



## PESTALOZZI TRAINING RESOURCES



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# Sex – sexuality education Personal development for the prevention of discrimination and violence (SEXED) **Gender, sex and sexuality stereotypes all around** 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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## Gender, sex and sexuality stereotypes all around

### Brief description

This training unit (TU) varies in more than 6 hours and helps primary school trainers to deal with gender, sex- and sexuality stereotypes to prevent exclusion, discrimination and violence. Furthermore, the TU is meant to increase understanding for human diversity, tolerance and respect for differences. The ideology behind the TU is holistic sex/sexuality education using the pedagogy of the Pestalozzi Programme, head, hearts and hands.

**Keywords:** Holistic sex/sexuality education, Primary school teacher trainers, prevention of discrimination and violence.

### Expected outcomes

- ✓ Ability to act against discrimination, stereotypes and injustices (S\_HR\_3)
- ✓ Acceptance of diversity as a positive value for the environment and the survival of humankind (A\_DIV\_1)
- ✓ Acceptance of the fact that my actions can reflect my personal values and beliefs more authentically than words (A\_SELF\_2)
- ✓ Aptitude to elicit and respond to others' beliefs, values and feelings and behaviours (S\_DIV\_3)
- ✓ Develop non-discriminatory vocabulary and discourses.

### Activities

	Duration	Methods used
Activity 1 My partner	30 minutes	Icebreaker and name game
Activity 2 Judgment	50 minutes	Group work with a T posters
Activity 3 Stereotypes and social media	155 minutes	Analyses and role play
Activity 4 Gender, sex and sexuality characteristics	30 minutes	Warmup activity
Activity 5 Sex and sexuality values	60 minutes	Collaborative group work
Activity 6 Evaluation and reflection	50 minutes	Evaluation and reflection

### Background and context

The TU was developed by M<sup>a</sup> Jesús Vallejo Fernández and piloted on 25 in-service primary school teachers early 2014 in a course called "Effective sexual education". The development of the TU took place in Spain.

## Activity 1: My partner

Duration: 30 min

<p>Expected outcome</p> <ul style="list-style-type: none"><li>✓ Willingness to work together with others and become actively involved (A_COOP_2)</li><li>✓ Understanding of the subjective nature of all knowledge of self and others (K_SELF_2)</li><li>✓ Knowledge about the relationship of self and group (K_SELF_3)</li><li>✓ Self-knowledge and introspection (K_SELF_1)</li></ul>
<p>Methods/ techniques used</p> <ul style="list-style-type: none"><li>✓ Icebreaker</li><li>✓ Name game</li></ul>
<p>Resources</p> <ul style="list-style-type: none"><li>✓</li></ul>
<p>Practical arrangements</p> <ul style="list-style-type: none"><li>✓ A big room: With chairs equal to the number of participants. The chairs form a circle but one of the chairs is placed in the middle.</li></ul>
<p>Procedure</p> <p>Step 1</p> <ul style="list-style-type: none"><li>✓ The trainer asks the participants to form a standing circle.</li><li>✓ The participants are now asked to form a pair with the person standing next to them without destroying the circle. Then the pairs are asked to get to know each other's first names and one quality that they carry and are willing to share. The trainer asks participants to remember what they learned about each other.</li><li>✓ Now the trainer asks the participants to form a pair with the person standing next to them on the other side. The new pair's gets to know each other's names as well and one quality.</li></ul> <p>Step 2</p> <ul style="list-style-type: none"><li>✓ The trainer picks one participant to introduce the person (name and one quality) on the right side. Then the person on the left side is asked to do the same.</li><li>✓ The name game keeps on going until everyone have been introduced.</li></ul>
<p>Tips for trainers</p> <ul style="list-style-type: none"><li>✓ ...</li></ul>

