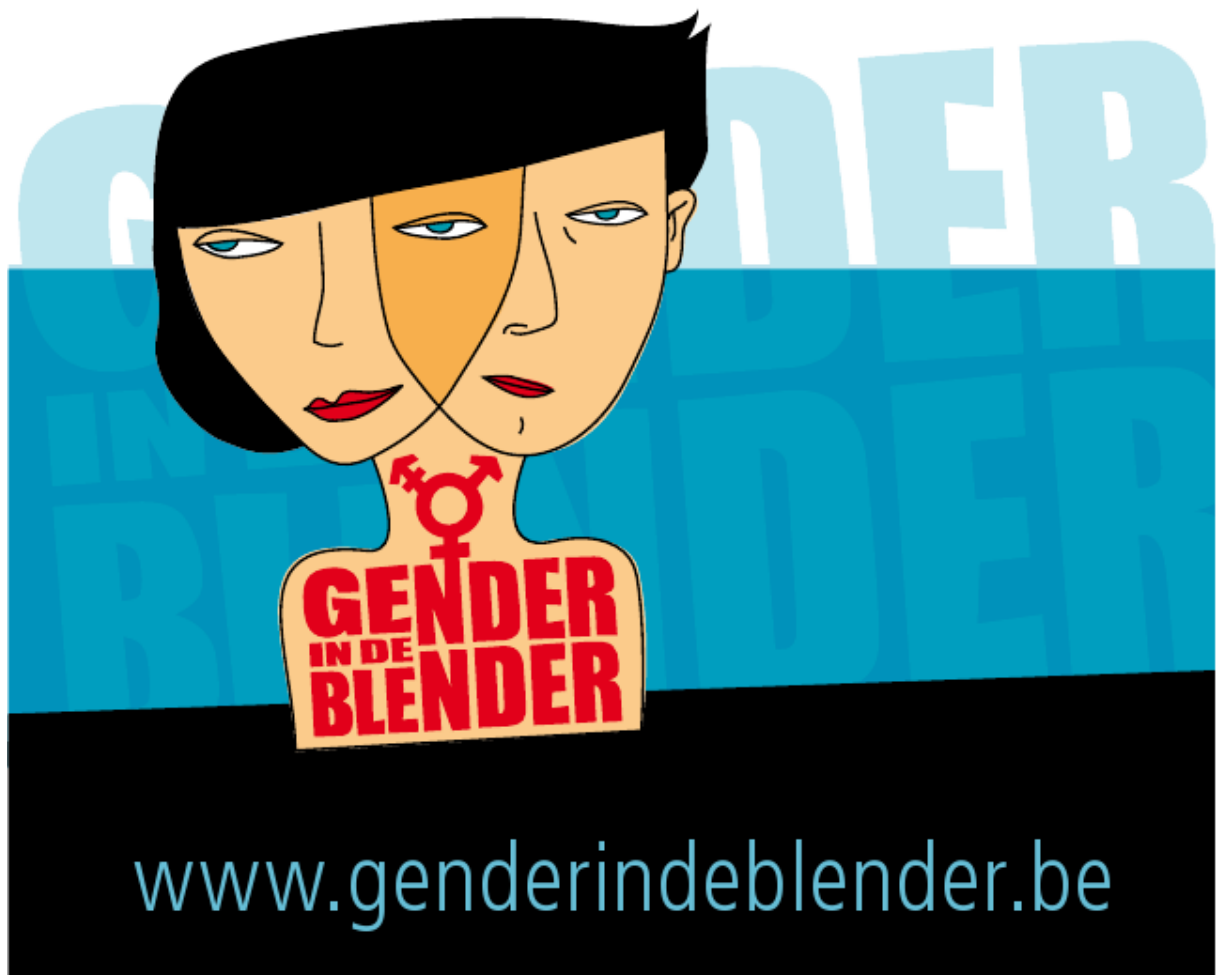


Educational tool on gender diversity and transgender



(Excerpt translated in English)



Gender and diversity in school

'Gender in the blender' is an innovative project for secondary education on gender and dealing with diversity. The basis is not the traditional divide between men and women, but the unique identity of the individual. Each individual is a combination of different gender aspects: sex, cultural influences, sexual orientation and psychological perception. The blender symbolises this individual mix. This perspective takes into account individual differences within the categories of male and female, avoiding stereotyping and combating stigmatisation. It is diversity thinking applied to the gender theme; differences between people are not levelled out but recognised and valued.

This application has special educational value. Young people learn to think in a balanced way and deal with diversity and being different (from the standard). This is a basic skill for a society which holds individual freedom and the opportunity to develop oneself in high esteem. This individual autonomy stimulates people to stand up for themselves and to develop their own identity. This way, diversity is given much more room in our Western society than in some other cultures. But the emancipation of the individual must not be to the detriment of other people. Respect for others based on a healthy self-respect go hand in hand.

