

# DIVERSITY, ACCEPTANCE, AND LESSONS FROM A GAY SWEATER



High School  
Curriculum Kit



T H A T S

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gady





LET'S LOOK AT THE WORD "GAY".  
WHAT DO YOU THINK IT MEANS?

- 1) Being happy and joyful
- 2) A man or woman who wants to date/marry someone of the same gender

Gay should **NOT** be used to describe something you don't like.

Using the word "gay" to mean something as an insult makes "being gay" seem like an insult. It's like using any part of who we are as an insult, whether it's our skin colour or our allergies. It's hurtful, even if you mean it as a joke.



THE GAY SWEATER PROJECT TEACHES  
US ABOUT THE POWER OF WORDS.

# EXAMPLES OF OTHER ROMANTIC/SEXUAL ORIENTATIONS:



ASEXUAL:

*Not having sexual attraction,  
but having romantic attractions.*



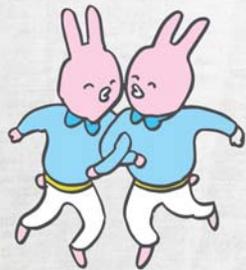
HETEROSEXUAL/STRAIGHT:

*Women who want to date/marry men.  
Men who want to date/marry women.*



BISEXUAL:

*Men who want to date/marry both  
men and women. Women who want to  
date/marry both women and men.*



HOMOSEXUAL:

*Encompasses both gay men  
and lesbian women.*



LESBIAN:

*A woman who wants to date and/or  
marry other women.*



PANSEXUAL:

*People who are attracted to other  
people based on their personalities,  
not because of gender.*



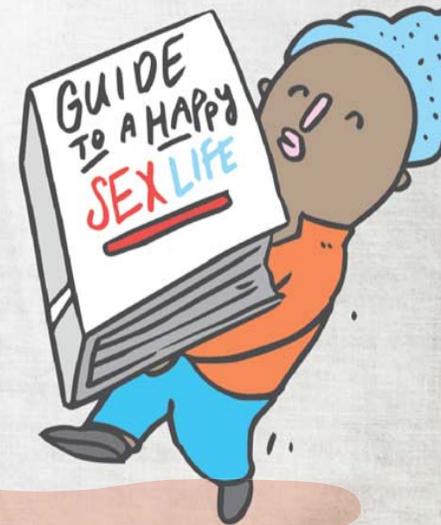
*That your romantic/sexual orientation is a lifestyle.*

## LET'S LOOK AT SOME MYTHS AND STEREOTYPES ABOUT ROMANTIC/SEXUAL ORIENTATIONS.



*That your romantic/sexual orientation is a phase that you will grow out of.*

*That something happened in our lives to create our romantic/sexual orientation, or that we chose to be this way.*





# EXAMPLES OF GENDER DIVERSITY:

## CIS OR CISGENDER GIRL:

Girls who were assigned as a girl at birth and usually fits into a girl's gender stereotypes.



TRANS OR TRANSGENDER GIRL:  
Girls who were assigned as a boy at birth.



## CIS OR CISGENDER BOY:

Boys who were assigned a boy at birth and usually fits into a boy's gender stereotypes.



TRANS OR TRANSGENDER BOY:  
Boys who were assigned as a girl at birth.



## DRAG KING:

Women who impersonate men as part of a show or entertainment.



## DRAG QUEEN:

Men who impersonate women as part of a show or entertainment.



## GENDER CREATIVE BOYS:

Boys who were assigned as a boy at birth and don't fit under a boy's gender stereotypes.



## GENDER CREATIVE GIRLS:

Girls who were assigned as a girl at birth but don't fit under a girl's gender stereotypes.



## TRANSGENDER, GENDER CREATIVE, OR GENDER INDEPENDENT KIDS:

These kids may have been assigned a girl or a boy at birth, but they do not fit into gender stereotypes. They know they're neither boys nor girls, but something different or new.



