

# Gender A B C

Education Programme  
for Primary Schools



## Sexual Orientation and Gender Identity



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and implemented by



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Education Programme  
for Primary Schools

## Sexual Orientation and Gender Identity

This educational module was developed by **APF - Associação para o Planeamento da Família** in the framework of the project GenderABC.

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## Section I

### INTRODUCTION

#### 1. Purpose

This module addresses the topic of sexual orientation and gender identity, framing it into a broader discussion around respect, identity, non-discrimination and the inclusion of. It also focuses on specific forms of bullying towards people based on their sexual orientation and gender identity.

#### 2. Main topics

- Gender and Gender Identity
- Sexual Orientation
- Inclusion and Diversity
- Bullying based on Gender
- Gender Non-Binary, Gender Non-Conforming
- Nuclear Family (Different types, LGBTQI included)

#### 3. Keywords


Gender • Gender Identity • Gender Role  
Gender Expression • Gender Equality  
Sexual Orientation • LGBTQI • Sex • Transgender

Note: on the Glossary, check the box “Transgender Terminology”.

#### 4. Learning objectives

- Understand the concept of gender
- Understand key concepts such as “biological sex”, “gender identity” and “sexual orientation”
- Identify discrimination based on gender
- Identify different types of nuclear family
- Gain insight into one’s own gender identity, personal history of gender socialisation and/or sexual orientation
- Learn that everyone has the right to express their gender freely
- Identify ways in which the status of girls and/or LGBTQI youngsters can be improved

5. List of activities

					
	Activity name	Target age	Total duration	Materials	Importance <sup>1</sup>
1	Girl and Boy	6-8 years 9-12 years	45 minutes	<ul style="list-style-type: none"><li>• Preferably a room big enough for working in a semi-circle (in plenary)</li><li>• Cushions or chairs</li><li>• Computer</li><li>• Video-projector</li><li>• Audio-system</li><li>• Screen-projector</li><li>• USB with the video (or reliable internet connection)</li></ul>	☆☆☆
2	Hot Chair	6-8 years 9-12 years	45 minutes	<ul style="list-style-type: none"><li>• 1 room big enough to form a circle of chairs</li><li>• 1 chair per participant + 1 extra</li></ul>	☆☆☆
3	What do Do	9-12 years	45 minutes	<ul style="list-style-type: none"><li>• A large enclosed working space with 4 corners (or with 4 areas)</li><li>• Hand-outs of the dilemmas</li><li>• 4 colourful paper signs</li><li>• Tape</li></ul>	☆☆☆

<sup>1</sup> Activities are ranked from one to three stars, in increasing order of importance, i.e. three stars for “highly recommended”.

Section II  
ACTIVITIES

Activity 1 Girl and Boy<sup>2</sup> ☆☆☆



**Total delivery time**  
45 minutes  
Preparation: 13  
Delivery: 2  
Follow-up: 30



- Materials**
- ☐ Preferably a room big enough for working in a semi-circle (in plenary)
  - ☐ Cushions or chairs
  - ☐ Computer
  - ☐ Video-projector
  - ☐ Audio-system
  - ☐ Screen-projector
  - ☐ USB with the video (or reliable internet connection)



**Target age**  
6-8 years  
9-12 years

→ BACKGROUND

The aim of the activity is to **address the topic of gender identity**, while **highlighting the risk of binary gender conformity**. Also, it aims at addressing the roots of patriarchy and gender inequality.

→ SCENARIO



Educators ask everyone to sit in a semi-circle and project the animation-clip “Girl and Boy”– or a similar short video. It is important that educators make sure the selected video addresses:

- Gender identity
- Gender binary conformity
- Patriarchy
- Gender inequality of girls in relation to boys

<sup>2</sup> Adapted from the animation-clip by Marcia Mailoa, *Girl and Boy*, available at: <https://www.youtube.com/watch?v=pF1j22x-yU8&feature=youtu.be>

→ BRIEF

Educators lead a discussion based on questions such as these:



- What is the video about?
- How did you feel watching the video? (Check if participants have different feelings according to their gender)
- Did you experience any situation similar to what is shown in the video? If yes, which one(s)?
- What makes someone a boy or a girl?
- Are there any differences between female and male roles in society? If so, which ones?
- Do men and women have equal opportunities?
- Do all boys like to date girls? And do all girls like to date boys? (Clarify the concepts of “sexual orientation” vs. “gender identity”)
- What is gender discrimination? How can we stop it?
- What have you learned about gender identity and sexual orientation? Was there anything you didn’t know before?

