

Session Plans



 **GENDER 4**
ALL

<p>Target Group/Age:</p> <p>13-16 years olds</p>	<p>Session Number:</p> <p>1</p>	<p>Theme:</p> <p>History of LGBTQ+</p>	
<p>Main goals:</p> <ul style="list-style-type: none"> - To spread awareness about the topic; - To get to know the history of LGBTQ+ community. 			
<p>Skills to develop:</p> <p>Teamwork, tolerance, time-management, openness to change.</p>			
Phases	Activities	Pedagogical Resources	Time
<p>Welcoming</p>	<p>Present the team and goals of the activity.</p> <p>Start with a <u>Brainstorming activity</u> about words connected with LGBTQ+. In this phase, words like Lesbian, Gay, Queer should appear.</p> <p>Use these words for the <u>"Math Energizer"</u>: The participants are standing in a circle</p>	<p>Blackboard</p> <p>Pens</p>	<p>10 minutes</p>

	<p>and each one has to say a number (1, 2, 3...) with one rule: for every number divided by 3 they need to replace it with one word connected to LGBTQ+ (that appeared on the brainstorming activity). When someone answers wrong, the counting begins at 1, again. Repeat the same exercise for a few minutes.</p>		
<p>Development</p>	<p>Divide the main group into teams' of 4/5 people (depending on the number of participants). Each team should come up with a name and a slogan in order to create a sense of identity and present to others.</p> <p>Each team is informed that they have to visit 6 stations (that can be spread around a building/open space), in order to complete the crossword and find a hidden enveloped with the answer. The goal is to complete the crossword correctly as fast as possible.</p>	<p>- Annex 1: Crossword - Pens</p>	<p>15 min</p> <p>45 minutes</p>

	<p><i>OPTIONAL: provide a map with the location of the stations.</i></p> <p><i>In each station the participants should find one answer. The answer goes to the crossword, in order to form the word IDENTITY.</i></p> <p><i>Once they have all the answers, each team should go back to the starting point.</i></p>		
<p><i>Integration</i></p>	<p><i>Suggested questions for <u>Debriefing</u>:</i></p> <ul style="list-style-type: none"> <i>- How did you feel during the activity?</i> <i>- It was easy or hard to find the answer? Why?</i> <i>- How did your team work?</i> <i>- Now that you completed the task, would you do it differently?</i> <i>- What did you learn? Any shocking data?</i> 		<p><i>20 minutes</i></p>

	<p>- <i>What is identity?</i></p> <p><i>Suggested questions for <u>Evaluation</u>:</i></p> <p><i>From 1 to 5, how much did you enjoy the activity?</i></p> <p><i>From 1 to 5, how much did you learn about LGBTQ+ community?</i></p> <p><i>What would you change about this activity?</i></p>		
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Target Group/Age:	Session Number:	Theme:	
14-18 years olds	2	Fashion in Femininity	
Main goals:			
<ul style="list-style-type: none"> - Inform youngsters about stereotypes connected with clothes and gender expression; - Warn about dangers of sexualization of the female body; - Improve self-image and body autonomy; - Promote healthy self-expression; 			
Skills to develop:			
Practice of self-acceptance; critical thinking, respect, empathy, practice disconnection of clothes with sexual expression, redefining the vocabulary used for describing clothes.			
Phases	Activities	Pedagogical Resources	Time
Welcoming	<p>The workshop begins with the introduction of the facilitators and the topic. The participants are invited to introduce themselves.</p> <p>The workshop would continue with an energizer named "<u>The wind blows for...</u>" For the energizer everyone is seated in a circle, with one person standing in the middle. The person in</p>		20 minutes

	<p><i>the middle would make a statement starting with the phrase “The wind blows for..”, for example “The wind blows for everyone who is wearing something colourful” and the participants that relate to the statement must get up and switch seats. The one person that does not manage to find a seat now stands in the middle and makes a new statement.</i></p>		
<p>Development</p>	<p><i>The first main activity would <u>explore the associations we make between different clothes and gender</u>. The participants would be seated in a circle the facilitator show them different pieces of clothing and they have to choose whether they think the clothes are feminine or masculine. After their choice, the facilitator would invite them to shortly explain why they choose either one side or the middle.</i></p>	<p><i>Annex 2 – Images of pieces of clothing</i> <i>Annex 3 – List of Roles</i></p>	<p><i>90 minutes</i></p>

