

Little booklet for the  
**profe\_minist Academy**

May 9th – 13th 2018  
at Alten Mühle Gömnigk

## Table of Contents

Booklet.....	2
Guideline puzzle piece - Getting to know each other.....	3
Guideline puzzle piece - taking position.....	4
Guideline puzzle piece - Criticising the particular man.....	7
Guideline puzzle piece - „Feminism And the Politics of the Commons“.....	8
Guideline puzzle piece - Emotionality, Selfcare, Relationships.....	9
Guideline puzzle piece - 4 in 1 perspective of Frigga Haug.....	10
Guideline puzzle piece - Rape Culture.....	11
Guideline puzzle piece - Feelings and Masculinity1.....	13
Guideline puzzle piece - Sexuality.....	17
Guideline puzzle piece - Topless.....	20
Guideline puzzle piece - trans* allychip.....	24
Guideline puzzle piece - organized pro feminist men.....	26
Guideline puzzle piece - bodywork.....	27
Questions for the final round.....	30
Timetable.....	31

# Booklet

Hi!

This booklet for the profemini\_st academy is supposed to give you an overview of all the puzzle pieces. The guidelines are ideas which can be the basis for a conversation/discussion/..., but feel free to invent your own outlines. Some puzzle pieces require the reading of texts, which can be quite long, therefore plan wisely. You don't have to do all puzzle pieces and it's probably not possible.

Have fun!

## **Guideline puzzle piece - Getting to know each other**

Goal: reduce timidity, get into a conversation, link something to a person, learn more about each other.

Take 20 minutes per Person to talk about the following questions:

- *Why did I come here? Which events in my life lead to me being here and wanting to deal with the topic of the academy?*
- *What is my favourite sweet/cookie/pastry?*

If you finish earlier, use the rest of the 20minutes to ask each other questions.

## Guideline puzzle piece - taking position

This puzzle piece is about positioning yourself in relation to different parts of identity. This could be to talk about gender, sexuality, experiences of racism and being-white, about class or family background, about education or bodies (perception of one's own body, standards of beauty, standards of health) and psyche, or many more.

On the next page you will find an introduction and a prepared timetable. You don't have to stick to it, but it can be used as a helpful orientation. Look at it carefully and adjust it, if necessary. Agree on someone who keeps an eye on the time. Make sure to take breaks, whenever you need them.

If you did not do it in advance, start with choosing a topic to talk about.

1. Talk about your questions, fears and needs for the meeting.
  - What is important for me for this meeting?
  - What do I need?
  - What do I not want?
  - What do I fear?
2. Take some time to read the introduction and to discuss the reasons why you chose this puzzle piece.
3. Let's start:

Start talking in turns in a circle (it must not necessarily be a circle, but everyone should get the chance to speak), in which everyone talks ~15 minutes about him\_herself. Possible questions:

  - What are important stages in my past/his\_herstory regarding this issue?
  - In which way do I take position or why do I not?
  - Which experiences of discrimination does it bring about?
  - Which advantages does it entail?
  - What do I want to do with it? What conclusions to I want to take?
4. Take a break if you did not do it already.
5. If you are still motivated and have enough time, continue an open

discussion about the issue. Set a temporal frame.

6. Start a final round of talking in turns:

- How do I feel about what I said and what I heard? What did do to me?
- What did I miss?
- Do I need anything immediately following this meeting?

## Short introduction

What is a privilege-check and why is it important?

1. It is not about a personal judgment of a person/character → even though it can be uneasy and exhaustive to recognize one's own benefits in current society, it has nothing to do with being *guilty* or to be a bad person.
2. On the contrary, it is only about acknowledging that there are many perspectives (which are tied to disadvantages and struggles), which you can *never* understand. → That's why listening to other people, educating yourself and learning to acknowledge is crucial.
3. A privilege-check / a positioning does not question that someone has experienced difficult situations. These experiences must not be denied. It is not about a comparison who is worse off than another.
4. A privilege-check can contribute to be more mindful and solidary in contact with other people. It is about understanding that things we do can hurt, although we did not intend to. There are some perspectives we cannot see. A lesson to learn discovering them is to see our own position in society clearly.