## Activity 2: Judgments

Duration: 50 min

### Expected outcome

- ✓ Develop non-discriminatory vocabulary and discourses.
- ✓ To understand the roles and functions of social and political actors (K\_COOP\_1).
- ✓ Willingness to act and encourage others to act against discrimination, prejudices, stereotypes and injustices (A\_HR\_4)
- ✓ Ability to act against discrimination, stereotypes, injustices (S\_HR\_3)
- ✓ Understanding of the main concepts related to diversity (culture, identity, equality, empathy, prejudice, stereotype, discrimination, racism, citizenship, global interdependence, sustainability...) (K\_DIV\_1)
- ✓ Aptitude to elicit and respond to others' beliefs, values and feelings and behaviours (S\_DIV\_3)

### Methods/ techniques used

- ✓ Group work with a T posters

### Resources

- ✓ Find photos of famous people known by the participants and cut each into four parts to divide into micro-groups. Make sure that the photos represents both genders and sexual diversity (heterosexuality, homosexuality and etc.). The photos will be used in the activity.
- ✓ A3-papers.
- ✓ Pens and markers.

### Practical arrangements

- ✓ A room with tables for 4.

### Procedure

#### Step 1 (5 min): **Grouping.**

- ✓ The trainer distributes the photo parts and asks the participants to form micro-groups in line with the photos figures.

#### Step 2 (15 min): **Group work**

- ✓ The trainer asks the micro-groups to create a T poster, following the model below, on A3 paper and write on the left side "like" and on the right side "dislike".

Name of the social media:	
Like	Dislike

- ✓ The trainer asks the micro groups to discuss what they/society like or dislike about the persons and write down their conclusions.

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Step 3 (15 min): **Sharing**

- ✓ Each micro-group gets 2 min to represent the posters.

Step 4 (15 min): **Debriefing**

- ✓ What feelings did you experience during the activity?
- ✓ Was there any similarities or differences between the micro-groups?
- ✓ Did you discuss gender, sex and sexuality stereotypes?
- ✓ Did you experience some kind of discrimination and violence in the discussion?
- ✓ Did you discuss the discourse power that the media has and the influence from the society?
- ✓ In the end the trainer asks questions around the notes.

Tips for trainers

- ✓ Encourage the learners to speak freely and be honest.
- ✓ Try to analyse any kind of gender and sexual discrimination throughout the activity and make notes of it to use in the debriefing part.

## Activity 3: Stereotypes and social media

Duration: 155 min

### Expected outcome

- ✓ Develop non-discriminatory vocabulary and discourses.
- ✓ Willingness to act and encourage others to act against discrimination, prejudices, stereotypes and injustices (A\_HR\_4)
- ✓ Ability to act against discrimination, stereotypes, injustices (S\_HR\_3)
- ✓ Understanding of the main concepts related to diversity (culture, identity, equality, empathy, prejudice, stereotype, discrimination, racism, citizenship, global interdependence, sustainability...) (K\_DIV\_1)

### Methods/ techniques used

- ✓ Analyses
- ✓ Role play

### Resources

- ✓ Photocopy the analytical framework in appendix 1 equal to the number of micro-groups
- ✓ Internet connection
- ✓ Video camera, smartphone or i-pad
- ✓ Computer

### Practical arrangements

- ✓ A big room for group work

### Procedure

#### Step 1 (60 min): **Analysing sexuality stereotypes**

- ✓ Participants work in same micro-groups as in activity 2.
- ✓ Participants find one photo and one short YouTube video from the internet. Both need to represent gender, sex or sexuality stereotypes in social media.
- ✓ The trainer distributes and explains the analytical framework in appendix 1.
- ✓ Participants use the analytical framework to analyse one photo and the YouTube video.

#### Step 2 (75 min): **Deconstructing stereotypes**

- ✓ Each micro group prepares a role play based on their analysis in step 1 by deconstructing the analyses and videotape the outcome in a short 3 min. YouTube video.

#### Step 2 (20 min): **Sharing**

- ✓ The micro groups share and discuss their main conclusions.

### Tips for trainers

- ✓ Encourage creativity.

