



TEACHING
GUIDE
UNSTOPPABLE

DOCUMENTARY FILM

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1. PRESENTATION

UNSTOPPABLE is a **documentary film** made at **IES Alfaguar**, directed by **David Navas Cañedo**, which seeks to vindicate the affective sexual and gender diversity, and the expression of absolute rejection against any sign of **LGBTIphobia**.

UNSTOPPABLE is another commitment to real equality, equality that implies the transmission of values such as respect for diversity, non-discrimination based on sexual orientation and gender identity.

The documentary involves **14 students in third and fourth year of high school** along with the first promotion of **UNSTOPPABLE** of the IES Alfaguar: **Mari Pérez**, advisor at the CMIM (Municipal Information Center for Women) in Torrox; **Sergio Padial**, member of the Gabinete de Asesoramiento de la Convivencia escolar e Igualdad de la Delegación Territorial de Educación y Deporte (Advice Office of School Coexistence and Equality of the Territorial Delegation of Education and Sport) in Malaga; **Marcia Bellido**, aeronautical engineer and entrepreneur; **Jacobo Da Cuña**, gastronomic advisor; **Dana Cervantes**, Olympic athlete; and **Ángel Mora**, Director-General of Gender Violence, Equal Treatment and Diversity.

As the demand for teacher training and the lack of materials are a reality when it comes to facing that education that helps to value the affective-sexual diversity, it has been decided to make and edit this guide, prepared by the Gabinete de Convivencia e Igualdad de la Delegación Territorial de Educación (Office of Coexistence and Equality of the Territorial Delegation of Education) in Malaga. It is intended to express reflections, clarify terms and concepts, as well as to propose dynamics to facilitate **the use of UNSTOPPABLE in the classroom**.

2. POSTER



UNSTOPPABLE documentary film poster design

3. FACT SHEET



STILL FROM THE FEATURE FILM

SYNOPSIS..

**Feats, vertiginous leaps, backstage, satellites, Rosa Regás award...
Difficult to stop. That's how they are, Unstoppable.**

PROJECT..

Documentary film by the IES ALFAGUAR in Torrox.

SUBJECT..

Against LGBTIphobia.

LENGHT..

52 minutes.

YEAR..

2021

LINK TO WATCH UNSTOPPABLE..

<https://vimeo.com/574809524>

A PROJECT BY..



WITH THE COLLABORATION OF..

