ Projector, screen, laptop, appendix 4
- ✓ Paper A4
- ✓ Pens

Practical arrangements

- ✓ Participants sit in a circle
- ✓ Presentation to the participants according the topic of activity

Procedure

Step 1 (15 minutes)

- ✓ Present to the participants (Appendix 4) a power point with different articles from the Declaration of human rights
- ✓ Take your time to explain all of the stated articles from the declaration

Step 2 (10 minutes)

- ✓ Ask the participants to rank the articles according to their view of its importance individually
- ✓ Prepare the cards with human rights and present them to the participants on a separate table (Appendix 5)
- ✓ Participant should choose one card from all of the cards that they find the most important
- ✓ There are blank cards that the participants can fill by their own rights, or the rights that are not found at the table (they can take as many cards as they want)
- ✓ Each of the participants explains its own choice to the group

Step 3 - Debriefing (25 min)

- ✓ Indicate the most important rights from your point of view and explain why.
- ✓ Why it is important to consider human rights in society and in individual life and especially related to the topic of training?

Tips for trainers

- ✓ Be ready to explain why this exercise relates to the topic of gender/sexual diversity, because the understanding of it based on the main idea of human equality

Activity 11: Pieces of the carpet

Duration: 40 min

Expected outcome

- ✓ Acceptance that Human rights are for all human beings without any exceptions (A_HR_1)
- ✓ Knowledge about the different forms of discrimination and violence (K_HR_3)
- ✓ Aptitude to cope with complex issues and to avoid one-dimensional answers (S_EPIST_1)

Methods/ techniques used

- ✓ Group work
- ✓ Discussion

Resources

- ✓ Projector
- ✓ Screen, video clips

Practical arrangements

- ✓ Participants sit in a circle
- ✓ Video clips according the topic of activity

Procedure

Step 1 (20 min)

- ✓ Play for the participants the video clips (you can find on the list here)

Step 2 - Debriefing (20 min)

- ✓ What was new, unusual?
- ✓ Have you had previous ideas about this topic?
- ✓ Can you compare your experiences? Are there any differences?
- ✓ Are the rights of these people insured?
- ✓ What was the message you've got from the videos and from the discussion?
- ✓ How do you feel after watching these videos?

Tips for trainers

- ✓ Be ready for resistance, hostility.
- ✓ Appropriate video clips you can find on youtube.com and with the link lgbtstory.me.
- ✓ Some of the video clips proposed with the following links:
 - ✓ <http://lgbtstory.me/ya-iz-chikago-illinojs-video/>
 - ✓ <http://lgbtstory.me/ya-iz-lorela-missisipi-video/>
 - ✓ <http://lgbtstory.me/ya-iz-dzhounsboro-dzhordzhiya-video/>
 - ✓ <http://lgbtstory.me/ya-iz-majami-florida-video/>
 - ✓ <http://lgbtstory.me/ya-iz-sammita-new-jersey/>
 - ✓ <https://www.youtube.com/watch?v=XZ41zs97PEs&feature=youtu.be>

Activity 12: Role play: “Being discriminated”

Duration: 50 min

Expected outcome

- ✓ Aptitude to cope with complex issues and to avoid one-dimensional answers (S_EPIST_1)
- ✓ Self-knowledge and introspection (K_SELF_1)
- ✓ Willingness to act and encourage others to act against discrimination, prejudices, stereotypes and injustices (A_HR_4)

Methods/ techniques used

- ✓ Work in pairs
- ✓ Group discussion

Resources

- ✓ Cards with “discriminated person” and “aggressor” (Appendix 3)

Practical arrangements

- ✓ Identify a space in the room where participants can create a line or a U-shape.
- ✓ Place “Strongly Agree” and “Strongly Disagree” signs at opposite ends of a continuum in your room. Or, you can post any statement and at the other end of the line post its opposite.
- ✓ Participants make pairs
- ✓ One card for one pair

Procedure

Step 1 (15 min)

