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ABSTRACT

This project presents guidelines and resources for dealing effectively and positively with homosexuality in public schools. As the gay rights movement progresses and the civil rights of homosexual persons continue to receive legal affirmation, gays and lesbians who have kept their sexual orientation hidden will become more open about their personal lives. School systems must be prepared for gay and lesbian adolescents to seek affirmation of their identities as well. Suggestions are given for staff development that encourage teachers, counselors and administrators to examine and challenge personal biases, gain an understanding of the plight of the homosexual adolescent, and promote comfortable discussion of homosexuality in school. Participants are introduced to information regarding homosexuality that is based on scientific research and is in compliance with the standards of the American Psychiatric Association, American Counseling Association and National Education Association. Schools are encouraged to set policies that discourage discrimination on the basis of sexual orientation and that promote a healthy educational environment for all students. Twenty-eight appendixes constitute two-thirds of the document. Methods of counseling and intervention with homosexual students and their parents are presented, in addition to lesson plans that appropriately incorporate homosexual themes into current high school curricula. Resources for self-help and ongoing education are also offered, along with an attitudes and behaviors questionnaire and discussion questions. (Contains 41 references.) (KW)

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ED 386 613

CREATING A POSITIVE EDUCATIONAL ENVIRONMENT
FOR GAY AND LESBIAN ADOLESCENTS:
GUIDELINES AND RESOURCES FOR
STAFF DEVELOPMENT, CURRICULUM INTEGRATION,
AND SCHOOL-BASED COUNSELING SERVICES

Practicum Project

Submitted to the Graduate School of
Heidelberg College, in partial fulfillment
of the requirements for the degree
Master of Arts in Education

by

Matthew Armstrong

January 15, 1994

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Acknowledgements

I would like to express my appreciation to the many young people who have opened their hearts to me over the past 13 years, entrusting me with their deepest thoughts and concerns. What I have learned from these students surpasses any knowledge I could ever have gained in a classroom.

A special word of thanks is owed to those students who had the courage to share their own personal struggles involving the issue of homosexuality and the impact these struggles have had on their lives.

This project is dedicated to every young person who, through the prejudice of an intolerant society, has been denied the right to be educated in an environment that fosters uniqueness and encourages the development of a positive sense of self. I challenge my fellow educators to reach out to these young people, advocate for them, and empower them to overcome the obstacles that erode their self-esteem, and hinder their educational success. It is my hope that, together, we can foster a generation that is accepting of personal differences and displays, unconditionally, the true tenets of Christian love.

Abstract

This project presents guidelines and resources for dealing effectively and positively with the issue of homosexuality in the public schools. Suggestions are given for staff development that encourages teachers, counselors and administrators to examine and challenge personal biases, gain an understanding of the plight of the homosexual adolescent, and promote comfortable discussion of homosexuality in school. Participants are introduced to information regarding homosexuality that is based on scientific research and is in compliance with current APA, ACA and NEA standards. Schools are encouraged to make a commitment to set policy that discourages discrimination on the basis of sexual orientation, and to promote a healthy educational environment for all students. Methods of counseling and intervention with homosexual students and their parents are presented, as well as lesson plans that appropriately incorporate homosexual themes into current curriculum, and resources for self-help and ongoing education.

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National Education Association Resolution

The National Education Association believes that all persons, regardless of sexual orientation, should be afforded equal opportunity within the public education system. The Association further believes that every school district should provide counseling for students who are struggling with their sexual/gender orientation.

-Resolution C-11. Student Sexual Orientation.

Adopted by the NEA on July 7, 1988 at NEA convention, New Orleans.

Introduction

The subject of homosexuality has been a prime topic for researchers since the Stonewall riots sparked the gay liberation movement in 1969 (Rudolph, 1988). In 1973, the American Psychiatric Association issued a statement depathologizing homosexuality (American Psychiatric Association, 1974) and removed it from the DSM-III-R.

In the 90's, issues of gay rights, the AIDS crisis, and gays in the military have continued to inspire volumes of research and much public debate. As public awareness of gay and lesbian issues has increased, the need for programs to assistance adolescents who may be struggling with their sexual identity is being recognized by school counselors and mental health professionals.

