



DARE

Depolarisation Activism for
Resilient Europe

DARE to Care: LGBTQIA+ Rights

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DARE to Care: LGBTQIA+ Rights

Background (about the DARE project)

The 'DARE - Depolarization Activism for Resilient Europe' initiative was created to inspire a critical learning space and youth-led and action-oriented dialogue about various contemporary challenges such as polarisation, radicalisation, mental health, human rights violations. The DARE educational materials seek to strengthen active citizenship and European values and promote and amplify youth voices and civic engagement.

For more information, please visit the project website: www.depolarisation.eu

Lesson Themes

- DARE to Care theme - an insight into a young person's motivation and commitment to volunteering for a particular cause and through doing so, serving one's community;
- LGBTQIA+ rights, and in particular, providing help (legal, medical, and psychological) to members of LGBTQIA+ community who survived violent hate crimes.

Context

Human rights should be the same for everyone, but the LGBTQIA+ community is dealing with discrimination, harassment, or worse on a daily basis. Worldwide, 60 countries still have laws that criminalize homosexuality, 350 transgender people were murdered in 2020 and 83% of LGBT people hide their sexuality. Incidents motivated by hatred are significantly less reported and documented compared to incidents where there is no hatred as a motive.

The relevance of this topic for students is to raise awareness about different ways in which they can help the LGBTQIA+ community and develop empathy and understand what they are going through on a daily basis.

Goals

- To raise awareness about discrimination and violence against the LGBTQIA+ community;
- To build empathy and awareness of how people can help those who are being discriminated against;
- To generate understanding of the diversity of human sexuality.

Learning Outcomes

It is expected that as a result of the class, the students will be able to:

- Explain the problems that the LGBTQIA+ community members are facing in society;
- Analyze and articulate what type of action(s) could be done in order to improve their position and treatment.

Material and Equipment Needed

Laptop
Beamer/projector
Speakers
Internet/wi-fi
Flip-chart papers and markers for group work activity

Duration

45 minutes (one standard lesson)

Overview of Lesson Activities (Process)

Introduction (10 minutes)

The class starts with asking students if they know what "LGBTQIA+" stands for.
(Note: see the chart explanation below, source: <https://lgbt.ucsf.edu/glossary-terms>)

Lesbian:

A woman whose primary sexual orientation is toward people of the same gender.

Gay:

A sexual orientation toward people of the same gender.

Bisexual:

A person whose primary sexual and affectional orientation is toward people of the same and other genders, or towards people regardless of their gender.

Transsexual:

A person who lives full-time in a gender different than their assigned birth sex and gender. Some pursue hormones and/or surgery while others do not. Sometimes used to specifically refer to trans people pursuing gender or sex confirmation.

Queer:

This can include, but is not limited to, gay, lesbian, bisexual, transgender, intersex and asexual people. This term has different meanings to different people. Some still find it offensive, while others reclaim it to encompass the broader sense of history of the gay rights movement.

Intersex:

People who, without medical intervention, develop primary or secondary sex characteristics that do not fit "neatly" into society's definitions of male or female. Many visibly intersex people are mutilated in infancy and early childhood by doctors to make the individual's sex characteristics conform to society's idea of what normal bodies should look like. Intersex people are relatively common, although society's denial of their existence has allowed very little room for intersex issues to be discussed publicly.

Asexuality:

Generally characterized by not feeling sexual attraction or a desire for partnered sexuality. Asexuality is distinct from celibacy, which is the deliberate abstention from sexual activity.

+

The "+" acknowledges the fact that there are other sexual and gender identities (pansexual, gender fluid, bi-curious, and others).

It's also a wider signifier of inclusion and acceptance for all experiences.

Introduction (continued)

The instructor continues by asking students if they know any famous LGBTQIA+ individuals. If no one raises their hands, then the instructor could share the information about the estimated number of people living 'in the closet' - "the vast majority of the world's sexual minority population – an estimated 83 percent of those who identify as lesbian, gay or bisexual – keep their orientation hidden from all or most of the people in their lives" (Yale School of Public Health study in 2019, see: <https://medicine.yale.edu/news-article/the-global-closet-is-hugevast-majority-of-worlds-lesbian-gay-bisexual-population-hide-orientation-ysph-study-finds/>). The instructor can then ask the students why they think people do not like to share this information. (Note: the reasons might be a fear or rejection by their friends, families; persecution; discrimination, etc.).