- ✓ Read outloud the statement:
- ✓ “Gender is not relevant when we speak about discrimination in our countries. Other characteristics of people are often more relevant“
- ✓ Give participants a few minutes to reflect whether they agree or disagree with a statement:
- ✓ Ask the participants to make an opinion line. Ask the participants to stand on the spot of the line that represents their opinion - telling them that if they stand on either extreme they are absolute in their agreement or disagreement. They may also stand anywhere in between the two extremes, depending on how much they do or do not agree with the statement.
- ✓ Once participants have lined themselves up, ask them to explain why they have chosen to stand where they are standing. Encourage students to refer to evidence and examples when defending their stance. It is probably best to alternate from one end to the middle to the other end, rather than allowing too many voices from one stance to dominate. After about three or four viewpoints are heard, ask if anyone wishes to move. Encourage participants to keep an open mind; they are allowed to move if someone presents an argument that alters where they want to stand on the line. Run the activity until you feel most or all voices have been heard, making sure that no one person dominates.

Step 2 (10 min)

- ✓ Participants make pairs. Help them by leading one end of the line (as a snake) hand by hand until they meet their opposites. Participants face the person opposite them according to their opinion.
- ✓ Each pair chooses a card with the role
- ✓ One of the pair take the role of discriminated person, the other take the role of aggressor
- ✓ Pairs start the role-play,

Step 3 (5 min)

- ✓ After 5 minutes participants change their roles
- ✓ Pairs play the game again

Step 4 - Debriefing (20 min)

Ask the participants to sit in a circle.

- ✓ Can you state the feelings experienced in different roles?
- ✓ How do you feel being a discriminated person?
- ✓ How do you feel being an aggressor?
- ✓ What did you learn from the activity?

Tips for trainers

- ✓ Be ready for resistance by those who seek to present themselves only in a positive way.

Activity 13: Evaluation

35 minutes

Expected outcome

- ✓ Feedback and evaluation of training session

Methods/ techniques used

- ✓ Group work
- ✓ individual work

Resources

- ✓ Evaluation questionnaire (Appendix 6)

Practical arrangements

- ✓ Clear the space so that the participants can freely move around the room
- ✓ Make sure that the postboards with symbols +; ++; -; -- are big enough to be seen from all parts of the room

Procedure

Step 1 (10 min)

- ✓ Start evaluation with the activity “Four corners”. Before doing the activity, you will want to create four large posterboard signs, each with a different symbol on it (+; ++; -; --). Post each sign in one of the four corners of your meeting room. Each of the symbols represents the level of agreement of the statement you will read to the participant.
- ✓ Explain to participants the rules of the activity. Say that you will read a statement and that they have to move to the corner of the room that represents their level of agreement with the statement. If they strongly agree with the statement find a corner of the room with a ++ symbol on the wall and move next to it. If they agree, they should move to the corner of the room with one +. If they disagree they should move to the corner of the room with one - or if they strongly disagree they move to the corner with - mark.

Step 2 (15 min)

- ✓ Ask the participants to stand in the middle of the room. After reading the statement about the training, instruct participants to go to the corner of the room labelled with the symbol that matches their first response to the statement. Once all participants are settled into a corner, invite them to share some of the reasons they went to that corner.
- ✓ Continue the activity by reading outloud additional statements, such as:
 - ✓ This training lived up to my expectations.
 - ✓ The training objectives were clear to me.
 - ✓ The training activities stimulated my learning.
 - ✓ The difficulty level of this training was appropriate.
 - ✓ The pace of this workshop was appropriate.
 - ✓ I accomplished the objectives of this workshop.
 - ✓ I will be able to use what I learned in this workshop

Step 3 (10 min)

- ✓ Ask the participants to fill in a short questionnaire with suggestions of improvement for this training (Appendix 6).
- ✓ Collect the questionnaires from the participants

Tips for trainers

- ✓ This is a complex training and participants might need to share their feelings about the topic. Make sure to have enough time for the activities.

