

Pink, Blue, and Everything In Between Activity Instructions

Age: Junior High (grades 5-8)

Objectives:

- Understanding of basic terms surrounding sex, gender, and orientation achieved
- Understanding of need for specific advocacy for all to attain human rights developed
- Understanding of severity of discrimination towards LGBTTTQ* community developed
- Exploration of specific actions students can take to create a more inclusive community

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How do we see others? Activity

Time: 5-10 minutes

Materials:

PowerPoint presentation with 5 photos on slides

Instructions:

There are 5 photos that you will show the students, for each slide, ask the class these questions:

Tell me about this person: Gender? Do they have a partner (same/diff gender)? Family? Job?

Give me words to describe this person

Do you think this person experiences any kind of discrimination or harassment by anybody? Who?

*Make sure to not prompt any kind of gender analysis, don't inquire yet as to why the students think the words that they are saying to you

Debrief:

Once you've gone through all five people, take the time to discuss what the students said. If the answers that the students gave were very focused on appearances and typical gender norms, explain that for all of the people that we just looked at, we mostly described things that we associate with what is called "gender expression", this is how somebody looks and presents themselves in terms of being "masculine/manly" or "feminine/girly". Make sure everybody is on the same page at this point, explain gender expression a bit further if anybody asks.

Explain that the first pictures of Selena Gomez and Kevin Durant were easy to identify their gender because they fit into "gender stereotypes", which are the things that we as a society have said men and women should look like or do.

The next three pictures, first of Serena Williams who is a professional tennis player, and then of Johnny Weir, a professional figure skater, and then Jaden Smith, might have been a bit harder for the students to identify, or at the least they did not fit the usual "gender stereotypes" that the previous two pictures might have.

Ask: Any questions before moving on?

Photo possibilities or your choice:





LGBTQ* & Human Rights Activity

Time: 10 minutes

Materials:

Copy of Universal Declaration of Human Rights for each student (provided in student package)

Instructions:

Ask students to work in small groups of two or three. Instruct them to use their copy of the UDHR from their package and read the three scenarios on the slide, identifying articles within the UDHR that apply to the situations mentioned. Allow them about five minutes to work.

Ask: Have you heard of the Universal Declaration of Human Rights before? What is it? Explain that it is an international document that states the basic rights and freedoms that all humans are entitled to.

Debrief:

Once back in the larger group go through as many scenarios as time will allow.

1. In July 2015, K.C. Haggard, a transgender woman was violently murdered. Local activists are claiming that this was a targeted hate crime because of K.C.'s identity as a transgender woman.

UDHR: Article 3 Right to life, liberty, and security of person; Article 5 no one shall be subjected to torture or to cruel, inhuman, or degrading treatment or punishment. *Research completed in 2014 of homicide victims from the LGBT and HIV affected community found that 55% were transgender women*

2. In June, 2015, the Supreme Court of the United States ruled same-sex marriage legal across the whole country.

UDHR: Article 16 Right to Marriage. *Is same-sex marriage legal in Canada? In 2005 Canada became the 4th country in the world to legalize same-sex marriage nation-wide.*

3. In 2013, Russia passed the "LGBT Propaganda Law" which makes it punishable for adults to talk to youth under the age of 18 about homosexuality being normal. If an adult is found guilty of doing so, individuals can be fined up to almost \$17,000, and businesses and organizations can be forced to close temporarily.

UDHR: Article 19 Right to freedom of opinion and expression*We (workshop facilitators) would not be allowed to be doing this workshop with you guys right now unless we wanted to face the possible punishment.*

Ask: After considering all of these scenarios, what would you say to somebody who says that lesbian, gay, bisexual and transgender people are asking for special or unique rights? *In these scenarios, all that is being asked is that the basic human rights that are supposed to apply to all people be extended to the LGBTTQ* community*

Universal Declaration of Human Rights

Article 1, Right to equality: You are born free and equal in rights to every other human being. You have the ability to think and to tell right from wrong. You should treat others with friendship.

Article 2, Freedom from discrimination: You have all these human rights no matter what your race, skin colour, sex, language, religion, opinions, family background, social or economic status, birth or nationality.

Article 3, Right to life, liberty and personal security: You have the right to live, to be free and to feel safe.

Article 4, Freedom from slavery: Nobody has the right to treat you as a slave, and you should not make anyone your slave.

Article 5, Freedom from torture and degrading treatment: Nobody has the right to torture, harm, or humiliate you.

Article 6, Right to recognition as a person before the law: You have a right to be accepted everywhere as a person according to law.

Article 7, Right to equality before the law: You have a right to be protected and treated equally by the law without discrimination of any kind.

Article 8, Right to remedy by capable judges: If your legal rights are violated, you have the right to fair and capable judges to uphold your rights.

Article 9, Freedom from arbitrary arrest and exile: Nobody has the right to arrest you, put you in prison or to force you out of your country without good reasons.

Article 10, Right to fair public hearing: If you are accused of a crime, you have the right to a fair and public hearing.

Article 11, Right to be considered innocent until proven guilty:

- 1) You should be considered innocent until it can be proved in a fair trial that you are guilty.

- 2) You cannot be punished for doing something that was not considered a crime at the time you did it.