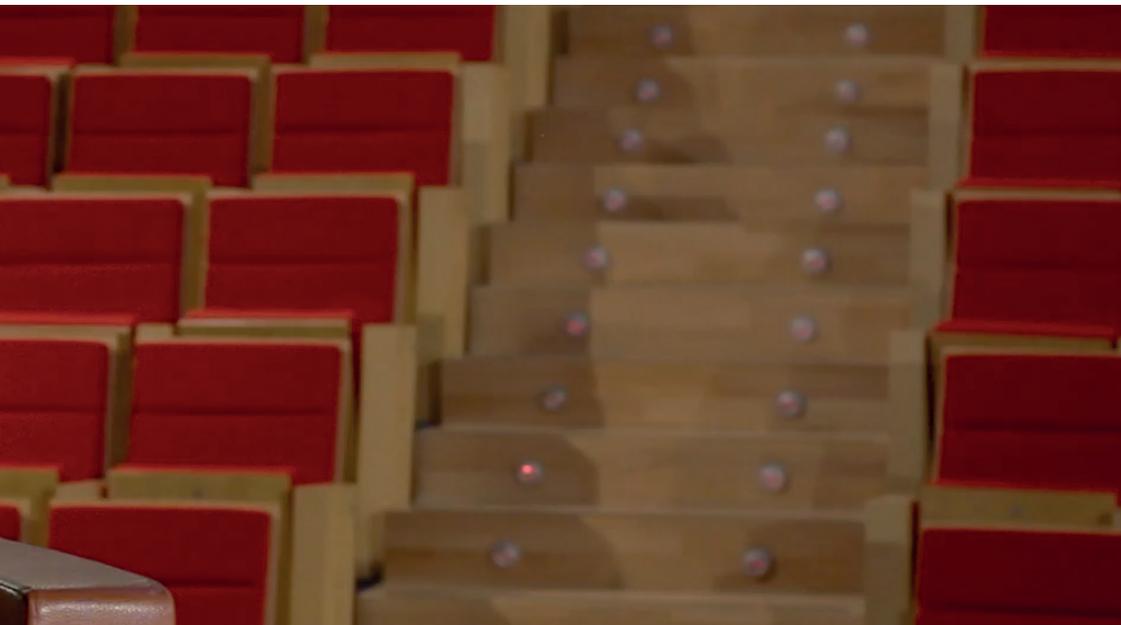


UNSTOPPABLE DOCUMENTARY

STILL FROM THE FEATURE FILM



ENTARY



MARI PÉREZ I Advisor at the Municipal Information Centre for Women in Torrox

4. BRIEF GLOSSARY

Before starting with the development of this teaching guide that accompanies the documentary **UNSTOPPABLE**, it is convenient that we are clear about what we are talking about when we refer to affective-sexual diversity.

In order to do this, we will show a brief basic dictionary of concepts:

Asexual: A person who, although able to relate affectively and romantically, doesn't feel sexual attraction to other people.

Biphobia: Aversion, hatred, rejection, or pathological and irrational fear of bisexual people, bisexuality, or its manifestations.

Bisexual: A person who, indistinctly, feels affective and sexual attraction to both men and women. This doesn't indicate that they desire everyone, but that at one moment they may experience desire or love for a man and, at another moment, for a woman.

Cisgender: A person whose sex assigned at birth coincides with their sexual identity, gender identity or gender expressions.

Coming out: The act or process of publicly revealing one's orientation, either it being gay, lesbian or bisexual. This process is marked by a strong fear of rejection. "Coming out" should be understood in relation to the healthy tendency to share one's personal information with those around one.

Gay: Homosexual man.

Gender: Set of sociocultural contents given to the biological characteristics that differentiate men and women, establishing masculine and feminine behaviours, attitudes, and feelings. In our society, these behaviours are hierarchized in such a way that greater value is given to those identified as masculine. Hence, effeminate men are mocked and rejected. Gender varies from period to period and from society to society. For example, wearing a skirt is considered exclusively feminine in Spain, but not in other countries.

Gender expression: The way in which we express our gender through our clothes, our behaviour, our interests, and our affinities, regardless of whether it corresponds to our biological sex or not.

Gender fluid: A person who doesn't identify with a single sexual identity, but circulates among several, even with more than one gender at a time.

Gender identity: Psychological feeling of being male or female and adherence to certain cultural norms related to feminine or masculine behaviour. In the case of transgender people, gender identity doesn't match the biological sex.

Gender roles: Behaviours that are expected of a person because they are considered appropriate due to the fact of being a man or a woman.

Heterosexism or heteronormativity: Dominant ideology in our society based on which heterosexual relations - as the norm and pattern to follow - are established. This forms the basis for any non-heterosexual orientation to be rejected, alienated, and relegated to the "abnormal" and the "other". An illustrative example of this would be the use of the phrase "for the other team" to refer to homosexual people, excluding them from the group of those who are on the right path.

Heterosexual: A person who feels affective and sexual attraction towards people of the opposite sex.

Homophobia: Aversion, hatred, rejection, or fear, which may be pathological, of gays and lesbians, homosexuality, or its manifestations. Homophobia is related to the general rejection of minority groups and is therefore related to racism or xenophobia.

Homosexual: A person who feels affective and sexual attraction towards people of the same sex. That is, a woman who is attracted to women (lesbian), or a man who is attracted to men (gay).

Intersexual: A person born with ambiguous male and female genitalia.

Lesbian: Homosexual woman.

Lesbophobia: Specific term used to refer to the fear or rejection of lesbians. The particular and differential character of the experience of female homosexuality gives lesbophobia special characteristics that include, for example, a greater concealment and the ignorance of the existence of lesbianism.

LGTBI parenting: Family formed by a couple of men or women and their children.

LGBTI: Acronym that identifies the lesbian, gay, bisexual, transsexual, and intersexual collective.

LGBTIphobia: Rejection and hatred of lesbian, gay, bisexual, trans and intersexual people.

Non-binary person: A person whose identity doesn't conform in a static way to what is culturally understood as male or female.

Pluma: Spanish word that applies to both men and women. When referring to men, it would be any demonstration or gesture traditionally related to the feminine sphere; and, in women, gestures and attitudes socially related to the masculine.