The basis for dealing with diversity is self-knowledge and respect. Becoming aware of oneself and of the fact that others are different is a development process that cannot be started early enough. This is an important skill to learn especially for young people reaching puberty. At this age, young people are very self-involved, and at the same time vulnerable to the influence of others. With self-reflection and self-knowledge the difference from others can be better appreciated and respected.

This tension between being oneself and peer judgment provides a link to the discussion of gender diversity and transgender issues at school. This way, one can refer to young people's own experiences and broaden their views. Young people can be given the space to detach themselves from imposed social (gender) rules and discover and develop their own identity.

In addition, they can become aware of their own (gender) rules and of the influence and social pressure they exert on others.

Teachers and principals can work on this tolerance and openness in different ways, starting from a respectful, self-conscious attitude. Teachers can encourage this through the content of their classes. To this end, we have developed this education pack. But the attitude in class and the exemplary role of the teacher must not be underestimated either. Principals can construct a vision and a school policy that creates a framework and room for diversity. This pack is limited to the classroom.

On the website www.genderindeblender.be you can find tips for a gender neutral and lesbian, gay and bisexual friendly school, as well as practical examples of a good diversity policy.

An informative website for young people

In addition to the education pack for schools, the 'Gender in the blender' project comprises an informative website for young people: www.genderindeblender.be. This website has been developed based on the fact that little correct and relevant information on gender diversity and transgender issues for young people is available. Most information is aimed at adults, and when young people surf the internet they easily land on dubious sites. The stereotypical public perception of transsexuality does not contribute to a safe environment for people's search for themselves. Young people basically look for objective information, without sensationalism. Through this website we also want to reach young people who are searching on their own, outside the school context.

The focus on the website is on transgender issues, with a lot of links to sources of information, such as websites, literature, films,... as well as existing self help groups and assistance in Flanders. The website also includes a section for parents and teachers. Via the website teachers can download the class outlines of the education pack as well as the reports on the 'Gender in the blender' workshop. They can also find a number of tips on how to deal with transgender young people in class and in school.

In conclusion, the website and the education pack form a whole. It is advisable to combine this education pack with a visit to www.genderindeblender.be. The 'Facts and fiction' section destroys a number of transgender myths, and the 'Films, books and documentaries' section provides a wide range of documentation linked to the literature tips in the back of this pack. The brochures on the website, which can be downloaded directly, offer a good introduction to transgender issues and transsexuality.

Concepts

The 'Gender in the blender' project introduces a number of concepts that are not used every day. Gender diversity and gender identity require a more concrete definition. That is why we are providing an introduction to the most relevant concepts. This introduction is completed with a glossary in the back of the pack. Both the introduction and the glossary have been taken from the website www.genderindeblender.be.

GENDER , IDENTITY AND DIVERSITY

Gender literally means 'sex'. The term 'gender' is usually used in its broader meaning: 'the social, cultural and psychological interpretation of being male and/or female'. This way, the distinction is made between the biological concept of sex and the cultural, psychological and social connotations of gender. These 'connotations' vary according to the culture and/or the time.

Sexual identity refers to those aspects of an individual's identity in which people can differ based on sex and gender. These differences have to do with biological sex, gender identity, gender expressions and roles, and sexual preferences. It is the mix of these different aspects that determines one's personal and unique sexual identity.

<p>1. Biological sex refers to our anatomy. Biological sex is determined at birth. People usually think that only two options are possible: boy or girl. This is an over-simplified view. Scientific research shows that there are many more variations of biological sex. Biological sex is determined by various factors, such as hormones, anatomy and chromosomes, which can be present in different combinations. These variations of the well-known M/F classification are indicated by the term intersexuality.</p>	<p>3. Gender role and gender expression refers to the way in which people show how they experience their gender: the roles people play in everyday life, the clothes they wear, the way they behave with other people,... Gender expression is what people show the outside world, in contrast to gender identity, which is invisible and is present inside people. Gender expression comprises everything we communicate to others: through clothing, hairstyle, body language, manners, speech, behaviour,... Most people's gender expression includes some male and female characteristics, and this expression can also differ according to the social context.</p>
<p>2. Gender identity or psychological gender refers to the inner feeling of being a boy, a girl, both or neither. Usually, this corresponds to one's biological sex: for instance, someone is born with a female body and feels like a girl (and vice versa). In this case, the psychological gender (gender identity) and the biological sex coincide. But sometimes these two aspects are more or less in conflict. For instance, when someone with a female body does not feel like a girl (and vice versa). Or people who feel like a boy and a girl at the same time. There are a lot of possible variations of people's perception of being a boy or a girl.</p>	<p>4. Sexual preference refers to feeling romantically or sexually attracted to people of a certain sex. We usually distinguish between lesbians, gays and bisexuals, on the one hand, and heterosexuals, on the other. Sexual orientation and gender identity are different aspects of our sexual identity. Although young children are not always aware of their sexual orientation, they usually have strong feelings as to their gender identity.</p>

Between these four aspects 16 possible combinations can be established (and actually even more!). With the term gender diversity we refer to these differences within gender. Gender diversity also implies respect for these differences.

