



# My-ID Classroom Activities on LGBTIQ+ Topics

Deliverable 1.2

*Max Rapa, Peter Dankmeijer et al.*



Co-funded by  
the European Union

# Content

1. Introduction.....	5
1.1 Project Summary .....	5
1.2 How to use this compendium .....	5
1.2 Implementation of the classroom activities .....	6
2. Classroom Activities.....	9
2.1 BIOLOGY AND HEALTH.....	10
<i>The Gender Bread Person</i> .....	11
<i>Sexual Characteristics</i> .....	14
<i>Sexual Techniques</i> .....	16
<i>My Ideal Partner</i> .....	18
<i>LGBTI Animals</i> .....	21
2.2 CHEMISTRY .....	24
<i>The Table of LGBTIQ+ Elements</i> .....	25
<i>Scientists as Role Models</i> .....	29
2.3 DUTCH.....	31
<i>Language framing</i> .....	32
2.4 ENGLISH .....	33
<i>The Imperfects</i> .....	34
<i>Harvey Milk</i> .....	36
<i>Gender Equality and Human Rights</i> .....	39
2.5 GREEK.....	41
<i>Unpacking LGBTIQ+ Terminology in Greek</i> .....	42
<i>Exploring Greek LGBTIQ+ Literature</i> .....	43
<i>LGBTIQ Poems and their Musicalization</i> .....	44
2.6 HISTORY .....	46

<i>The Poems of Sappho</i> .....	47
<i>Ten Ancient LGBTQ Facts You Need to Know</i> .....	50
<i>History of Sexual Diversity</i> .....	53
2.7    ITALIAN .....	57
<i>LGBTIQ+ Glossary</i> .....	58
<i>What's your pronoun?</i> .....	62
<i>Sex Synonyms</i> .....	65
2.8    MATHEMATICS.....	68
<i>LGBTQ Math Assignments</i> .....	69
<i>LGBTIQ+ and Statistics</i> .....	70
<i>What do you know about sexual and gender diversity?</i> .....	71
<i>Mathematics and Diversity</i> .....	74
2.9    PHYSICAL EDUCATION.....	75
<i>Setting boundaries</i> .....	76
2.10   SOCIAL STUDIES.....	77
<i>All these labels</i> .....	78
<i>Universal Human Rights</i> .....	82
<i>More Chances!</i> .....	84
<i>Fantasies about the Future</i> .....	86
<i>Imagine Being a Parent</i> .....	90
<i>Discovering how I am subjective (part 1)</i> .....	94
<i>Discovering how I am subjective (part 2)</i> .....	98
<i>The motto "United in Diversity"</i> .....	100
2.11   SPANISH/CATALAN .....	101

<i>Excluded News</i> .....	104
<i>Love Letter</i> .....	106
<i>Getting to know Margarito</i> .....	109
3 . <i>Project information</i> .....	115
3.2 Deliverable information .....	116
3.3 Project coordinator.....	117
3.4 Version history .....	117

# 1. Introduction

## 1.1 Project Summary

The My-ID Project is an elaboration of the "My-ID" education technology on sexual and gender diversity to the high school sector. The "My-ID" method is based on an analysis of heteronormativity and evidence-grounded methods to educate in a way which sustainably changes negative attitudes and the underlying negative emotions towards gender and sexual diversity. The project runs from November 2021 until 1 November 2023.

The project employs three key strategies to support high schools in implementing the My-ID method:

1. Developing concrete classroom activities to integrate in a spiral curriculum
2. Manual to empower teachers
3. Guidance on how to inform and mentor parents

## 1.2 How to use this compendium

The main body of this compendium is chapter 2, which is a collection of 30 classroom activities. The activities are written in such a way that they are directly applicable in class. You can select activities based on the summary, which is below the title, and by reviewing the short information in the left column mentioning objectives, duration, and group level.

We divided the activities into subjects, which makes it easier to select activities that are appropriate to your lessons. Note that a number of activities can be used in different subjects. For example, an activity like "My Ideal Partner" could be used in Biology as well as in Social Studies. Activities on historical poems or novels can be used both in a language/literature lesson and in history. Choose wisely and adapt the activities where needed.

We realize we could only develop a few activities per subject in this project. This compendium is not meant as an exhaustive database of activities that you should do to cover the topic of sexual and gender diversity. It is mainly meant as an inspiration.

As a teacher, you may be inspired to develop your own classroom activity. If you like to do this, you can download the MS-Word template for classroom activities from the My-ID website. In the PR1.4 Teacher Guide to Implement My-ID Activities, there is a chapter with a guide on how to fill in the template with your own ideas.

## 1.2 Implementation of the classroom activities

Based on the needs assessment, the teachers should formulate a limited set of key objectives they want to reach during the implementation of the My-ID activities. We advise that such activity objectives are formulated in a SMART way: Specific, Measurable, Acceptable, Realistic and Timed. The objectives could be focused on KASB: Knowledge, Attitudes, Skills, or Behaviour.

**Knowledge:** Knowledge objectives are phrased like this: “students/teachers *know* that/about.. “. Keep in mind that the My-ID teaching technology maintains that – contrary to common beliefs about teaching – knowledge is not the key to effective teaching about sexual and gender diversity. Instead, we can better focus on attitudes. When students (and teachers have open attitudes towards diversity in general and sexual and gender diversity specifically, then the question for information will come up by itself. Teachers can then give students assignments to look up the information. Therefore, it is only necessary to give the most basic information in class. With “the most basic information” we mean **key information that is really essential to develop an open attitude**. We offer these basic concepts in the activity The Gender Bread Person (page 11).

**Attitudes:** Attitudinal objectives are phrased in terms of awareness, recognition, and feelings. Examples are:

- Students have respectful attention for sexual diversity.
- Students are interested in exploring their feelings and norms.
- Students feel confident in expressing their (same-sex attraction) feelings.

- Students appreciate diversity including sexual diversity.
- Students have revalued their value-system on citizenship and sexuality.

Each of these objectives can be adapted to teacher attitudes, for example: “teachers want to promote / feel confident / automatically facilitate that students have respectful attention for sexual diversity”.

A guideline to formulate and hierarchically order attitudinal objectives can be found in the Taxonomy of Krathwohl. A taxonomy is a hierarchy of objectives, which maintains that some objectives need to be reached before you can get to other objectives. According to Krathwohl, the five levels of attitudinal objectives are:

- attention (passive focus)
- interest (active curiosity)
- appreciation (developing a single opinion/attitude, rather than acting on prejudice)
- integration (adapting beliefs and attitudinal framework)
- characterization (attitudes become part of the personality and automatic)

**Skills:** Skill objectives are phrased as that teachers *are able* or *can do* some things. We assume that teachers are professionals and already have general skills to teach. However, the skill to talk about sensitive topics and emotions with students in class may be new to some teachers. Specific objectives relating to sexual and gender diversity could be that teachers are able to create a safe atmosphere in class in which the students feel comfortable to talk about diversity and sexuality, and that teachers are able to respond in a sensitive way to insensitive or offensive remarks and questions.

**Behaviour:** behavioural objectives for teachers describe what they really would **do** in class. This is called “transfer of skills to practice”.

Based on the objectives, the teachers can choose or develop a series of sessions, modules, or activities to create a build-up of increasingly challenging goals and of team spirit. In the “Teacher Guide to Implement My-ID Classroom Activities” (1.4), we go deeper into how to make wise choices. Because this is an international manual, some activities may be too sensitive for some countries. Teachers have to make their own assessment of what is appropriate and best for their students, feasible for themselves to facilitate and acceptable in the given cultural situation.

We advise that any activity about sexual and gender diversity should always start with a short explanation that this topic can be sensitive and by agreeing on ground rules

that are valid during the activity. Even when a team already has general ground rules, this remains important. In many cases generic ground rules are forgotten when discussions become heated on topics that are touching people in their deeply felt beliefs and attitudes.

After setting ground rules, it is helpful to start the content of the activity with a *trigger* which focuses the attention of the participants on the topic and to engage them emotionally. The trigger should open up students for the rest of the activity by making them curious and interested. Without an open attitude, information will not “land”. Give enough information to enable a good “locus of control” (a sense that the participants feel able to do what is asked from them) but avoid unnecessary or overly politically correct information. Political correctness is good when it is done with the intention to treat everybody well, but it tends to turn on itself when it is perceived as an ideological dictate.

Make sure there is plenty of time for discussion and exchange during the activity and that the breaks are long enough to unwind and relax. Activities on sexual and gender diversity can be emotionally taxing.

Incorporate these suggestions in an overview of your classroom activity program with an approximate time schedule, which you can keep at hand during the activity to keep track of the progress being made by the students.

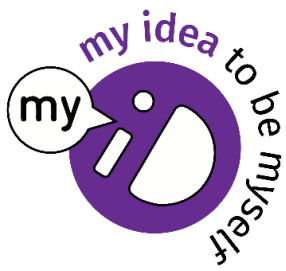


# 2. Classroom Activities

In this section, you can find all the classroom activities that have been developed by the My-ID technology. The activities have been developed for the following subjects:

1. Biology/Health
2. Chemistry
3. Dutch
4. English
5. Greek
6. History
7. Italian
8. Mathematics
9. Physical Education
10. Social Studies
11. Spanish/Catalan

## **2.1 BIOLOGY AND HEALTH**



## The Gender Bread Person

The Gender Bread Person is introduced and students are asked to rate their own sex, gender identity, gender expression and sexual attraction.

### Preparation

Make sure you set ground rules in class and agreed on the right to privacy. Copy hand-outs for all students, or ask students to draw the hand-out based on an image you show them.

### Implementation

Step 1: (5; instruction). Explain the Gender Bread Person.

- There is a difference between sex and gender.
- Sex is how your body is built. This is not only about genitals, but also about chromosomes, hormones and gonads. Don't go into details about this now. Sexes are for example male, intersex and female.
- Gender is about how you think about yourself; this is your identity. Genders are for example women, non-binary, androgenous, man
- Gender has nothing to do with sexual attraction. And sexual attraction is not the same as sexual behaviour, or labelling yourself, like as in gay, bisexual, lesbian or queer.
- Expression refers to the fact that everybody likes to be unique and behaves in different ways in different contexts. Many expressions have to do with identity, but other expressions are prescribed by customs and norms.

Ask if this is clear and answer questions.

Step 2: (5'; private individual exercise). Ask the students to privately indicate on the continuums on the hand-out where they think they are themselves. Make clear this is a private assignment and that you don't have to share your results. If you feel this is too private, you can just think about it and not indicate it on the image itself. Fill in a hand-out for yourself as well. It will help the debriefing if your own score is not only 100% cisgender and 100% heterosexual.

Step 3: (debriefing, 15'). Discuss the experiences:

- ➔ How was it to think about these differences? (You don't have to be clear or open about this; many people think it is private or don't know yet)
- ➔ Was there something new about this for you?
- ➔ When you define as a "man" or "women", do you always have to behave according to the expectations of men or women?
- ➔ Suppose you feel attracted to men, women or both, would you be forced to call yourself "homo" or another label? Why (not)?

#### ➔ Objective

Students become aware of the difference between gender, sexual attraction, identity and expression.

#### ➔ Indications of impact

The students acknowledge that some stereotyped ideas about sexual and gender diversity lead to merging of gender and sexual attraction and to sexism.

#### ➔ Duration

25-30 minutes

#### ➔ Level

Ages 13-16, intermediate level

#### ➔ Materials

Hand-out Gender Bread Person (also available as separate file)

#### ➔ Version

Based on <http://itspronouncedmetrosexual.com/> and The Safe Zone Project, version GALE 6-2-2023

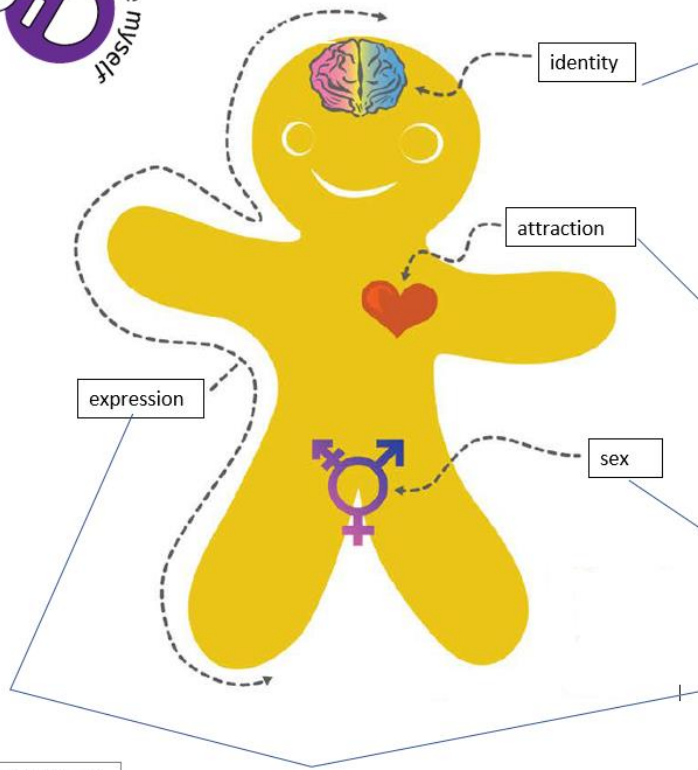
- Does this image help you to feel more free to label your own sex, gender, identity, attraction or expression?
- In the past, people thought about these differences as a “continuum” between male-female, or heterosexual-homosexual. This is called “binary thinking”. In this image the lines are not represented by a continuum but as arrows on top of each other. Why do you think this is? (some of these feelings / identities can occur simultaneously)

You can possibly summarize the activity by concluding that sexuality and gender is often more nuanced than many people tend to think.

### *Transfer to practice*

You can come back to the Gender Bread image and differences between gender, sexual attraction, identity and expression when students start to confuse them again.

# Hand-out: The Gender Bread Person



Reviewed by GALE, 2023

**IDENTITY:** how you see and label yourself...

Woman:	not at all	.....	very much
Man:	not at all	.....	very much
Hetero:	not at all	.....	very much
Gay:	not at all	.....	very much
Bisexual:	not at all	.....	very much
Lesbian:	not at all	.....	very much
Other label:	not at all	.....	very much

**ATTRACTION:** who you feel attracted to and how...

*Romantically*

To women:	not at all	.....	very much
To man:	not at all	.....	very much
To both:	not at all	.....	very much

*Sexually*

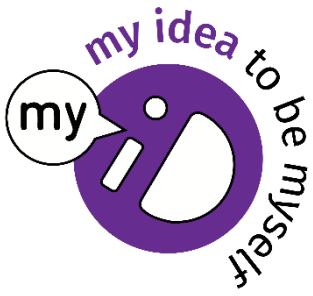
To women:	not at all	.....	very much
To man:	not at all	.....	very much
To both:	not at all	.....	very much

**SEX:** your biological markers...

Chromosomes:	XY	.....	XX
Hormones:	oestrogen & progesterone		testosterone
Genitals:	clitoris & vagina		penis & scrotum
Gonads (glands):	ovary & egg cells		testicles & sperm

**EXPRESSION:** how you present yourself...

Feminine:	not at all	.....	very much
Gender-neutral:	not at all	.....	very much
Masculine:	not at all	.....	very much
Depends on situation:	not at all	.....	very much
Sexually active:	not at all	.....	a lot



## Sexual Characteristics

*This is an interactive teaching session in which students learn the difference between primary and secondary sexual characteristics and between sex and gender.*

### Implementation

Step 1: (5' assignment). Tell the student we are going to study differences between sexes. Ask the students to write physical male and female characteristics on a small paper. They do this individually.

Step 2: (5'; collect answers). Collect answers and write them on a board.

Step 3: (10'; information). Explain the difference between primary and secondary sexual characteristics. Explain which ones are present at birth, which ones develop later in puberty. Ask the students if there are characteristics on the board that are neutral.

Step 4: (20': group work). Then ask student to work in pairs to divide characteristics in "present at birth" or "developed later". Check this with the plenary group. Note the difference between biological characteristics and social characteristics. Explain that this difference is often called "sex" versus "gender". Sex is biological, gender is a social custom. If people don't want to look male or female (social choice), they sometimes call themselves "non-binary".

Step 5: (10': information). Give a short presentation about the types of characteristics (see annex). Give examples of persons who have both male and female characteristics and ask the students how this is possible. Explain this is called "people with an intersex condition" or just "intersex people", and that there are dozens of types of intersex conditions.

Step 5: (5'; check if information is understood). Use the following questions:

- ➔ Give an example of a primary and a secondary characteristic
- ➔ How and when are secondary characteristics formed?

### Debriefing

Debrief the students by making a link to their personal experiences. You can use questions like these:

- ➔ Do you know intersexual, transgender or non-binary persons?
- ➔ Why not? Do they hide themselves, is there another reason?
- ➔ Would it be natural or difficult for you to socialized with intersexual, transgender or non-binary persons? Why (not)?

#### ➔ Objective

Students learn about sex, gender and sexual characteristics.

#### ➔ Indications of impact

The students reproduce the learned knowledge. They indicate how comfortable they would feel interacting with intersexual, transgender or non-binary people and why.

#### ➔ Duration

40-50 minutes

#### ➔ Level

Ages 12-16, intermediate level

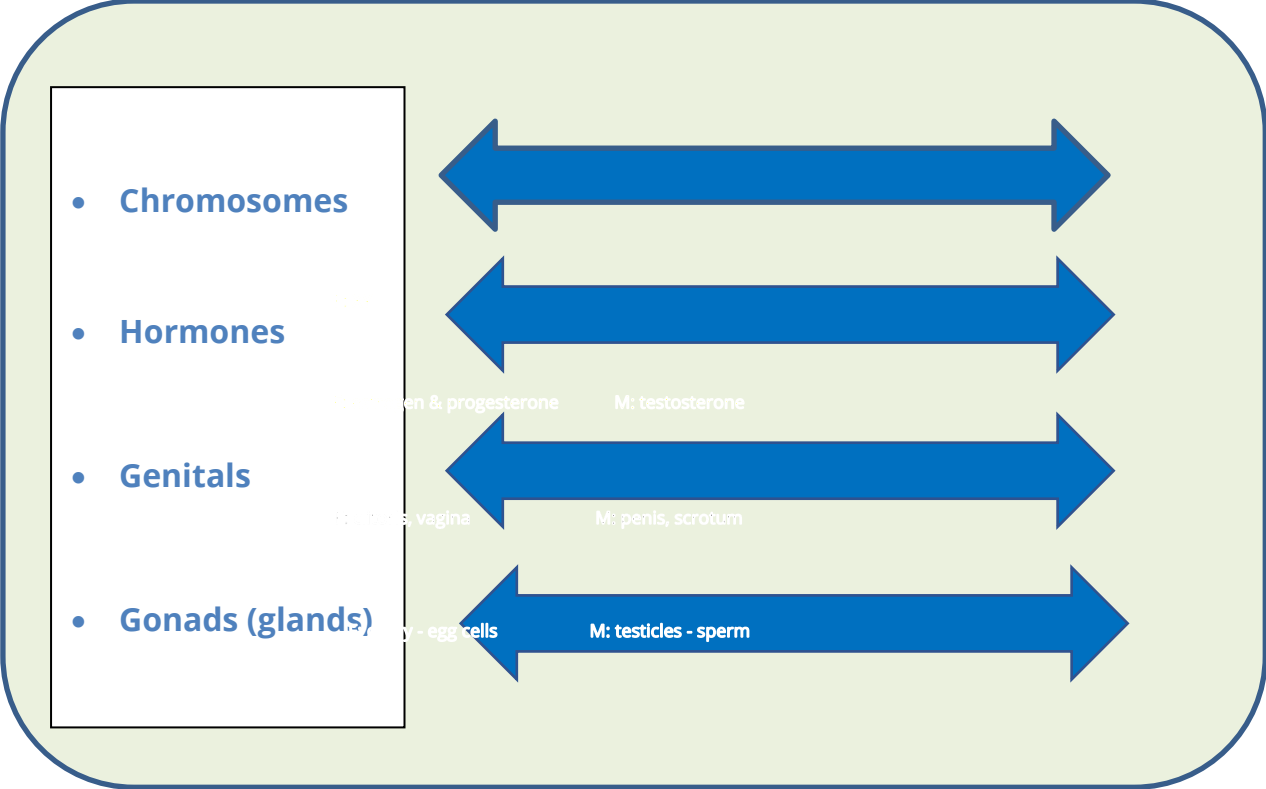
#### ➔ Materials

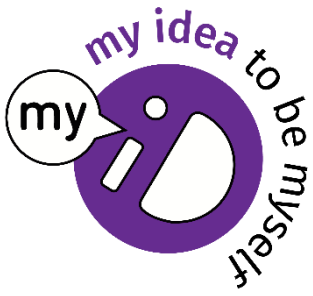
Pen and paper. You can possibly use the annex as a hand-out or reproduce it on a board.