Plumofobia: Spanish word referring to the rejection of the "pluma". This rejection, which also occurs within the homosexual environment, would confirm the hypothesis that phobias related to sexual diversity are closely related to the transgression of gender roles..

Sexism: Discriminatory attitude of those who undervalue people of the opposite sex or distinguish between people according to their sex.

Sexual identity: The feeling of defining oneself as male or female.

Sexual orientation: According to the APA (American Psychological Association), it is the lasting attraction to another person on an emotional, romantic, sexual, or affective level. Therefore, the term refers to a person's feelings and the object toward which their desires are focused. For most people, sexual orientation is defined in childhood-adolescence without necessarily going through a sexual experience. Sometimes this orientation is fixed as definitive, at other times it changes and modifies throughout the person's life. Sexual orientation is not an option and, therefore, cannot be chosen or changed at will. It is easy to differentiate sexual orientation from biological sex (defined by genitalia, gonads, chromosomes, hormones) and gender identity, as well as sexual practices (or behaviours).

Sexual practice (or behaviour): Masturbation, kissing, caressing, anal and vaginal penetration, etc. are sexual practices. There are practices that are associated with a certain sexual orientation, but it is important to clarify that there is no necessary correspondence between biological sex, sexual practices, and sexual orientation. People consider themselves heterosexual, homosexual or bisexual even when they never had a sexual relationship. For example, a person can be considered heterosexual even if they have never had a sexual relationship with a person of the opposite sex. All this must be considered even more in the case of homosexuality, due to the social obstacles that usually exist for its expression.

Basic dictionary of concepts

Trans person: A person whose sex assigned at birth doesn't coincide with their sexual identity.

Transphobia: Aversion, hatred, rejection, or fear of transsexual people, transsexuality, or its manifestations. This rejection may be because transsexuality affects the biggest taboo of all: the transgression of gender roles and of what is socially established in terms of gender identity.

Transvestite: A person who likes to dress as the opposite gender, which doesn't imply that they have one or the other sexual orientation.

UNSTOPPABLE DOCUMENT

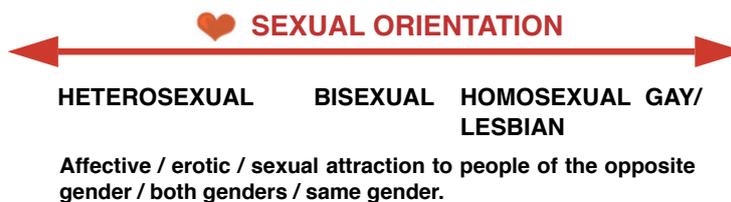
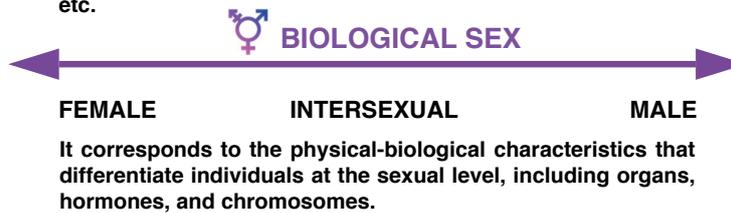
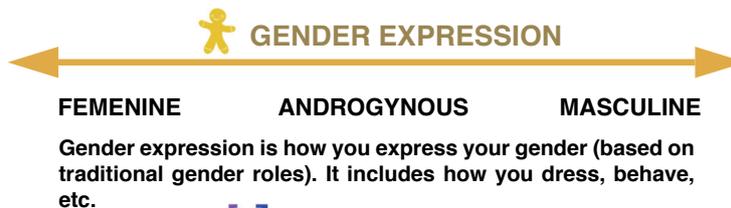
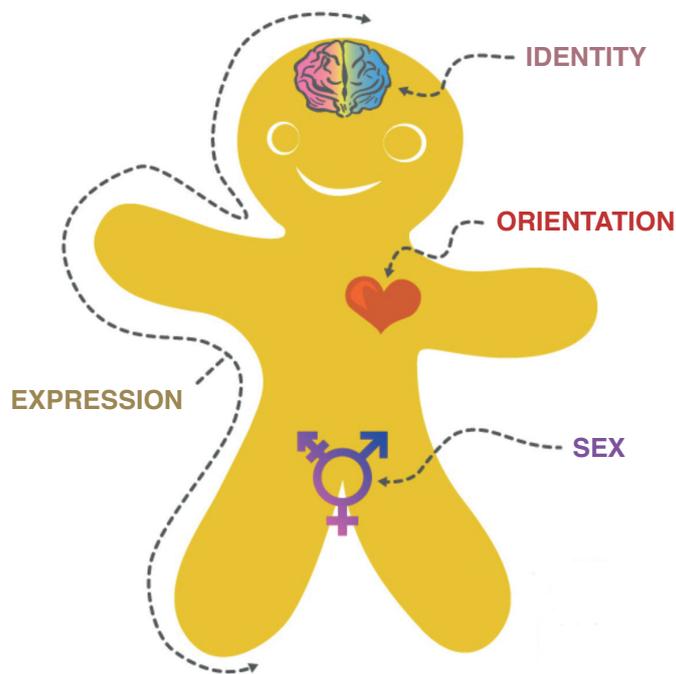
STILL FROM THE FEATURE FILM