GENDER VARIANT OR TRANSGENDER?

Every society has certain rules on what boys and girls should be like. These so-called gender rules apply to everyone. We expect boys to behave and feel like boys and girls to behave and feel like girls. Deviant behaviour is punished. This is sometimes called **genderism: discrimination based on gender rules**. Boys who are too girlish, or girls who are too boyish, often get remarks from friends, teachers or parents. These young people deviate from our gender rules or gender stereotypes. Think, for instance, of how few boys take up ballet, or how few girls have the ambition to work in the construction sector.

Gender variant

With the term 'gender variant' we refer to young people who, in their behaviour, physical appearance and/or inner perception, deviate from what we would expect from a boy or girl as a general rule.

These are girls who often hang out with boys, play football, usually wear boys' clothes and sometimes say they want to be a boy, or feel like a boy. They are boys who are girlish, have mainly girl friends, sometimes wear jewellery or make-up and do not always feel comfortable around boys. The behaviour or preferences of these young people are often considered unconventional.

This is called cross-sex behaviour.

Things are not always easy for gender variant young people. They are often the object of severe teasing or bullying by other children. Sometimes they cut themselves off and become socially isolated. Or they develop depressive behaviour. Bullying is one of the biggest problems these youngsters face.

Cross-sex behaviour

During childhood, gender variant young people's cross-sex behaviour is usually not considered a problem. Girls' cross-sex behaviour is often tolerated more easily than boys'. Girls who act tough, play wild games and often hang out with boys are reprimanded less often. Their behaviour is rather regarded as an expression of self-confidence. Boys who behave like girls, on the other hand, are criticised more often. Their behaviour is seen as silly, inappropriate or a sign of weakness. Fathers seem to find it harder to accept their sons' girlish behaviour than mothers.

Transgender

As these children grow into young adolescents, the cross-sex behaviour is accepted less. Girls are expected to start dressing in a more feminine way and to become interested in boys. Boys are expected to start behaving in a more masculine way and to become interested in the opposite sex. Adolescence is also the period during which the body starts to develop in a clearly sex-specific way. Boys' voices break, and they become taller and broader. Girls grow breasts and start menstruating.

For some gender variant adolescents this can be very problematic. For a boy who does not feel comfortable in his boy's body, or a girl who dreams of being a boy, this period is very difficult.

If the gender variant feeling and behaviour are so strong that a boy feels like a girl and a girl feels like a boy, we talk about transgender young people.

These young people have a constant, lasting feeling on different levels (feelings, perception, interests, behaviour,...) that their gender perception does not correspond to their body. It is hard for them to talk about this with friends or relatives.

These young people are often left in the cold in their search for information and understanding.

TRANSGENDER: TRANSVESTISM, TRANSGENDERISM, TRANSEXUALITY

Transgender is used as a collective term for transvestism, transgenderism, transsexuality and all other forms of gender variance. Transgender as an umbrella term can apply to all people who are in some way 'gender non-conforming': transvestites, drag queens and kings, feminine men, masculine women and so on.

Transvestism

Transvestism is a well-known phenomenon, but it is often confused with drag queens. Drag queens are men who imitate (famous) women, usually with a lot of glitter and glamour. The drag queen phenomenon is present more in gay environments (parades, discos). **A transvestite is someone who feels the need to wear clothes of the opposite sex. This is also called 'cross-dressing'.**

Transvestism, in contrast to drag, occurs more often privately. Transvestism serves to externalise an inner (sub-)identity through clothing, language, behaviour, attitude, etc. In other words, men who engage in transvestism mainly feel like men, but they sometimes like to play a female role. The number of male transvestites aged 20 and older in the Netherlands is estimated at between 1 and 5% of the population. These men usually live heterosexual lives, and many are in a relationship and/or have kids. Transvestism occurs both among women and among men. However, given that in our culture masculine clothing or a masculine style are accepted for women, female transvestism remains fairly invisible.

Transgenderism

This term refers to **people who combine male and female identity characteristics**. In transgenderists both the female and the male gender identity are strongly present. It can also happen that someone sometimes feels like a man and sometimes like a woman. Physical adaptation is sometimes (partly) desirable in order to make people's sex identity correspond to their gender identity. Where gender roles are concerned, transgenderists can combine their very own mix of male and female elements.