#### ➔ Version

GALE, 2023

# Annex: Types of Sexual Characteristics





### ➤ Objective

Students become aware that sexuality is not “gay” or “lesbian”.

### ➤ Indications of impact

The students acknowledge that everybody can have sex in the way they want and that anal sex is not typical for “gay sex”.

### ➤ Duration

20-30 minutes

### ➤ Level

Ages 13-16, intermediate level

### ➤ Materials

Blackboard

### ➤ Version

Developed by LGBTIQ+ volunteers of peer education groups in the Netherlands, this description by GALE 6-2-2023

## Sexual Techniques

Students are asked to make a list of sexual techniques and categorize them which can only be done between men, between women or between men and women.

### Context

This activity should be done in the context of lessons on sexuality, and especially when there seem to be prejudices about heterosexual, gay or lesbian sex. The students nor the teacher should be not overly shy. When choosing this activity, teachers need to be aware that in some countries talking explicitly about sexual techniques maybe forbidden or taboo in school or that such a discussion is only allowed to be done by an invited psychologist.

### Implementation

Step 1: (5'; instruction). When students make remarks which indicate that they think of “homosexuality” as synonymous with “gay” anal sex, remark that they may not be aware of sexual techniques, and now that will do an activity that makes clear what is possible in the sexual area. Draw 3 vertical columns on the blackboard, titled: men-women, men-men, women-women.

Step 2: (10'; brainstorm). Ask the student to brainstorm on sexual techniques that people can do in couples. Don't mention any sexual techniques yourself, leave it to the students.

If they mention: “penal-vaginal sex” for men-women, ask them if this cannot be done by men with men or women with women. The answers are that men cannot do this with men because a man does not have a vagina. However, women may be able to do this with other women when they use a dildo. Anal sex is possible both between men and men and women, as well as between women with a dildo. If an act is NOT possible, write a cross in that place of the column.

Step 3: (10'; debriefing). Reflect on the columns when they students exhausted their suggestions for sexual techniques. Ask the students:

- What do you notice about this list? (Most techniques can be done by any couple)
- Why do some people think that some techniques are special for specific couples? (For example, why would penal-vaginal sex be specific for heterosexual couples only? Why



would anal sex be specific for gay men? Why would rubbing (frottage) be specific for lesbians?

- ➡ If students could not think of any act for women-women, why was that? (Maybe because of the prejudice that 'real' sex is impossible without a penis? Or that 'real' sex has to do with penetration or procreation?)

You can possibly summarize the activity by concluding that any couple can have any sex they want, and it is not helpful to stereotype.

### *Transfer to practice*

You can come back to this conclusion when students repeat stereotypes about sexual practices. Students may later come up with other sexual practices, or they may remark that sex is also possible on your own or in groups. Agree with that and if students feel a need, repeat the exercise with additional columns. If parents have any questions after rumours about this activity, respond that students had prejudices and unclear ideas about what sex is, and that this exercise was needed to correct wrong images and ideas.



## My Ideal Partner

Students brainstorm about four different aspects that they would value in their future partners and have a dialogue about the results.

### Preparation

Put the matrix from the hand-out “My Ideal Partner” on the board or on a sheet or copy the hand-out for all students.

### Implementation

Step 1: (5'; trigger). Introduce the lesson by telling the students what your own image of your ideal partner was when you were their age. Note that everybody has different hopes. If students ask, tell them that your current partner(s) if you have them, are not exactly like your expectations from when you were young. Note that you also can be happy when your partners do not meet your original naïve expectations.

Step 2: (5'; introduction). Tell the students that we are going to do an activity in which they can explore what they hope to find in future partners.

Hand out four differently coloured text stickers to each student (or several of each colour). You can also copy the hand-out and give each student one copy.

Step 3: (10'; brainstorm). First ask the students to take 1 minute to write down one or more ways their ideal partner should look like. They use the first colour text sticker for this. Then ask the students to write down one or more-character traits of their ideal partner on another colour text sticker. The next two assignments are to write down background aspects of partners and how you want to live together. After each round, collect the stickers and paste them in the relevant quadrant of the matrix. Stickers that say the same (or similar) are pasted on top of each other. Paste stickers with related content in each other's neighbourhood so that the final picture gives an overview of related and different ideas. If you use the hand-outs, ask the students to read out their notes and summarize the comments on the board in the same way.

Step 4: (15'; dialogue) Review the resulting overview with the students. You could use the following questions:

- What do you notice about this overview? Your first impressions? (For example, it could be that there are many comments about how a partner should look like and fewer about

#### ➤ Objective

Students explore what they would like to see in future partners, and they nuance their expectations.

#### ➤ Indications of impact

The students indicate that some original superficial expectations may not be what they really want in partners. They recognize that social pressures are playing a role in partner choice.

#### ➤ Duration

30-45 minutes

#### ➤ Level

Ages 13-16, lower level

#### ➤ Materials

Text stickers in 4 colours, hand-out “My Ideal Partner”

#### ➤ Version

Developed by Iedersland and GALE, March 2023

character, or all the girls (stereotypically) want a rich boy as partner, or that most choices are non-stereotypical/traditional.

- Is there a difference between the preferred wishes of boys and girls?
- Do heterosexuals look for the same aspects in their partners as gays and lesbians? And what about bisexuals?
- What do you think is more important, looks or character?
- How can you find out what someone's character is?
- Which of the quadrants do you think are most important in your partner choice?
- Is it important that your family approves of your partner choice?
- Would it make a difference for your family and friends when you choose a man or woman as a partner?
- How can you discuss or negotiate a task division in a relationship? What would you do if you disagree on this?

Step 5: (5'; debriefing) Ask the students what they think they learned from this activity.

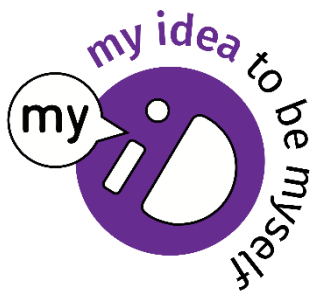
- Are there similarities or differences in the choices boys and girls make?
- Are choices for partners related to social conventions?
- To what extent can you make own choices in this?
- How can you make the best choices to be happy in your life?

These questions are not meant as an interrogation or a check whether information has been understood, but as a guidance to help students conceptualize what they learned and imagine how they can put these conclusions into practice.

## Hand-out “My Ideal Partner”

<b>How my partner looks (outside)</b>	<b>Character of my partner (inside)</b>
For example: handsome, brown eyes, tall/short, type of clothes	For example: sweet, has humour, serious, reliable, protective, caring

<b>Background</b>	<b>Living together</b>
For example: age, education level, work, religion, race, financial, social class	For example: negotiate task division, doing things together, being attentive



## LGBTI Animals

*Students discuss how sexual orientation, transgender and intersex aspects play a role in the animal kingdom and compare these two human models.*

### ➔ Objective

Students explore sexual relationships and gender in the animal kingdom and become more tolerant of related differences.

### ➔ Indications of impact

Students conclude that projecting 'human' (heteronormative) expectations about relationships on animals does not make much sense, and it is better to just be curious about differences.

### ➔ Duration

55-80 minutes

### ➔ Level

Ages 13-18, intermediate level

### ➔ Materials

Hand-out Flamingo Soap Operas

### ➔ Version

The inspiration for this activity comes from the article Joop Treep (2004/2007) "Bijzondere verhoudingen bij flamingo's". Developed by GALE, version 27-3-2023

## Preparation

This activity should be done after students have been introduced to the basic terms like homosexual, bisexual, transgender and intersex. Make copies of the hand-out for all students.

## Implementation

Step 1: (5'; introduction). Hand out the hand-outs. Announce that this lessons we will talk about animals that are homosexual, transgender, or intersex.

Step 2: (5'; trigger). Ask the students a trigger question. Depending on the group, trigger questions can be: "Do you think that animals can be homosexual, bisexual or transsexual?" (for a rather intolerant class), "How many species of animals do you think are displaying LGBTI behaviour?" (for a mildly: class), or "Do you think that homosexual behaviour among animals is a question of love or a question of power?" (for a quite tolerant and curious class). The questions are intended to create "creative confusion" to initiate doubt and discussion about heteronormative expectations. Note the responses and announce that this lesson is meant to explore this question further.

Step 3: (30'; case study). Ask the students to read out the text of the hand-out. It works best when this is done aloud. Ask them to say what they think of these stories. Ask where their responses come from. You don't have to explain heteronormativity to them, but your critical questioning can be based on the way they interpret this case study. Don't judge them but inquire.

Step 4: (15-45'; exploration). Ask the students if they know more examples of animals that display same-sex behaviour. Make a list. Then ask if students also know animals that are intersex or can change gender. Also make a list of these. If students don't know, ask them to explore with their laptop or cell phone, and get the data from this. You can also ask to do this as a homework assignment.

Step 5: (15', discussion). In a class of a higher level, you can engage in a discussion about what constitutes 'real' love. Note that some sexual behaviours among animals have an aspect of status and power, while other behaviours can be easily confused with what we consider

'romantic' love. Likewise, some sex changes among animals can be seen as a necessity to reproduce, while there may be also other explanations. Discuss with the students what they think and what their views are based on. Is it on facts or on heteronormative expectations?

Source for hand-out: Joop Streep (2004 and 2007) Bijzondere verhoudingen bij flamingo's /Wederzijdse bestijgingen en copulaties bij Chileense Flamingo's *Phoenicopterus chilensis* in het Zwillbrocker Venn

## Key sources about "LGBTI" animals

- ➔ [https://en.wikipedia.org/wiki/List\\_of\\_animals\\_displaying\\_homosexual\\_behavior](https://en.wikipedia.org/wiki/List_of_animals_displaying_homosexual_behavior), (sexual behaviour)
- ➔ <https://en.wikipedia.org/wiki/Hermaphrodite> (intersex animals)
- ➔ [https://en.wikipedia.org/wiki/Sequential\\_hermaphroditism](https://en.wikipedia.org/wiki/Sequential_hermaphroditism) (transgender animals).

## *Hand-out: Flamingo Soap Operas*

In the 1990's, the Dutch population was shocked and excited when a news item was published the two male flamingos in the Rotterdam Zoo were having a love affair. The zookeepers had given them an egg that was abandoned by other flamingos, and the two male flamingo's got together to take care of the egg. It hatched and the two flamingos raised the young flamingo.

For bird specialists, this story was even more special because the two flamingos were not of the same race (a Great Flamingo and a Caribbean Flamingo), and the hatchling was of another race again (a Chilean Flamingo).

It is a regular occurrence that male flamingos are dating each other, including elaborate dating rituals like dancing to each other, tapping each other's beaks, hooking the necks together and the traditional way which flamingos use to have sex: the impregnated partner with its head in the water and its wings slightly spread, while the impregnating partner jumps on the back of the impregnated partner.

Anyway, what the general public never came to know was there was quite a soap going on in the relationships between the flamingos in the Rotterdam Zoo. It turned out that within the flamingo group, there were several triangular relationships. This is not uncommon. In Strasbourg, there was a complicated relationship between five flamingos. There were three female flamingos and two male flamingo's, with the male flamingo's being partners of two of the three female flamingos. The group had not had any eggs in the past few years. To encourage the flamingos to breed, the zookeepers put a goose egg in their territory. This certainly stimulated them! All the female flamingos started building nests, with the two partnered male flamingos helped by their male partners. All the female flamingos laid eggs, which all hatched. One of the female flamingos was not partnered, so her egg must have been impregnated by one of the other two male flamingo's. This is strange, because flamingos always take care of their eggs, but never more than one a year. This created a dilemma for the impregnating male flamingo because male flamingos are obliged to take care of the egg and the hatchling 50% of the time. So the flamingo who impregnated the single female flamingo would have to take care of **two** hatchlings. However, natural inclinations did not seem to be so compelling that the male flamingo felt forced to do this; in this case the single female flamingo had to take care of her child on her own.

In Rotterdam, another situation took place. Three flamingos (2 female, 1 male) built a joint nest. The two females laid eggs. But before they started laying their egg, they tossed the egg of the other female flamingo out of the nest! So, a threesome on one nest did not work. But the following year, two male flamingos partnered with one female flamingo, and they jointly successfully raised one hatchling.

## 2.2 CHEMISTRY





## The Table of LGBTIQ+ Elements

Students are given 34 cards representing parts of the Table of Elements, with each card representing an LGBTIQ+ label. Students have to research what is behind the labels and discuss if such labels are just as natural as chemical elements.

### Preparation

Make a set of the 34 cards, or copy the overview of the Table of Elements. Do this activity after the original Periodic Table of Elements has been introduced.

### Implementation

Step 1: (5'; introduction). Tell the students this lesson is about the Table of Elements, but in a different way they are used to. Hand out the cards, one for each student (this is easier because the cards have the terms on them), or hand out the overview (this is more challenging because students will have research based on colours and symbols).

Step 2: (5'; trigger). Ask the students to explain why some of the elements have colours. Let the students guess around. If some knows the answer, compliment them. If they don't, tempt them by asking if they recognize the colours on elements 31 and 59. The solution is that the coloured elements represent LGBTIQ+ labels and symbols. Ask the students the research what each coloured element represents and to present it to the class in 30 seconds maximum.

Step 3: (10'; research). The students use their laptops or smartphones to research the symbols or terms. They are allowed to share suggestions on how to do this, or to discuss definitions and ways to present it with each other.

Step 4: (25'; presentations). Give the students maximum 0,5 minute each to present their findings. If they could not find the meaning or got it wrong, diplomatically correct them without judging them (many internet pages may not be quite correct and definitions or some terms may slightly differ).

Step 4: (10'; debriefing). Close the activity by reflecting on how students feel about it. You can use the following questions:

- Did you know all the labels and symbols already?

#### ➤ Objective

Students learn about the meaning of LGBTIQ+ labels and symbols and have better understanding why people feel a need for such categorisation.

#### ➤ Indications of impact

The students present the correct meanings of LGBTIQ+ labels and symbols and agree there is a need for detailed categorizations and labelling.

#### ➤ Duration

50 minutes

#### ➤ Level

Ages 13-16. intermediate level

#### ➤ Materials

Hand-outs, laptops or smart phones.

#### ➤ Version

GALE 2023, adapted from <https://www.yaspetitpoulet.com/queerchemistry>

- Do you think there are a lot of symbols and labels? Maybe too many? If so, what is your irritation?
- The Table of Element has even more labels (259!). And maybe scientists will find even more elements in the future. Do you think this an unreasonable amount? Give students some time to think about his.

If students agree that it is logical that the original Table of Elements has a lot of labels for phenomena, but still feel uncomfortable the number of LGBTIQ+ labels and symbols, ask them why an overview of LGBT expressions should not have a large number. In the discussion on this, it may be that students express in some way that their heteronormativity urges them to object to “too much” diversity, especially when it is different from heteronormative expressions; deal diplomatically but strong with this: “humans use different terms to describe what they feel they need to categorize. LGBT people are not one group and not the same, so they want to express their specific elements. Just as scientists want to describe 259 elements now, while in the middle ages they were content to describe only four (earth, water, air, fire)” ([https://commons.wikimedia.org/wiki/File:Medieval\\_four\\_elements.jpg](https://commons.wikimedia.org/wiki/File:Medieval_four_elements.jpg)).

### *Transfer to practice*

If you discuss the Table of Elements in later lessons, you can make off-hand comments about how wonderful nature is, or how clever scientists are to identify this diversity of elements. You can also ask as a jocular reminder: “remember which sexual element oxygen stood for?” (or another element). Such repetitions or (non-discriminatory) jokes help students to understand that diversity is normal and should be appreciated.