Activity 2 Hot Chair<sup>3</sup> ★★



**Total delivery time**  
45 minutes  
Preparation: 10  
Delivery: 15  
Follow-up: 20



**Materials**  
□ 1 room big enough to form a circle of chairs  
□ 1 chair per participant + 1 extra

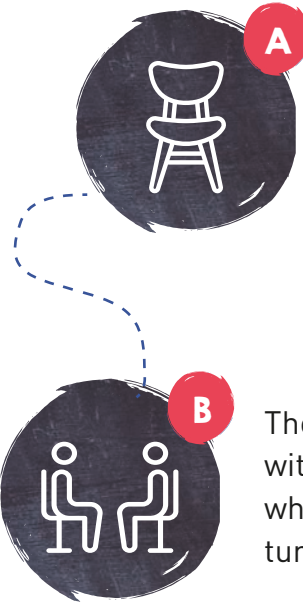


**Target age**  
6-8 years  
9-12 years

→ BACKGROUND

This activity is aimed at creating the conditions for a **broader discussion on the topics of gender identity and sexual orientation.**

→ SCENARIO



Educators ask everyone to sit in a circle on a chair, one remaining empty.

They read out one statement at a time; participants who agree with it change their seat, while those who disagree remain seated where they are. If participants cannot decide, they stand up and turn around once.

<sup>3</sup>Source of the activity: Council of Europe Manual *Gender Matters* (adapted).

### Examples of statements:

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Women are better at cooking than men</li> <li>• Men are better at sports than women</li> <li>• Ballet is not an activity for boys</li> <li>• Only thin girls are beautiful</li> <li>• Only tall boys are handsome</li> <li>• Crying in front of friends means weakness</li> <li>• Girls are stronger than boys</li> <li>• Boys are stronger than girls</li> <li>• Girls are more clever than boys</li> <li>• Boys are more clever than girls</li> <li>• Boys behave worse than girls</li> <li>• Girls behave worse than boys</li> <li>• It is acceptable for men to kiss other men</li> <li>• It is acceptable for women to kiss other women</li> <li>• It is acceptable for women not to remove their body hair</li> </ul> | <ul style="list-style-type: none"> <li>• It is acceptable for men not to remove their body hair</li> <li>• It is acceptable for girls to wear pants</li> <li>• It is acceptable for boys to wear skirts</li> <li>• It is acceptable for men to wear high heel shoes</li> <li>• Girls wait for boys to take initiatives on love relationships</li> <li>• It is natural for boys to take control and to lead</li> <li>• A male president is better than a female one</li> <li>• A husband should not earn less money than his wife</li> <li>• You don't decide whom to fall in love with</li> <li>• It's OK to have two mothers</li> <li>• It's OK to have two fathers</li> <li>• All people should have equal rights</li> </ul> |
|--|--|

### For older participants, more complex questions could be added, such as:

- Heterosexual people chose to be heterosexual
- Gay people chose to be gay
- Transgender people chose to be transgender
- Gays and lesbians have the right to marry
- Gays and lesbians have the right to adopt children
- Transgender people have the right to marry and adopt children
- If my friend told me s/he was gay, I would still be friends with her/him
- If my friend told me s/he was transgender, I would still be friends with her/him
- If my friend from the same-sex told me s/he loved me, I would still be friends with her/him
- If my friend from the opposite-sex told me s/he loved me, I would still be friends with her/him
- All people are equal in value

### → BRIEF

Educators read again each statement, one by one, and point out that these statements address different sexual orientations and gender identities, asking participants to identify both categories.

