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Sex – sexuality education  
Personal development for  
the prevention of discrimination  
and violence (SEXED)  
**Stereotypes in terms of gender,  
sex and gender roles**  
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**



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## Stereotypes: gender, sex and gender roles

### Brief description

We live in a society where labelling is common. It can be because of the way we talk, the way we dress, the things we love, music that we listen to or movies that we like to watch or our hobbies and interests. Peer pressure is prevalent especially during adolescence and young people often give in to it and adapt their behaviour and appearance according to the ruling style; but what if the social pressure or expectations are related to characteristics that cannot easily be changed – like sexual orientation.

Teachers are often among the first whom pupils address when faced with problems. It takes a lot of courage for pupils to share delicate issues, so a teachers' first reaction is often crucial – how can we control our reactions? How can we prevent reacting from our own prejudice or stereotypes and thus avoid causing damage by mindless behaviour?

This training unit aims at raising awareness of our own stereotypes, so that we can respond more mindfully and become effective counsellors for our pupils. During this workshop we will use group work, role play, cooperative learning and discussion to clarify the concepts of gender, sex and gender roles, but also to find out whether we have gender/sex related stereotypes and how they get in the way when trying to create an atmosphere of trust and growth for everyone in the classroom. Participation in this workshop will enable critical observation from different perspectives (role play) and increase understanding of diversity and the ability to live in diversity.

### Expected outcomes

By the end of the training unit, participants will be able to:

- ✓ Describe differences between sex, gender and gender roles (differences between biological characteristics and social expectations and norms).
- ✓ Critically observe differences between gender and gender roles and to explain them to others by using simple examples from everyday life.
- ✓ Discuss sex/gender roles in classrooms and family.
- ✓ Be more aware of teachers' prejudice and gender role stereotypes
- ✓ Question their own prejudices and gender role stereotypes in their work
- ✓ See more clearly the effects their own prejudices can have on their pupils and the atmosphere in the classroom
- ✓ Give quality responses and guidance to students with different sex/gender related situations that may arise in classrooms.

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## Activities

	<b>Duration</b>	<b>Methods used</b>
Activity 1 Why we are here?	<b>45 minutes</b>	Pair work, individual work
Activity 2 Do I teach boys or girls or students?	<b>45 minutes</b>	Cooperative learning, moderated discussion
Activity 3 What are you going to be when you grow up?	<b>50 minutes</b>	Role play
Activity 4 Labelling	<b>50 minutes</b>	Group work
Activity 5 Theory is good but does it work in practice too?	<b>90 minutes</b>	Cooperative learning
Activity 6 Evaluation	<b>30 minutes</b>	Individual work

## Background and context

This training unit was developed by Ozrenka Meštrović and originally piloted on primary school teachers in an in-service teacher training workshop in Croatia in primary school in Vinkovci (Cro). Health education is still a hot topic in Croatia, although there are pretty good programmes with prepared training units. This workshop was created and piloted among people that work together every day to show them that fear or awkwardness when teaching subjects connected to health or sex education can be overcome.

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## Activity 1: Why are we here?