# Hand-out: A Periodic Table With Some Unknown Elements

1 <b>H</b> Hydrogen 1.008																	2 <b>He</b> He/Him						
3 <b>Li</b>	4 <b>Be</b> Beryllium 9.012																	5 <b>B</b>	6 <b>C</b> Carbon 12.011	7 <b>N</b>	8 <b>O</b>	9 <b>F</b> Fae/Faer	10 <b>Ne</b>
11 <b>Na</b> Sodium 22.990	12 <b>Mg</b>																	13 <b>Al</b>	14 <b>Si</b> Silicon 28.085	15 <b>P</b>	16 <b>S</b>	17 <b>Cl</b>	18 <b>Ar</b>
19 <b>K</b>	20 <b>Ca</b> Calcium 40.078	21 <b>Sc</b> Scandium 44.956	22 <b>Ti</b> Titanium 47.867	23 <b>V</b> Vanadium 50.942	24 <b>Cr</b> Chromium 51.996	25 <b>Mn</b>	26 <b>Fe</b> Iron 55.845	27 <b>Co</b> Cobalt 58.933	28 <b>Ni</b> Nickel 58.693	29 <b>Cu</b> Copper 63.546	30 <b>Zn</b> Zinc 65.38	31 <b>Ga</b>	32 <b>Ge</b> Germanium 72.630	33 <b>As</b>	34 <b>Se</b> Sbe/Her	35 <b>Br</b>	36 <b>Kr</b> Krypton 83.798						
37 <b>Rb</b> Rubidium 85.468	38 <b>Sr</b> Strontium 87.62	39 <b>Y</b> Yttrium 88.906	40 <b>Zr</b> Zel/Zer	41 <b>Nb</b>	42 <b>Mo</b> Molybdenum 95.95	43 <b>Tc</b> Technetium [97]	44 <b>Ru</b> Ruthenium 101.07	45 <b>Rh</b> Rhodium 102.906	46 <b>Pd</b> Palladium 106.42	47 <b>Ag</b>	48 <b>Cd</b> Cadmium 112.414	49 <b>In</b>	50 <b>Sn</b> Tin 118.710	51 <b>Sb</b> Antimony 121.760	52 <b>Te</b> Tellurium 127.60	53 <b>I</b> Ib/Ibs	54 <b>Xe</b> Xe/Xem						
55 <b>Cs</b> Cesium 132.905	56 <b>Ba</b> Barium 137.327	* 57 - 70	71 <b>Lu</b> Lutetium 174.967	72 <b>Hf</b> Hafnium 178.49	73 <b>Ta</b> Tantalum 180.948	74 <b>W</b> Tungsten 183.84	75 <b>Re</b> Rhenium 186.207	76 <b>Os</b> Osmium 190.23	77 <b>Ir</b> Iridium 192.217	78 <b>Pt</b> Platinum 195.084	79 <b>Au</b> Gold 196.967	80 <b>Hg</b> Mercury 200.592	81 <b>Tl</b> Thallium 204.38	82 <b>Pb</b> Lead 207.2	83 <b>Bi</b>	84 <b>Po</b>	85 <b>At</b> Astatine [210]	86 <b>Rn</b> Radon [222]					
87 <b>Fr</b> Francium [223]	88 <b>Ra</b> Radium [226]	** 89 - 102	103 <b>Lr</b> Lawrencium [262]	104 <b>Rf</b> Rutherfordium [261]	105 <b>Db</b>	106 <b>Sg</b> Seaborgium [266]	107 <b>Bh</b> Bohrium [270]	108 <b>Hs</b> Hassium [270]	109 <b>Mt</b> Meitnerium [278]	110 <b>Ds</b>	111 <b>Rg</b> Roentgenium [281]	112 <b>Cn</b> Copernicium [285]	113 <b>Nh</b> Nihonium [286]	114 <b>Fl</b>	115 <b>Mc</b> Moscovium [289]	116 <b>Lv</b> Livermorium [293]	117 <b>Ts</b>	118 <b>Og</b> Oganesson [294]					
57 <b>La</b> Lanthanum 138.905	58 <b>Ce</b> Cerium 140.116	59 <b>Pr</b>	60 <b>Nd</b> Neodymium 144.242	61 <b>Pm</b> Promethium [145]	62 <b>Sm</b> Samarium 150.36	63 <b>Eu</b> Europium 151.964	64 <b>Gd</b>	65 <b>Tb</b> Terbium 158.925	66 <b>Dy</b>	67 <b>Ho</b> Holmium 164.930	68 <b>Er</b> Erbium 167.259	69 <b>Tm</b> Thulium 168.934	70 <b>Yb</b> Ytterbium 173.045										
89 <b>Ac</b>	90 <b>Th</b> They/Them	91 <b>Pa</b> Protactinium 231.036	92 <b>U</b> Uranium 238.029	93 <b>Np</b> No Pronouns	94 <b>Pu</b> Plutonium [244]	95 <b>Am</b> Americium [243]	96 <b>Cm</b> Curium [247]	97 <b>Bk</b> Berkelium [247]	98 <b>Cf</b> Californium [251]	99 <b>Es</b> Einsteinium [252]	100 <b>Fm</b> Fermium [257]	101 <b>Md</b> Mendelevium [258]	102 <b>No</b> Nobelium [259]										

# Hand-out: A Periodic Table of LGBTIQ+ Elements





## Scientists as Role Models

Students are presented with famous STEM scientists that were also LGBTIQ+. Teachers spark relevant classroom discussions and provide LGBTIQ+ students with role models that have achieved wide acknowledgement through the fields of sciences.

### Objective

Students get to know STEM scientists. They become aware that scientists can be LGBTIQ+ and that their achievements may have been helped or hindered because of their sexual orientation or gender identity.

### Indications of impact

Students explain how the sexual orientation or gender identity of a scientist can have both positive or negative effects on their achievements and how they were treated.

### Duration

30-45 minutes

### Level

Ages 13-16, lower level

### Materials

Short presentation with information and fun facts about scientists.

### Version

Developed by Doukas School, April 2023

## Preparation

There is no need of any specific preparation on behalf of the teacher although it is suggested that there is a link between one of the role model scientists and a specific school subject or topic, so as to introduce this activity as part of a STEM lesson and not as a stand-alone activity.

## Implementation

Step 1: (5'; trigger). In a short introduction, announce that this lesson is about inspiring role models in the fields of science and that we will discuss what they have in common. Possible sources:

[https://en.wikipedia.org/wiki/LGBT\\_people\\_in\\_science](https://en.wikipedia.org/wiki/LGBT_people_in_science) and <https://royalsociety.org/blog/2019/02/celebrating-lgbt-history-month/>.

Don't mention that sexual orientation or gender identity will be part of the discussion.

Step 2: (15'; introduction). The teacher presents a lists of scientists by name, and by what they have achieved. One example of a role model to be presented is Polly Arnold, professor of chemistry at the University of Edinburgh, who won the Rosalind Franklin Award in 2012 while she also was awarded an OBE (Order of the British Empire) for her scientific achievements. End this presentation with the question what these famous scientists have in common. (It is unlikely that students know what they have in common.)

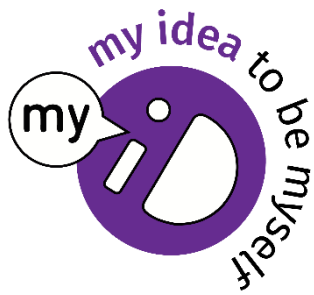
Step 3: (15'; discussion). The teacher gives students 5 minutes to explore the internet and find a common background between the mentioned scientists. If the students have not found that they are all LGBTIQ+, the teacher reveals this. Then the teacher asks students to express their opinion and discuss if their sexual orientation or gender

identity could have played a role in enabling them to be successful in their scientific careers.

Possible lesson extension:

Step 4: (30-35'; assignment). Students work in teams to prepare a presentation about each scientist, allowing them to focus on the achievements that most amazes them and incorporating the sexual or gender identity of the scientist.

## 2.3 DUTCH



## Language framing

Students give meaning to words related to LGBTI and apply context.

### Implementation

Step 1): (5' introduction). Ask the student to individually write up as many words they know related to LGBTI. They don't have to be ashamed; they can come up with all terms they have heard, even when they are offensive or indecent. You can expand this assignment to words about sex in general.

Step 2: (5'; transfer to board). The teacher collects these words and writes them on the board

Step 3: (10'; exploring the words). The teacher discusses all words. Does everybody know the meaning? If not, explain or promise to look it up. The teacher explains that these word can have a medical, informal, formal, swearing, intimidating or internet context.

Step 4: (10': group work). Ask the students to work in groups and categorize all the words on a big piece of paper as medical, informal, formal, swearing, intimidating, internet language or another category they can think of.

Step 5: (10': framing). The teacher makes a list for each category on the board and asks the groups to nominate words for each category. The teacher can discuss and diplomatically correct students if they confuse categories.

Step 6: (5'; debriefing) Decide with the students which words you are going to use in your sexuality lessons and why:

- ➔ Which words come across as unpleasant?
- ➔ Which words do students use when talking to peers or parents?
- ➔ Which words do students want to use the next lessons?

### Transfer to practice

Maintain the use of words as you agreed with the students in the following lessons.

Note: a more semi-academic version of this activity can be found under the name "Sex Synonyms" under "Italian".

#### ➔ Objective

Explore, understand, and apply words related to LGBTI.

#### ➔ Indications of impact

The students show willingness to support LGBTI-students and reflect empathically on consequences of different ways to do that.

#### ➔ Duration

30-45 minutes

#### ➔ Level

Ages 12-16, intermediate level

#### ➔ Materials

Manual, paper, white board and markers

#### ➔ Version

Iedersland College, March 2023



## 2.4 ENGLISH



## The Imperfects

students engage in an online game "Cisland", in which they play an LGBTIQ+ character and have to escape the island they are banned to as "imperfects."

### Preparation

This activity is intended to be addressed in a session of approximately one hour and in groups (3 or 4 students). It is expected that basic concepts related to the LGBTIQ+ community have been previously addressed. It is recommended to watch the following video beforehand: [LGBTIQ explained](#). The online game in this activity is English, so the activity is a 'social studies' activity *in English*. The teacher needs to give extra attention on the linguistic aspect of the lesson to make it fit better in 'English'.

### Implementation

**Step 1:** (10'; introduction). The teacher tells students that there is a new world called Cisland where only CIS heterosexual men and women live freely. Students, however, are secluded in an island they belong to the Imperfects, a group of people that do not conform to the rules and standards of this world. From time to time, allies from the new world outside the island send them hints and clues to help them. The teacher, then, urges students to follow the instructions on the webpage which is shared with them. Students, in groups of three, read the instructions and do the different activities together (p.39)

Source: <https://repositori.udl.cat/server/api/core/bitstreams/b3342fb4-f67f-427b-bbb3-6cbf609decf3/content>

**Step 2:** (40'; gaming). Students gather in groups of three and start playing. Below is the link to access the game.

Game link: [The imperfects](#)

#### Objective

Students develop critical thinking and problem-solving skills related to heteronormativity and learn to understand the value of LGBTIQ+ community.

#### Indications of impact

Students produce oral presentations and written texts which show they reached the objectives, while also using adequate and correct English language.

#### Duration

60 minutes

#### Level

Age 15-17, intermediate level

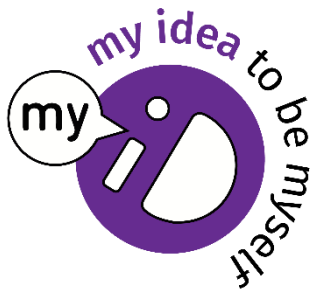
#### Materials

Computer and internet access.

#### Version

Developed by Scarlett Obando Flores (Defoin)

**Step 3:** (10'; discussion). After finishing the game, a synthesis is made to know the students' impressions and to reflect on the concepts, ideas and vocabulary unknown to them.



## Harvey Milk

*Through the story of the activist Harvey Milk (United States), students are asked to reflect and discuss the importance and risks of the representation and participation of dissident communities in a democratic culture..*

### Preparation

The following activity is planned to be carried out in two sessions of one hour each. On the other hand, in each section of the activity you will find the resource that will be used.

### Implementation

#### Session I

**Step 1:** (5'; introduction). Start the class by explaining to your students that in the next two classes they will delve into the figure of some characters who have been relevant in the vindication of the social rights of a population that has historically been discriminated against; they will do so by watching a video, doing a brief research, and then presenting it orally. On this occasion they will learn about the life and contribution of Harvey Milk, one of the first openly homosexual men to reach public office in the United States.

**Step 2:** (6' video viewing and note taking). Students are asked to take notes during the video viewing on information they feel is relevant about Harvey Milk's life, his contribution, and vocabulary that is new to them.

[Harvey Milk's radical vision of equality - Lillian Faderman](#)

**Step 3:** (30'; discussion-quiz). After watching the video, ask your students for the vocabulary they have extracted from the video and write it on the board to share it, then ask them to look up its definition and write it in their notebook to expand their vocabulary. Afterwards, discuss with your students based on what they have observed and their impressions of Harvey Milk's life and contribution. Some questions that can guide the conversation, among others that arise as the conversation progresses, are:

- Why is it important for all people to be represented in political decision making?
- What was Harvey's goal in running for office on several occasions? What did he seek?

#### ➤ Objective

Students reflect and research the life of Harvey Milk and form an opinion on the struggle for the rights of the LGBTI+ population.

#### ➤ Indications for impact

Students empathize with the LGBTI+ population and its activists. They indicate what negative impacts discrimination has on the community and explain the relevance of their participation and activism.

#### ➤ Duration

2 sessions

#### ➤ Level

Ages 13-16, intermediate level

#### ➤ Materials

Video Ted Talk, Wi-fi, laptop, projector, students' personal materials, computer lab if possible.

#### ➤ Version

Developed by Scarlett Obando (Defoin), 2023

## ➤ What kinds of biases emerge from what happened in Castro?

After the discussion, students are invited to take the following quiz to delve into the life of Harvey Milk.

Test: [Aplicación test a partir del video](#)

**Step 4:** (10'; closing and presentation of the next activity). A synthesis is made based on the most outstanding aspects of Harvey Milk's life and it is announced that there are many other people who throughout their lives have fought for the visibility of the LGBTI+ population and the vindication of their rights. That is why in the next class they will work in groups (this is defined by the teacher depending on the reality of their class, but it is recommended that there be between 3 or 4 students) and research other outstanding people who are references for the LGBTI+ community to present at the end of the session. Students are asked to arrive at the next session with the research groups defined (if the teacher considers it pertinent, he/she can define them).

### Session II: Group research and presentation

**Step 1:** (5'; explanation activity). The class begins by recalling the instructions from the previous session. Students will conduct a brief research on other prominent people in different areas (art, music, literature, sports, cinema, politics, among others) who are references for the LGBTI+ community and will present their findings at the end of the session through an oral presentation incorporating some of the vocabulary worked on in the previous session. The following is an outline with the requested content:

<b>Duration of the presentation:</b> Between 5 minutes per group.
<b>Content:</b> <ul style="list-style-type: none"><li>- Most important biographical aspects of the character (context, nationality, occupation, among others).</li><li>- Contribution or impact of the referent character for the LGBTI+ population.</li></ul>
Use of vocabulary learned in the previous lesson.
<b>Visual support for the presentation:</b> Canva, PPT, Prezi, others.

**Step 2:** (25'; research). Students gather in their research groups and begin work following the items in the table above.

**Step 3:** (25'; presentations). Students make their presentations to the rest of the class.

**Step 4:** (5 `closing). The teacher makes a synthesis with the characters presented by the students and evidences the relevance they have had to make visible the LGBTI+ population in their different contexts.



# Gender Equality and Human Rights

Students explore human rights and the role of gender and LGBTIQ+ issues in them by prioritizing rights and doing a short online course.

## Implementation

### Session I

Step 1: (10' introduction). The teacher begins the session by asking the students if they are familiar with the Declaration of Human Rights, its content, origin, and impact on citizenship. In order for all students to understand the same, the following video will be shown.

Video: [What are the universal human rights? - Benedetta Berti](#)

Step 2 (30' - discussion). After watching the video, the teacher asks students to read the following list of rights and select the three most important ones to share:

Look at the list of rights below. Which THREE are the most important for you? Why?

- ➔ Being able to give your opinion openly
- ➔ Being able to choose someone to marry
- ➔ Being able to vote in an election
- ➔ Being able to go out where you want to
- ➔ Being free from violence and discrimination
- ➔ Being able to buy a house
- ➔ Having access to doctors / nurses
- ➔ Being able to earn an equal salary as another person doing the same job
- ➔ Being able to choose your career

After sharing their choices, they are invited to watch the following video: [MOOC on Monitoring the Human Rights of LGBTI Persons](#)

Compare your answers in pairs /small groups. Then discuss these questions

- ➔ Do you think everyone has these rights? Why (not)?
- ➔ Why might some people have these rights and other people not have them? Talk about possible reasons.

### ➔ Objective

Students reflect on LGBTI and gender stereotypes and develop discussion skills.

### ➔ Indications for impact

Students discuss LGBTIQ+ and gender stereotypes, and formulate opinions on the vocabulary of human rights.

### ➔ Duration

2 hours

### ➔ Level

Ages 13-16, high level

### ➔ Materials

Computer and internet access.

### ➔ Version

Developed by Scarlett Obando (Defoin), adapted from the British Council publication Integrating Global Issues in the Creative English Language Classroom, which offers classroom activities that focus on the United Nations 17 Sustainable Development Goals (SDGs)

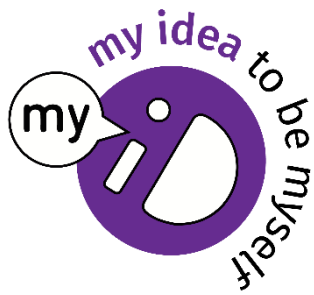
**Step 3:** (10'; summary). The teacher summarizes the class and shares the students' impressions about the concept of Human Rights, stereotypes and discrimination.

**Session II:** (50'; discussion). In the next session the teacher divides the class again into groups of three to four students to discuss the following set of questions.

- What do you think or imagine is difficult about being male in today's society? What do you think or imagine is difficult about being female in today's society? Why?
- Do you think there are inequalities in the way boys and girls, or men and women and LGBTI+ community are treated where you live? Can you give some examples?
- What needs to change to make sure that men, women and LGTBI+ community enjoy equal rights?
- Emma Watson, (actor and UN Goodwill ambassador) has said "the more I have spoken about feminism the more I have realised that fighting for women's rights has too often become synonymous with man-hating". What does she mean by this, and do you agree?
- "Women's Rights are Human Rights" – why do you think people say this?
- LGTBI+ Rights are Human Rights" – why do you think people say this?



## 2.5 GREEK



# Unpacking LGBTQI+ Terminology in Greek

*By learning about LGBTQI+ terminology in the Greek language, students gain a better understanding of the diverse identities.*

## Implementation

Step 1: (5'; Introduction with video). The teacher will show a short video from the news that presents the EuroPride2020.

<https://www.youtube.com/watch?v=lgYh4TwUygA>

Step 2): (5' exploratory questions): The teacher will ask the students if they have heard of the LGBTQI+ community and what they know about it. This can serve as a starting point for discussing the diversity of identities within the community and the importance of respecting those identities through language and terminology.

Step 3: (10'; collecting the words). The students name the words they know or have heard in the video about the LGBTQI+ community and the teacher collects all the terms on the board.

Step 4: (10'; exploring the words). Start with a vocabulary list. The teacher will create the list on the board and provide students with a list of common LGBTQI+ terminology in the Greek language. Encourage students to define each term in their own words and discuss their understanding of each term.

Step 5: (10': small group discussion). Divide the class into small groups and assign each group a different term from the vocabulary list. Ask each group to discuss the meaning and significance of the term, including any nuances or cultural context.

Step 6: (5'; wrap up). The Teacher will summarize the key concepts and terminology that were explored during the course, and highlight any important takeaways and the students will reflect on their own learning and growth throughout the course. Encouraging them to share their thoughts and insights with the class.

## Transfer to practice

Incorporating the terms without in their vocabulary, inclusively, when referring to people who identify as LGBTQI+. This includes using appropriate pronouns, avoiding assumptions about gender identity or sexual orientation, and avoiding offensive or derogatory language.

### Objective

This lesson can promote greater empathy, understanding, and acceptance of individuals who identify the LGBTQI+, familiarity with the terms.

### Indications of impact

Improved ability to use inclusive language when referring to people who identify as LGBTQI+.

### Duration

45 minutes

### Level

Ages 12-16, intermediate level

### Materials

Manual, paper, white board and markers

### Versie

EURO Training, April 2023



## Exploring Greek LGBTQI+ Literature

Students explore LGBTQI+ topics through the diverse and vibrant world of the Greek literature

### Implementation

Step 1): (5' introduction). Teacher will say a few words about the geek poet Constantine P. Cavafy, who lived from 1863 to 1933. Cavafy is widely considered one of the greatest Greek poets of the modern era and is renowned for his lyrical and sensual poetry that explores themes of love, desire, and identity. Many of his poems touch on same-sex love and desire, often exploring the experiences of marginalized individuals in society.

Step 2: (5' Read the poem). The teacher will read the poem to students and then ask them to read the poem themselves.

Step 3: (10' collecting their ideas). The teacher will ask students to share what they understand from the poem, what their feeling are, if they recognize the poet's feelings and where they can find the connection with the love, desire, and identity.