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Appendices

Appendix 1

Questionnaire

This questionnaire is strictly anonymous and confidential, so please be honest and not skip questions.

Part A

1. You age _____

2. At birth you were described as:
 - a. Male
 - b. Female
 - c. Intersex
 - d. I prefer not to say

3. In your opinion, are gender/sexual education important part of education?
 - a. Yes
 - b. No
 - c. I don't now

4. Who should conduct lessons on gender/sexual education:
 - a. Psychologist
 - b. Biologist
 - c. Doctor
 - d. Educator
 - e. LGBT representative
 - f. other _____

5. Lessons on gender/sexual education should be:
 - a. obligatory
 - b. optional

6. At what period should gender/sexual education begin?
 - a. 1-4 grades
 - b. 5-8 grades
 - c. 9-11 grades

7. Which approach should be used in sexual education at school:
 - a. Abstinence
 - b. Comprehensive
 - c. Holistic

Part B.

1. Which of the following describes how you think of yourself:
 - a. Female
 - b. Male
 - c. Androgynous
 - d. Another_____

2. Do you consider yourself a typical representative of your gender:
 - a. Yes
 - b. No

3. Describe in a few adjectives, why you chose your particular answer to the previous question

4. Evaluate the level of comfort / satisfaction of your gender position:

(unsatisfied) 1 2 3 4 5 6 7 8 9 10 (fully satisfied)

5. Do you feel some limitations in your life because of your gender?

- a. Definitely yes
- b. Mostly yes
- c. So-so
- d. Mostly no
- e. Definitely no

6. Did you ever dream about having a different gender identity and which one:

- a. Yes
- b. No

- 1. Female
- 2. Masculine
- 3. Androgynous
- 4. Another _____

7. Evaluate the level of comfort / satisfaction of your sexual identity:

(unsatisfied) 1 2 3 4 5 6 7 8 9 10 (fully satisfied)

8. In your opinion, what influenced the forming of your gender?

- a. Parents
- b. Relatives
- c. School
- d. Myself
- e. Media
- f. Other_____

9. In your opinion, what influenced the forming of your sexuality?

- a. Parents
- b. Relatives
- c. School
- d. Myself
- e. Media
- f. Other_____

Part C.

1. Evaluate how you think of yourself as a human of broad views:

(intolerant) 1 2 3 4 5 6 7 8 9 10 (tolerant)

2. Have you ever felt unsatisfactory with your sexuality?

- a. Yes
- b. No
- c. I don't know

3. Have you done anything to be more satisfied with your gender and sexuality and what?

a.

b. I haven't done anything.

4. Did you ever have experience of sexual relations with a person of the same sex (kissing, erotic embrace, other)?

a. Yes

b. No

5. If your answer to the previous question is yes, then vote satisfaction on the scale of these sexual relations:

(unsatisfied) 1 2 3 4 5 6 7 8 9 10(satisfied)

6. Did you ever experience sexual relations with a person of the opposite sex (kissing, erotic embrace, other)?

a. Yes

b. No

7. If your answer to the previous question is yes, then vote satisfaction data on the scale of these sexual relations:

(unsatisfied) 1 2 3 4 5 6 7 8 9 10 (satisfied)

Thank you of participation!

Appendix 2:

Presentation:

Glossary: Sex; gender; sexual identity

GLOSSARY



Sex, gender, sexual identity

Biological sex

is a collection of individuals genetically determined traits that determine its role in the process of fertilization.



Components of biological sex

Genetic/chromosomal sex

- depends on a set of sex chromosomes: XY males, XX female.