	<p><i>Create a calm atmosphere with some soft background music. Alternatively, ask the participants for silence.</i></p> <p><i>The second activity is an adaptation of "Take a Step Forward".</i></p> <p><i>Ask participants to take a role card out of the hat. Tell them to keep it to themselves and not to show it to anyone else</i></p> <p><i>Now ask them to begin to get into role. To help, read out some of the following questions, pausing after each one, to give people time to reflect and build up a picture of themselves and their lives:</i></p> <ul style="list-style-type: none"><i>• What was your childhood like? What sort of house did you live in? What kind of games did you play? What sort of work did your parents do?</i><i>• What is your everyday life like now? Where do you socialise? What do you</i>		
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	<p><i>do in the morning, in the afternoon, in the evening?</i></p> <ul style="list-style-type: none"><i>• What sort of lifestyle do you have? Where do you live? How much money do you earn each month? What do you do in your leisure time? What you do in your holidays?</i><i>• What excites you and what are you afraid of?</i> <p><i>Now ask people to remain absolutely silent as they line up beside each other (like on a starting line)</i></p> <p><i>Tell the participants that you are going to read out a list of situations or events. Every time that they can answer "yes" to the statement, they have to take a step forward. If they answer "no" they remain at the same place.</i></p> <p><i>Read out the situations one at a time. Pause for a while between each statement to allow people time to step</i></p>		
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	<p><i>forward and to look around to take note of their positions relative to each other.</i></p> <p><i>At the end invite everyone to take note of their final positions. Then give them a couple of minutes to come out of role before debriefing in plenary.</i></p>		
<p>Integration</p>	<p><i>Suggested questions for <u>Debriefing</u>:</i></p> <ul style="list-style-type: none"> <i>- how did you feel during the activity?</i> <i>- how was it to try and empathise with your character?</i> <i>- what did you observe during the activity?</i> <i>- what is your perspective on outfits after the activity?</i> 		<p><i>15 minutes</i></p>

	<p>- have you learned something with this? what, how?</p> <p><i>Suggested questions for <u>Evaluation</u>:</i></p> <p>- From 1 to 5, how much did you enjoy the activity?</p> <p>- From 1 to 5, how much did you learn about fashion in femininity?</p> <p>- What would you change about this activity?</p>		
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<i>Target Group/Age:</i>	<i>Session Number:</i>	<i>Theme:</i>	
14-18 years olds	3	Gender Stereotypes	
Main goals:			
<ul style="list-style-type: none"> - Raise awareness for the concept of gender stereotype; - Promote a reflection about the gender stereotypes and how we can identify and defy them; - Promote critical thinking 			
Skills to develop:			
Critical thinking, tolerance, empathy.			
<i>Phases</i>	<i>Activities</i>	<i>Pedagogical Resources</i>	<i>Time</i>
Welcoming	<p>The workshop begins with the introduction of the facilitators and the topic.</p> <p>A brainstorm about the term "gender stereotype" starts. The facilitator writes down the answers the students give.</p>		10 minutes
Development	The first activity would be a showing of a PowerPoint Presentation about the	Annex 4 – PowerPoint Presentation about Gender Stereotypes	40 min

	<p><i>topic so the participants would be familiar with the concepts.</i></p> <p><i>You will divide the participants in 4 groups (depending on the number) and assign to each group on Case Study. The participants should be instructed to analyse, discuss the cases and answer the questions, within the group.</i></p>	<p><i>Annex 5 – Case studies</i></p>	
<p><i>Integration</i></p>	<p><i>Suggested questions for <u>Debriefing</u>:</i></p> <ul style="list-style-type: none"> <i>- how did you feel during the activity?</i> <i>- Could you relate to the story? In what way)</i> <i>- Have you learned something with this? what, how?</i> <i>- Can gender stereotypes be dangerous?</i> 	<p><i>15 minutes</i></p>	<p><i>15 minutes</i></p>

