Teaching guide

illustrating gender

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Contents

Introducció

This is a teaching guide designed to supplement the use of the cartoons *Illustrating gender* in educational contexts (formal and informal). The guide proposes 5 exercises, essentially aimed at compulsory secondary education students (aged between 12 and 16).

The cartoons condense,into just a few minutes, many concepts and reflections which are further developed in the book *Illustrating Gender*, the reference material for those people using the exercises (the English version of the book is available free of charge on this same web page).
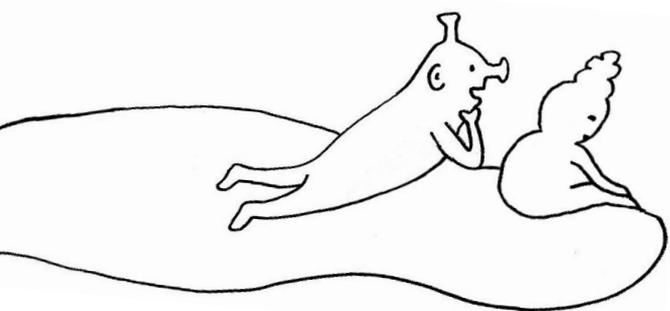
The following table shows the different topics tackled in the project as well as the book chapter and cartoons dealing with each one.

Topics	Book chapter	Cartoon
Sex and gender	1	1
Biologism	2	2
The social construction of gender	3	2
The central role of gender in society	4	1
Differences and inequalities between women and men	5	3
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Below, we present a brief glossary with definitions of the main terms used in the exercises. In the following section, the four exercises proposed are described.

The guide ends with a section containing resources to further explore the subjects set out, and the bibliography used.

Glossary

● **Biologism:** A discourse according to which the differences and inequalities between men and women have a biological origin and cannot be modified.

● **Cisgender:** A person with a gender identity that corresponds with the identity they were socially assigned at birth, based on their sex.

● **Discrimination:** A different and disrespectful treatment of a person or social group according to some of their characteristics (such as ethnicity, gender, sexual orientation, religion, age or social class).

● **Emotional-sexual orientation:** Feelings of love and desire towards people of a different sex (heterosexuality), of the same sex (homosexuality), or of both sexes (bisexuality, pansexuality).

● **Exclusion:** Process via which individuals are removed from full participation in society (limiting the possibilities of living in decent accommodation, of being employed, of receiving quality education, of participating politically, etc.).

● **Gender:** Ways of doing, thinking and feeling that are expected culturally and that each person is taught according to their sex (male or female).

● **Gender expression:** A person's behaviour, roles, clothes, interests and gestures. In our society, there is a division between behaviours associated with masculinity and femininity. Gender expression should not be confused with gender identity. The latter refers to the gender with which a person feels identified, and does not always coincide with gender expression. In other words, if a man is feminine it does not mean that he identifies as a woman.

● **Gender identity:** Gender with which a person identifies. The norm establishes that females must identify as women and males, as men. However, transpeople show that the gender assigned at birth according to the sex does not necessarily correspond to the identity felt. Furthermore, forms of identification are not limited only to the man/woman binomial, since there are people who feel neither.

● **Gender inequality:** Situation in which women and men have different opportunities of accessing goods and resources, such as health, education, housing, employment, decision-making and public visibility.

● **Gender roles:** Behaviour which, in a specific society, expects something from a person, because of their sex. For example, one of the roles traditionally assigned to men is that of being responsible for productive activities and political leadership. On the contrary, one of the roles traditionally assigned to women is that of looking after dependent people (children and the elderly) and keeping the house.

● **Gender socialization:** A differential learning process via which desirable beliefs, values and behaviours are transmitted according to gender. The different socializing agents (family, media, friendships, school, etc.) contribute to reproducing gender stereotypes and roles.

● **Gender stereotypes:** Preconceived ideas and prejudices which classify the different personal characteristics into feminine and masculine, and which, in this way, limit both men and women's possibilities.

● **Heterosexual norm:** A way of thinking that legitimizes and privileges heterosexuality and heterosexual relations as "natural", and as the only valid model of emotional-sexual relations and relationships.
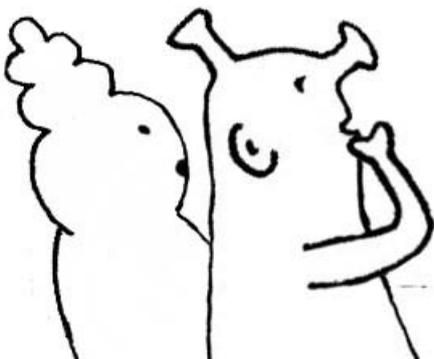
- **Inequality:** Situation in which access to resources (material, symbolic, social, etc.) is not distributed equally among the members of a community.