**Timetable:**

**Zeitplan:**

**Questions, need, fears**

**Fragen, Bedürfnisse, Ängste**

ca. 15-30 min

until/bis \_\_\_\_:\_\_\_\_

---

**Kurze Einleitung → warum machen wir das eigentlich?**

**Short introduction → why are we actually doing this?**

ca. 20 min

until/bis \_\_\_\_:\_\_\_\_

---

**Topic 1, talking in turns** (not necessarily in a circle), 15 min? Per Person

questions, e.g.:

- *In which way do I take position or why do I not?*
- *Which experiences of discrimination does it bring about?*
- *Which advantages does it entail?*
- *What do I want to do with it? What conclusions to I want to take?*

**Thema 1, Runde** (muss nicht rund sein), pro Person 15 min?

Fragen, z.B.:

- *wie positioniere ich mich oder warum nicht?*
- *welche Diskriminierungserfahrungen bringt das mit sich?*
- *welche Vorteile bringt das mit sich?*
- *was will ich damit machen/ welche Schlüsse daraus ziehen*

ca. 15 min per Person

until/bis \_\_\_\_:\_\_\_\_

---

**BREAK**

**PAUSE**

15 min

until/bis \_\_\_\_:\_\_\_\_

---

**optionally: open discussion**

**Evtl. offene Gesprächsrunde**

until/bis \_\_\_\_:\_\_\_\_

---

**final coming together**

**Abschlussrunde**

ca. 15-20 min

until/bis \_\_\_\_:\_\_\_\_

## **Guideline puzzle piece - Criticising the particular man**

Text discussion: "The particular man, or should one criticise Man as Man" (4 pages)

A text from the magazine: outside the box #5

The suggested procedure is just one idea. You should rather use it as an inspiration to start a discussion about the text.

1. Everyone reads the text.
2. Or you cast the roles in the group and read it as play.
3. If you do not understand something and/or find something interesting, say "stop" and talk about it in the group.
4. We also made up some questions, which we would like to talk about. You can use them as an inspiration.

### **Questions about the text:**

- Is the intervention in daily situations that incompatible with a wide social transformation as the text says?
- Which particular possibilities and practical approaches for social and individual transformation are suggested in the text.
- Were these approaches successful?

### **Personal questions:**

- What do you think, is it legitimate to criticise the particular man? And what is this criticism for?
- How do you react in situations when your particular behavior is criticised?
- Are you using similar arguments like the text to defend your self?
- Is it legitimate to criticise women\*, trans and inter persons, like the criticism of the particular woman in the text?

### **Idea:**

Form 2 groups and discuss! One group stands in for the intervention in daily life situations and the other group stands in for the wide social transformation.



## Guideline puzzle piece - „Feminism And the Politics of the Commons“

Text discussion: „Feminism And the Politics of the Commons \*“ (9 pages)

by Silvia Federici

Fragen:

- What is a Common?
- How do Commons look like, that are part of an anticapitalist policy?
- In another paper Federici talks about reorganising „the production on the basis of reproduction“. How could that look like and is it now, in the current society, possible?
- If so, what does it need that Commons enable production?
- Federici talks about „anticapitalist strategy“. A strategy has a clear aim, which aim do Commons have?
- Furthermore, strategy is a militant term, which refers to an enemy. Which battle is she referring to and which function could Commons take within it?

# Guideline puzzle piece - Emotionality, Selfcare, Relationships

The recently published book *Boys don't cry* by Jack Urwin aims to enlighten and motivate cis men to fight against patriarchy. Therefore the disadvantages of widespread masculinity performances are shown to cis men. We would like to talk with you about this approach and the book. Because we haven't got enough time to read the whole book we limited it to the introduction. This introduction was published on [www.vice.com](http://www.vice.com) as „A Stiff Upper Lip Is Killing British Men“

1. Read „A Stiff Upper Lip Is Killing British Men“!
2. Speak about your thoughts on the text!

Following questions you can use as inspirations to start a conversation about the text:

## Part 1- general

- What is the connection of a lacked self-care and masculinity?
- Why is there a difficulty in showing ones weakness and accept help?
- Why does the author adore his father even if there was a lot to criticize about him?
- How come that some people don't seem to have access to their emotions like grief, sadness, loneliness, disappointment, affection for example and why is it difficult for them to speak about it?

## Part 2 – personal and biographical

- What are you doing usually when you are ill or you aren't feeling well?
- How often do you ask about the well-being of others?
- How do you estimate your responsibility for your health in counterpart to close friends?
- Which strategies do you have to dismount stress?
- Do you find any conflict between your claim of doing political work and taking care of yourself?

# Guideline puzzle piece - 4 in 1 perspective of Frigga Haug

## 1. Read the text

The text is full of requirements and uses many terms which are connected to Marxism. Therefore we try to understand it as a first step:

- Do you have questions in understanding the text?
- Are there parts which caught your eye or which you didn't understand at all?
- Are there terms or words you didn't get along with/ you wanna speak about?

