

RAINBOW RESOURCES

Composito Companion on Sexuality and Gender



IFM-SEI

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Composito Companion on Sexuality and Gender



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Editing and Proof-reading

Carly Walker-Dawson, Tamsin Pearce, Christine Sudbrock

Graphic design, Illustrations and Layout

Eugení Brigneti Masgrau

Photos

Media Working Groups of Winterschool and Queer Easter International Seminars of Kurt Löwenstein Education Centre
Photo p. 5: Mikhail Nerush

Contributors

Lloyd Russell-Moyle, Birute Sabatauskaitė, Karmen Spiljak, Sabine Troitzsch, Simon Walter,
Carly Walker-Dawson, Tamsin Pearce, Christine Sudbrock, participants of Queer Easter
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www.ifm-sei.org

International Falcon Movement-Socialist Educational International
Rue du Trône 98
1050 Brussels

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Introduction

Introduction

This resource compiles the work of the International Falcon Movement – Socialist Educational International (IFM-SEI) and the Queer Easter team of the Kurt Löwenstein Education Centre over the past three years. In recent years we had become increasingly concerned that there were very few resources for use with children on gender and sexuality. In our Human Rights Education with children we extensively used the Council of Europe Manual 'Composito', but even in this otherwise very useful publication, methods on gender and sexuality were missing. As a response to this gap, we decided to run workshops, seminars and camps for educators to develop the resources that you are now holding in your hands. While a core team of eight people from the UK, Belgium, Germany, Lithuania, Slovenia and Austria have led this work, it is the culmination of many hours of research, work and fun with hundreds of children and educators around Europe for which we are thankful. We would have been unable to create this handbook without them.

Who are we?

The International Falcon Movement – Socialist Educational International is an international educational movement working to empower children and young people to take an active role in changing society for the better and fight for their rights. We are an umbrella organisation for sixty child and youth-led movements all over the world, educating on the basis of our values of equality, democracy, peace, co-operation and friendship.

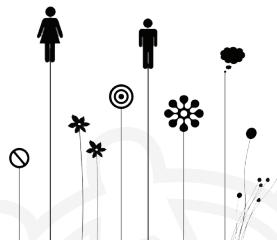
The UN Convention on the Rights of the Child is a key document for IFM-SEI. Through our member organisations and the activities of our international, we aim to ensure that children and young people are well informed about their rights and are empowered to ensure they are respected. To reach this goal, we organise a variety of activities including seminars, training courses, international camps and conferences. Our work is based on peer education: We believe that young people have as much to teach as they have to learn.

By children and young people, for children and young people

Children and young people are involved in all levels of decision-making in our movement, from their local groups to the world congress. It is our firm belief that children are competent to make decisions and have strong opinions on global issues as well as matters directly affecting them. They only need the empowerment to feel that their voices will be heard in society.

Sexuality and gender rights education with children

Sexual rights are human rights, but they are often missing in Human Rights Education. We often hear from parents, teachers or group leaders that children are too young to discuss sexuality, or that talking about LGBT issues would 'turn their children gay'. Sexuality rights education does not tell children who to love, but instead helps them to understand that people have different sexual identities and that none is better or worse than another and that no one should be bullied or discriminated against because of their sexuality or their gender. It gives children the space to explore what makes a good relationship, so that they can build healthy relationships in the future. It is also important that children can explore their sexual and gender identity and we strongly believe that it is one of the ultimate goals of education to give an opportunity to do that in a safe environment, instead of creating barriers or even isolation.





IFM-SEI and its partner in this project, the Kurt Löwenstein Education Centre, have a long history of working with young people on gender and sexuality rights education. IFM-SEI members have been working with children on issues of sexuality for over forty years, from running local campaigns to creating and telling non-heteronormative stories. Since 2001, the annual 'Queer Easter' seminar has taken place at the Kurt Löwenstein Education Centre. More than 120 young people from youth organisations and LGBT structures from all over Europe, the Middle East and Latin America meet at these seminars to discuss sexual diversity, heteronormativity and homophobia. Together they develop strategies for inclusion and the support of young LGBT people. In the last ten years, educational materials have been produced at Queer Easter, including toolkits on how to set up LGBT structures in organisations and how to support organisations in becoming more inclusive. In recent years, a special focus was placed on working on sexuality and gender issues with children to curb heteronormative attitudes before they have a chance to be fully developed. This publication was conceived in part as a development of this work.



How to use the Rainbow Resources

The publication is divided into two parts:

The first focuses on supporting educators in their work. You will find some theory sections, providing you with information and 'food for thought' on the different topics tackled in the publication as well as educational methods for educators – supporting you to feel more confident in approaching these issues with children. We encourage you, particularly if you have not worked on this topic before, to work yourself or with colleagues through this section before running the sessions in the second part. We have also included our favourite energizers, which can be useful for any kind of educational activities you do as well as some theme specific warm-up activities.

The second part of the book comprises methods to use with children on gender and sexuality rights. We have divided the methods into three categories:

- Families and Relationships
- Identity and Being
- Bullying and Discrimination

You can use these workshops during weekly group nights, on camps or on seminars, as an experienced group leader, a peer educator or someone who is running a workshop for the first time. One thing you should bear in mind is that all the workshop plans are just proposals; you should always adapt them to your group. Some groups are more experienced than others, some will need more time and some will get more into the activity, others not. Don't take our proposals as they are, but adapt them for your group and for your setting to get the best results from Rainbow Resources.



Introduction

Sexual Rights are Human Rights

On paper almost every country in the world guarantees equal rights to all regardless of their sex, sexual orientation, gender or gender identity. International documents such as the Universal Declaration of Human Rights and the UN Convention on the Rights of the Child clearly lay out principles of non-discrimination. However, these principles, and therefore the rights they refer to, are often violated.

Sexual rights in themselves are not new; they have been recognised by international human rights documents, national laws and notably the 'Yogyakarta principles'⁽¹⁾. These principles were developed by a group of international human rights experts in 2006. They outline a set of international principles relating to sexual orientation and gender identity, reminding states of their legal commitments. Crucially, the principles state that human rights apply to all people regardless of sexual orientation or gender identity and that the application of human rights should take into account the individual's sexual and gender identity.

Sexual rights⁽²⁾ include the right of every person to :

- The highest attainable standard of sexual health, including access to sexual and reproductive health care services
- Seek, receive and impart information related to sexuality
- Sexuality education
- Respect for bodily integrity
- Choose their partner
- Decide to be sexually active or not
- Consensual sexual relations
- Consensual marriage
- Decide whether or not, and when, to have children
- Pursue a satisfying, safe and pleasurable sexual life

As with all human rights, sexual rights require that people respect the rights of others. Sexual rights are closely related to the fulfilment of other human rights and their violation impacts greatly on individuals and families in all spheres of life:

The right to social security and to other social protection measures

Children growing up in same sex families should be entitled to the same social security measures as those growing up in other types of families. However, if the relationship between a child's parents is not legally recognised, often only one parent has guardianship, meaning that only one parent can make decisions about the child's health, welfare and living situation (for example, only the legal parent can discuss their child's health with doctors).

The right to education

Everyone should have the possibility to learn and to be respected regardless of their sexuality or gender identity. This right is often violated by national laws preventing the 'promotion of homosexuality'. In a climate where teachers and pupils are unable to talk openly about sexuality, many students and teachers feel that they need to suppress their identity and whole generations miss out on crucial education.



(1) Yogyakarta Principles: The application of International Human Rights Law in relation to Sexual Orientation and Gender Identity, Yogyakarta, 26 March, 2007. <http://www.yogyakartaprinciples.org/>

(2) World Health Organisation: http://www.who.int/reproductivehealth/topics/gender_rights/sexual_health/en/

Introduction



The right to form a family

Everybody has the right to form a family regardless of their sexual orientation or gender identity. Despite this clearly stated right, in many countries same sex partnership or marriage is either not legal or affords them less rights than heterosexual couples. Additionally, very few countries in the world allow homosexual couples to adopt children, preventing them from forming families.

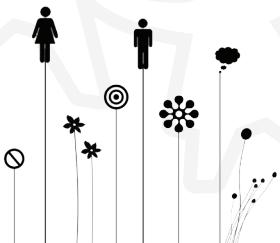
The right to freedom of thought, opinion and expression

Authorities often violate this right by banning pride events and suppressing LGBT organisations.

Protection from medical abuses

Any medical or psychological treatment of sexual orientation and gender identity is defined as ill-treatment (except gender-reassignment requested by the individual), yet the practice continues in many countries. This can have a profound impact on individuals and their families.

The majority of countries in the world have signed up to international human rights documents but in practice many fail to respect them. This culture of disrespecting certain rights needs to be overcome using the combined tools of policy and education. We need to break down taboos regarding sexuality and gender identities that diverge from the norm and to challenge discrimination and human rights violations. Only with education can we put into practice the ideals that we work for. In this pack we look not only at individual rights and how to protect them, but also at the action that groups can take to raise awareness and encourage better understanding in their communities.





Introduction

Child Development

Every child is unique and every child develops differently. They have different talents, live in different social environments and have different learning styles. Many factors influence how children grow up, but there are also lots of regularities in their development. Knowing them will help you to adapt the activities in this manual to different age groups.

The following list, taken from 'Composito: manual on human rights education for children' produced by the Council of Europe, gives you a useful overview of the developmental stages of children between six and thirteen. If you run activities with children it is important to develop a feeling of what their abilities are in the areas of language, thinking, social skills and physical development.

6 to 7 year olds

Physical development

- Enjoy outdoor activities with brief but energetic spurts of activity
- Prefer simple manual tasks, especially combined with developing a particular physical skill

Cognitive and emotional development

- Like to talk but have a short attention span and have difficulties listening to others
- Are very curious
- Learn best through physical experiences
- Have difficulty making decisions
- Can read and write, but these skills are still in the emergent stages
- Are highly imaginative and easily become involved in role games and fantasy play
- Like stories about friendship and superheroes
- Enjoy cartoon figures

Social development

- Are very competitive
- Sometimes find cooperation difficult

8 to 10 year olds

Physical development

- Seem to have endless physical energy

Cognitive and emotional development

- Like to learn new things, but not necessarily in-depth
- Become more aware of differences and inequalities among others
- Enjoy problem solving
- Enjoy question-answer games
- Can feel very frustrated if their work does not meet their expectations

Social development

- Enjoy more independence but still need support
- Like to talk and discuss things with peers
- Can be very critical of both self and others
- Are better able to cooperate
- Like to belong to a group
- Start to idolise real heroes, TV stars and sports figures instead of cartoon figures



11 to 13 year olds

Physical development

- Mature a lot physically, although these changes vary greatly among children and may cause self-consciousness and uncomfortable feelings

Cognitive and emotional development

- Mature greatly in their ability to think in a more abstract way
- Enjoy arguing and discussing
- Find some games predictable and boring; prefer complex activities that involve creating unique strategies and products
- Tend toward perfectionism in what they do
- Begin to perceive that a story or event can be seen from more than one perspective
- Show an increasing interest in social and current events

Social development

- Have a growing interest in a wider social and physical environment
- Enjoy testing the limits of self and others
- Can combine playfulness and seriousness at the same time
- Get more concerned about how they appear to others
- Like to learn from role models
- Start developing more advanced play in groups and teams
- Like to cooperate for common goals
- Are strongly influenced by attitudes and behaviour of peers

Children as sexual beings

The topic of sex and children is broad, complex, and for many adults full of fear and uncertainty. It is broad because it covers a wide range of behaviours. It is complex because human sexuality is constantly developing. We do not want to introduce sex-education in this manual, but point out that children are sexual beings from their birth on. They have sexual fantasies and pleasures that need to be respected. Knowledge of the various phases of children's sexual development helps facilitators to deal with children's sexuality in a non-prejudiced way.

The discovery of the body begins between the 6th and 8th month of life and is one of the many other 'normal' development phases. When children start going to school, they have already been through important sexual development stages. They have detected most differences between sexes and they have developed a feeling whether they can talk about it or not. They have experienced how their surroundings react to and deal with sexuality:

- Do parents or carers fall silent when it comes to washing children's sexual organs after all other parts of the body were given names?
- Do they feel embarrassed, if they see their child touching or stroking its genitals? Or do they even criticise or punish, instead of suggesting to the child to do this in private?
- Will they quickly switch the TV channel, when two people kiss or undress? Will they turn red like a tomato but not talk about it?

Introduction

Many adults are concerned that talking openly about love and sex could endanger their children. In reality, the opposite is often the case. Children who know their own bodies tend to respond more confidently to sexual jokes and are more likely to defend themselves in case of sexual harassment. They are also more likely to ask adults for help, since they are less afraid to talk about sex-related issues.

In addition to their biological sex children have a 'gender label'. This label is connected to the cultural norm that the gender of a person should be based on their sex organs. There are expectations and roles, which parents, caretakers and other people often connect with being-a-boy and being-a-girl. Children can not usually distance themselves from these expectations, even if these traditional roles do not meet their needs.

The UN Convention on the Rights of the Child recognises children as individuals who have special rights for their age group: the right to identity, to privacy, to information, to thought, conscience, religion, to expression, and to association. Children should be empowered to speak up and feel free to do what they like, as long as they respect other people's rights – and no matter what they like and whom they love.

Further Reading

The list of children's developmental levels is taken from:
Composito - Manual on human rights education for children, 2nd Edition, p. 42

For more information on children's rights:
Composito - Manual on human rights education for children, 2nd Edition, p. 21

For more information on the sexual development of children:
"Everything You Never Wanted Your Kids to Know About Sex (But Were Afraid They'd Ask): The Secrets to Surviving Your Child's Sexual Development from Birth to the Teens", by Justin Richardson and Mark Schuster.
Three Rivers Press, 2004



SUPPORT FOR EDUCATORS





Tips for Facilitators

Overcoming resistance

One of the biggest setbacks in doing educational work with children on gender and, in particular, sexuality is that there is often resistance towards both the topic and those leading this educational work. This resistance comes from many different sides. Listed below are some strategies to help you to overcome it:

Find allies

Remember that for every enemy, there is an ally. Be willing to speak up and challenge resistance, but you should have support in this. If you feel threatened, find like-minded people to discuss the situation with.

Work with external organisations

Getting support from external experts, for example social workers or charities, can give parents a greater level of trust in how the topic is approached.

Challenge all forms of discrimination

People are likely to feel less threatened by LGBT education if it is framed as part of a larger project on discrimination. The gender and sexuality element will fit easily into a programme of activities on anti-discrimination.

Values and principles

Use the values and principles of your organisation as a tool in allowing the topic to be explored. Remind people that discrimination in all forms, including because of gender and sexuality, are against your core values.

Choose your setting

When dealing with resistance from parents you should choose the right setting. A camp may be better than a group night in tackling gender and sexuality, as the children have more time to digest and to talk about the issues before going home and giving their parents an unclear picture about what they have discussed.

Frame the work in trends in society

Explain the trends rising in the community, for example homophobia and sexism in schools, to justify the need for the topic.

Use statistics and facts to strengthen your case

Gather statistics and facts about the topic in relation to, for example, bullying and hate crime, to illustrate the importance of the topic.

Impact on the children

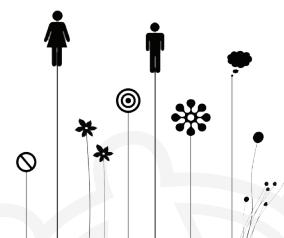
Focus on the positive impact that educational work will have on the children, such as the increase in self-confidence children will gain knowing that not everyone needs to fit society's image.

Impact on the organisation

From a wider organisational point of view, explain that the topic may attract new members, making the organisation as a whole bigger and stronger. Resistance is, in most cases, due to a lack of education, so take time to educate the other leaders you work with.

Use media to your advantage

Don't be afraid of negative media coverage of your activities. It can also work to your advantage. You can gain support through media attention. So-called 'bad press' can give you an opportunity to have your say on the educational work you are doing and you will always have many sympathisers. You may even get new members into your group.





Language sensitivity

Language reflects and reproduces society. As a consequence, it can also create discrimination and heteronormativity. By raising awareness of the importance of language, we can also use it to help change our reality. When derogatory or discriminatory language is used, it is our role as educators to challenge this language right away, making it clear that attacks on people because of perceived differences are wrong, offensive and harmful.

Language and heteronormativity

When talking about romantic relationships and love, we usually refer to heterosexual relationships. The structure of 'a prince and a princess' is deeply embedded in our society, leaving very little space for openness that would equally accept gay, lesbian, bisexual or transgender couples. Heteronormativity is a concept implying that heterosexual relationships are the only 'right' and expected relationships. We can challenge this by including both possibilities when talking about a possible partner: 'I don't know if he has a girlfriend or a boyfriend'. We can also use gender-neutral terms, such as 'partner' or 'lover', for example: 'do you know if she has a partner?' By changing how we use language, we start creating a space for an open and accepting society and offer much more support to those whose sexual orientation is not heterosexual.

Gender sensitive language

When talking about a person whose gender is unknown, you should always say 'he or she' or 'they.' 'They' is a gender-neutral term in English that can be used not only in the plural form but also in the singular form. Therefore you can say: 'they went to use the bathroom' when referring to only one person. This is to avoid generalisations about an individual's gender from their appearance. Other ways to avoid gender specific terms is to alternate between the male and female forms, for example when telling a story. In this way we do not prescribe people's gender. In other languages, this might not be possible, in which case always try to use both ('he or she').

More than words

Language is only one element of communication. Remember when you're speaking that your body language and facial expression can tell as much of a story as your words. Be aware that your tone and the way in which you say things are as important as what you say. Educating on sexuality and gender is influenced by your individual views, experiences and values. As such, it is important to reflect on and address your own personal opinions to make sure they do not have a negative influence on the group. Children can quickly pick up on personal bias, panic or discomfort when a child makes a comment or asks a question.



Support for Educators

Disclosure of abuse

Awareness

You must be aware that gender and sexuality are sensitive topics that can be emotionally heavy. When talking about love relationships, families and communities, there is a risk that a child will tell you about abuse that they have been the victim of. Be aware of authorities that you may need the support of, such as your organisation's safeguarding officer or team, local safeguarding authorities and non-governmental organisations, all of which give support to children and leaders if a disclosure were to happen. Knowing who to contact and how makes dealing with a disclosure much easier.

What to do

If a child tells you something in a group setting, try to take that child away from the group and continue the discussion one-to-one and distract the group by continuing the activity or playing a game. Try not to draw attention to the disclosure to the rest of the group. This is only possible if you have more than one leader. Otherwise, try to postpone the discussion by asking: 'shall we talk about this later?'

If it is possible to take the child out of the group to speak to them separately, make sure that another leader can see you. Do not allow yourself to be left alone with a child without any other adults present so that no one can misinterpret the situation. When discussing the situation with the child, make it clear to the child that you cannot promise to keep any accusations of abuse to yourself and you may have to tell other people. Believe what

the child has said, but do not overreact and be aware that there is always more than one side to every story. If the child is in immediate risk, then you will need to approach local authorities at this point. You will receive further guidance from authorities about what to do depending on the individual situation.



Safe space and exit strategy

The environment that we aim to create is that of a safe space. This means that the children should not feel threatened and they should have the space to express their views. As the topic can be sensitive, you should make it clear that the children should only share what they feel comfortable sharing and that they can stop at any point. An exit strategy, such as a common sign or 'stop' word, should be agreed by the group so that the activity can be paused at any point if they wish. Alternatively, you could have an area of the room that is the 'out of the activity' area that the children may sit in if they want to step out. Ensure this is in the same room in a place where the children are clearly in view of the leaders.

Dealing with negative behaviour in a group

As educators, we should recognise that everyone has personal judgements and emotions concerning gender and sexuality. The role of the educator is to map these and particularly to identify negative and discriminatory attitudes. Educators should challenge discrimination directly and act upon it. You do not have to persecute the child, but use their comments as discussion topics to explore means of developing new and more respectful behaviour. An important attribute for an educator in this field is self-awareness. Being comfortable with yourself and the issue will make it much easier to confront difficulties in the group.



Stories from Educators

Roman Kuhar, researcher at The Peace Institute, Slovenia

I was thrown out of school. Not by the students. Not because my presentation was boring, pointless or inappropriate. I was not allowed into the school by parents who wanted to protect their children from homosexuality or maybe even from becoming homosexual. The best way to do it, they thought, was to keep their children ignorant. As if ignorance is a guarantee of heterosexuality. Unfortunately it is just the opposite: ignorance makes one a homophobe.