ENTARY



ÁNGEL MORA | Director-General of Gender Violence,
Equal Treatment and Diversity.



<https://www.itspronouncedmetrosexual.com/2015/03/the-genderbread-person-v3/#sahare>

5. INTRODUCTION

The diverse student body that belongs to the **LGBTI+** community exists. There are also sons and daughters of families that belong to this same group (LGBT parenting, trans...). There are also many students of both sexes who question their sexuality, who have doubts about their orientation... Could we affirm that with them the constitutional mandate of the right to education under equal conditions is being fulfilled?

For years, the Education Committee of COGAM (Lesbians, Gays, Bisexuals and Transsexuals Collective Organization in Madrid) has been noting the numerous problems suffered by students that are homosexual, bisexual, transsexual, children of **LGBTI+** families - simply, all those who do not respond to gender expectations. There have been cases of students expelled from their schools or residences because of their sexual orientation, young people who did not dare to attend classes because of the harassment they were subjected to by their peers, young people who assumed school failure as the lesser of two evils, almost liberating. Sometimes, unfortunately, we have heard of the suicide of a teenager who, anguished by the suspicion of their own homosexuality, found no answers either in their family or in the educational system.

A recent study carried out by COGAM's Education Committee in collaboration with the Department of Social Anthropology of the Autonomous University of Madrid reveals a series of problems that require a decisive response from the Educational Community:

- **LGBTIphobia** is a reality in our educational system. The fear of **LGBTI** teenagers to be accepted and/or become visible is more than justified.
- There is a high degree of ignorance of the **LGBTI** reality among students, but also among teachers.
- Likewise, there is also a profound lack of knowledge of basic issues of sexuality, such as the difference between sex/gender/sexual orientation/sexual practices.
- The invisibility of sexuality in general and of minority sexualities is notable, causing students to develop prejudices and misconceptions.
- There is a worrying passivity on the part of teachers and people who hold academic orientation not only towards sexuality, but towards cases of harassment due to sexual orientation or gender identity.

The absence of a minimum knowledge on this issue generates social conflicts, confrontations between peers, and problems within families. On the other hand, it is an issue that doesn't affect **LGBTI+** students exclusively. And not only because **LGBTIphobia** attacks anyone who is perceived as dissonant with the majority gender expectations, but also because the difference in affective development between boys and girls generates a worrying social fracture.

It is a widely contrasted fact that an approach to the **LGBTI** reality strongly reduces **LGBTIphobia**. Invisibilization constitutes one of the main instruments of legitimization of the perpetuation of inequalities, since one can't fight against what is not seen or is not known. If the problem is not seen, it's like if it doesn't exist. But it does exist, and it has devastating consequences for an important part of the individuals that make up this society, because "bullying", sexism, and **LGBTIphobia** go hand in hand in the school context.

Teachers should not forget that young LGBTI people sometimes don't have the support of their families in this matter. In many cases, they don't feel ready to talk about it in their family environment. In other cases, they have already done so and have not been accepted. It is therefore a very sensitive issue, which transcends the academic environment.

6. LGBTIPHOBIA AND BULLYING LGBTIPHOBIC

LGBTiphobia is the hostile attitude towards people of the **LGBTI** community, whether they are men or women. It can be considered, together with xenophobia, racism, etc., as an arbitrary manifestation that consists in pointing out the other as contrary, inferior, or abnormal. Although there are similarities between **LGBTiphobia** and other forms of discrimination, there are also clear differences. For example, people who suffer racial, cultural, ethnic, or religious discrimination usually have family support. People in the community suffer oppression in a more isolated way (this is perhaps the explanation for the creation of a certain “homosexual community”) and are also sometimes discriminated against within their family environment.