THE GAY SWEATER PROJECT TEACHES US THE POWER OF WORDS,  
BUT IT ALSO TEACHES US THE POWER OF ACTIONS.

SOME OF THE THINGS YOU CAN DO TO FURTHER  
THE WORK OF EQUALITY AND LIBERATION:

SPEAK UP OR INTERVENE (IF YOU CAN)

RAISE AWARENESS OF AND PROMOTE EQUAL RIGHTS

EDUCATE YOURSELF



IT'S A GREAT,  
BIG, DIVERSE  
WORLD  
OUT THERE.



LET'S CREATE  
A WELCOMING WORLD TOGETHER!

## PRESENTER'S NOTES:

PAGE 1 What did you think about the video?

PAGE 2

PAGE 3 "Gay" is only one kind of romantic/sexual orientation among all the many kinds of romantic/sexual orientations in the world.

Can you name other romantic/sexual orientations and what they mean?

PAGE 4

PAGE 5 Something happened in our lives:

Usually, people are just born straight, gay, bisexual, etc. It isn't something people choose or because something happened to them to make them this way. At some point, people just "figure" out their orientation. The difference is that in a lot of places, being any other orientation that isn't "straight" can be dangerous because of bigoted and/or violent people. So if you live in an unsafe community and you're not straight, you may have to consider "staying in the closet" by not disclosing your orientation, or "coming out" to people if you think it's safe and they'll support you and help protect you.

Grow out of it:

Usually our orientations are fixed states that we're born with, but for some people they are always exploring and trying to understand themselves. Neither of these approaches are wrong, but it is wrong to assume that someone is in a "phase" when they're not in a phase or that someone will always be a certain way when they know they are more "fluid" in the way they live or express themselves.

That it's a lifestyle:

The way people are attracted to others is not a lifestyle, it's just one aspect of someone's life. Sometimes there are cultural activities or norms that people with the same kind of attractions share, and a lot of folks celebrate that together. This could be romantic comedies with heterosexual plots or gay pride parades. But that doesn't mean bisexuals can't enjoy straight movies or straight people can't support gay pride parades. Our lives are so much more complicated and full than who we want to date, marry, or build families with.

PAGE 6 Calling anyone who doesn't fit within gender stereotypes as "gay" is also hurtful. There are more appropriate and accurate terms that describe gender diversity.

PAGE 7 Gender creative boys:

Examples would be boys who wear dresses and or play with Barbies.

Gender creative girls:

Examples would be girls who wear baseball caps and play with action figures or video games.

Transgender girls:

People sometimes mistake them for gender creative boys, but the difference is that when you ask them, they tell you they know that they're girls.

Transgender boys:

People sometimes mistake them for gender creative girls, but the difference is that when you ask them, they tell you they know that they're boys.

PAGE 8 Speak up or intervene:

If you see someone getting bullied about their family, their romantic/sexual orientation, or their gender identity and expression, speak up or intervene if you can. If you think intervening will put you in danger, at least check in with the bullied kid to see if they're okay and if you can do something to help.

Raise awareness:

For the varieties of romantic/sexual orientations, gender identities, and gender expressions in your school, community city, province, state, country, etc. You can do this by starting a Rainbow Club, having an awareness week, volunteering for organizations, or reviewing your school's policies to make sure they protect groups from discrimination on the basis of sexual/romantic orientation and gender identity.

Educate yourself:

On the history of the human rights movement in the West around sexual/romantic orientation, gender identity, and gender expression. Understand the privileges that were built into Western institutions for people who are heterosexual and cisgender, so that it you can be more aware of how to grant equal access and opportunities for those who are neither heterosexual nor cisgender. And...

Educate yourself on world history and the devastating effects of European colonization on cultures, specifically how that affects concepts and legislation on sexual/romantic orientation, gender identity, and gender expression. When you understand that, you'll be able to more readily support and work in solidarity with countries around the world on helping their people who have diverse sexual orientations and/or gender identities.