Duration: 45 min

<p>Expected outcome</p> <ul style="list-style-type: none"><li>✓ Participants get to know each other</li><li>✓ Creation of a safe environment</li><li>✓ Exchange ideas on what they expect of the workshop</li></ul>
<p>Methods/ techniques used</p> <ul style="list-style-type: none"><li>✓ Group work, individual work</li></ul>
<p>Resources</p> <ul style="list-style-type: none"><li>✓ Timetable as slide on PowerPoint</li><li>✓ Questionnaire (appendix 1)</li><li>✓ two poster papers (70 x 100 cm)</li><li>✓ post-it papers</li><li>✓ stationery (markers, pens, pencils, magnets, scotch tape)</li><li>✓ big envelope fitting for A4 papers</li></ul>
<p>Practical arrangements</p> <ul style="list-style-type: none"><li>✓ Tables for group work and some open space to move around</li><li>✓ Visualization of instructions, e.g. PowerPoint</li><li>✓ Computer, projector and screen</li></ul>
<p>Procedure</p> <p>Step 1 (5 min)</p> <ul style="list-style-type: none"><li>✓ Introduce yourself and quickly present the timetable of the workshop</li><li>✓ Pre-frame the activity (What? Why? How?)</li></ul> <p>Step 2 (10 min)</p> <ul style="list-style-type: none"><li>✓ Invite the participants to form a circle in the free space of the room and introduce themselves – their names, where they work, their interests, motivation (why are they here today?) Is there something that they want/don't want to discuss during this workshop? etc.</li><li>✓ If you want, you can pair up participants and have them do the introduction in pairs (that way you can help the shy ones). And then later, maybe you can form quartets and have participants present their pair (it's easier to talk about somebody else – e.g. your pair in bigger groups).</li><li>✓ Before the presentation you can put two posters on the wall – with titles WANT and DON'T WANT</li><li>✓ Before the introduction, refer the participants to the posters and tell them that during their introductions you will write subjects that they want/don't want to discuss during the workshop (it will be their safety net during the workshop). If you do the introduction in quartets you can have the group list their want/don't want subjects. Or if it will be easier/safer, you can give them post-it papers so that they can write their WANT and DON'T WANT anonymously after the introduction.</li></ul>

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### Step 3 (5 min)

- ✓ After all the introductions, ask the participants to turn 90° to the right (still standing in the circle) and then to take small side steps towards the centre of the circle – so they would form a perfect, tight circle and then ask them to try to sit down (leaning on the person behind them). Formation will be stable as long as all participants are connected – sort of a welcoming message – we are in this together.

### Step 4 (10 min)

- ✓ After the introduction and connection of the participants ask them to fill the general, anonymous questionnaire about SexEd (appendix 1.) that will be used for statistical purposes only. When they fill out the questionnaire – they can put it in the big envelope that will be kept on the main (your) desk or elsewhere.

### Step 5 - Debriefing (10 min)

- ✓ Where the activities ok? – would you use them in the same order or would you change something? How were you feeling during the activities? Are you ready for the work that is ahead of us?
- ✓ What are the key aspects that you are going to remember from this activity?
- ✓ Why would you (not) use this activity in your classroom?
- ✓ How (if at all) do society's gender stereotypes (preconceptions) play out in the questionnaire?

### Tips for trainers

- ✓ You can't expect that all participants will be enthusiastic and outspoken at the beginning of the workshop – give them time
- ✓ Create a safe environment (comfortable space/room, good light, warm colours, smile on your face). Use small encouragements and comment on their efforts.

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## Activity 2: Do I teach boys, girls or pupils?

Duration: 45 min

### Expected outcome

- ✓ Participants become more aware of their own gender stereotypes
- ✓ Participants start to question their own gender stereotypes

### Methods/ techniques used

- ✓ Cooperative learning
- ✓ Moderated discussion

### Resources

- ✓ [www.oecd.org/pisa/pisaproducts/PIF-2014-gender-international-version.pdf...](http://www.oecd.org/pisa/pisaproducts/PIF-2014-gender-international-version.pdf...)
- ✓ [www.historylearningsite.co.uk/gender\\_education\\_attainment.htm](http://www.historylearningsite.co.uk/gender_education_attainment.htm).

### Practical arrangements

- ✓ Post-it papers (two different colours; blue & pink, or orange & green)
- ✓ Three poster papers (70 x 100 cm)
- ✓ Stationery (markers, pens, pencils, magnets, scotch tape)
- ✓ draw a boy and on the other poster a girl (put the posters on some visible place)
- ✓ have a visualization with questions ready for the debriefing session

### Procedure

#### Step 1 (5 min)

- ✓ Form micro groups of 3 – 4. E.g. Participants draw cards in different colours numbered 1 – 4. People with same colour and same number get together in one micro group.

#### Step 2 (5 min) Think!

- ✓ Hand each participant two blue and two pink post-its.
- ✓ Ask them to individually write typical girls' subjects on the pink and typical boys' subjects on the blue post-it.

#### Step 2 (5 min) Pair!

- ✓ Ask them to share their ideas and explain their choices in their group.

#### Step 3 (3 min) Share!

- ✓ Invite them to stick the post-it on the appropriate posters, pink for girl / blue for boys.

