



Gender 201 Workshop

Objectives:

- To continue to support base knowledge of key terms about gender
- To support students in challenging their assumptions about gender
- To encourage students to think critically about how gender impacts their lives
- To encourage students to think critically about how language, movements and behaviors around gender effect their lives
- To encourage students to develop strategies for creating safer schools and student clubs for all students

Materials:

- Flip Chart paper
- Notecards
- Markers

Time:

- 1.5 hours

Icebreaker—"Human Barometer"

15 minutes

A point in the room is designated "feminine" and another is designated "masculine". Students are asked to place themselves on a line, a continuum, to represent their gender identity. Students are then asked to place themselves on a point in the same continuum that represents their gender expression. The facilitator should then ask a few students where they stood on both questions and why.

The facilitator should then lead a discussion about the complexity of gender, the many possible expressions/identities and the inaccuracy/constraints of the gender binary.

over

Conocimientos*: What you know

25 minutes

Terms will each be written on three pieces of flip chart paper—"Transphobia", "Genderism" and "Gender non-conforming".

Students all at the same time will take about 10-15 minutes going around to each sheet and writing what each term means to them personally. Whether it be their own definition or an example of how the terms relate to them personally, either example is fine. Students are encouraged to make this a silent exercise and to not interact with other students, nor respond to anything someone else has written.

Once 10 minutes have passed the facilitator should go over each page, reading a few of the entries and commenting on the common themes that are found.

* *Knowledge*

Machine of Rhythms

30 minutes

The entire group stands in a circle. One person goes to the middle and begins with a sound and movement. One-by-one each student adds to the machine by doing their own unique sound and movement.

Each student imagines he/she/zie is a part of a complicated machine and joins by adding a sound/phrase and movement that represents the theme. This will be done twice: first with a theme that represents societal gender restrictions (gender binary, gender, gender in society; second, with students imagining society with freedom of gender identity/expression. When the machine is complete, facilitators will stop the machine and ask each person to perform their sound/movement so others can see/hear.

The facilitator should discuss the following debrief questions: What did you observe between the two different machines? What did you experience? What commonalities were there? What did the machine mean to you? How did it make you feel? How does gender images/roles/expectations play out in the choreography of our lives?

Soul Train Line Pronoun Game

15 minutes

The group will be split in half. One half will face the other half so that each student is directly across from someone else and the pair will be partners.

One line will be given instructions to take a step backwards every time their partner says "Uh", "um", or any other audible space filler. This "stepping back rule" is originally unbeknownst to the other line. The speaking line of people are to first talk about their best friend. They are then to share a good experience they had with their best friend using gender neutral pronouns (zie/hir/hirs), while the listening line continues with the stepping back rule. After explaining to the entire group the stepping back rule, the partners will switch turns talking about their best friend.

Students are then to have a discussion based on the following questions:

- How did it feel when you were close to your partner who was talking to you?
Listening to you?
- How did it feel stepping back from your partner talking to you?
Being stepped away from while you were talking?
- What tactics did you use to hear your partner when they were far away from you?
- How do these dynamics represent real life in communication patterns as they relate to gender and gender binaries?

Closing: Gender policing in your life at school

5 minutes

Each student is given a notecard. On one side of the notecard they are to write an issue or problem in their own personal lives at school or as students related to gender binaries or gender policing.

On the other side of the notecard, students are to write a possible solution(s) to this issue.

These notecards should be kept for students to take back to their GSA's or similar club for further review.