## 2. Speaking about the text:

In the following you find some questions for inspiration and to start a conversation about the text. You can also just speak about what interests you in the text.

- What kind of perspective does Frigga Haug form and where is the connection to Feminism?
- Why do we need a perspective?
- Do we really need one?
- She talks about to scandalize „reversel“and „alienation“ in working areas. What does she mean by that and where can it be scandalized?
- Which collective places are possible for it and does she suggest some?
- Whats about your life? Can you think of areas in which you find a lack of something?

## Guideline puzzle piece - Rape Culture

### **Broad definition of “Rape Culture”:**

*The term „Rape Culture“ describes aspects of patriarchal normality that tolerate sexualized violence, assault and allow acts against sexual autonomy.*

### **Here are different suggestions on how to approach this puzzle piece:**

**Suggestion 1:** If you want to establish a joint understanding of „rape culture“ and an analytical foundation you can start with the text by Mia Kirsch and clarify questions of comprehension and remarks (30-60min). After that you can read the questions for discussion and reflexion and work with them (45-90min).

**Suggestion 2:** If you prefer a personal/biographic approach, there is a video on street harassment. Please contact the preparation group to get access to it. You can watch it and talk about your immediate emotional response (15min) and then discuss the clip and the questions below (45-90min)

### **Please keep in mind:**

Rape culture is an emotional topic and different people are affected by it in different ways. Please think carefully and agree on whether you want to discuss examples or your own experiences.

### **questions for discussion and reflexion:**

#### **Discover and Criticize:**

- The text/clip brought up some elements and forms of 'rape culture', but what else is part of it? Where does rape culture start for you?
- Some elements are described as “Entitlement” and “male Gaze”. Please exchange your views on the terms, whether or not you know them and what you think they mean (you can use the glossary at the end of this puzzle piece)
  - Where are Entitlement, male Gaze and Rape Culture visible in every-day life?
  - ... in media and cultural products (eg. Advertisements, films, books, pictures, fashion)?
  - ... in your own demeanor, actions, relationships and sexuality?
- Leftist rap crews like K.I.Z. criticize the current political system with lines like: “every 4 years you can vote on who owns the brothel. It's still the same punters whose dicks you have to suck“ (from: Boom Boom Boom) – the

feminist rapper Sookee asks “you decline authority, but why do you fuck the system?” (from: Some of my best friends are men) – where do you see a specifically leftist 'rape culture'?

**Act and Change:**

- What are possibilities to call out rape culture, to criticize and change it? What could be strategies? What could make it hard and is opposed to change?
- Is 'rape culture' an appropriate term in your opinion? How do you see it now?
- Do you think there is appropriate translations for this term? Can you think of any?
- There is the opposite word: 'consent culture': what culture would you like to live in and how would you name it?

## Guideline puzzle piece - Feelings and Masculinity<sup>1</sup>

Take your time to arrive before you start. Do you feel well and ready to get started? If you need something to drink or if you need to go to toilet, take care of yourself.

### Sharing your feelings with prompt cards (10 minutes)

Every person takes a prompt card and designs it for 2-3 minutes to express current feelings.

You can tear, fold and crease the card. Only use your hands for this.

After that, you can start sharing your feelings and present your shaped prompt card.

Questions for this round might be:

- what does your card symbolize?
- what feelings do you have at the moment?

### How do we like to talk to each other? (15 minutes)

It might be important to find new agreements, how you would like to talk to each other, or to agree on the following agreements. The following exercises were created to start an exchange about your feelings and to get better in perceiving them in your daily life.

To create an supportive atmosphere, we think these agreements are necessary:

- **confidentiality:** what was said here, stays here
- **needs are important:** if you need a break or some time on your own, you can do so. if you would like to stay with a certain topic, you can do that, too (find a group consent for this)
- **mindfulness:** check your behaviour , for example how much space you take up talking. try to practice mindful listening. if there's silence it's okay: the conversation can take a new direction!
- **respectful:** talk about yourself, your own feelings, observations and needs. try to avoid generalisations. if you would like to criticise or if you get

---

<sup>1</sup> When we talk about masculinity, we don't understand masculinity as a biological category in a binary gender system. We consider masculinity as a set of demands, performances, and (self-)presentations labeled as 'masculine' by society.

criticised, remember that critique can be a gift.

→ Are there any further agreements, which are necessary to start an exchange about your feelings? What do you need for that?