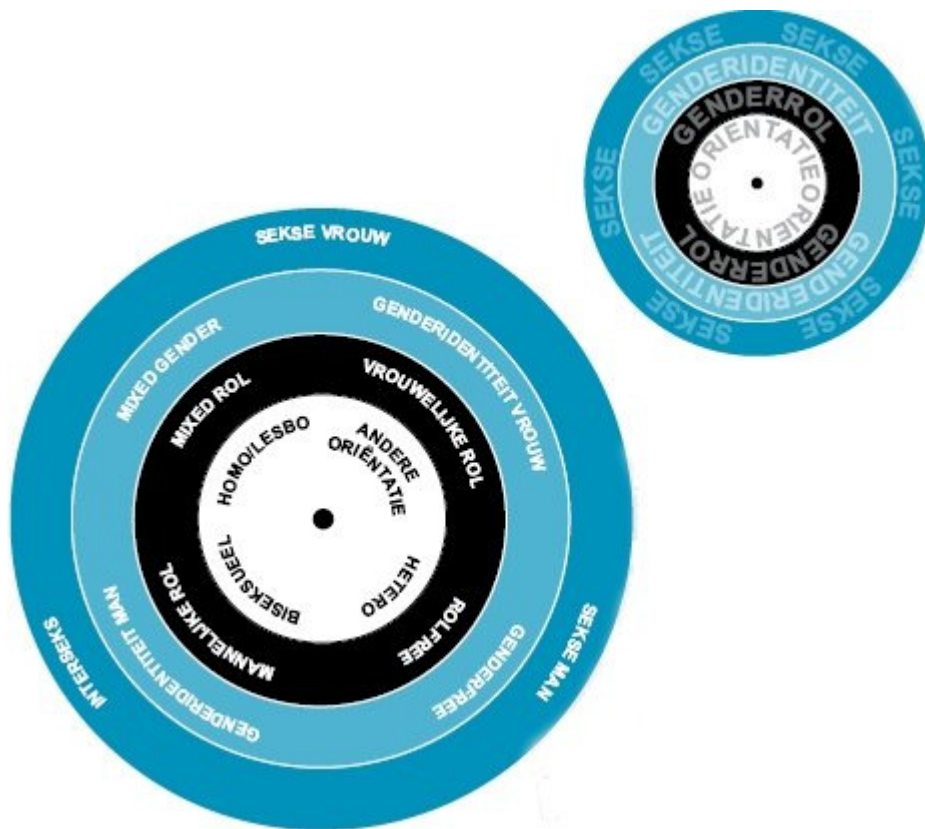
Transsexuality

When someone's perceived gender identity does not correspond to the biological sex that was determined at birth, this can cause huge psychological tension. Many transsexual people resolve this tension by (partly) living in the desired gender role and adapting their body to their gender identity, with medical treatments (hormones, operations) or otherwise. **In other words, transsexual people are people who perceive themselves, on a psychological, social and sexual level, as belonging to the opposite sex of that which was determined at birth.** Transsexuality has nothing to do with sexuality, but everything with the conflict between one's biological sex and one's gender identity. Transsexuality is often described as a self-diagnosis and is thought to occur more frequently among men than among women. The most recent figures according to the gender team point to an incidence of 1:12,900 for biological men and 1:33,800 for biological women.

Gender diversity visualised

With these definitions, we are trying to order the existing diversity and make it understandable. However, we must not forget that the complex reality cannot be reduced to strictly defined terms, and that the division into transvestism, transgenderism and transsexuality will always remain artificial. These categories do not have clear boundaries. As a result of the many similarities between the groups, the concepts of transvestism, transsexuality and transgenderism are often mixed up. It is not always clear which group someone belongs to. That is why the umbrella term 'transgender people' is often used. There are still persistent myths about the link between transgender and homosexuality. It is important to distinguish between sexual preference (heterosexual or homosexual/bisexual) and gender identity (the feeling of being a man and/or a woman). Transgender people can be heterosexual, gay, lesbian, bisexual, etc.

The figure below visualises the variations in sex, gender identity, gender role and sexual orientation and all the possible combinations. The different aspects of sexual identity are represented as superimposed circles that can turn around. This way, gender diversity is visualised. Exercise 8 'Sex, gender and orientation' is a method to work with this figure in class.



An education pack for secondary education

This education pack offers material that enables a discussion of gender diversity and transgenderism in the classroom. Gender diversity refers to the biological, social, cultural, psychological and sexual aspects of gender and the differences in the individual perception and interpretation of all these aspects. This individual interpretation or sexual identity does not always correspond to the social expectations or gender rules. Young people are very much aware of this area of tension. In the development of their sexual identity they depend on others: parents, teachers and friends. These others confirm their identity, and impose their own rules and expectations. Puberty is a vulnerable search for oneself. That is why, with this education pack, we do not only want to provide information, but also to stimulate exchange and self-reflection. These are the main ingredients of the exercises we have developed for this pack.

WORK FORMS

This education pack presents 23 exercises from which the teacher can choose depending on the objective, the target group and the context. Is the emphasis on information or self-reflection? Are the students in general, technical or vocational secondary education? Are there young people from different (ethnic) cultures or backgrounds in the class? Is preference given to image (portraits), language (testimonials) or film (documentary)? And so on.