#### Step 4 - Micro group discussion (10 min)

- ✓ Invite the groups to talk about the following questions and agree on a group result in the form of one answer sentence which should be written in the middle section of their placemat (see appendix 6).
  - Boys are better in Physics! Girls are better at languages! How is that (not) true?
  - How does having high expectations or low expectations influence pupils' academic achievement in the classroom?
  - What would be a good strategy to neutralize the effect of deeply ingrained beliefs that show in teachers' behaviour?

#### Step 5 - Presentation of micro-group results (1 min/group)

- ✓ Each group can present one sentence as group result for each question asked in Step 4.

#### Step 6 - Debriefing (10 min)

- ✓ Have you ever thought about gender/sex roles in classrooms?
- ✓ How has this activity encouraged you to reflect on your beliefs and behaviours?
- ✓ What will be your next steps to ensure neutral behaviour towards gender-related issues in class?

#### Tips for trainers

- ✓ To encourage social inclusion, equal access and participation within the groups distribute managerial and social roles to micro-group members, such as:
  - **time manager** (ensures that the group uses the time at hand in an efficient way and that every member gets the same time-slot to share their ideas),
  - **reporter** (ensures that everybody's results are heard and all collected in the right space on the place-mat),
  - **material manager** (ensures that the group has all the materials necessary to fulfil their tasks) and
  - **tracer** (looks for ways to facilitate the group's processes)
  - **encourager** (encourages members to voice their ideas)
  - **critical voice** (stimulates critical thinking by asking questions)
- ✓ Be sure to allocate only those roles that are necessary and helpful for the group work. It is also a good idea to debrief on their function and usefulness. E.g. how did having a critical voice on the team help stimulate critical thinking?

## Activity 3: What are you going to be when you grow up?

Duration: 50 min

#### Expected outcome

- ✓ The activity aims to provide a critical observation from different perspectives.
- ✓ Motivate participants to reflect on their role in the selection of future professions of their students.
- ✓ Practice mediation between students and their parents when it comes to career selection.

<p>Methods/ techniques used</p> <ul style="list-style-type: none"> <li>✓ Role play</li> <li>✓ Moderated discussion</li> </ul>
<p>Resources</p> <ul style="list-style-type: none"> <li>✓ Cards with possible scenarios (appendix 2.)</li> </ul>
<p>Practical arrangements</p> <ul style="list-style-type: none"> <li>✓ Prepare envelopes according to number of micro groups.</li> <li>✓ Each envelope should contain one scenario (appendix 2) and small paper cards with written names of characters /roles that are in that assigned scenario.</li> <li>✓ Space for rehearsals of each group (it can be in different rooms or on the tables prepared for group work).</li> <li>✓ While the groups are rehearsing, trainers can set a stage – by simply forming a circle with chairs.</li> </ul>
<p>Procedure</p> <p>Step 1 (5 min)</p> <ul style="list-style-type: none"> <li>○ Formation of the groups - ask the participants to <u>silently</u> line up according to their birthday date – (from January to December) they can communicate with gestures and body language only. Indicate where in the room the line starts (January 1st).</li> <li>○ After they've created the line – separate them in equal groups (ideal number of participants in one group is seven).</li> </ul> <p>Step 2 (20 min)</p> <ul style="list-style-type: none"> <li>○ Each group will pick an envelope containing the scenario for their role play and roles/characters that will be presented.</li> <li>○ Each group will then move to their space (different room or table) so they can rehearse.</li> </ul> <p>Step 3 – Presentation (5 min/group)</p> <ul style="list-style-type: none"> <li>○ After the rehearsal, groups will return to the main room and sit in a circle.</li> </ul> <p>Step 4 - Debriefing (10 min)</p> <ul style="list-style-type: none"> <li>✓ Invite the participants to reflect on the following questions: <ul style="list-style-type: none"> <li>○ How did you feel during the plays?</li> <li>○ Were those real scenarios – can you encounter something like that in your everyday work?</li> <li>○ What is the difference between gender and sex and what are gender roles?</li> <li>○ How do society's (our) gender role expectations prevent people from living their authentic self?</li> <li>○ How would society and every individual gain from people living their dreams?</li> <li>○ Have you ever dreamed about doing something, and then given up that dream because it had not seemed appropriate for your gender/sex?</li> <li>○ How can you become someone who encourages and supports their pupils' dreams?</li> </ul> </li> </ul>

### Tips for trainers

- ✓ Should you have participants without any role, you can repeat some scenarios (two different groups doing the same scenario).
- ✓ To save time - prepare small papers with numbers that will determine the performance order.