Take a few minutes to think about it on your own. After that, you can discuss it in your group.

Write down these new agreements:

- 
- 
- 
- 

### **Which feelings do you know? (20 minutes)**

Get the small box 'heute bin ich ...' (today, i am ...).

Spread the 20 cards in the (whole) room. After that, take a walk through the room and think about/ feel/ connect to the different fishes and which feelings they can represent for you. Write down these feelings on slips of paper and put them besides the fishes. Every fish can be represent different feelings and it's possible that there more than five or more associations which fit.

After you connected the fishes with feelings, come back as a group. Now you have the possibility to talk about the following questions:

- how did i feel with this exercise?
- for which feelings was it easy for me to define them?
- for which feelings was it hard to find any words?
- on which feelings/ words do you delighted in?
- for which feeling would you like to be conscious about in your daily life?

### **Emotionality and masculinity (ca 1h)**

materials: clip from 'the mask you live in' and extract from 'gender failure' [part of the movie: ca. 14:22 ('We are becoming much more bifurcated...') to ca. 17:57 ('... It was the most exquisite sense of dilemma.')] ]

Decide in your group, if you would like to start with the clip or the text. Maybe you would like to have an exchange between the clip and the text. Maybe it works

for you if you watch the clip and read the text without talking to each other in between.

Questions you could talk about after watching the clip:

- Which moments impressed you?
- Which emotions are permitted for boys/men? Which emotional expression is allowed?
- Do you know a belief about masculinity and emotions that you carry/carried along?
- Which relationship do you see between masculinity and sexism/ misogyny?

Questions you could talk about after reading the text:

- Which picture of a 'cowboy' is produced in this text? in what way 'cowboys' are (not) vulnerable, soft\_hard or emotional?
- Which emotions are mentioned in this text? How does a 'cowboy' deal with these emotions?
- How does masculinity affect the relationship to the own body?
- How does this text change your view on masculinity?
- In which sections do you especially see emotionality and vulnerability?

**BREAK (15-20 minutes)**

If you did not have a break yet, it's the right time now to do so. Before you continue, make sure you feel your body. You can go for a walk and spend some time alone. Maybe one of you knows an exercise or a short game, to get some new energy.

**Self-reflection (about 40 minutes)**

Think about these questions for about 20 minutes and make your own notes. After this, come back as a group and share your impressions and feelings for another 20 minutes.

- reflection on how you handle emotions

The following questions are rather for persons, who are positioned as male. You can find them in a similar kind in the questionnaire 'are you a manarchist?': <http://anarchalibrary.blogspot.de/2010/09/are-you-manarchist-questionnaire->



- *Can you only show affection and be loving to your partner\_s or significant others in front of friends and family or only in private?*
- *Do you talk to your female friends about things you don't talk to your male friends about especially emotional issues?*
- *Do you only talk to your female friends (and not your male friends) about your romantic relationships or problems in those relationships?*
- *Do you get emotional needs met by other women, whether or not you are in a romantic relationship with them? Or do you cultivate caring, nurturing relationships with other men in which you can discuss your feelings and get your needs met by them?*
- *Do you believe that women have "natural characteristics" which are inherent in their sex such as "passive," "sweet," "caring," "nurturing," "considerate," "generous," "weak," or "emotional?" If you don't believe that, do you still rely on these characteristics to get your needs met?*
- *Are there any other behaviours which come into your mind at this point?*

### **Would you like to see some changes? (20 minutes)**

Before finishing your group work, take about 5 minutes to think about these questions on your own. Take notes.

- What would I like to change when I have to deal with feelings and I'm looking for emotional support?
- What would I like to learn? What would I like to try? What would I like to unlearn?

This is the final round of the unit 'masulinity and feelings' where you can share your thoughts of the last questions, but you can also talk about the following ones:

- how do I feel after these three hours?
- what moved or touched me?
- what do I personally take from this 'piece of the puzzle'?
- 

This 'piece of the puzzle' was designed by the workshop collective life's a beach. more information about life's a beach on: [lifesabeach.blogspot.de](http://lifesabeach.blogspot.de)

# Guideline puzzle piece - Sexuality

## Consciousness raising phase

There are three ways we recommend you do this:

1. **Alone** - take 20 min. to think about the questions. Get together after that and talk about the questions, your thoughts and feelings.
2. **In pairs** - You can do this after you read the questions alone (as in 1.) and then you get together and talk about the questions **or** one interviews the other. Take 40 - 60 min. for that. If you want to do this, it might be helpful to talk about, which questions you want to talk about
3. **In group** - Talk about which questions you want to talk about, and discuss them in your group

## Disclaimer:

There are so much more questions and themes, that these questions do not really go into (like masturbation, pornographie and asexuality) But you are welcome to focus on your interest, and ask questions, that are not written down here.