In 2010 my presentation on different types of families, that was already agreed upon with a teacher, was cancelled. As a sociologist dealing with issues such as gender, families and sexuality, I was invited by a primary school teacher to make a short presentation on the history of family life and the current changes in the family structures. As the presentation was meant for 9-10-year-olds and according to the curriculum they should learn about different types of families, it was supposed to be a very simple, mostly visual presentation.

I prepared a visual power point presentation, among others showing different types of families: a nuclear family, a single-parent family, an extended family, a reorganised family, a foster family and, of course, a same-sex family. The teacher checked the presentation and found it very exciting. It was also in accordance with the aims of the curriculum.

When the parents learned that I was to be a guest teacher, a few started to protest, claiming that the same-sex family should not be mentioned – as it is not a real family. One father threatened the teacher that he would take his daughter out of the class if I showed up in the school. The teacher was upset and didn't know what to do. The night before the lecture she called me and we agreed to cancel it. Can you imagine the message children would get if one of their schoolmates was forcefully pulled out of the class?

The story, similar to so many stories about discussions on homosexuality in schools, would end here if it wasn't for one mother who felt that her daughter was deprived of an important lesson. "I don't want my daughter to live in ignorance", she said, and kindly invited me to come to their house, into their living room, and to give the presentation there. She also invited all the parents and their children from the class to come along.

On that Friday evening 37 parents and children showed up. We had a great discussion about families. Needless to say the children all knew there were also same-sex families and had no difficulties in explaining who composes such a family. "But two men can't have children together", said one boy without any prejudices, just pointing at a biological fact. "Well, they can always ask a woman to give them a child or they can adopt", said another one before I could even open my mouth. There was no place for homophobic thoughts in these children's minds.

After the presentation one of the parents said to me, "It is not surprising that our kids knew everything about same-sex families, as we talk about it at home. But the child whose parents threatened to take her out of the class, she knows nothing about it."

Is it really in the interest of any child to live in ignorance? Is it really in the interest of anyone that social exclusion and homophobia are spreading and increasing? Is it really in the interest of any child to not learn how to live with differences?

The answer to the above questions is very simple, yet why do so many still not understand it?

Support for Educators

LGBT education with children in Lithuania – almost impossible

Birute Sabatauskaite, Lithuanian Young Falcon Union

Until the age of 16 I had never heard the words 'lesbian' or 'gay', not even talking about the whole variety of other gender identities. According to Lithuanian law, talking about LGBT or sexuality is considered to be detrimental to children because it will 'turn them gay'.

Many years ago, we thought about whether we should include an educational programme on sexuality, gender identity and sexual orientation in our children's organisation. However, even talking about contraception makes teenagers' parents angry, so leaders were too afraid of losing not only children, but also even their jobs. The fear increased after the 'Gender Loops' scandal, when a gender mainstreaming methodology was introduced in pre-school curricula in Lithuania and then forbidden.

The fact that children develop sexually from early childhood on is still not spoken about - not in schools, and very rarely in any children's organisations.



I know it is a process and takes time, but sometimes I ask myself how long we will have to wait to free ourselves from hatred. When can children finally explore, learn and form their own critical opinion? Heterosexual people are allowed to demonstrate their sexuality by their looks, by the way they talk and flirt, by wearing a wedding ring etc. Heteronormativity is everywhere. 'Demonstration' of same sex couples, however, is considered to be harmful for children's psychological development...

In my children's organisation we still don't run activities for children on sexuality and gender identity, but do facilitate them for young people. Now we are thinking about how to start working on it with children under 14, keeping in mind that we need to ensure the safety of our leaders and avoid scandals.

When I ran activities on gender and sexuality with children in The Woodcraft Folk (IFM-SEI member organisation in the UK), the participants said: "we don't understand why it is so hard for people to accept that one child has a father and a mother, another one a mother and a mother, and a third one a grandfather". It sounded like a distant dream to hear these opinions. Thinking that it will probably take a lot of years until I will be able to hear such things in Lithuania made me cry, but it also gives a lot of motivation to continue working, knowing that change is possible.

LGBT education - a necessity in youth work

Uwe Ostendorff, SJD - Die Falken, Germany

I have run lots of workshops to tackle LGBT issues during sexual education lessons for youth groups and school classes. I have started LGBT groups, events and a lot more. For me it was always important to show that there is more than heterosexuality and to show positive examples to youngsters who are unsure about their own sexual identity. Talking about 'non-heterosexual identity and orientation' should offer young people the possibility to find their own way and should prevent homophobia.



Once after a meeting with young group leaders a young man approached me. He thanked me for my work and said that he enjoys the new tolerant and open minded atmosphere in the group. It allowed him to speak more openly about his family. I had no idea what he was talking about. He explained that he grew up with two mothers. I was dumbfounded. I always focussed on sexual orientation of young people when combating homophobia and never thought about the perspective of children of LGBT parents and their experiences with homo- and transphobia. They also exist and are as well victims of heterosexism. So - teaching that there are more ways and concepts of life is also important for children of LGBT parents or with LGBT relatives. I learned a new lesson.



Let's talk about sexual orientation - in the 21st century still a challenge

Mitja Blažič, National trainer of human rights, Slovenia (Compass – Council of Europe)

In my journey from scared teenager fighting his own homosexuality to a more self-accepting and self-confident young gay man, I've learned that I would have never been forced to confront so many fears by myself if I had heard at least a little something about homosexuality from people in my life: parents, teachers and educators. And I have decided that I will do my best to prevent the next generation of LGBT youth from being left alone, without essential information about homosexuality during their most vulnerable period of life.

As a trainer of human rights in several NGOs I faced major problems in achieving this goal: the school environment was extremely difficult to reach with workshops on LGBT topics. Faced with the situation that some parents threatened to withdraw their children from school if we do workshops on LGBT topics, we came to the conclusion: rather than stopping the cooperation with schools, we needed to change our strategy of approaching them. Our new concept included diverse workshops on human rights, tackling all major grounds of diversity and discrimination: race, national or ethnic origin, colour, religion, age, sex, sexual orientation, marital/family status, physical or mental disability and criminal conviction.



Opposition does not only come from parents: When the Slovenian government started the process of legalising gay marriage and adoption, the Catholic Church fought actively against our work. In one of their planned and carefully prepared actions, a catholic NGO declared human rights workshops in schools to be a 'a problematic spread of homosexual ideology, indoctrination and recruiting of children into homosexuality'. Their campaign against human rights workshops in schools performed by LGBT NGOs received substantial media coverage. Despite the fact that we reacted immediately by explaining publicly the nature, aims and importance of human rights workshops, schools started to be very cautious in establishing contacts with LGBT NGOs. We conducted a series of meetings with school authorities on this topic and all supported our programme of human rights workshops in youth centres and schools, but unfortunately the process of regaining trust from headmasters and teachers in schools will be long and painful after so much damage has been done.

Leaders in youth centres have never demonstrated any kind of lack of trust or fear in connection with workshops addressing LGBT issues. There we encounter other kinds of problems: in one youth centre a group of older teenagers decided to boycott human rights workshops led by me, because 'they don't want to have anything to do with that faggot'. After this incident we decided that while focusing on interesting activities for younger teenagers, we'll try to slowly tackle prejudices and stereotypes of the older group by occasionally talking to them. All that should result in a slow meltdown of the homophobic attitude of the older group. The strategy seems to be showing its first results. We started human rights workshops in that particular youth centre in May 2011 and while in the beginning the older group was leaving the centre as soon as the workshops started, the younger teenagers were participating. Slowly also the older group started to show some signs of interest. By them not leaving the youth centre and us allowing them to watch from the distance, by mid-November three men of that group fully participated in a workshop commemorating the International Day Against Fascism and Anti-Semitism. There is still a long way to go to gain their trust and to dissolve their fears and prejudices. But the first results are encouraging.

I consider the groundwork with young people in schools and youth centres one of the most effective methods of building a new multicultural society of acceptance and respect. Through eradication of prejudices, stereotypes and all forms of discrimination, we will help to build a society in which diversity does not threaten us anymore, but enriches us. A great amount of innovative approaches, patience, perseverance, reflection and communication is needed to catch the attention of young people, to motivate them and challenge their fears. But I can assure you: when you see young people starting to choose curiosity instead of fear, communication instead of prejudice, respect instead of discrimination, love instead of hate, it is worth every minute of years of hard work.



The story of childhood

For people who have never had to question their own sexuality it is often hard to understand why and how 'coming out' or coming to terms with one's sexuality affects people.

As part of working on this issue, it is important that educators reflect on what it is like growing up with a secret or when they are different from others. The story "Purple" aims to do this without using the LGBT label. We recommend that you read Purple and think about the questions on your own or with other educators.

Read the following text as if you were young and try to feel what happens in the story. If at any point you are upset or want to leave the room, just stop and do so. Read it quietly to yourself.

Purple

You are five years old and you are exploring the world. You already know that when grown-ups get angry at someone, they call that person 'a Purple'. Whilst on the bus with your parents, you overhear two passengers talk about a person who gave them the wrong change: "what a Purple! You can't expect anything good from them".

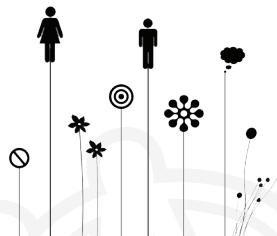
You hear your grandparents talking furiously about a politician they dislike: "she's a Purple! Nothing more than a Purple!" Playing with other kids in the playground, you accidentally bump against a girl who cries: "are you a Purple or what? You hurt me!" Another time you are teasing a friend with some other kids and you shout: "Tom is a Pur-pie, Tom is a Pur-pie!", and Tom shouts while trying to catch you: "I'm not! You're lying".

At home your sister gave you less cake than she took for herself. This made you angry and so you shout: "you Purple!" – Words that perfectly express your feelings at the time. When your parents hear what you have just said, you get a harsh telling off: "never, ever call anyone 'a Purple'. This is very, very rude. If we ever hear you talking like that again, you'll be punished!"

From now on you don't use the word when your parents are around, but when you get irritated by somebody, you whisper angrily: "What a Purple, a horrible, ugly Purple!", and when somebody calls you that name, you explain angrily: "you're a Purple yourself!"

As time goes by, similar situations happen again and again. You are 12 years old and you already know that Purples are clumsy individuals who should not be allowed to work in some professions, such as medicine or science. That's why you strongly approve of what your mother reports to your father: that her colleague working as a nurse had been fired when it turned out he was a Purple. You also know that people become Purples because of bad parenting and that Purples should be put in prison or other correctional institutions. At least they should have therapy to become normal people.

Once you hear your parents talk to their friends: "so this is how children are being raised these days! Moral decline and so called 'modern parenting'... that's where Purples come from. If it carries on like this, soon our children will have no-one to play with. We must protect our children from them". You totally agree. Your parents care about you so much! Of course, you don't ever want to play with any awful Purples! Recently you heard on TV that Purples have established their own association and they demand to be treated 'with dignity', as though they weren't clumsy individuals. You find it ridiculous and you strongly disapprove of it.





You are now 13 years old and your classmate punches your arm and teases you with a nasty smile: "hey, you're a Purple, aren't you? The girls said that you tripped over when we played..." (Indeed you did last time, but doesn't everyone sometimes? That's the nature of the game). "Ouch" - you exclaim as you have been punched straight on the bruise on your elbow – "you're a Purple yourself! Get lost!"

You are 14 years old and one day you feel bored at a party at your aunt's house (who is a doctor). On a bookshelf you come across an old medical encyclopaedia your aunt used while she was a student. You start to browse through it in order to kill time. Accidentally you notice an entry: 'PURPIE'. You get interested, because this is the first written resource on the subject you have ever seen. You read:

PURPIE: a purple bruise on an elbow that becomes visible by the age of adolescence. It differs from typical bruises in that once it has appeared, it will not disappear and will remain permanently. It is the result of bad parenting, meaning that it will appear if parents fail to prevent it.

You read that some people claim to be born that way and that it is extremely resistant to therapy, has a strong tendency to reoccur and some believe that it is incurable. You learn that – as you have already heard – people suffering from this disease, often called 'Purpies', have a tendency to clumsiness. They don't deserve to be trusted and they shouldn't be allowed to work in certain professions such as medicine or science.

You get increasingly alarmed as you slowly start to realise... You pull up your sleeve and look at your elbow: a big purple bruise is clearly visible, even more than last year when you noticed it for the first time.

The world goes on...

Questions

Answer the questions as the character in the story by yourself and then discuss your answers in a group if possible. If you don't want to share anything, just move on to the next question.

- What feelings do you have right now? What do you think about yourself and how do you behave?
- What are your feelings as time goes by? What are your thoughts after a week, a year?
- Do they change? How do you feel about yourself? Do you change your behaviour? Have people changed their behaviour towards you?
- What do you want, what do you need?
- What do you think of other people, family, friends and other Purpies?
- How do you feel if you are now called a Purple, what do you say/do?

Now answer these questions as yourself:

- Does this story relate to any experiences you have had?
- How can it be related to being LGBT (Lesbian Gay, Bisexual, Transgender)?
- How do you think society is similar to the one in the story?
- Do you think that the story is useful to show how people are socialised towards prejudice?



Sex, Gender and Identity

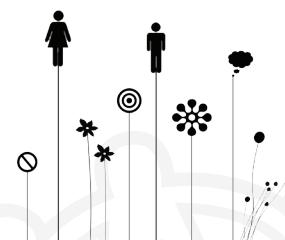
In this activity for leaders we aim to explore the differences between sex, gender, sexual identity and sexual desire.

To make life easier we often classify people in different ways. While this is perfectly natural, it is also important to recognise that when we put people into boxes we use stereotypes. Everyone uses stereotypes, but if unchallenged and unquestioned they can be harmful and discriminatory.

In this exercise we will use four terms:

1. **Sex:** biological/physical categorisation (usually male or female)
2. **Gender:** social categorisation, which is both how people see others and how people see themselves (usually woman or man)
3. **Sexual Desire:** the desire someone feels to love and have sex with other people (for example heterosexual = desire for people of the opposite sex, homosexual = desire for people of the same sex, bisexual = desire for people of the same or opposite sex)
4. **Sexual Identity:** the social category you and others put on you. There are many labels but some are: straight, gay, bisexual, lesbian.

When some people talk about gender, sex, sexual identity and sexual desire they confuse the categories and try to force people into two boxes (male or female and gay or heterosexual), but it is not as simple as that. For example, about 1% of the population is intersex (neither male nor female) and even more people decide to identify as different genders. While it is often the case that these categories correspond, it is also quite common for people to fit into many categories. For example men who openly sleep with men may identify themselves as straight. Looking from the outside can give us a very skewed perspective. We often impose our own values or norms on other people and impose norms from the current day to other time periods.





Exercise

This exercise aims to encourage you to think about different descriptions and the boxes people are put in. The aim is not to break down all boxes (see the identity theory section for more information on this topic), but to explore our own assumptions about those boxes. In asking you to make assumptions we hope that you will reflect on why and how you categorise people. This exercise can be done alone or with a group of educators. For each description see if you can complete the following:

Their sex (biological) is...	
Their gender (social identity) is...	
Their sexual desire is...	
Their sexual identity is...	

Descriptions

1. A male cross-dresser married to a female cross-dresser.
2. A drag queen. Every year he tours for three weeks in Poland, dressed as a woman doing his/her shows. Otherwise he works as a lawyer.
3. Female, lesbian in a relationship with a woman, has 3 children from a 20 year long marriage with a man whom she loved.
4. Man, Sparta, late ancient Greece, rich, married. He lives in a house together with a young man, who has not reached puberty yet, and from time to time they have sex.
5. Man, present day USA, married, 2 children. Once a week he has sex with a man. He says: 'I'm heterosexual'.
6. Woman, 32, Ankara. No need for sexual contact except with herself.
7. Berlin, 2006, active in the sadism-masochism scene, there she has sex with men. Her definition: Lesbian.
8. 1595, London, Premiere of Shakespeare's Romeo & Juliet. In the role of Juliet: Charles Smith.
9. A male cross-dresser in a long-term relationship with a woman.
10. A man having sex with a male cross-dresser.

Discussion/ reflection

- Is labelling or identifying people's sexuality (composed of sexual identity and sexual desire) difficult?
- How connected are sex, gender and desire?
- Why do we label people?
- Is labelling always negative?
- What impact does labelling people have on their liberation and sense of being?

Support for Educators

Notes

We have included a few notes about each statement to help you if you get stuck. We may be wrong and the notes are based on our assumptions, but they can act as a pointer to explain our thinking and may be a good place to start reflecting on why we make assumptions.

	Sex	Gender	Sexual desire	Sexual identity	Notes
1.	Male	Woman	Sex with male cross-dresser	Straight	
2.	Male	Man or transgender or performer	Unknown	Unknown	
3.	Female	Woman	Sex with men and women (bisexual)	Lesbian	
4.	Male	Man	Sex with boys and probably sex with women (bisexual)	He fulfils the norms of the society and some would call him in today's terms 'straight'.	While nowadays we would class this behaviour as paedophilic, in Sparta rich, free men were meant to have sex with young boys to pass on their manhood. As soon as the boys hit puberty the sex was expected to stop.
5.	Male	Man	Sex with men and women	Straight MSM (men who have sex with men)	It is common that also men without gay identity have sex with men. It is important in health care provisions not to label these men as gay.
6.	Female	Woman	Autosexual (sex with oneself)	Unknown	Could identify as asexual or auto-sexual
7.	Female	Woman	Sex with men in Sadism - Masochism	Lesbian	
8.	Male	Woman during the play	Unknown	Unknown	Women were not allowed on the stage in the 16th century so men played all female parts.
9.	Male	Cross-dresser/ transgender	Women	Straight/ Heterosexual	
10.	Unknown	Man	Sex with men	Unknown (could be gay, bisexual or straight)	

ENERGIZERS





Better Together

Age	Any
Duration	10 - 15 minutes
Group size	8+
Type of activity	Group dance energizer

Overview

A game where the children form two groups based on if they have common interests, making children realise that similarities go beyond gender differences.

Objectives

- To allow participants to realise that they have similar and different interests
- To help and encourage participants to understand that interests go beyond gender differences
- To begin the process of learning about gender

Materials

- Music and music player



Step-by-step instructions

1. Ask the children to dance around the room on their own or in small groups whenever the music is playing.
2. Explain to the group that when the music stops, you will shout out a question. If the answer is 'yes' then they have to form a group with all the other people who answered 'yes.' Once the group is formed, the children should all hug or hold hands. When you shout 'better together' then everyone should group together in one big group.
3. Play the music and shout out a different question each time the music stops. You can choose your own or use some of the questions below (try to get a mixture of questions that are concerned with gender stereotypes and gender-neutral questions):
 - Do you like bananas?
 - Can you ride a bike?
 - Did you have bread or for breakfast?
 - Are you wearing anything red?
 - Do you like reading?
 - Do you have brown eyes?
 - Do you like playing football?
 - Do you have long hair?
 - Do you have a sister?
 - Do you like cooking?

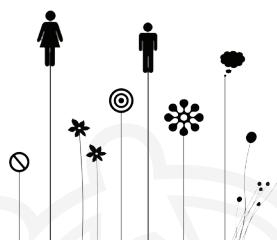
Debriefing

- Who else was in your groups? More girls or more boys?
- Did it make a difference if you are boy or a girl when choosing your groups?

Wrap up the activity by summing up that everyone has different things they like and do not like; things they can and cannot do; and have different physical characteristics. Explain that we have many more differences and similarities than being a boy or a girl.

Tips for facilitators

If a child is alone in the centre or on the outside they may feel excluded or hurt. If this happens, try to join the child who is alone.





Energizers



Gay and Lesbian Bingo

Age	8 - 12
Duration	30 minutes
Group size	5 - 30
Type of activity	Bingo

Overview

The children play a game of bingo to show how lesbians and gay men are so often defined merely as sexual beings and not in a wider context.

Objectives

- To show that gay and lesbian people live regular lives like anyone else
- To raise awareness that gay and lesbian people should not only be defined by their sexuality

Materials

- Pens/ pencils
- A sheet of paper for everyone
- A piece of flipchart paper



Preparation

- Write on flipchart paper things that people like, such as: riding bikes, eating in restaurants, going on holiday, reading, hiking, watching films. Don't show it to the participants yet.