- **Intersectionality:** Perspective based on understanding that the differentfocal points of oppression (social class, gender, sexuality, age, religion, etc.) are interwoven in a matrix in the framework of which individuals are established in different and changing positions of power. This perspective shows that people find themselves in different positions of oppressor and oppressed simultaneously, according to contexts. For example, it is important to take into consideration that trans, gay, heterosexual and lesbian people are from a certain social class, of a certain age, origin and a long etcetera of structural dimensions that make up their life journeys, their discriminations and their privileges.

- **Intersexual:** Person with a non-classifiable body according to the cultural models of male and female. Approximately 1 out of every 100 births presents some difference in sexual development and 1 out of every 2,000 new-born babies have sufficiently different genital organs for gender assignment to become problematic.

- **LGTB:** Acronym that refers to the social groups that do not follow the sexual and gender norm (lesbians, gays, trans, bisexuals and intersexuals).

- **LGTBI-phobia:** A hostile attitude towards lesbian, gay, trans, bisexual and intersexual people.

- **Privilege:** The advantage that a person or social group has according to their sex, sexual orientation, age, social class, etc., and which enables them to gain greater access to resources (material, symbolic, social, etc.).

- **Sex:** Distinction of people into females or males on the basis of physical characteristics (internal and external genital organs, secondary sexual characteristics, chromosomes and hormonal load).

- **Trans:** A person with a gender identity that does not correspond to that assigned to them at birth, on the basis of their sex.

Exercises
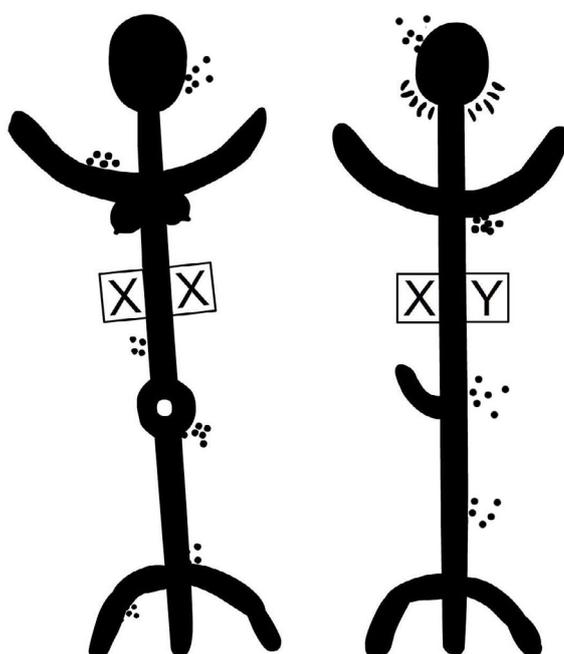
Exercise 1
A world without gender

Video: 1 - Sex / gender system

Subjects: Artistic and visual education (AVE), Languages, Tutoring class, Social sciencies.

Summary of the activity:
Here, we present a creative activity in which each student (or group) imagines a society that is different to ours. In this world, there would be no girls' colours or boys' colours, no emotions according to the sex at birth, no ways of acting, or preferences or toys. Each group or individual person must invent a world without gender norms. What would that world be like? What would change compared to what we have now? What would improve?

Goals:
- To understand the difference between sex (biological dimension) and gender (social dimension).
- To foster the students' creativity and their ability todismantle gender stereotypes.
- To share the experience performed individually with the group, and to extract reflections.
- To highlight non-standard experiences in relation to gender.

Target audience: 1st - 4th year compulsory secondary education students.

Duration: 2 hours - 5 hours. It is recommended that the activity be carried out in two sessions of one hour (minimum), allowing time to pass between the first and second date. The proposal should be presented on the first day, and on the second day, the work carried out by each student at home will be shared. If there is class time available, the other 3 hours should be used for the students to work on their creation.