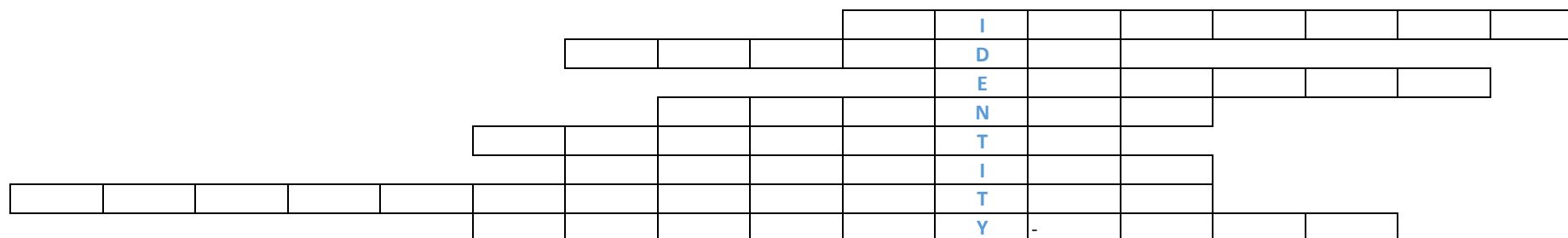
	<p><i>Suggested questions for <u>Evaluation</u>:</i></p> <ul style="list-style-type: none">- From 1 to 5, how much did you enjoy the activity?- From 1 to 5, how much did you learn about gender stereotypes?- What would you change about this activity?		
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Target Group/Age: 20 to 30 years old	Session Number: 4	Theme: Gender Equality in the workplace	
Main goals: <ul style="list-style-type: none"> - Educating participants on the issues of glass ceiling effect, gender pay gap, discrimination, sexual harassment, women's empowerment in negotiation, disparity in promotions, bias in the workplace; - Spread awareness about gender inequality. - Promote good practices. 			
Skills to develop: Negotiation, empathy, leadership, critical thinking.			
Phases	Activities	Pedagogical Resources	Time
Welcoming	<p>Present the team and goals of the activity.</p> <p>Start with an <u>Energizer</u> by creating 2 circles, an inner and out with people facing each other. It will be given a question to which they have to answer/discuss with the person in front of them. The outer circle will have to move</p>		10 minutes

	<p><i>in a clockwise motion, after each answer.</i></p> <p><i>Questions:</i></p> <ul style="list-style-type: none"> - <i>What is your educational background?</i> - <i>What do you do for a living?</i> - <i>How does your typical workday look like?</i> - <i>What skills do you need when you are performing your everyday job?</i> - <i>What are your career goals?</i> - <i>Do you see yourself as a leader? Why?</i> 		
<p><i>Development</i></p>	<p><i><u>Oxford debate</u> – One of the facilitators will be the moderator and will give a topic for discussion. At random, choose 3 people to be on the pro side and another 3 people to be on the con side. The rest of the participants will be the jury. Each side have 2 minutes to gather the arguments. When the debate starts, each side will have 1 minute to do their pitch. If the participants want, they can have another round.</i></p> <p><i>Choose 2 or 3 topics:</i></p>		<p><i>20 minutes</i></p>

	<p>Show a video that show statistics about the topic. For example: https://youtu.be/IVvEhYRpYWA</p>	Projector	
Integration	<p>Suggested questions for <u>Debriefing</u>:</p> <ul style="list-style-type: none"> - How did you feel doing the activities? - What did you learn? - Have you personally experience any of this? If so, do you want to share? <p>Suggested questions for <u>Evaluation</u>:</p> <ul style="list-style-type: none"> - From 1 to 5, how much did you enjoy the activites? - From 1 to 5, how much did you learn about gender equality in the workplace? - What would you change about this activity? 		