## Activity 4: Gender, sex and sexuality characteristics

Duration: 30 min

<b>Expected outcome</b> <ul style="list-style-type: none"><li>✓ Understanding of the main concepts related to diversity (culture, identity, equality, empathy, prejudice, stereotype, discrimination, racism, citizenship, global interdependence, sustainability...) (K_DIV_1)</li><li>✓ Understanding the changing nature of identities and cultures (K_DIV_2)</li></ul>
<b>Methods/ techniques used</b> <ul style="list-style-type: none"><li>✓ Warmup activity</li><li>✓ Ice-breaker</li></ul>
<b>Resources</b> <ul style="list-style-type: none"><li>✓</li></ul>
<b>Practical arrangements</b> <ul style="list-style-type: none"><li>✓ A big room: With chairs equal to the number of participants.</li></ul>
<b>Procedure</b> <p><b>Step 1: Identities</b></p> <ul style="list-style-type: none"><li>✓ The trainer asks the participants to form a circle with chairs and invites them to have a seat.</li><li>✓ Then the trainer asks one participants to stand up and go to the middle of the circle. The empty chair is taken away.</li><li>✓ The participants in the middle are asked to choose one characteristic linked to gender, sex and sexuality (e.g. male, open minded, heterosexuality, lesbian, free lover ...).</li><li>✓ The participant in the middle announces the characteristic to the other participants forming the circle and asks those participants that can relate to the characteristic to find a new chair. In the meantime the participant in the middle tries to steal one of the empty seats. If that succeeds then the participant that does not have a seat repeats the procedure with another gender/sex/sexuality characteristic. Encourage the person in the middle to be creative.</li><li>✓ This is repeated for 15 min.</li></ul> <p><b>Step 2: Debriefing</b></p> <ul style="list-style-type: none"><li>✓ What feelings did you experience during the activity?</li><li>✓ What surprised you?</li><li>✓ Were some characteristics more difficult than others? Why?</li><li>✓ Does this activity reinforce stereotypes? How?</li></ul>
<b>Tips for trainers</b> <ul style="list-style-type: none"><li>✓ This activity can be sensitive for some participants therefore it is important to build up trust and understanding.</li></ul>

## Activity 5: Sex and sexuality values

Duration: 60 min

### Expected outcome

- ✓ Enable each individual to live their sexuality in a healthy, happy and responsible atmosphere.
- ✓ Acceptance of diversity as a positive value for the environment and the survival of humankind (A\_DIV\_1)
- ✓ Readiness to adopt the values of human rights, and democratic citizenship as the foundations of living and acting together (A\_HR\_2)
- ✓ Acceptance of the fact that my actions can reflect my personal values and beliefs more authentically than words (A\_SELF\_2)
- ✓ Aptitude to elicit and respond to others' beliefs, values and feelings and behaviours (S\_DIV\_3)

### Methods/ techniques used

- ✓ Collaborative group work

### Resources

- ✓ Flip chart papers
- ✓ Pens and markers in different colours

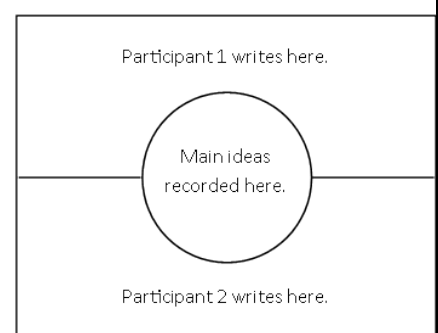
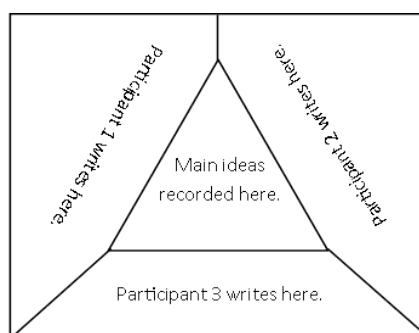
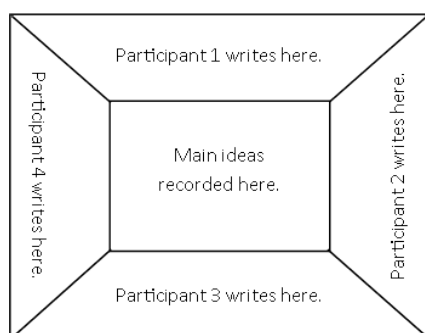
### Practical arrangements

- ✓ Desks for four.