Material:
- Sheets of white A3 paper (AVE)
- Coloured pencils to colour and decorate the mural (AVE)
- Coloured cardboard where the templates designed can be stuck (AVE)
- Glue to stick the A3 sheet to the cardboard (AVE)
- White A4 sheet and pen/pencil (Tutoring class, languages and social sciences)

Essential key concepts:
- Sex
- Gender
- Gender stereotypes and roles
- Gender norm

Procedure:

STEP 1: The students are shown Video number 1. Afterwards, the difference between sex (biological dimension) and gender (social dimension) is explained.

STEP 2: The activity is explained: each person/group must carry out a creative exercise. This exercise will consist of writing an invented story. All the stories will start in the same fashion. One day they will wake up in a world without gender and therefore there is nothing that boys and girls cannot do (or are encouraged not to do) according to their sex at birth. All the stories will begin in the following way:

That day I/we woke up, and everything had changed...

STEP 3: If there is enough class time, an A4 sheet will be handed out so that each person or group begins to write a first draft or script of the story they want to tell.

STEP 4: A date will be set, when all the works (created at home or in class depending on the time available) will be presented. On that day, the groups, or individuals, must take their creation to class to share it with the group.

STEP 5: Each group/person will explain/read/ show their work.

STEP 6: Once all the works have been presented, a discussion session will begin, to reflect on the work carried out. The following open questions can help to drive the debate:

What did you think of this activity?

What have you learned?

What has changed, compared to the world in which we live?

What can we do so that this becomes a reality?

Support tools for the facilitator:

Key aspects, concepts to explore, discourses, etc...

To carry out the activity the following guidelines are recommended:

Firstly, two issues must be decided upon. On the one hand, whether it will be a collective or individual creation (different aspects will be worked on depending on whether it is one formator another).

Secondly, the number of hours to be dedicated to the activity must be decided. If there is enough time, the activity can be carried outduring class hours; if there is not enough time, the activity can be a task the students can perform at home, and then present in the second session. If the written format is chosen, (Languages, Tutoring Class or Social Sciences) a maximumlength can be established and enough time must be given to write, especially if the group modality has been chosen.

Before stating the objective to the students, the activity facilitator must explain with examples, using the video, the difference between sex and gender, ensuring that all the students have fully grasped the concept.

As an inclusive reflection, it is important to point out the potential each person has when they break these gender norms/stereotypes and respect those people who want to live a life without stereotypes. In the idea-sharing session, all the creations will be read only if the group modality is selected; if the individual modality is selected, creations can be read at random, and in this way, the activity will not take up as much time. If the activity is performed through drawing (AVE subject), all the works created can be hung up so that the whole class group can see them.

Subject specificities:

Social sciences, language and tutoring class: The creation will be in written format. It will be a shortl literary work that each group or person will create based on their imagination. We recommend establishing an approximate length.

Artistic and visual education: The result will be a mural, drawing or artistic creation that represents this world without gender. In this case, it is important to provide the groups/individuals with material to make their creations.
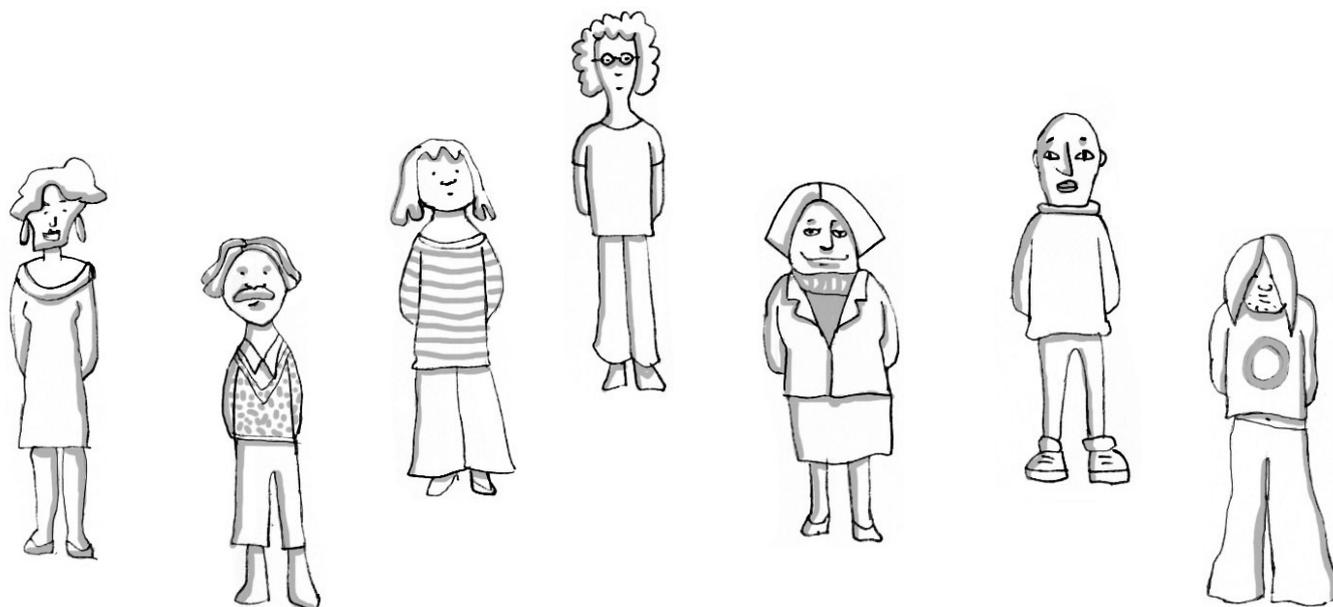
Exercise 2
The memory tree