Step-by-step instructions

1. Give everyone a sheet of paper. Ask them to draw a table with 3 rows and 3 columns on it.
2. Give everyone five minutes to write in each box 'things gay and lesbian people like'. Tell them that afterwards you will read out things they like and when something is mentioned that they have on their sheet, they can make a cross in this box. When they have a row, column or diagonal with crosses, they can shout 'BINGO'. The first one to say 'bingo' wins the game.
3. After 10 minutes, start to read out the things that you have put on the flipchart paper.
4. Play the game until someone calls bingo or for up to five minutes (it may be that no one has a line).

Debriefing

- What did you write on your bingo sheet?
- What would you have written if you were asked the same question about black people? About women? About old people? About heterosexuals?
- Why do we first think of the things that make a group different from ourselves? (If this is what they did.)

Tips for facilitators

- This activity does not work well with groups that are already highly aware of LGBT issues. However, it should work well with groups that have high levels of prejudice regarding sexuality or who have never touched on the issue before.
- You can use the same method to work on gender stereotypes by asking: What do men/ women like?



Energizers

In and Out

Age 6 - 12
Duration 20 minutes
Group size 6 +
Type of activity Active group game

Overview

The game explores minority and majority relations by getting the children to form a group if an attribute or interest applies to them. The people the statement does not apply to must try to break into the circle.

Objectives

- To show that there are differences and similarities between everyone
- To experience how it feels to be in a minority
- To raise awareness of accepting people into a group even if there are differences

Step-by-step instructions

1. Ask the children to stand in a circle in a big room or outside.
2. Explain to the group that you will call out a statement and if the statement is true for them then they have to make a tight circle with the other people this applies to. If the statement is not true for them, they have to try to break into this circle. Make it clear that you cannot kick, punch or hurt other people and the game will be stopped if it becomes too aggressive.
3. Read out the statements below or make up your own (not only related to physical appearance):
 - Everyone who has brown hair
 - Everyone who has a dog or a cat at home
 - Everyone who is wearing trainers
 - Everyone who has green eyes
 - Everyone who has a brother or sister
 - Everyone who drank orange juice at breakfast
 - Everyone who wears glasses
 - Everyone who has watched TV today
4. Finish the activity with a group hug or massage circle.

Debriefing

- How did it feel being the majority in the circle?
- How did it feel to be the minority on the outside trying to get in?
- How did you try to break into the circle?
- If you succeeded in breaking into the circle, how did it make you feel?
- Do you think this situation happens in real life?
- Have you ever felt like you're in the minority or majority in real life?
- If so, how did you deal with that?



General Energizers

Penguins and polar bears

The players are scattered around the room. Two players – one playing the polar bear and one playing the penguin are standing at opposite sides of the playing area. The polar bear roars, waves its arms and chases the penguin. The penguin waddles away as fast as it can with its arms stuck to its sides making small ‘beep beep’ noises. To escape the polar bear, the penguin can stand behind any of the other players, touching their shoulders. The player then becomes the polar bear and the existing polar bear becomes the penguin. If the polar bear catches the penguin, they swap, the penguin becomes the polar bear and the polar bear becomes the penguin. **The voices and actions are very important!**

Seagulls and fish

Most players are fish. One or two are seagulls who catch the fish. There should be about one seagull for every eight fish. Players move about the playing area as fish or seagulls (the seagulls flap their wings and cry loudly, fish move by walking with their hands in front of them, swinging from side to side). Once a fish is caught, it must stand still and shout for help. A fish can be saved if two other fish link hands around it and move their hands to the ground. The game is over when all fish are caught.

Fruit salad

The group sits on chairs in a circle. There is one chair for each player, with one person in the middle. Each person is assigned the name of a fruit (eg: apple, banana, kiwi, star fruit). There should be 4 or 5 people with the same fruit name. When the person in the middle shouts out the name of a fruit, all people with that fruit must change places, leaving one person in the middle (the person who called the fruit takes one empty chair). When a player’s fruit is called, they must change places, it is not allowed to stay in the same chair. The person in the middle calls a new fruit. If someone shouts ‘fruit salad’, everyone must change places.

Baby on the highway

The players all stand in a circle except for one who stands in the centre. The person in the middle points at someone in the circle and gives them an instruction. The person who was pointed out must ‘act out’ this instruction with the help of the two people either side of them. If one of the three people makes a mistake, they replace the person in the middle.

Baby on the highway: The person in the middle squats down, sucks their thumb and cries like a baby, the two people either side circle them pretending to drive cars making loud engine noises.

Toaster: The two people either side face each other with their arms around the person in the middle. The person in the middle is the ‘toast’, jumping up and saying ‘bing bing’.

Mixer: The person in the middle raises their arms above the heads of their two neighbours. The people either side spin around like a food mixer.

Washing machine: The two people either side create a circle with their arms in front of the person in the middle, the person in the middle is the washing – rolling their head around the machine.

Elephant: The person in the middle makes an elephant’s trunk with their arms, the two on the sides make ‘ears’ for the person.

General Energizers

Ma-zinga

The group stands in a circle, shoulder to shoulder. The first player starts by forcefully thrusting out their hands to the centre of the circle and screaming "Maaaaaaa....". The next player does the same, starting immediately after the first like a Mexican wave. Players shouldn't stop or take a breath. Once all the group members have started to scream "Maaaaaaa...", the whole group moves in unison, pulling their hands back to their sides shouting "ZINGA" all together. The first person must hold the "Maaaa" for the longest time, until the whole group has joined in. The group must join in fast so the first person doesn't run out of breath!

One, two, three

Players must pair up. With their pair, they must count to three. Person A says 1, person B says 2, person A says 3, person B says 1 and so on. The pairs can practice this for a few minutes. Then the pairs are asked to split up and find a new partner. This time '2' is replaced with a hand clap. After a few minutes players have to find a new partner. This time '1' is also replaced with a ducking motion. After a few minutes ask players to find another partner. Finally '3' is replaced with a jump: Person A ducks, person B claps, person A jumps, person B ducks, etc...

Horse race

Players kneel down in a circle very close to each other. The facilitator explains that this is a horse race and there are some moves to learn. Horses run by clapping their hands on their knees. A small jump is done by raising the body up and lifting the hands up in the air. A large jump is the same but everyone throws their hands forward to the floor. Once everyone knows the moves the facilitator acts as a commentator and leads the race, getting faster and faster and introducing jumps and turns (done by leading to one side). The race ends with a photo finish (by turning your head to the camera and smiling).

Crazy professor

Form groups of four. One person in each group is the crazy professor. The others are robots. The groups spread out in the room.
The 3 robots stand with their backs close together. When the facilitator says 'Go', the robots start walking. They can only walk straight forward. When they cannot continue walking (because there is a wall, a chair or another robot), they walk on the spot and make a noise, so the professor knows where they are.
The aim of the professor is to bring the robots back together, facing each other. The robots can change direction if the professor taps on their shoulder. If they tap on the right shoulder, the robot must turn right. If they tap on the left shoulder, they must turn left.

Three circles

The group stands in a circle. Everyone chooses silently one other person. When the facilitator says 'Go', everyone tries to make three circles around the person they have chosen as quickly as possible. When they have succeeded, they sit on the floor.

IDENTITY AND BEING





Identity and Being

Identity and Being

What makes us who we are?

How our identities are formed and how we express them is different for everyone. While there are many people that say that genetics make us who we are, others would argue that society and those around us construct our identities. When a child is born we ask what sex it is. This influences the gender we prescribe the child, the toys that we encourage them to play with and the clothes we dress them in. Gender and sexual identity are drummed into all of us throughout our whole life.

As educators we should understand that gender and sexuality are constructed not by individuals, but by systems. These identities, and the roles that they have to fulfil, have not remained the same throughout history. We therefore should not just assume that identities of today are the same as in the past. While our ability to make choices is important, it is the system around us that constructs our identities. Our gender is determined at a very young age and our sexuality is decided by the age of around 11, but it can take a number of years before people feel happy with their gender and sexuality.

Identity is both how you express yourself and how others see you. People have many identities which are often overlapping. One person can identify as a woman, as a member of a church choir, as a lesbian, as coming from a small village and as a socialist all at the same time. As educators we should be aware of this, but not be concerned if children choose 'competing' identities.

When working with children we should not only encourage them to express their identities in different ways, but also to reflect on how others see those identities. Ensuring children are aware of how their actions are seen by others is vital in giving them the skills to negotiate their way in the world. It is therefore important to understand the balance between expressing ones 'felt' self and being aware of how others see us.

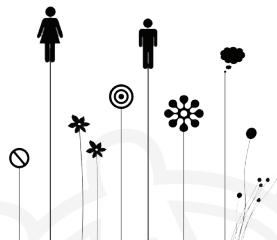


Sex and gender

Sex refers to the biological characteristics of people. Often sex is presented in a bipolar way (people are either male or female), yet this is an oversimplification and inaccurate. About 1% of people are born with varying degrees of male and female organs or they may appear male and have female organs (or the other way round). Many doctors diagnose this as a 'syndrome' or problem but most of these people live healthy lives and in many parts of the world third sexes were recognised until the age of western imperialism.

Gender is the identity that we put on sex. While often one's gender corresponds with one's sex, this doesn't need to be the case. Some people feel like their body is physically one single sex, but their gender may not match this sex and this is called transgender. Others attempt to break down gender boxes by bending their gender and using ambiguous terms and rejecting norms. We can try to change our gender, but it is not only self-defined, society and people around us also define it.

'Women' and 'men' are socially constructed labels that bring with them lots of assumptions and expectations – how to dress, what to think, what to do in one's free time, etc. The assumption that people of one gender should fall in love with another gender is called 'heteronormativity' (the assumption that everyone should be straight). These assumptions are things that children should be encouraged to challenge but, at the same time, we have to remember that when we challenge gender roles, we should make sure that children do not just end up fulfilling stereotypes of the opposite gender. For example, while dressing up is fun, a boy dressing up as a girl and pretending to look after a child just fulfils the present norms rather than challenging them.





If the children that you are working with really want to challenge the norms of society, get them thinking about collectivism (doing something together), not individualism (just dressing up) and the things that they can actively do, such as running campaigns.

LGBT: Lesbian, Gay, Bisexual, Transgender

You could add many more letters to this term (Queer, Intersex, Asexual, etc), but don't worry too much about which letters are right or wrong to describe the non-heterosexual communities. However remember to accept what terms people prefer to use. While in the long run we may not want boxes, the different boxes these letters describe are important tools for recognising people's differences and ensuring people feel confident in coming together to fight oppression.

As educators we should recognise that these different labels (even if we are less fond of particular names) often help others to come to terms with how they feel. They help people build alliances in a society that has routinely discriminated against LGBT people.

What you should remember is not to impose or deny any labels on young people but help them explore who they want to be.

Queer what?

In recent times it has become 'fashionable' to use the term queer, but what does it mean and how should we use it?

Queer was a term that originally meant unknown or mysterious. In the early 1900s, in the USA, it was widely used by gay men as a way of describing their hidden love. It then became associated with the strange, odd and unusual and was adopted as a term of abuse. In recent years some people have started to reclaim the word, both to create an identity which tries to move beyond the LGBT categories, and also as a theory which rejects identity altogether (source: pflagcanada.ca).

Queer Theory is a concept that developed out of postmodernism and neo-liberalism in the 1990s. It challenges the idea of labelling people as lesbian, gay, transgender, etc. While liberating for many people who felt boxed into a category, queer can also be an unstable concept. By removing boxes and declaring that 'we are all queer', queer theory can undermine attempts for LGBT people to come together to collectively fight discrimination.

If you want to read more about Queer Theory and moving beyond it we recommend M.H. Kirsch's 'Queer Theory and Social Change' (2001).

To learn more about the creation of sexual and gender identity read the work of F. Engels in 'The origin of the family: private property and the state' (1884) and M. Foucault's 'The History of Sexuality' (1976-1984).



Identity and Being

Dressing up is Cool

Age	6 - 12
Duration	30 - 45 minutes
Group size	4+
Type of activity	Dressing up and discussion

Overview

The group experiments with different clothing and puts on a fashion show to discover how clothing can help create a person's identity.

Objectives

- To reflect on the role that clothing has in creating your identity
- To break down barriers of wearing different gendered clothing
- To heighten awareness of and empathy with other genders

Materials

- Assortment of clothes
- Music and music player
- Make-up (optional)
- Masking tape (optional, to mark out a catwalk in advance)

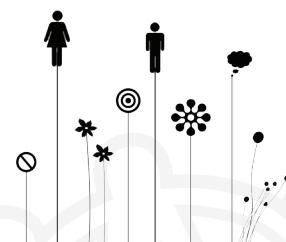


Step-by-step instructions

1. Put all the clothes in a pile in the middle of the floor and ask the children to choose a selection of clothing that they would not usually wear. Tell the group to dress in these clothes (over the top of the clothes they are wearing, they do not have to undress). Make it clear that if they do not feel comfortable wearing any of the clothes then they should not wear them. You can also provide make-up if you wish.
2. When all children are dressed in different clothes, explain to the group that they will now perform a fashion show. Tell the group that each of them can model their outfit once to show what they are wearing. No one has to participate if they do not want to. Instruct the rest of the group to cheer for the other models when they walk down the catwalk to the music.

Debriefing

- How did it feel to be a model?
- What is different about what you are wearing now to what you usually wear?
- How do you feel in your clothes? Do you feel different when you are wearing different clothes?
- Do you act differently when you are wearing different clothes?
- Why don't you usually wear these types of clothes?
- Did anyone dress up as the opposite gender? If so, how did you do that?
- What did you like/ dislike about dressing up as the opposite gender?
- Is this really how girls/ boys dress? Why do they dress differently?
- Should boys/ girls dress differently?
- What does clothing say about people? Should it say something?





A Genderless Story

Age	6 - 10
Duration	30 minutes
Group size	5 - 10
Type of activity	Storytelling and drawing

Overview

Perceptions and stereotypes can be very powerful. Even when using gender neutral-language, we find that those hearing the words associate them with one gender or another. In this activity participants will be made aware of their own stereotypes about male and female characteristics through listening to a story and drawing pictures.

Objectives

- To raise awareness of the power of words and their influence on gender stereotypes
- To challenge stereotypes associated with gender characteristics

Materials

- One piece of paper per child
- Coloured pens or crayons



Step-by-step instructions

1. Give each participant a sheet of paper and something to draw with.
2. Explain they will hear a story about a child.
3. After listening to the story ask everyone to choose a part of the story and draw it.
4. Give everyone the opportunity to present their drawings.

Debriefing

- Was this story different from other stories you have heard? Why?
- How are the pictures that participants have drawn different from each other?
- Was it said in the story that the child is a boy or a girl?
- Why did they assume the child was a boy/girl?
- Can boys and girls do the same things? Why?

Possible adaptations

- Divide the group into two and put them in two separate rooms/ spaces. Instead of reading the story to them, ask one group to invent a story about a boy called Alex and the other group to invent a story about a girl called Alex. Bring the groups together and allow them to act out their stories. Compare the stories afterwards.
- Ask children to come up with their own stories where the main character is a girl who is strong and clever.
- Play out parts of the story and invite participants to take turns (boys/ girls) in playing the main character instead of drawing the story.

Identity and Being

Appendix: A genderless story

There was once an adventurous and clever child, never afraid of challenges or difficulties. No matter how impossible the situation or how difficult the riddle they always managed to overcome it. It seemed that trouble and adventure followed them everywhere; there was always a problem to be solved!

One day the child was walking in the park and heard a quiet and sad cry from behind the bushes. Pushing aside the bushes they saw that a small dog had fallen down a disused well and couldn't get out again. It was crying for help and trying desperately to escape its damp prison. The child could see that the dog was scared and wanted to help but first needed to find a way to reach it.

Luckily there was no longer any water in the well, but it was deep and the sides were too slippery to climb. The child sat down to think about the problem. How could the dog be reached and rescued safely? After a few minutes they had the answer but needed to find some tools for the rescue.

Determined to help the poor dog, the child ran off to search for what was needed. The first stop was the park's boating lake; here the child was able to find a length of old rope abandoned in one of the boat sheds – perfect for the job! Next they took out a pocket knife and carefully chose a number of willow branches from a nearby tree. Twisting the flexible branches into shape and tying them together, the child was able to form a kind of bucket big enough for the dog to sit in.

The child was sure that if the dog would get into the bucket, it could be hauled to safety – but how to explain to the dog to get in? Again they sat down to think and took a bite from a jam sandwich – of course! Tempt the dog with food! The child placed the remainder of the sandwich in the bucket and carefully lowered it on the rope to the bottom of the well.

At first the dog was afraid and backed away from the bucket but with some encouragement from the child at the top of the well, the dog eventually understood what to do. Once the dog was in the bucket, the child started to pull but the dog was too heavy to lift – another problem to solve! After a few moments thought, the child was able to use knowledge of pulley systems learned in science class to help the dog. Wrapping the rope around a nearby tree would reduce the strength needed to pull the bucket up. With the makeshift pulley in place, the child was able to haul the dog to safety!

The child and the dog became best friends; they were rarely apart following that day and solved many mysteries together!



Identity and Being



Que Sera?

Age	6 - 10
Duration	45 - 60 minutes
Group size	6 - 30
Type of activity	Collage/drawing

Overview

The children compare their expectations and wishes for when they are older with pictures of girls and boys in the media.

Objectives

- To raise awareness of our stereotypes
- To show that gender stereotypes can influence and limit the future ambitions of children
- To create a safe space in which children can create future dreams in the way that they like regardless of gender stereotypes

Materials

- Magazines/ printed pictures of stereotypical-looking girls and boys
- Pieces of coloured paper, writing paper and flipchart paper
- Pens and crayons or paint and brushes
- Masking tape



Step-by-step instructions

1. Ask everyone to find a space to sit on their own. Give each child four pieces of coloured paper. Explain that they should write the answers to the following questions on corresponding coloured pieces of paper.
 - When you're older, what would you like to work as? (pink)
 - When you're older, who would you like to have in your family? (green)
 - What do you want your interests to be when you're older? (blue)
 - What is your secret wish for when you're older? (yellow)Make it clear that when you say family, you do not mean just people who are related to you biologically but whom you would like to share your house and life with. Ask the children to turn over their papers, write their name on the top card and put them to one side.
2. Split the children into smaller groups of four or five. Give each group a photo of a stereotypical-looking girl or boy. Try to make sure there is an equal number of photographs of boys and girls. Tell the groups to guess what the child in the picture is going to be in the future, using the questions above. Ask the groups to write their answers on the same coloured cards as previously.
3. Ask each group to share the future of their child with the rest of their group.

Debriefing

- Are any of the answers for the children in the pictures similar to your own?
 - How did you make decisions about the children's futures?
 - Should we make these judgements about people? Why (not)?
4. Explain to the children that every person has the right to choose the way they live their life now and when they are older. The children can now look again at their own answers from the first activity. Let the children change their original answers if they would like to. They can then share their answers if they would like to.



Identity and Being

Heroes

Age	6 - 10
Duration	60 minutes
Group size	8 - 20
Type of activity	Role play, storytelling

Overview

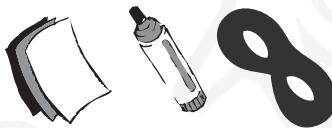
The group explores the idea of the social construction of masculinity through role play and looking at fairy tales.

Objectives

- To reflect upon the social construction of masculinity

Materials

- Flipchart paper
- Small pieces of paper
- Markers and pens
- Clothes for dressing up (optional)



Preparation

- Draw an outline of a person on a piece of flipchart paper.

Step-by-step instructions

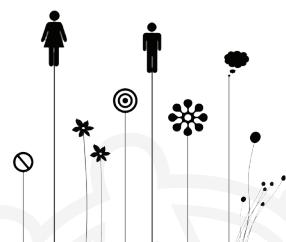
- Divide the participants into 3 or 4 smaller groups and ask them to think of fairy tales they know in which the main characters is male.
- Together they should pick one to act out. Ask them to prepare a short role play to present their story to the others. You could provide some old clothes so that they can prepare costumes. All groups present their short plays.
- After all groups have presented their plays, ask everyone to shout out characteristics of the men in the plays. Write them all on the flipchart around the outline of the person.
- Ask everyone to come to the flipchart and mark the characteristics that they like and those they don't like.