## Activity 4: Labelling

Duration: 50 min

### Expected outcome

- ✓ The activity aims to provide a critical observation from different perspectives.
- ✓ Motivate participant to question their own characteristic (How can you describe yourself in 5 words?).
- ✓ Encourage participants to question the context (sometimes people have different perspective on some values – depending on the context (in this example – depending on the gender/sex).
- ✓ Encourage understanding of diversity and the ability to live in diversity.
- ✓ Encourage self-assessment (Do I have gender-related prejudice? How can I deal with my own prejudice in classrooms?)

### Methods/ techniques used

- ✓ Group work
- ✓ Discussion

### Resources

- ✓ Cards with adjectives (appendix 3.)
- ✓ Template for T – table (appendix 4.)
- ✓ deBruyn, M. & France, N. (2001): Gender or Sex: Who cares? Skills Building Resource Pack on Gender and Reproductive
- ✓ Health for Adolescents and Youth Workers; IPAS
- ✓ <http://www.who.int/gender/whatisgender/en/>

### Practical arrangements

- ✓ You will need three pictures cut out with scissors and transformed in puzzle pieces (number of puzzle pieces should match the number of participants).
- ✓ Enough separate
- ✓ space for groups to fill in their T – tables
- ✓ Materials (number according to number of groups): 3 poster papers (70x100cm), pens, 3 envelopes, 3 sets of printed list of adjectives, scissors, six glue sticks and magnets or duct tape.
- ✓ 3 posters papers (70x100cm) with T – table with the following different categories:
  - poster 1 – Feminine/Masculine
  - poster 2 – Homosexual/Heterosexual
  - poster 3 – Positive/Negative
- ✓ adjectives on paper strips (one adjective = one paper strip).
- ✓ Materials for each group: one poster with T-table, envelope with paper cards/ paper strips with adjectives and glue stick.
- ✓ Magnets or duct tape to hang up posters in visible place during the presentation and discussion.

## Procedure

### Step 1 (5 min)

- ✓ Formation of groups: – walk around the circle with a bag and allow participants to pull out one piece of the puzzle.
- ✓ Participants that assemble one picture from their puzzle pieces are in one group. After all the puzzles are assembled and the groups created, invite them to go to their work places.

### Step 2 (5 min)

- ✓ Ask participants to individually find 5 – 6 adjectives to describe themselves (you can suggest some of the adjectives by putting them on projection screen).
- ✓ Then share their results with their group.

### Step 3 (10 min)

- ✓ Tell the participants that their next activity is to create a T-table. Categories in their T-tables are previously determined and their task will be to fit the adjectives to where they believe they belong to. During the group work, each participant can choose a card/paper strip and suggest where to place it in the T – table and explain his/her choice. They may also suggest the adjectives they found to describe themselves with. If the group agrees, adjective will be glued in that category.

### Step 4 – Presentation (10 min)

- ✓ Groups walk around and look at other groups' tables. They can ask questions and leave feedback on post-its.

### Step 5 – Debriefing (10 min)

- ✓ Moderate a group discussion. Recommended questions:
  - How is this activity a good example of how context affects the content?
  - How are the characteristics written in T – table categories based on prejudice?
  - What do the labels we give others tell about ourselves?
  - What can we do to let go of the need to label others?

## Tips for trainers

- ✓ You can add or change categories in T-tables (male/female, transgender/transvestite, lesbians/gays ...)
- ✓ If you want to turn group work into cooperative learning, distribute social roles for social inclusion, equal access and participation. (see tips for trainers activity 2)
- ✓ Respect the WANT/DON'T WANT list you made during the first activity.