The pack has been designed in such a way that all teachers can find suitable material. This table indicates the degree of difficulty, the possible use in multicultural classes, and the use of visual materials.

Each exercise is built up according to a fixed structure: objective, material, method, discussion afterwards and duration. The material has been elaborated in detail and is available immediately.

For instance, exercise 16 'Valentine's Day' goes with the documentary that is included on DVD in the front of the pack.

From 2009 onwards the exercises can be downloaded from www.genderindeblender.be in PDF format and, on demand, as a Word document.

Contact the province of Flemish Brabant for information: gelijkekansen@vlaamsbrabant.be or phone 016-26 73 94.

OBJECTIVES AND ATTAINMENT TARGETS

Generally speaking, we could say that the work forms are intended to:

- teach students to make the distinction and see the relationship between sex and gender
- enable discussion of gender diversity
- situate gender identity in one's own life
- enable students to recognise gender diversity in time and culture
- know facts and fiction of gender diversity and transgenderism
- better understand the perception of gender diverse and transgender young people
- know where one can go for help and advice

The exercises fit in with the cross-curricular attainment targets 'Relationships and sexuality'.

The aim of the attainment targets and developmental objectives is to offer all young people equal opportunities for their personal development and social functioning. A healthy, active and safe lifestyle is the basis for a quality life. Developmental objectives and attainment targets are minimum objectives for all students. The teacher can elaborate these further if necessary. A healthy lifestyle

not only has to do with the physical aspect. It is necessary to dedicate just as much attention to the psychological, emotional and social aspects of quality of life.

SECONDARY EDUCATION, FIRST STAGE B COURSE

- The students learn to deal with social-emotional and physical changes during puberty.

SPECIAL SECONDARY EDUCATION - DEVELOPMENTAL OBJECTIVES OV 3

- The student knows the physical aspects of relationships and sexuality, such as changes in one's body, physical differences, the functioning of one's own body and that of someone of the opposite sex.
- The student is aware of the regulations on the age of consent and undesired sexual behaviour.
- The student forms his/her own opinion on sexual orientation, relationships and sexuality, and practises reflecting on his/her own behaviour.
- The student sets limits and accepts limits in relationships.
- The student deals with power and powerlessness in relationships.
- The student adopts a critical attitude with respect to sex and eroticism in the media.
- The student shows self-respect and respect for others, such as people with a different sexual orientation, people of other ethnic groups, other generations and other ways of thinking and convictions.
- The student deals adequately with social-emotional and physical changes during puberty.
- The student looks for help if needed, accepts help for himself and is prepared to help others.

FIRST STAGE SE STUDENTS

- describing the physical and social-emotional changes during puberty, both in boys and in girls;
- learning to deal with social-emotional and physical changes during puberty.

SECOND STAGE SE STUDENTS

- forming an opinion on relationships and sexuality, and reflecting on one's own behaviour;
- discussing the regulations on the age of consent and undesired sexual behaviour;
- being able to deal with friendship, infatuation, sexual identity, sexual feelings;
- discussing forms of abuse of power within relationships and practising physical and mental resistance;
- expressing their wishes and feelings within an intimate relationship in a constructive, uninhibited way, setting and accepting limits;
- adopting a critical attitude with respect to sex and eroticism in the media.

THIRD STAGE SE STUDENTS

- dealing adequately with joy, loss and mourning, and learning from one's experiences;
- taking care of oneself and others, taking into account youth policy, old age, social discrimination and handicaps;
- showing self-respect and respect for others, such as people with a different sexual orientation, people of other ethnic groups, other generations and other ways of thinking and convictions;
- recognising, in one's own situation and that of others, signs of diverse forms of partner and social pressure, fanaticism, discrimination and intolerance, and reacting to these adequately and in due time.

AGREEMENTS AND SAFETY

Making choices that go against the dominant and often unspoken gender rules is not self-evident. Boys who are girlish or girls who behave like boys are still faced with different forms of social pressure to conform to gender rules. The topics that are discussed in this education pack can be

highly sensitive. Young people can have experience with negative feedback, exclusion and bullying. The aim of the exercises is to confront young people with their own gender rules and the way they deal with these. By making gender diversity visible and nuancing rigid and stereotypical standards, it is attempted to provide support to young people who are struggling with gender identity and roles.

A number of young people were found willing to share their personal experiences. Exercise 15 'Working with testimonials' offers a method to work with these stories. The testimonials are very recognisable and make the subject-matter easier for peers to understand. It is valuable material, for which we ask for the necessary respect. These young people have had the courage to put themselves in a vulnerable position, hoping to help others by doing so.

You should therefore ensure a sufficiently safe environment. As a teacher it is also important to be aware of one's own gender rules and limits, and to examine these before working with this material. Be careful that none of the young people is teased or excluded because of his or her gender behaviour. To this end, it is good to make clear agreements at the start and to oversee that everyone respects these.

