



Handout IX-1: Student Objectives & Agenda

Lesson IX: Attitudes, Values, and Differences



Student Objectives:

By the end of this lesson, students should be able to:

1. Assess their own judgments, opinions, values, biases, and stereotypes towards others, particularly in relation to their sexual orientation or gender presentation.
 2. Understand definitions of terms related to attitudes, differences, sexual orientation, and gender identity.
 3. Understand behaviors involved in discrimination and hate crimes.
 4. List the resources available to support self or a friend if a hate crime occurs.
 5. Reflect on the perspectives of people who have been discriminated against in order to gain insight into other people's perspectives and the impact of both supportive and discriminatory behavior.
 6. List support organizations for themselves or other individuals dealing with sexual orientation or gender identity differences.
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Agenda (a 10-minute break will be included):

- ___ Discuss assignment from last session
- ___ Outline of the development of attitudes and values
- ___ Watch videos about hate crimes and discuss the facts and viewpoints presented
- ___ Discussion of our understanding of terminology and overview of definitions
- ___ Outline of the Kinsey Scale
- ___ Watch and discuss *Eddie Izzard* video
- ___ Group activity – watch assigned video about “coming out.” Record answers to questions and report facts and share your thoughts with the class
- ___ Listen to panel of individuals with various sexual orientations (gay, lesbian, bisexual, and transgender, and heterosexual) and ask questions
- ___ Outline of this lesson's assignment
- ___ File handouts in binder

Available break activities today are:



Handout IX-2: Factors Influencing the Development of Our Views

- Experiences – good or bad experiences with someone who is different from us (e.g., race, culture, sexuality) can lead us to assume that everyone with that same feature (e.g., race, culture, sexuality) has the same attributes as that person.
- Information other people tell us – this could be fact or fiction associated with a certain feature. We tend to believe people’s opinions as facts, especially if they are told to us by people we respect (e.g., friends, parents, and teachers).
- Minorities – if someone has physical or cultural characteristics that are less common, the majority of people are likely to develop “rules” or views (often known as stereotypes) about them just because they are “different” from the norm. This can also happen even if people are not a “minority” but do not have any power and are discriminated against. For example, under apartheid, black South Africans were considered a minority even though there were many more of them than white South Africans. Consider the following groups that are all minorities in today’s society, and as such are likely to be discriminated against:

Minority Group (as defined by Equal Employment Opportunity Terminology, n.d.)	Statistics or Facts to Support (research estimate of how many people in this group are in the United States or other reason they are a minority)
Racial or Ethnic Minorities (i.e., non-Whites, since Whites make up 75% of the U.S. population, U.S. Census Bureau, 2002)	African Americans: 13.5%, Hispanic or Latino: 12.5%, Asian: 3.6%, American Indian: 0.9% (U.S. Census Bureau, 2002)
Gender Minorities	Women are often classed as a minority, even though this is not true statistically, due to their status as a historically subordinate group
Sexual Minorities	Very difficult to quantify as only those willing to identify can be counted, but current estimates suggest that homosexuals make up 0.1% of population (Johnson, n.d.a)
Religious Minorities	Their beliefs differ from those of Christians, who make up 76% of the U.S. population (Robinson, 2009). Jews (1.2%) and Muslims (0.6%) (Robinson, 2009), Atheists (3%) (Edgell, Gerteis, & Hartman, 2006)
Age Minorities	The elderly (12.4%) (U.S. Census Bureau, 2002). It is a common assumption that the elderly have health-related disparities that potentially limit their access to a better quality of life (Yang & Lefkoff, 2005)
Disabled Minorities	19% of people have some form of disability (Moore, 2009)

Note. Any crime committed against a person because of minority status is known as a hate or bias crime and carries increased penalties.



Handout IX-3: What Can I Do to Reduce Discrimination and Hate?