Debriefing

- Why do you like the characteristics that you have marked? Why don't you like others?
- Do boys and men in real life have much in common with the fairytale heroes?
- How do people expect boys and men to be? Why?
- What happens if they are different from that?
- What can be the consequences of male heroic roles in fairy tales?
- Do expectations upon men also affect women? How?
- How can we influence and change this situation?

Possible adaptations

The group can come up with their own fairy tale based on the outcome of their discussion.





Gender Race

Age	8 - 10
Duration	30 - 45 minutes
Group size	8 - 16
Type of activity	Treasure hunt and discussion

Overview

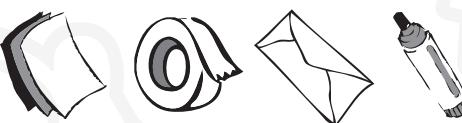
A treasure hunt around different activities which are stereotypically aimed at boys or girls. The children will explore ways to fight against gender discrimination in different areas of their lives.

Objectives

- To recognise stereotypes based on gender
- To recognise that biological differences are often an excuse for gender based discrimination

Materials

- Flipchart paper and markers
- Masking tape
- Activity cards (copy appendix I and cut them out)
- Six envelopes



Preparation

- Put four activities in each envelope and hide all envelopes around the room (or outdoor space).
- Prepare a table with two columns: 'Things that boys like to do' and 'things that girls like to do'.

Step-by-step instructions

1. Divide the participants into two teams and ask them to decide on their team name. Explain that they will take part in a treasure hunt race and that they have to find six envelopes that are hidden around the room or space as quickly as possible. When they find an envelope, they should take two pieces of paper from it. They must stay together as a team during the whole race.
2. When they have found all envelopes, they should place their cards into the columns of the table. The first team to finish should all jump up and shout: "gender".
3. Come back together with both teams. Ask them to explain why they put each piece of paper on one particular side.

Debriefing

- Which side has more pieces of paper on it? Why?
- Are these activities really things only girls or boys like to do?
- Do biological differences have an effect on why girls/ boys can do some things and not others?
- If not, why do people say this makes a difference?
- Have you ever been in a situation in your life when you were told that something is not for boys/girls?
- How did you feel when you were told you cannot do something because it is only for girls/boys?
- Who sets the rules on how we should behave?
- How can we make activities more accessible for boys and girls?

Identity and Being

Appendix I: Activity cards

Likes to play football	Likes to dance
Likes to go shopping	Likes to do their hair
Likes to do martial arts	Likes sunbathing
Likes to read books	Likes to play computer games
Likes to go to the beach	Likes to climb trees
Likes to go bowling	Likes to cook
Likes to wear make-up	Likes to sing
Likes to ride a bike	Likes to do woodwork
Likes to listen to heavy-metal music	Likes to read fashion magazines
Likes to watch soap operas	Likes to skateboard
Likes to rollerskate	Likes to do science experiments
Likes to play with dolls	Likes to go biking



Identity and Being



Stand in Line

Age	8 - 12
Duration	60 - 90 minutes
Group size	10 - 20
Type of activity	Imagination and discussion

Overview

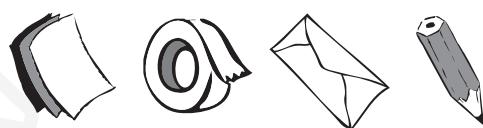
Groups create characters based on particular characteristics, and then place them on a gender line.

Objectives

- To understand different expressions of gender
- To expand the binary gender system
- To emphasise the importance of respecting self-identification

Materials

- Cards (photocopy and cut out the cards from the appendix)
- Masking tape
- Six envelopes
- Paper and pens or magazines and scissors for creating characters



Preparation

- Place the cards in different envelopes according to their category. Write on each envelope the category and how many cards need to be taken from it. Categories are:
 - Personal life and family
 - Work life
 - Personality
 - Likes
 - Dislikes and hobbies
 - Looks and the body (two envelopes)
- Hide the envelopes in different places in the room

Step-by-step instructions

1. Ask if anyone knows the difference between sex and gender (this step is not necessary if you have previously done exercises about gender/sex).

SEX: The biological organs and genes that someone has that usually make someone male or female. About 1% of people are 'intersex,' which means that they may have organs or genes of both male and female.

GENDER: The social roles and norms that are often attributed to someone's biological sex, but are socially created. Gender is often divided into 'men' and 'women' but, just like sex, gender does include other categories. Gender is both about how you feel, how you see yourself and how others see you.

2. Ask the children to form six groups of roughly equal size. Tell the groups that you have hidden six envelopes around the room, which they have to find. Each envelope will tell them how many pieces of paper they should take from it.
3. Once the treasure hunt is over and every group has seven pieces of paper tell them that the characteristics on their cards all belong to one person.

Identity and Being

4. Give the groups 20 minutes to create a life-sized person by drawing them or making a collage from magazines using the characteristics on their pieces of paper. They should imagine what that person might be like, what their name might be and what they do in their life. Put all the characteristics on the drawing/collage of the person.
5. Make a line in the centre of the room using masking tape; mark one end as 'masculine' and the other one as 'feminine'. Ask the groups to think about where they would place their person on the gender line. Once groups have made their decision, they should place their drawing on the line.
6. Ask the groups to introduce their characters, telling everyone their name, reading the characteristics aloud and explaining how they decided where their person should be on the gender line.
7. Other groups have the opportunity to offer opinions and, if they want, suggest that the person should move nearer to one end or another.

Debriefing

- How did you decide where to put your character?
- How did you feel when/if other people asked you to move your character on the line?
- Who do you think should decide about a person's place on the line?
- Why are some characteristics considered masculine by society and some feminine?
- Do you think you could imagine gender in another way than this line?

Tips for facilitators

It is important to make it clear that not all people define themselves as male or female or define themselves at all. Emphasise that people only have the right to identify themselves, not other people, and that everyone has the right to express themselves as they feel.

You should be aware that children might start creating over-stereotypical characters and/or making fun of them. In this case try to make a personal connection, saying this could be an actual person, your classmate, any of your relatives or you yourself bullied because of one or another characteristic.



Appendix: Cards

Personal life and family (each group takes 1 characteristic) – this should be written on the envelope

Lives on their own in a shared flat	Has a girlfriend
Has two children and is taking care of them on their own	Works with children as a volunteer
Lives with their parents	Is separated/divorced

Work life (each group takes 1 characteristic)

Is a doctor	Is a volunteer
Is a hair-dresser	Is unemployed
Works in kindergarten	Is a student

Personality (each group takes 2 characteristics)

Caring	Is scared of spiders
Is sensitive and cries when watching movies	Funny
Stubborn	Shy
Loves animals	Relaxes when spending time in nature
Is easily irritated	Is good at mathematics
Is scared of lightning	Adventurous

Likes, dislikes and hobbies (each group takes 1 characteristic)

Likes romantic movies	Likes to play football
Likes to do sports	Plays drums
Likes to dance	Rides a motorcycle

Looks and the body (each group takes 2 characteristics, one from envelope 1 and one from envelope 2)

Envelope 1	Envelope 2
Has long hair	Has long nails
Is athletic	Likes to wear make-up
Shaves arm-pits	Is tall
Has very short hair	Wears leather clothes
Has big muscles	Likes to wear dresses
Is skinny	Wears glasses



Identity and Being

Stereowhat?

Age	8 - 12
Duration	60 minutes
Group size	4 - 20
Type of activity	Drama, discussion

Overview

The participants reflect on stereotypes of girls and boys through creating their own TV commercials.

Objectives

- To introduce the concept of a stereotype
- To raise awareness of our own stereotypes
- To develop ideas on how to resist stereotyping and how to fight stereotypes

Materials

- Clothes for dressing up (optional)
- Flipchart paper and markers



Step-by-step instructions

1. Divide the group into small groups of only boys or girls (ca five children per group).
2. Ask each group to brainstorm why it is good to be a boy or a girl on a piece of flipchart paper.
3. Give each group the task of creating and acting out a TV commercial explaining why it is good to be a girl or boy. Give the groups about 20 minutes to prepare. Each group has three minutes to act out their show.

Debriefing

- Can you relate to the TV commercials you have created?
- Is this always how boys and girls are presented in TV commercials?
- What is different in usual commercials?
- How do these images make you feel?
- Why are girls and boys presented in this way in the TV? (Explain to the groups that the images of boys and girls in TV commercials often reflect and reproduce stereotypes that people have.)
- Where else do you see stereotypes in your life, apart from TV commercials?
- Why do we use stereotypes?
- Do you stereotype other people?
- How can we try to get rid of stereotypes?



Identity and Being



Guess Who?

Age	10 - 12
Duration	45 - 60 minutes
Group size	Up to 20
Type of activity	Looking at photos

Overview

By guessing sex, gender and sexuality of different people, this activity challenges perceptions of gender and sexuality and introduces the concepts of gender and sexuality.

Objectives

- To challenge stereotypes of what people look like
- To explore the concepts of gender, sex and sexuality

Materials

- Cards of faces (see Appendix II)
- Signs with 'Man', 'Woman,' 'Straight' and 'Gay/ Lesbian' written on them
- String/ masking tape to mark areas on the ground
- Flipchart paper and marker



Preparation

- Mark a cross on the floor putting the cards 'man' and 'woman' on either end of one line and then 'gay/lesbian' and 'straight' at either end of the other line.
- Copy and cut out the cards of faces. If you wish double their size on a photocopier.
- Write the definitions of sex, gender and sexuality on a flipchart.

Step-by-step instructions

- Ask the group what they know about 'gender'. Record their answers on a piece of flipchart paper. Ask them if they know any difference between sex and gender. Then reveal and explain the definitions in your own words.

SEX: The biological organs and genes that someone has that usually make someone male or female. About 1% of people are 'intersex,' which means that they may have organs or genes of both male and female.

GENDER: The social roles and norms that are often attributed to someone's biological sex, but are socially created. Gender is often divided into 'men' and 'women' but, just like sex, gender does include other categories. Gender is both about how you feel, how you see yourself and how others see you.

- Ask the group what they know about 'sexuality' and write the answers down on a piece of flipchart paper and then reveal the definition:

SEXUALITY: The attraction that people have to other people. People who are attracted to people of the opposite gender are often called 'straight' or heterosexual, while people who are attracted to people of the same gender are often called 'gay/ lesbian' or homosexual. People who are attracted to both genders are often called bisexual. Sexuality is often about both whom someone is sexually attracted to and the identity that they adopt.

- Divide the cards between the children in the group. Tell them that these are real people and ask them to place them on the matrix of male/ female and gay/ straight.

Identity and Being

Debriefing

- Was it harder to place the gender or the sexuality by looking?
- What did you assume by looking at the photos?
- Why did you make those assumptions?
- How do you feel about making these assumptions?

Read out the answers (appendix I) and change the positioning of the cards accordingly.

- Did you get some wrong?
- Were you shocked by any of the answers?
- What does this indicate about making assumptions regarding people's sexuality and gender? Can you make assumptions?
- What are the problems with assuming that someone is a particular gender or has a particular sexuality?

Tips for facilitators

If you are unsure about any of the terms used, look them up before the activity in the glossary on p.83.

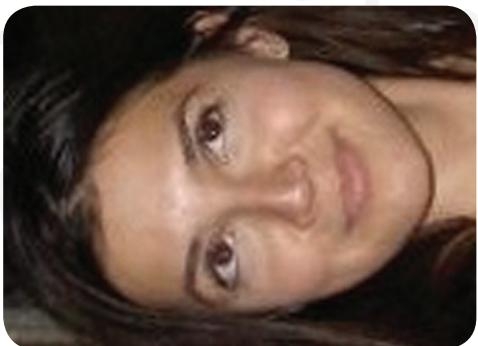
Appendix I: Answers

1	Sex – female Gender – woman Sexuality – straight	9	Sex – female Gender – woman Sexuality – heteroflexible
2	Sex – male Gender – man Sexuality – straight	10	Sex – male Gender – fluid Sexuality – bisexual
3	Sex – female Gender – woman Sexuality – heteroflexible	11	Sex – male Gender – woman Sexuality – bisexual
4	Sex – intersex Gender – man Sexuality – straight	12	Sex – male Gender – man Sexuality – gay
5	Sex – male Gender – man Sexuality – gay	13	Sex – female Gender – woman Sexuality – bisexual
6	Sex – male Gender – woman Sexuality – gay	14	Sex – female Gender – man Sexuality – heterosexual
7	Sex – intersex Gender – woman Sexuality – lesbian	15	Sex – female Gender – woman Sexuality – queer
8	Sex – male Gender – woman (hijra) Sexuality – straight (kothi)	16	Sex – female Gender – woman Sexuality – straight



Appendix II: Pictures

1



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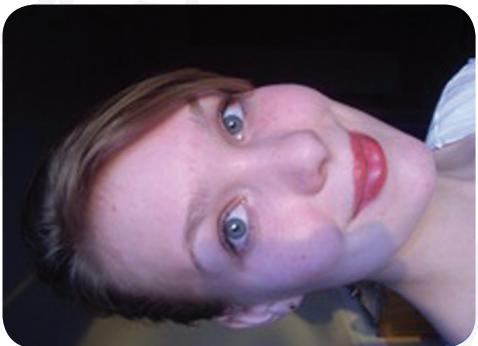
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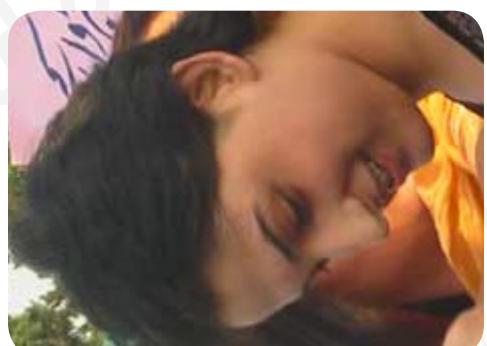
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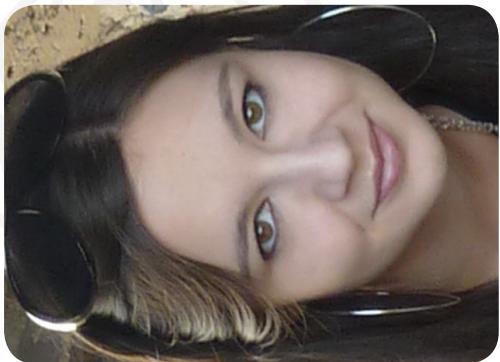
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Identity and Being

Appendix II: Pictures

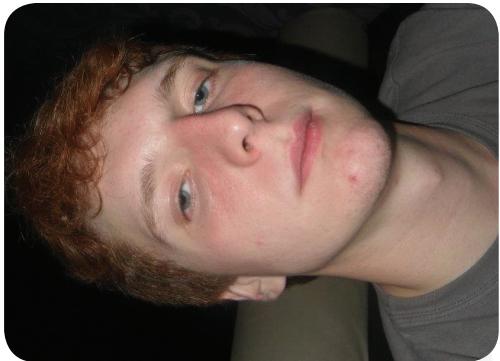
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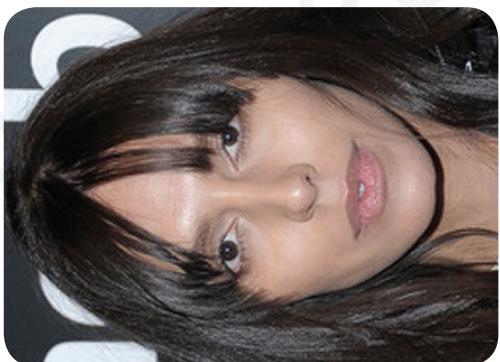
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14



11



15



12



16





Congratulations, it's a Girl!

Age	10 - 12
Duration	60 minutes
Group size	10 - 25
Type of activity	Drawing and discussion

Overview

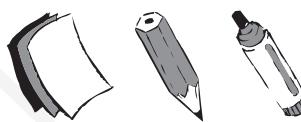
In this activity the group will think about what makes a child a particular gender and what they can do to reduce gender divisions.

Objectives

- To explore gender and understand that it is socially constructed
- To reflect upon participants' own gender stereotypes
- To come up with strategies to reduce gender divisions

Materials

- Flipchart paper and markers
- Small pieces of paper or post-it notes
- Pens and coloured pens or crayons
- Copies of the guiding questions for each group (see appendix)



Step-by-step instructions

- Inform the group that they have become parents to a baby girl. They will have to take care of her and will see how she grows up. Tell them a short story about the baby. For example, 'she is born to an office worker and a salesman in a small town of 10,000 people in a rural area. Her grandparents live in the same town'. You can come up with a more detailed story. Ask the group to choose a name for her.
- Divide the group into three smaller groups. Give each group a stage in the girl's life (0-3 years, 3-10 years, 10-13 years).
- The groups should draw the girl on a poster and think about how her life is influenced by other people and circumstances. Give each group the guiding questions for their age group (see appendix). They should write their answers on separate pieces of paper. Point out that they should not imagine a perfect world, but that the girl is living in the real world today. Give the group approximately 20 minutes for this task.
- Ask all groups to present their results.

Debriefing

- Which were the most influential groups that affected the girl's life?
- Which decisions did she make on her own?
- What would be different if she was a boy?
- Have you had similar experiences in your life? Who and what influenced you?
- Are girl and boys equal? Why (not)?
- What can we do to overcome gender divisions?

Possible adaptations

- You can include sexual identity or same-sex parents into her story to include a discussion about LGBT.
- Divide the group in two: one answers the question for a baby girl, the other for a baby boy. Then compare if and when they have been treated differently.



Identity and Being

Appendix: Guiding questions

GROUP 1 - Age 0 to 3

Family

How do parents/carers dress her?
How do they talk to her?
What affectionate names do they use for her?
What do they do when she cries?
What kind of toys do they buy her?
What kind of stories do they tell her?
What words do they use to describe her?
Do extended family treat her the same as male cousins?
What kinds of gifts do they buy her?

Friends/Community

How do neighbours and other people treat her?
How do they talk to her parents about her?
What words do they use to describe her?
What do people think she will be when she grows up?

Media

What does the media encourage her to wear?
What are baby girls shown on TV like?
What toys are marketed at baby girls?

Education

Does she go to kindergarten?
What kind of toys is she encouraged to play with there?
Are there differences between the types of clothes her boy and girl kindergarten friends wear?
Are the kindergarten teachers women or men?

GROUP 2 - Age 3 to 10

Family

What is her role/ responsibility in the family?
Is her role the same as her siblings'?
What kind of clothes does she wear?
What characteristics/ actions is she praised for?
What characteristics/ actions are discouraged?

Friends/Community

Who are her friends? (Boys/ girls? Same age?)
What do her and her friends do in their spare time?
What do they talk about?
Where do they meet?
What are their dreams about the future?

Media

What famous people does she like?
What kind of TV shows does she like?

Education

What kinds of books does she read?
Which sports does she participate in?

GROUP 3 - Age 10 to 13

Family

What is her role in the family?
Is it the same role as her siblings'?
What does she try to hide from her parents?
What do they encourage her to do?

Friends/Community

Who are her friends? (Boys/girls?)
Where do they meet?
What do they do?
What are their dreams about their future?
Is she in love with someone?
What kind of activities does she do?
What does she miss from the community?

Media

What famous people does she like?
Which are her favourite bands?
What kinds of films/ TV shows does she like?
What message is given about who she should love?

Education

What sports does she participate in?
What subjects is she encouraged to work hardest at?
What type of job is she encouraged to dream for?

FAMILIES AND RELATIONSHIPS





Families and Relationships

Families and Relationships

Images and ideas about relationships and families presented in the media often do not reflect reality. Heterosexual relationships and nuclear families are portrayed as the norm, implying that whoever does not live according to these norms is not socially acceptable. We aim to challenge this narrow view and to work against the discrimination of everyone not fitting into these norms.

What is family?

The term 'family' evokes a very strong response in the minds of most. Media, politicians and society all talk a great deal about the importance of family but invariably they are referring to the stereotypical nuclear family of two married parents and their biological children. But what is a family? How wide does your definition reach?

Across the globe, children live in all kinds of families:

- Multi-generational extended families
- Single-parent families
- Adoptive/ foster families or children's homes (alternative care)
- Recomposed nuclear families with a step parent and a natural parent and sometimes with both biological and step siblings
- Parents living together without being married
- Families with same-sex parents
- Families composed of children and their grandparents or aunts/ uncles/ other relatives
- Families composed entirely of siblings
- Families made up of unrelated people connected through a shared perspective on the world or common belief system
- ...