The **PICASOL** rules can help with this.

PICASOL AGREEMENTS

This acronym stands for a number of agreements you make with the group before starting the educational session. These are written on a flysheet and put up. The idea is to create safety and a peaceful atmosphere.

P PRIVACY

What we talk about here is confidential and shall stay within the group. We shall not use what we hear here in other situations. This also applies to teachers.

I I (FIRST PERSON)

We talk about ourselves, our feelings and experiences, our views,... We are open and sincere in what we say.

C CHOOSE

Choose what you are going to say, and what not. Not everything is public. It is okay to keep your feelings and thoughts to yourself if you do not feel comfortable in the group.

A ACTIVE

Be active in the course of the group dynamic. We give you a lot of room to determine yourself what you will talk about today. So do not wait passively until someone else says something.

S SEXUALLY DIVERSE

Each of us perceives sex differently and has other sexual experiences. Sex is also in your head and in your feelings. In other words, we talk about all forms of sex, and everyone can join in the discussion.

O ORIENTATION

People can be heterosexual, homosexual (gay, lesbian), bisexual, etc.

There are big differences.

L LAUGH, LISTEN

Humour is important, it is sometimes good to take the tension out of a charged discussion. Laughing at others is out of the question. Listening is also important, not only talking.

3. GENDER QUIZ

OBJECTIVE:

To be able to identify a number of facts and myths.

Have basic knowledge of gender diversity and transgenderism.

MATERIAL:

Worksheet to cut up

A number of sets of cards.

METHOD

- Work in small groups and hand each group a set of cards.
- Choose a group leader.
- Each card contains a question and an answer. The group leader reads out a question and the other participants look for the right answer. They can consult with each other and guess. If the answer more or less corresponds to the explanation on the card, the group leader reads what is on the card and this answer is discussed. If the group does not find the right answer, the group leader reads out the answer and puts this card aside.

DISCUSSION AFTERWARDS

- One by one, you read out the questions the participants were not able to answer, and explain the correct answers.
- Round off the exercise with question time: have any questions (from the previous exercise) been left unexplained?

DURATION

30 minutes.

WHAT IS GENDER IDENTITY?

DO ALL BOYS FEEL LIKE BOYS?

DO ALL GIRLS FEEL LIKE GIRLS?

**IS GENDER IDENTITY DEFINED
AT A CERTAIN AGE?**

WHAT IS TRANSGENDERISM?

WHAT IS TRANSVESTISM?

WHY DO TRANSVESTITES DRESS UP?

WHAT IS A DRAG QUEEN?

<p>No, sometimes a boy can feel like a girl. His gender identity is then female.</p>	<p>This is people's psychological sex: it refers to the inner feeling of being a boy, a girl, both or neither. Usually, this corresponds to one's biological sex: you are born with a female body and you feel like a girl (and vice versa).</p>
<p>People assume that this is defined when we are very young and that it does not change anymore.</p>	<p>No, sometimes a girl can feel like a boy. Her gender identity is then male.</p>
<p>A transvestite is someone who feels the need to wear clothes of the opposite sex. This is also called 'cross-dressing'.</p>	<p>Transgender is used as a collective term for transvestism, transgenderism, transsexuality and all other forms of gender variance.</p>
<p>Drag queens are men who imitate (famous) women, usually with a lot of glitter and glamour. The drag queen phenomenon is present more in gay environments (parades, discos).</p>	<p>Transvestism serves to externalise an inner (sub-)identity through clothing, language, behaviour, attitude, etc. In other words, men who engage in transvestism mainly feel like men, but they sometimes like to play a female role. There are also female transvestites.</p>

WHAT IS GENDER ROLE?

**DO MOST PEOPLE
HAVE A CLEAR GENDER ROLE?**

WHAT IS CROSS-SEX BEHAVIOUR?

**IS TRANSGENDERISM
A PHENOMENON OF OUR TIME?**

**TRANSEXUAL YOUNGSTERS
DO NOT ALWAYS WANT
A SEX CHANGE OPERATION.**

**YOUNG PEOPLE WHO SAY
THEY ARE TRANSGENDER ARE JUST
TRYING TO GET ATTENTION.**

**ARE ALL TRANSGENDER
YOUNG PEOPLE
HETEROSEXUAL?**

**HOW OLD ARE YOU
WHEN YOU BECOME AWARE OF YOUR
GENDER IDENTITY?**

<p>Most people's gender expression includes some male and female characteristics, and this expression can also differ according to the social context.</p>	<p>This indicates how you externalise your gender perception: what roles do you play in daily life? What clothes do you wear? How do you behave? What does the outside world get to see of you?</p>
<p>Transgenderism has been present at all times and places. It is known among American Indians, in India, in the Philippines,...</p>	<p>Young people behave in ways and have preferences that go against the social conventions, such as wearing jewellery for boys or playing football or hockey for girls. This makes them no less a boy or a girl.</p>
<p>When you behave atypically where gender is concerned, you get a lot of negative attention, so it is not something people do just for fun.</p>	<p>No, only a small share of them actually have a sex change operation.</p>
<p>From the age of 6 or 7 you realise that your feeling of being a girl or a boy is permanent and will not change anymore.</p>	<p>Boys with a female gender identity can feel attracted to either women (gay) or men. The same applies to girls with a male gender identity.</p>

WHEN CAN YOU HAVE A SEX CHANGE OPERATION?