Step 4: (10' exploring the meanings). The teacher will gather the main ideas on the board and try to analyze the poem lyrics and through them they will try to reflect the experiences and feelings of people who belong to the LGBTQI+ community.

Step 5: (10' connection of meaning with the present). The students will try to describe how the meanings of the poem are connected with the today's societies and the position of the LGBTQI+ community.

Step 5: (5' wrap up). With the help of the students will reach some conclusions and general concerns about

- How literature reveals both personal feelings and social issues.
- How literature has the power to foster empathy, inspire to take actions and effect change.
- How Cavafy's ideas are connected to today'

#### ➤ Objective

Discover, explore, understand the LGBTQI+ issues.

#### ➤ Indications of impact

By showing their interest in finding more poems/literature that spread messages of LGBTQ awareness.

#### ➤ Duration

45 minutes

#### ➤ Level

Ages 12-16, intermediate level

#### ➤ Materials

Board, copies of the poem

### Transfer to practice

Students will have to find contemporary writers, artists, poets who convey similar messages in their works.



## LGBTQI Poems and their Musicalization

*Students will explore LGBTQI+ topics through the diverse and vibrant world of the Greek literature and music.*

### Implementation

Step 1): (5' introduction). Listening to a well-known song by the Greek rock band, Domenica, that has musicalized the poem of Mitsos Papanikolaou, in 2002.

<https://www.youtube.com/watch?v=YPzR-KxTNaY>

Step 2): (5' exploratory questions). After listening to the song the teacher will ask if the students know the song and if they understand the meaning of the lyrics. After staggered questions the teacher will reveal that the song is a poem.

Step 3: (10' Talk about the poet and his generation). One of the most famous poets of the so-called "generation of the '20s". They were openly gay at a time when homosexuality was taboo in Greece. This resulted in them being socially marginalized and considered decadent. Nevertheless, their poems are highly regarded, and they are now considered among the most important poets of their generation.

Step 4: (5' Read the poem). The teacher will read the poem to students and then ask them to read the poem themselves.

Step 5: (10' collecting their ideas). The teacher will ask students to share what they understand from the poem, what their feeling are, if they recognize the poet's feelings and where they can find the connection with the love, desire, and identity.

Step 6: (10' exploring the meanings). The teacher will gather the main ideas on the board and try to analyze the poem lyrics and through them they will try to reflect the experiences and feelings of people who belong to the LGBTQI+ community.

Step 7: (10' connection of meaning with the present). The students will try to describe how the meanings of the poem are connected with the today's societies and the position of the LGBTQI+ community.

Step 8: (5' wrap up). With the help of the students will reach some conclusions and general concerns about

#### Objective

Discover, explore, understand the LGBTQI+ issues.

#### Indications of impact

By showing their interest in finding more poems/literature/music that spread messages of LGBTQ awareness.

#### Duration

45 minutes

#### Level

Ages 12-16, intermediate level

#### Materials

Board, copies of the poem, audio system, laptop

➔ How literature and music reveal both personal feelings and social issues.

- How literature and music have the power to foster empathy, inspire to take actions and effect change.
- How the literature and music has contributed to the societies change.

### *Transfer to practice*

Analyse the poem and try to find and highlight the connections between with the poet's generation with the today's issues.

## 2.6 HISTORY



## Objective

Students learn about Sappho and become aware of the relative invisibility of lesbians (even compared to gays and transgenders).

## Indications of impact

Students show they are curious about Sappho's work. They show they are aware that LGBT poems and songs and especially about love between women is rather rare and offer their opinion why.

## Duration

2 lessons 1 hour each

## Level

Ages 14-18, intermediate / higher level

## Materials

Presentations and WebQuest

## Version

Fondazione Villa Montesca, 2023

# The Poems of Sappho

Students study and discuss the poems of the Greek poetess Sappho, discover the historical, lyrical, and cultural dimension of them and consider how the sexual diversity was perceived by Sappho.

## Preparation

It helps if the teacher investigates the cultural context and the profile of the poetess Sappho (see <https://en.wikipedia.org/wiki/Sappho>), including the historical background, and by checking how the topic is studied in the current school syllabus of literature.

## Implementation

### Phase 1

Introduce the students to the poems of Sappho: *Sappho lived in the 6th century BCE on the Greek island Lesbos and was already considered a famous poet in ancient times. But we don't know much more about her except that she was probably an aristocrat who was famous for her love poetry.*

Poems and fragments by Sappho

(<https://www.uh.edu/~cldue/texts/sappho.html>) are distributed and read aloud in class. Here is one stanza, translated in English:

Launch a discussion about the meaning of the poem and the perception of the students. Many of Sappho's poems were related to same-sex love between women. For instance:

*She's not here, and I'd rather see her lovely step, her sparkling glance and her face than gaze on all the troops in Lydia in their chariots and glittering armour.*

In the discussion about this poem, you could ask:

- What does Sappho mean with "the lovely way she walks"?
- Who are the Lydians? For teacher: (presumably rough soldiers from nearby Lydia – in what is now Turkey; masculine types that inspire awe of male domination and an potential threat to Lesbos))

- Why would the troops of Lydians possibly be more attractive than the woman Sappho sees?

- Try to find the entire poem (For the teacher; see <https://poets.org/poem/anactoria-poem>), of which this is the last stanza). Does the text now make more sense to you?
- What does Sappho want to express with this poem? (for teacher; see <https://poemanalysis.com/sappho/the-anactoria-poem/>)

You can elaborate the discussion by asking if Sappho is mentioned in the regular textbook on literature, and if not why? For the teacher: many traditional textbooks may have found the poems of Sappho inappropriate because they were about women who love women.

As a side question, you could ask if the students know the term “lesbian”. You can ask them if they think that Lesbos is an island specifically devoted to women who love women. (For the teacher: no, in the 19<sup>th</sup> century, medical practitioners introduced the word lesbian as an alternative or synonym for the previously used words “Sapphists” or “tribades” for women who loved women (<https://en.wikipedia.org/wiki/Lesbian.>)

## Phase 2

Divide the students in groups and ask them to explore the following topics (one for each group), considering the background and selected information on the web (Webquest). At the end of the discussion the groups will do short presentations of their topics.

- The poetical dimension of relationships between women as sung by Sappho
- How Sappho poems are considered and used nowadays
- How people now look at labels like “lesbian” and why. (For the teacher: note that many women who love women do not like the term lesbian because they think it is too direct and therefore crude; and some women prefer to call themselves bisexual, polyamorous or gay. At the same time there is a lesbian movement that wants to be explicit about being lesbian and specific lesbian rights because they think that love between women is deliberately made invisible, and even more invisible than being gay.)
- The position of LGBTI poetry and songs in modern day culture (worldwide, and by comparison in your own country)

## Phase 3

Presentation of the topics by the groups.

Possibly sharing of PPTs files in other classes, and short presentations and discussions.

## *Transfer to practice*

In this lesson, the topic of lesbianism was a bit more explored. In future lessons, the specific aspects and position of being lesbian can be highlighted by referring back to this lesson. It can be made clear that LGBTIQ+ is not one group but consists of identifiable subgroups, and that



being lesbian is often more invisible than the other groups. It can be discussed by this is and position of lesbians can be highlighted in this way.



## Ten Ancient LGBTQ Facts You Need to Know

### Objectives

Students learn to critically review historical and English texts. They become aware of neglected LGBTI issues in history and realize why such issues are neglected or presented with a bias.

### Indications of impact

Students show interest in various views on same sex in ancient times and now. They are critical of sources. They demonstrate awareness of the influence of language on cultural perspectives.

### Duration

2 lessons 1 hour each

### Level

Ages 14-18, intermediate / higher level

### Materials

PowerPoint and WebQuest

### Version

Fondazione Villa Montesca, 2023. World History Encyclopaedia

*Inspired by an article appeared on the World History Encyclopaedia, the students discover that issues in the modern-day regarding gender identity and civil rights for members of the LGBTQ community are a relatively recent phenomenon as are the terms 'homosexual' and 'heterosexual'.*

### Preparation

Teachers should prepare themselves by having a quick look into the history of linguistic definitions of hetero- and homosexuality<sup>1</sup>. This activity is focused on History and English. Thus, it could be cooperation project between two teachers, showing students that this is not a hobby of one of the teachers. The teachers (of history and EN) are suggested to have a meeting to define the language used in the article written in EN and the national language and to discuss the different language approach. Be aware that the article is strongly defending same-sex relationships within heteronormative standards (for example claiming that same-sex between men was not rejected as committed relationship but as idolatrous and shameful behaviour as in orgies. It also contains some misinterpretations<sup>2</sup>

### Implementation

#### Phase 1

Ask the students to read this article in class

<https://www.worldhistory.org/article/1774/ten-ancient-lgbtq-facts-you-need-to-know/> initiate a discussion (in EN or in native language - NAL) about:

<sup>1</sup> For an inspiring overview, read <https://www.bbc.com/future/article/20170315-the-invention-of-heterosexuality>

<sup>2</sup> Such as that the condemnation in Leviticus 18:22 refers to passive sex, which it does not; although this quote still may be taken out of context as a general condemnation because Leviticus does not state general rules but specific rules for ritual purity of priests (the tribe of Levi).

- ▷ **Did you know these historical 'facts'?** (Give space to surprise, but also to doubt.)
- ▷ **Do you think these facts are true?** (This question gives the teacher the opportunity to highlight the very supportive tone of the article, which largely is based on historical knowledge but at the same time stressing too much that same-sex (heteronormative) relationships were generally accepted in ancient cultures.)
- ▷ **Ask the students if they ever heard about other LGBTQ issues in history.** If not, why do they think this topic is neglected or avoided? If they have examples, explore whether they are positive or negative and why. For example, negative examples of Roman emperors having shameful homosexual relationships can be based on propaganda of their enemies. On the other hand, the avoidance of the bisexual preferences of Alexander the Great is probably caused by current homo/biphobia, which may be seen as contrary to 'national pride'.
- ▷ **What do student think of differences in language to define same-sex activities and relationships in EN and NAL?** How do this linguistic differences influence our cultural perception? Or do our cultural norms and values influence our language? (Feedback for the teacher: it is probably a two-way effect, but leave this conclusion to the students.)

## Phase 2

Divide the students in groups and ask them to explore the following topics (one for each group) in EN or NAL, considering the background and selected information on the web (Webquest).

At the end of the discussion the groups will do a short presentation of the topic to the other students. In their presentations, they are encouraged to check to what extent the presented 'facts' are true according to historians and how they think same-sex acts and same-sex relations, (between men and between women) were seen in the described times and how this differed from how people see them now in our country.

- ▷ **Transgender Clergy of the Cult of Inanna**
- ▷ **Native American Tribes & the Two-Spirit**
- ▷ **The Duke & His Courtier in ancient China**
- ▷ **The Elite Force of Gay Lovers in Greece**
- ▷ **The 'Gay' King of Egypt Pepi II**
- ▷ **The Third Gender of the Kinnar**
- ▷ **Honour & Gay Relationships in Japan**
- ▷ **Roman Ideal of Masculinity & Same-Sex Relationships**
- ▷ **Celtic Warriors & Their Male Lovers**
- ▷ **Bible Condemns Idolatrous Behaviour, Not Homosexuality**

## Phase 3

Public presentation of the topics by the groups (in EN or NAL).

Possibly: sharing the PPTs files in other classes, or doing short presentations and discussions there.

### *Transfer to practice*

In future lessons, teachers can refer to these lessons as examples of critical reviews of texts, historical sources, and use of language. Current political developments can also be reviewed by examining the language used and by exploring the historical context. In English, terms dealing with gender and sexuality can be repeated or form the basis for further exploration of how to use the English language critically.



## History of Sexual Diversity

Students discuss the historical and cultural dimension of sexism, homophobia and transphobia and see how the concepts developed.

### Objective

Students are more aware of how historical change and tolerance of sexual diversity is possible, but also of risks of regression. Students support more sexual freedom.

### Indications of impact

Students show an interest in the development of gender and perspectives on sexual orientation. They demonstrate support for democratic values and for own choices related to sexuality.

### Duration

2 lessons 1 hour each

### Level

Ages 14-18, intermediate and higher level

### Materials

Presentations, WebQuest

### Version

Fondazione Villa Montesca, 2023. Inspired by <https://www.apa.org/topics/lgbtq/history>

### Preparation

The teacher has explained what sexism, homophobia and transphobia is and how they are nowadays present in cultural dimensions of many countries. The teacher has announced that the topic of the history of sexuality and gender will be further explored in future lessons.

### Implementation

**Phase 1:** Tell the students this lesson is about exploring the history of sexuality. We know that Greeks and Romans and even older cultures from the Middle East and Egypt had different views than ours on the role of women, on sexuality and on same-sex relations. We also know that our own view on these topics is quite influenced by Christianity. In this lesson we will try to research the question how perspectives on gender, heterosexuality and homosexuality developed throughout history and how it influences our current lives.

**Phase 2:** Divide students in groups of 3-4 and ask them to explore the topics below (one for each group), using selected information on the web (Webquest). At the end of the research each groups do a short presentation of their findings.

### TOPICS

#### Origins of sexism, homophobia and transphobia

##### *Background*

We know that same-sex relations existed in parts of the ancient Middle East simply because it is prohibited in the Bible and the Quran. We also know same-sex relations were quite common between both men and between women in some city states in Ancient Greece. Is there is a relationship between monotheistic religions (at least Christianity and Islam) and the taboo on same-sex relations?

## Gender roles in history

### *Background*

Many women throughout the ages who were not necessarily transgender in identity dressed themselves as men, sometimes for extended periods of years, in order to fight in the military (for example Deborah Sampson), to work as pirates (for example Mary Read and Anne Bonney), attend medical school, etc.

In the 16th century, in many countries, women were banned from working as actors, so men were required to play female roles. This created a high-status, competitive market for people who we nowadays might see as trans women. Examples are Shakespeare's theatre, Japanese Kabuki and the Chinese opera. This acceptance of performance artists, and the popularity of (what we now call) "drag" humour appeared to be cross-cultural. But it did not necessarily mark the start of a "transgender advocacy". Still, it made the arts an often-accepting sanctuary for LGBT individuals who built theatrical careers based around disguise and illusion.

## First "scientific" approaches to sexual behaviour in 19<sup>th</sup> century

### *Background*

Early efforts to understand the range of human sexual behaviour came from European doctors and scientists including Carl von Westphal (1869), Richard von Krafft-Ebing (1882) and Havelock Ellis (1897). Their writings were sympathetic to the concept of a homosexual or bisexual orientation occurring naturally in an identifiable segment of humankind, but the writings of Krafft-Ebing and Ellis also labelled effeminate same-sex loving men as a "third sex", which they thought were degenerate and abnormal. The term "homosexuality" was first used by the Hungarian psychiatrist Karl-Maria Kertbeny in 1868. Before that, people would call it "sodomy" (which actually referred to all sex that was not focused on procreation), or "the unmentionable sin". Sigmund Freud, writing in the same era, thought that all humans are born with an unfocused sexual drive, and heterosexuality was a normal 'healthy' development, while he considered consistent bisexuality, homosexuality and lesbianism as immature or 'inverted' forms of sexuality. Still, he knew it was extremely difficult to 'change' sexual orientation and certainly didn't think it was a crime. But he was not quite sure about all of this, and changed his opinion on how to practically counsel same-sex loving people several times in his career.

## Political and social awareness about the nature of homosexuality and origins of movements for the LGBTQ rights

### *Background*

Under the influence of Napoleonic legislation, most countries in Europe abundant the criminalization of sodomy and the active persecution of sodomites. But towards the end of the

19<sup>th</sup> century, when medical experts started to label same-sex loving people as “homosexuals”, politicians became afraid that these homosexuals could seduce young people and to break down traditional family life. In the early 20<sup>th</sup> century, many countries introduced anti-seduction laws which had sex between men punishable at an earlier age than for heterosexuals (unequal age of consent). A minority of psychiatrists who studied homosexuals did not agree with this type of legislation. They claimed that homosexual he could not be transferred by seduction and that it was innate. They started to advocate for the abolishment of such laws with an unequal age of consent.

This movement gained some support, also by homosexuals themselves, but was stopped short by the second world war, in which the fascists actively started to persecute “impure” (non-Arian) and “asocial” people - which included Jews, Roma, handicapped and gay and lesbian people. Gay people had to wear a pink triangle in the concentration camps, which later became a symbol of protest and pride in Europe.

After the world war “homosexuals” started to organize themselves in a range of Western European countries and in the USA. The oldest gay organization was the COC (the “Cultural and leisure Center”, a name to hide that it was a homosexual association) but soon other countries followed. From the 1950s on, range of researchers in Europe and the USA showed that same-sex behaviour was a normal variation and eventually the legislation about an equal age of consent was abolished in most European countries during the sixties and seventies.

Under the influence of the second feminist wave and the sexual revolution in the 60s, the homosexual and lesbian movement became more activist and started to advocate for non-discrimination laws and for same-sex marriage. In 2001, the Netherlands were again the first two allow same-sex marriage. In the last decade, we see a further series of laws that promote the equality and access to healthcare for transsexuals and people with intersex conditions.

However, this progress is not a natural phenomenon. In a range of European countries, there is a political and legislative backlash under the influence of right-wing populist parties. When we look at the European political map, we also see a clear distinction between middle/Eastern European countries and Northern/Western countries; with the middle/Eastern European countries becoming more conservative and rejecting the increased sexual freedom in Northern/Western countries. Some of these countries even go so far to contradict treaties that they have signed to become part of the European Union. This, and other transgressions of populist the regimes against European Union values are creating substantial tension between progressive and conservative countries in the European Union. The European union even engages in legislative action against conservative states that have embarked on strategies to undermine democracy and equal rights, like Poland and Hungary.

### **Phase 3**

Public presentation of the topics by the groups

Dissemination of the PPTs file in other classes

### *Transfer to practice*

In later lessons, the teacher can come back to elements of the discussion on history and current developments. In such recaps of the discussion, students can be encouraged to critically evaluate current debates on equality, why there are differences among countries, the influence of such tensions on the European Union, the need for freedom of sexual behaviour, the evolution of the concept of gender, and the expansion of rights.

Teachers can also be used for the lessons to focus on recent legislative developments in some countries and that represent a regression compared to the debate developed in the 1980s and gives students the opportunity to form their own opinion and position in the debates.



## 2.7 ITALIAN



## Objective

Students learn to understand and use a shared vocabulary when dealing with sexual orientation and gender identity.

## Indications of impact

Students show interest in the various sexual orientation and gender identity labels and show an understanding of the definitions.

## Duration

30-45 minutes

## Level

Ages 13-16,  
intermediate level

## Materials

Board or flipchart, handouts

## Version

Developed by CESIE,  
2023

# LGBTIQ+ Glossary

Students discuss and match 15 basic definitions of sexual orientation and gender identity. They explore other labels.

## Preparation

Prepare a flipchart poster with the following words: gay, bisexual, heterosexual, coming out, gender identity, gender fluid, pansexual, transgender, queer, homophobic, asexual, LGBTQIA+, homosexual, gender role, cisgender. Make copies of the list of definitions.

## Implementation

Step 1 (5'; trigger and introduction). Introduce the activity to the students by telling them this activity is about language related to gender and sexual orientation. Ask them if the students know what all of the terms on the board or poster mean. Note that this is not a test and it is okay to say that you don't know one or more of the words. If some students do not know a term, ask other students to help find the meaning.