### Procedure

#### Step 1 (10 min): Preparation

- ✓ Use the same micro-groups of four as in activity 2.
- ✓ The trainer distributes markers and flip chart paper (or any large paper).
- ✓ The trainer asks 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:



#### Step 2 (10 min): Individual work

- ✓ The trainer asks each participant to analyse their own values regarding sex and sexuality and asks the participants to record their individual thoughts and ideas in their respective writing area.



<p>Step 3 (15 min): <b>Share within the micro group</b></p> <ul style="list-style-type: none"> <li>✓ Each participant in the micro-group takes it in turn to share his/her conclusion with the rest of the micro-group.</li> <li>✓ Discuss the main conclusion.</li> </ul> <p>Step 4 (15 min): <b>Group work</b></p> <ul style="list-style-type: none"> <li>✓ In micro-groups, participants discuss the ideas and split the centre of the poster into two parts marked similarities and differences. Then they classify the responses in the centre section.</li> </ul> <p>Step 5 (10 min): <b>Plenary</b></p> <ul style="list-style-type: none"> <li>✓ Each micro-group shares the main similarities and differences with the other micro-groups.</li> </ul>
<p>Tips for trainers</p> <ul style="list-style-type: none"> <li>✓ Respect and discuss different values from different and diverse points of view.</li> </ul>

## Activity 6: Evaluation and reflection

Duration: 50 min

<p>Expected outcome</p> <ul style="list-style-type: none"> <li>✓ Get deeper understanding of the learning process and evaluate the learning outcome.</li> </ul>
<p>Methods/ techniques used</p> <ul style="list-style-type: none"> <li>✓ Evaluation</li> <li>✓ Reflection</li> </ul>
<p>Resources</p> <ul style="list-style-type: none"> <li>✓ Paper</li> <li>✓ Pen</li> </ul>
<p>Practical arrangements</p> <ul style="list-style-type: none"> <li>✓ Open space: The learners sit in an open circle.</li> </ul>
<p>Procedure</p> <p>Step 1 (20 min): <b>Reflection diary</b></p> <ul style="list-style-type: none"> <li>✓ The trainer writes on a white board the names of the activities</li> <li>✓ Participants will have a few minutes to reflect on their learning process and content of the TU in a diary. The trainer encourages them both to draw and to write as well as focusing on their feelings.</li> </ul> <p>Step 1 (30 min): <b>Derbriefing and reflection</b></p> <ul style="list-style-type: none"> <li>✓ Are you willing to share something from the diary?</li> <li>✓ In what way was the training useful for your learning?</li> <li>✓ Describe the methods of the activities and your own participation. Could you actively participate in every activity?</li> <li>✓ Describe the working atmosphere in the training. Try to focus on trust and respect.</li> </ul>
<ul style="list-style-type: none"> <li>✓ Do you feel competent after the training to collaborate with parents and help them to contribute to effective education on the topics?</li> <li>✓ Do you have ideas about how this activity can be adapted to your everyday work as a primary school trainer/teacher?</li> </ul>
<p>Tips for trainers</p> <ul style="list-style-type: none"> <li>✓ Make sure that everyone has the opportunity to speak. Try to motivate everyone for active participation in the debriefing part.</li> </ul>

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## Appendixes

### Appendix 1: Analytical framework

Names: \_\_\_\_\_

PRODUCT	
Target group:	
Aim:	
Type of music used and why?	
Analyse used discourse: What is said and what is kept silent about? Why?	
How are colours and objects used and in what purpose?	
What do you like and dislike?	
What will happen if the gender and sexuality roles are changed?	