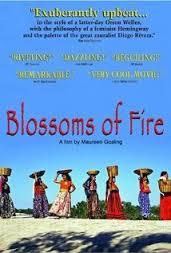
**Using Film as a Medium for Discussing Gender Roles and Attitudes Toward Homosexuality**

Blossoms of Fire: Film Screening and Discussion Guide

Introduction: This lesson is intended to be utilized along with the film *Blossoms of Fire (2000),* filmed by Ellen Osborn and Maureen Gosling, two American women, over a period of ten years*.* The intention is for an audience of parents, although the film could be shown to young adults as well. In my case, these parents are predominantly first generation immigrants coming from urban areas of Mexico. Most of these parents identify as Latino, Mexican or Mestizo. A small minority speak an indigenous language. Gender roles and attitudes toward homosexuality vary. This film provides an excellent opportunity to get families talking about a variety of issues, such as cultural autonomy, the role of colonization and neocolonialism in Latin America, and understanding the diversity of indigenous life in Mexico.

I will most likely only screen the film up through what I have designated as “Chapter 5,” in order to **focus the conversation on issues of gender and sexual social roles**.

Lesson Sequence:

* Have the thought questions and the sentence frames posted.
* Before the film, provide families with background information on who made the film and why.
* Explain that the film takes place in the Isthmus of Tehuantepec, which is near the coast of Oaxaca state in the south of Mexico. The community in the film is an indigenous community of people who speak mostly Spanish and Zapotec. In this community, gender roles in marriages are different from what we normally think of as “traditional.” Also, there is a traditional third gender category of men who have some female qualities, called “Muxe.”
* Go over the thought questions and the chapter headings so parents can anticipate the topics that will be covered.
* During the film, take three “turn and talk” breaks with the sentence frames.
* After the film, break group into tables to discuss, going back to the discussion prompts and their notes. Focus the post discussion on giving participants a chance to reflect on the film’s depiction of gender roles and treatment of the Muxe.

Reacciones:

Me gusta que \_\_\_\_\_\_\_\_

No me gusta que \_\_\_\_\_\_\_\_\_

Es interesante que \_\_\_\_\_\_\_\_\_\_

Siento incomoda que\_\_\_\_\_\_\_\_\_\_\_\_\_

Era raro que \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Me recuerda de \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Es parecido a mi experiencia porque \_\_\_\_\_\_\_\_\_\_\_\_

Es distinto de mi experiencia porque \_\_\_\_\_\_\_\_\_\_\_\_

**Blossoms of Fire/ Ramo de Fuego**

La película cubre varios temas. Aquí ellos son puestos. Favor de pensar o apuntar sus ideas para cada parte. Vamos a parar tres veces durante la película para que usted puede placticar con sus compañeros de mesa.

Capítulos:

1.Reacciones a la revista “Elle”

2. Relaciones entre mujer, hombre y hijos, papeles de trabajo y género

3. Relaciones entre el pueblo y la política

4. Tratamiento de homosexuales

5. Tratamiento al más mayores / antepasados/ mamas

6. Costumbres

7. Modernización/ Globalización

8. Fiestas y la economía local

Preguntas de discutir después de la película

Preguntas para pensar y placticar:

?En este sociedad, como se trataron: Mujeres? Hombres? Hijos? Viejecitos? Homosexuales?

?Estan de acuerdo con algunos estructuras de las familias vida alli? Contra de ellos?

?Cuales son los similaridades y diferencias entre las vidas de la gente en Juchitan y nuestras vidas aqui?

?Usted piensa que ellos tienen una vida mejor o peor que lo que tenemos aqui? En cuales sentidos?