Step 2: (10'; small group work). Ask participants to work in small groups of three to match the definitions on the hand-out to the corresponding label within 10 minutes. Students can write the label above the definition on their hand-out. Keep a strict time check. The time limit of 10 minutes introduces a "race" element, which makes this part of the activity more exciting. Ten minutes should be just enough, but for slow readers it may be challenging. This part of the exercise allows for little discussion and attention within the subgroups. The teacher can choose for an alternative and allow as much time as the students need for small group discussion. Then the small group work will take about 20 minutes.

Step 3 (10'; plenary review). Ask students which labels they matched to which definitions. If all groups agree on the right label, give the class a compliment. If not all groups agree on the right definition, explore why they chose another label. If necessary, explain why other labels may sound right but why they belong to another definition. Don't label answers as incorrect or judge them as mistakes. If students feel very insecure, remark that some of these labels are very new and it is understandable that they don't know them yet.

Step 4 (10'; debriefing). Ask the students if they know more labels related to gender or sexual orientation that they are curious about or want to share with other students. These could be "pansexual", "demisexual", "polyamorous",

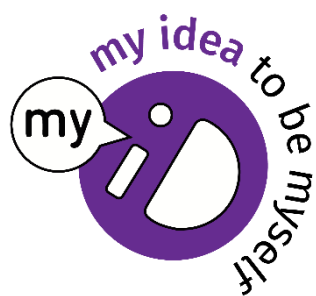
“asexual”, “bicurious”, “graysexual”, “agender”, “androgynous and so on. Discuss these other labels. If necessary, look the definition up by checking the Internet.

## LGBTIQ+ definitions

1. homosexual man (the term is also used to refer to homosexual women in Anglo-Saxon countries)
2. sexually or romantically attracted to both men and women, or to more than one sex or gender
3. sexually or romantically attracted exclusively to people of the other sex
4. the act of revealing one's sexual orientation or gender identity
5. each person's internal and individual experience of gender
6. denoting or relating to a person who does not identify as having a single unchanging gender
7. sexually or romantically attracted to people regardless of their sex or gender
8. person whose gender identity does not correspond with the sex registered for them at birth
9. a sexual or gender identity that does not correspond to established ideas of sexuality and gender, especially heterosexual norms
10. irrational fear of, aversion to, or discrimination against homosexuality or gay people
11. a person who experiences no sexual feelings or desires, or who is not sexually attracted to anyone
12. is an abbreviation for lesbian, gay, bisexual, transgender, queer or questioning, intersex, asexual, and more. These terms are used to describe a person's sexual orientation or gender identity
13. sexually or romantically attracted exclusively to people of one's own sex or gender; in Anglo-Saxon countries this label is now considered outdated and medicalized, but in continental Europe it is considered a neutral label
14. the role or behaviour considered to be appropriate to a particular gender as determined by prevailing cultural norms
15. person has a gender identity that matches their sex assigned at birth

## *LGBTIQ+ definitions, teacher version*

1. homosexual man (the term is also used to refer to homosexual women in Anglo-Saxon countries (gay)
2. sexually or romantically attracted to both men and women, or to more than one sex or gender (bisexual)
3. sexually or romantically attracted exclusively to people of the other sex (heterosexual)
4. the act of revealing one's sexual orientation or gender identity (coming out)
5. each person's internal and individual experience of gender (gender identity)
6. denoting or relating to a person who does not identify as having a single unchanging gender (gender fluid)
7. sexually or romantically attracted to people regardless of their sex or gender (pansexual)
8. person whose gender identity does not correspond with the sex registered for them at birth (transgender)
9. a sexual or gender identity that does not correspond to established ideas of sexuality and gender, especially heterosexual norms (queer)
10. irrational fear of, aversion to, or discrimination against homosexuality or gay people (homophobic)
11. a person who experiences no sexual feelings or desires, or who is not sexually attracted to anyone (asexual)
12. is an abbreviation for lesbian, gay, bisexual, transgender, queer or questioning, intersex, asexual, and more. These terms are used to describe a person's sexual orientation or gender identity (LGBTQIA+)
13. sexually or romantically attracted exclusively to people of one's own sex or gender; in Anglo-Saxon countries this label is now considered outdated and medicalized, but in continental Europe it is considered a neutral label (homosexual)
14. the role or behaviour considered to be appropriate to a particular gender as determined by prevailing cultural norms (gender role)
15. person has a gender identity that matches their sex assigned at birth (cisgender)



### ➔ Objective

Students know how to use traditional and non-binary pronouns and how to ask for them. They are aware of the sensitivity of pronouns.

### ➔ Indications of impact

Students demonstrate how they can ask for pronouns and show they intend to be sensitive by asking for them.

### ➔ Duration

25-30 minutes

### ➔ Level

Ages 13-16, all levels

### ➔ Materials

Adhesive name tags, pens

### ➔ Version

Developed by CESIE, 2023.  
Inspired by [Gender Pronouns](#) -  
(transstudent.org)

## What's your pronoun?

Students get an explanation of the sensitivity of the use of pronouns and try out how to ask for preferred pronouns. They explore and possibly change their attitude towards this new type of showing respect.

### Preparation

This activity can be used during the introduction of students to each other, or later, when you go deeper into LGBTIQ+ issues.

Copy the image under step 1 so you can show it on your digital board, or draw 3-6 figures with these pronouns on the board or on a poster. Collect adhesive name tags for each student.

Do this exercise in a room where students can walk around.

### Implementation

Step 1 (5'; introduction and trigger). Introduce this activity by announcing this activity is about the use of pronouns and by explaining the word pronoun (if students have not learned this before). Show the image below and ask students to have a look at it.



Explain the figures are labelled with different gender pronouns and if the students understand why these people use these pronouns. If they have questions, answer them.

#### They/them explanation

It is likely that students have questions about the “they/them” pronouns. Explain that some people don't identify with being referred to as “male” or “female”, because their gender is non-binary or androgynous. Some people don't care about how they are called in the situation, but others prefer to

choose a neutral pronoun, and “they/them” is an example of such pronouns. Explain that there are some people using other neutral pronouns, but this is the most common one.

### **Dealing with discomfort with non-binary pronouns**

It may be that students feel uncomfortable with this and think it is ridiculous. You can explore why they feel uncomfortable (which is usually because they consider their own heteronormativity as the norm and think that any other expression is strange or provocative). Deal with this on the emotional level rather than going into arguments. You can ask students how they would feel when somebody would call them “she” if he identifies with being male. They would probably feel the night in their identity and maybe even feel offended. This is the same for non-binary or androgynous people.

Step 2 (5'; labelling yourself). Hand out the name tags. Ask students to fill out their adhesive name tag with their (name and) pronouns and to attach it to their clothes. When you use this exercise to get to know each other, you can ask to put on their name, when students already know each other this is not necessary anymore.

Step 3 (5'; meet and greet). Ask students to walk around the room and to introduce themselves to 5 of their classmates as a sort of meet and greet. They will ask each student the following question:

➤ “Can I ask what your pronouns are?”

Other ways of asking an individual their pronouns respectfully are:

➤ “How would you like me to refer to you?”

➤ “How would you like to be addressed?”

Take part in this meet and greet yourself with the pronouns “they/them”. (It is likely that most or all students will choose traditional pronouns, and this way you can help them to get used to less traditional pronouns).

Step 4 (10'; debriefing). Ask the students if this meet and greet was difficult, if it felt normal, or if it felt slightly strange. Listen to the students expressing their feelings about this. Do not judge any of their feelings. Make sure that students don't judge each other for feeling uncomfortable, or ridicule each other. You can close the exercise by saying: “This may feel uncomfortable at first, but it is better to ask for the rights pronouns rather than using inappropriate pronouns based on assumptions.

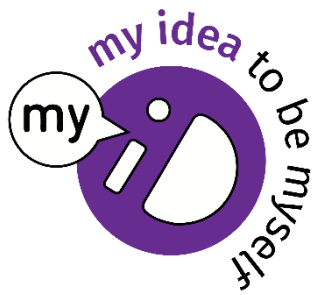
## *Further information to be shared with students*

Pronouns are words we use in place of a name. For example: he/him/his is a gender-specific set of pronouns which is often associated with men or boys or those who identify as such. She/her/hers is a gender-specific set of pronouns that is generally associated with women or girls or those who identify as such. They/them/theirs is often considered a gender-neutral set of pronouns, often used for an individual who might not identify with a specific gender.

These are just a few examples but there are many other gender-neutral pronouns that exist such as neopronouns like ze/zir/zirs. No matter the gender identity, all pronouns can be used for any gender and are gender neutral.

Pronouns are an integral part of who we are and sharing your pronouns or asking for another person's pronouns not only affirms one's identity but creates a more inclusive and respectful environment for all.





### ➤ Objective

Students know the concept of language registers and apply this to sexual words. Students learn more words and get used to using words that are normally taboo.

### ➤ Impact indicators

Students show curiosity and enthusiasm in brainstorming a multitude of words and synonyms. They show that there are aware of how different registers should be used in different situations.

### ➤ Duration

40-50 minutes

### ➤ Level

Ages 13-16, various levels

### ➤ Materials

Hand-outs, pens

### ➤ Version

Developed by CFSIF 2023

## Sex Synonyms

Students brainstorm sexual words and try to find synonyms of these words in other registers. They reflect on when and how to use different registers and they may decide on specific language to be used in the classroom.

### Preparation

Make 4 copies of the hand-outs.

### Implementation

Step 1 (5'; introduction and organization). Introduce the activity to the students by telling them that there are many terms to describe sexuality, but not all words can be used in all situations. Language that you use only in a certain situation is called a *language register*. People choose a language register according to the circumstances. In this activity, the class is going to explore which sexual words belong to which register.

Divide the students into four groups. Each group gets a copy of the hand-out. The hand-out has sections for 1. Children's language 2. Medical language, 3. Literature language, 4. Slang and internet language. For students with lower cognitive abilities, you should explain the titles of the sections and possibly replace them by simpler terms like "a doctor would say": (medical language).

Step 2 (3'; brainstorm on sex words). Give the groups only 1 or 2 minutes to brainstorm 4 words, one for each of the 4 categories.

Step 3 (5'; brainstorm on synonyms). After this first round, the groups rotate to another hand-out. Now the assignment is to match each word in the 4 registers with a synonym in another register. Explain, if necessary, the word "synonym". For example: slit (child language), vagina (medical language), pussy (literature language) and cunt (slang/internet language).

In addition, they have to write one new word in each of the registers.

After 3 minutes, ask each group to read the word with their synonyms out loud. Each group gets one point for each synonym they found in this round (so the group can get a maximum of three points around). An alternative, for a slower group, is to give the group more time and to not use the contest element. This gives slower students more space to think and to reflect. You could even allow them to use a vocabulary or the Internet to find synonyms.

Step 4 (15'; more rounds on synonyms). Repeat the round of step 3 several times, maybe do 3 rounds extra. In the last round, the students don't have to think of a new word

anymore. If you use the contest element, each group may have collected the maximum of 12 points and the group with the most points wins, or shares the victory with their groups.

Step 5 (10'; debriefing). Ask the students how they felt during the activity. Explore how easy or difficult it was to collect the words. Using words that are double may have hindered the brainstorm. It is important to have a good summary at the end on what words we usually use, what the different registers are, how to find words that students would like to use as a shared language in class.

### *Transfer to practice*

This activity can be used as a language activity to learn words, synonyms and registers, but it can also be used as an introduction to lessons about sexual orientation, gender identity or sexuality in general and to create a safe atmosphere by defining a shared language. In this case, the debriefing should contain specific section on jointly deciding what words are going to be used in class.

*Hand-out: Types of Language (registers)*

Children's language	Medical language

Literature language	Slang and <b>internet</b> language

## 2.8 MATHEMATICS



## LGBTQ Math Assignments

LGBTIQ+ examples are integrated in math assignments. This way gender and sexual diversity is normalized for students.

### Previous requirements

Previously, it is necessary to work on key mathematical concepts before starting with the mathematical problem.

### Implementation

The point of this activity is the modification of vocabulary sometimes used in mathematical problems to achieve more inclusivity of an LGBTQ context. For example:

- “Craig buys his boyfriend a birthday present that costs 212.65 euro; he gets a discount of 20%. What is the final price after subtraction of the discount?”

It may seem not an important change to change “girlfriend” into “boyfriend”, but it is a good way to normalize gender and sexual diversity.

It may be that some students express surprise, insecurity (jokes) or irritation when you present such a math assignment. If they do, you can ask them why they feel uncomfortable, and if they would feel just as uncomfortable when and if Craig would buy a present for his girlfriend or for his parents. If necessary, you can mention that diversity is part of society and so it is normal that this can be part of a month assignments as well. Don't make a big issue or discussion about it, that will undo the purpose of normalizing gender and sexual diversity.

#### ➤ Objective

Students become aware of gender and sexual diversity and get used to example of it in math assignments.

#### ➤ Indications of impact

After possibly expressing surprise or irritation, students get used to inclusive math assignments.

#### ➤ Duration

Not relevant; full integration in normal assignment

#### ➤ Level

Ages 11-16, all levels

#### ➤ Materials

Math assignment

#### ➤ Version

Javi Guerrero (Centre Jaume Viladoms), 2023



## LGBTIQ+ and Statistics

*This activity aims to apply statistical analysis to different studies about LGBTQ topics: equal marriage, transsexuality, acceptance towards same-sex relations and so on.*

### Previous requirements

Previously, it is necessary to work on key statistics concepts about the interpretation of different graphs: independent and dependent variables, type of variables, bar graphs, pie graph, etc.

### Implementation

#### 1st CLASS:

##### Step 1 (20 min): MEDIA RESEARCH

In heterogeneous groups (3 students), the students are asked to research different websites to find some news (at least 3 pages) about LGBTQ+ issues with statistical information which is presented in graphs, like tables, columns, or pie charts. These LGBTQ+ items can be related to different topics: equal marriage, transsexuality, LGBTQ++ health, tolerance towards gay, lesbian, bisexual, transgenders, towards people with intersex conditions, etc.

##### Step 2 (10 min): NEWS SELECTION

The working groups discuss how the authors were able to construct the graphs; which statistical concepts did they use? On what data are the analysis based? Are the data representative and reliable?

##### Step 3 (30 min): NEWS ANALYSIS

The working groups analyse the chosen items according to statistical concepts: evolution, maximums, and minimums etc. They also have to write a short summary about the study and the main conclusions that were stated by the authors, and give their opinion whether they agree on their conclusions. In the next class each group is going to present to the rest of the class their results (5 min oral presentation by each group).

#### 2nd CLASS:

##### Step 4 (60 min): PRESENT YOUR CONCLUSIONS

Each working group makes an oral presentation to the rest of the class to explain their results after the news analysis. Other groups can ask question or give feedback.

#### Objective

Students apply mathematical concepts on LGBTQ+ contexts.

#### Indications of impact

Students demonstrate an understanding of statistical measures and are critical of their application in news about studies on LGBTQ+ people.

#### Duration

2 hours

#### Level

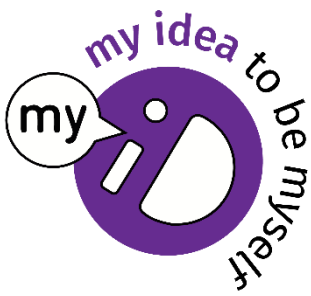
Ages 14-16, higher level

#### Materials

Paper, pens, math book, computer and calculators

#### Version

Javi Guerrero (Centre Jaume Viladoms), 2023



### ➔ Objectives

Students learn to apply statistical concepts in a real context. They become more aware of the situation of LGBTIQ+ in their school and the challenges of doing applied research.

### ➔ Indicators of impact

Students construct a survey that measures some issues that can help to improve the school policy on LGBTIQ+ issues. They explain the challenges of such an effort.

### ➔ Duration

5 classes of 1h

### ➔ Level

14-16 years old

### ➔ Materials

Paper, pens, math book, DRIVE worksheet and DRIVE Google questionnaires

### ➔ Version

Created by Javi Guerrero (Centre Jaume Viladoms), 2023

## What do you know about sexual and gender diversity?

*Students conduct a statistical study on the level of knowledge, attitudes, and behaviour of the school about sexual diversity and gender by applying content from the mathematical field.*

### Previous requirements

Previously, it is necessary to work on key statistical concepts such as sample, mode, absolute and relative frequency tables, arithmetic mean, among others. It is also necessary some background about different ways of expressing statistical results (histogram, bar chart, pie chart,...).

Before the lessons, the teacher informs other teachers about the research assignment and asks in which lessons students can claim 10-15 minutes to explain the study and asks students to fill in their survey.

### Implementation

#### 1st CLASS:

#### Step 1 (15 - 20 min) Introduction to gender and sexual diversity

[https://www.youtube.com/watch?v=uD\\_p0kkof-k](https://www.youtube.com/watch?v=uD_p0kkof-k)

Show a video about sexual and gender diversity. Ask students to make a small conceptual map that summarizes the main ideas (gender, sexual attraction, expression).

#### Step 2 (20 - 30 min): Questions about sexual and gender knowledge

In groups of 3 students, they write three questions to find out the level of knowledge of the students (different academic levels) about sexual and gender diversity. They should make sure the questions are easily to analyse, for example by making them all-in multiple-choice format, or yes/no questions. Open questions are not allowed, because this is an exercise in statistics.

Notes for the teacher:

- *Decide beforehand if the study will ask for independent variables (age, gender, class, race, religion, sexual orientation). This will limit the number of questions for dependent variables, but it has advantages for learning to use more advanced statistical formulas and to make more advanced conclusions and recommendations.*
- *Be aware that students may tend to open for questions about knowledge, but this is based on the misguided perception that more knowledge will lead to more tolerance and more school safety. Questions about the attitude of students and about the behaviour they will have in specific situations will offer more sensible information about the real safety of the school. However, the teacher has to support students in formulating such questions about attitude and planned behaviour, because this is something they probably never did before. To help them with this, you could give them a files with examples of questions, maybe with suggestions on how the results obtained with such questions could lead to specific recommendations.*

Then the different groups of students present their questions and the class votes to decide on the 10 best questions. The questions are typed out by the teacher in a survey format and the teacher makes at least 100 copies, and enough to cover as many classes as there are working groups.

## **2nd CLASS:**

### **Step 3 (60 min): Data collection**

The students go around the different classes of the school to explain the study that they are carrying out, that the results are anonymous and ask them to fill in the questionnaires. Each work group can be responsible of explaining and performing the study in a different class group.

After collecting the results and filling them in in a statistical program or in a Google Form, the working groups can begin to analyse the data according to different statistical parameters. Each group can be assigned a different set of questions, or the application of a different statistical measure.

## **3rd CLASS:**

### **Step 4 (60 min): Data analysis**

The working groups finalize their statistical analyses and make graphic representations that they consider most appropriate to express the main results. They also write conclusions about them.

## **4th CLASS:**

### **Step 5(60 min):**



The working groups share their conclusions and the graphs with the rest of the class in an short oral presentation. Other students can ask questions or offer feedback.

When all the oral presentations are finished, the class discusses the overview of all results and decides if the study was adequate to measure what they wanted to know. In addition, the teacher then asks the question whether the results and conclusions can lead to recommendations to improve the school's awareness and safety for LGBTIQ+ people. After discussion of all this, the class proposes some recommendations for the school management and suggestions to improve possible new statistical studies on this topic in this school.

