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Introduction to the “For real!!!” guide

After working with a number of secondary schools, we realised there was a need to dedicate more time to the issue of gender equality in our educational institutions. The “For real!!!” guide is a collection of proposals aimed at raising awareness of gender relations in today’s society.

We propose a number of activities that focus particularly on two questions:

- Promoting gender equality among young people.
- Raising awareness and avoiding male chauvinist behaviour among young people.

FOR REAL!!!



The purpose of this guide is to try and address young people’s questions on gender equality. Using activities with a strong experience-based element, we work to create spaces for looking into these issues with young people just starting secondary school.

These workshops are designed to incorporate the four pillars of learning proposed by UNESCO using activities that help students learn how to know (discovering a theme through videos, stories, group activities...), to act, to coexist (situations that need to be addressed by a group, preparing materials...), and to exist (activities for group and individual reflection).

The “For real!!!” guide is unique in that the activities proposed (discovery, group work and reflection) are especially focused on promoting expression and creativity. The workshops included in this guide are distributed into two sessions:

- An initial session, focused on discovery and reflection involving a specific aspect of gender inequality, with group and individual activities that promote creativity through games, mimicry, body language, role playing, collages...
- A second session focused on determining the group’s opinion regarding the subject of the workshop, where participants prepare an artistic intervention and different techniques are

used in each workshop (drawing, dance, videos, photography, music, visual thinking and theatre of the oppressed). In the final workshop, student participants work together to design an awareness-raising campaign.

In addition, all workshops include alternative activities based on different teaching and learning styles to provide an opportunity for more in-depth reflection, so that each educator can choose the style most appropriate to their teaching style and their group of students.

The 8 workshops included in the guide: the key aspects chosen

In choosing the contents of the different workshops, we tried to start by addressing gender inequality on a very basic level and to then gradually introduce concepts that might prove more complicated, eventually addressing gender violence in the seventh workshop. In order to encourage students to take the initiative in eradicating of inequality and gender violence, we suggest ending with an eighth workshop where we encourage young people to work to raise awareness and promote equality in their surroundings.

Of course, we found it impossible to offer a detailed look at all the elements regarding gender equality, diversity and respect we would have liked to address with this guide. Separating the different concepts addressed in each workshop was also a difficult process, as they are all interrelated. As a result, there is some repetition in some of the workshops, but we hope that this will help to provide a clearer, more detailed look at some of these issues.

Our final selection includes the following contents:

workshop G9T1		<p>Workshop objectives:</p> <ol style="list-style-type: none">1. To understand that the concepts of masculinity and femininity cover a wide range of questions.2. To understand that gender identity and gender expression are personal choices, and that they include a wide range of options.3. To understand that the way we usually describe gender is limited, and that the binary division into men and women leads to many stereotypes and discriminatory attitudes.
	<p>Key concepts:</p> <ul style="list-style-type: none">• Sex and diversity• Gender• Heteronormativity	

workshop G9T2		<p>Workshop objectives:</p> <ol style="list-style-type: none">1. Becoming aware of the subtle, constant violence women face as a result of patriarchal culture2. Developing a critical view of gender roles and the limitations they impose on women3. Becoming aware of feminist movements and their struggle for a society that's fairer for everyone
	<p>Key concepts:</p> <ul style="list-style-type: none">• Patriarchy• Male chauvinism• New masculinities• Feminisms• Intersectionality• Sorority	

workshop G9T3



Key concepts:

- Gender stereotypes
- Gender inequality
- Symbolic violence
- Micromachoism

Workshop objectives:

1. Becoming aware that the distribution of gender roles has a strong social component and is a source of violence
2. Learning to recognize abuses of power in relationships between individuals and groups, especially in terms of gender

workshop G9T4



Key concepts:

- Sexuality and sexual diversity
- Sexual orientation or preference
- Transsexuality/transgender
- Queer movement
- Genderphobia
- Homophobia

Workshop objectives:

1. Recognize the importance of respect (towards ourselves and towards others). Gain an understanding of diversity to avoid discriminating against others because of their sexual identity
2. Expand the concept of sexuality; deconstruct the direct relationship between gender and sexuality

workshop G9T5



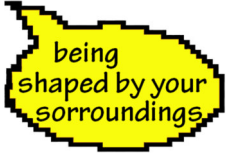
Key concepts:

- Types of love
- Crushes
- Affectivity
- Seduction and stereotypes
- Myths of romantic love
- Myths involving sexuality
- Healthy relationships

Workshop objectives:

1. Building respectful relationships based on equality
2. Deconstructing the myth of romantic love
3. Analysing the consequences of believing in romantic love

workshop G9T6



being shaped by your surroundings


Key concepts:

- Social control and group pressure
- Perfect bodies
- Treatment of gender in advertising and the media
- Hypersexualization

Workshop objectives:

1. To raise awareness about the power of language and the media in shaping personal relationships and society.
2. To generate a critical view of the manipulative power of advertising.
3. To become aware of how our surroundings influence the way we see ourselves

workshop G9T7



NO MEANS NO


Key concepts:

- Macho violence
- Rape culture
- Gender violence
- Culture of sexual abuse or abuse based on sex (or orientation, or gender identity):
- Sexist abuse in recreational spaces

Workshop objectives:

1. Raise awareness about gender violence and how it becomes accepted.
2. Motivate youth to identify and reject sexist attitudes

workshop G9T8



let's go!