## BOOK RESOURCES:

Book Resources from Edmonton Public Schools and the Edmonton Public Library  
(Canadian & American content):

Sexual Orientation and Gender Identity: Recommended Fiction and Nonfiction  
Resources for K-12 Schools

<http://bit.ly/1wWjFV3>

## ONLINE RESOURCES AND LESSON PLANS FOR STUDENTS:

Creating Safe Space for LGBTQ Youth: A Toolkit

<http://www.advocatesforyouth.org/component/content/article/608-creating-safe-space-for-glbtc-youth-a-toolkit#lessonplans>

Lesson Plans from Teaching Tolerance  
(A Project of the Southern Poverty Law Center)

a. Marriage Equality

<http://www.tolerance.org/lesson/marriage-equality-different-strategies-attaining-equal-right>

b. The Role of Gay Men and Lesbians in the Civil Rights Movement

<http://www.tolerance.org/lesson/role-gay-men-and-lesbians-civil-rights-movement>

c. Gender Neutral Day

<http://www.tolerance.org/toolkit/toolkit-gender-spectrum>

When Did It Happen? An LGBT History Lesson by GLSEN  
(Gay, Lesbian & Straight Education Network)

[http://www.glsen.org/sites/default/files/When%20Did%20it%20Happen%20Lesson%20Plan\\_0.pdf](http://www.glsen.org/sites/default/files/When%20Did%20it%20Happen%20Lesson%20Plan_0.pdf)

More Online Resources for Educators by the Pride Education Network

<http://pridenet.ca/staff-resources>

For more classroom resources and activities, please email [@dayofpink.org](mailto:@dayofpink.org).



## PLACES TO CALL IF YOU NEED HELP:

### The Lesbian, Gay, Bi, Trans Youthline

Peer Support Service Lines (Serving All of Ontario) Toll-Free: 1-800-268-9688

In the Greater Toronto Area: 416-962-9688

Text Messaging: 647-694-4275

E-mail: [askus@youthline.ca](mailto:askus@youthline.ca)

Open Sunday to Friday (Closed on Saturday & major holidays) 4:00pm to 9:30pm

Confidential, free & non-judgmental peer support

### Kid's Help Phone

For ages 20 and under, free, confidential, 24/7, professional and anonymous

1-800-668-6868

### The Trevor Project

The Trevor Project is the leading American organization providing 24/7 crisis intervention and suicide prevention services to lesbian, gay, bisexual, transgender, and questioning youth ages 13-24.

1-866-488-7386

## Some Helpful Organizations:

### The Canadian Centre for Gender & Sexual Diversity

<http://ccgsd-ccdgs.org/>

Promotes diversity in gender identity, gender expression, and romantic and/or sexual orientation in all its forms on a national level through services in the areas of education, health, and advocacy.

### GSA Network

[www.GSANetwork.org](http://www.GSANetwork.org)

Gay-Straight Alliance Network is a national youth leadership organization that connects school-based Gay-Straight Alliances (GSAs) to each other and community resources through peer support, leadership development, and training.

### GLSEN

[www.GLSEN.org](http://www.GLSEN.org)

GLSEN, which stands for the Gay, Lesbian & Straight Education Network, is the leading national education organization working to create safe schools for ALL students. We strive to ensure that each member of every school community is valued and respected regardless of sexual orientation, gender identity or gender expression.

### NYSHN

[www.NativeYouthSexualHealth.com](http://www.NativeYouthSexualHealth.com)

The Native Youth Sexual Health Network (NYSHN) is an organization by and for Indigenous youth that works across issues of sexual and reproductive health, rights and justice throughout the United States and Canada.

### CLGA

[www.CLGA.ca](http://www.CLGA.ca)

The Canadian Lesbian and Gay Archives (CLGA) is the largest independent LGBTQ+ archives in the world. With a focus on Canadian content, the CLGA acquires, preserves and provides public access to information and archival materials in any medium.

