

Respecting Sexual Diversity: Additional Activities

Lesson 2

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LEARNER OUTCOMES:¹

- Examine aspects of healthy sexuality, sexual wellness, and responsible sexual behaviour.
- Examine a range of behaviours and choices regarding sexual expression.
 - *Examine the impact of homophobia and heterosexism.*
 - *Develop strategies to deconstruct stereotypes*
 - *Identify negative behaviours that reinforce homophobia and heterosexism.*
 - *Develop behaviours that respect sexual diversity.*



MATERIALS:

1. POSTERS: [Values Continuum Headings](#)
2. HANDOUT: [Visualizations](#)
3. HANDOUT: [Relationships Questionnaire](#)

NOTE: Some materials are found through links to other websites. Links found on this website are listed below **and** with the corresponding activity.



INTRODUCTION:

In the outline titled [Respecting Sexual Diversity: A Comprehensive Plan](#), lesson 1, a group of activities meeting the above learner outcomes was outlined. To further enhance the exploration of respecting sexual diversity, the following are offered as **complementary** activities.



APPROACHES:

A. [Values Continuum](#)

(20-30 min)

This activity allows students to explore their own thoughts around sexual diversity.

1. Place posters: [Values Continuum Headings](#) around the room indicating a range of acceptance levels for different

statements. Headings include:

- Yes, Strongly Agree
- Yes, Agree
- Somewhat Agree
- No, Disagree
- No, Strongly Disagree

2. Have students place themselves accordingly beneath the headings in response to each of the following statements, one statement at a time:

- I would support a friend who decided to tell me he/she was not heterosexual.
- I would laugh at a joke ridiculing homosexuality.
- I would laugh at a joke ridiculing heterosexuality.
- TV shows accurately represent people who are not heterosexual.
- Our school is a safe place for most students, including those who identify themselves as gay, lesbian, bisexual or transgendered.
- There are adults in this school who would be helpful to a student who was not heterosexual.
- I would be comfortable if my teacher/best friend/sibling was gay, lesbian, bisexual or transgendered.

3. After each statement is read and students have placed themselves beneath a heading, encourage students to explain why they choose to stand under one heading over another. Use the following questions to guide the discussion:

- What made you decide to stand where you did?
- How does your decision to stand there affect other people?
- Are you comfortable where you are standing?

B. Heterophobia Stories

The following activity helps students develop empathy by putting themselves in another person's shoes.

During this activity, students will discuss and challenge heterosexual privilege. A story about a hypothetical world in which heterosexuals are the minority is read and followed up by a discussion (debrief questions are included).

1. Ask students to relax and listen to the story.
2. Read handout Visualizations.
3. Ask students to take a few moments to think about the story.
4. Facilitate a discussion:



Ensure that ground rules are reviewed from previous sessions on this topic. It is very important that a safe climate is maintained during the lesson.

(15 min)



Teacher Tip:
Avoid discussion based on the "human extinction" debate that sometimes occurs as a result of this activity.

- What is your response to the story?
- Is this real? Why or why not?
- What did you think or feel while listening to the story?

Conclude by pointing out the gay, lesbian, and bisexual people face certain challenges in our society. We should aim to respect all people, and where possible lend our support.

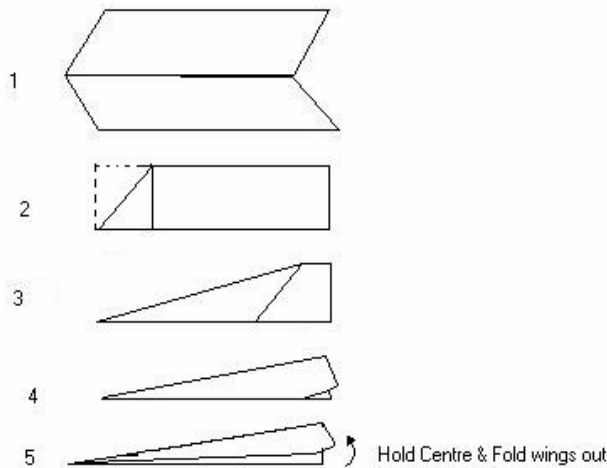
C. Myths and Realities¹

Students examine their own understanding of the issues surrounding sexual orientation. Myths are identified and clarified through discussion.

1. Take an 8 1/2' by 11" sheet of paper and fold it in half.
2. Fold the short edge of one side down to the first fold, producing a 45Degree angle. Do this for the other side too.
3. Fold down the new fold you have created to the original fold you did in (1).

Repeat for the other side.

4. Do (3) again for both sides.
5. Hold center and open wings out.
6. Write a single myth or reality regarding sexual orientation on the wing of each plane. Refer to the Myths and Realities chart below.



7. Shoot paper airplane handouts to individual students.
8. Have the student read the statement on the wing aloud.
9. **Discuss** each statement as a group, identifying whether it is a myth or a reality. Provide factual information provided in the Myths and Realities chart below to dispel myths. Discussion questions can include:

- Is this statement a myth or a reality?
- What is the factual information when it comes to this statement?
- Where do these myths of sexual diversity come from?