Video: 2 - Biology or culture?

Subjects: Artistic and visual education, tutoring class, social sciences

Summary of the activity:
By drawing a genealogical tree and examining what men and women from the different generations of their family were like, the students are invited to reflecton how gender influences people and the way they relate to each other and their surroundings.
In turn, the exercise seeks to dismantle the myth that gender inequalities come about as the result of genetic or biological motives.

Goals:
- To understand the difference between sex and gender.
- To foster the students' curiosity to discover what their family is like, and what it was like, in terms of gender.
- To debunk the myth that gender inequalities are due to biological or genetic motives.
- To share the experience of carrying out the activity with the other classmates.

Target audience: 1st and 2nd year compulsory secondary education students

Duration: Between 1 and 4 hours. It is recommended that the activity be carried out over 4 hours so that the subject matter can be explored. The distribution of the hours depends on the teaching staff and how they adapt the different steps expressed in the procedure section.

Material:
- Sheets of white A3 paper to design the genealogical tree template
- Coloured pencils to colour and decorate the genealogical tree template
- Coloured cardboard where the templates can be stuck
- Glue to stick the A3 sheet to the cardboard
- String and pegs to hang them on the walls of the classroom or educational centre, like an exhibition

Essential key concepts:
- Sex and gender
- Socialization of gender
- Biologism
- Gender stereotypes and roles
- Gender identity
- Gender inequalities

Procedure:

STEP 1: The activity is presented to the group, explaining that they will carry out research with their respective families. They will design a memory tree to be able to be able to understand certain current situations. They are encouraged to research their family, at least back to their grandparents.

STEP 2: They will design their own memory tree on an A3 sheet, leaving room for names, surnames and ages. If they wish, they can include boxes to draw different relatives or stick on photos of them. A space will also be left at the side to write the answers to the questions they are asked (appendix 1 attached).

STEP 3: Once each participant has designed their genealogical tree, a sheet with different questions will be distributed (attached as appendix 1), which their relatives must answer.

STEP 4: The answers are shared, with a view to finding similarities and differences between generations about what men and women used to be like, and how they have changed over time. The video "Episode 2: Biology or Culture?"should accompany this reflection.

STEP 5: Then, all the information and reflections are included in the tree that they have designed.

STEP 6: When the trees are finished, the students are invited to stick them on coloured cardboard and exhibit them in the classroom or in the corridors of the educational centre. A presentation of why they carried out this activity can also be written, as well as some conclusions about what they have discovered and learned from the topic.

Support tools for the facilitator:

Key aspects, concepts to explore, discourses, etc.

To carry out the activity, the following guidelines are recommended:

Do not mention to the students directly that we are looking for gender difference. Rather, it is preferable that this issue emerges from the answers, to analyse it later.

Perform a final reflection that helps to understand the experience. The questions can help to consolidate the reflections and accompany the development of what they have heard from their family, what emotions have been triggered in them, etc. Emphasis should be placed on what stands out most about men and women (number of children, work…) and examples that help to reveal gender differences should be considered. We should also perform a final reflection on how gender changes from one generation to the next; this will help us to denaturalize it and understand it as something that is learned through gender socialization.

Some guiding questions could be:

How did you feel when you were listening to family stories?

Who helped you the most?

Was it easy to conduct the interviews?

Do some people provide more information than others? Why do you think that is the case?