Article 12, Freedom from interference with privacy, family, home and correspondence: You have the right to be protected if someone tries to harm your good name or enter your house, open your mail or bother you or your family without good reason.

Article 13, Right to free movement:

- 1) You have the right to come and go as you wish within your country
- 2) You have the right to leave your country to go to another one, and you should be able to return to your country if you want.

Article 14, Right to protection in another country:

- 1) If someone threatens to hurt you, you have the right to go to another country and ask for protection as a refugee.
- 2) You lost this right if you have committed a serious crime.

Article 15, Right to a nationality and the freedom to change it:

- 1) You have the right to belong to a country and have a nationality.
- 2) No-one can take away your nationality without a good reason. You have a right to change your nationality if you wish.

Article 16, Right to marriage and a family:

- 1) When you are legally old enough, you have the right to marry and have a family without any limitations based on your race, country or religion. Both partners have the same rights when they are married and also when they are separated.
- 2) Nobody should force you to marry.
- 3) The family is the basic unit of society, and government should protect it.

Article 17, Right to own property:

- 1) You have the right to own things.
- 2) Nobody has the right to take these things from you without a good reason

Article 18, Freedom of thought, conscience and religion: You have the right to your own thoughts and to believe in any religion. You are free to practice your religion or beliefs and also to change them.

Article 19, Freedom of opinion and information: You have the right to hold and express your own opinions. You should be able to share your opinions with others, including people from other countries, through any ways.

Article 20, Right to peaceful assembly and association:

- 1) You have the right to meet peacefully with other people.
- 2) No-one can force you to belong to a group.

Article 21, Right to participate in government and elections:

- 1) You have the right to participate in your government, either by holding an office or by electing someone to represent you.
- 2) You and everyone has the right to serve your country.
- 3) Governments should be elected regularly by fair and secret voting.

Article 22, Right to social security: The society you live in should provide you with social security and the rights necessary for your dignity and development.

Article 23, Right to desirable work and to join trade unions:

- 1) You have the right to work, to choose your work and to work in good conditions.
- 2) People who do the same work should get the same pay
- 3) You should be able to earn a salary that allows you to live and support your family
- 4) All people who work have the right to join together in unions to defend their interests.

Article 24, Right to rest and leisure: You have the right to rest and free time. Your workday should not be too long, and you should be able to take regular paid holidays.

Article 25, Right to adequate living standard:

- 1) You have the right to the things you and your family need to have a healthy and comfortable life, including food, clothing, housing, medical care and other social services. You have a right to help if you are out of work or unable to work.
- 2) Mothers and children should receive special care and help.

Article 26, Right to education:

- 1) You have the right to go to school. Primary schooling should be free and required. You should be able to learn a profession or continue your studies as far as you can.
- 2) At school, you should be able to develop all your talents and learn to respect others, whatever their race, religion or nationality.
- 3) Your parents should have a say in the kind of education you receive.

Article 27, Right to participate in the cultural life of community:

- 1) You have the right to participate in the traditions and learning of your community, to enjoy the arts and to benefit from scientific progress.
- 2) If you are an artist, writer or scientist, your work should be protected and you should be able to benefit from it.

Article 28, Right to social order: You have a right to the kind of world where you and all people can enjoy these rights and freedoms.

Article 29, Responsibilities to the community:

- 1) Your personality can only fully develop within your community, and you have responsibilities to that community.

- 2) The law should guarantee human rights. It should allow everyone to respect others and to be respected.
- 3) These rights and freedoms should support the purposes and principles of the United Nations

Article 30, Freedom from interference in these human rights: No person, group or government anywhere in the world should do anything to destroy these rights.

Ally Activity

Time: 15 minutes

Materials:

1 large sheet of paper with definition (see below) written on it OR white board with definition written

Instructions:

Separate students into 3 or 4 groups. Explain that we are going to brainstorm around the topic of being an ally. First of all you want each group to think about who an ally is and what an ally does or should do. Remember that we're talking specifically about LGBTTQ* allies (although allies can exist for many different groups). Pick a person in each group to be the recorder and write your definition on a piece of paper. (5 mins)

Ask each group to present their definition to the group (give them about one minute each).

Once every group has gone, give them your definition of ally (printed on a large piece of paper and tape/hang it up for everyone to see):

"An ally is a member of a privileged group who takes a stand against discrimination. An ally works to be part of social change rather than being part of the oppression."

So now let's think about what an ally can do to show that they are an ally. What should an ally to LGBTTQ* students at school do or not do? Ask for the students to raise their hands and provide answers.

Underneath your definition on your large piece of paper, write the word ACTION, and write in the students' suggestions underneath this.

Possible suggestions if the students are stuck:

Allies intervene when they hear homophobic language or see harassment/bullying

Allies don't make fun of somebody's gender expression

Allies don't say "that's so gay" or "no homo"

Allies don't make assumptions about other's gender identity or sexual orientation

Allies listen to the voices of LGBTTQ* individuals

Debrief:

Ask the teacher if you can leave the large piece of paper in their classroom so the class can have the reminder present for them in the classroom.

Encourage the students to embody the definitions and actions pieces that were brainstormed today to make sure their school is a more inclusive community for all people.