

# Gender 101 Workshop

## Facilitation Guide

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4.5.2012

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5.3.2012

**Slide 1: What gender are these babies?**

- Ask “What gender are these babies?” “How can you tell?” “What characteristics tell you the babies on the left are girls and the babies on the right are boys?”

**Slide 2: Gender neutral baby**

- Ask “What is this baby’s gender? What makes it hard to tell?”

**Slide 3: What is this child’s gender?**

- Ask “What gender is this child?” “How can you tell?” (Most people say it is a girl, because of the dress and the hair) “Can anybody guess who this is?”
- \*click-President Franklin Delano Roosevelt
- Point: This goes to show that gender changes with society and what represented one gender back then may not represent the same thing now, or in the future. At this point in time, dresses were easier to change diapers, and white was easiest to wash because you could bleach it. Originally, too, pink was considered a boys color because it was more closely related to royalty, which was red. Light blue was a girls color...think back to Cinderella. Expressions of gender change over time, AND gender is a part of our lives from the time we are born and wrapped in a pink or blue blanket. Sometimes gender is a part of our lives BEFORE we’re born, in the way our parents decorated our baby rooms. Because gender is such a part of everyone’s life, it’s an important topic to discuss, and that’s why we’re here today.

**Slide 4: Gender 101**

- Welcome to the Gender 101 Workshop
- Introduce yourself: who you are, your major, year, and why you’re involved in the Gender 101 training

**Slide 5: Goals of the Gender 101 Workshop**

- The goal of the workshop is to introduce students to the topic of gender and to think critically about the ways gender functions in our lives.
- Go over specific goals

**Slide 6: Group Agreements**

- We’re talking about a topic that can be very personal for some people, controversial for some, so in order to create a healthy and comfortable environment, we have a few agreements.
- Go over agreements.
- Ask if the participants would like to add any more agreements- if they do, write them on the board.

**Slide 7: Time for a Quiz!**

- Ask the students to get into groups of four (preferably with people they don’t know), and pass one quiz to each group.
- Tell the students they have five minutes or so to complete the vocab matching activity to the best of their ability.

- When all of the groups are done, go over answers. The group with the most correct gets candy.
- Tell everyone to ask questions if the vocab is confusing because we will be using this vocab for the rest of the presentation.

**Slide 8: M patriarchy**

- Read definition
- Examples: Men deciding birth control issues, Men being paid more and having more social control.

**Slide 9: L Androgynous**

- Read definition
- Examples: Andrej Pejic (male model), KD Lang (female Canadian singer/songwriter) Pat (from SNL)

**Slide 10: Femininity**

- Read definition
- Examples: pink, girly clothes, long hair, looking “sweet” and “innocent”

**Slide 11: Masculinity**

- Read definition
- Examples: muscles, power, war, business suits

**Slide 12: Homophobia**

- Read definition
- Examples: Westboro Baptist Church, Suicide rates as a result of homophobia

**Slide 13: Heterosexism**

- Read definition
- Examples: Laws against same sex marriage, Wedding industry- marriage as the ultimate goal for women

**Slide 14: Asexual**

- Read definition
- Examples: JM Barrie (author of Peter Pan), Janeane Garofalo (American actress, political activist, and writer), Paula Poundstone (stand up comedian)

**Slide 15: Sexism**

- Read definition
- Examples: sexism is abundant in advertising and appears as objectification of women (where women are turned into objects), or portrayals of women as stupid, submissive, etc.
- You may have a student ask if men can be victims of sexism...Because women are the denigrated sex in our society, it is extremely rare that men would be victims of institutionalized sexism. That’s not to say men aren’t harmed by it, because they are. (Men are not allowed emotional freedom, they are expected to be dominant and aggressive, etc. We will go over how men are harmed by sexism later in the presentation.)

**Slide 16: Sexuality**

- Read definition
- This is a very broad definition, but sexuality is a very broad term.

**Slide 17: Intersex**

- Read definition
- There are various forms of intersex conditions- these are some stats
- 1 in 100 individuals is not strictly biologically male or female...that's about 35 students at PLU

**Slide 18: Transsexual**

- Read definition
- Jenna Talackova (Miss Universe participant), Chaz Bono (used to be Chastity)

**Slide 19: Transgender**

- Read definition
- Kate Bornstein (activist and author), Isis from ANTM
- Some people get transgender and transsexual mixed up. The key is in the seeking of medical treatment. Transsexuals desire to be a different sex (through hormone therapy, surgery, etc.), while transgenders desire to be a different gender (through behavior, fashion, portrayal of gender)

**Slide 20: Gender**

- Read definition
- Gender is a performance. Examples: children's toys

**Slide 21: Sex**

- Read definition
- Sex is physical, biological, gender is a performance. To help understand the differences between these, it's important to look at the theories behind gender...