It will be interesting to see what other aspects are intertwined with gender differences (social class, cultural origin, etc.) and to discuss it. Space must be given to all specificities and it is important that no judgement is made on the basis of other stereotypes (for example: if people have other cultural heritages, it should not be assumed that their context is more sexist).

In this STEP 4, it is important to pay attention when the group shares the genealogical trees, since they are sharing sensitive and personal information with the rest of the group. Each student will have different personal and family circumstances and it is important to create a good atmosphere before the activity. A good way to do this would be to avoid classmates' comments and judgements, as well as giving a brief reflective introduction on the diversity of families today and on how this diversity enriches society.

In this same STEP 4, we suggest watching the video, and we highlight how important it is to dismantle the myth that gender inequalities are the result of genetic or biological motives (we cannot continue justifying that humans behave a certain way because they have evolved from animals), and accept that they are the result of sociocultural processes.

We also think it is important to reiterate the idea that humans are a mix of biology and social constructions.

Subject specificities:

AVE: Design and decorate (using different materials) the genealogical tree. Think about the structure of the exhibition in the educational centre.

Tutoring class: Share the experiences that the students have undergone during the sessions dedicated to carrying out the activity, and foster cohesion in the class group.

Social science: Explain and provide guidelines for the attached questions for the interview with relatives.

APPENDIX 1:

Guide of questions regarding the people who appear in the tree:

*What did they study? What was their profession?*

How much time did they spend doing household chores?

What interests did they or do they have?

What civil status did they or do they have? (Were they married, separated, divorced, widowed?)

Did they have a driving licence?

Briefly explain their life.
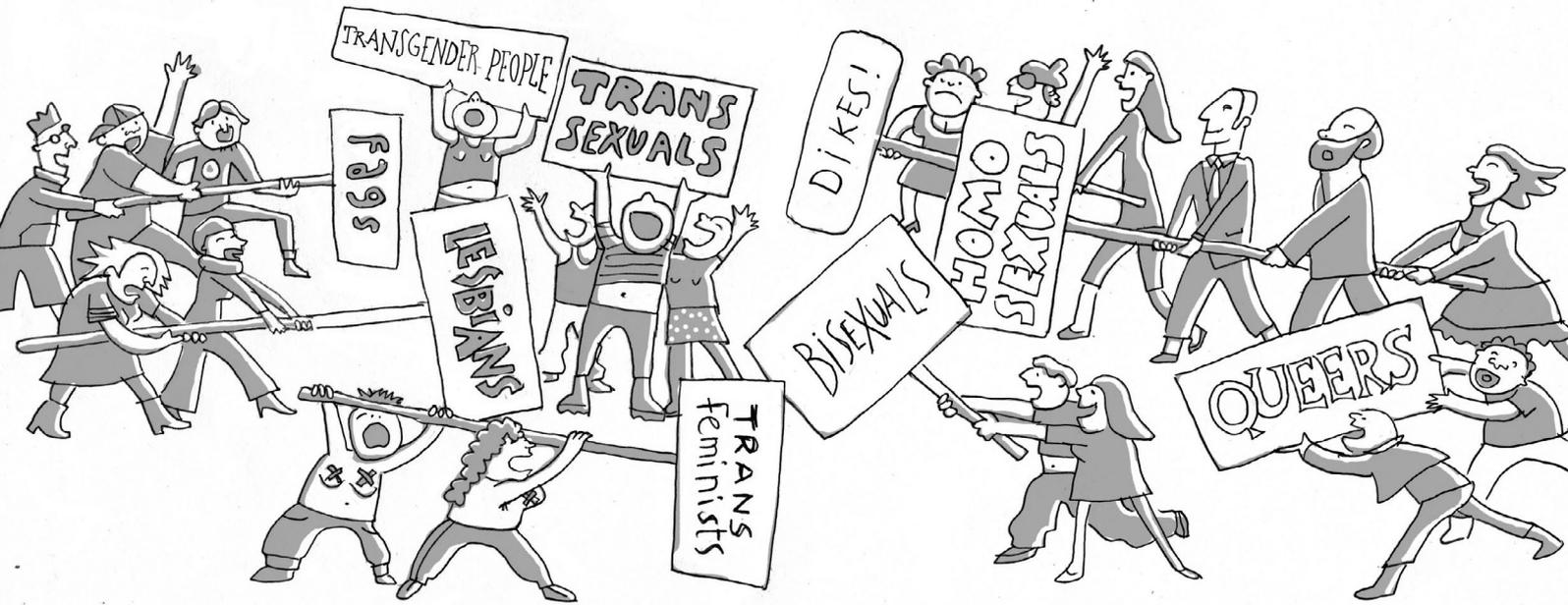
Exercise 3
The great debate