Gender gonads

- testes or ovary

Internal genital sex

- prostate and seminal vesicles or uterus and fallopian tubes

External genital sex

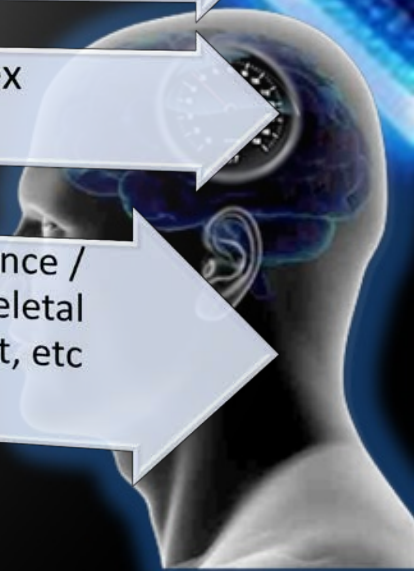
- penis and scrotum or clitoris, vagina and labia

Hormonal sex

- predominance of a certain kind of sex hormones: androgens or estrogens

Gender of secondary sexual characteristics

- hairiness of male / female type, the presence / absence of breast development, voice, skeletal structure, distribution of subcutaneous fat, etc



Gender

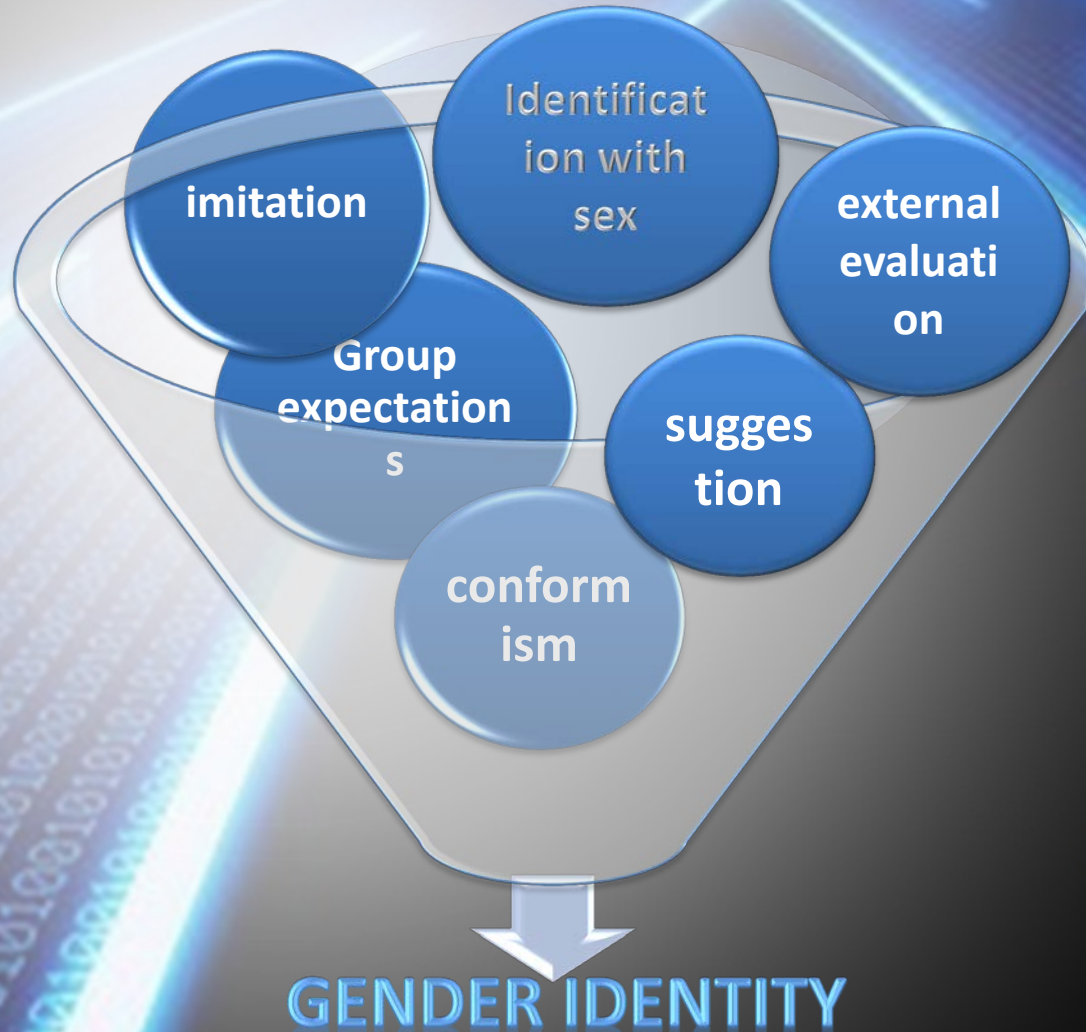
- created (constructed) society as a social model for women and men that determines their position and role in society and its institutions (the family, the political structure, economy, culture and education, etc.).
- behaviors and patterns of activity that are considered customary for men and women in the context of a given society or culture.