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## Activity 5: The theory is good but does it work in practice, too?

Duration: 90 min

### Expected outcome:

- ✓ The activity aims to empower participants to deal with everyday life situations and improve their mediation skills.
- ✓ Prepare participants for potentially critical situations in the classroom and everyday life.
- ✓ Rehearse responses to urgent matters.
- ✓ Improve participants' abilities to communicate across all kinds and types of borders.
- ✓ Practice mediation skills.
- ✓ Conduct critical observation of the presented situation from different perspectives before reacting.

### Methods/ techniques used

- ✓ Cooperative learning
- ✓ Individual work
- ✓ Group work
- ✓ Discussion

### Resources

- ✓ Cards with practical problems (appendix 5)
- ✓ Placemats for the cooperative learning groups (appendix 6)

### Practical arrangements

- ✓ For the first (individual) part of the activity participants can sit anywhere they want to. During the second and third part of the activity they should sit as a group.
- ✓ The number of groups depends on the number of participants – it would be ideal if work groups are made of four participants.
- ✓ Placemats for group work (appendix 6)
- ✓ Material: poster papers (70x100 cm), markers, pens, pencils, basic white paper, post-it with assignment numbers.
- ✓ Print out practical problems (appendix 5). One problem should be printed out on one A4 paper.
- ✓ Print different problems on paper with different colours

### Procedure

#### Step 1 (5 min)

- ✓ Instruct the participants about the next activity – preparation for real life. Often we are theoretically prepared for some specific situation, but when facing it in real life we tend to resort into a reactive cycle of freeze, fight, flight and chances are that we say something inappropriate. Even if our first reaction is to be willing to listen, if we make a mistake in our communication we may lose them. To practice their reactions, participants will pick one of the real life situations and try to solve them.

#### Step 2 (5 min)

- ✓ Formation of the groups: have participants pick one of the papers with printed problems

Step 3 – Think! (10 min)

- ✓ Individual work: At first they should try to solve the problem individually

Step 4 – Pair! (20 min)

- ✓ Each group will have their workplace that will have the placemat for cooperative learning, pens and pencils for their work and post-it paper (that will indicate the assignment/problem number).
- ✓ Each participant should present his/hers solution to the rest of the group. After that they should write down in the marginal areas of the placemat solutions that they proposed (if two participants have proposed the same solution it should be written down in the section marked with number 2, if three participants have proposed the same solution it should be written down in the marginal section marked with number 3, and so on).
- ✓ After the summation of the group members' ideas, the group should decide on their final solution – that should be written down in the central area of the template.

Step 5 – Share! (3 min/group)

- ✓ Each group should summarize their problem and suggest a possible approach for a solution.

Step 6 – (10 min)

- ✓ Use post-it papers and have participants write feedback on the problems other groups had – would you do something else? Have they forgotten something in their final solution? Would you include something from the marginal areas in the final solution as well?

Step 7 – Debriefing (10 min)

Recommended questions:

- Are these realistic scenarios?
- Have you encountered some of the discussed problems in your everyday life?
- How will you react differently in the future?
- What determines our behaviour in the real situation?
- What makes people develop compassion and understanding of people that are different from them?

Tips for trainers

- ✓ It will be easier if the participants answer all the questions that are attached to the problem.
- ✓ The final solution doesn't have to be generated just from the marginal area no.4 (solutions that all the participants have proposed). It can also contain any other solutions (proposed by just one or two members) if the group feels that it is an important part of the conclusion.
- ✓ If you want to regulate work in a way that establishes cooperation and equality you can appoint roles of reporter, motivator, organizer, time-table manager etc. (s. Tips for trainers act. 2)
- ✓ Choose from the recommended questions those that resonate with you.
- ✓ Respect the "WANT/DON'T WANT"- list you made during the first activity.