Video: 4 - Gender and exclusion

Subjects: Tutoring class, social science and artistic and visual education

Summary of the activity:
Firstly, two groups are created, via the following process:
The facilitator will read some phrases (appendix 1) with myths and false beliefs about the LGTBI group.The students will have to answer yes or no using movement: if the answer is 'yes' they step to the right, and if it is 'no', they step to the left. No one comes back to the centre; from their position they answer the following phrase, and so on, successively, without discussing them. At the end, there will be people tending more towards the left and people tending more towards the right, resulting in two groups.

In the second part, the two groups reflect on the previous phrases and prepare an argument according to whether they agree or disagree with the phrases. Each team has 3 minutes to defend their stance and right to a reply. The facilitator will have to ensure that the myths are dismantled at the end of the debate. It is important to bear in mind that, since two groups were created, it is a delicate moment for the LGTB people in the room (whether this fact is public knowledge or not); therefore they must talk to each other with respect at all times when opinions are being expressed.

This does not mean that they need to be overprotected.To work, it is important that the real beliefs of those participating are revealed; if no one says anything to not hurt others, beliefs will not change. The LGTB people from the centre are already exposed to constant situations of LGTBI-phobia; the positive part of this space is that it is monitored and created precisely to work on this, but it is important to be skilful when facilitating the activity.

To finish, each group has to think of 5 practical actions that can be carried out in the educational centre to finish with LGTBI-phobia

Goals:
- To learn to experience diversity as a positive and enriching value.
- To clarify and explore concepts of sexual identity, gender, sex and sexual and emotional orientation.
- To expand the imagery of ways of personal self-definition.
- To raise awareness about the myths and false beliefs about the LGTBI group that exist in our society.
- To foster a critical attitude towards discrimination.

Target audience: Youths aged between 11 and 13

Duration: Between 1 and 3 hours

Material:
- Video episode 4 of "Illustrating Gender", list of myths, I AGREE/I DON'T AGREE signs

Essential key concepts:
- Sexual identity
- Sex
- Gender
- Gender expression
- Sexual and emotional orientations
- Heterosexual norm
- LGTBI-phobia
- Exclusion and discrimination

Procedure:

STEP 1: The exercise is introduced WITHOUT watching the video, explaining that the aim is to find out the group's opinions on sexual and gender diversity.

STEP 2: The group stands in the centre of the classroom. On the left-hand side of the room, a sign with the phrase 'I AGREE' is hung up, and on the other side, a sign with the phrase 'I DON'T AGREE'.

The phrases (appendix) are read out, and each person must move one step towards one side or the other, according to whether or not they agree. During this part of the exercise there is no discussion. After each question, the students do not return to the centre, but must continue to move from wherever their answers position them.

At the end of the phrases, there will be a group tending more towards the right, and another towards the left. The class will be divided according to these two tendencies.

STEP 3: The phrases read out are distributed between the two groups. Each group has to develop an argument—some for and others against— each phrase. There must be at least three arguments for each phrase, and the group must agree internally.

When discussing being for or against the phrase, it must be made very clear that thinking one thing or another does not make you more or less homophobic, but that they are perspectives with more or less information. By debunking myths, it is important to know that most of the time a myth exists because of ignorance. Information ends myth. It is important to insist on not judging others' interventions or falling into saying there is "a good group and a bad group".

STEP 4: Each group has 3 minutes to defend each phrase. When the line of argument is over, the debate begins, managed by the facilitator.

STEP 5: The students are shown the video "Illustrating Gender. Episode 4: Gender and Exclusion". A discussion begins about what the video provoked, if it made the students change their opinion, etc. The facilitator brings the session to a close, depending on what came up in the debate, dismantling myths and gathering all the opinions.

STEP 6: Each group has to think about 5 practical things that can be done to fight discrimination towards LGBTI people in educational centres. The facilitator gathers the proposals and writes up a document that remains in the class.

Key aspects, concepts to explore, discourses, etc.

The topic of sexual and gender diversity is delicate and emotionally sensitive, and isclosely linked to discrimination: IT IS VERY IMPORTANT TO TAKE GREAT CARE of the way we talk and the atmosphere that is created.