Types of gender



Some mechanisms of gender socialization



IDENTITY

sense of identity of belonging to a particular social and personal position within the social roles and ego states (E.Erikson).

- property of the human psyche in a concentrated form to express to him how he imagines that they belong to different social, national, professional, linguistic, political, religious, racial and other groups or other communities, or identification with this or that person, as the embodiment of inherent in these communities or groups of properties.



GENDER IDENTITY

one of the components of human sexuality, identity of the individual with a particular gender, as an internal sense of self as a man, woman or someone intermediate (bi-gender or cross-gender)

- is a broader concept than Polorolevaja identity, because it includes not only the aspect of the role, but also the image of man as a whole (from hairstyles to features toilet). there is no finished product of socialization.
- During his life is filled with different content depending on the social and cultural changes, as well as the intrinsic activity of the individual.



SEXUAL IDENTITY: TYPES

defined as the individual's self-identification with people who have a particular sexual orientation, sense of self as an individual with a given sexual orientation

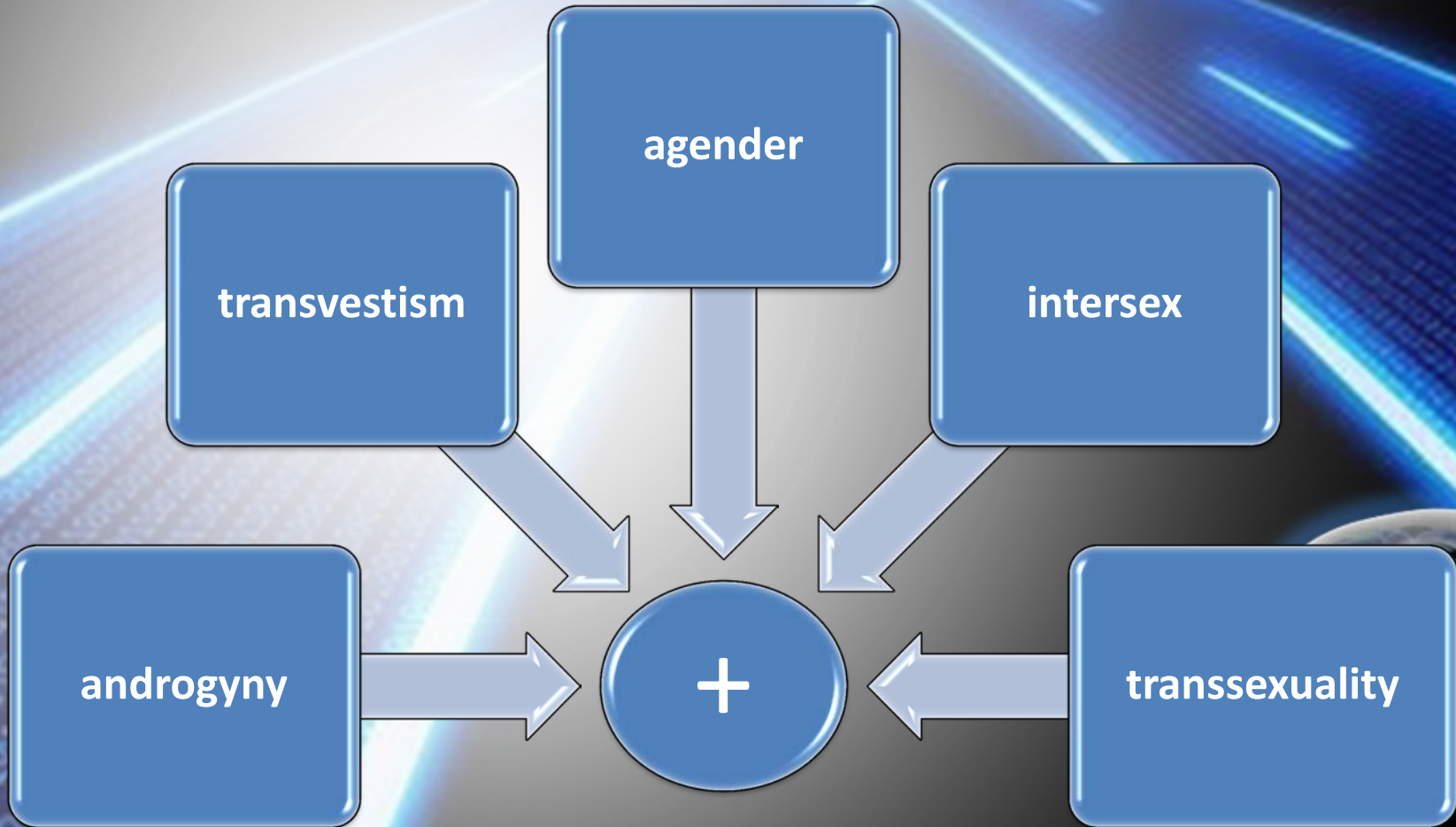


- Bisexual
- homosexual
- heterosexual
- asexual



TRANSGENDER

Collective term for people with mismatched sexual and gender identity



Transvestism

- feature of gender identity, in which a person in everyday life constantly wears clothes that social norms and conventions of his entourage prescribe the opposite sex



Transsexuality

- people identify themselves with a stable sex, opposite biological, and seeking to bring your passport and biological sex in accordance with their gender identity (self-awareness)