Bullying is a repetitive exposure to negative behaviours and attitudes provoked by one or more individuals. **Bullying** does not only involve physical aggression. Insults or marginalization can be other manifestations of bullying. The victimization experience is associated with low self-esteem, loneliness, isolation, psychosomatic or physical symptoms, dissatisfaction, anxiety, avoidance of school attendance, depression, suicidal ideation, or suicide. Many **LGTBI** adolescents are bullied by their peers because of their sexual orientation or for appearing to be so (sometimes heterosexuals who do not conform to gender expectations are also bullied).

UNSTOPPABLE DOCUMENTARY

STILL FROM THE FEATURE FILM



ENTARY



DANA CERVANTES | Olympic athlete

7. LGTBI PEOPLE'S RIGHTS LGTBI

Everyone has the right:

- To equality, dignity, and privacy, both in the public and private spheres.
- To construct for themselves a self-definition regarding their body, sexual identity, gender, and sexual orientation.
- Not to be discriminated against in the enjoyment of their freedoms and rights because of their sexual orientation, gender identity, or gender expression.
- To be respected for their sexual orientation and gender identity.
- To be protected from retaliation because of sexual orientation, gender identity, or sex.

Therefore:

- Public authorities have the duty to promote the conditions and remove the obstacles so that the equality of **LGBTI** people is real and effective.
- Any act of direct or indirect discrimination based on sexual orientation or identity, gender, or belonging to a **LGBTI** family group is prohibited.
- Trans people have the right to be able to freely develop their personality during their childhood and adolescence in accordance with their sexual identity and to have adequate health treatment.
- **LGBTI** people cannot be pressured, coerced, or forced to hide, suppress, or deny their sexual orientation or gender identity, nor to undergo hormonal, surgical, psychiatric or any other type of treatment with the purpose of modifying their sexual identity or orientation.
- **LGBTI** people have the right to get an education based on values of equality and diversity, without any discrimination based on sexual orientation, gender identity, gender expression, or belonging to a **LGBTI** family group.
- **LGBTI** people who are victims of a hate crime based on sexual orientation, gender identity, or gender expression have the right to denounce, to receive protection, assistance, information, and legal advice, to exercise the corresponding legal actions and to receive health care, including specialized care. In addition, they have all the rights contained in the Statute of the Victim of Crime.
- **LGBTI** families have the right to equality and non-discrimination.
- **LGBTI** people have the right to the highest attainable standard of physical and mental health, including sexual and reproductive health, without discrimination because of their sexual orientation or gender identity.
- **LGBTI** people have the right to fully enjoy their physical and mental health, including sexual and reproductive health, without discrimination because of their sexual orientation or gender identity.
- **LGBTI** people have the right to be respected for their sexual orientation or gender identity at work. No one may discriminate against a person because of their sexual orientation or gender identity either in access to employment or in the performance of their professional duties.
- The media should be respectful of **LGBTI** people and their families.
- Administrative documentation must be respectful of sexual, gender, and family diversity.

It is also important to know that there is a legislation that protects the people who belongs to the **LGTBI** community, from the Spanish Constitution to different laws of our Penal Code:

SPANISH CONSTITUTION:

- Equality as a superior value of the legal system. Article 1.1.
- Real and effective freedom and equality of the individual and of the groups in which they are integrated. Article 9.2.
- Dignity of the person and free development of their personality. Article 10.1.
- Principle of equality and non-discrimination. Article 14.

PENAL CODE:

- Generic aggravating circumstance. Article 22.4a.
- Criminal offence of threats aimed at terrorizing an ethnic, cultural, or religious group, or a social or professional group, or any other group of people. Article 170.1.
- Criminal offences against moral integrity. Article 173.
- Criminal offence of torture. Article 174.1.
- Criminal offence of revealing secrets. Article 197.5.
- Discrimination in the workplace. Article 314.
- Hate speech and incitement to hostility, discrimination, or violence. Article 510.
- Criminal offence of discrimination in public benefits or services. Article 511.
- Criminal offence of discrimination in the professional and business sphere. Article 512.
- Criminal offence of illicit association to incite hatred, hostility, discrimination, or violence. Article 515. 4º.