- Educate myself about the facts. Places to look include:
 - National Center for Victims of Crime (www.ncvc.org) – Click “Victim Assistance,” then “GET HELP Series,” then “Gay/Lesbian Violence”
 - Avert: Averting HIV and AIDS (www.avert.org) – Search for “homophobia”
 - United Nations (www.un.org) – Click on “Human Rights”
 - Change (www.change.org) – Click on “Gay Rights”
 - Speak Out (www.speakout.com) – Search for “Gay Rights”
 - Amnesty International (www.amnestyusa.org) – Click “LGBT Human Rights,” then “Under the Spotlight,” then click on an issue highlighted in any country. Then click “LGBT Legal Status Around the World”
- If I hear anyone using a homophobic slur (negative comment referring to sexual orientation (e.g., saying “that’s so gay,” meaning it is a bad thing) ...
 - Explain that when that word is used to indicate that something isn’t cool, it perpetuates the negative associations people have about being GLBT. Examples of ways to do this are (adapted from Friedrichs, n.d.a):
 - ▶ “You know, saying that is insulting. I’m sure you wouldn’t be happy if I used a characteristic of yours (e.g., your race or religion) as an insult.”
 - ▶ “I know a lot of people say that, but I find it offensive. Can you make an effort not to use that phrase?”
 - If the person tries to argue that wasn’t what they meant, say something like “OK, I’m sure you can think of a better way to say it.”
- If someone keeps arguing that the Bible opposes being GLBT, read up on some of the facts about the passages of the Bible so that you can discuss with them that they are interpreting these lines in a specific way. If they continue to argue, say something like, “We will have to agree to disagree on this and move on to something else.”
 - About (www.about.com) – Search for “What to say when you hear the bible opposes being gay”
- If I see (or hear about) someone doing something that could be a hate crime ...
 - Read about what constitutes a hate crime at The United States Department of Justice (www.justice.gov); search for “Hate Crime: The Violence of Intolerance.” Talk to a trusted person about what happened and ask their advice on the next step.
 - Report the incident to someone in authority (if you are in a school setting, this might be the principal, or in a community setting the police).
 - If you think you may be in danger of being harmed, make this clear when you give your report and take steps to protect yourself until the incident is resolved (e.g., never being alone with the person).
- Join or start a Gay/Straight Alliance (GSA). This is a way to create a supportive community. Directions for how to set up a GSA may be found at About (www.about.com) by searching for “How to Start a Gay/Straight Alliance.”



Handout XI-1: Student Objectives & Agenda

Lesson XI: Final Evaluation



Student Objectives:

By the end of this lesson, students should be able to:

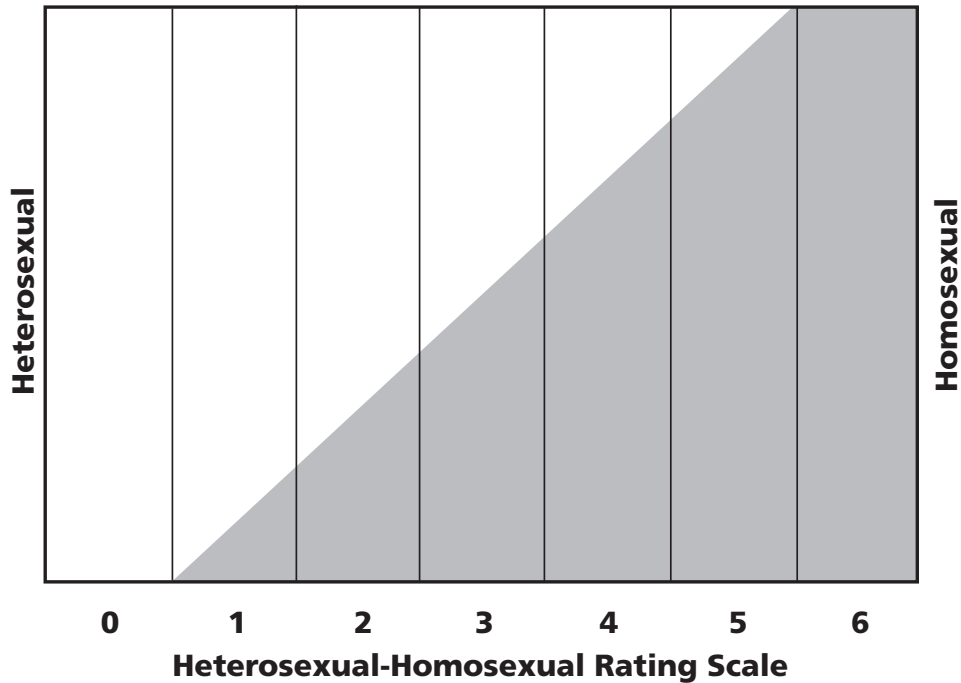
1. Recall sufficient information from the course to be able to complete Part 1 of the final quiz.
 2. Use their resource binder to retrieve the information required to complete Part 2 of the final quiz.
 3. Provide appropriate feedback via the anonymous class evaluation.
 4. Receive feedback from the instructor appropriately regarding the content of the individual final report and ask questions/provide comments where applicable.
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Agenda: *(Write in your agenda times as your instructor explains them to you.)*



Handout IX-5: The Kinsey Scale



- 0 - Exclusively heterosexual with no homosexual
- 1 - Predominantly heterosexual, only incidentally homosexual
- 2 - Predominantly heterosexual, but more than incidentally homosexual
- 3 - Equally heterosexual and homosexual
- 4 - Predominantly homosexual, but more than incidentally heterosexual
- 5 - Predominantly homosexual, only incidentally heterosexual
- 6 - Exclusively homosexual

As developed by Kinsey et al. (1948) and The Kinsey Institute for Research in Sex, Gender, and Reproduction. (n.d.). Reprinted by permission of The Kinsey Institute for Research in Sex, Gender, and Reproduction, Inc.