WHAT IS GENDER?

WHAT IS SEX?

**ARE THERE TWO SEXES?
MALE AND FEMALE?**

WHAT IS INTERSEXUALITY?

WHAT IS TRANSGENDERISM?

ARE THERE MORE MALE THAN FEMALE TRANSSEXUALS?

IS GENDER IDENTITY INNATE?

<p>The original meaning of the English word 'gender' is 'sex'. However, 'gender' is usually used to refer to the social, cultural and psychological interpretation of being male and/or female. This way, we can make an (artificial) distinction between sex (biological) and gender (the cultural, psychological and social connotations).</p>	<p>The minimum age for an operation is 18. The hormone treatment can be started from the age of 16. Puberty blockers can be used to gain time.</p>
<p>Scientific research has shown that there are many more variations of biological sex. Biological sex is determined by various factors, such as hormones, anatomy and chromosomes. These and other factors can be present in different combinations and determine the biological sex.</p>	<p>Biological sex refers to our physical anatomy. It is determined at birth (or earlier).</p>
<p>This term refers to people who combine male and female identity characteristics. They often want a (partial) adaptation of physical characteristics by means of hormones and/or surgery. In transgenderism both the female and the male gender identity are strongly present.</p>	<p>The simultaneous presence of internal and/or external sexual characteristics of both sexes in a person. The origin can be genetic, hormonal or a result of medication during pregnancy.</p>
<p>Although gender dysphoric feelings have always existed, there is still no univocal answer to what the causes are. There are biological and psychological hypotheses. Scientific consensus is moving more and more towards a combination of causes.</p>	<p>Transsexuality is often described as a self-diagnosis and is thought to occur more frequently among men than among women. The most recent figures according to the gender team point to an incidence of 1:12,900 for trans women and 1:33,800 for trans men.</p>

8. Sex / Gender / Orientation

OBJECTIVE

To be able to understand variety in genders, gender identities, gender roles and sexual orientation.
To acquire knowledge of terminology and be able to place it in the schedule.

MATERIAL

WORK SHEET

At the back of this booklet you will find the work sheet with press-out circles that can be placed on top of each other and rotate around a centre point.

Annex

- Example work sheet
- Schedule gender diversity man and woman.

METHOD OF OPERATION

- Explain that (biological) gender is usually male or female, but that other forms exist as well (intersexual conditions). Take out the first circle and give examples (see exercise 1).
- Explain the huge variety existing in gender identity, from very masculine to very feminine across mixed gender (combination of both gender identities) or gender freeness (absence of masculinity or femininity). Take out the second circle and give examples of men and women in the four different gender identity conditions (see exercise 2).
- Ask the students to suggest examples.
- Take out the third circle and explain the concept of gender role: the role you choose in life, in your profession, your clothes, etc. Give examples.
- Complete the picture with sexual orientation in the inner circle: people can be heterosexual, homosexual (homosexual or lesbian), bisexual (both) or have another sexual orientation.
- Give examples.
- Show that the four circles can rotate in respect of each other, providing a number of different combinations. Give examples (see annex).
- Illustrate the case of the pregnant man (see exercise 5).

Gender: female

Gender identity: male

Gender role: mixed

Sexual orientation: heterosexual (likes women)

- Let the students do the following exercise: choose your idol or favourite 'star' and place him/her in the four circles.
 - Which gender?
 - Which gender identity (can be found in Wikipedia)?
 - Which gender role (is usually known from the public personality)?
 - Which sexual orientation?

PROCESSING THIRD DEGREE

- Use the portraits from exercise 2.
- Make the participants fill out this exercise in the schedule (see annex).