It should never be assumed that there are no LGTBI people in the classroom.

The debate must flow. Students can express what they think as long as it is with respect. It is important not to cut short any expressions of resistance towards the topic, since to change beliefs, first these beliefs must be expressed.

The last phrase talks about the class itself. The facilitator must ensure that there are no discriminatory dynamics and that no one mentions anybody's name (whether they are there or not). It must be emphasised that they can only speak IN THE FIRST PERSON.

The work of the FOR group must be valued in the same way as that of the AGAINST group.

The closing session is key for debunking myths and false beliefs, always based on respect towards the young people. It does not involve telling them that they are wrong, but that perhaps they do not have the adequate information.

Support videos if necessary:

- Holly Siz, The light
www.youtube.com/watch?v=Cf79KXBCIDg

- Jonah Mowry, What's going on
www.youtube.com/watch?v=3TRASgip2Ik

- El test de la vida real
www.youtube.com/watch?v=yrgrZ0R _ -3U&t=7s

- Peque Varela, 1977
www.youtube.com/watch?v=MV4GyYp4Ku4

Subject specificities:

Tutoring class and/or social science: The tutor has quite a lot of information about the group and can make the most of this when driving the debate; such as who may be more resistant towards the topic, who may be less so, etc. Furthermore, the content can be made broader by incorporating other previous or subsequent exercises. Below are some ideas:

- Look for biographies of LGBTI people who have been important in the different spheres of knowledge: science, literature, music… Expose their life to the rest of the class, see what difficulties they had, if they could live openly with their identity, if they were discriminated against…

- Conduct research in your milieu about LGTBI people and discuss the following aspects in class: Was it easy to conduct the research? Does everyone know or is it hidden? Why do you think it is or is not hidden? How does that make you feel?

AVE: Use the expanded exercises adapted to the subject:

Design a mural with the selected biographies, using different materials.

Phrases/myths:

- Being heterosexual is more normal because it enables the human species to reproduce.

- You can tell a person is gay or lesbian just by looking at them talk or move.

- I can recognise transsexual people when I see them.

- If I see a boy doing ballet or dressed in pink I can't help thinking he's gay.
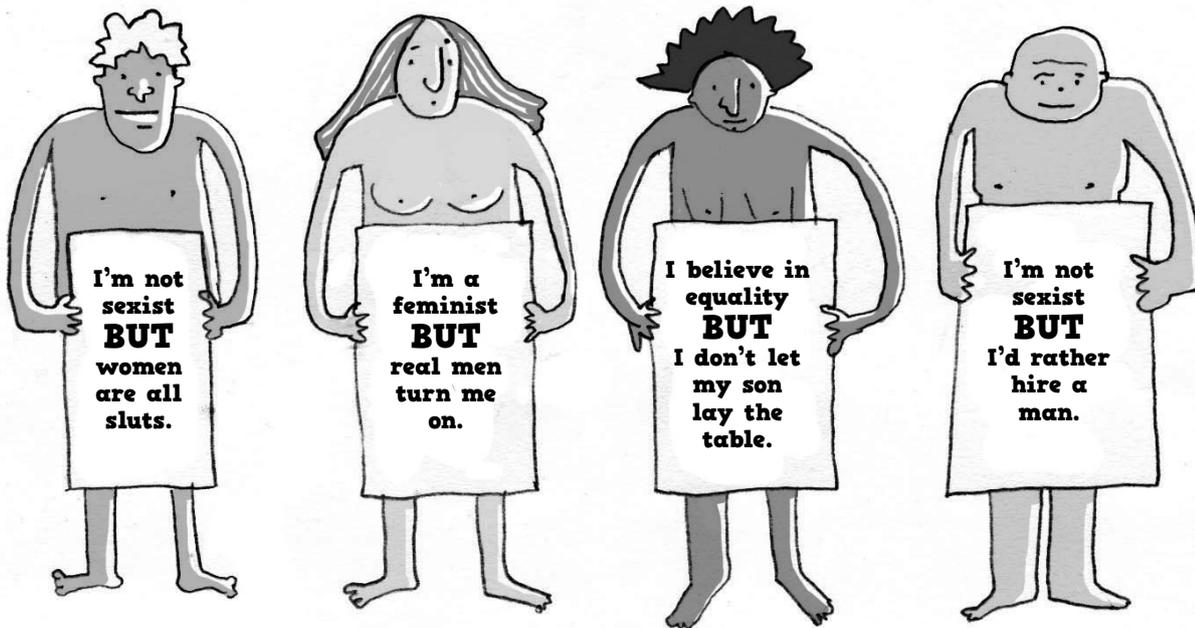
Exercise 4
A tailor-made class

Video: Inclusive activity, referring to all the videos.