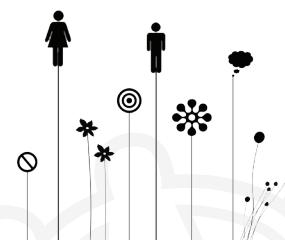
Interestingly, the Universal Declaration of Human Rights does not define family, the variations are simply too many. The challenge when thinking about family is to change our perspective – to look not at the blood ties between people who make up a family but at the roles they fulfill in each other's lives.

What is the role of a family?

It is generally agreed that the role of the family is to provide each other with the following:

- Basic care/meeting primary needs (e.g. for food, warmth, shelter, hygiene, appropriate clothing and medical care)
- Emotional warmth/love
- Stimulation/support: stimulating learning and intellectual development through engagement with each other
- Stability and encouragement to develop personality, ideas, skills, self-confidence

Exactly who fulfills each of these specific roles in a family varies widely and it is important to try to challenge our own stereotypes when working with children on family issues. Our goal is to ensure children understand and accept that every family is different. It is especially important that we do not over-compensate for negative stereotypes about non-nuclear families by implying that they are perfect. All families have ups and downs and some are more healthy and nurturing than others, their composition is irrelevant.





Democratic families

Whatever their composition, the promotion of democratic families is of paramount importance to IFM-SEI. The empowerment of children within their family structures to ensure their voices are heard and their rights are respected is the root of our political perspective on families. Empowerment of children must go hand-in-hand with the education of families. We need to ensure that they do not feel threatened by the challenge to the traditional family structure but embrace the contribution, ideas and perspectives of children. As an extension of this philosophy, IFM-SEI looks to the wider community to support children to engage in their lives. The wider community can be made up of family, friends and schools but crucially includes organisations and groups as a key place to develop ideas and self-confidence.



Relationships and love

Love between a powerful active man and a beautiful passive woman seems to be the only possible type of relationship if you look at media and fiction. Love relationships between two women or two men, or an older woman and a younger man, between people of different ethnic origins or religions are rarely seen and are much less accepted. As educators we need to emphasise that relationships between all kinds of people can be loving and caring ones and that no one should feel 'left out' because they live in the context of different relationships.

At the same time it is also important to emphasise that all relationships – between lovers and between friends or family, between two women, two men, or women and men, require care, time and effort in order to function. It helps to understand that relationships are dynamic and constantly evolving, even if on the surface it might appear as if they are static and unchangeable. Children need to understand that their actions have an impact on the people they live with and that they need to reflect on their actions if they want to make relationships work. Relationships are not easy, they are rewarding when energy is put into working things out and negotiating with the respective partners.



Families and Relationships

Love and Music

Age	6 - 12
Duration	60 - 90 minutes
Group size	Up to 30
Type of activity	Singing and Dancing

Overview

In this activity, children explore different types of love relationships through music and dance.

Objectives

- To explore how love relationships are portrayed in popular music
- To consider what kinds of relationships exist and who can love whom
- To enjoy making music together

Materials

- Music player with speakers
- Songs about love from the charts and their lyrics (preferably in the language of the group)
- Space to dance, preferably different rooms
- Optional: A projector to show the lyrics
- Flipchart paper and pens



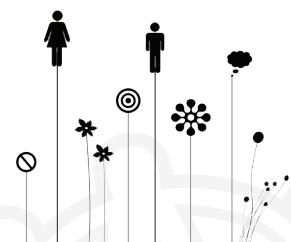
Step-by-step instructions

- Play songs about love from the charts to the group. The group can either sit and listen or dance if they feel like being energetic.
- After you have played each one, discuss:
 - Who is singing this song (are they a man/ woman/ group of people)?
 - Who are they singing to/ about?
 - What is the message of the song?

Take notes of their answers on a flipchart. It will be helpful to project the song lyrics onto a wall.

Debriefing

- What kinds of relationships did we hear about in the songs?
 - Are there any other kinds of relationships that you know about?
 - Why do you think most songs are about love between a man and a woman?
 - Do you know of any songs about other kinds of relationships?
 - Can anyone love anyone?
- Divide the children into smaller groups. Each group should write a song about different kinds of love. (Suggest they pick the tune of an existing song and just write new lyrics.)
 - If some in your group like to dance, suggest that they create a dance to go with their new song.
 - Perform the songs to each other.





Family under Construction

Age	6 - 10
Duration	60 - 90 minutes
Group size	8 +
Type of activity	Playing with clay/ drawing and discussion

Overview

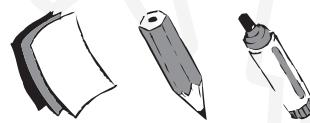
This activity gives the participants the possibility to talk about their families and to reflect on what makes a family.

Objectives

- To raise awareness about different kinds of families
- To consider the idea that families do not need to be related by blood

Materials

- Modelling clay or paper and crayons/ coloured pencils/ pens
- Flipchart paper and markers
- Copies of the family pictures (see appendix)



Step-by-step instructions

1. Split the participants into groups of around four. Each group has modelling clay or enough paper and crayons/ pencils/ pens for each person.
2. Ask the children to make or draw their families. They should put themselves in the middle of the paper and position their family members around them, close or far away depending on how close they feel they are to each of them. They should also explain what roles each of their family members fulfil in their lives and in the family as a whole (e.g. one family member is mainly responsible for cooking and is the person they have most fun with, another is the person who they turn to if they need to talk and another is the one who helps them with homework and takes them to school).
3. The children should share what their family looks like in the small group and display their family on the wall/ table.

Debriefing 1

4. What are the differences between your families? What are the similarities?
5. What are families for? (Note their answers on a flipchart)
6. Go back into small groups (or pairs) and give each one of the pictures (see appendix). In their group or pair they should decide whether the people on this picture are a family.
7. Come back together and ask participants for their decisions.

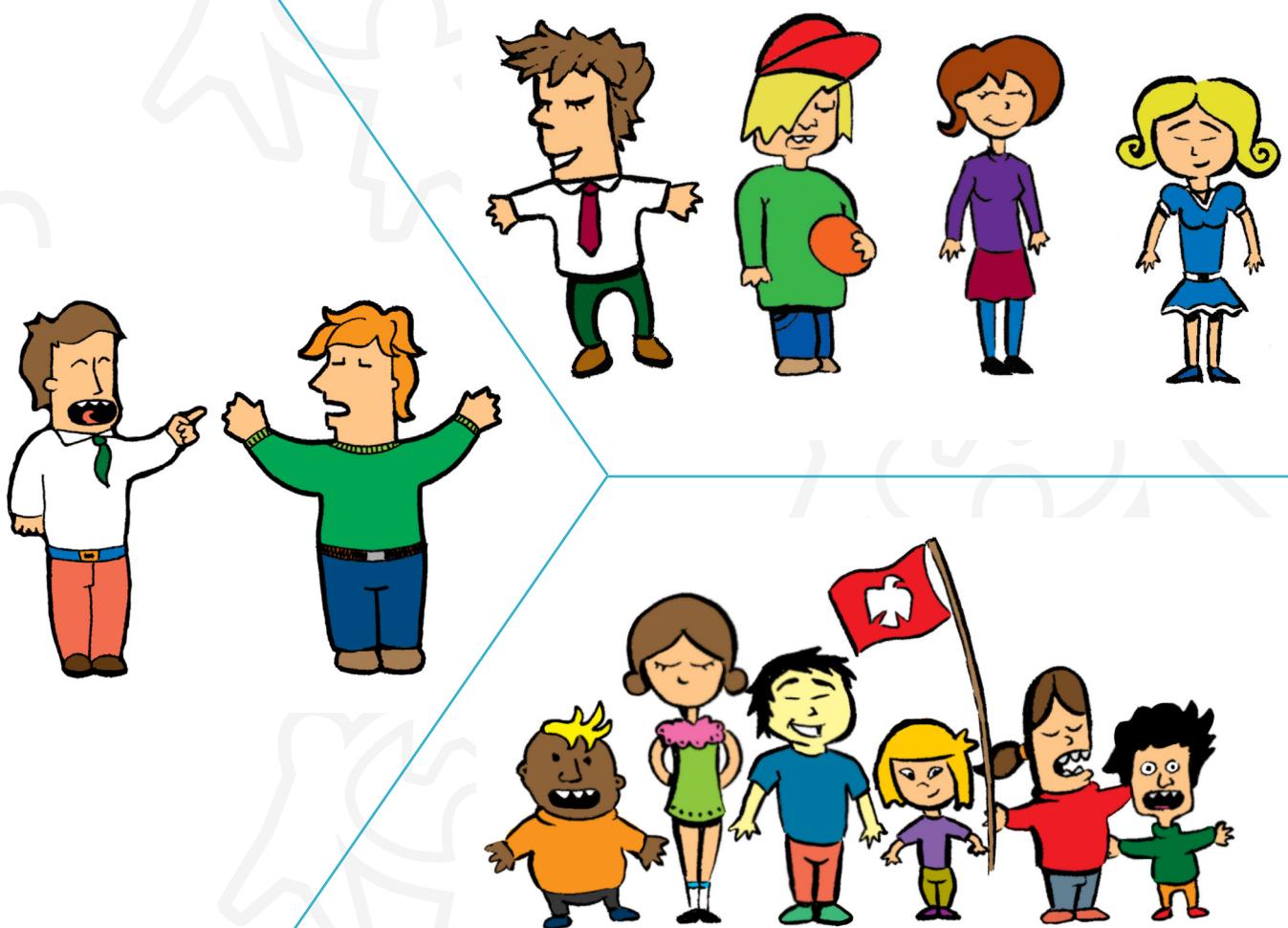
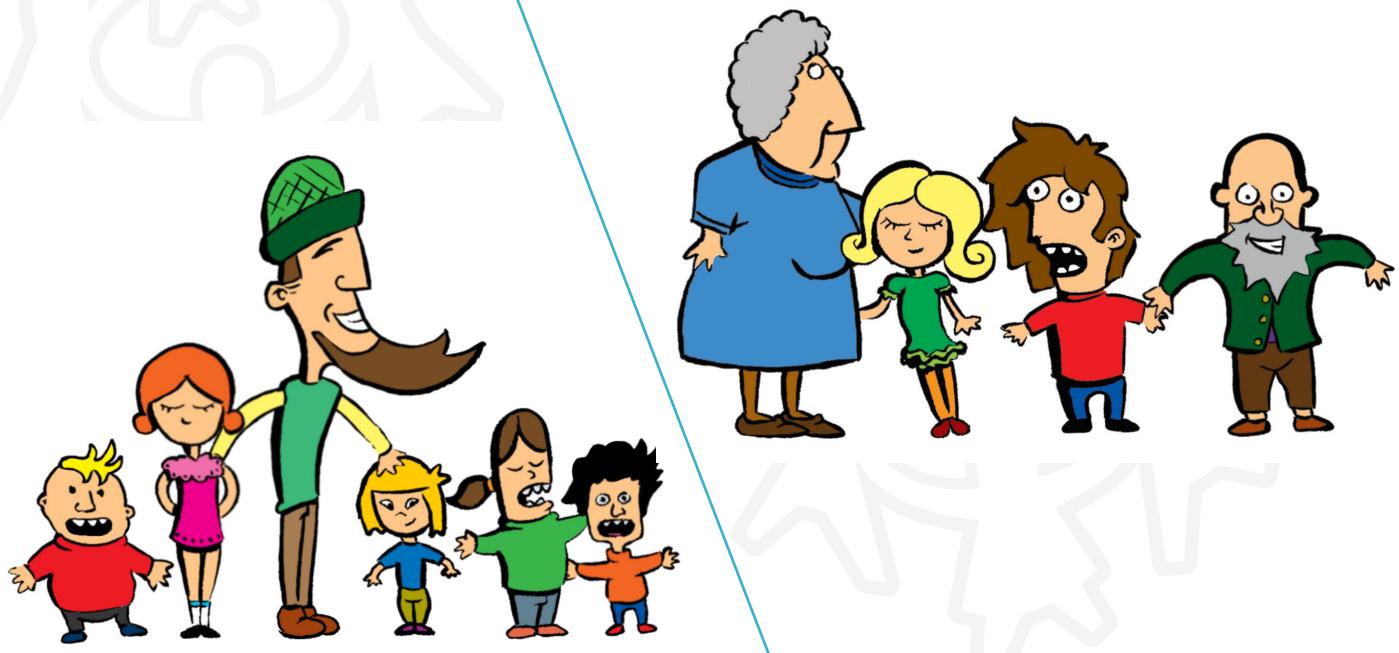
Debriefing 2

- Why did you decide that this is a family/ is not a family?
- Can people who are not related by blood be a family? Why (not)?
- What is a family?

Explain that a family does not have to consist only of father, mother and their children (this is a 'nuclear family'). A family can also be a group of people who share the same values and are committed to each other over a long period, or a group of people living together.

Families and Relationships

Appendix: Families





Families and Relationships



Couples' Collage

Age	6 - 12
Duration	60 minutes
Group size	up to 30
Type of activity	Collage-making

Overview

This activity encourages the group to look at the way print media portrays gender and sexuality and explores different forms of relationships.

Objectives

- To reflect on images of sexuality in the media
- To raise awareness that there are different types of relationships
- To reflect on sexism and heteronormativity and think of ways to fight against it

Materials

- Flipchart paper (one piece per pair/group plus at least two extra pieces)
- Old magazines (at least one for each pair or group of participants)
- A4 paper, pens (one per person) and glue



Step-by-step instructions

- Divide the group into pairs or threes giving each group a piece of flipchart paper, a magazine and pens. Ask them to go through the magazines. They should cut out images of people (as many as they like).
- After they have cut them out, ask them to stick people they think are 'masculine' on one side of the flipchart paper and 'feminine' on the other. After 20 minutes, come back together and look at the collages.

Debriefing 1

- What is the difference between the ways men and women are pictured in the magazines?
- When men and women are shown to be different in magazines, are they also treated differently?
- Can you see sexism in the images? What is sexism? (Note their answer on a flipchart)
- Where else does sexism happen? Have you seen sexism in your life? Who is mostly affected by sexism?
- How do you feel when you see or experience sexism?
- What can we do to change the situation? (note their ideas on a flipchart)
- Ask them to go back into their groups. They should now give each image a partner from the other cut-outs by drawing a line between them. On this line they should write what kind of relationship each image could have to each other (friend, girl/boyfriend, partner, family member, colleague, class-mate, etc.).
- Ask the participants to present their choices back to the group, making note of if the relationships they have assigned were same sex or opposite sex and what kind of relationship they had decided on for each pair.

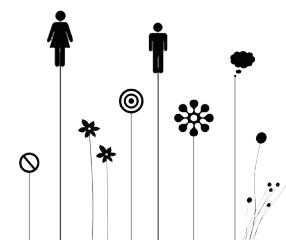
Debriefing 2

- Why did you assume that men/ women would be in a loving relationship and not two women or two men? (If they did so)
- Do you know of anyone who is friends with someone of the same gender, in a loving relationship with someone of the same gender or living with someone of the same gender?
- What kinds of relationships do you see on TV? Does this reflect the kinds of people you know? Why not?

Tips for facilitators

When talking about sexism, make a clear distinction between structural discrimination/sexism against women and discrimination against men. People can be nasty to a man and that is direct sexism, but our society is structurally sexist to women only.

When brainstorming on tools for change, stress the importance of reacting to sexism when you see it.





Families and Relationships

Relationship Memory Game

Age	6 - 12
Duration	30 - 45 minutes
Group size	5 - 20
Type of activity	Memory game

Overview

Pictures in games and media usually only show male/female couples. This memory game presents a variety of couples to raise awareness that there are many different types of relationships, between two men, two women or a man and a woman and they can all be happy and loving.

Objectives

- To introduce different kinds of couples
- To raise awareness that relationships between two men, two women and between a man and woman can be loving relationships

Materials

- Copy the memory cards so they are double-sided (so that each card has a face on one side and a symbol on the other) and cut them out. Split the group if it is too large and make several copies.

Step-by-step instructions

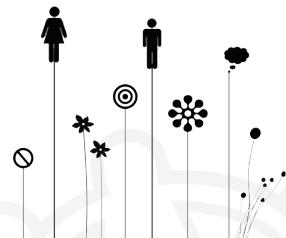
1. Lay the pictures on the table or floor with the people facing upwards and the symbols hidden.
2. Each turn, a player chooses two people that they think might be in love with each other and turns over the cards so that the symbol is facing upwards (one at a time).
3. If the symbols and colours underneath match, the player keeps the cards. The two people shown on these two cards are in love with each other. If they successfully match a pair, the player gets to take another turn.
4. When a player turns over two cards that do not match, those cards are turned symbol down again and it is the next player's turn. The game continues until all cards have been collected.
5. When the memory game is over, the group comes back together. Ask how many couples each child has collected. If they are distributed very unequally, they should split the couples between them.
6. In pairs, ask them to choose their favourite couple among their cards and imagine their life. Ask them to answer the following questions together and draw or write the couple's story:
 - How did the two people meet? (Through friends? An organisation? Work/ school?)
 - Where do they live? In what kind of house/ flat? In the city or in the countryside?
 - Do the people work? If so, what kind of work do you imagine them doing?
 - What do they like to do together? Do they have hobbies? Do they do sports?
 - Do they have children? Pets? Who are their friends?
 - Where do they like to go on holiday?