Educators lead a discussion on the different reactions to the statements, highlight the most controversial and clarify the main concepts.

### For the final round, educators proceed with the question:

- What can you do to prevent discrimination based on gender and/or sexual orientation?

Educators briefly inform participants about the legal framework they should abide to, highlighting that discrimination based on gender and/or sexual orientation is illegal in several countries, including the European Union member states.



### Activity 3 What to Do<sup>4</sup> ★★☆☆



#### Total delivery time

45 minutes  
Preparation: 10  
Delivery: 20  
Follow-up: 15



#### Materials

- ☐ A large enclosed working space with 4 corners (or with 4 areas)
- ☐ Hand-outs of the dilemmas
- ☐ 4 colourful Paper Signs
- ☐ Tape

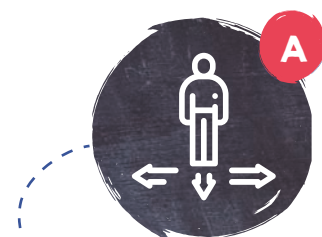


**Target age**  
9-12 years

#### → BACKGROUND

The aim of the activity is to **tackle sexual orientation and gender identity** while developing the participants' understanding of the many alternatives that exist for solving perceived problems in a safe and effective way.

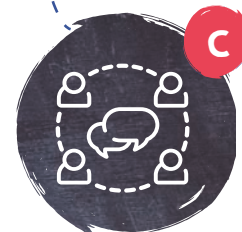
#### → SCENARIO



**A** Educators ask participants to stand in the middle of the room and to take a stand on the presented dilemmas, by choosing a corner of the room according to their opinion.



**B** Educators read out the first dilemma and introduce the alternative corners.



**C** When everyone has selected a corner and gone there, educators encourage participants to debate among themselves for a while; educators then ask participants from each corner why they chose to stand there. Educators repeat the action for each of the dilemmas.

<sup>4</sup>Source of the activity: Council of Europe Manual *Gender Matters* (adapted).

#### Examples of dilemmas:

##### -Jenny's dilemma-

Jenny is 9. The coolest guy in the school is 11. They don't know each other but Jenny really fancies him. One day he spots Jenny staring at him and invites Jenny to meet him during the school break, in a private hidden spot.

##### What should Jenny do?

1. Say NO
2. Say YES
3. Say YES on the condition that they meet in a public open space
4. Something else (Open corner)

##### -John's dilemma-

John is 9. The coolest girl in the school is 11. They don't know each other but John really fancies her. One day she spots John staring at her and invites John to meet her during the school break, in a private hidden spot.

##### What should John do?

1. Say NO
2. Say YES
3. Say YES on the condition that they meet in a public open space
4. Something else (Open corner)

##### -Barry's dilemma-

Barry is 11. The coolest guy in the school is 13. They don't know each other but Barry really fancies him. Barry believes he is falling in love for this guy, he feels confused and hasn't told his family nor his close circle of friends. One day the cool guy spots Barry staring at him and invites Barry to meet up with him during the school break, in a private hidden spot.

##### What should Barry do?

1. Say NO
2. Say YES
3. Say YES on the condition that they meet in a public open space
4. Something else (Open corner)

##### -Nasrine's dilemma-

Nasrine is 11. She fancies a girl in her class and would like to date her. However, she is not sure if the girl will be open to her proposal.

##### What should Nasrine do?

1. Drop the whole idea and forget about the girl
2. Try to get to know the girl better to check if she has similar feelings before revealing his own
3. Book a meeting with the school counsellor and ask for advice
4. Something else (Open Corner)

### -Alexis' dilemma -

Alexis is 11 and she is transgender (she was born male and has always identified with being female). She likes a boy in her class and would like to date him. However, she is not sure if the boy will be open to her proposal. If the boy accepts, she also worries that other students start to label them as gay.