The instructor then announces that the class today will watch a video about an LGBTQIA+ activist from Serbia. Students are asked to pay attention to the following short video, as they will have a discussion immediately after watching it.

Short DARE to Care video clip viewing (5 minutes)

Play the video clip for the students: depolarisation.eu/lgbtrights

A brief discussion about the video clip (10 minutes)

Useful exploratory and follow-up reflection questions:

- Was there anything you found surprising or interesting in the video?
- What are the main things Nikola does in his organization?
- Why do you think people tend to discriminate against people who have a different sexual orientation, nationality, religion, educational or socio-economic background?
- Feel free to open the floor for student questions - do they have any questions about the video they just watched?

"Fast-paced Research - Jigsaw Exercise" - Group Work Activity (20 minutes)

Randomly assign the students into five groups (ideally, 4 students per group though more or fewer also works). Each group should have one piece of flipchart paper and markers, to prepare their presentation.

Give each group a challenge assignment listed on the next page. Give the groups 10 minutes to discuss their challenges, and come up with their responses or solutions.

Facilitate the presentation of each group's results (2 min per group), allowing other groups to ask questions, and offer suggestions and feedback.

"Fast-paced Research - Jigsaw Exercise" - Group Work Activity (continued)

Group 1 Philosophy discussion

Task: study these three quotes, and on the poster do a brainstorm or a mindmap, analyzing what the authors of the quotes meant to say with them:

Quote 1: "Equality means more than passing laws. The struggle is really won in the hearts and minds of the community, where it really counts." – Barbara Gittings

Quote 2: "It still strikes me as strange that anyone could have any moral objection to someone else's sexuality. It's like telling someone else how to clean their house." (River Phoenix)

Quote 3: "The single best thing about coming out of the closet is that nobody can insult you by telling you what you've just told them." (Rachel Maddow)

Group 2 Discrimination against the LGBTQIA+ community

Task: quickly research on the internet what are the most common ways of discrimination against the LGBTQIA+ group in your country. (Why do you think this happens?)

Group 3 Organisations that provide help

Task: quickly research on the internet what organisations in your country provide help for LGBTQIA+ people (medical, legal, psychological).

Group 4 What can an individual do?

Task: make a list of three things each person can do to help the LGBTQIA+ community (This could be on a personal level towards a member or volunteering in an organisation that provides help.)

Group 5 Conflict resolution

Task: imagine you are witnessing a situation in which an LGBTQIA+ person is being harassed. List three possible reactions that could help.

Sources

- DARE project, documentation and videos can be found on the project website: www.depolarisation.eu or www.resilienteurope.eu
- "Da se zna" | Legal and psychological support for LGBTQIA people, organisation website: <https://dasezna.lgbt/en/who-we-are/>

Activity Adaption for Online Implementation

This activity can be implemented fully as a class-based discussion, without the group work, by simply addressing some of the current group work 'tasks' or questions, in a plenary discussion with the whole class.

This lesson easily transfers to online education, as much of it focuses on student reflection and conversation. The group activity should be carried out in online breakout rooms, while all other activities are to take place in the online plenary (everyone together).

Assessment and Evaluation Options

While some elements of this lesson relate to understanding and knowledge of information that can be tested, the core of this activity revolves around fostering empathy for a certain group of people - and this should not be subject to the grading or other standard evaluation practices. Ideally, the evaluation should focus on student action that might follow the implemented class activity - for example, carrying out one of the homework ideas.

Homework Ideas

- Homework idea 1: Talk to people in your surrounding about this issue. If they tend to make discriminatory remarks, do not argue with them but instead try to listen and find out why they believe or feel what they do. Try to engage in dialogue, rather than a debate. Later, present in class your 'findings' - what are some of the causes behind people's prejudices against LGBTQIA+?
- Homework idea 2: Find a local organisation that provides help, and check out if they need volunteers. Talk with people from that organisation about your findings from the previous homework assignment, and see what solutions they would offer and what they have learned from their experience as LGBTQIA+ activists.