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## Activity 6: Evaluation

Duration: 30 min

<p>Expected outcome</p> <ul style="list-style-type: none"><li>✓ The activity aims to provide a feedback on the workshop so it can be improved.</li><li>✓ Get feedback about the overlap between the expected and experienced.</li><li>✓ Promote the use of the workshop in classrooms.</li></ul>
<p>Methods/ techniques used</p> <ul style="list-style-type: none"><li>✓ Writing (filling out the evaluation form)</li></ul>
<p>Resources</p> <ul style="list-style-type: none"><li>✓ Evaluation form (appendix 7.)</li></ul>
<p>Practical arrangements</p> <ul style="list-style-type: none"><li>✓ Participants can sit anywhere they want to.</li><li>✓ Prepare adequate number of evaluation forms.</li><li>✓ Prepare a box that will be used for collection of evaluation forms.</li></ul>
<p>Procedure</p> <p>Step 1 (10 min)</p> <ul style="list-style-type: none"><li>✓ Hand out the evaluation forms and invite participants to be creative and eloquent while writing their comments.</li></ul> <p>Step 2 (10 min)</p> <ul style="list-style-type: none"><li>✓ Invite the participants to sit in a circle. Ask them if they want to share publicly some of their feelings, thoughts and comments about the workshop. Allow enough time for participants to share their thoughts. Then thank them for their participation and share some of your thoughts, feelings and conclusions about today's workshop.</li></ul> <p>Step 3 (10 min)</p> <ul style="list-style-type: none"><li>✓ Hand out the certificates for participation.</li></ul>
<p>Tips for trainers</p> <ul style="list-style-type: none"><li>✓ When you hand out participation certificates call out participants one by one, greet them with applause and congratulate them on their work during the workshop.</li></ul>

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## Appendices

### Appendix 1

#### ... Questionnaire

1. I am \_\_\_\_\_ years old.
  2. At birth I was registered as:
    - a) Male b) female c) intersex d) I don't want to say.
  3. Should SexEd be a part of lectured subjects in schools?
    - a) Yes b) No c) I don't know.
  4. SexEd should be:
    - a) Mandatory subject for all students b) optional/elective subject.
  5. At what age SexED should be introduced in education?
    - a) Kindergarten b) Primary school (1. – 4.th grade) c) Primary school (5. – 8.th grade) d) High school.
  6. What approach should be used when teaching SexEd?
    - a) Abstinence only approach
    - b) Comprehensive approach (biological facts)
    - c) Holistic approach (biology, psychology, emotions)
  7. Who should teach SexEd? (You can choose multiple answers)
    - a) Psychologist b) biology teacher c) medics (doctors or nurses) d) pedagogue (educator) e) LGBT representatives f) \_\_\_\_\_.
  8. Should we separate students during SexEd classes? Girls in one classroom and boys in another classroom?
    - a) Yes. Boys and girls should be separated.
    - b) No. There is no need for separation during SexEd classes.
- In case, you choose a) in previous question,
- a) Classes for boys should be held by male teacher
  - b) Classes for girls should be held by female teacher
  - c) Teachers sex is irrelevant.
9. Person that will teach SexEd should have these qualities (name at least three): \_\_\_\_\_
10. Could you teach SexEd? Yes No  
Explain your answer:

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B – Part 1. Which one of the following describes you the best:

a) Male b) female c) androgyne d) as \_\_\_\_\_

Explain your answer:

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2. Evaluate level of comfort / satisfaction of your gender position (1 - unsatisfied ...  
10 - fully satisfied):  
1 2 3 4 5 6 7 8 9 10
  3. Do you feel some limitations in your life because of your gender position?  
a) definitely yes b) mostly yes c) sometimes d) mostly no e) definitely no
  4. Evaluate level of comfort /satisfaction of your sexual identity (1 - unsatisfied ...  
10 - fully satisfied):  
1 2 3 4 5 6 7 8 9 10
  5. Which of the following have influenced forming of your gender?  
a) Parents b) relatives c) school d) myself e) media f) other\_\_\_\_\_
  6. Which of the following had influenced forming of your sexuality?  
a) Parents b) relatives c) school d) myself e) media f) other\_\_\_\_\_
  7. Name a person/people with whom:  
a) You could easily talk about sex and sex related subject  
\_\_\_\_\_  
b) You could never talk about sex and sex related subject  
\_\_\_\_\_
  8. Have you ever felt dissatisfaction about your sexuality?