GENDER DIVERSITY MALE

GENDER IDENTITY			
MAN	WOMAN	MIXED	FREE
FEELS THAT HE IS A MAN	FEELS THAT SHE IS A WOMAN	FEELS MAN AND WOMAN (ALTERNATING)	FEELS NEITHER MAN NOR WOMAN
SCHWARTZENEGGER	DANA INTERNATIONAL	METROSEXUAL	TRANSGENDERIST
GEORGE CLOONY		DAVID BECKHAM	MARYLYN MANSON
		DRAG QUEEN	TOKIO HOTEL
		TRANSVESTITE	BOY GEORGE
		BRAD PITT	ARMY OF LOVERS
GENDER ROLES			
MASCULINE	FEMALE	MIXED	FREE
CHOOSES TYPICALLY MASCULINE ROLES, SUCH AS ...	CHOOSES TYPICALLY FEMININE ROLES, SUCH AS ...	CHOOSES A COMBINATION OF BOTH ROLES, SUCH AS ...	CHOOSES A ROLE THAT IS NEITHER MASCULINE NOR FEMININE, SUCH AS ...
MACHO	HAIR DRESSER	DANCERS	ANDROGYNOUS
FATHER	NURSE	THE NEW MAN	QUEERS
SOLDIER	COOK	SWIMMERS	BOWIE
GENTLEMAN	INTELLECTUAL	RUNNERS	
WOMANIZER	'NICE BOY'		
WAGE EARNER	JIMMY B		
BEER DRINKER			
SEXUAL ORIENTATION			
TOWARDS MEN	TOWARDS WOMEN	TOWARDS BOTH	OTHER
FEELS ATTRACTED TO MEN	FEELS ATTRACTED TO WOMEN	FEELS ATTRACTED TO BOTH MEN AND WOMEN	FEELS ATTRACTED TO SOMETHING OR SOMEONE ELSE
HOMOSEXUAL	HETEROSEXUAL	BISEXUAL	ASEXUAL
MARK THIJSMANS	STRAIGHT	CASANOVA	FETISHIST
WILL FERDY	DON JUAN	MARLON BRANDO	
	CLOONY	PIM	

GENDER DIVERSITY FEMALE

GENDER IDENTITY			
MAN	WOMAN	MIXED	FREE
FEELS THAT HE IS A MAN	FEELS THAT SHE IS A WOMAN	FEELS MAN AND WOMAN (ALTERNATING)	FEELS NEITHER MAN NOR WOMAN
BUTCH	FEMME	MADONNA	TRANSGENDERIST
BRANDON TEENA	CARMEN	LARA CROFT	TRACY CHAPMAN
TRANS MAN	MARYLIN MONROE	TRANSVESTITE	K D LANG
GENDER ROLES			
MASCULINE	FEMALE	MIXED	FREE
CHOOSES TYPICALLY MASCULINE ROLES, SUCH AS ...	CHOOSES TYPICALLY FEMININE ROLES, SUCH AS ...	CHOOSES A COMBINATION OF BOTH ROLES, SUCH AS ...	CHOOSES A ROLE THAT IS NEITHER MASCULINE NOR FEMININE, SUCH AS ...
RESPONSIBLE	MOTHER	DANCERS	ANDROGYNOUS
BREAD WINNER	CARE TAKER	SPIDERWOMAN	QUEERS
BEER DRINKER	SECRETARY	THE NEW WOMAN	
POLITICAN	TEACHER	SWIMMERS	
'GOOD GIRL4	CLEANING LADY	RUNNERS	
MACHA	VAMP		
	KENAU		
	LOLITA		
	SLUT		
SEXUAL ORIENTATION			
TOWARDS MEN	TOWARDS WOMEN	TOWARDS BOTH	OTHER
FEELS ATTRACTED TO MEN	FEELS ATTRACTED TO WOMEN	FEELS ATTRACTED TO BOTH MEN AND WOMEN	FEELS ATTRACTED TO SOMETHING OR SOMEONE ELSE
HETEROSEXUAL	LESBIAN	BISEXUAL	ASEXUAL
ISABELLE A	YASMINE	MARLENE DIETRICH	FETISHIST
	SARAH BETTENS	ANGELINE JOLIE	
	AMELIE MAURESMO	NELLY FURTADO	

20. How acceptable?

OBJECTIVE

Recognise some of your own reaction patterns.

Examine your own gender tolerance.

Name your own values and standards.

MATERIAL

WORKSHEET TO COPY

Acceptability scale.

METHOD

- Copy the worksheet with the situations and the acceptability scale.
- Let the participants read through the list of behaviour individually.
- Per item, they should indicate the degree to which they would find this acceptable.

DISCUSSION AFTERWARDS

- Hear some of the examples from the group of things they find acceptable, and check whether they are for everyone.
- Then ask for examples of behaviour they find completely unacceptable, let them give reasons and say which values and standards are at stake.

DURATION

30 minutes.

completely acceptable	acceptable	no opinion	not acceptable	completely unacceptable
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
A boy in your class regularly wears make-up to school.				
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
A girl in your group of friends likes to act tough.				
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Your girlfriend's father has decided to become a woman.				
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
You agree with a group of boys to go shopping dressed as girls, just for fun.				
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
A boy in your class is called Lenny, but he prefers to be called Lena.				
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
A girl in your class regularly wears make-up to school.				
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Your girlfriend's mother has decided to become a man.				
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
A boy in your group of friends behaves very girlishly.				
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
You agree with a group of girls to go shopping dressed as boys, just for fun.				
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
A girl in your class is called Barbara, but she prefers to be called Boris.				

Excerpt translated in English from:

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