## Body

- How does it feel, when you are aroused? Where do you feel it, how does it feel exactly at these places?
- Which parts or places of your body do you find attractive or/and pretty?
- Which parts or places of other bodys do you find attractive or/and pretty?
- Which parts or places of bodys do you find unattractive (on your/ on others)
- Are there parts of your body, that you can hardly name, or hardly want to name?
- Do you have a name/label for your genitalia, that you like?
- If you would be in a different body for just one day. How would that body look like, and what would you like to experience with it?
- We are alle unique, but because of that, we are not everything at once. Do you have (erotic) phantasies about body party, that you don't have?
- What is safer sex, for you?
- Who is "responsible" for protection in your relationships?
- Especially for cis-gendered males: Did you ever think about sterilisation (like a vasectomy for example) why (not)?
- Especially for cis-gendered males: If there was a birth-control pill for you, would you take it? why(not)?

## **Mood, atmosphere and consent**

- Which conditions must be fulfilled, so you can have intimacy with other people?
- How do you define consent? What's important for you in this regard?
- Do you think that talking and reassuring during sex can be a turn on, or a turn off? why?
- Which signals are important for you? Only verbal ones, or others?
- When you think about sex with consent, what could be difficult?
- Why is it important for you to have consent while having sex or why could it be important?

## **Act and Action**

- What is “real” sex for you? Where does it start, when does it end?
- What role does your genitalia play in you sex life?
- Which role do other parts like your mouth and anus play?
- Can you identify with the spectrum of “active/decisive” and “passive/endorsing”? Where do you put yourself on this spectrum in sex, kissing, caressing etc.
- If you are rather on one side of the spectrum: How do you react, if you phantasise about being on the other side? Which phantasies, fears, uncertainty and lust does that evoke? Would you like to try it? What would be the conditions for you to try it?
- Which role plays circlusion-sex for you (sex in which a finger, a dildo, penis oder something other is inserted by one person and bodily enclosed by the other) Which “position” do you have in this mostly? Do you rather penetrate or enclose?
- If you are rather on one side of this dichotomy: How do you react, if you phantasise about being on the other side? Which phantasies, fears, uncertainty and lust does that evoke? Would you like to try it? What would be the conditions for you to try it?
- What are high points or special “magic” moments for you in sex?
- Which role does the orgasm have in your sex life?
- For example: Is it important for you to “come” If so: why?
- Is it important for you that everyone you're having sex with “comes” If so: why?
- What happens and how do you feel, if your expectations on this are not met?

## **Phantasies and Emotions:**

- What relation do sexual desire and romantic feelings have for you?
- Are there periods in your life, where you're not sexually drawn to other people?
- Do you feel connected or attracted to other people without a need to express this sexually?
- Are there emotions you can express better or worse in your sexuality?
- Are there feelings (like love and intimacy), that you can almost exclusively can express in your sexuality?
- Sexuality can have something like a function of compensation (like if a person has sex, to "prove" to her\_himself that he\_she is worthy of affection/love) Do you think that's sometimes the case in your sex-life? Would that be a bad thing?
- Which emotions do you connect with sex?
- Which role do so called "negative" emotions play, like aggression, fear, envy etc.?
- How do you feel confronted with the (lived out) sexuality of others? How relative is this to context? For example: do you sometimes feel out of place at venues where there is a lot of flirting (like Queer\* Parties), because you just wanted to go there to meet friends and dance?
- What meaning have (sexual) phantasies for you?
- What do you do with these phantasies? Are they a source of lust, or do they evoke ambitious feeling or feeling of uncertainty or fear?
- Do you have phantasies, that you feel/think are somehow "wrong" or not politically correct, but that are still arousing? How do you react to that?

# Guideline puzzle piece - Topless

## Schedules:

### First option

Reading	20 min
Clarifying questions of comprehension	15 min
Discussion ( <i>questions on how to deal with naked torsos</i> )	60 min
Break	15 min
Acting out the situations of intervention (verbal and/or physical)	80 min

### Second option

(if you already have an opinion on the issue or have had some experience with it)

Discussion ( <i>questions on how to deal with naked torsos</i> )	60 min
Break	10 min
Acting out the situations of intervention (verbal and/or physical)	80 min
Break	10 min
Reading	20 min
Clarifying questions of comprehension	15 min

### Questions on how to deal with naked torsos:

If you want you can note your solutions on a flipchart paper. That could be useful for the situations of intervention.