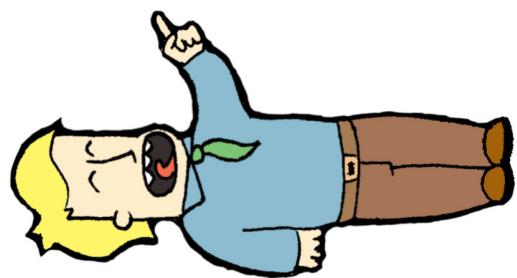
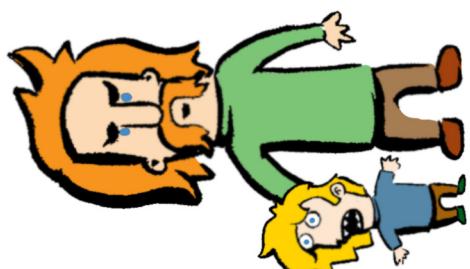
Debriefing

Ask each pair to lay their pictures on the ground. The group should look at all the pictures. Then ask the following questions:

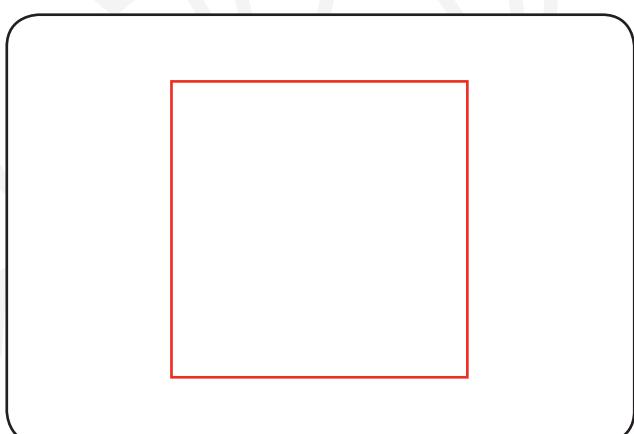
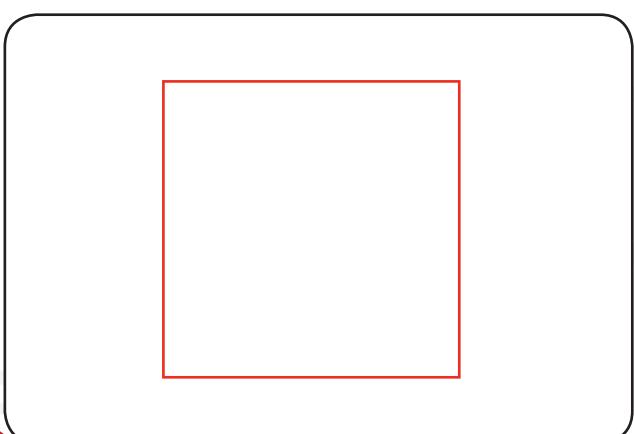
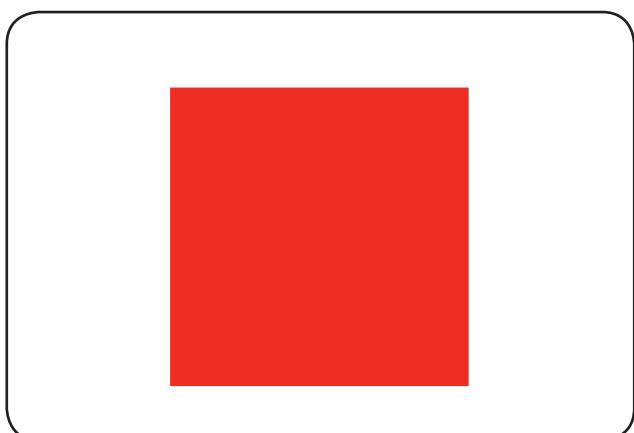
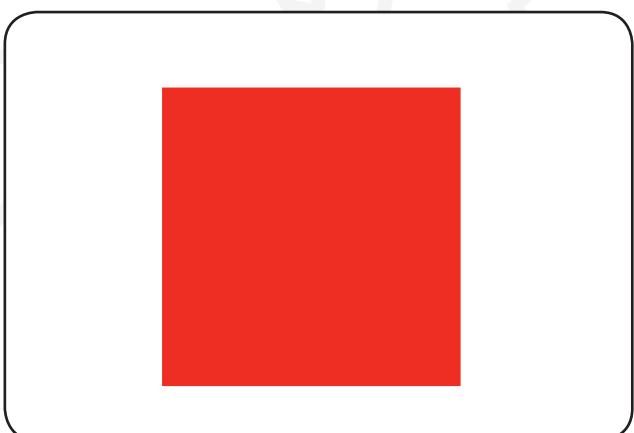
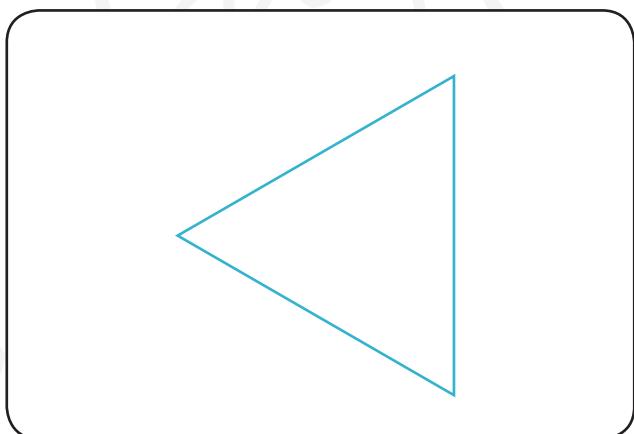
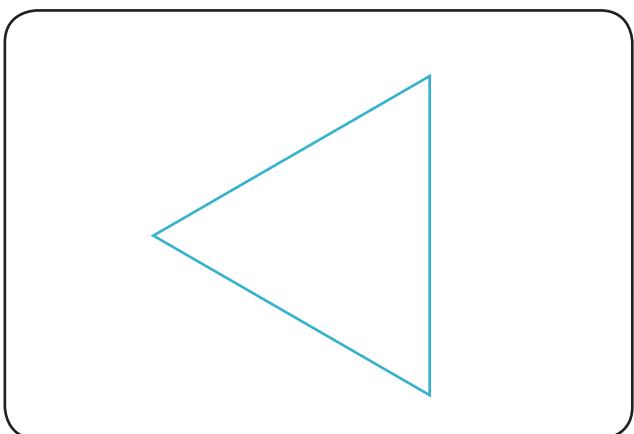
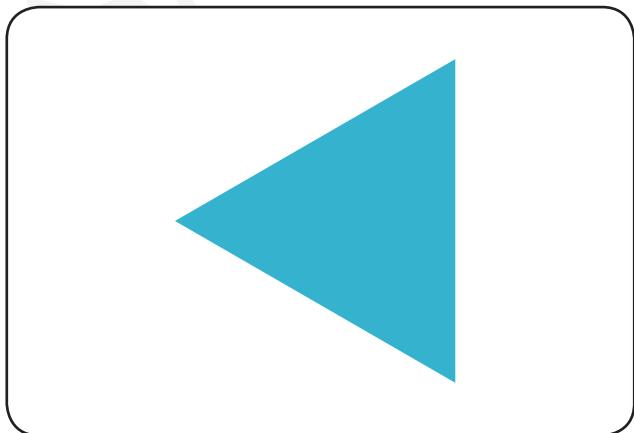
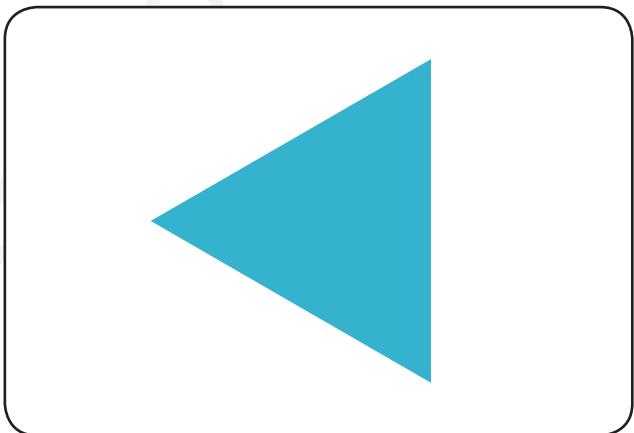
- How did you choose your favourite couple? Why did you like them most?
- Are there differences between what pairs imagined for different couples? Why?
- Are there differences between the lives of male and female only couples and mixed couples? Why?
- What are the differences?
- Can male or female only couples have children?

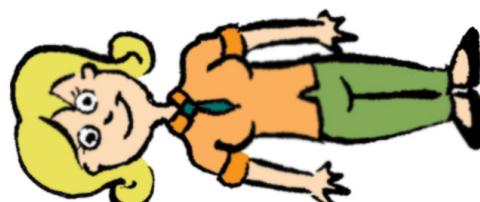
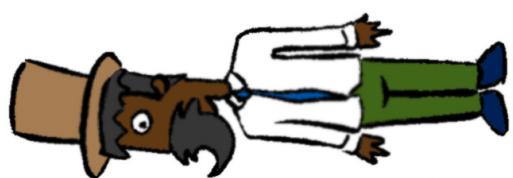
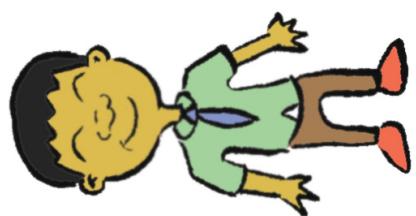
Tell them about different same sex and mixed sex couples you know/ about yourself, and how all couples are different, but that they all have in common that they love each other and also argue with each other, from time to time.



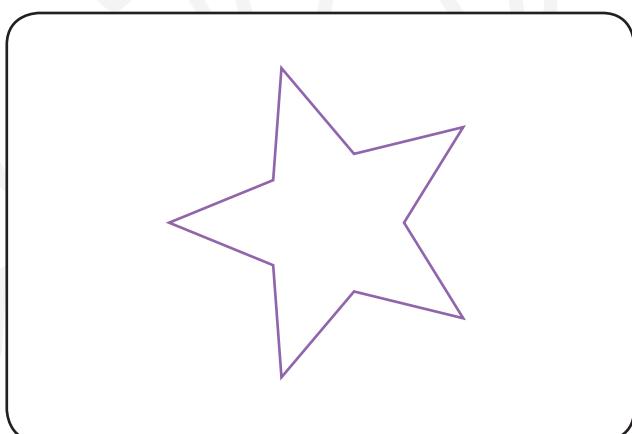
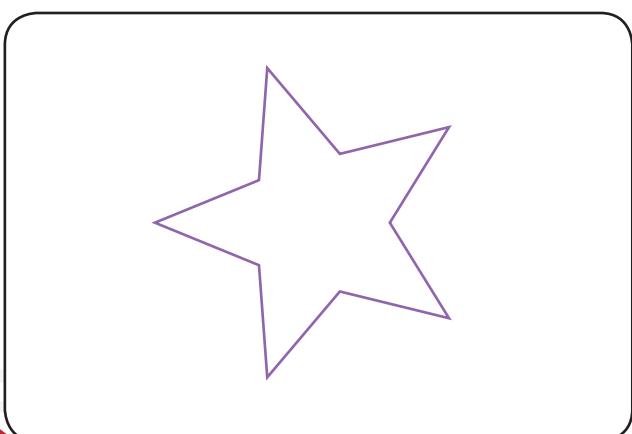
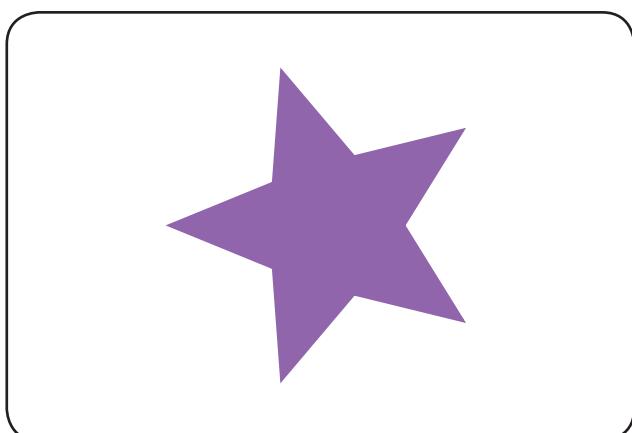
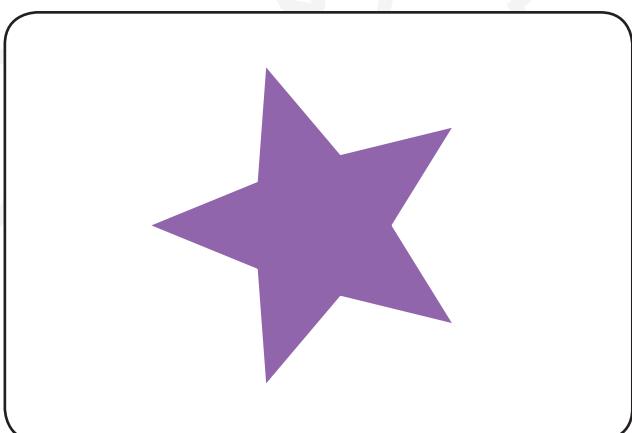
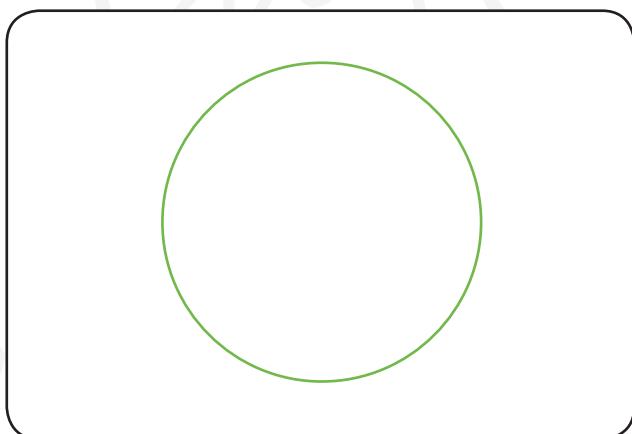
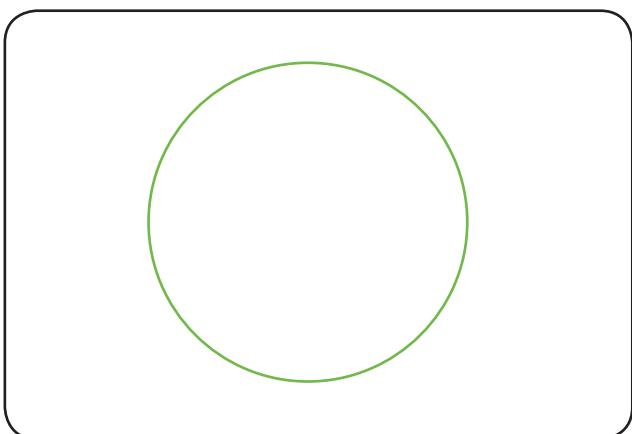
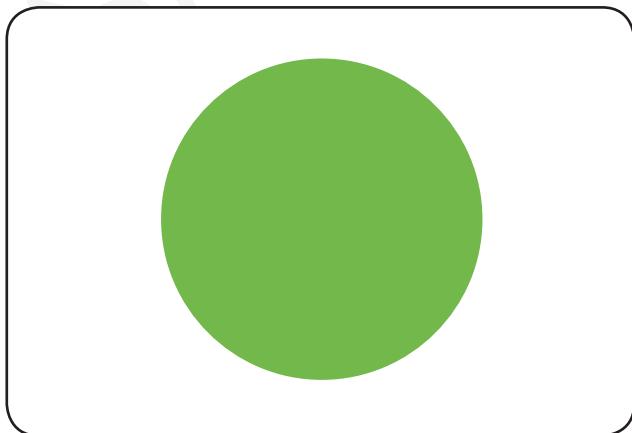
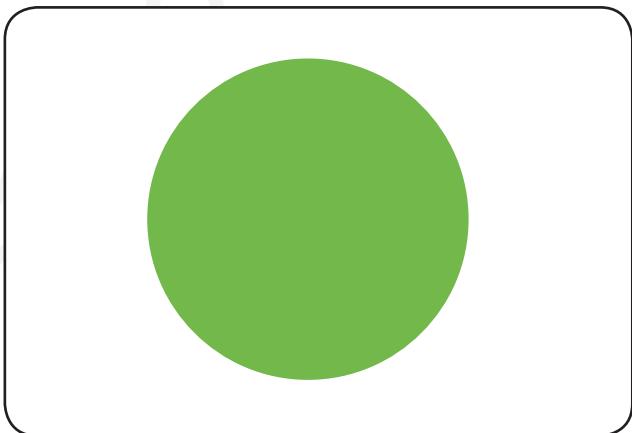


Families and Relationships





Families and Relationships





Rainbow Street

Age	8 -12
Duration	30 minutes
Group size	up to 30
Type of activity	Riddle

Overview

In this riddle the children have to find out who lives on Rainbow Street. It introduces different types of families.

Objectives

- To introduce different types of families
- To reflect on differences and similarities between families

Materials

- Copies of the riddle for each pair (appendix)
- Paper and crayons



Step-by-step instructions

1. Distribute the riddle to pairs of participants. Ask them to find out who lives in which house with the help of the clues below the picture.
2. After 15 minutes or when most pairs are finished, ask for the solution. Give the right answer if no one has found it out.

Debriefing

- What are the differences between these families?
- Is there anything good or bad about families being different?
- In which of these families would you like to live? Why?

Make clear that all families are different and that everyone prefers to live in different settings. It doesn't matter if someone lives with two fathers, or one grandfather, or two mothers, or one father and one mother, or without their birth parents, but with other adults and with children who are not their brothers or sisters – they can all care for them, or be too strict, or be very funny, or very different from them.

3. Ask the participants to draw their own homes and the people they live with. All pictures are put on the wall, symbolising a long Rainbow Street. Everyone can shortly present their picture.

Solution: Who lives with whom?

- 1st house: Paul, Lloyd, Andy, Anna
- 2nd house: Tim, Nadja
- 3rd house: Simon, Sarah
- 4th house: Martina, Tom, Carly

Families and Relationships

Appendix: Riddle



There are 11 people living on Rainbow Street:

Sarah, Carly, Tom, Anna, Paul, Lloyd, Martina, Nadja, Simon, Tim, Andy

Andy has one sister and two parents.

Tim has one cat and is the oldest person in the street.

Simon has a big garden.

Carly is 5 and lives with two other persons.

Nadja lives with her grandfather.

There are 4 people in the house with a dog.

Tom does not work and stays at home with his daughter.

Sarah does not have any children or animals and does not need a car.

Martina works outside her house and needs a car.

Carly's father is a househusband.

Paul and **Lloyd** have two children.

Anna has one brother.



Nina's Story

Age	8 - 12
Duration	60 minutes
Group size	8+
Type of activity	Imagination and discussion

Overview

This activity allows the participants to reflect on relationships and on obstacles that can stop people from ending unhappy relationships.

Objectives

- To raise awareness that everyone is free to choose whether they want to be in a relationship and with whom
- To encourage participants to realise that emotions change and that relationships are not necessarily for life
- To be aware that one's actions in relationships will affect other people

Materials

- Copies of the obstacles (appendix II) or pens and papers to write out the obstacles

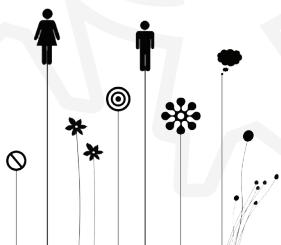


Step-by-step instructions

- Ask the group to lie down on the floor, to close their eyes and silently think of a relationship (present or past) of two people they know well.
- Once the group is calm and relaxed, tell the group you will ask them some questions about this relationship and everyone should think about the answers individually in their head. Leave time between each question:
 - Who are the two people? What do they look like? What are they like?
 - How did they meet?
 - How long have they been or were they together?
 - Think of one good moment the two people spent together.
 - Think of one bad moment the two people spent together.
 - Are they happy in this relationship? Why? Why not?
- Come back together in a circle. Explain that you will now read out a story about another relationship, the story of a woman called Nina (appendix I).
- After reading the story, divide the group into small groups. Give each group a copy of the obstacles that Nina faces (see appendix II). They should discuss together and decide whether Nina should stay in the relationship with Jack or not.
- Bring the group back together and ask them to share whether they think Nina and Jack should stay together.

Debriefing

- What else can cause problems in a relationship?
- How do relationships affect others?
- How do others affect your relationships?
- How long should you be in a relationship?
- Why do people break up?
- Should you stay in a relationship if you are unhappy?



Families and Relationships

Round up the activity by explaining that you should not hurt people on purpose but you should always feel good and comfortable in your relationship. This does not mean that people shouldn't argue in relationships, this is normal up to a certain degree. It should always be your choice if you stay or break up.

Tips for facilitators

This topic may be a particularly sensitive issue to children whose parents or guardians are separated, so make sure you make an exit from the activity clear and be aware that you may need to stop the activity (see more in Tips for Facilitators, page 14). For this reason, try to run this activity with at least two people wherever possible.

Appendix I: Nina's story

Nina and Jack met eleven years ago at a mutual friend's party and they married three years later. For almost two years Nina has not been happy with their marriage. Jack's dream is to travel the world and teach rock climbing as he loves being in the countryside, and Nina is a city person with ambitions. Nina thinks she would rather be in a relationship with someone with whom she shares similar values and goals in life. She is sick of the discussions she has with Jack, as they always end in a fight. Should she end her relationship with Jack? This is a difficult decision, since there are many complications...

Appendix II : Obstacles

1. Nina and Jack have two children together.
2. Nina is very close to her mother-in-law (Jack's mum).
3. Nina does not want to hurt Jack.
4. Nina and Jack have many common friends who think they are a great couple and should stay together.
5. Nina and Jack bought a house together five years ago and they have common debts.



No Means No

Age	8 - 12
Duration	45 - 60 minutes
Group size	10 - 12
Type of activity	Interaction and talking

Overview

In this activity children learn to define their own personal space and to recognise other people's personal space.

Objectives

- To raise awareness of one's own and other people's personal boundaries
- To learn how to recognise sexual harassment
- To practice how to say 'no' to unwanted physical contact

Materials

- Tape, chalk or string



Step-by-step instructions

1. Ask the group to stand in two lines facing each other (each person needs to be facing another person).
2. Ask one of the lines to start walking towards the other. Each individual in the other line says 'stop' when they think the person approaching them is close enough or when they stop feeling comfortable. Make it clear that this is not a competition. Everyone needs to decide for themselves how close they let the second person come towards them.
3. After everybody has stopped, ask everyone to take a look around to see where they and others stand. Repeat the exercise with the other line walking forward.
4. Ask everyone to find a space in the room and to mark the area around them (with chalk, tape or string) that they do not want other people to cross: how close can people come towards them? Explain that this is their personal space.

Debriefing

- Why do people have different personal spaces?
 - Is your personal space different for different people?
 - What don't you want other people to do in relation to your body(e.g. hug you, kiss you, touch your shoulder...)?
 - How can you notice if someone is feeling uncomfortable?
 - Can words also make people feel uncomfortable? How?
 - What can we do to make others respect our personal space?
5. Ask everyone to say 'No' one after the other, verbally or using body language, without using the word 'No'. This is to show that there are many ways of saying no without using that word alone. However someone expresses a 'No', it should always be respected.