Handout IX-6: Reflecting on Differing Coming-Out Experiences

Directions: You have been assigned to a video (Video 1, 2, or 3) about people who have faced difficulties because of their gender presentation or sexual orientation. Go to www.logotv.com, then type in the video title that your instructor assigns to you. Only watch the parts that your instructor assigns you to watch. Then answer the questions about the video clip you watched. One person can act as scribe for the group.

Video 1: 100% Woman – A male-to-female transsexual named Michelle competes in a cycle race and is discriminated against by women because she is transsexual.

Video 2: Gay In Kansas – This real-life story is about Tom who is a 28-year-old who wants to tell his half-sister and sister that he is gay. His sister Gina became very religious after their parents died when they were in their teens. She believes gay people will go to Hell. Gina is dying of breast cancer, and Tom really wants her to know about his whole life but is concerned that she will not love him after he tells her he is gay.

Video 3: Mom, I'm a Lesbian – This real-life story is about Karen, who is openly gay and comfortable with her life style at work and with her friends. She has a son who accepts her for who she is. She shares her fear of telling her mom, fearing she won't accept her being a lesbian.

Video Viewed: _____ (Video 1, 2, or 3)

- Briefly describe the person (age, male, or female) and what his/her issue was.
- How old were they when they first realized they might be gay, lesbian, or transgender?
- What fears and frustrations did they share on the video?
- What words did other people say about them once they knew the truth?



Handout IX-7: Resources for Coming out or Thinking You Are Gay, Lesbian, Bisexual, or Transgender

- Talk to a professional (like a counselor or therapist) who can help you think through your feelings and come to some conclusions about yourself.
- Do some research about the process of coming out and what it involves. There are stages to this process; you can read about these at www.about.com; search for “Stages of Coming Out.”
- Find out if there are any organizations in your area that you can contact for support and advice.
 - In the United States, places to start looking are:
 - ▶ About (www.about.com); search for “GLBT National Help Center”
 - ▶ The National Center for Transgender Equality (www.transequality.org)
 - In the United Kingdom, places to start looking are:
 - ▶ The Gay and Lesbian Humanist Association at www.galha.org; click on “Resources,” then “Need Help?”
 - ▶ Pink UK Gay Guide at www.pinkuk.com
 - In Australia, places to start looking are:
 - ▶ Explore Gay Australia at www.dreadedned.com.au
 - ▶ National LGBT Health Alliance at The Gay and Lesbian Association (www.lgbthealth.org.au).
 - In other countries, places to start looking are:
 - ▶ Wikipedia (www.wikipedia.com); search for List of LGBT-related organizations
 - If you have ASD and are gay, lesbian, bisexual, transgendered or might be questioning whether you are, there is an online Yahoo support group at www.yahogroups.com; search for “ac-glb”
- Make a decision about the best action to take at this time (which may be no action immediately). Later revisit your decision and decide if you want to do anything differently.



Handout IX-8: Assignment

1. Look at this website, which lists ages of consent (the age at which a person can legally give consent to have sex with another person) around the world: www.avert.org (search for "Worldwide Ages of Consent").

Complete the following:

_____ is the country that has the youngest age of consent, which is _____.

_____ is the country that has the oldest age of consent, which is _____.

Where I live the age of consent is _____.

A fact from the age of consent webpage to share in class is _____.

2. Go to the following websites and watch the five videos (if you can't find them, go to the website and search for the video title). Write down three points from the videos to share in class.

- **The New York Times (<http://video.nytimes.com>)**

- ▶ *Interview With Justin Berry*
- ▶ *They Offered Money*
- ▶ *The Customers*
- ▶ *What Should Parents Do?*

- **YouTube (<http://www.youtube.com>)**

- ▶ *Cybersense 4 of 7*

Write one point to share for each video:

1. _____

2. _____

3. _____

4. _____

5. _____

Bring this sheet to class for discussion at the next lesson.