

# **INTEGRATED GENDER DIVERSITY & SEXUAL ORIENTATION WORKSHOP**

Sample Agenda (3 hours)

## **I. Introductions**

Introduce the program and set guidelines (10 minutes)

- Introduce yourself (name and preferred gender pronoun) and the goals of the program.
- Ask participants to introduce themselves with their name and preferred gender pronoun.
- Establish ground rules for the conversation. “Seven Jewish Values” on page 26 is a useful text for looking at how Jewish values can guide us in our work today and in setting ground rules for conversations about challenging topics.

## **II. Icebreaker**

Icebreaker (10 minutes)

Choose one of the following activities: “Agree/Disagree” (page 31) or “Step Into the Circle” (page 33).

These are short activities designed to help both the facilitator and participants get a sense of the knowledge, experience, and comfort around issues related to sexual orientation.

## **III. Setting Context**

A. “In Our Own Words” – page 47 (15 minutes)

This activity brings the voices of transgender, genderqueer, lesbian, gay, and bisexual Jewish youth, adults, and their families into the room. Participants consider the picture of the Jewish community that is shaped from hearing these often silenced voices.

B. “Identity/Expression” – page 63 (15-20 minutes)

This activity is an empathy generating exercise that asks participants to imagine how they would feel if they had to hide important aspects of their identity in order to stay a part of their communities. The goal is to give adults a sense of what trans and GLB youth, children of trans and GLB parents, and others might feel.

## **IV. Establishing a Common Language** (Choose one of the following activities.)

A. “Learning the Language of LGBTQI Communities” – page 57 (20 minutes)

This activity builds group process and gives participants a chance to ask questions about commonly used LGBTQI terms.

B. “A Framework for Understanding Sex, Gender, and Sexual Orientation” – page 71 (20 minutes)

This activity presents a framework for understanding how these different aspects of identity intersect with one another uniquely for each person.

## **V. Intersections of Privilege, Gender Diversity, and Sexual Orientation**

A. “With and Without” – page 81 (45 minutes)

This activity gives participants the opportunity to explore the concept of privilege generally and then with specific reference to sexual orientation and gender diversity.

## **VI. Jewish Perspectives on Gender Diversity and Sexual Orientation**

(Choose one of the following activities.)

A. “Beit Midrash” – page 87 (20-30 minutes)

This is an interactive activity that asks participants to read and respond to quotes from members of

another Jewish community paired with Torah and Talmud texts that represent different perspectives on the place of GLBT Jews in Jewish life and tradition. This activity gives participants a chance to reflect on how Jewish text has been used to support or deny the place of GLBT Jews in Jewish life.

B. “Three Names – Midrash Tanchuma” – page 77 (20 minutes)

This activity uses classical and contemporary Jewish text to explore the three-fold nature of identity.

## VII. Applying Knowledge/Building Skills

(If you are working with formal educators and time permits, it is best to do both.)

A. “Scenarios” – page 105 (30-50 minutes)

Participants have a chance to look at real life situations they might encounter in their work with Jewish youth. The scenarios include responding to the use of “gay” as a put down, responding to homophobic teasing and bullying, supporting a youth who comes out, and others.

B. “Evaluating the Curriculum – A Lesson-Planning Activity” – page 109 (30-40 minutes)

This activity is designed specifically for classroom and formal educators to evaluate the implicit messages about Jewish family structures, gender roles, and heteronormative expectations in existing Hebrew School and Judaic Studies materials.

## VIII. Closing and Evaluations

A. “Top Ten Ways” – page 113 (15-20 minutes.)

This activity gives participants a chance to draw on everything they have learned during the workshop as they brainstorm the top ten ways to respond to a variety of issues related to GLBT inclusion in Jewish community settings.

B. Taking Action: Planning Next Steps (10 minutes)

1. Hand out any one of the action planning worksheets (found on pages 115-120).
2. Give everyone a few minutes to think about how they can put what they learned today into action in their work with Jewish youth and families, and then have them fill out their sheet.
3. If there is enough time, you can ask each person to share one action they plan to take.

C. Evaluations

Pass out program evaluations and collect them before closing the workshop.