

Erasing Homophobia 2002-2003 Oakland Unified School District

MIDDLE SCHOOL CURRICULUM FOR ADDRESSING SEXUAL ORIENTATION AND GENDER IDENTITY ISSUES

***Recognition of the inherent dignity and of the
equal and inalienable rights of all members of the
human family is the foundation of freedom, justice
and peace in the world...***

Preamble
Universal Declaration of Human Rights, 1948

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PRYSM-Programs and Resources for Young Sexual Minorities
Department of Student, Family and Community Services
Oakland Unified School District
510.879.8030

Erasing Homophobia

Oakland Unified School District

ERASING HOMOPHOBIA

This lesson is meant to be completed during one class period. If you have two class periods, suggestions for Part II are included at the end of this lesson.

- Introduction
- Review Community Agreements
- Change Experiment: Crossing Arms
- People Package
- What is LGBTQ: Definitions and Terms
- Video *Both My Mom's Names Are Judy*
- Empathy Building
- Action Plan

Introduction

“Good morning, class. Today I am here to talk to you about diversity and respect for different people. We will also be talking about homophobia. This is a very serious subject and I am going to ask you to act in a very mature manner. There are times when you may feel uncomfortable and that is okay. However, even when you feel uncomfortable, I am going to ask you to respect other people in the room and ask you to follow the community agreements at all times.”

Review Community Agreements

Review to Community Agreements poster.

“There are our community agreements. They include:

- Respect For Everyone
- Attentive Listening
- Confidentiality
- “I” Statements
- Give Equal Time
- No Put Downs

Does anyone have any questions about the community agreements? Can everyone here agree to these guidelines? Is there anyone who feels they cannot?”

Change Experiment: Crossing Arms

“To start things off, I would like to do a little experiment. Please cross your arms.”

Demonstrate how to do it.

“Notice which hand is on top. Now, uncross your arms and shake out your hands.”

“Now, cross your arms again and this time, make sure your other hand ends up on top.”

Demonstrate how to do it.

“Was it a little harder to do the second time?”

Take the students’ answers.

“The reason we did this activity together is to show that changing things can be hard. If it’s hard to change the way you cross your arms, it may be even harder to change your attitude about people who are different. But, as you just learned, even when things are hard, they are not impossible. I would like you to keep this in mind as we talk about homophobia.”

People Package

Take out the 2 People Packages and hold them up. (Prepare two packages in advance. Be sure they are equal in size and weight. Wrap one with candy in plain paper. Wrap the other with a present the student will not want in brightly colored paper.)

“I have a present for this class. However, I’ve been very busy and I only had time to wrap one of the packages. There are two packages but you only get to choose one as your class present. I will not be able to answer any questions about the packages. You will have 30 seconds to turn to a partner sitting next to you and talk about which one you want and why you want it.”

“You may turn to your partner now. Please don’t leave your seat.”

After 30 seconds, bring the class back to attention. Take a class vote and see which package wins.

Invite a student to open the package they did not choose. Show the contents of the package to the whole class by holding it up. Then invite a second student to open up the package they did choose. Show the contents of the packages by holding it up.

If they choose the package with the candy, tell them they will get their present at the end of the class.

“How do you feel about the choice you made?”

Take answers.

“Why did you choose that particular package?”

Take answers.

“Can you judge a present by the way it looks on the outside?”

Take answers.

“Can you judge people by the way they look on the outside?”

Take answers.

“If we judge people by how they look and act on the outside instead of getting to know them first, is that prejudice?”

Take answers.

“As we continue talking about prejudice and homophobia, I want everyone to think about a time when someone judged you unfairly. It may have made you feel angry or sad. When we judge people without knowing them, we can hurt them. We can also miss out on making some really good friends.”

“Now we are going to talk more about homophobia. Does anyone know what homophobia means?”

Take answers.

What Is LGBTQ: Definitions and Terms

“I would like to spend a little time talking about some terms and definitions. Right now, I am going to pass out a worksheet. When you get the worksheet, please write your name on it.”

Pass out the worksheets.

Read the first definition aloud. Call on student volunteers to read the rest of them. If no one volunteers, read the definitions yourself.

Take any questions related to the terms and definitions.

“There are some words that are sometimes used to describe people who are gay and lesbian that are not on this worksheet. Those are words that are hurtful to people. Does anyone hear those words here at school? You don’t have to say them, just raise your hand.”