Tips for facilitators

Explain that sexual harassment is always defined by the victim, not by the person harassing. Point out the necessity to be aware of different personal boundaries and the need to respect them. This method should only be used in groups who know each other already and feel comfortable with each other.

Sexual harassment: Any unwanted sexual advance, request for sexual favours, or verbal or physical behaviour of a sexual nature that alarms or annoys someone, or interferes with someone's privacy, or creates an intimidating or hostile environment.



Families and Relationships

Relationship Universe

Age	10 - 12
Duration	60 minutes
Group size	10+
Type of activity	Interactive story telling

Overview

This activity introduces different types of relationships through the lives of people in Starville.

Objectives

- To raise awareness of different forms of relationships
- To reflect on the influence that one's actions have on other people

Materials

- Masking tape (or chalk if played outside)
- Small red cards ('Action cards')
- Copies of the roles (appendix II) or pens and paper to write them out



Preparation

- Draw a big star on the floor (with chalk or masking tape) and mark as many numbers as you have participants (see appendix I). The star needs to be big enough for the participants to move around.
- Copy and cut out the role cards (appendix II).

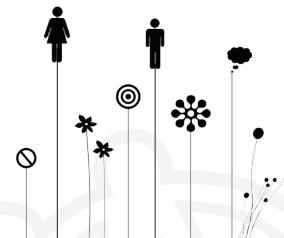
Step-by-step instructions

- Energizer:** Ask the participants to imagine that they are planets turning around a sun. Everyone should choose one other participant as their sun without announcing who they chose. At your signal they should run three times around their sun and then sit down. Explain that in this short energizer they have seen that all the planets and stars in our universe affect each other. If one of them changes, this affects all of them. In this activity they will see that the same is valid for people.
- Distribute the roles (appendix II) and ask them to read carefully through their description. Everyone should make a name tag with their character's name. Everyone also receives one red 'action card'. If you have more than 10 children, each character should be represented by a pair or small group of children.
- Explain that you will introduce the city of Starville and tell them a story about their life there (appendix III).

The Rules

- When their name is first mentioned, they should take one of the numbered positions on the star and briefly introduce themselves.
- Explain that you will read out statements about life in Starville (appendix IV) and everyone should decide how the actions described in each statement influence their relationship to other people in the community. If they feel their character would react to what has happened or that their relationship to someone will change, they should raise their hand. In turn, each character should reveal how the action would impact on them and their relationships.
- When each character has shared their reaction, they should move around the star to illustrate the reaction. If the relationship to one person becomes closer, they should take a step towards this person. If it becomes weaker, they should take one step away from this person.
- The players can use their 'action card' if they want to change the course of the story through an action of their own. They can use it after a statement has been read out by lifting the card and telling what their character wants to do to change the course of the story. It has the same effect as a statement:
- Everyone needs to move according to how this action changed their relationships.

The game ends after all statements have been read out.





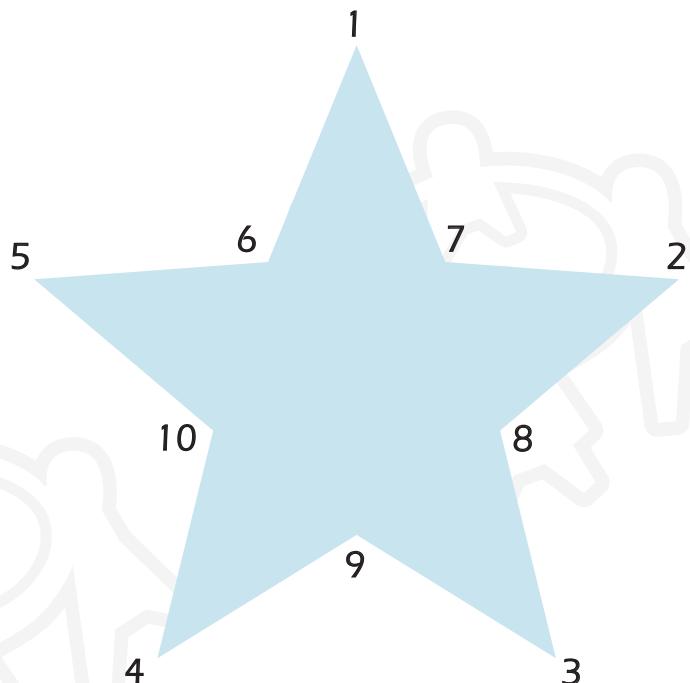
4. Ask the participants to look around and see how their positions have changed.
5. Do an exercise to get out of the roles: ask everyone to imagine they are wearing a space suit, symbolising their role. Explain that they will now open the zip and get out of the 'space suit'. After everyone has taken off their invisible suit, stand in a circle and ask everyone to shake their feet and arms and jumping up and down to completely remove the role.

Debriefing

- Did you like your role? Why?
- Did you feel part of your neighbourhood?
- How did you feel towards the other characters? What kind of relationships did you have with them?
- Was it difficult to imagine all of these relationships?
- Who was affected by your actions?
- How did you feel when others were walking away from you?
- Did you use action cards? Why?
- What different types of families were living in the neighbourhood?
- Are there similarities between real life and the game?
- How many different kinds of relationships can we have?
- Is it easy to notice when relationships change?
- What can we do when we have problems with one or more persons?

Stress that our actions can have effects on others and that relationships need actions and care, if we want them to work.

Appendix I: Positions of the characters on the star



Families and Relationships

Appendix II: Role cards

1. Simona

You are 48 years old and work as a lawyer in the town. You are married to Martin and have a daughter Anna. You enjoy classical music and jogging in the park. You are a devout Christian and believe very strongly that homosexuality is a sin.

2. Anna

You are the 14-year-old daughter of Simona and Martin. You are part of a youth group and have taken part in educational activities about gender and sexuality. You are very embarrassed by your mother's views on homosexuality and challenge her when she shares her views.

3. Gabriel

You are 27 and work as a teacher in a nearby town. In your free time you take care of your grandmother who lives in the village and needs help with housework. You are trying to convince her to move to your apartment where you live together with your partner Lukas. You feel that people should be what they were born as and are intolerant of transgender people.

4. Lukas

You are 32 and work as a doctor in the local hospital. In your spare time you volunteer for the Red Cross as you are a Christian. You live with your partner Gabriel and you are allergic to dogs.

5. Sara

You are the 78-year-old grandmother of Gabriel. You live alone close by, but Gabriel comes most days to help you with your housework. You personally have no problem with Gabriel's relationship with Lukas but you are worried about what the church community will think.

6. Alexander

You are the 55-year-old village priest; you live alone and enjoy reading. You would very much like the community to get closer together. Your attitude to homosexuality is accepting, your motto is 'live and let live'.

7. Ivona

You are 43 and transgender male to female. You live alone and work in the city hall. You are an activist for Amnesty International.

8. Omar

You are 28 and a landscape gardener. You are divorced and live with your 8-year-old daughter Sophie and your dog. You don't mind what people are as long as they keep it private, you don't want to see homosexual couples. You know that Ivona is transgender and you think she's very weird; you avoid her whenever you can.

9. Frank

You are a 19-year-old student and moved to this village from the town because you wanted to live together with your good friends Marta and Ricardo. You like to host parties. You are accepting of LGBT people, sexuality is not something you think about, it's a non-issue for you most of the time.

10. Marta

You are an 18-year old student who studies computer science in Fogwick. You live with your good friends Frank and Ricardo. You wish they would grow up a bit and stop having so many parties. You like them though, so you tolerate the parties most of the time. You are accepting of LGBT people, sexuality is not something you think about, it's a non-issue for you most of the time.



Appendix III: The story of Starville

(Names of characters are underlined below when they first appear.)

Starville is a village near the university town of Fogwick. Starville has only 1000 inhabitants, but has many nice places, a cinema, a big park with a playground and a pond and one of the best bakeries around. Life in Starville is mostly peaceful but never boring.

In one of Starville's neighbourhoods live Martin and Simona who moved into the neighbourhood when their daughter Anna was born 14 years ago. Not far from them live Gabriel and Lukas, both actively involved in the life of their neighbourhood. They like to visit Gabriel's grandmother Sara. Alexander is the village priest, hoping to rejuvenate the local church and community. Next to the church lives Ivona who moved to Starville four years ago. To her left is the house of Omar and his daughter Sophie. Around the corner from him live three students who study at the University of Fogwick – Marta, Frank and Ricardo.

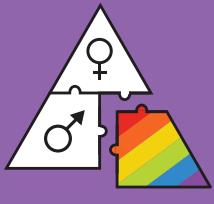
Appendix IV: Statements

1. Frank and Ricardo organise a spontaneous party without informing the neighbours. The party turns out to be more crowded and loud than expected.
2. Frank has an argument with Simona who complains about not sleeping all night because of the noise.
3. Gabriel and Lukas support Simona's complaint and expect an apology.
4. Frank has a fight with his friend Marta, because she apologised to Simona and Gabriel in Frank's name.
5. Alexander invites the whole village to the church hall for a community social.
6. Omar asks if he can bring his dog and Alexander agrees.
7. At the social, Ivona announces a fundraising afternoon for Amnesty International.
8. Gabriel and Lukas share an affectionate kiss and cuddle while getting drinks.
9. Omar arrives with the dog so Lukas leaves immediately without explaining why.
10. Sara decides to move in with Gabriel and Lukas.



BULLYING AND DISCRIMINATION





Bullying and Discrimination

Bullying and Discrimination

Discrimination

Discrimination comes in many forms. It can be hidden or obvious, it can be direct against individuals or systematic against whole groups of people. Discrimination is often based on prejudice, misinformation and on issues that individuals have little or no control over.

Forms of discrimination

As educators we should be aware of different types of discrimination and, in particular, we should understand the differences between structural and direct discrimination.

- **Direct discrimination** targets an individual and disadvantages them for a specific reason. For example, a hotel manager who refuses to allow a homosexual couple to stay would be directly discriminating against the couple because they are gay or lesbian.
- **Structural discrimination**, by contrast, is based on the very way in which our society is organised. The system itself disadvantages certain groups of people. An example of structural discrimination would be if this same couple wants to get married but the laws in the country do not allow them to. In this example the couple is disadvantaged by the system itself.
- **Cultural discrimination** is a form of discrimination gaining worrying ground. This is discrimination justified by or hiding behind culture or religion. For example, someone refuses to see that the couple at the hotel is being discriminated against because the culture or religion of the hotel manager is seen to accept such discrimination. Cultural discrimination can be especially hard to tackle as culture is seen as untouchable and above criticism. However, if we are to smash discrimination, we need to fight all forms.

Roots of discrimination

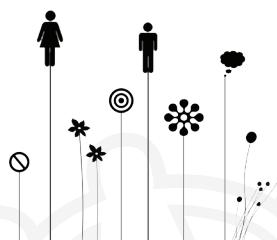
In our work, we should encourage children to think not only about what actions are discriminatory, but also to think more widely about what is behind discrimination and why it happens. Discrimination often takes place in society because some groups benefit from discrimination against other groups. In order to gain advantage, they create unwritten rules on how people should be and discriminate against anyone that does not follow these rules or norms. However, it is important to remember that these norms are created by people, therefore they can be destroyed by people.



Responding to discrimination

Understanding structural discrimination and its root causes is vital for educators to be able to work with children on responding to discrimination. As educators we should be prepared to challenge the view that we should just treat everyone equally. Instead we need to encourage children to think about the different needs of different people in order to get everyone past the finish line together. In order to achieve equality, people who have had nothing in the past now need now more than just equal treatment to people who already have a lot. To overcome structural discrimination we have to tailor our responses for each person or group of people. While some call this 'positive discrimination', we do not believe that it is discrimination to respond proactively to structural discrimination and rather call this 'affirmative action' or 'correctional measures'. Nowhere in the world have women achieved equal representation in parliaments without affirmative action. While affirmative action may be controversial (even amongst those who are discriminated against), it is the only way to tackle discrimination.

Some say that discrimination against women doesn't exist, but you simply need to encourage children to open their minds a little. You could share the fact that there is no country in the world where women are paid the same as men and in no country do women outnumber men in a parliament even though they outnumber men in population.



Bullying and Discrimination



In the same vein, you may also come across those that say affirmative action is discriminatory against men because they are held back from doing something in order to give women the space. It is important to bring power structures into the discussion at this point and raise the issue that the starting point for men and women is not the same.

What is bullying?

Bullying is a persistent attempt to hurt or humiliate someone, it is a repeated action and deliberately hurtful. The person bullying is more powerful than the person bullied, making it hard for those being bullied to defend themselves. Bullying can occur in many different forms. It can be physical (hitting, pushing, damaging others' property), it can be verbal (name-calling, threats) or social (excluding someone, spreading rumours). Bullying is not only between children and not only in schools; it can happen at home, in organisations, at work or on the Internet.

Bullying is often based on perceived differences, such as ethnicity, sex or disability, so young LGBT people evidently have a higher risk of being bullied. Any child who is a victim of LGBT bullying should be reminded that they have a place in the world, that they are not alone and that they should be proud of who they are.



Dealing with bullying

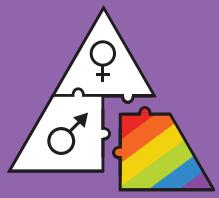
Listen to the child if they talk to you about being bullied and offer them support. Sometimes you should allow the child or children to overcome the bullying themselves.

One of the best tools to counteract bullying is through education; you can run an educational session to raise awareness about bullying, in order to tackle the topic within the group. If this is not effective, you can approach the bully to make it clear that you know the bullying is happening. The last resort is to isolate the bully from your group, so that the group remains a safe space.

At the same time you should be aware that you do not over-sensitise children to bullying. Not all negative behaviour from one child to another is bullying and leaders should not overreact to this buzzword. In a bullying relationship, the relationship is not so simple that there is always a victim and a 'bad person'. Therefore it is not helpful to target one person or a particular group as 'the problem to be fixed'. These labels are often misleading and do not help the situation. As educators, we have to understand that there are usually reasons for someone bullying another person. It is worth noting that there is a trend of the bullied becoming the bully.

The 'Tips for Facilitators' section gives you advice on disclosure if you witness or discover a situation of abuse (p12).

If you want to read more about how capitalism builds discrimination towards others in both men and women we recommend 'The Red in the Rainbow' by Hannah Dee (2008).



Bullying and Discrimination

Rules of the Game

Age	6 - 12
Duration	60 minutes
Group size	Up to 30
Type of activity	Running around and discussion

Overview

The group explores discrimination and possible corrective measures through playing an active game and inventing new rules to make it fairer.

Objectives

- To identify differences between people of different genders
- To consider whether or not individuals benefit from being a certain gender
- To explore corrective measures to overcome gender inequality

Materials

- Flipchart paper, Markers
- Blindfolds
- String/ties

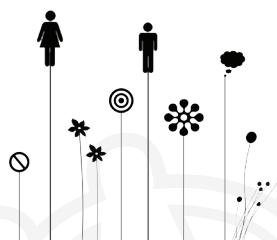


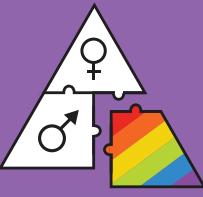
Step-by-step instructions

1. Split the group into two. Ask one group to brainstorm things that girls and boys have in common and the other to brainstorm things that make them different on flipchart paper.
2. Discuss with the group:
 - Why do these differences exist?
 - Do you know where the differences come from?
 - Do individual people have advantages or disadvantages in life based on these differences?
3. Play an adapted version of 'catch' with the group. One person is the catcher: they should run around and try to catch the others. When someone is caught, they should stand still with their arms and legs held out. In order to be released, someone must crawl between the legs of the person stuck. In the game, give different people physical disadvantages (blindfold some, tie several people together, tie people's arms behind their backs – but not the catcher). Give approximately half the group these disadvantages.
4. Bring the group together again and discuss with them:
 - Was the game fair?
 - Did everyone have an equal chance to run away?
5. Explain that you want to make the game fairer. They cannot remove the physical disadvantages but they can invent rules to make it fairer on those people. Ask the group to decide on new rules and write them on a flipchart.
6. Play the game again with the new rules.

Debriefing

- Did the new rules work?
- Was the game fairer the second time around?
- Remind the group of the flipcharts from the beginning of the session and ask: are there any things you could change in life to compensate for the disadvantages you identified earlier?
- Is it a good idea to 'change the rules' in life to make people more equal?





Bullying and Discrimination



Piece of Cake

Age	6+
Duration	30 - 45 minutes
Group size	10 - 25
Type of activity	Discussion and eating cake

Overview

The group has to decide how to divide up a cake in an equal way, by deciding who 'deserves' to get the cake.

Objectives

- To explain the concept of equality, including equality of opportunity, equality of process and equality of outcome
- To encourage the children to think about how resources can be divided
- To explore measures that could be taken to increase equality

Materials

- Two small round cakes for cutting (no single cake should be enough for everyone to have a good-sized piece). If possible, choose fancy cakes, so they are special to the children.
- A blunt knife
- Flipchart paper and marker



Preparation

- Write the different equality definitions on a piece of flipchart paper.

Step-by-step instructions

- Get out a cake during a moment in an activity and say that people can help themselves. This is best achieved when not all people are present, for example during a break when some people are out of the seminar room. Make sure that the cake is too small for everyone to have a piece. Let people have as much as they want without regulation. The effect is also much stronger if people are a bit hungry and have not just eaten.
- Bring the whole group together and explain that some people have had cake and others have not, but that everyone had the opportunity to have as much cake as they wanted. Ask the following questions:
 - Did everyone know about the cake?
 - Did everyone get what they wanted?
 - Was just letting you take as much as you could the fairest way to distribute the cake?
- Explain that this cake was divided by the 'equality of opportunity'. No one was prevented from taking cake; everyone had the opportunity to help themselves.
- Present another cake and say that you are going to divide the cake up equally for everyone in the room. Just before you start cutting the cake, ask:
 - Is it fair that those who have already had cake have another slice?
 - What is a fair way to divide the cake when some people have already had something?
- Explain that if you give everyone an equal slice of the second cake, not thinking about what people have had before, then this is 'equality of process' that gives everyone an equal amount of cake but doesn't think about where people started.
- The group should now think of an alternative way of distributing the cake. If the amount of cake varies depending on what people have had before, explain that this is the 'equality of outcome', which makes sure everyone receives the same depending on the needs and starting point of everyone. Distribute the second cake.

Bullying and Discrimination

7. Sit the group in a circle. Explain again the different kinds of equality (write the different concepts on a flipchart):

Equality of opportunity: this gives everyone the same opportunity but doesn't look at where people started, where people end up or the process (cake left in the room, people took what they wanted).

Equality of process: this gives everyone the same, without consideration of where people started. This means the outcome might not be equal distribution (dividing the second cake equally, even though some have already had cake).

Equality of outcome and need: this makes sure that everyone has the same outcome depending on the need and starting point of everyone (deciding how much cake each person gets based on what they had before).

Debriefing

- What kind of equality is fairer?
- Where do you see the different forms of equality in real life?
- Can you think of another system that would be fairer?
- Do you know examples of distribution of resources from school or the wider world that you think are unfair or fair?

Tips for facilitators

While this exercise may touch on correctional measures (such as 'positive discrimination'), it is often counterproductive to introduce these terms. Instead try to encourage the children to use their own terms and don't just replicate debates in wider society before the concepts themselves have been explored.



Bullying and Discrimination



This isn't Funny Anymore

Age	6 - 9 or 10 - 12 (don't mix them)
Duration	75 minutes
Group size	Up to 30
Type of Activity	Treasure hunt and relay race with discussion

Overview

This activity combines a very active treasure hunt and a relay race with reflection about language. It explores how words about gender and sexuality are used in a negative way and how to change this effect.