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## Appendix 2

### Role play scenarios

Story no.1.	
<p>Mark is a 15 year old boy. Mark's father is the mayor, but that has no impact on Mark's popularity. He is the best athlete in his class. He is highly intelligent, witty and popular among other kids in his school. The end of the eighth grade is near and Mark needs to choose his future profession. Mark wants to be a florist. But he knows that his father thinks that this is a girly profession and he doesn't know how to tell this to his parents. Mark asked his teacher to help him tell his parents about his plans. Try to present parent - teacher conference where Mark tells his parents about his plans for future.</p>	
Mark's father	Maya (Mark's girlfriend)
Mark's mother	Mrs. Johnson (Mark's teacher)

Story no.2.	
<p>Ana is the tallest girl in the class. She is always hanging out with the boys, because with them she can play basketball. She is really good at it as well. When she grows up she wants to be a truck driver on the international routes. She's in love with Peter, the boy she sits next to in the classroom. But she doesn't know how to tell him that, because Peter doesn't think of her as a girl. She needs help from her friends (Maria, Jenny, Mario and Jessica - Peter's sister).</p>	
Ana	Jenny
Peter	Mario
Maria	Jessica

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**Story no.3.**

John is the best football player in the school. Today he has suffered a heavy blow in the leg during the gym class. His leg hurts a lot and he can't get up. The coach said he has to remain lying on the floor until the nurse comes. The leg really hurts a lot and John wants to cry but he doesn't dare. Surrounded by his classmates and coach – he doesn't want them to see him cry. Can boys cry?

Coach	Jenny (John's girlfriend)
John	Mark (John's best friend)
Nurse	Matthias (John's competition)
John's classmates	

**Story no.4.**

In your class the boys call each other 'gay' as an abusive word. They use it often and don't think much about it. It's the beginning of new school year, and one of the new students (James) comes out as gay. He says he feels hurt by his peers' negative remarks and wants them to reconsider their behaviour and vocabulary.

Ana (James's friend)	James
Mark	Mateo
Mario	Marissa

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**Story no.5.**

Dario is a popular, good looking and smart boy but he also has a secret. He likes to dress as a girl. He is happiest when he is in a dress. But he can't wear a dress to school. The boy can only dress as a boy or he will be ridiculed by his peers. "Homecoming Dance" is just around the corner and Dario would like to dress up for the dance.

Theo (Dario's friend)	Dario
Veronica (Dario's girlfriend)	Ben (Dario's father)
Mr. Malcolm (teacher)	Jimmy (peer)

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Appendix 3

Cards with adjectives for T-table

frivolous
promiscuous
false
tender
intelligent
communicative
caring
loving
amorous
day dreaming
bread winning
courageous
fit
vain
gullible
humanitarian
devoted
materialistic
robust
faithful

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Appendix 4

Template for T-table

Draw the T-table on a big poster:

Category 1	Category 2

Appendix 5

Practical problems

Practical problem no. 1.

Teacher – student crush

You found a letter addressed to you in the teachers' lounge. When you opened it, it turned out to be a love letter from one of your students.

He/she is in love with you and doesn't know what to do with all the emotions, thoughts and feelings. But it is not the only difficulty – it is a homosexual crush. What do (or should) you do?

**A. Questions**

1. How do you feel because of this letter?
2. Does the fact that it is a homosexual crush has any kind of influence on your reaction?
3. How would you address the matter? Would you ignore the letter or react to it?
4. Do you think that someone else should address this matter (psychologist, school counsellor, parents ...)?
5. Would you discuss the matter with anyone else (school principal, colleagues, friends, partner, girlfriend/boyfriend, husband/wife, parents of the student)?
6. How often do you think this happens?

**B. Questions**

1. Is teacher – student crush a topic you would address in your classroom? If not, is there a personal reason for it?
2. Do you think that there is a need to discuss that type of subjects in schools?
3. What do you need to overcome your avoidance of this subject? What could help or make you comfortable to address this matter in the classroom/school?

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Practical problem no. 2.

Teen pregnancy

During one of your recesses, one of the girls from the 6<sup>th</sup> grade asked if she can talk to you in private. It turns out that she had sexual intercourse with a boy from the 8<sup>th</sup> grade and now she thinks that she is pregnant. You are the first person she told about it. What do (or should) you do?