"When we use words like that we are not being respectful to people in our community. I would like to ask all of you to think carefully about the words you use and how they may affect other people. Can you all agree to do that?"

Take answers.

Video

"We are now going to watch a video called *Both of My Moms' Names Are Judy*. Please pay close attention to what the kids are talking about in this video.

Show the video.

"Do you have any questions or comments?"

Take questions and comments.

Empathy Building

"Do you remember when I asked you to think about a time when someone judged you unfairly and how it made you feel? It can be a time when you were discriminated against because of any individual characteristic. It can be any 'ism' such as racism or sexism. It can be because of your gender or your language or your religion or anything else you can think of. Does anyone have a story they would like to share?"

(If students do not want to share stories, you should be prepared with story of your own.)

Have at least 3 students share stories about when they were discriminated against. Ask students how they felt when it happened (sad, angry, lonely...) and how they responded (talked to family, got in a fight...).

Ask the students who shared stories:

"Did anyone stand up for you? How do you think you would feel if people had stood up for you?"

Take answers.

It is important to draw the connections between your students' experiences of discrimination and the isolation that some LGBT students feel at school. Ask your students "Can you imagine feeling that sad/angry/lonely every day at school? Do you think it would be hard for you to concentrate? Hard for you to learn?"

Action Plan

“Now we are going to talk about some ways we can be respectful and kind to everyone in our school. Can anyone think of things we can do?”

Write down student suggestions on a large piece of paper labeled “Action Plan.”

Some suggestions include:

- Start a Gay-Straight Alliance at school
- Interrupt when you hear other being teased
- Display posters that are supportive of LGBT issues throughout the school
- Initiate a “No Tolerance” policy for homophobic slurs
- Use books and materials that feature LGBT characters

“I want to thank everyone for their participation today. This is an important topic and sometimes it is hard to talk about. You did a great job.”

Suggestions for Part II

- During the class period that follows, have students write questions they may have on slips of paper. Tell them not to write their names on the paper. Have them put the papers in a box as you walk around the room. Pull the questions from the box one at a time and answer the questions.
- Arrange for a panel of LGBT students to come to your school and share real-life experiences with students. Hearing from other students is a powerful way for students to make connections between name-calling and the experiences of individuals.
- Have students plan and conduct a skit on interrupting homophobia in schools.

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WHAT IS LGBTQ?

Bisexual: a person attracted physically and emotionally to some men and some women.

Gay: a person attracted physically and emotionally to some persons of the same gender. This term is usually used to describe men.

Gender Expression: ways in which people communicate their gender identity to others, including clothes, hairstyle, behavior, etc.

Gender Role: the set of socially defined roles and behaviors assigned to men and women. This can vary from culture to culture.

Homophobia: a fear or hatred of homosexuality, especially of others but also in oneself.

Lesbian: a woman attracted physically and emotionally to some other women.

LGBTQ: Lesbian, Gay, Bisexual, Transgender, and Questioning.

Queer: a controversial term that some LGBT people still consider derogatory. Others have embraced the term because it is gender-neutral and non-conformist.

Sexual Minority: a term used to describe lesbian, gay, bisexual, and transgender people.

Sexual Orientation: this term refers to whom we are physically and emotionally attracted to:

- same sex or homosexual
- both sexes or bisexual
- opposite sex or heterosexual

Transgender: this term refers to people who do not identify with the gender roles assigned to them based on biological sex. This includes transsexuals, cross-dressers, and drag queens/kings.

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ERASING HOMOPHOBIA ASSESSMENT AND FEEDBACK FORM

Date: _____ School: _____

Grade Level: _____ Number of Students: _____

Course Topic: *Sexual Orientation and Gender Identity*

1. What concerns, if any, did you have about addressing this topic?

1a. Were those concerns addressed in this lesson?

2. What is your overall assessment of this curriculum?

3. Please describe the most effective elements presented in this curriculum.

4. Describe the elements you feel will not work well and suggestions for improving them.

5. Any other ideas for improving the presentation of this topic?

6. What further assistance, information, or training, if any, do you need regarding this curriculum?

If you would like to be contacted regarding further information or training, please provide the following information:

Name: _____

Phone: _____ Email: _____

Best method and time to reach you: _____

Thank you for your feedback!