- What annoys people who don't want cis-men\* to play music or dance topless?
- What annoys people who are not supposed to take their t-shirts off?

- How do you deal with naked torsos at concerts? How would you like to deal with it? How should a space/social constellation be like, so you could do that?
- Have you ever been to an event/camp/... where this conflict present? How has been dealt with it? What would be a good consensus in your opinion?
- Everyone think of prescriptions and interdictions on dressing and undressing that account for you. Please differentiate social norms and personal interdictions. For each of them, name the consequences you suffer if you don't conform to them. As a last step, ask yourselves if they are different for different groups of people.
- The newspaper taz comments: “excess, boundlessness and and physicalness in itself are emancipatory acts”. Discuss what this statement means for you. Then ask yourselves what it means for differet groups of people. Bear in mind differences like male/female/trans/inter – maybe also old/young, marginal/established, self confident/shy, matching beauty ideals/not matching them, able\_d/disable\_d etc. in the end discuss what it means, if one supposes that this sentence accounts for everybody.
- How does your utopia of nakedness/dressedness looks like? How do you think one could reach it? What role does privilege play between the poles of solidary abstinence and “privilege for everyone”?

### **Situations of intervention:**

In this section you will find a list of situations. They are wilfully open settings and can be changed/made more tangible with the suggestions in the bullet points below, so you can compare different scenarios.

Questions you can pose for every situation:

- What happens in that situation?
- What assumptions do I have, eventhough the descriptions says nothing about it? What images come up in my mind?

- Do I intervene? Why? Why not?
- How would you react as a group?
- Could you be the topless person?

## Situations

- Some people that you assume to be cis-men walk around topless at a party/festival.
  - The group is sober. You know one of them.
  - The group is intoxicated.
  - The group is intoxicated and you are the awareness-team.
- You and a group of friends just arrived in a park/at a lake. It's a warm summer day.
  - The group is politically conscious.
  - ...not so conscious.
- On the next demonstration on every-day sexism some cis-women\* from your activist group want to be topless and write slogans on their torsos.
- A cis-man\* is visiting you. He joins you for breakfast topless.
  - It's the morning after a party.
- You walk along a street in summer. A group of people passes by naked.
- There is a sauna at a festival.
  - The festival has (no) political background.
- You are a band. At one of your concerts some of you take off their t-shirts.
  - The venue has a/no policy on that.
  - One of you asked the crowd.
  - You taped your nipples.
  - One person from the audience enters the stage and pours a glass of beer over one of you.
- You are in an indoor space for climbing/bouldering. Some cis-guys climb topless.
  - It is warm in there.
  - The cis-guys form a group.
  - The space has a/no policy on that.
    - You are visitors.
    - You work there.

## **Role-play**

If you want to do a role-play, decide who of you will play and who will watch. While watching you can give feedback on what you observe. Then make the setting more precise, as to place, time, surrounding, atmosphere... You can also freeze during the performance and discuss what happened.

After the situation is finished, briefly reflect upon it.

- How did the performers feel and when?
- Would other people with a different appearance change the situation?
- What worked well? What did not?

Repeat the situation until you are satisfied with the result. Get rid of the roles from time to time (shake your body, jump around, ...) have a final feedback round and ask yourself how the role-play changed your scope of action in every-day life.

You can discuss if you want to perform some of the situations in front of the group (for example during variety night).



# Guideline puzzle piece - trans\* allychip

(designed by queer\_topia\*)

## time recommendations

Read definitions of trans* and allychip	10 min
Talk about understanding difficulties	10 min
Read the text from queerulant_in and goodbye gender	20 min
Work with the questions	30 min
Read list of cis-privileges	10 min
Work with the questions	15 min
Read points about allyship of Mckenzie and Hornstein	10 min
Work with the questions	30 min
Read Thank you, my name ...	5 min
Role play	40 min

In this puzzle piece it is important, that you read the material in the recommended order. Otherwise some questions don't make sense anymore. (Of course you can cheat or do the puzzle piece completely different.)

## Questions related to the text from queerulant\_in and goodbye gender:

- Are there understanding problems?
- What did you learn about being trans\*?
- Which sections touched you? What made you pensive?
- How would you have reacted in the situations, if you had been there?
- What do these texts have to do with allychip?
- If a privileged person wants to form an alliance with a discriminated person, what should the person do and what should not happen? Always considers a power axis (eg white - poc / black, heterosexual - lesbian, male - female, etc.)
- What is especially important for trans\* allychip? Collect points!