LGBTI EQUALITY LAWS IN ANDALUSIA:

- Law 2/2014, of July 8, comprehensive for non-discrimination on the grounds of gender identity and recognition of the rights of trans people in Andalusia.
- Law 8/2017, of December 28, to guarantee the rights, equal treatment, and non-discrimination of **LGBTI** people and their families in Andalusia.

AUTONOMY STATUS FOR ANDALUSIA:

- Everyone has the right to be respected for their sexual orientation and gender identity. Public authorities shall promote policies to guarantee the exercise of this right. It also includes in Article 37.1.2.º, among the guiding principles of public policies, the fight against sexism, xenophobia, homophobia, and warmongering, especially through education in values that promote equality, tolerance, freedom, and solidarity. Article 35.

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ENTARY



MARCIA BELLIDO | Aeronautical engineer and entrepreneur

8. WORKING ON DIVERSITY IN THE CLASSROOM

Educating in the respect for affective-sexual diversity is the task of the entire teaching body. We are all responsible for training in the respect for rights and freedoms, as well as in the exercise of respect and freedom within the democratic principles of coexistence.

To educate is, above all, to build increasingly free citizens based on respect for diversity and differential facts.

Talking about the **LGBTI** community at school doesn't imply being a member of this community or proselytizing. Just as educating against sexism is not an exclusive responsibility of women and educating against xenophobia isn't only the task of the foreigners, the responsibility of educating in the respect for affective-sexual diversity does not fall exclusively on gays, lesbians, bisexuals, and trans people.

When integrating the issue of sexual diversity into the classroom, one must be aware of one's own fears and the stereotypes that shape one's behaviour and the way of seeing things. The more you know yourself and your values, the more useful you will be to your students. Educating is also about avoiding our own moral prejudices in our students..

Respect for differences must be included in the rules of coexistence, as well as in the Plan de Atención a la Diversidad (Plan of Attention to Diversity). The Administration, the faculty and the Guidance Team must ensure compliance with these principles.

8.1. Dynamics for working on UNSTOPPABLE.

8.1.1 CLEAR CONCEPTS

Objective: That the group, before watching the documentary, knows the meaning of certain basic concepts related to affective-sexual orientation and sexual identity, and to make the group aware of their knowledge and lack of knowledge on the subject.

Materials: poster boards, markers, roll of paper. Duration: 30 minutes, although it may vary depending on the number of words proposed to define.

Development: The educator creates the following categories on the poster boards and hangs them around the classroom: affective-sexual orientation, gender, sex, and sexual identity. The students, previously distributed in groups, are given another set of poster cards with other "subcategories" related to the topic: man, woman, gay, lesbian, bisexual, trans, male, female, trans man, trans woman, transgender. The groups will have five minutes to decide in which "category" they will place their "subcategories" and why. The groups will explain why they have placed the subcategories in the corresponding category and at the same time they will give a definition of what they think the subcategories mean.

The teachers will collect the results on the roll of paper while leading the discussion that may be created among the groups when defining the concepts and clarifying them.

8.1.2. TOWARDS THE CLARIFICATION OF CONCEPTS

Objective: To work on informative aspects of affective-sexual diversity and to make the group aware of their knowledge. This dynamic must be carried out prior to the viewing of the documentary.

Materials: Paper and pens or markers. Duration: Approximately 30 minutes, although it may vary depending on the words proposed to define.

Development: The class is divided into small groups. Each group is given a list with a series of words for them to define, and they are asked to provide synonyms for them. The words chosen must refer to the topic we are dealing with (gay, lesbian, bisexual, trans...).

After a while, the papers are collected, and the definitions and synonyms proposed by each group are read aloud. Together they clarified and completed them while reflecting on the synonyms that may have arisen with some words and their use (i.e., if any of the synonyms are used in a derogatory way or when we want to insult someone, or if they have a positive connotation, etc.).

8.1.3. DISCUSSION ON UNSTOPPABLE

Objective: To make students aware of the life trajectory of the protagonists.

Materials: Blank paper and pen to write down the answers.

Development: After watching the documentary, the teacher will solve possible doubts before giving way to the questions prepared to generate a subsequent discussion.