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Name of session: Erasing Homophobia

School:

Date:

Things I Liked About this Session:

Things I Didn't Like About this Session:

Things I Would Like to Know More About:

Suggestions For Next Time:

Check One: _____ Very Worthwhile

_____ Worthwhile

_____ Not Worthwhile

Peleando Homofobia 2002-2003

El Distrito Escolar de Oakland

**PLAN DE ESTUDIOS A NIVEL DE SECUNDARIA QUE TRATA SOBRE
PROBLEMAS DE ORIENTACION E IDENTIDAD SEXUAL**

Considerando que la libertad, la justicia y la paz en el mundo tienen por base el reconocimiento de la dignidad intrínseca y de los derechos iguales e inalienables de todos los miembros de la familia humana...

Preámbulo
Declaración Universal de los Derechos humanos, 1948

Desarrollado por Janine Y. Saunders
y Barry Chersky
con Mary Ellen Bayardo
y companero educadores de Calvin Simmons Middle School



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Peleando Homofobia

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PELEANDO HOMOFOBIA

Esta lección está diseñado para terminarse dentro de un período de clase. Si tienes dos períodos de clase suregencias para un parte II están incluidos al final de esta lección.

- Introducción
- Repasar los Acuerdos de la Comunidad
- Experimento de Cambio: Cruzar los Brazos
- Paquete de Gente
- Que es LGBTQ: Definiciones y Terminos
- Video: “Mis Dos Mamis se Llaman Judy”
- Desarrollar Empatía
- Plan de Acción

Introducción:

“Buenos días alumnos. Hoy estoy aquí para platicarles acerca de la diversidad y respeto para gente diferente. También vamos a platicar de la homofobia. Este es un tema bastante serio y les voy a pedir de comportarse de una forma bastante adulta. Van a ser momentos en los cuales tal vez van a sentir incómodos y esto está bien. Sin embargo aun cuando se sientan incómodos les voy a pedir que den respeto a la otra gente aquí reunidos y que sigan los acuerdos de la comunidad en todos momentos.”

Repasar los Acuerdos de la Comunidad

Refierese al poster de los Acuerdos de la comunidad.

“Estos son los acuerdos de la comunidad. Incluyen:

- Dar respeto a todos
- Escuchar atentamente
- Confidencialidad (o sea que no van a hablar de lo que dicen las personas en esta reunion con otra gente que no están aquí en este momento)
- Hablar de yo, (o sea: ‘Me siento . . .’ ‘Yo pienso . . .’ ‘En mi opinion . . .’ etc.)
- Dar el mismo tiempo de hablar y la misma oportunidad de hablar a todos
- No comentarios que critican la opinion de otra persona

Hay alguien que tenga preguntas acerca de los acuerdos de la comunidad? Están de acuerdo con los acuerdos todos? Hay alguien que no puede seguir estas reglas/guías?"

Experimento de Cambio: Cruzar los Brazos

"Para empezar me gustaria hacer un experimento. Favor de cruzar los brazos.

Muestreles como hacerlo.

"Fijense en que mano está para arriba. Ahora descruzen los brazos y sacudan las manos. Ahora crucen las manos otra vez y esta vez pongan la otra mano para arriba."

Muestreles como hacerlo.

"Era mas difícil hacer la segunda vez?"

Escuche a sus respuestas.

"La razon porque hicimos esta actividad es para mostrarles que intentar cambiar las cosas puede ser difícil. Si es difícil cambiar la manera en que cruces las manos tal vez es aun mas difícil cambiar tu actitud en contra a gente que son diferentes de tí. Pero como acaban de aprender aun cuando las cosas son dificiles no son imposibles. Me gustaria que lo tomen en cuenta mientras que platicamos de homofobia."

Paquete de Gente

Saquen los dos paquetes de gente y muestrelos a los estudiantes. (Prepare dos paquetes antes de la presentación. Asegurese que están igual de tamaño y peso. Envuelve uno con dulces con papel de envolver sin decoración. Envuelve el otro (que contiene algo que no les va a gustar a los estudiantes) con papel de envolver muy lindo.)

"Tengo un regalo para la clase. Sin embargo he estado bien ocupado y no tuve tiempo de envolver a los dos. Son dos paquetes pero no mas pueden elegir uno como el regalo de su clase. No puedo contestar preguntas acerca de los dos paquetes. Tienen 30 segundos para platicar con un companero o una companera sentado al lado y platicar de cual paquete quieres y porque."

"Volteense a tu companero/a ahora. No salgan de sus sillas."

Después de 30 segundos pida su atención. Toma un voto de la clase para elegir el paquete que gana.