**Slide 22: Theories of Gender**

- Explain theories. This presentation is encouraging constructionism as a theory.

**Slide 23: How Does This Apply on a Societal Level?**

- Draw two large boxes on the whiteboards and label one man and one woman.
- Ask students to come up and write qualities they consider masculine or feminine in the boxes. (Some examples for masculine are "strong, aggressive, dominant, muscular, etc." and some for feminine are "small, weak, pretty, emotional, etc.")
- When students are done and seated, go into discussion questions.

**Slide 24: Discussion Questions**

- When you ask which words strike you as more "powerful," take a red marker and circle the words in the man box that have to do with power (there will probably be quite a few), then do the same in the woman box (there will not be very many, if any). Ask "what does this tell you about power dynamics? Where does power lie? And how might this work within personal relationships to contribute to intimate partner violence?"

- When you ask about individuals who step outside the box, ask “What are some terms men are called who step outside their box?” and write these terms around the outside of the box. (These might be faggot, gay, girly, sissy, pussy, cunt, etc.) Do the same for the women box (these might be lesbian, butch, bitch, etc.). What does it mean that being called a term that means “woman” is an insult to men? Women: how does it feel to know that being called a woman is an insult?
- Circle “power” words in the man box, but not in the woman’s.

#### **Slide 25: Discussion Questions (Cont’d)**

- Ask specifically for each person to find a trait they identify with in the other box...this is evidence of constructionalism.
- At the end, ask if they think it’s healthy to divide society into these two boxes. Erase the lines around the box and ask if they can imagine a society in which individuals express characteristics they want to, without being concerned with whether those characteristics are appropriate to their gender.

#### **Slide 26: Personal Gender Identity/Expression**

- Whether you’re conscious of it or not, gender effects each of us on a personal level, and this next activity will allow us to look at our own personal gender identities and expression.
- Hand out 6 Spectrum activity sheet: “This might look confusing at first, but we’ll go over this sheet together. Through this activity, you’ll be discovering and plotting how you personally identify in the realm of gender. This can be personal, so I want you to know you won’t be asked to share any information if you don’t want to, it’s only for your personal knowledge. Also, if you’re uncomfortable plotting yourself on a spectrum of gender, you can plot someone you know or a hypothetical person.”

#### **Slide 27: Biological Sex**

- “Going through each plot, I’ll explain what each spectrum is, and you can plot yourself, where you fall, as we go. Feel free to ask questions if you’re confused or need clarification.”
- Read definition
- Make sure everyone understands and has plotted themselves before moving.

#### **Slide 28: Gender Identity**

- Read definition
- Define gender-queer- a person whose gender identity falls outside of the cultural norm for their assigned sex- someone who refuses the gender binary by identifying as neither man nor woman

#### **Slide 29: Gender Expression**

- Read definition
- Describe some “feminine” characteristics and some “masculine” ones...ask for some examples from students.

#### **Slide 30: Sexual/Affectional Orientation: Attraction**

- Read definition
- This deals with desire. Look at the way you identified as a particular gender (the second spectrum on the first page) and think about how the people you are attracted to would identify on that spectrum. Are they the same or different than you? OR do you identify as asexual (not having desire for anyone)

**Slide 31: Sexual/Affectional Orientation: Identity**

- Read definition
- This takes into account how you identify yourself and how others might identify you.

**Slide 32: Behavior**

- Read definition
- This is anything observable to other people

**Slide 33: Spectrum Discussion Questions**

- Lead discussion, based on the questions on the slide

**Slide 34: What can you do?**

- What can you do with this information?
- Go through suggestions of what they can do.
- BUT if something we talked about today sparked your interest, and you're looking for a way to get involved in the topic...

**Slide 35: Get Involved at PLU**

- Ask who knows where the Women's Center is
- Ask who knows where the Diversity Center is
- Describe Student Clubs and Orgs

**Slide 36: Thank you for coming!**

- Ask for any final questions
- Pass out evaluations
- Stay for further questioning for a few minutes