Problem Statement

The problems encountered in American high schools by homosexual adolescents and their caregivers has long been a subject of interest to this researcher. It is currently estimated that nearly three million of our country's 29 million adolescents are gay (Herdt, 1989, p.2). Given this estimate, one realizes that approximately 10% of our student population may be gay or lesbian and, as such, face unique and significant challenges in their attempts to developmentally integrate many of the essential biological, cognitive, and social changes that occur during adolescence (Hetrick & Martin, 1987).

According to Erikson (1963), the central tasks of adolescence and young adulthood are to find identity and to develop intimacy with another individual. Successful completion of these tasks will result in an individual who has developed a sense of uniqueness and integration. If unsuccessful, the individual will experience identity confusion. The awakening of one's sexual awareness, how one relates to others, and how one feels about oneself are all factors in the completion of these developmental tasks. Heterosexual adolescents are given societal approval to engage in such experimentation. Because homosexuality is shrouded in silence, one could logically conclude that any type of socialization among gay and lesbian teens in our society would be difficult.

Psychological research and published life stories of gay and lesbian people confirm that school can be an unwelcoming, even dangerous place for young homosexuals who, like all adolescents, are struggling to be accepted and to accept themselves (Eaton, 1993). This project will outline a number of strategies designed to increase awareness, promote better understanding, and encourage the development of a positive educational environment for homosexual adolescents.

Literature Review

Difficulties Faced By Gay and Lesbian Adolescents

A review of professional literature suggests that, as a result of their sexual orientation and society's perception of it, gay and lesbian adolescents experience a number of difficulties in the developmental, socialization, and educational processes:

Misinformation and fear lead to isolation. In a study conducted by Martin and Hetrick (1988), isolation was cited as the most prevalent and serious problem faced by gay and lesbian adolescents. Cognitive isolation reflects the almost total lack of accurate information available to gay and lesbian adolescents. Instead of scientific data and historical fact, adolescents are

exposed to a barrage of misconceptions about homosexuality that clearly convey the message that homosexuals are not valued or wanted in our society. Teens who are struggling with their sexuality and are stigmatized by these misconceptions will be reluctant to come forward and seek the guidance necessary to help them deal with their feelings. This, according to Martin and Hetrick (1988) leads to social isolation.

As their inner struggle continues, the self-identified teens begin to devise elaborate strategies to avoid being discovered. Often their efforts at concealment include subtle, covert actions such as becoming increasingly involved in academics or hobbies in order to decrease interpersonal contacts, or developing rigid, unrealistic expectations of themselves and others, while periodically abandoning personal, educational, or career goals (Hetrick & Martin, 1987). The more overt and destructive behaviors include heterosexual promiscuity, truancy, attempts at suicide, substance abuse, and prostitution (Martin, 1982; Remafedi, 1988; Saghir & Robbins, 1973). Both the covert and overt forms of coping behaviors continue to reinforce, for gay and lesbian adolescents, the message that their lives are based on a lie, and continue to promote an increasing sense of isolation and desperation as they struggle to create a vision of their future (Martin & Hetrick, 1988). This leads to emotional isolation.

Martin and Hetrick (1988) cite that 95% of their adolescent homosexual clients report feelings of being alone, of being the only one who feels this way, and of having no one with which to share feelings. Indeed, in numerous studies, the lack of role models for homosexual adolescents was reported as a major detriment to healthy emotional development (Benvenuti, 1986; Governor's Commission on Gay and Lesbian Youth, 1993; Sears, 1992; Uribe, 1993). Social stigma seems to present itself as a threat, not only to the homosexual adolescent, but also to those who become involved with them, including professionals.

Most homosexual teens deal with their fear by pretending to be straight. In a study by Newman and Muzzonigro (1993), 50% of the participants included denial of identity as a coping strategy and 85% pretended to be straight. The fear of exposure leads to a process of deception which distorts almost all relationships the adolescent may attempt to develop or maintain and creates an increasing sense of isolation (Martin, 1982).

Discovery leads to harassment, violence, and rejection. In the Martin and Hetrick study (1988), 40% of the clients reported having suffered violence because of their sexual orientation. Victims of this violence tended to be effeminate males rather than those who were successfully hiding. Rape was also cited as a prevalent form of violence against gay and lesbian adolescents, especially in institutional settings.