#### What should Alexis do?

1. Drop the whole idea and forget about the boy
2. Try to get to know the boy better to check if he has similar feelings before revealing her own
3. Book a meeting with the school counsellor and ask for advice
4. Something else (Open Corner)

### -Marco's dilemma -

Marco is 9. His parents have split up when he was an infant, when his father fell in love with another man. Since then, his father and the new boyfriend live together. Nowadays, Marco's mother lives also with a new boyfriend. Marco's nuclear family is made of his mother, his father and the two stepfathers. Both stepfathers have always treated Marco kindly. Marco doesn't mind when his mother and her boyfriend bring him to school or participate in school events, but he feels embarrassed when his father and his father's boyfriend do the same. Marco is afraid that his schoolmates start making fun of him and his family. This situation is affecting his self-esteem and his relationship with his family.

#### What should Marco do?

1. Refuse to see his father
2. Refuse to meet his father's boyfriend
3. Book a meeting with the school counsellor and ask for advice
4. Something else (Open Corner)

### -Yuan's dilemma -

Yuan is 9. Her nuclear family is made of two mothers. Her mothers got married with one another before she was born, and have adopted her when she was an infant. Yuan loves both of her mothers. Recently Yuan spoke about her family in a school project and her classmates started making fun of her and her family. Since then, Yuan has lost her friends and sits alone during the school breaks. This situation is deeply affecting her self-esteem.

#### What should Yuan do first?

1. Talk to her classmates
2. Talk to her mother(s)
3. Book a meeting with the school counsellor and ask for advice
4. Something else (Open Corner)

Educators are requested to adapt the dilemmas to suit the group they are working with, avoiding personal stories of participants.

### → BRIEF

Educators lead a discussion based on questions such as:



- How was it? How did you feel during the activity?
- Was it easy or difficult to decide?
- Were you surprised by any of the comments raised by others?
- Were you able to empathise with any of the characters?
- Do boys and girls have equal opportunities?
- Do transgender people have equal opportunities?
- Do all boys like to date girls? And do all girls like to date boys? (Clarify the concepts of "sexual orientation" vs. "gender identity")
- What makes a family be a family?
- Which types of nuclear family do you know?
- When you have a dilemma, who do you ask for advice (parents, grandparents, brothers and sisters, friends, neighbours, teachers, counsellors, no one)?
- Where can young people get support from if they face such dilemmas?
- What can we do to prevent discrimination based on gender and/or sexual orientation?

Educators point out that these dilemmas display different sexual orientations and gender identities and ask participants to identify them; subsequently, educators clarify the difference between the main concepts and types. Educators briefly inform participants about the legal framework they should abide to, highlighting that discrimination based on gender and/or sexual orientation is illegal in several countries, including the European Union member states.



Session Plan

Name of the module: Sexual Orientation and Gender Identity

Venue / school: \_\_\_\_\_

Focal point / teacher: \_\_\_\_\_

Class (grade and reference): \_\_\_\_\_

N° of participants: \_\_\_\_\_

Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_      Duration: \_\_\_\_\_

Activity/(ies) chosen: \_\_\_\_\_

Materials (all checked): ☐ yes ☐ no

NOTES:

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Project Gender ABC  
MODULES LIST

Primary  
School  
Modules

- 01 Body Safety / Female Genital Mutilation
- 02 Empowerment and Communication
- 03 Gender-Based Violence
- 04 Gender Social Norms and Stereotypes
- 05 Human Rights and Children’s Rights
- 06 Sexual Orientation and Gender Identity

Secondary  
School  
Modules

- 01 Cyber Violence
- 02 Early Forced Marriage
- 03 Empowerment and Communication
- 04 Female Genital Mutilation
- 05 Gender-Based Violence
- 06 Gender Social Norms and Stereotypes
- 07 Group Building
- 08 Human Rights and Children’s Rights
- 09 Intimate Partner Violence
- 10 Sexual Orientation and Gender Identity
- 11 Sexual and Reproductive Health and Rights
- 12 Sexual Violence

Support  
Documents

- 01 Risk Assessment
- 02 General Methodology
- 03 General Glossary



A project by:



**End FGM**  
EUROPEAN NETWORK



ASSOCIAÇÃO PARA O PLANEAMENTO DA FAMÍLIA



**AIDOS**  
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This project is co-funded by  
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