**A. Questions**

1. What is your first reaction to her confession?
2. Does the fact that it is an older boy has any kind of influence on your reaction?
3. How would you address the matter? Would you try to find out whether it was consensual?
4. Do you think that someone else should address this matter (psychologist, school counsellor, parents, school nurse ...)?
5. How often do you think this happens?

**B. Questions**

1. Is teen pregnancy a topic you would address in your Classroom? If not, is there a personal reason for it?
2. Do you think that there is a need to discuss that type of subjects in schools?
3. What do you need to overcome your avoidance of this subject? What could help or make you comfortable to address this matter in Classroom/school?

Practical problem no. 3.

Gay teen

After one of your classes, one of the boys from the 8<sup>th</sup> grade asked if he can talk to you in private. It turns out that he thinks that he is gay. You are the first person he told about it. What do (or should) you do?

**B. Questions**

1. What is your first reaction to his confession?
2. Does the fact that he has chosen you for his coming out has any kind of influence on your reaction?
3. How would you address the matter? Would you try to help him understand his feelings?

4. Do you think that someone else should address this matter (psychologist, school counsellor, parents, school nurse ...)?
5. How often do you think this happens?

### C. Questions

1. Is teen homosexuality a topic you would address in your classroom? If not, is there a personal reason for it?
2. Do you think that there is a need to discuss that type of subjects in schools?
3. What do you need to overcome your avoidance of this subject? What could help or make you comfortable to address this matter in classroom/school?

### Practical problem no. 4.

#### Teen cross dresser

After one of your classes, one of the boys from the 7th grade asked if he can talk to you in private. It turns out that he likes to dress like a girl.

When he is home alone, he is always wearing his mother's clothes. He wants to know why he is doing it. You are the first person he told about it. What do (or should) you do?

### A. Questions

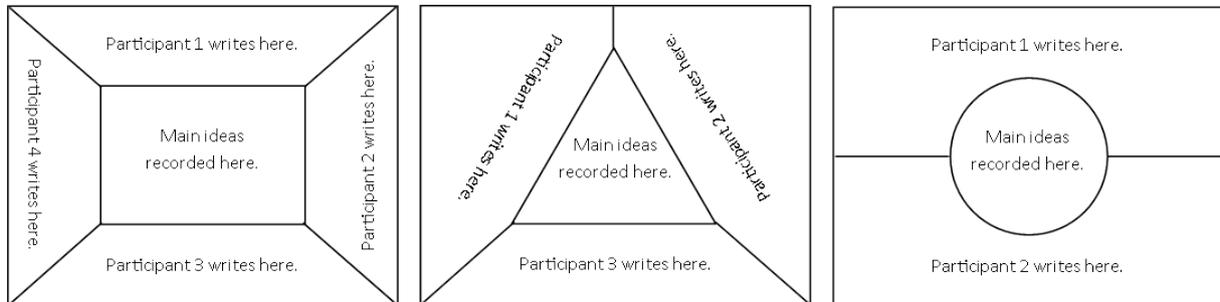
1. What is your first reaction to his confession?
2. Does the fact that he has chosen you for his coming out has any kind of influence on your reaction?
3. How would you address the matter? Would you try to help him understand his feelings?
4. Do you think that someone else should address this matter (psychologist, school counsellor, parents, school nurse ...)?
5. How often do you think this happens?

### C. Questions

1. Is transsexuality a topic you would address in your classroom? If not, is there a personal reason for it?
2. Do you think that there is a need to discuss that type of subjects in schools?
3. What do you need to overcome your avoidance of this subject? What could help or make you comfortable to address this matter in classroom/school?

## Appendix 6

### Templates for placemats



## Appendix 7

Name of Activity	How did you feel during this activity?	Can you use this in your classroom? (How, when, pupil's age...)	Advantages	Disadvantages	Upgrade (new ideas)
Why are we here?					
Do I teach boys, girls or students?					
What are you going to be when you grow up?					
Is it a boy thing or a girl thing?					
The theory is good, but does it work in practice too?					