In a 1987 survey of lesbian and gay men by the National Gay and Lesbian Task Force (1984), of 2074 respondents, one-fifth of the females and nearly one-half of the males said they had been harassed, threatened with violence, or physically assaulted in high school or junior high because they were perceived to be lesbian or gay. The shame of ridicule and fear of attacks makes school a fearful place to go, resulting in frequent absences and sometimes academic failure. An estimated 28% of gay and lesbian youth drop out of school because of discomfort in the school environment (Gibson, 1989).

Hostility and harassment from peers threatens participation in school activities as well. A report by the Governor's Commission on Gay and Lesbian Youth (1993) revealed that 97% of students surveyed at a Massachusetts high school reported hearing anti-gay comments in school. Of these, 49% said they had heard them often. It is not uncommon to hear derogatory terms such as "faggot" and "queer" uttered on a daily basis in most American high schools. One can only speculate what effect hearing these slurs day after day can have on an adolescent who is already struggling with feelings of self-hatred.

Perhaps the most alarming form of violence comes when the

homosexual adolescent turns against himself. In a study by Schneider, Farberow and Kruks (1989), 20% of the gay men in the sample had attempted suicide. Fifty-five percent reported serious suicidal ideation. Suicidal attempts were most often associated with intrapersonal distress, and occurred most often while individuals were "closeted" and/or in the context of recent rejection for being homosexual. According to The U. S. Dept. of Health and Human Services, gay and lesbian youth comprise 30% of completed youth suicides (Governor's Commission on Gay and Lesbian Youth, 1993; Eaton, 1993).

Violence and rejection from family members is also a prevalent problem. A great deal of anxiety is often associated with whether or not to disclose one's homosexuality to parents. Newman and Muzzonigro (1993) found that adolescent males who had grown up in traditional families reported stronger parental disapproval ratings and higher degrees of feeling different from other boys than those who came from low traditional families. The fear of rejection or disapproval is always present. For some young people the threat of expulsion from the home is very real. In some instances, exposure is forced; parents discover their child's homosexuality by accident, and the young person is pressed into revealing the fact without adequate preparation (Uribe, 1993). The discovery of a child's homosexuality can be very stressful for the entire family. If the gay/lesbian teen reveals his or her identity, the family unit is often deeply shaken. It must revise its image of the teen, but also of itself as a unit (Governor's Commission on Gay and Lesbian Youth, 1993). Reactions can include denial, anger, guilt, insistence on therapy to "change" the young person, and in some cases, abuse (Hunter & Schaefer, 1987). Twenty-six percent of young gays and lesbians are forced to leave home because of conflicts over their sexual orientation, according to the U.S. Department of Health and Human Services (Gibson, 1989).

The Role of the School

A number of studies have suggested that sexual orientation is formed

before adolescence, and that there is strong evidence of a biological basis for its development. A landmark study by Bell, Weinberg, and Hammersmith (1981) reported that sexual orientation is predisposed from an early age and may well have a biological foundation. Money (1980), in a study of genetic and chromosomal aspects of homosexual etiology, asserted that gender identity/role is established between the ages of 18 months and five years, and that, after age five, this identity/role is mainly fixed. Pomeroy (1972) who worked with Kinsey on pioneer studies of sexuality recalls the surprise of the researchers at finding that homosexuality occurs as often in other species as it does in humans.

One of the most commonly voiced concerns regarding the counseling of minors on issues of sexual orientation is that counseling will condone or encourage the development of a gay identity (Uribe, 1993). If sexual orientation is fixed by age five, this argument seems moot. Benvenuti (1986) contends that failure to provide counseling and/or referrals for the special needs of homosexual students is an act of negligence on the part of schools.

Few schools have policies that prohibit discrimination on the basis of sexual orientation, thereby hampering lesbian and gay professionals in their efforts to advocate for the homosexual adolescent for fear of losing their jobs (Hunter & Schaecher, 1987). In a 1992 study, Sears found that the majority of school administrators surveyed said they would indeed fire a teacher whom they knew to be gay or lesbian. Prospective teachers surveyed professed a willingness to protect homosexual students from harassment and to treat them fairly, but most reported they would feel uncomfortable if an openly gay or lesbian teacher worked at their school (Sears, 1992). One could logically conclude from this that many adolescent caregivers will refrain from intervening on behalf of a homosexual student for fear of jeopardizing their own career or place in the community.