**5th CLASS:**

**OPTIONAL- Step 6: Results communication**

The working groups come back to the same class where they did the questionnaires to explain the main results, conclusions, and recommendations.



## Mathematics and Diversity

Students are presented with the theory of numbers, referencing the different elements that may characterize a number (e.g., odd or even, positive or negative, integer, decimal, etc.), the teacher focuses the discussion on the diversity of the different elements that may characterize a number and endorses students to discuss about diversity among people.

### Objective

Students acknowledge diversity within mathematics as well as among humans and in society.

### Indications of impact

Students show they recognizing that specific attributes of each members of a group may be different. They compare the diversity of 'neutral' numbers with more socially controversial diversity.

### Duration

30-40 minutes

### Level

Ages 13-16, lower level

### Materials

Short presentations of the attributes of numbers.

### Version

Developed by Doukas School, April 2023

### Preparation

There is no need of any specific preparation on behalf of the teacher except the fact that it is recommended to associate this activity with a lesson that relates to numbers and their attributes.

### Implementation

Step 1: (10'; introduction). The teacher presents the different attributes of a number (odd/even, positive/negative, integer, decimal, real, prime, etc.) and what these mean.

Step 2: (10'; trigger). The teacher discusses diversity between numbers when it comes to their attributes, focusing on that they are all considered numbers, but each still has its own characteristics based on specific attributes. Missing any of the numbers would make it impossible to count correctly, thus they are all important to the "whole", despite their diversity in attributes.

Step 3: (15'; discussion). The teacher asks students to comment on this diversity found across the numbers. Then the teacher generalizes the discussion to humans, their diversity and their roles in society. Towards the end of the discussion, if it has not yet come up, the teacher will bring gender identity and sexual orientation diversity into the discussion.

## 2.9 PHYSICAL EDUCATION



### ➤ Objective

Know your personal boundaries and draw a line.

### ➤ Indications of impact

Students explain how they feel about their personal space and boundaries and the way they function as a group, including gendered relations and boundaries towards gays and lesbians.

### ➤ Duration

30-45 minutes

### ➤ Level

Ages 12-16, intermediate level

### ➤ Version

Iedersland College, March 2023. This activity is based on the Dutch "Rock & Water" programme, which focuses on reducing patriarchal gender relations.

## Setting boundaries

Students are asked to approach each other and set boundaries for other students approaching. In short debriefing moments, the students reflect on how it is to set boundaries and if gender and sexual orientation play a role.

### Implementation

#### Step 1

1. Explain what this activity is about setting boundaries. Arrange students to form two separate lines.
2. Student A walks towards student B. Student A stops when he/she thinks a personal boundary is reached. Student A asks B if this is okay with them as well. If this is not the case, student A continues making steps until A thinks a boundary is reached. Student B can set a boundary by raising a hand and saying "stop".
3. The teacher asks the students to reflect on this activity with questions like: "How do you feel when you draw a line?", "How does it feel when someone crosses your boundary?" A follow-up question could be if there is a difference when one of the students would be another gender than the other.
4. Student A walks towards student B, now student B is in the lead a draw a line by raising a hand and say "stop".
5. The teacher again asks the students to reflect on this activity with questions like: "is it better to set a boundary or not?", and "Do you set boundaries in everyday activities?" A follow-up question could be if there would be a difference when one of the students would be gay or lesbian.

#### Step 2

1. Half of the students sit on the ground. Half of the students remain standing.
2. Standing students approach sitting students. The sitting student raises a hand when they think a standing gets to close. Standing students are also in charge of setting a boundary towards other standing students who get too close.
3. The teacher explains now all students had a role now in personal boundaries in a group. The teacher asks students to reflect on how this

is different from when all students are standing. Focus on the feeling of being less powerful this way. Follow-up questions can be about intimidating and bullying situations. The teacher stimulates awareness of the students in their role as participants of this group.

## 2.10 SOCIAL STUDIES



## All these labels

*Students are introduced to different terms and labels and discuss the advantages and disadvantages of labelling.*

### Preparation

You can do this activity when students already understand basic differences between sex, gender and sexual orientation. It is preferable that students already have developed some curiosity to sexual and gender diversity labels. Copy hand-outs for small groups of each 4 students.

### Implementation

Step 1: (5; instruction). Tell students that there are many terms that people use to indicate their gender or sexual identity and that we are now going to do an activity in which we will explore these different labels. We will also discuss the advantages and disadvantages of labelling yourself or labelling others this way. Divide the class in small groups of each about four students and give each group both hand-outs.

Step 2: (10'; small group activity). Each group has too much labels to descriptions. They have 10 minutes for this. If you would like to add a competitive element, you could give a small award for the group that matches all the labels and descriptions (on the condition that all the combinations are correct, if not, the group with the most correct munitions wins. The correct combinations are: 1-H; 2-A; 3-C; 4-G; 5-J; 6-I; 7-E; 8-B; 9-F; 10-M; 11-L; 12-O; 13-D; 14-K; 15-N

Step 3: (Debriefing, 20'). Discuss the experiences:

- ➔ Did you know all the labels already before you saw the descriptions?
- ➔ Which ones were new for you?
- ➔ Do you think it is useful to have such labels?

#### ➔ Objective

Students become more aware of sexual and gender diversity jargon and have considered (dis)advantages of labelling.

#### ➔ Indications of impact

Students indicate an substantiated preference for certain labels and formulate an opinion on advantages and disadvantages of labelling and self-labelling.

#### ➔ Duration

25-30 minutes

#### ➔ Level

Ages 13-16

Intermediate/higher level

#### ➔ Materials

Hand-outs Labels and Descriptions

#### ➔ Version

GALE 7-2-2023. Inspired by Voice OUT "Terminology Match-Up" and the Stonewall LGBT Glossary

- Why do you think people would like to the choice of labels? What are the advantages? (sense of empowerment, visibility, tool for emancipation)
- Do you think having such a low labels is exaggerated? Why? What would you say to someone would labels themselves in an unusual way for you? (students who have a privileged and therefore less conscious identity may feel uncomfortable by specific expressions of other identities, or might even feel this is provoking)
- What is the disadvantage of using labels? (It may confine your self-image to a limited type or lead to stereotyping and control by others)

Step 4: (Dialogue, 15'). This step is optional and meant for students who are able to think more abstractly about topics. Tell the students that the philosopher Michel Foucault has said that “visibility is a trap”. He thinks that adopting a label and a public identity makes people more vulnerable to control by social norms and by authorities. By adopting a rigid identity, people may position themselves in a certain way and by definition then become more limited in the range of choices they might have had when they did not limit themselves this way. Ask the students what they think of this and if they can give examples of how adopting a certain identity had advantages or disadvantages in their own lives.

### *Transfer to practice*

The descriptions of labels can help students to better know what they talk about in the future. The list of labels is not an exhaustive and students may become curious for other labels. You can refer them to other LGBTIQ glossaries, like <https://www.stonewall.org.uk/list-lgbtq-terms> or the even more elaborate <https://rainbowcenter.uconn.edu/wp-content/uploads/sites/2262/2019/01/LGBTQIA-Dictionary-FINAL-Spring-18.pdf>.

In further discussions on identity, labels and stereotyping, the teacher can build on the debriefing and discussion in this activity to further deepen the understanding of these topics and the relevance of these topics to students lives.



## *Hand-out Labels*

<b>1. Asexual</b>
<b>2. Bisexual</b>
<b>3. Cisgender</b>
<b>4. Demisexual</b>
<b>5. Gay</b>
<b>6. Heterosexual</b>
<b>7. Intersex</b>
<b>8. Lesbian</b>
<b>9. Non-binary</b>
<b>10. Pansexual</b>
<b>11. Queer</b>
<b>12. Questioning</b>
<b>13. Transgender</b>
<b>14. Greysexual</b>
<b>15. Transvestite</b>





## Hand-out Descriptions

<b>A.</b> People who feel a romantic and/or sexual orientation towards more than one gender.
<b>B.</b> A woman who feels a romantic and/or sexual attraction towards women. Some non-binary people may also identify with this term.
<b>C.</b> Someone whose gender identity is the same as the sex they were assigned at birth. It is the opposite of transgender.
<b>D.</b> A person whose gender identity or gender expression does not correspond with their sex assigned at birth. Many experience “gender dysphoria” (confusion) and want to transition to another gender (this is an umbrella term for many sub-identities).
<b>E.</b> A person who may have the biological attributes of both sexes or whose biological attributes do not fit with societal assumptions about what constitutes male or female.
<b>F.</b> People who identify themselves as not solely male or female and don’t want to locate themselves on a continuum between male and female.
<b>G.</b> People who only feel sexually or romantically attracted to people with whom they have formed an emotional bond.
<b>H.</b> A person who does not experience sexual attraction.
<b>I.</b> A man who feels a romantic and/or sexual attraction towards women, or a woman who feel a romantic and/or sexual attraction towards men. Also called: “straight”.
<b>J.</b> A man who feels a romantic and/or sexual attraction towards men. It is sometimes also used by lesbian women or by non-binary people as a synonym of “homosexual”.
<b>K.</b> People who experience attraction occasionally, rarely, or only under certain conditions. People may also use terms such as gay, bi, lesbian, straight and queer in conjunction with this term to explain their direction of romantic or sexual attraction.
<b>L.</b> A label used by people who want to reject labelling of sexual orientation and/or gender identity. It can also be a way to say you aim for more radical change of society rather than just for “acceptance of LGBT people”.
<b>M.</b> A person whose romantic and/or sexual attraction towards others is not limited by sex or gender.
<b>N.</b> A person who wears clothes designed for the opposite sex (cross-dressing). This can be done for erotic reasons, as a satire on cisgender heteronormative relations or/and as a show (“drag”, “drag queens” and “drag kings”).
<b>O.</b> People who explore their own sexual orientation and/or gender identity and wonder if and what label they like to identify with.



## ➔ Objective

Students learn about universal human rights and apply these rights on day-to-day situations.

## ➔ Indications of impact

The students show they recognize that LGBTI are covered by the Human Rights Declaration.

## ➔ Duration

30-45 minutes

## ➔ Level

Ages 12-16, intermediate level

## ➔ Materials

Board, posters for students, markers, magazines and newspapers

Possibly: hand-out with the Universal Declaration of Humans Rights (<https://www.un.org/en/about-us/universal-declaration-of-human-rights>)

## ➔ Version

Iedersland College, April 2023

# Universal Human Rights

Students guess which 5 rights out of 10 are official Human Rights. After an explanation, the students divide in groups and explore examples of what these rights means in everyday life.

## Preparation

Write 10 rights on the board or a sheet. Five of them are universal human rights, five are not. At least one relates to rights for LGBTIQ.

## Implementation

Step 1: (5' trigger). Welcome the students and explain the lesson is about human rights and tell them who wrote the human rights charter and why (the winners of the second world war never wanted war and discrimination again and made an international contract to try to prevent war and promote tolerance; all countries signed the contract). Tell them that five of the listed right on the board are official "universal human rights" and five are not. Ask the students which they think are official human rights. It is okay if they guess incorrectly.

Step 2: (15' instruction). Give a more elaborate presentation about the Universal Declaration of Human Rights, its history and its 30 articles. Alternatively, you can ask the students to look them up.

Step 3: (15'; work in groups). Divide students in pairs and ask each pair to choose one article of the Universal Declaration of Human Rights and to make a poster about it. They should list the article (which can be paraphrased in a less formal way) and give examples of what it means in practice. Give students a selection magazines and newspapers to cut pictures from and decorate the poster. Make sure these sources contain LGBTIQ information. The students prepare a short presentation about the human right they explored.

Step 4: (10' debriefing). Students give short presentations about their poster. Enrich the presentations of the students by asking them one or more of the following questions:

- ➔ Why did you choose this human right?
- ➔ Why is it important that this human right is universal?
- ➔ How can we make sure everyone knows this article?
- ➔ Does this human right apply to everyone?
- ➔ Are there groups or individuals that are singled out?

➔ Are some traditions are more important than human rights?

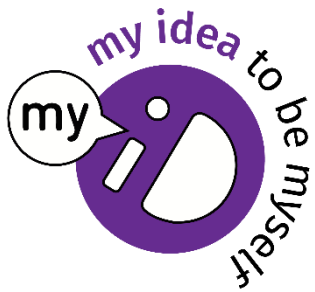
➡ How can we make sure no one is excluded of these rights?

Note that LGBTIQ are not mentioned in the Declaration and there is an international dispute between States if LGBTIQ are covered by human rights or if they should not be covered because there are supposed to be sick, sinful or criminal. About 50% of the States support inclusion while 50% does not.

### *Transfer to practice*

When in future situations concrete examples of (violations of) human rights occur, refer back to the Charter and discuss the universality of the principles once more.

When you would like to go deeper into the controversy about sexual and gender diversity, check the website of ILGA (<https://ilga.org/ilga-world-maps>) or ILGA Europe (<https://www.ilga-europe.org/report/rainbow-europe-2022/>), which give overviews of supporting and discriminating laws in States. Students could research this; look into examples and connect them to different human rights articles. Students could also research which arguments countries use to support LGBTI or to reject their rights and discuss how they feel about these different arguments, and to what extent these arguments are based on facts.



## ➔ Objective

Students learn about bisexual feelings and identity.

## ➔ Indications of impact

The students show interest in how bisexual feelings emerge, develop and how you make choices as a bisexual. They explain why popular myths about bisexuals not being able to choose our incorrect.

## ➔ Duration

30-45 minutes

## ➔ Level

Ages 13-16, intermediate level

## ➔ Materials

PowerPoint presentation "More Chances!"

## ➔ Version

Developed by Edu-Diverse in 2018 and adapted by GALE in March 2023. The story is copied from the Brazilian educational video "Probabilidade" 2011, [https://www.youtube.com/watch?v=P\\_eyPfmrDO8](https://www.youtube.com/watch?v=P_eyPfmrDO8)

# More Chances!

*Students hear a story of a bisexual boy, who is initially confused about his feelings but then becomes clearer about his choice to label as bisexual. They explore their own feelings and opinions about bisexuality.*

## Preparation

Bisexuality is often more challenging for high school students than being gay or lesbian because for them it may appear as not being a "stable" identity. This insecurity about potential bisexual feelings can be very sensitive and can lead to resistance to learn about it. Therefore, students should already have had some lessons about basic concepts, have a basic level of tolerance and feel comfortable enough to express their feelings about sexuality in a safe classroom.

## Implementation

Step 1: (1'; introduction). Introduce this as a lesson about friendship, falling in love and choosing your partners.

Step 2: (15'; trigger). Show the PowerPoint presentation and read the text. (Or you can download the YouTube video and subtitle it.)

Step 3: (15'; dialogue). Remind the students that in this story, Leo goes through different phases. He starts out to assume that he fancies girls, and slowly starts to realize that maybe his sexual orientation is gay or bisexual. He realizes how warm feelings of friendship can turn into a feeling of love. Ask the students if they ever liked a boy or a girl so much that it borders on "love". Does this feel nice or dangerous? Have a short dialogue (exchange of experiences or thoughts) on this, but don't let it shift into a "discussion" in which someone can be right or wrong. Be clear that everyone has their own feelings and a right to express them without being laughed at or criticized.

Step 4: (10' discussion). After some exchange of feelings and possibly experiences, explain that friendship can be very shallow but also very deep, and that sometimes it is not so easy to tell when friendship is actually a kind of love. But in some cases, you know immediately when you are in love or find someone attractive and exciting. Ask the students what they think of this "scale of feelings" (gradual love <-> immediate crush). This conversation becomes more a discussion, but remain vigilant that students are not attacked or rejected for their opinions or feelings on this.

Step 5: (10' wrap-up). Bring the conversation back to the situation of Leo. He said he was afraid he will be discriminated against, first because of being friends with (gay) Mattie, then because he is very attracted to Rafael and later because he thinks people will be nasty to bisexuals. Ask the students if they can understand such fears. Then proceed to inquire if such fears could arise in this class, or this school. How could Leo – or students in this school – defend themselves against people being nasty about bisexuality?

## *Transfer to practice*

Come back to this exercise when a bisexual student needs support by peers.

Also, be prepared that students may ask you as a teacher what your own sexual preference is. Think about whether and how you want to answer this question. It is better to be open about this, because after all, you have also asked students about their sexual preference.

But we advise against just saying "I'm straight." That may come across as "defending yourself" and implying bisexuality is weird or even wrong. It may be better to say something like: "Currently I am involved with..", or "My sexual preference has mostly been ..., but in the past I had sometimes other phantasies". Note that a large percentage of heterosexuals occasionally has gay, lesbian, or bisexual fantasies, and a large percentage of gays and lesbians occasionally have fantasies about heterosexual sex. Even when you don't identify with a certain label, this does not mean that your fantasy life or real life is not more nuanced than then the label you choose.



### ➔ Objective

Students explore their hopes concerning relationships.

### ➔ Indications of impact

The students try to find out to what extent their fantasies about the future are based on social (heteronormative) expectations or own choices.

### ➔ Duration

40-50 minutes

### ➔ Level

Ages 13-16, intermediate level

### ➔ Materials

Hand-outs "What I want" and "How I think it will go"

### ➔ Version

Developed by Iedersland and GALE, March 2023

## Fantasies about the Future

Students are asked to engage in a guided fantasy on the future relationships they would like to have. They exchange hopes and are confronted with a possible alternative future in which they might be gay, lesbian, or bisexual.

### Implementation

Step 1: (5'; trigger). Start the lesson by telling the students a short story about how you imagined your future when you were their age, and how it differs from your situation now. Conclude that it is difficult to predict what will happen in the future, but that we are going to fantasize about this a little bit in this lesson.

Step 2: (10'; guided phantasy). Give the students the hand-out "What I want". Ask them to use the questions on the hand-out to think about what their ideal situation would be in relation to their love life in the future relationships. Announce that we will talk about what they were writing down, but that they are not obliged to share what they wrote.

Step 3: (15'; dialogue). Ask the students to share what they wrote and why they want this for themselves. Go deeper into their needs by exploring if what the students have indicated are based on social expectations or if they represent a deeply felt inner need. Or if it is difficult to make the distinction between social customs and personal wishes.

Step 4: (10' guided phantasy). Give the students the hand-out "How I think it will go". Ask them to use the questions on the hand-out to think about how they will achieve their needs. Announce that we will talk again about what they were writing down, but that they are not obliged to share what they wrote.

Step 5: (15'; dialogue). Ask the students to share what they wrote and how they imagine them building partnerships and having a satisfying sexual life. Go deeper into their fantasies about the future by exploring if their chosen route would be supported or rejected by others and how they would deal with such situations.

As a follow-up to take this even deeper, ask the students if their sexual and relationship life would be different when they would be gay, lesbian or bisexual and how they would face rejection and find support.

Step 4: (10'; debriefing). Ask the students if they enjoyed this activity. Tell them it would be funny to keep the hand-outs and reviewed them once

more when they are much older. Could be fun to see how life turned out the same or different!

## Hand-out “What I want”

	<i>Wish</i>	<i>Ideal age</i>
1.	Meet someone I love: .....	
2.	Finish my education	
3.	Find my dream job: .....	
4.	Have paid work for ... hours per week	
5.	Live on my own in: .....(type of house)	
6.	Live together with .....in: .....	
7.	Marry, hopefully with .....	
8.	Use contraception (until .....) )	
9.	Have dates with.....	
10.	Have a long-term partnership with .....	
11.	.... children	
12.	To go on vacation to .....	
13.	Have a pet: .....	
14.	Go on a world trip .....	
15.	Another wish: .....	