Thus, a holistic human gender identity is formed by the following three factors

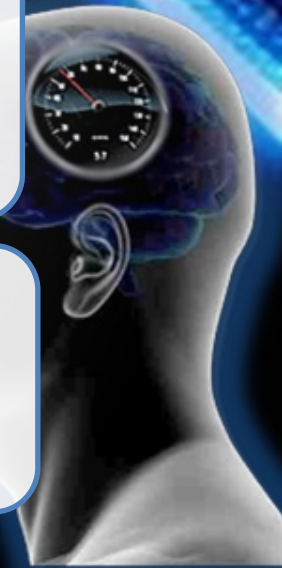
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t



Sexual orientation

Psychological sex

Biological sex



Remember!

sex

orientation

automatically



automatically



gender



Appendix 3:

Please rate each of the proposed characteristics according to the following scale: "-" negative perceptions "0" is neutral, "+" positive perception. Answers register in column 1.

Then, evaluate the proposed categories of people scale from -5 to +5, where "-5" very negative perception, "0" neutral perception, "five" positive perception.

Reading category, answer the question: "What I feel if in my environment there is ...".

category	Column 1	Column 2	Column 3
Fat man			
Asian person			
Someone wearing glasses			
Someone over weight			
Wheelchair user			
Homeless			
Redhead			
Homosexual			
Poor man			
Black person			
HIV-positive			
White			
Lesbian			
tattoos and piercings			
Uneducated person			
Addict			
trans			
mentally handicapped			

Inebriated man			
HIV-positive homosexual			
Uneducated Asian			
Homeless addict			
White man wearing glasses			
Fat lesbian			
Over weight red headed person			
mentally handicapped wheelchair user			
A woman smoking			
Old man			

Appendix 4:

Presentation:
Myths, facts and beliefs about gender

A dramatic photograph of a volcanic eruption at night. The scene is dominated by a dark, jagged mountain peak from which bright orange and red lava flows are cascading down its slopes. The lava appears as glowing rivers of fire against the dark rock. In the background, a dark blue sky is filled with numerous small, bright stars, suggesting a clear night. The overall atmosphere is one of intense natural power and mystery.