Approximately one-half of a sample of prospective teachers thought it

would be appropriate for another teacher to provide supportive materials to a gay or lesbian student, but less than one-third felt comfortable speaking with a student about his same-sex feelings or discussing homosexuality in the classroom. Four out of ten future teachers felt it was acceptable to transfer a homosexual student to another classroom at the request of a homophobic teacher (Sears, 1992).

Nearly two-thirds of the guidance counselors surveyed in the Sears (1992) study expressed negative attitudes and feelings about homosexuality and homosexual persons. Sears cites this as the most disturbing finding in his study. That these professionals have accepted the principal responsibility for educating and advising young adults, some of whom may identify themselves as homosexual and all of whom will deal with issues related to homosexuality, is cause for concern.

Schools should provide a safe and productive educational environment for all students. If the statistics are correct and 10% of our high school population is gay or lesbian, one could logically conclude that every school system, regardless of size, has students who fit this category and are at risk. Silence and denial have prevailed for too long. The basic needs of these students must be addressed.

Evidence that prospective students who were more knowledgeable about homosexuality had less negative attitudes and feelings toward homosexuals (Sears, 1992) suggests that education is paramount to change. Two models presently exist that address the needs of gay and lesbian adolescents in public schools. The Project 10 Model was implemented through the work of Dr. Virginia Uribe in the Los Angeles Unified School District in 1984 (Uribe, 1993). The Governor's Commission on Gay and Lesbian Youth (1993) has recently adopted a similar model for the state of Massachusetts, the first state-wide program in the United States.

The Project 10 Model is a dropout prevention program, and the methods

used are much the same as other dropout prevention programs. It focuses on education, reduction of verbal and physical abuse, suicide prevention and accurate AIDS information.

Services of Project 10 include workshops and training sessions for administrators and staff, informal drop-in counseling, outreach programs for parents and significant others, liaison and peer counseling, substance abuse and suicide prevention programs, and coordination with health education programs that stress sexual responsibility and risk-reduction behavior among gay, lesbian and bisexual youth.

The Governor's Commission on Gay and Lesbian Youth (1993) recommends that school systems create programs and policies to ensure that gay and lesbian youth are safe in Massachusetts' schools and that they are able to realize fully their potential to learn. These recommendations include: (a) school policies protecting gay and lesbian students from harassment, violence, and discrimination; (b) training teachers/counselors/school staff in crisis intervention and violence prevention; (c) school-based support groups for gay and straight students; (d) information in school libraries for gay and lesbian adolescents; and (e) curriculum which includes gay and lesbian issues.

Neither program has been without controversy. In the opinion of this researcher, however, the time has come for all states and school systems to follow suit.

Program Goals

The following are goals for establishing a program to assist educators in dealing positively and effectively with the subject of homosexuality in the public schools:

A. School counselors, teachers and adolescent care providers will be encouraged to examine and challenge their own personal beliefs and biases about homosexuality, gain an understanding of the plight of the homosexual adolescent and promote comfortable discussion of homosexuality in school.

B. School counselors will be provided with accurate information regarding homosexuality that reflects with the current standards of The American Psychiatric Association (APA), The American Counseling Association (ACA), and The National Education Association (NEA) and will be encouraged to make a professional commitment to keeping this information up-to-date.

C. Schools will be encouraged to set non-discriminatory policy with regard to counseling gay and lesbian students. This policy should reflect current APA, ACA and NEA standards, provide for necessary resources and services and, whenever possible, satisfy local community standards.

D. Teachers will be encouraged to integrate into the curriculum, when appropriate, lessons that reflect accurate information about homosexuality, and historical information about homosexual persons who have made significant contributions to society.

E. Counselors and teachers will be encouraged to lead students in discussion, when appropriate, that promotes understanding and acceptance of cultural, racial, sexual and personal differences.

Program Objectives

By the end of the workshop, participants will be able to:

A. Recognize their own attitudes about homosexuality and how these may or may not affect their ability to work effectively with homosexual students and/or adults.

B. Provide students, parents and others with accurate information regarding homosexuality that reflects current APA, ACA and NEA standards.

C. Recognize signs that may indicate a student is struggling with his/her sexual identity.

D. Recognize the importance of positive gay/lesbian role models to the development of a positive gay/lesbian identity and the elimination of homosexual stereotypes.