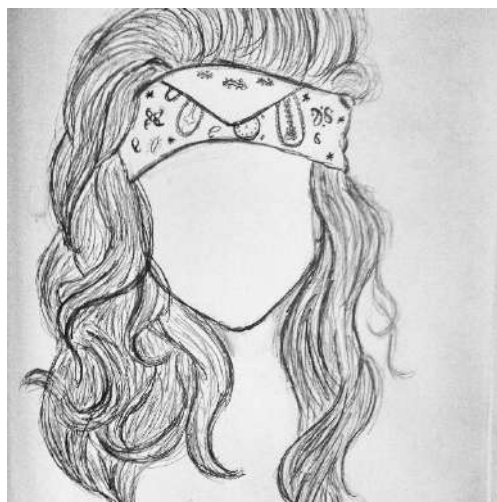
Fill the crossword:

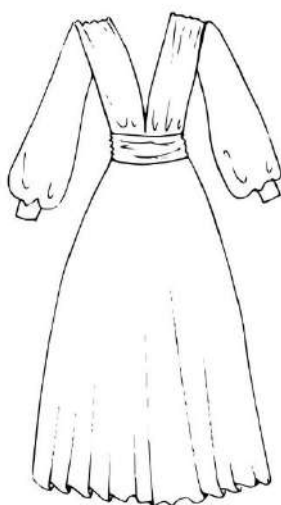


1. How many LGBTQ+ people have experienced homelessness at one point in their lifes, in percentage?
2. Which organization was the first legal one that established to fight for the equal rigths of gays and lesbians?
3. How many LGBTQ+ people have faced domestic abuse from a partner in 2022?
4. In how many countries people can get married with the same gender partner?
5. How many countries criminalize same-sex relationships?
6. In which continent was the first LGBTQ+ parade?
7. In which city in the USA took place the first legal same sex marriage?
8. How many LGBTQ+ people (%) have experienced a hate crime or incident because of their gender identity?



Annex 2 – Pieces of Clothes





Annex 3. – List of Roles

Woman in suit	Grandma with Colourful clothes
Girl in tight dress	Male in tracksuit
Young female in goth style	Male with lipstick/make up
Surfing style guy	Male with sparkling outfit (jumpsuit)
Drag person (queen)	Female with fishnet tights and heels
Girl with blue/purple/pink+ hair	Female with glasses (nerd style)
A girl with a totally shaved head	Male with skirt
Male/boy with long hair	Person with rainbow jacket
Painted nails and buggy jeans male	Girl with hijab
Very feminine playful girl	Head scarf as an accessory
Male with shirt and pants (business look)	Catwalk model
Male with crop top	Babushka lady (Russian term of a grandmother)

Plus size person with curvy outfit	Yoga outfit girl
Woman with turtleneck and long skirt	A person with a face tattoo
Androgynous person	70+ year old man with tattoos



Gender Stereotypes





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What is Gender?

What is gender?



Gender is a social construct that refers to the roles, behaviours, activities, and attributes that a particular society considers appropriate for men and women.

Gender is different from biological sex because sex is a biological characteristic that determines whether an individual is male, female, or intersex.



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What is Gender?

What is a stereotype?

What is a stereotype?



Stereotypes is a mistaken idea or belief many people have about a thing or group that is based upon how they look on the outside, which may be untrue or only partly true. It can be harmful because they limit individuals' potential, affect their self-esteem, and perpetuate unequal power dynamics.

Gender stereotypes are limiting beliefs about what is appropriate for males and females to do or be like, based on their gender.