*Hand-out “How I think it will go”*

<i>Age 12 – 18</i>	<i>Age 18 – 24</i>
<i>Age 24 – 30</i>	<i>Age over 30</i>



## Imagine Being a Parent

Students are asked to imagine they are a parent giving advice to their son or daughter. They fill in sheets with questions about what their children should know and what they should do when they have a relationship. This activity is debriefed by discussing differences in gender and if the advice would be different with LGBT children.

### Objective

Students reflect on parenting, gender and sexual orientation.

### Indications of impact

The students indicated that they understand how sex education may be influenced by social customs and norms, and intend to be more careful in formulating advice.

### Duration

30-45 minutes

### Level

Ages 13-16, intermediate level

### Materials

Hand-outs "Advice for your son" and "Advice for your daughter"

### Version

Developed by Iedersland, March 2023

## Implementation

Step 1: (5'; trigger). Tell the students that this lesson is about how they can later raise their children. Ask them to imagine that they are in their 30s and that they have a son or daughter of 17 years old. The girls imagine that they have a son, the boys imagine that they have a daughter. Your child has a starting relationship and is often visiting him or her. When there are in your home, they are sometimes four hours together in the room of your son or daughter. As a parent, you would like to give them some good advice about dating, relationships and sex. What would you tell them?

If students find it difficult to imagine this, ask them instead to think of what they would say to their younger brother or sister when he asks you how to prepare for his or her first date.

Step 2: (15'; imagining). Give the students the hand-outs to help them formulate their advice. Ask the students to first make some short notes on what they would advise (5'), and then exchange in pairs how they would advise to children or brother or sister (5"each, 10' total).

Step 3: (15'; discussion). Ask the students what came up in the conversations. Explore if the advice for sons is different than the advice for daughters and why. To what extent is this advice driven by social customs, and would it be good for all sons and daughters?

At the end of this conversation, ask if any the students took into account the tender son of daughter could be gay, bisexual or lesbian. Would their advice be different when their daughter would have an unexpected sexual orientation? This expiration could be expended by asking what the students would do as a parent when there child indicates they want to change gender. How would you respond? Would your advice to them about relationships change?

Step 4: (10'; debriefing). Ask the students if this activity has given them new perspectives on parenting and sex education.

### *Transfer to practice*

When sexual topics arise, remind students of how their perspectives can be influenced by social customs which may or may not be good for the well-being of others.

## *Hand-out “Advice for your daughter”*

What are the most important things your daughter should know about relationships and sexuality?

.....

.....

.....

What would you advice to your daughter so she will have a happy sexual life?

Do this first:

.....

Do this later:

.....

Always keep this in mind:

.....

If it does not work out, do this:

.....

## Hand-out “Advice for your son”

What are the most important things your son should know about relationships and sexuality?

.....

.....

.....

What would you advice to your son so he will have a happy sexual life?

Do this first:

.....

Do this later:

.....

Always keep this in mind:

.....

If it does not work out, do this:

.....



## Objective

Students explore how their own values and norms influence their response to others.

## Indications of impact

The students indicate where their own values comes from and how they influence their responses towards difference. They indicated they are willing to expand their zone of tolerance

## Duration

60 minutes

## Level

Ages 14-18, intermediate level

## Materials

Hand-out Interview questions

## Version

Developed by GALE, version 27-3-2023. Inspired by Stephanie Anne Shelton, "Revisiting Peshkin" (2023)

# Discovering how I am subjective (part 1)

Students interview each other about identity and their reaction to different new neighbours. They explore their subjectivity and zone of tolerance.

## Implementation

Step 1: (2'; instruction). Tell the students this activity is about learning how to recognize how your opinion is influenced by others, your background and situations. Tell them that the activity consists of two parts, one right now and one assignment to do outside the classroom with a report in the following lesson.

Step 2: (3'; division in couples). Ask students to arrange themselves in pairs, and find a partner that you don't know that well (not your best friends). Give them the hand-out. Tell the students that they are going to interview each other, each student has 20 minutes for the interview. The students can restrict themselves to the question on the hand-out, but encourage them to also ask additional questions when they are curious about the other students.

Step 3: (40'; interviews). Give the students time to interview each other, 20 minutes each. After 15 minutes, give a warning that they have 5 minutes left. After 19 minutes, ask them to finish up and to start the second interview.

Step 4: (15'; debriefing).

➤ Ask the students how it was for them to do this activity.

➤ Ask the students some examples of identity aspects they chose.

Write them on a sheet or whiteboard so you can get back to them later.

➤ Ask the students to describe how they would treat new neighbours when they are similar or different from themselves. Note these responses on the blackboard by indicating them with arrows. Preferably use emotional terms like: warm feeling, curiosity, insecure, uneasiness, discomfort, anger etc.

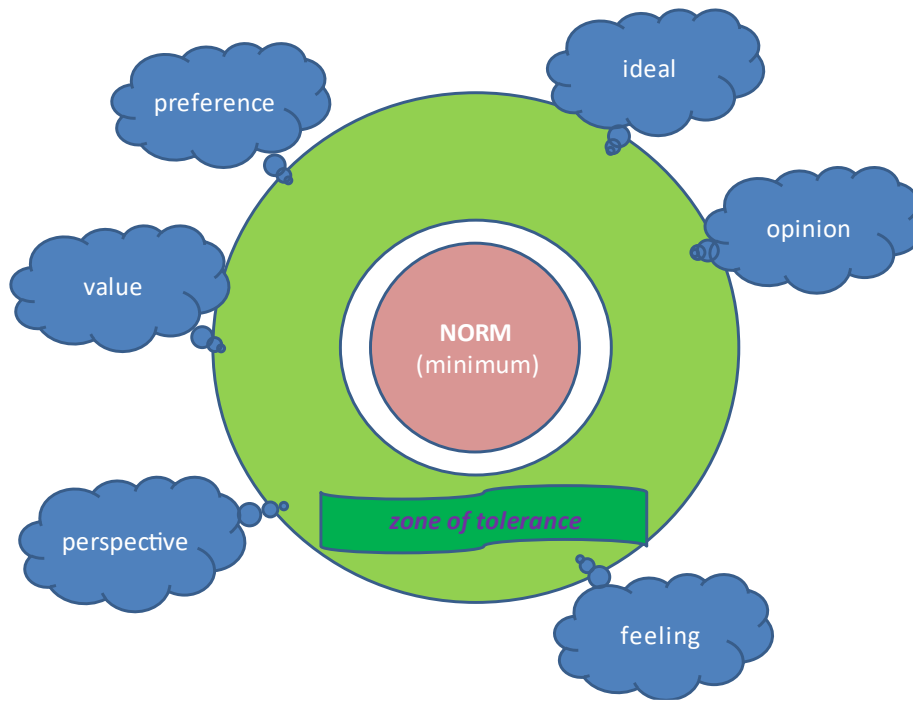
➤ Explain that when people are different from ourselves, you could feel some insecurity or discomfort, but that in open and democratic societies, you are required to have some tolerance towards difference. As the students to reflect on how large their zone of tolerance is and why it differs with different types of neighbours. Also ask how they can try to be respectful and understanding, even when their feelings otherwise.

## Transfer to practice

Give the students the assignment for part 2 (see part 2). Come back to the conclusions of this activity when students show a lack of tolerance or feelings of insecurity and discomfort related to diversity.

## Annex: Explanation of the Tolerance Zone

### The Zone of Tolerance



#### **NORMS**

In each society there are minimum rules that have been agreed upon for acceptable behavior. For example, there are traffic rules: you should stop when the traffic light is red and you have to drive your car responsibly. These are rules for behavior that are set in law, for example you are not allowed to beat or sexually touch or attack somebody and you're not allowed to discriminate. There are other rules that are not written down, but everybody expects it from you in a given society. For example, when you meet someone, you are expected to look someone in the face, to greet each other and to mention your name. All these rules can be called norms. There are harder norms (written down and agreed on) and softer norms (expectations that some people may agree with but other people may not be used to or agree with).

#### **VALUES**

Then, there are many different values, ideals, opinions, feelings, perspectives on situations and preferences. These may differ from person to person, from group to group and from situation to situation. So they are more flexible than norms. You have to be careful to not mix up your expectations and norms, or the expectations and norms of your group with values of other people or groups. Sometimes this is difficult. The difference between the minimum norm and the different values of people is called the zone of tolerance. In an open and democratic society, you need to learn to make your zone of tolerance as large as possible.



## Hand-out: Interview Questions

1. Can you describe yourself by giving three important aspects of your identity? Identity aspects could be things like: the way you look, your hobby or (future) profession, whether you like to stay at home or go out, what kind of music you like, your family, your culture, your religion, your ethnicity, your fitness or handicap, the way you dress and look like. These aspects are just examples, you can choose yourself.
  - 1) ...
  - 2) ...
  - 3) ...
2. Can you indicate how important each of these aspects is for how you feel? Are these aspects important for how you behave and how you make decisions?
3. Imagine you will get a new neighbour. This family is from another country which has a different culture and religion from yours. Would you welcome them in the neighbourhood and how?
4. When your neighbouring family would have different customs than your family, how would you respond to that? For example, they could ask you to take off your shoes when you come in, or it is their custom to embrace you when you enter their house.
5. How would you respond when your neighbouring family would have customs that you find annoying? For example when they make food on what you don't like the smell, or they make too loud noises?
6. Imagine again you will get a new neighbour. This time they are a gay couple with a baby son. Would you welcome them in the neighbourhood and how?
7. When your neighbouring family would have different customs than your family, how would you respond to that. For example, in the end of June they would hang out a rainbow flag.
8. How would you respond when your neighbouring family would have customs that you find annoying? For example when you feel they talk too much about their relationship and about discrimination?
9. We have talked about your three most important aspects of your identity. Do you think that these aspects influence your attitudes towards other people, like new neighbours? How? How do you think your neighbours would feel about you and your identity aspects?



## Discovering how I am subjective (part 2)

Students interview other people about identity and their reaction to different new neighbours. They explore subjectivity and tolerance.

### Assignment

Step 1: (5'; instruction) The assignment for this activity should be given a week before the students are debriefed about the assignment in class. Ask the students to interview somebody (other than their fellow students) with the questions they used in part 1 of this activity. They should make short notes of the responses, so that they can use the way they responded as examples in the discussion in class. They don't have to make a full report. Optionally you can designate interviewees with different diversity backgrounds to pairs of students.

### Implementation

Step 2: (15'; debriefing).

- ➔ Ask the students which people they interviewed and to mention the identity aspects they listed. Retrieve the notes you made in the first lesson and add new identity aspects to the ones already listed.
- ➔ Ask the students how it was for them to do this activity with other people than fellow students. Where the responses different? Which identity aspects of the interview people influences their answers?
- ➔ Then go to deeper into an analysis of the responses of the respondents. Did the norms and values of the interviewees make their zone of tolerance smaller or larger? How did this work?
- ➔ How did the students feel themselves during the interview? At ease or with discomfort? Were their own values and norms in line with the interviewed person or not?
- ➔ If most students interviewed people they felt very comfortable with because they aligned with their own values, was this an accident or was there an implicit or explicit bias to choose people who were similar to themselves? If students chose interviewees that were different from themselves, why did they do this? How did they cope with responses that were unexpected or very different from their own values?
- ➔ Try to draw a conclusion which frames how subjectivity and tolerance works in the choice of people you socialize with and your responses to people who are different from you. Come back to the conclusion of part 1: we need to build a zone of tolerance in an open and democratic society.

#### ➔ Objective

Students explore how their own values and norms influence their response to others.

#### ➔ Indications of impact

The students indicate where their own values comes from and how they influence their responses towards difference. They indicated they are willing to expand their zone of tolerance

#### ➔ Duration

60 minutes

#### ➔ Level

Ages 14-18, intermediate level

#### ➔ Materials

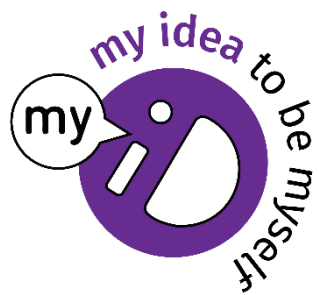
Hand-out Interview Questions (see part 1)

#### ➔ Version

Developed by GALE, version 27-3-2023. Inspired by Stephanie Anne Shelton, "Revisiting Peshkin" (2023)

## *Transfer to practice*

Come back to the conclusions of this activity when students show a lack of tolerance or feelings of insecurity and discomfort related to diversity.



## Objective

Students know the EU motto and story behind it. They know how to it to diversity and to sexual and gender diversity.

## Indications of impact

Students give explanations of the meaning of the motto for the EU, for social behaviour and for LGBTIQ+. They formulate own opinions on desirability and feasibility of LGBTIQ+ tolerance in the EU.

## Duration

70-80 minutes

## Level

Ages 13-16, lower level

## Materials

Short presentation based on [https://en.wikipedia.org/wiki/Motto\\_of\\_the\\_European\\_Union](https://en.wikipedia.org/wiki/Motto_of_the_European_Union)

## Version

Developed by Doukas School, April 2023

# The motto “United in Diversity”

As part of a history lesson or when talking about the European Union, students are presented with the history of the motto of the European Union “United in Diversity”, they explore how this motto came to be and its significance. They interpret what it means for our society and then focus on how it applies to sexual and gender diversity.

## Preparation

The teacher has prepared a presentation of the history behind the European Union motto “United in Diversity”, and more specifically of how it came to be. It were students that led to its’ adoption in May 2000, through a non-official process by participating in a contest involving 80,000 students from the 15 countries that were members of the European Union at the time.

## Implementation

Step 1: (10’; introduction). The teacher presents the European Union motto and the unofficial students’ competition that led to its adoption.

Step 2: (25’; work in teams and discussion). The teacher asks students to work in 3 groups for the next 10 minutes and come up with three explanations (supported by arguments) of what this motto means for the EU. Why is it important as an approach and way of thinking for the benefit and sense of unification for and among the EU members? Each team will have 5 minutes to present their arguments.

Step 3: (20’; discussion). The teacher engages students in a generalized discussion about diversity in societies and how diversity may benefit society as a whole. The teacher focuses the discussion on respecting (minimally) and accepting or support (maximally) the differences among individuals. Try to agree on what respect, acceptance and support will concretely look like in day to day behaviour among European citizens. To what extent can and do European (want to) have a shared social culture?

Step 4: (30’; work on team projects). The teacher asks the students to work in groups and describe the desirable social behaviours that would be in line the motto of the EU *related to LGBTIQ+ people*. Each group briefly presents their ideas in the classroom and explain why the behaviour towards LGBTIQ+ people should be the same of different from what they presented earlier.

## 2.11 SPANISH/CATALAN



## Getting to know Margarito

Through the reading of the story *La Historia de Margarito* by the Chilean writer Pedro Lemebel, students reflect on the discrimination experienced by children and adolescents based on their gender expression.

### Preparation

You can obtain the story in the appendix, also an audio reading is included to complement in case of visual impairment.

### Implementation

**Step 1:** (3'; introduction). Tell your students that they are going to read the story of Margarito, a boy from a small town located in Chile (South America).

**Step 2:** (6'; joint reading). Perform the reading together with your students.

**Step 3:** (10'; discussion). Once the reading is finished, discuss with your students about the plot of the story, the actions of Margarito's classmates and the attitude of society based on the gender expression of the protagonist. You can ask the following questions:

- How do you feel about Margarito? If negative or doubtful, why do you feel, like that? If positive, what prompts that feeling?
- What attitude does the narrator have towards Margarito? Why? Do you share his attitude?
- Do you think the way Margarito's classmates treated him was how you would treat a similar classmate? Why (not)?
- Do you think there are gender stereotypes in this story? If not, why do you think Margarito was ridiculed? If yes, which gender stereotypes? Are these only gender stereotypes are also expectations about sexual orientation?
- Is there a difference between gender expression and sexual orientation?

#### ➤ Objective

Students learn to have empathy with young people who have a non-traditional gender expression.

#### ➤ Indications for impact

Students express understanding and empathy with nonconforming youth. They distinguish this from sexual orientation.

#### ➤ Duration

45 minutes

#### ➤ Level

Ages 12-14, intermediate level

#### ➤ Materials

Printed story (for each student) or PowerPoint. Audio of the narration in case of visual impairment.

#### ➤ Version

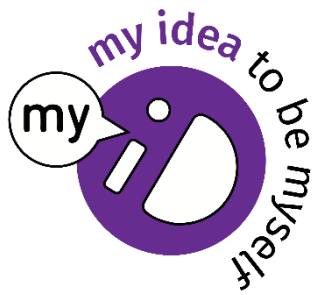
Developed by Scarlett Obando Flores (Defoin), 2023

- What do you think happened to Margarito and why?
- Do you think these types of situations still occur today? What would you do when this happened in your class?

**Step 4:** (15'; writing). Ask your students to write a short text (one or two paragraphs) to Margarito's classmates or teachers stating their opinion on the way they treated him. It should contain a clear motivation, and at least one argument and a concrete suggestion to improve the well-being of Margarito. During the activity monitor the work and support when necessary.

**Step 5:** (10'; sharing). Ask the class if anyone wants to read their text and/or would like to share their suggestion. In the meantime, write down on the board the expressions that you consider key as a record.

**Step 6:** (5'; debriefing). Summarize the general impressions of your students, emphasizing the importance of respecting the difference and the way in which children and adolescents express their gender. If there are students who have expressed their ambiguity, insecurity, frustration, or anger at gender nonconformity, show that you have 'heard' them by acknowledging that gender norms can be very strong and that it may feel uncomfortable when people do not comply with the norm that you are strongly expecting. Do not reject such feelings, but acknowledge that they are there without judging them in a positive or negative way, and focus on explaining the mechanism. If a lingering doubt remains, you could further debrief the lesson by asking doubtful students how they would feel when they were rejected because other people think that they don't conform to their norms.



### ➔ Objectives

Students become aware of excluding language in media and learn how to be more inclusive.

### ➔ Indicators of impact

Students show how to use inclusive language.

### ➔ Duration

2 classes of 1h

### ➔ Level

14-16 years old, advanced level

### ➔ Materials

Paper, pen, computer, internet access, language book and videos.

### ➔ Version

Developed by Javi Guerrero (Centre Jaume Viladoms), 2023

## Excluded News

*Students analyse media texts on sexist and exclusionary language and rewrite them to become more inclusive.*

### Previous requirements

Previously, the narrative text should have been worked on in class: structure, point of view, type of narrator, types of characters, time and space. It is also necessary for students to know the textual properties (coherence, cohesion, and adequacy) and verb tenses, time connectors and punctuation marks.

### Implementation

#### CLASS I:

##### **Step 1: Attention and interest (20 min) Exploring sexist and exclusionary news from journals**

<https://www.clasesdeperiodismo.com/2014/05/17/5-casos-de-homofobia-en-los-medios-que-no-debemos-olvidar/>

<https://diariofemenino.com.ar/df/60-ejemplos-de-machismo-y-sexismo/>

Several examples of sexist, homophobic and transphobic (and possibly racist and xenophobic) news or advertisements that have been published in press or on media are shown. The class explores as a group what terms and/or uses of language were found that denote a discriminatory or marginalizing focus.