E. Intervene effectively with students, parents and others who may be struggling with the issue of sexual identity.

F. Recognize, discourage and be able to intervene in displays of behavior that discriminate against gay and lesbian students.

G. Provide colleagues with lessons that appropriately integrate homosexual themes into current curriculum.

H. Provide interested individuals with resources that deal with homosexuality in a positive and accurate way.

Method

A Model for Staff Development

A staff development model will be most effective if it is introduced in several sessions, allowing participants time to reflect on the information presented, share their ideas and opinions with the group, and decide, as a staff, which ideas can be most effectively implemented in their particular school setting. Participants should be encouraged to examine and challenge their existing views about homosexuality and make a commitment to on-going education and staff development. Two strategies are suggested for the initial presentation of the model: (a) Three one to one-and-one-half hour workshops that would take place after school on consecutive days; or (b) A one day in-service that would last from three to five hours.

A wide variety of suggested activities is contained in the appendices. Workshop organizers are encouraged to choose those activities which they find most appropriate or beneficial and adapt them to the needs of their particular situation. Many of the activities can be adapted for use with student or parent groups, as well. Regardless of the activities that are chosen, it is imperative to allow adequate time at the end of each workshop for the group to reflect and discuss the presented information.

Any discussion of homosexuality can become quite emotional, but this can be healthy as long as the group leader maintains control and keeps the

group on task. By encouraging participants to verbalize their feelings, the group can react to presented information, incongruencies and misunderstandings can be addressed, the group leader can reflect feelings and provide accurate information, and a clearer understanding of the importance of creating an educational environment in which all students can be given the chance to realize their full potential can be facilitated.

After School Workshop and In-service Plan

A suggested outline for the three day after school plan/one day in-service plan are given below:

Session One Objectives:

- To create an environment in which the subject of homosexuality can be discussed openly.
- To present basic factual information about homosexuality that reflects current APA, ACA and NEA standards.
- To encourage participants to examine and challenge personal biases regarding homosexuality.

Session One Procedure:

- I. List ideas, beliefs and questions about homosexuality from the group.
 - A. Ask participants to say words that come to mind when they hear the term "homosexuality" and list these on the chalkboard. (Typically, these words are negative. The list might include: gay, lesbian, faggot, queer, dyke, lesbo, homo. pervert, child molester, sick, fairy, sinner, etc.)
 - B. Ask participants to consider what thoughts might go through the mind of an adolescent who is questioning his/her sexuality when he/she hears these words. Explain that the workshop will be about examining/challenging their views on the subject of homosexuality and finding ways to create a more positive educational environment for all students.

C. Ask participants to offer questions or concerns that they have in regard to the subject of homosexuality, particularly as these questions apply to their role as educators. List these on the board. State that, as a group, they will be searching for answers to these questions through their participation in the workshop activities.

II. Knowledge of Homosexuality Quiz (Appendix A)

A. Allow participants 10-15 minutes to complete the quiz and then go over the answers with them encouraging feedback and discussion. Stress that the information presented is based on scientific research and reflects current APA and ACA standards. As much as possible, the presenter should try to remain neutral. If there are those who disagree with parts of the presented information (and there undoubtedly will be), acknowledge that the subject is very controversial, that there are many differing opinions, and that you respect their right to disagree. However, stress that our mission as educators is to provide a positive educational experience for all students, including those that may be struggling with their sexuality. As educators, we must separate our personal beliefs from our professional responsibilities and focus on what is best for our students.

III. Group activity- Homosexuality In The School (Appendix B)

A. Divide the group into smaller groups of four to six members. Ask them, as a group, to discuss the statements on the handout and form a consensus of opinion. After 15-20 minutes, reassemble the large group and ask a representative from each small group to share his/her group's conclusions. Invite discussion and feedback. (To save time, each small group could be assigned two to three statements to discuss, rather than having every group discuss all of the statements on the list.)

IV. Optional activities- How Do You Feel About Homosexuality (Appendix C), What Do You Think (Appendix D), Heterosexual Questionnaire (Appendix E).

A. If working with student or parent groups, it may be more appropriate to use Appendix C, D or E in place of Appendix B or, these activities could be used as an extension of the activity listed above.

V. Discussion

A. Be sure to allow adequate time for discussion at the end of the session. Invite participants to share their reactions to the activities. What things are of particular concern to them? Were they surprised by anything? Was there information with which they strongly disagree?