## Questions related to the cis-privileges list:

An important part of being an ally with a trans\* person, is to deal with his/her own privileges.

- Are there understanding problems?
- What did you find out about being cis?

- Which sections touched you? What made you pensive?
- Did you felt resistive to any points?
- What would you like to be more aware of in future?
- Do you want to add new points to the trans\* allychip collection?

### **Questions related to the texts of Mckenzie an Hornstein:**

- Are there understanding problems?
- Which sections touched you? What made you pensive?
- Did you felt resistive to any points? How did it felt?
- Which points did you find particularly difficult to endure and why?
- Are there contradictory points?
- Which points do you think need to be discussed? Which ones not?
- Do you want to add new points to the trans\* allychip collection?

### **The Thank you, my name ... text**

If you want you can shortly talk about this Thank you, my name ... text.

### **Role play:**

This part is meant to develop new strategies of action for trans\* allies to support trans\* persons.

For the role play you can choose situations from the texts or situations that you have experienced yourself. As a spectator you can give feedback.

Decide who plays and who watches! Then you should concretize the situations that there are not too many open variables left, e.g. place, time, environment, atmosphere... ! You can freeze the performance and talk about it, too.

After the situation has finished, talk shortly about it.

- How did the actors feel the particular moments?
- Would differently appearing people change the situation?
- What worked well? What didn't?

Repeat the situation until you are pleased with it. Regularly shake the roles off regularly (shake whole body, jump). Give yourself a final feedback and ask yourself what the role play did with your scope of action in everyday life.

Think about if you would like to present a situation in front of the whole group (e.g. one Saturday evening).

## **Guideline puzzle piece - organized pro feminist men**

Text: The bully on the schoolyard - or: about our struggle

### **Questions for reflection and discussion:**

What form of organisation is good?

Which contradictions and ambiguities are there, and how can we handle them?

What could be a good form of action?

What connection and discussion should there be with other feminist struggles, especially the ones of LGBTI\*?

Do you have expectations, wishes and doubts about such kinds of groups?

## **Guideline puzzle piece - bodywork**

Here we describe the different methods, that we were working with at the profe\_minist academy. It is for you to remind the methods and to use them in your peer group.

### **Wednesday:**

#### **“Body scan” #bodyawareness**

we stand up, sit or lay down, just how it is comfortable, and close our eyes. We drive threw our body, try to feel all the parts of our body. Then we slowly move our hands, wake up and touch softly our body, all over, we stretch in all directions.

#### **“Build bubbles and walk” #bodyawareness #groupsensibility**

We circle around ourselves with our arms and try to get to the most distant places without leaving our place. Slowly we build a bubble around us with our hands. When our bubble is ready, we leave our place. move around the room and see what happens when bubbles touch and how they touch each other. At the end we stand still again and sense the echo of the exercise.

### **Thursday:**

#### **“1, 2, 3” #concentration #loosenup**

We form pairs and face each other. one person says 1, the other person 2, and again the first person 3. Now the second person starts with 1. Then we slowly replace the 1, 2 and 3 one after another with a sound and a movement. Until we only make movements and sound.

#### **“Yes No” #improvisation #groupsensibility #communication**

We form pairs and face each other. We play with the words yes and no. One person continuously says yes the other person continuously no. Yes and no represent the text of the played. This text e.g. can be sexpressed differently. The result is a conversation with only two words.

#### **“Yes, but ...” #improvisation #groupsensibility #communication**

We are four in a small circle. One person makes a statement. The next person starts their sentence with yes, but ... and then adds another sentence. Reference should be made to the previous sentence. So it goes a few rounds.

**“Soundscape” #trust #concentration #bodyawareness #communication**

We form pairs. The couple makes up a loud or a sound. One person closes his\_her eyes. the other person has his\_her eyes open. The person with closed eyes now listens to the other person's sound and follows it. When the sounds stops the person stops. After a while the rolls are exchanged.

**“Protective shield” #trust #bodyawareness**

We form groups of four or five person. One person stands in the middle the others form a circle around this person. The person in the middle closes his\_her eyes and moves forward. The bubble moves with the person and holds the person back before her\_she runs into something. Then the person can change direction. Everyone is allowed to be in the middle, if they want.