MYTHS	REALITIES
I don't know any gay, lesbian bisexual or transgendered people.	Although you may not know any homosexuals who are <i>out</i> to you,

(20-40 min)



You may choose to have students read the myth or reality from a piece of paper rather than using a paper airplane. Depending on your students, airplanes can sometimes cause chaos and distract from the intention of the exercise.

	you have probably met someone who is gay, lesbian, bisexual or transgendered. A significant percentage of any population is not heterosexual.
Gay men are child molesters.	By far, the majority of child molesters are heterosexual men.
Lesbians are failed females, haven't found the right man, or want to be male.	Lesbians are simply attracted to women rather than men. Lesbians, like all women, have both feminine and masculine qualities.
Gay males are feminized, failed males and want to be female.	Gay males are simply attracted to men rather than women. Gay men, like all men, have both feminine and masculine qualities.
Bisexual and transgendered individuals just can't make up their minds.	Bisexuals are attracted to both sexes in varying degrees. Some may be attracted more to males, some more to females, and some equally to both sexes. Gender is not a deciding factor. Transgendered individuals are individuals who have the physical characteristics of one gender but consider themselves to be members of another.
Gay men, lesbians, bisexual and transgendered individuals are promiscuous and cannot maintain long-term relationships.	Similar to heterosexuals; gays, lesbians, bisexuals and transgendered individuals form a variety of relationships, lasting from one night to many years. Research on lesbian relationships suggests that, as a group, lesbians have more monogamous relationships than heterosexuals do. The <i>Canadian Men's Survey</i> found that the majority of the men in gay relationships were sexually exclusive or in monogamous relationships.
Lesbians, gay males, bisexual and transgendered individuals could change if they really wanted to.	Most studies indicate that those who are highly motivated to change their sexual orientation may change their behaviour, but not their underlying desire. In fact, it is often societal homophobia that forces people to attempt to change. More and more research suggests homosexuality has a biological or even genetic basis; homosexuality is not a simple matter of choice.
Lesbians, bisexuals, gay men and transgendered individuals do not make good parents.	One out of four families has a lesbian or gay man in the immediate family. Heterosexual parents are found to be equally as loving or caring as their lesbian, gay, bisexual or transgendered counterparts. There is no evidence that having openly

	lesbian or gay parents harms children; the greatest difficulty they face is homophobia in society. ¹
Civil rights laws protect bisexuals, gay men, lesbians and transgendered individuals.	In fact, there is no Canadian Federal law protecting people who are not heterosexual from discrimination. The majority of Canadian provinces and territories, however, do state that sexual orientation is a prohibited reason for discrimination.
Saying something is "gay" every so often is OK.	Name calling and put downs create a climate where discrimination is allowed and where difference of any kind is not respected.
Homosexual people spread disease.	Disease, and the spread of disease, is not limited to homosexual populations.
Feeling safe in school is nice, but not necessary for education to take place.	It is important that all students and staff in our school feel safe. Fear inhibits quality learning.
Our community is immune to any kind of prejudice or racism.	In our community, some people are physically and verbally attacked because they are thought to be gay.

D. Sexual Orientation Quiz

(20 min)

This exercise will clarify values and highlight existing stereotypes. These activities should be done individually and kept confidential.

This is an exercise examining heterosexism in which students answer yes or no to various questions about personal experiences surrounding the acceptance of various types of love and friendship. The questionnaire is followed up by discussion questions.

1. Disseminate the handout Relationships Questionnaire.
2. After students have had sufficient time to complete it, **conclude** the activity with a discussion based on the following questions:

- What was it like for you to complete the questionnaire?
- What would it be like for a gay, lesbian, bisexual or transgendered person to answer this questionnaire?
- Would a gay, lesbian, bisexual, or transgendered person answer yes to many of these questions?
- How would they feel?
- How are gay, lesbian, bisexual, and transgendered relationships sometimes difficult?

FOLLOW UP:



QUESTION BOX:

(10 min)



TAKE IT HOME: (15 minutes today, 30-45 minutes in a future class)

Diversity Scavenger Hunt

An activity requiring students to interview people in the community and to explore diversity and individual differences. It is important to instruct students to respect people's privacy and personal limits during this activity. Teachers may want to adapt the handout to reflect Canadian content.

Link: <http://www.advocatesforyouth.org/lessonplans/diversityhunt1.htm>



SELF REFLECTION:

- During the lesson, were:
- Ground rules being followed?
 - Good practices established regarding **discussion**?
 - Skill building activities handled appropriately by the students?

What will you change for future classes with this group?

What will you change for future use of this lesson with other groups?



STUDENT ASSESSMENT:

During the lesson, did students:

- Knowledge:**
- Examine a range of behaviours and choices regarding sexual expression?

- Examine the impact of homophobia and heterosexism?
 - Identify negative behaviours that reinforce homophobia and heterosexism?
- Skills:**
- Develop strategies to deconstruct stereotypes?
 - Develop behaviours that respect sexual diversity?
- Attitudes:**
- Respect diverse points of view and approaches to life?



The knowledge, skills, and attitudes can be demonstrated through written work, role-play demonstrations or monitored classroom discussion.

* Each activity addresses a different set of outcomes. Ensure assessment is tailored to the activities chosen.

¹ Alberta Learning Program of Studies (2002) Career and Life Management

² <http://www.glcsa.org/ok/families.htm>.

³ Adapted from Blumenfeld, WJ, "Homophobia, How We All Pay the Price", Beacon Press, 1992.