Subects: Tutoring class

Summary of the activity:
After performing the different activities and reflecting on the topics set out in the guide, it is assumed that the students who have participated can apply everything they have learned in class. Students are encouraged to reflect on how the group currently functions and on how they would like it to function, reflecting on what operating rules they would like to incorporate, in terms of gender. The idea is to create a small Decalogue of class operating rules to minimise inequalities.

Goals:
- To develop class rules regarding gender.
- To have an active role in the eradication of gender inequalities.
- To put all the knowledge learned in the sessions into practice
- To raise awareness in the educational community about gender inequalities in the school environment, and about how these affect the personal development of the whole educational centre.

- To learn how to discuss and debate, as well as how to come to agreements and to accept responsibility

- To foster the active participation of the students in the design of the operating rules of their own group.

Target audience: 1st and 2nd year compulsory secondary education students

Duration: Between 1 and 3 hours

Material:
- A3 and A4 sheets, pencils and pens

Essential key concepts:
All those worked on in the previous exercises

Procedure:

STEP 1: To begin the activity, each participant is given a sheet of paper where they must write, on one side, those operational aspects in the classroom or during recreation that they like, and, on the other side of the sheet, those aspects that they think do not work and that bother them.

STEP 2: Then, the information is shared and the facilitator collects the different proposals. Other topics of interest can also be added (see support tools to drive the activity).

STEP 3: The different sensitivities surrounding how the group experiences the class and their relationships with their classmates are discussed; all the proposals are collected to set out new class operating rules.

STEP 4: Once the operating rules have been agreed on in the group, individual commitment is made to carry them out. This commitment will be reviewed every week in the tutoring class, to check that it is being met and, if not, to determine what is hindering it. The tutorials can be a place to reflect on these topics and update the agreements made.

STEP 5: Once the experience is finished (although only two rules are agreed on), the students are encouraged to share them with other groups in the centre so that they can also carry out a similar process. To ensure a wide dissemination they can coordinate with the centre's school mediation group.

Support tools for the facilitator:

Key aspects, concepts to explore, discourses, etc.

To carry out the activity, we believe it is very important to bring attention to the composition of the group. If the group is not very used to suggesting or reaching agreements, it can be quite laborious.

In STEP 1, in which the students must write those operational aspects that they like in their class (such as, for example, if there is good speaking time, if this is well shared out, if conflicts are resolved, among others), the group must be strengthened. In the section about those aspects that they do not like, these must be analysed well, and the facilitator must strive to ensure that when the aspects are revealed there are no personal remarks or accusations between different classmates.

In STEP 2, if the group does not reveal certain situations or dynamics, the facilitator will do so. Following this, different topics will be proposed, which will be emphasised when guiding the activity:

The language that they tend to use, for example, the type of insults that some say to others. These insults are usually not jokes or games, since there is a certain normalization in insulting classmates by saying, for example, "faggot!" if the person does not have certain expected male behaviours. The same occurs with girls, who are often insulted with words such as "ugly!", "fat", because they do not meet certain beauty standards, among others.

The distribution of the tasks of responsibility in the class. For example, if there is a male and female representative, check if they do the same tasks or not.

The uses of the educational centre's yard. Break time is a time when group and relational dynamics in the centre can be seen. Observing them can provide a lot of information regarding the kind of atmosphere there is.

Below are three questions that can facilitate reflection:

- *Who is occupying the court?*
- *Is everyone playing what they would like to play?*
- *What are the boys and girls playing? Is the space well shared?*
- *Does having the yard divided in this way every day generate conflict?*

In STEP 4, it must be taken into account that few norms should be prioritized and they should be worked on gradually because these will be incorporated during the academic year.

When the group suggests certain solutions, it is important that these are reviewed and potentially resolved in the tutoring classes; otherwise the activity will not be able to be carried out. The group process is very important in this exercise, as is the learning about the ease and difficulties of living in a world full of gender inequalities.

Finally, it is recommended that the activity be carried out with enough time to be able to see the results and incorporate the changes that may arise during the process.

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