**Friday:**

**“Body scan” (see Wednesday)**

**“Setting boundaries” #bodyawareness #proximitydistance #trust**

We form pairs. We stand face to face with a distance of 5meter. One person goes towards the other person until she\_he says "stop" loudly. Then both stop and spend a few seconds in this distance.

**“Back to back” #bodyawareness #proximitydistance #trust**

We form pairs and stand back to back. The backs should always be as close as possible. First person 1 moves and person 2 tries to follow the impulses, so that the backs stay together. Then vice versa. In the last run, both can set impulses and respond to impulses.

**Alternative to back to back: “to mirror” #bodyawareness #trust**

We face each other in pairs, distance approximately 1-2meter. We imagine between us would be a big mirror. Person 1 starts to move and person 2 tries to mirror the movements (for example, person 1 raises her\_his left arm = person 2 raises her\_his right arm). Then we change. At the end, both persons can give impulses and pursue impulses.

**Saturday**

**“middle of the universe” #concentration #loosenu**

We form a circle and place a bottle in the middle. We imagine that there is be a

big disc lain on the bottle, on which we all stand. Every movement of us brings the disc out of balance and must be balanced as much as possible. For this we have to mirror the movements and the position to the bottle (e.g. a person opposite me goes backwards, so I have to go to the back too, if he\_she goes to the right, I have to go to the left)

### **“tumbling bottle” #bodyawareness #trust #groupsensibility**

We form groups of four to five people. One person stands in the middle, the others form a circle around him\_her and raise their hands at shoulder height. The person in the middle closes her\_his eyes and stays firmly on their feet. She\_her can now lean in different directions or loosen the tension in her\_hie upper body. The others have the task to always hold and catch the person, but can also give impulses. To do this, they only touch the person on the back or shoulders.

### **“making pizza” #bodyawareness #trust #communication**

We form pairs. One person is the pizza baker, the other person is the pizza dough. The dough can tell which body regions and parts are the dough and can be touched. It is up to the pizza maker to ask the dough again and again what ingredients should be on the pizza and how much of them, whether the coating is okay or something should be different. Only if the dough expressly says yes, can the dough be touched. We think up different gestures / touches for different "ingredients". When the dough is ready, the pizza is baked and eaten together.

### **Alternative for making pizza: “Lead and follow” #trust #concentration**

We form pairs. One person reaches out her\_his hand. The other person is mesmerized by this hand and always tries to keep his\_her head in exactly the same distance to this hand. The first person can move through the room and move his\_her arm, the other person always tries to follow the hand. The roles can be changed. Later the game can be extended so that all follow one hand: While following one hand the persons have one hand stretched out at the same time, which again is followed by someone.

## Questions for the final round

In the final round on Sunday we would like to talk about the recent academy. We have prepared some questions for this. They serve as inspirations to form your critic. You don't need to answer every single question ;-)

- How are you after the academy?
- Would you come back or even join us in organizing the academy?
- How do you assess the content? Which contents are missing?
- How do you like the structure and organization?
- How do you feel about the self-organized approach? How important is this for you?
- Did you feel comfortable in your group and with other groups?
- Has there been a moment or something that was of particular importance for you?
- Is there something you take with you after this weekend?
- Do you have feedback or critic for the orga group?
- self-criticism: How would you behave differently the next time?

We can learn a lot from criticism – even if it is unpleasant for the people who criticise and the people which are being criticised. Try to present your comments in solidarity!

# Timetable

## Wednesday

19:00	start and introduction
20:00	dinner
21:00	getting to know each other

## Thursday

8:00	breakfast
9:00	morning circle
10:00	getting to know each other and space for criticism
13:00	feedback and relaxation
13:30	lunch break
15:00	bodywork/theatre
15:30	puzzle piece
18:30	feedback and relaxing
19:00	dinner
20:00	free time / open space

## Friday

8:00	breakfast
9:00	morning circle and feedback
10:00	puzzle piece
13:00	feedback and relaxing
13:30	lunch break
15:00	bodywork/theatre
15:30	puzzle piece
18:30	feedback and relaxing
19:00	dinner
20:00	free time / open space

## Saturday

8:00	breakfast
9:00	morning circle and feedback
10:00	puzzle piece
13:00	feedback and relaxing
13:30	lunch break
15:00	bodywork/theatre
15:30	puzzle piece
18:30	feedback and relaxing
19:00	dinner
20:00	social evening – place for poetry, music, theatre and other kinds of art

## Sunday

8:00	breakfast
9:00	morning circle and feedback
10:00	exchange on networking and strategies
12:00	lunch
13:00	final circle
15:00	clean-up