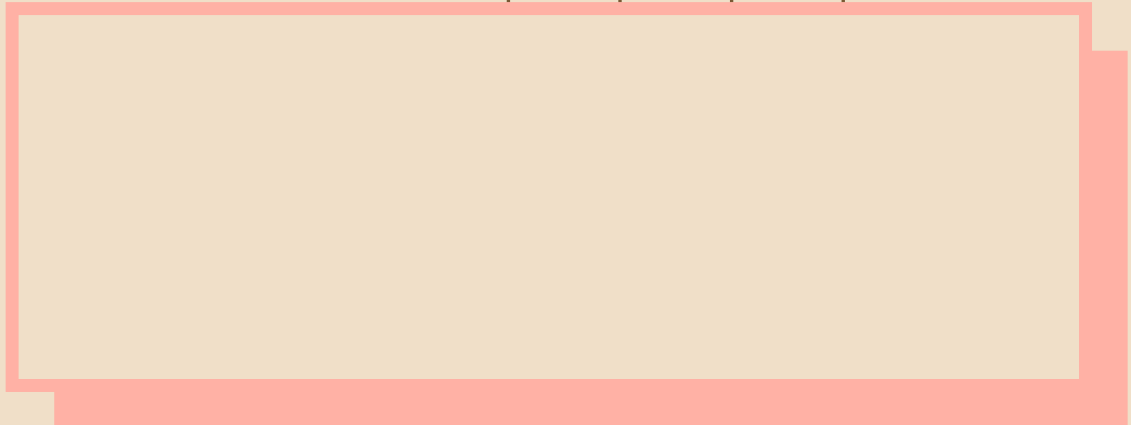
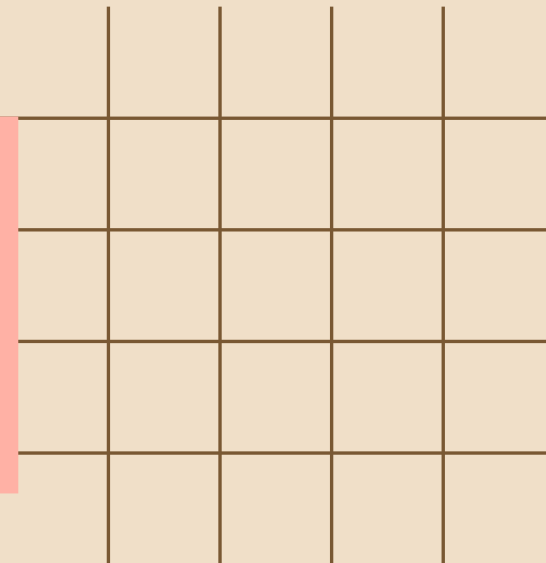
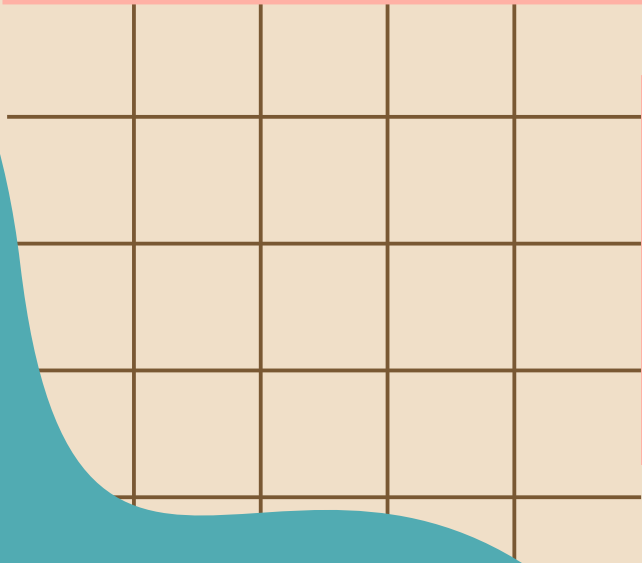
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What is Gender?

What is a stereotype?

Examples



Examples

- Boys are supposed to be tough, competitive, and unemotional.
- Girls are supposed to be sweet, nurturing, and emotional.
- Women are supposed to be homemakers and caregivers.
- Men are supposed to be breadwinners and leaders.





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What is Gender?

What is a stereotype?

Examples

Impact

Impact

- Stereotypes can cause individuals to feel pressured to conform to particular gender roles or behaviours.
- Stereotypes can cause individuals to be discriminated against, overlooked for certain opportunities, or even bullied.
- Stereotypes can perpetuate gender inequality and exclude individuals from participating fully in society.





Thank You