Invitalos a abrir el paquete que no eligieron. Muestreles el contenido del paquete a toda la clase. Invite otro estudiante a abrir el paquete que eligieron. Muestreles el contenido del paquete a toda la clase.

Si elijan el paquete con dulces dígalos que van a recibir su paquete cuando la clase se termine.

“Como se sienten de la selección que hicieron?”

Escuche a sus respuestas.

“Porque eligieron a ese paquete?”

Escuche a sus respuestas.

“Se puede juzgar un regalo por la apariencia?”

Escuche a sus respuestas.

“Se puede juzgar a las personas por su apariencia?”

Escuche a sus respuestas.

“Si juzgamos la gente por medio de su apariencia y por su forma de ser en vez de primero conocerles este es prejuicio?”

Escuche a sus respuestas.

“Mientras que platicamos de prejuicio y homofobia quiero que todos piensen en un momento cuando alguien te juzgó sin conocerte. Tal vez te sentiste enojado o triste. Cuando juzgamos las personas sin conocerles les podemos danar. Tambien podemos perder la oportunidad de tener una buena amistad.”

“Ahora vamos a platicar de homofobia. Hay alguien que ya sepa que quiere decir homofobia?”

Escuche a sus respuestas.

Que es LGBTQ: Definiciones y Términos

“Me gustaria platicar algo de algunas definiciones y terminos. Ahora les voy a dar un papel. Cuando reciban el papel favor de escribir tu nombre arriba en el papel.”

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Deles los papeles.

Lee la primera definición en voz alta. Preguntenles a algunos voluntarios a leer los demás. Si no hay voluntarios lee Ud. las definiciones.

Deje que los estudiantes hagan preguntas si quieren.

“Hay algunas palabras que a veces se usan para describir la gente gay y lesbiana que no se incluyen en este papel. Esas palabras danan a la gente. Hay alguien que ha escuchado esas palabras aquí en la escuela? No tienen que decirlas en voz alta no mas levanten la mano.”

“Cuando decimos palabras así no estamos mostrando respeto a la gente de nuestra comunidad. Me gustaria pedirles a todos que piensen muy bien acerca de las palabras que usan y como puede afectar a otra gente.”

Escuche a sus comentarios.

Video

“Ahora vamos a mirar un video que se llama “Mis Dos Mamis se Llaman Judy”

Mirar el video.

“Tienen alguna pregunta o comentario?”

Escuche a los que dicen.

Desarrollar Empatía

“Te acuerdas cuando les pedí pensar de un momento cuando alguien te juzgó sin razón y como te sentiste? Puede ser un momento cuando no te trataron bien por alguna característica tuya. Puede ser un “-ismo” como racismo o sexismo. Tambien puede ser por tu raza o tu idioma o tu religión o cualquier cosa que puedas pensar. Alguien tiene un cuento de eso que quiere compartir?”

(Si los estudiantes no quieren compartir cuentos, debe de preparar un cuento suyo.)

Pida que por los menos tres estudiantes cuentan situaciones donde alguien les trató mal. Pregunteles como se sintieron cuando pasó (triste, enojado, solo . . .) y como respondieron (platicaron con sus padres, se pelearon . . .)

Pregunteles a los que compartieron sus cuentos:

“Había alguien en estas situaciones que te defendió? Cómo se sintieron si alguien lo hubiera hecho?”

Escuche sus respuestas.

Es importante comparar las experiencias de sus estudiantes con la aislamiento que algunos estudiantes LGBT se sienten en la escuela. Pregunteles a los estudiantes, “Imaginate sentir triste/enojado/solo diario en la escuela. Sería difícil concentrarte? Difícil para aprender?”

Plan de Acción

“Ahora vamos a platicar acerca de algunas maneras de mostrar respeto y ser amables a cada persona en nuestra escuela. Pueden pensar de algunas cosas que podemos hacer?”

Escriba las sugerencias de los estudiantes en un papel grande que tiene el título “Plan de Acción.”

Sugerencias incluyen:

- Empezar una alianza entre los estudiantes heterosexuales y homosexuales
- Interrumpir cuando alguien está molestando a otra persona
- Poner posters en la escuela que apoyan a temas LGBT
- Tener un regla en la escuela en contra a malas palabras que se usan para describir la gente gay
- Utilizar libros y materiales que incluyen personajes LGBT

“Quiero agradecer a todos por su participación hoy. Este es un tema muy importante aunque en veces es difícil. Hicieron muy bien - Gracias.”