Myths, facts and beliefs about gender

We are accustomed to believe that ...

- A
- GENDER can exist only in two forms: male or female

We are accustomed to believe that ...

- B

- A child realises its gender up to two years of age and it doesn't change after that

We are accustomed to believe that ...

- C

- Gender is determined by biology and anatomy

We are accustomed to believe that ...

- D

- men have masculine gender and women have feminine gender

We are accustomed to believe that ...

- E

- Feminine man or masculine woman - this is an anomaly or illness

▶ Actually...

- A
- GENDER is continuum: There is a large spectrum of gender identities between and even behind categories of feminine and masculine

▶ actually ...

- B
- Gender identity develops and changes from birth to death

actually ...

- C
- There is no correct style of expression for men or women. It is natural that people express themselves according to how they feel

actually ...

- D

- Gender is a mental product
- It is influenced by natural factors, education and social context

actually ...

- E
- Being transgender or gender nonconforming - this is normal!
- The 2012 MANUAL for the psychiatrist noted that transgender and gender nonconformal behavior in children and young people is not a disease.



FACTS AGAINST MYTHS



▶ MYTH 1

- Children are too young to be aware of their gender identity

▶ FACT

- Most children are aware of their gender identity between 18 months and 3 years

▶ MYTH 2

- Transgender – this is only a period of development



▶ FACT

- Some children go through periods of gender nonconformal behavior
- The longer a child identifies itself as transgender, the easier it is to conclude that this is not a temporary event

▶ MYTH 3

- Transgender – it is a sexual orientation



▶ FACT

- Gender and sexual identity are different phenomena
- transgender people can have any sexual orientation (like not-transgender people)

▶ MYTH 4

- All transgender persons eventually take hormones and surgical change sex



▶ FACT

- Some transgender persons take hormones and / or have surgery. Others feel comfortable in their bodies.

▶ MYTH 5

- Boys by nature are more interested in sports than girls



▶ FACT

- According to research little girls are as interested in sports as boys. A reduction in interest from girls occurs during maturation because of low levels of social support for their interest and the difficulties that creates.

▶ MYTH 6

- Boys receive more benefits if trained by men - girls, if trained by women



▶ FACT

- Studies have shown that successful training does not depend on the sex of the teacher, but his/her abilities and attitudes towards the students

▶ MYTH 7

- Boys have more natural abilities for mathematics than girls

▶ FACT

- In primary and secondary schools both sexes show the same math scores.
- Starting to believe that boys do better in math, girls lose confidence

▶ MYTH 8

- Boys are inclined towards competition and girls towards cooperation



▶ FACT

- Both sexes can equally exhibit competitiveness and aggression
- The social construction of gender is to not encourage girls to demonstrate a competitive spirit which leads to concealment

▶ MYTH 9

- Boys and girls require different teaching strategies



▶ FACT

- Strategies used for boys, fit for girls, and vice versa



▶ MYTH 10

- A school's tendency to develop girls academic success leads to boys underachieving

▶ FACT

- Success is not associated with masculinity
- Boys avoid asking questions during lessons fearing to appear weak

Appendix 4:

Power point presentation:

Myths, facts and beliefs about gender

Appendix 5:

Declaration of human rights

Appendix 6:

Feedback

Please add suggestions for further improvement to this training. How would you improve this training? (Check all that apply.)

Provide better information before the workshop.

Clarify the workshop objectives.

Reduce the content covered in the workshop.

Increase the content covered in the workshop.

Update the content covered in the workshop.

Improve the instructional methods.

Make workshop activities more stimulating.

Improve workshop organization.

Make the workshop less difficult.

Make the workshop more difficult.