VI. Assignment- Before session two, ask participants to consider the following:

A. Think about the environment in your classroom/school. Is it safe and conducive to positive learning for all students? If there are students in your classes who are questioning their sexual identity, are there times when they may not be comfortable with things that are said or done? How can we create a more productive/positive educational environment for these students?

Session Two Objectives:

- To explore models designed to address the subject of homosexuality in schools.

- To examine professional reactions to situations involving homosexual students and identify appropriate intervention strategies.

-To recognize the importance of positive gay/lesbian role models in the development of a positive gay/lesbian identity and the elimination of stereotypes in the general population.

Session Two Procedure:

I. Show video: Who's Afraid of Project 10? (This video examines the Project 10 Model and includes interviews with a number of gay/lesbian students and parents. It also includes some opposing views. Parts could be edited to suit

your particular needs.)

A. Invite discussion of the information presented. Can participants relate the information to their particular classroom/school? If these students were present in their classes, what kind of an experience would they be having?

II. Option- Instead of the Project 10 video, the video Pink Triangle (dealing with homophobia, includes both historical data and present day commentary) or the ABC Afterschool Special, What If I'm Gay? (a fictional drama involving the discovery of an adolescent's homosexuality) could be shown.

A. The messages contained in Pink Triangle are somewhat controversial. What If I'm Gay is non-threatening and would be appropriate for use with students. Information on obtaining the videos is contained in Appendix Z.

III. Group Activity- Case Studies (Appendix F # 1, 2, 3)

A. Divide the group into smaller groups of four to six members. Assign each small group one of the Case Studies to discuss (Appendix F, #1 are scenarios designed for counselors, Appendix F, #2 is for both teachers and counselors, Appendix F, #3 are situations involving classroom teachers). After allowing 10-15 minutes for discussion, reassemble the large group and ask a representative from each small group to share his/her group's scenario and conclusions. Invite discussion and feedback.

IV. Optional activity- Instead of the Case Studies, or as extension of them, The Coming Out Psychodrama (Appendix G) could be used. (This activity could be used effectively with parent/student groups, as well.)

V. Group Activity- The Importance of Role Models (Appendix H)

A. Divide the group into smaller groups of four to six members. Assign each small group one of the role model scenarios to discuss. After 5-10 minutes, reassemble the larger group and ask a representation from

each small group to share his/her group's scenario and conclusions.

Invite discussion and feedback.

VI. Optional activity- Positive and Negative Attitudes Toward Gays and Lesbians
(Appendix I).

A. Discuss the various points of view, how they reflect the opinions of the members of the group, and how they might effect their ability to treat a gay/lesbian student fairly.

VII. Discussion

A. Be sure to allow adequate time for discussion at the end of the session. Invite participants to share their reactions to the activities. What things are of particular concern to them? Were they surprised by anything? Was there information with which they strongly disagree?

VIII. Assignment- Making Schools Safe For Gay and Lesbian Youth
(Appendix J).

A. Ask participants to consider the suggestions on the handout, decide if they agree or disagree, and arrive at the next session with ideas for implementing the suggestions in their particular school setting.

Session Three Objectives:

- To develop a plan designed to create a positive educational environment for gay/lesbian students.

-To provide educators with resource materials for appropriately introducing gay/lesbian themes into the curriculum.

-To encourage an on-going commitment to self-awareness, education and professionalism in dealing with homosexual issues and gay/lesbian students.

Session Three Procedure:

I. Suggested Strategies For Managing Homophobia In Schools (Appendix K)

A. Divide the group into smaller groups of four to six members. Ask each group to review the suggestions in Appendix K along with the

recommendations from Appendix J and come up with a list of practical ideas, designed to create a more positive educational environment for gay/lesbian students, that could be implemented in both their particular class environment and the school as a whole. (Counselors may wish to focus on outreach programs, counseling services and intervention strategies. Administrators may wish to focus on adopting school policy, community concerns and ethical/legal ramifications. Parent and student groups may wish to focus on a list of positive behaviors that they are willing to adopt, display, and encourage in others.)