Key concepts:

- Microinterventions

Workshop objectives:

1. Recognize the power of little things.
2. Make students aware of their ability to transform the world around them.
3. Motivate youth to take action and change what they don't like about their surroundings

Self-knowledge and transforming our surroundings through creativity and artistic activities

The contents of the workshops included in this guide combine self-observation (experiencing the present moment, remembering childhood and imagining the future) with analysing and understanding our surroundings. This is achieved with group activities and reflections based on creative activities. The name of the guide and of each of the workshops were chosen to start each session with a reflection on the gender-equality topic being addressed, using either an idea or a play on words.

The activities and reflections used in the workshops involve a wide range of activities such as drawing, dancing, taking or analysing photographs, mimicry, theatre, theatre of the oppressed, creating or analysing texts, video content, song lyrics, stories, publicity... We came up with a number of games of chance specifically for this guide, along with riddles, roleplaying games... We even suggest composing a piece of music, making a dreamcatcher, a concept map, a photovoice, a videominute, a stop-motion film, a visual thinking exercise...

All of these workshops involve carefully selected videos (in some cases, we propose different videos depending on the age and interests of the group involved) to awaken the interest of our youth, capture their attention and to motivate them to take part in the associated activity.

In most activities, we suggest the creation, individually or as a team, of something that can be displayed on the wall of the classroom or in one of the hallways of the school. By doing so, we hope that even after the workshop is finished, participants will remember the experience (perhaps subconsciously) every time they see the piece on display. In addition, by sharing the results of the workshop with other educators, classmates, families and anyone else who might see them at the school, we hope to motivate the participants and promote their self-esteem.

This guide has two additional peculiarities in comparison with the other *fem tec!* guides:

- All workshops include a second enhancement session providing an in-depth look at the concepts presented in the workshop. These also suggest that students engage in a creative activity (which varies with each workshop) involving drawing, dance, video, photography, music, visual thinking or theatre of the oppressed. In the final workshop, students are asked to work together to design an awareness-raising campaign using whatever method they select as a group.
- A large number of alternative activities are proposed, so that whichever is most appropriate to the characteristics of the group can be chosen. In addition, this allows participants to address other sensitive topics related to the basic concepts of the workshop, such as hyper-sexualisation, anorexia or safe sex..

Before using this guide...

These activities are designed for groups of about 25 students. Except where expressly indicated, all activities are appropriate for adolescents and young people. In each case, the nature of the group needs to be considered, and the reasoning and language used need to be adapted to fit their level of knowledge and their capacity for understanding the issues addressed in each workshop.

Adolescence is a time of disruption and reconstruction where young people often face a great deal of insecurity. Because of the nature of the themes addressed, we should make sure that the young people involved in these activities have plenty of self-esteem, that they have established relationships of trust with one another and that we have already formed a bond with them. Workshops 2 (G1T2 – I am!) and 7 (G1T7 – I love myself) of guide 1 of the *fem tec!* activities (I recognise myself), and workshops 2 (G10T2 - #Iloveybody), 3 (G10T3 - #seduceyourselfandbeseductive) and 8 (G10T8 - #I'mAStar) of guide 10 (#I'mhealthy) can be useful for working on self-esteem and self-knowledge, and for creating an appropriate climate.

It's important to note that under no circumstances do we intend to replace the professionals who specialise in gender issues. Rather, through these activities, we seek to present this subject to young people and help them create the arguments that let them make their own choices.

The activities included in this guide are very much focused on gender issues, and they insist on the need to avoid stereotypes. Paradoxically, the reflections included in the activities involve the danger of stereotyping what we want to explain, like non-habitual identities or forms of

expression. It's important to remember that in terms of gender, rules and generalisations are never useful.

It's to be expected that some of the students involved in the activities in this guide may express a reluctance to participate, especially in the first few workshops. We suggest respecting their decision and, if need be, discussing this choice privately. Generally, since a wide range of activities are involved and because they won't want feel isolated from the group, these students will eventually join in on their own.

This guide works on themes that are important to the formation of identity and social behaviour among young people. As a result, we should expect that during the workshops, different issues that are of concern to participating students will come up. The professionals directing these workshops should make sure to give students the guidance they need in their personal processes. We need to be very careful about what happens during group activities and avoid forcing participants to go farther than they are prepared to. It's also important to respect the issues discussed during debates, no matter what comes up. If need be, once the activity is over we can speak privately with any students that expressed opinions we found surprising.

During the activities, some students may discover realities they don't like, and they may let us know in their reflections. We need to be careful not to amplify these negative feelings through repetition. Rather, we should complete the reflection by inviting them to consider, for example, whether these situations exist in their immediate surroundings and what we can do to fix the situation.

Ideally, one male and one female educator should participate in each session (or, at least, two adults), so that if one of the students needs to express a personal experience and doesn't want to do so in front of the entire group, one of the educators can attend to them while the other continues to guide the group.

ATTENTION: the audio-visual materials used in this guide address a wide range of situations, some of which can be quite surprising or contain a certain implicit violence. You know your group of students better than anyone, and we ask that you view these materials before showing them to the group.