##### **Step 2: Appreciation (30 min) – Searching more examples**

Give the students the assignment to do research on other news examples in which sexist or exclusionary language was used and to analyse which expressions or words denote a discriminatory or marginalizing focus. Ask the students to do a short oral discussion to present and explain such examples.

#### CLASS II:

##### **Step 1: Reorganization (30 min) – Rewriting news**

Ask the students to choose one of the examples from the previous class and to rewrite it so it avoids discriminatory or marginalizing expressions. Instead, they should try to include inclusive language.



The following document can be used to help this writing:

[https://www.irj.es/images/docs/GUA\\_DE LENGUAJE INCLUSIVO.pdf](https://www.irj.es/images/docs/GUA_DE LENGUAJE INCLUSIVO.pdf)

**Step 2: Reorganization (30 min) – Presentations and feedback**

A few minutes before the end of the session (15 min), ask some students to present their rewritten texts. Ask other students to give feedback and if needed, additional suggestions on how to further improve such texts.



## Love Letter

Students watch videos, select love stories, and write a non-heteronormative love story themselves.

### Learning goals

Students learn about LGBTIQ relationships and (non) heteronormative relationships. They explore their own feelings towards these.

### Impact indicators

Students select and write stories that show alternative realities to traditional cisgender hetero love stories. They show their own affinity and disapproval towards these, but accept there are differences.

### Duration

5 classes of 1h

### Level

12-16 years old, advanced level

### Materials

Paper, pen, computer, internet access, language book and videos.

### Version

Developed by Anna Ledesma (Centre Jaume Viladoms), 2023

## Previous requirements

Previously, the class should have worked on how to create narrative text / stories: structure, point of view, type of narrator, types of characters, time, and space. It is also necessary for students to know the textual properties (coherence, cohesion, and adequacy) and verb tenses, time connectors and punctuation marks.

As a teacher, you can prepare yourself by exploring the Internet for LGBTIQ you love stories in films, television series or books.

## CLASS I

### Step 1: Trigger (10 min) Video visualization

<https://www.youtube.com/watch?v=9pyPmSGVR2s> (Catalan)

["Amor adolescente" - Corto gay estreno 2017 - YouTube](#) (Spanish)

Show one of these videos. They are visualizations showing sexual and gender diversity in teen love stories. Debrief the video shortly by asking the students what their impression is of the video. Do not (yet) enter in a discussion. Do not judge any of the given comments. Just indicate this video was an introduction on the story that the students are going to write this lesson. But that you first want to show them another video.

### Step 2: Interest (40 min) – Viewing of a video and discussion

<https://www.youtube.com/watch?v=zWv8zQ2gLSU&t=3s> (Catalan)

[QUÈ ÉS LA DIVERSITAT SEXUAL? EXPLICACIÓ FÀCIL - YouTube](#) (Spanish)

Show one of these videos. These visualize some realities of people who are excluded in a traditional sex-gender system. After the video, engage in joint analysis of the themes and concepts in the two videos. Write these down in the shape of a mind map on the board and ask the students to make a mind map of their own. They can copy what is on the

board but also make their own mind map or add elements to their own mind map. The mind map should indicate the connection between the two videos and can include facts, social influences, personal feelings etc. In the second part of this discussion, ask students to share their own mind map if they want and to explain how it is different and why.

## CLASS II

### **Step 1: Appreciation (35 min) - Exploring favourite love stories**

In small groups of three, students make a list of 5 movies, TV series or novels in which the protagonists live love stories. The students make a short description of one of them they all like. Ask each group to make a short presentation and answer questions of other students. (It is expected that most of the stories will be heteronormative love stories.)

### **Step 2: Reorganization (30 min) - Exploring non-heteronormative love stories**

In the same working groups, the students explore love stories that are non-heteronormative. They make sure descriptions again, and two short presentations. Other students can ask questions or give feedback. If students cannot find any non-heteronormative love stories, the teachers can provide some examples for inspiration, or better: direct the students to the website with examples of such films, series or novels.

107

## CLASS III – IV

### **Characterization (2h min) - “Love letter”**

Give students the assignment to write a narrative text of 1 to 3 pages about a non-heteronormative love story. The stories could be submitted in a contest at the school level in which the best three will have some kind of award. It could be also done a reading in the class, so that students can show their stories and get feedback.

## *Alternative approaches*

In a less challenging version of this activity, you can allow students to select or write any love story related to LGBTIQ. However, many LGBTIQ you love stories that are available in the media are copying heteronormative aspects into the lives of LGBTIQ people. These stories stress “normality”, which can be helpful for students with a high level of homophobia or transphobia, but restricts the tolerance of students to mainly accepting LGBTIQ relationships that copy cisgender heterosexual relationships.

If you want to make this activity more challenging, you can be stricter in taking the description “non-heteronormative” literally. In such an assignment, “heteronormative” LGBT relations would not be judged but also not get the highest appreciation. Non-heteronormative love stories can also be cisgender heterosexual relations which are not complying with expected norms around relations and sexuality. In this more challenging version, the classroom discussions can also include an explanation of heteronormativity and exploring what non-heteronormative relations can look like. Examples of such media are: Ursula Le Guin, *The left Hand of Darkness* (*La mano izquierda de la oscuridad*) (SF book about a planet where people are neuter and change automatically when they fall in love), *Élite* (Spanish Netflix series about a privileged high school where students have different types of relationships), *Requisitos para ser una persona normal* (film).



### Objective

Students learn to have empathy with young people who have a non-traditional gender expression.

### Indications of impact

Students express understanding and empathy with nonconforming youth. They distinguish this from sexual orientation.

### Duration

45 minutes

### Level

Ages 12-14, intermediate level

### Materials

Printed story (for each student) or PowerPoint.

Audio of the narration in case of visual impairment.

### Version

Developed by Scarlett Obando Flores (Defoin), 2023

## Getting to know Margarito

Through the reading of the story *La Historia de Margarito* by the Chilean writer Pedro Lemebel, students reflect on the discrimination experienced by children and adolescents based on their gender expression.

### Preparation

You can obtain the story in the appendix, also an audio reading is included to complement in case of visual impairment.

### Implementation

**Step 1:** (3'; introduction). Tell your students that they are going to read the story of Margarito, a boy from a small town located in Chile (South America).

**Step 2:** (6'; joint reading). Perform the reading together with your students.

**Step 3:** (10'; discussion). Once the reading is finished, discuss with your students about the plot of the story, the actions of Margarito's classmates and the attitude of society based on the gender expression of the protagonist. You can ask the following questions:

- How do you feel about Margarito? If negative or doubtful, why do you feel like that? If positive, what prompts that feeling?
- What attitude does the narrator have towards Margarito? Why? Do you share his attitude?
- Do you think the way Margarito's classmates treated him was how you would treat a similar classmate? Why (not)?
- Do you think there are gender stereotypes in this story? If not, why do you think Margarito was ridiculed? If yes, which gender stereotypes? Are these only gender stereotypes or are they also expectations about sexual orientation?
- Is there a difference between gender expression and sexual orientation?
- What do you think happened to Margarito and why?
- Do you think these types of situations still occur today? What would you do when this happened in your class?

**Step 4:** (15'; writing). Ask your students to write a short text (one or two paragraphs) to Margarito's classmates or teachers stating their opinion on the way they treated him. It should contain a clear motivation, and at least one argument and a concrete suggestion to improve the well-being of Margarito. During the activity monitor the work and support when necessary.

**Step 5:** (10'; sharing). Ask the class if anyone wants to read their text and/or would like to share their suggestion. In the meantime, write down on the board the expressions that you consider key as a record.

**Step 6:** (5'; debriefing). Summarize the general impressions of your students, emphasizing the importance of respecting the difference and the way in which children and adolescents express their gender. If there are students who have expressed their ambiguity, insecurity, frustration, or anger at gender nonconformity, show that you have 'heard' them by acknowledging that gender norms can be very strong and that it may feel uncomfortable when people do not comply with the norm that you are strongly expecting. Do not reject such feelings, but acknowledge that they are there without judging them in a positive or negative way, and focus on explaining the mechanism. If a lingering doubt remains, you could further debrief the lesson by asking doubtful students how they would feel when they were rejected because other people think that they don't conform to their norms.

## La Historia de Margarito

Pedro Lemebel  
(1952-2015)

Tendría que arremangarme los años para recordar a Margarito, tan frágil como una golondrina crespita en la escuela pública de mi infancia. La escuelita Ochagavía, «nuestro norte luz y guía», voceaba el himno de la mañana escolar, ya borroso por los tierraes secos en la zona sur de Santiago, en esas nubes de polvo donde los niños machos pichangueaban<sup>3</sup> el recreo; los hombrecitos proletarios, jugando juegos de hombres, brusquedades de hombres, palmetazos de hombres. Tan diminutos y ya ejercían la ventaja del machismo burlón, humillando a Margarito, riéndose de él porque no participaba del violento rito de la infancia obrera. Porque se mantenía distante mirando de lejos al cabrerío revoltoso revolcándose en el suelo, mancornados a puñetazos en la competencia matona de esa enana virilidad.

Y parecía que Margarito, vaporoso, despreciaba profundamente la prepotencia de sus compañeros, esa única forma bruta de comunicarse que practican los hombres. Por eso se aislaba de los grupos en la soledad mocosita de anidarse un rincón lejos del patio. Margarito nunca reía en la bandada jilguera que animaba la mañana. Margarito no era feliz, como todos los niños a esa edad cuando el mundo es una pelota de barro azul. Margarito tenía los ojos grandes, siempre anegados a punto de llorar, al borde lagrimero de su penita; por cualquier cosa, por el chiste más insignificante soltaba la muda catarata de su llanto. Margarito era así, un pajarillo sentimental que regaba la tierra seca de mi escuela pobre. Margarito era el hazmerreír de la clase, el juego preferido de los cabros grandes que le gritaban «Margarito maricón puso un huevo en el cajón». No lo dejaban en paz con la letanía cruel de ese coro que no paraba hasta hacerlo llorar. Hasta que sus ojazos nerviosos se vidriaban con el amargo suero que hería sus mejillas.

Margarito era así, un pétalo fino y lluvioso en medio de la borrasca pioja del piñén estudiantil. A esa edad, cuando la niñez asume la perversión como un entretenido juego torturando al más débil, al más diferente del colegio, que escapaba al modelo masculino impuesto por padres y profesores. Y ese era el caso de Margarito, nombrado así, burlado así, por los pailones del curso que, groseros, imitaban su caminar de pichón amanerado, sus pasitos coligües cuando tenía que salir a la pizarra

---

<sup>3</sup> Pichanguear: ntr. coloq. Chile. Playing an informal soccer game.

transpirando, como pisando huevos en su extraño desplazamiento de cigüeña cachorra rumbo a la patriarcal educación.

Lo recuerdo tan solo, en ese tristísimo exilio de princesita traspapelada en un cuento equivocado. Lo veo así, al borde de la crisis esa mañana del sesenta cuando Caritas-Chile regaló un montón de ropa norteamericana para la escuelita Ochagavía. Eran fardos gigantes de pantalones, poleras, zapatos, camisas y casacas que los curas habían seleccionado para los niños varones. Tiras usadas que el imperio repartía a Sudamérica para tranquilizar su conciencia. Trapos multicolores, que los chiquillos se probaban entre risas y tirones. Y en medio de esa alegre selección, apareció un vestido, un largo y floreado camisón que los cabros sacaron calladamente del bulto. Lo extrajeron mirándose con maldadosa complicidad. Margarito, como siempre, flotaba más allá del bullicio en la balsa expatriada de su lejano navegar. Por eso no se percató cuando lo rodearon sujetándolo entre todos, y a la fuerza le metieron el vestido por la cabeza, vistiéndolo bruscamente con esa prenda de mujer. Creo que nunca olvidaré esa escena de Margarito con los ojos empañados, envuelto en la percala floral de su triste primavera. Lo veo a pesar de los años, interrogando al mundo que se cerraba para él en una ronda de carcajadas. Lo sigo viendo acurrucado, como una palomita llorona mirando las bocas burleas de los niños, desfiguradas por el océano inconsolable de su amargo lagrimal.

112

Han pasado los años, llorosos, terribles, malvados, y jamás se me forró ese cuadro, como tampoco la chispa agradecida que brilló en sus pupilas cuando, compartiendo las burlas, me acerqué para ayudarlo a quitarse el vestido. Nunca más vi a Margarito desde ese final de curso, tampoco supe que pasó con él desde esa violenta infancia que compartimos los niños raros, como una preparatoria frente al mundo para asumir la adolescencia y luego la adultez en el caracoleante escupitajo de los días que vinieron coronados de crueldad. Es posible que su pasar de alondra empapada haya naufragado en esa travesía de intolerancia, donde el trote brusco del más fuerte, estampó en sus suelas el celofán estropeado de un ala colibrí.

Complementary resource: *La historia de Margarito* (audio)

<https://podtail.com/es/podcast/radiocuentos/la-historia-de-margarito-pedro-lemebel/>



## *The Story of Margarito*

Pedro Lemebel

(1952-2015)

I would have to roll up my sleeves to remember Margarito, as fragile as a crested swallow in the public school of my childhood. The small Ochagavía school, "our north, light and guide", sang the morning school hymn, already blurred by the dry land in the southern part of Santiago, in those clouds of dust where the macho boys played the recess; the little proletarian men, playing men's games, men's brusqueness, men's slaps. So tiny and they were already exercising the advantages of mocking machismo, humiliating Margarito, laughing at him because he did not participate in the violent rite of working-class childhood. Because he stood aloof, watching from afar the unruly mob rolling on the ground, fist-bumping each other in the thuggish competition of that dwarfed manhood.

And it seemed that the steamy Margarito deeply despised the arrogance of his companions, that only brute form of communication that men practise. That's why he isolated himself from the groups in the snotty solitude of nestling in a corner far from the courtyard. Margarito never laughed in the flock of goldfinches that enlivened the morning. Margarito was not happy, like all children at that age when the world is a blue mud ball. Margarito's eyes were big, always watery, on the verge of tears, on the verge of tears; for anything, for the most insignificant joke, he would let out the mute cataract of his tears. Margarito was like that, a sentimental little bird that watered the dry earth of my poor school. Margarito was the laughing stock of the class, the favourite plaything of the big boys who shouted at him "Margarito maricón puso un huevo en el cajón" (Margarito the faggot laid an egg in the drawer). They wouldn't leave him alone with the cruel litany of that chorus that wouldn't stop until they made him cry. Until his nervous eyes glazed over with the bitter serum that hurt his cheeks.

Margarito was like that, a fine, rainy petal in the midst of a louse gale in a student pineapple. At that age, when childhood assumes perversion as an entertaining game, torturing the weakest, the most different at school, the one who escaped the masculine model imposed by parents and teachers.

And that was the case of Margarito, so named, so mocked, by the boys in the class who, rude, imitated his mannered pigeon walk, his little coligües steps when he had to go out to the blackboard sweating, as if stepping on eggs in his strange puppy stork movement on his way to the patriarchal education.

I remember him so alone, in that sad exile of a little princess misplaced in the wrong fairy tale. I see him like that, on the verge of crisis that morning in the sixties when Caritas-Chile gave away a pile of American clothes for the little Ochagavía school. They were giant bundles of trousers, T-shirts, shoes, shirts and jackets that the priests had selected for the boys. They were used strips that the empire distributed to South America to ease its conscience. Multicoloured rags, which the children tried on amidst laughter and tugging. And in the midst of this joyful selection, a dress appeared, a long, flowered nightgown that the kids quietly pulled out of the bundle. They pulled it out, looking at each other with cursed complicity. Margarito, as always, floated beyond the hustle and bustle on the expatriate raft of his distant sailing. That's why he didn't notice when they surrounded him, holding him between them all, and forcibly pulled his dress over his head, roughly dressing him in that woman's garment. I don't think I'll ever forget that scene of Margarito, with his eyes fogged over, wrapped in the floral percale of his sad spring. I see him in spite of the years, questioning the world that was closing in on him in a round of laughter. I still see him curled up, like a weeping dove looking at the mocking mouths of children, disfigured by the inconsolable ocean of his bitter tears.

The years have passed, tearful, terrible, evil, and that picture has never faded from my mind, nor has the grateful spark that shone in his pupils when, sharing the mockery, I went over to help him take off his dress. I never saw Margarito again since the end of that school year, nor did I know what had happened to him since that violent childhood that we strange children shared, as a preparation for facing the world to assume adolescence and then adulthood in the caracoleante spit of the days that came crowned with cruelty. It is possible that his soggy lark's passage was shipwrecked in that voyage of intolerance, where the brusque trot of the strongest, stamped on his soles the spoiled cellophane of a hummingbird's wing.

Complementary resource: Margarito's story (audio)

<https://podtail.com/es/podcast/radiocuentos/la-historia-de-margarito-pedro-lemebel/>

## **3. Project information**

## 3.2 Deliverable information

<b>Project acronym</b>	My-ID
<b>Project title</b>	My-ID – My Identity, My Idea to be Myself
<b>Erasmus+ project nr.</b>	2021-1-IT02-KA220-SCH-000034423
<b>Project duration</b>	1 November 2021 – 1 November 2023
<b>Timeframe output</b>	January 2023 – June 2023
<b>WP</b>	1: Teacher Manual
<b>Result/deliverable</b>	PR1.2 Teacher Manual with 30 Classroom Activities
<b>Status</b>	Final English version
<b>Version number</b>	5
<b>Deliverable responsible</b>	DEFOIN
<b>Dissemination level</b>	Internal (partnership), participants LTTA
<b>Citation</b>	My-ID project partnership (2023). My-ID Classroom Activities on LGBTIQ+ Topics. Madrid: DEFOIN
<b>Copyright</b>	This publication is open access and may be copied, edited and distributed provided the source and the co-funding of the European Union is credited.
<b>Due date</b>	05/05/2023
<b>Date of this version</b>	20/06/2023

## 3.3 Project coordinator

Name	
<b>Organization:</b>	Fondazione Villa Montesca

## 3.4 Version history

Version	Date	Author	Description
1.1	17/04/2023	Max Rapa	First outline
1.2	19/04/2023	Max Rapa	First draft
1.3	21/04/2023	Max Rapa	Third Version
1.4	04/05/2023	Peter Dankmeijer	Fourth version
1.5	20/06/2023	Max Rapa / Peter Dankmeijer	Fifth final version

# Partners



Coordinator

**Fondazione Hallgarten – Franchetti  
Centro Studi Villa Montesca**

*Italy*

**Defoin**

**DEFOIN – Formación para el Desarrollo  
y la Inserción**

*Spain*

**GALE**

**GALE – Stichting Global Alliance for LGBT  
Education**

*Netherlands*



**EUROTRAINING – Educational Organization**

*Greece*



**CESIE**

*Italy*



**Xarxa I Col·laboració Serveis Educatius, S.L.**

*Spain*



**Iedersland College**

*Netherlands*



**Douka Ekpaideftiria AE – Palladion Lykeion  
Ekpaideuthria Douka**

*Greece*

My ID © 2022 is licensed under CC BY-NC-SA 4.0. To view a copy of this license, visit <http://creativecommons.org/licenses/by-nc-sa/4.0/>



Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



Co-funded by  
the European Union