B. After allowing 30-40 minutes for discussion, reassemble the large group and open the floor for discussion/debate.

II. Workshop Resolution- Devising a Plan of Action

A. The ultimate goal of the workshop should be to design a plan of action that participants will commit to putting into practice in their particular school situation. The group should decide how general or specific they wish these goals to be. The final draft of the resolution may be presented to the Board of Education for approval before the plan of action is implemented. Plans for follow-up, review and revision of the program should also be made.

Additional Materials:

There are a number of additional materials in the appendices that may be used to supplement the activities in the workshop, or distributed as handouts for self-study and reference. These include:

Appendix L- Privileges of Being Heterosexual

Appendix M- A Bill of Rights for Gay and Lesbian Students

Appendix N- Related Terminology

Appendix O- Background of Gay Rights in the United States

Appendix T- How to Deal With the Opposition and Basic Facts

Appendix X- Common Misconceptions About Homosexuality

Appendix Y- When Someone You Care About Is Gay

Appendix Z- Suggestions For a Basic Library and Additional Resources
Lesson Plans that Integrate Homosexual Themes into the Curriculum

Appendix AA contains a number of lesson plans designed to help educators initiate positive discussion of homosexuality in the classroom. An additional workshop activity might include a discussion of these plans and a group activity involving the writing of additional plans. Teachers and counselors are encouraged to adapt the lesson plan materials to meet their individual needs. The primary goal of any such plans should be to provide accurate information to students and to invite comfortable discussion of homosexuality in the classroom.

In addition, the book list contained in Appendix Z provides suggestions for a basic library on gay and lesbian issues. Making appropriate resources available to students and staff can be very helpful to those who have questions or who may be struggling with the issue and wish to discretely seek more information. Encouraging students to conduct their own research and increase their knowledge and awareness of the subject is also facilitated by the availability of proper resources in the school library.

Suggestions for School-based Counseling and Intervention

Included in the appendices are numerous materials designed specifically for counselors. School counselors can benefit from and should be included in the staff development workshop, but it may also be helpful to hold an additional session to introduce materials designed specifically for their use.

It is imperative that school counselors examine and challenge their own attitudes regarding homosexuality and resolve any personal conflicts that may exist before attempting to counsel a young person who may be struggling with his/her sexual identity. If the school counselor cannot resolve his/her personal biases and provide services that comply with APA, ACA and NEA

standards, a referral to a qualified professional should be made.

Individual counseling with gay/lesbian adolescents. The counselor should not attempt to define an adolescent's sexual orientation but, by sharing accurate information and creating a comfortable counseling atmosphere, he/she provides the adolescent with the opportunity to freely ask questions, form ideas and opinions, and begin to work toward the development of a positive sense of self. For those adolescents who may be struggling with their sexual identity, a trusting relationship with a counselor may be the only avenue available for helping them work through their confusion.

In counseling these adolescents, several areas should be explored. Since many adolescents struggle with feelings of low self-esteem, an assessment of self-image may be an effective place to begin. The Self Image Checklist (Appendix V) can be used in a number of counseling situations to assess the adolescent's perception of him/herself and begin dialogue. If, indeed, the student's presenting problem involves his/her sexual identity, it is important to explore the source of the concern. Some students may assume that homosexual dreams or fantasies are signs that they may be gay. It is important to point out that homosexual experimentation is common and not necessarily indicative of a gay identity. However, at the same time, do not offer false hope or dismiss the expressed concerns too lightly. It takes tremendous courage for a student to come forward and ask for help. Also, choose your words carefully. Adolescents are used to hearing very negative comments about homosexuality and may have internalized these messages. Use of such words as "problem" or "boyfriend/girlfriend" may convey the message that the counselor does not understand or that he/she is being judgmental.

Pay particular attention to signs that may indicate psychological and/or physical problems or concerns and remember that gay/lesbian adolescents are particularly at risk for suicide. Signs That May Indicate Sexual Identity Confusion in Adolescents (Appendix P), Homosexual Adolescents and Health

Concerns (Appendix Q), Suggested Strategies for Individual Counseling With Students in Distress (Appendix R), and Assessing the Threat of Suicide (Appendix U) provide helpful information for individual counseling with students who may be struggling with their sexual identity.