- What makes a homosexual person different from a heterosexual person?
- Which “unstoppable” surprised you the most and why?
- How would you define this documentary?
- Do people who confess to being homosexual, trans or appear to be so suffer harassment and aggressions?
- ¿Have you witnessed any case of aggression, physical or verbal, towards a homosexual or trans person?
If so, where? If not, what would you do if you witness it?
- Do you consider it appropriate that homosexual couples have the same rights and possibilities as heterosexual couples? (Possibility to marry, adopt, etc.)

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ENTARY



SERGIO PADIAL | Member of the Advice Office of School Coexistence and Equality of the Territorial Delegation of Education and Sport in Malaga

8.1.4. UNSTOPPABLE working questionnaire

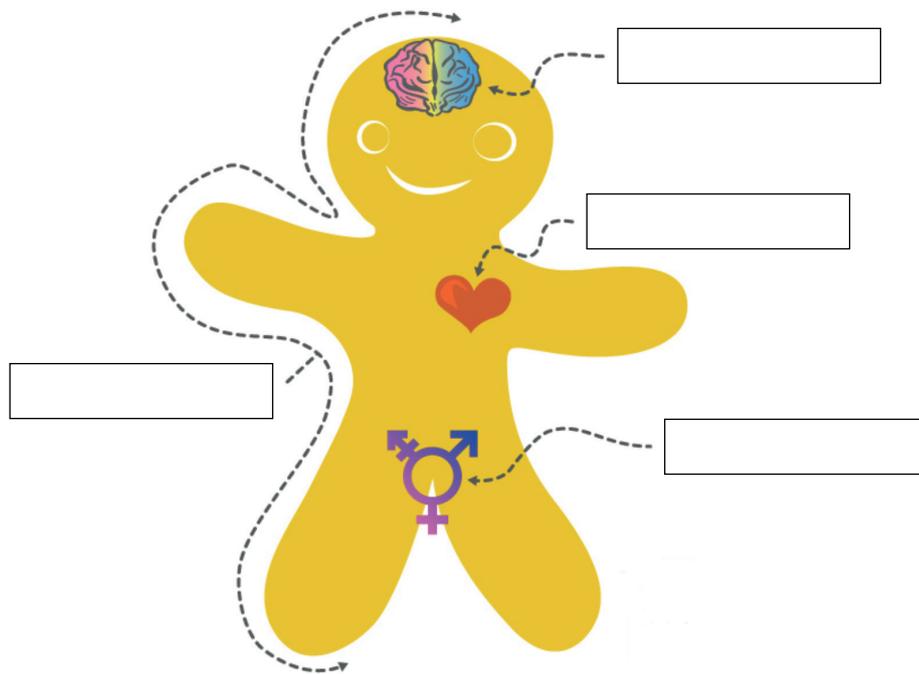
1.- Which of the characters that appear in the documentary do you think has had the worst experience in terms of their sexual orientation? Why? And who has had the best one? Why?

2.- Do you think that situations similar to the ones that has happened to the protagonists occur in your school?

3.- What do the letters **LGBTI+** and the + sign mean?

4.- Complete the following drawing:

THE GENDER COOKIE



ORIENTATION

EXPRESSION

IDENTITY

SEX

5.- Find famous people who identify themselves as:

Gay:

Lesbian:

Trans:

Bisexual:

Non binary:

Intersexual:

Cisgender:

Heterosexual:

6.- With what sexual orientation do the following famous people identify themselves?

Pablo Alborán:

Vanessa Martín:

Carla Antonelli:

Semenya Caster:

Elliot Page:

Dulceida:

Paco León:

Sam Smith:

Elvira Sastre:

Angelina Jolie:

7.- Football and music, in which area is it more problematic to belong to the **LGBTI+** collective? Why?

8.- What can you do from your high school to eliminate the discrimination that many times **LGBTI+** people suffer?

9.- What has caught your attention the most in the documentary? Why?

10.- In the documentary there are prejudiced phrases towards **LGBTI** people. Have you ever heard them? From whom? Where? Of all the prejudices that appear in the documentary, which one has caught your attention the most? Why?

11.- What concepts do you think are missing in the glossary of terms?

12.- After watching the documentary, have you changed your opinion about **LGBTI+** people? Why?

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ENTARY



JACOBO DA CUÑA | Gastronomic consultant

A PROJECT OF..



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