Objectives

- To reflect on words related to gender and sexuality used to tease others
- To develop an understanding of how words affect people
- To consider why words related to sexual and gender identity are often used in a negative way

Materials and space

- A room or space large enough to run around and hide pieces of paper
- Balloons (2 or 3 per child)
- Marker pens, flipchart paper
- Small pieces of paper (2 or 3 per child)



Step-by-step instructions

- Ask everyone to think about words or names they have heard used to tease people because they are a boy/ girl or because they are gay/ lesbian (whether the person is really gay or not doesn't matter).
- Ask them to write each word on a different piece of paper. They should not write more than five words.
- Each child should hide their pieces of paper around the space (if you're in an open space, establish boundaries).
- Tell the group they have to find the pieces of paper hidden by others.
- Bring the group back together and ask them to read out the words they found. Clarify all the words.
- When you have gone through all the words, give out balloons (enough for one per word). Ask the children to blow up the balloons and write each word on a different balloon. Explain that you want to destroy the words on the balloons and the negative feelings we get from them.
- Divide the group into teams with an equal number of balloons in each team. In turn, each member of the team should run to the other side of the space with a balloon held between their legs and sit on the balloon until it pops and then run back, tagging a team mate to run and do the same. The game finishes when all the balloons are popped.
- Discuss when and why some words have bad meanings. Explain that although it's fun to destroy negative words, it is often simply not possible to do so. Explain that in some situations another approach is needed to change the meaning of words.
- Ask them now to take one negative word in pairs and change the meaning of it. Try:
 - Changing the context in which the word is used ("He is so cool, such a pansy")
 - Making a word cute by diminutives (Mum -> mummy)
- Let them present their reclaimed words and write them down on a poster.

Debriefing

- Why are people called names?
- Are certain children teased more than others?
- How would you feel being called some of these names?
- How did it feel to change the meanings of words?
- Would you feel comfortable to reclaim words in a real situation?
- Do you think this would have an impact?
- How could such a change of meaning been done in society?



Bullying and Discrimination

Guess the Job

Age	8 - 12
Duration	45 minutes
Group size	Up to 20
Type of activity	Taboo game, discussion

Overview

The group plays a game of "taboo" to explore gender stereotypes and economic discrimination in the workplace.

Objectives

- To reflect on stereotypical links between gender and professions
- To explore equality at work, particularly differences between salaries of men and women

Materials

- Copied and cut out role cards (appendix J). (If you translate this game, write both the male and the female versions of the profession onto each card.)
- A score board (blackboard, whiteboard or flipchart to record the team scores)



Step-by-step instructions

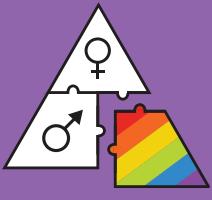
1. Divide the children into two groups. Make sure that there is a good mixture of girls and boys in each team.
2. Explain to the group that they will play an adapted version of 'taboo': give one person in the first team one of the prepared role cards (see appendix J). Ask them to explain to their group the person on the card without using the name of the profession. This team has to guess the job. They have one chance to guess. If they guess incorrectly, the other team has a chance to guess. If they guess correctly they get another card. The team that guesses correctly gets one point.
3. After each round, the facilitator should place the card in the 'women' or 'men' pile depending on which gender the team assumed the person to be by using 'he' or 'she' (without making it obvious to the group).
4. Discuss with the group:
 - Which jobs were assumed to be done by men and which by women? (Reveal to the group for which jobs they used 'he' and 'she').
 - Why is there a difference between 'male' and 'female' jobs?
 - Do you know people who have a job that is usually seen as 'for the other gender'?
 - Are they good at their job?
 - Are there jobs that only men can do or only women can do?
5. Explain that one end of the room represents 'well paid' and the other 'low paid'. Ask them to put all the cards from the game on the floor according to how much they estimate people get paid in these jobs.

Debriefing

- Is there a difference between 'typical male' and 'typical female' jobs? Is this fair?
- Who is advantaged in this comparison? Why could this be? How would it be fairer?

Appendix I: Professions

Doctor	Fire fighter	Nurse	Banker	Kindergarten teacher	University professor	Street cleaner
Office cleaner	Bus driver	Shop keeper	Accountant	Lawyer	Chief executvie	Carer in an elderly people's home
Receptionist	Secretary	Ski instructor	Pilot	Maths teacher	Social worker	Scientist



Bullying and Discrimination



What can I do?

Age	8 – 12
Duration	90 minutes
Group size	10 – 25
Type of Activity	Forum theatre

Overview

The children use drama to consider how to respond to bullying based on sexuality or gender.

Objectives

- To raise awareness of different kinds of bullying
- To consider ways victims and bystanders can respond to bullying

Step-by-step instructions

1. Ask the children to think of situations they have witnessed where someone was bullied based on gender or sexuality. Divide them into small groups of four or five and ask them to share their examples. They should explain:
 - What happened? Who else was there? How did it make them feel? How did they and others react?
2. Ask the children to decide on one example in which the situation was not resolved (or a mixture of the examples) and prepare a short play of the example they have chosen.
3. Show the short plays to everyone in turn. After each play is finished ask questions based on the situation:
 - What happened in this situation? Who was bullied? Why?
 - How did you react? How did others react?
 - How did you feel watching the play?
4. Explain that the group will now play their scene again but this time the group as a whole will try to change the situation to make it better. During the play, anyone in the audience can clap to signal that the play must freeze at that point, then the person should get up, tap someone (except the bully) on the shoulder and replace them in the scene.

IMPORTANT! There can be no 'magic solutions'. The bullies cannot suddenly be reasonable people who treat everyone nicely. Therefore the bully cannot be changed. The changes need to be based on real things either the person being bullied or others present could do to make a change.

5. Each time the scene is changed, discuss with the group again:
 - What changed?
 - Do you think this is realistic?
 - Would you feel comfortable to do this in a real situation?
 - Do you think this would have an impact?
6. When each scene is exhausted or the conflict has been 'resolved', go to the next one (you might not find a 'solution' for every scene).

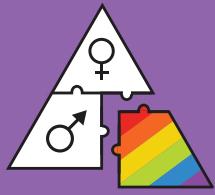
Debriefing

- How do you feel after the performances?
- Which of the solutions will you use in your everyday life?

Tips for facilitators

Often it is useful for the facilitator to join in the play and move it along if things become silly.

Forum Theatre was developed by Augusto Boal and is described in his book "Theatre of the Oppressed" (1979).



Bullying and Discrimination

Missing Puzzle

Age	9-12
Duration	60 minutes
Group size	12-30
Type of activity	Imagination and guessing

Overview

Participants make a puzzle and learn about structural discrimination on the basis of sexuality through thinking about the situation of different families.

Objectives

- To raise awareness of structural discrimination based on sexuality
- To better understand the impact of structural discrimination on families

Materials

- Copies of the family descriptions (appendix I). Copy or write each on a piece of different coloured paper, corresponding to the colour of the puzzle pieces.
- A copy of the rainbow puzzle (appendix III) cut out. If you cannot copy in colour, copy and colour the back of the pieces in rainbow colours with pens/pencils

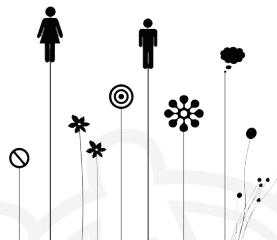


Step-by-step instructions

1. Divide people into six groups and give each group a family description and puzzle pieces in the same colour (they should not share this with others yet).
2. Ask the groups to imagine the lives of their families:
 - Which country do they live in?
 - What kind of house do they live in?
 - What do they like to do?
3. Explain that all groups will build a rainbow puzzle together. Read out the statements one-by-one (appendix II). The groups should think whether they can answer each statement with yes or no for their family. If they can answer it with yes, they can add one of their puzzle pieces to the common puzzle (put together the common puzzle in the middle of their circle so that all small groups can see it).
4. After reading out each statement, take a look at the puzzle together and see which pieces are missing.
5. Ask the children to try to guess what kind of families the other groups are part of. Then reveal the descriptions.

Debriefing

- Did you feel comfortable in your group? Why (not)?
- How did it feel to not be able to contribute to the puzzle all the time?
- How did it feel for the others to see that some cannot contribute?
- Do you know real situations like the ones described? Do you think they are realistic?
- Have you ever noticed in real life that 'puzzle pieces' are missing?
- Do you know any families that are discriminated against because of who is in their family?
- What kind of difficulties do they face?
- What needs to change so that all pieces can fit into the puzzle?



Bullying and Discrimination



Appendix I: Family descriptions

Red

John (35 years old) and Lucy (30 years old) are married and live in the suburbs of the city. They have two children – Max (5 years old) and Tom (7 years old) and a cat Felix. John works as an engineer, Lucy is a teacher.

Orange

Bastian is 15 and lives with his grandmother in a big city. He goes to school and is in love with his school mate Anna.

Yellow

Martin is a divorced single father who has a 7-year-old daughter, Nancy. He works as a kindergarten teacher.

Green

Benjamin is 25 and lives together with his partner Mark (27) in a small city where they both work. With them lives Sarah (3), their adopted daughter.

Blue

Anja is 45 and has two children (Olivia, 12 and Thomas, 14) with her partner Eva, who is 43. They live in the capital of the country.

Purple

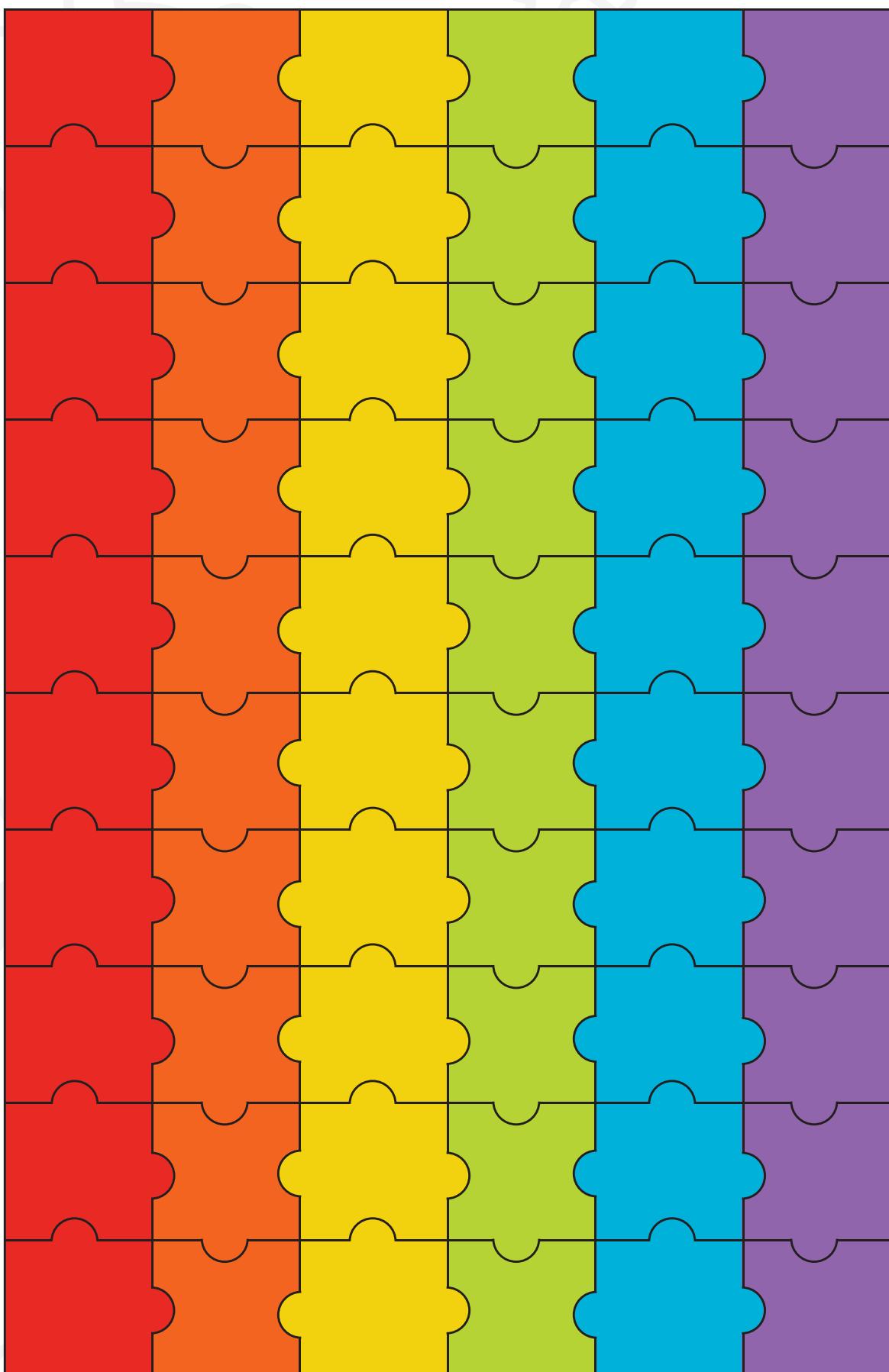
Simon (32) lives with Jessica (28) but they are not married. Jessica has a daughter from a previous relationship (Sophia, 5) and they have a common son, (Ricardo, 3). Simon stays at home with the children, Jessica works as a lawyer.

Appendix II : Statements

1. We can celebrate the birthdays of members of my family publicly and show affection for members of the family without any problems.
2. When watching a movie or reading a popular magazine, we can easily see families that are similar to ours.
3. If one of the parents/carers in our family gets ill, the other has full legal rights to take care of the children.
4. Our family is respected and recognised in our neighbourhood and is often invited to community events.
5. In our family the adults take good care of the children.
6. In a situation of violence against our family we could fully trust the police to ensure our security and safety.
7. Any of the parents or guardians in our family can visit the school or kindergarten and talk to teachers about the children.
8. If a family member gets sick, either of the parents or guardians can visit the hospital and get information about the health situation of their partner or children.
9. Our extended family (grandparents, uncles/aunts, cousins...) accept and support our family.
10. Our family can go on holidays together.

Bullying and Discrimination

Appendix III: Puzzle



Glossary



Asexual

The absence of a sexuality or desire for sexual activity with anyone

Bisexual

A person who is romantically and sexually attracted to people of both genders

Bullying

A persistent attempt to hurt or humiliate someone, it is a repeated action and deliberately hurtful

Coming out

The process of recognising and acknowledging one's own non-heterosexual or transgender identity and then sharing it with others. Many sexual minority young people will initially erect emotional barriers with acquaintances, friends and family by pretending (actively or through silence) to be heterosexual. Coming out means dropping the secrecy and becoming more emotionally integrated. This usually occurs in stages and is a non-linear, lifelong process.

Cross-dressing

Wearing clothing most often associated with people of a different gender

Drag queen

A man who from time to time wears women's clothes

Fluid

A person who defines their gender sometimes as male and sometimes as female

Gay

A person who is romantically and sexually most attracted to people of his or her own gender

Gender

The behavioural, cultural or psychological traits typically associated with one sex. It is a social category, which is both how people see others and how someone sees themselves (usually woman or man).

Gender bender

Anyone crossing the gender line who does not care about appearing 'convincing' (e.g. a man wearing a dress, who still looks like a man and doesn't care about looking like a man wearing a dress)

Heteroflexible

A person who is predominantly heterosexual or straight, but is sometimes attracted to and has sexual relationships with people of the same sex

Heteronormativity

The idea that heterosexual relations of a man and a woman are normal and desirable, whereas diverging forms of relationships are abnormal and to be disapproved of (e.g. showing only heterosexual couples in advertisements)

Heterosexism

The discrimination of diverging people or forms of relationships on the basis of heteronormativity (e.g. not allowing same sex marriage)

Heterosexual

A person who is romantically and sexually attracted to people of the opposite gender

Hijra

Gender identity classification used in the Indian subcontinent, including in passports. Physiological males who have female gender identity. Their identity has no exact match in the modern Western taxonomy of gender and sexual orientation. Most are born apparently male, but some may be intersex (with ambiguous genitalia). They are often perceived as a third sex.

Homophobia

Fear or hatred of homosexuality. In a broader sense it is used for disapproval of LGBT people or LGBT relationships (e.g. someone refuses to talk to people who are gay, lesbian, bisexual or transgender)

Homoflexible

A person who is predominantly homosexual or gay/ lesbian, but is sometimes attracted to and has sexual relationships with people of the opposite sex

Homosexual

A person who is romantically and sexually attracted to people of the same gender

Intersex or intersexual

A person whose sex organs or hormone production are not strictly male or female. At least one in 100 people have an intersex condition.

Kothi

People who have a Hijra gender identity and take a feminine role in sex with other men

LGBT

An acronym for lesbian, gay, bisexual, transgender to represent a wider range of people who are non-heterosexual or who have a non-normative gender identity. Other letters may be added to the description, such as Q for queer or questioning or I for intersex.

Lesbian

A woman who is romantically and sexually most attracted to other women

Outing

Publicly revealing the sexual orientation or gender identity of someone who has chosen not to share it

Pink triangle

A symbol originally used by the Nazis, who forced gay men to wear pink triangles on their clothing, imprisoned them in concentration camps and put many thousands of gay men to death. Now the downward-pointing, pink triangle is a symbol of LGBT pride and the struggle for equal rights.

Queer

A term that originally meant 'unknown' or 'mysterious'. In the early 1900s, in the USA, it was widely used by gay men as a way of describing their hidden love. It then became associated with the strange, odd and unusual and was adopted as a term of abuse. In recent years some people have started to reclaim the word, both to create an identity which tries to move beyond the LGBT categories and also as a theory which rejects identity altogether.

Rainbow flag

A flag of six equal horizontal stripes (red, orange, yellow, green, blue and violet) adopted to signify the diversity of the LGBT community

Sex

A biological/ physical category (usually defined as male or female)

Sexism

Prejudice or discrimination based on one's sex

Glossary



Sexual desire

The desire someone feels to love and have sex with other people (e.g. heterosexual = desire for people of the opposite sex; homosexual = desire for people of the same sex, bisexual = desire for people of both sexes)

Sexual harassment

Any unwanted sexual advance, request for sexual favours, or verbal or physical behaviour of a sexual nature that alarms or annoys someone, or interferes with someone's privacy or creates an intimidating or hostile environment

Sexual identity

The social category you and others put on you (there are many labels but some are: straight, gay, bisexual, lesbian)

Sexual orientation

Often used to refer to sexual identity taking into consideration sexual desire (the terms used are usually the same as sexual identity)

Straight

A person who is romantically and sexually most attracted to people of the opposite gender (identical to heterosexual)

Structural discrimination

Discrimination based on the very way in which our society is organised, that means that the system itself disadvantages certain groups of people.

Transgender

A person who is inclined to cross the gender line (including transsexuals, cross-dressers and gender benders) whose gendered behaviour, activities, dress and identity does not match up neatly to the biological categories of male and female

Transphobia

The fear and hatred of cross-dressers, transsexuals and gender benders

Transsexual

A person who is biologically one sex, but emotionally another. A transsexual person does not have to have undertaken gender realignment medical treatment, such as hormones or surgery.

Transvestite

Same as cross-dresser. Most people feel that cross-dresser is the preferred term.

Table of Activities

	Title	Type of activity	Duration	Age
Identity and Being	Dressing up is Cool	Dressing up	30 - 45	6 - 12
	A Genderless Story	Storytelling and drawing	30	6 - 10
	Que Sera?	Collage/drawing	45 - 60	6 - 10
	Heroes	Role play, storytelling	60	6 - 10
	Gender Race	Treasure hunt	30 - 45	8 - 10
	Stand in Line	Imagination	60 - 90	8 - 12
	Stereowhat?	Drama	60	8 - 12
	Guess Who?	Looking at photos	45 - 60	10 - 12
	Congratulations, It's a Girl	Drawing and discussion	60	10 - 12

	Title	Type of activity	Duration	Age
Families and Relationships	Love and Music	Singing and dancing	60 - 90	6 - 12
	Family Under Construction	Playing with clay/drawing	60 - 90	6 - 10
	Couples' Collage	Collage making	60	6 - 12
	Relationship Memory Game	Memory game	30 - 45	6 - 12
	Rainbow Street	Riddle	30	8 - 12
	Nina's Story	Imagination	60	8 - 12
	No Means No	Interaction and discussion	45	8 - 12
	Relationship Universe	Interactive storytelling	60 - 75	10 - 12

Table of Activities



Bullying and Discrimination	Title	Type of activity	Duration	Age
	Rules of the Game	Running and discussion	60	6 - 12
	Piece of Cake	Discussion and eating cake	30 - 45	6 - 12
	This isn't Funny Anymore	Treasure hunt and race	75	6 - 9 or 10 - 12
	Guess the Job	Taboo game	45	8 - 12
	What Can I Do?	Forum theatre	90	8 - 12
	Missing Puzzle	Imagination, guessing	60	9 - 12



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