Providing assistance to parents. The parents of these students may also need support in dealing with their feelings and concerns. Parents will commonly seek to have their child's sexual orientation altered through therapy, a practice that has been denounced by both the APA and ACA. It is also common for parents to express concern or disapproval based on religious doctrine. While it is important to acknowledge their concerns, it is also imperative to point out that it is inappropriate for the school counselor to endorse a particular religious point of view. Parents should be offered accurate information based on scientific research and encouraged to make decisions that will be in the best interest of their child.

An understanding of the coming out process may be helpful to gay/lesbian adolescents and their parents. Appendix S (The Coming Out Process) outlines this information and offers some important guidelines for those who may be contemplating such a decision.

Appendix T offers suggestions for dealing with opposing views and lists the basic facts about homosexuality. Also contained in Appendix T is the address and phone number for Parents and Friends of Lesbians and Gays (PFLAG), an international support organization for families of gays and lesbians with chapters in many cities throughout the United States.

Parents and students may also express concerns about Acquired Immune Deficiency Syndrome (AIDS). While AIDS is not an exclusively gay disease, a basic understanding of the causes of the disease is important for anyone who is considering sexual activity. Some Basic Facts On AIDS are outlined in Appendix W.

Two additional handouts, Common Misconceptions About Homosexuality

(Appendix X) and When Someone You Care About is Gay (Appendix Y), offer information that may be especially helpful to parents. Additional resources for counselors are included on page two of Appendix Z.

Soliciting the support of administrators. Homosexuality is traditionally a taboo subject in most schools, and established programs for working with homosexual adolescents are rare. Administrators may wish to deny the existence of gay/lesbian students rather than deal with community pressures and prejudices and, therefore, may rationalize that counseling services and outreach programs for homosexual adolescents are unnecessary or inappropriate. They may also look unfavorably upon a staff member who intervenes on behalf of a gay/lesbian student.

Often it takes a tragedy, such as the suicide of a gay or lesbian student, to have the need for such services acknowledged and, even then, implementing such services may be an uphill battle. It is important to be sensitive to the standards of your community and to promote a positive working relationship with administrators. Including administrators in the staff development workshop can be an effective way of conveying the importance of the issue and gaining their support. Appendix J (Making Schools Safe for Gay and Lesbian Youth and Suggestions For Administrators) may be especially helpful to them.

If a decision is made to implement a model for counseling gay/lesbian students, or to integrate information on homosexuality into the curriculum in an attempt to create a more positive educational environment for students who may be struggling with the issue, it may be effective to offer a workshop for parents and community members in order to provide them with information that demonstrates the need for the program and introduces them to the model. This may be risky, but it is an opportunity to offer accurate information and dispel prejudicial attitudes and misconceptions.

Evaluation

Appendix BB is a suggested evaluation form for the workshop. Participants should be encouraged to complete the form and offer their input so that the effectiveness of the workshop activities can be assessed and suggestions for improvement considered prior to subsequent presentations. The form can be adapted to the specific needs of a particular presentation. It is also recommended that on-going evaluation of any implemented programs should take place and staff members should be encouraged to up-date and revise information on a regular basis.

Recommendations and Conclusions

As the gay rights movement progresses and the civil rights of homosexual persons continue to receive legal affirmation, gay and lesbian individuals who have previously kept their sexual orientation hidden while leading active professional lives in the mainstream will gain the courage to become more open about their personal lives. The public visibility of positive gay role models will undoubtedly encourage gay and lesbian adolescents to seek affirmation of their identity as well. School systems need to be prepared for this and work to create the type of educational environment in which uniqueness and individual differences are celebrated, and all students are given the opportunity to develop a positive sense of self. Sharing accurate information and encouraging open and positive discussion of homosexuality in the classroom is a step in the right direction. Societal change is a slow process, but as educators, if we are willing to examine and challenge our own prejudicial attitudes and approach the subject in a positive way, we can begin to dispel the homophobic stereotypes and misconceptions that have prevailed in our society for too long and contributed to the erosion of too many young lives.

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APPENDIX A

HOW ACCURATE IS YOUR KNOWLEDGE OF HOMOSEXUALITY?

Test your knowledge by answering the following questions true or false.

- ___ 1. Homosexuality is a phase which most children outgrow.
- ___ 2. It is estimated that nearly 10% of our country's population is predominantly homosexual.
- ___ 3. Lesbians and gays can usually be identified by certain mannerisms or physical characteristics.
- ___ 4. Most homosexuals want to be members of the opposite sex and think of themselves as such.
- ___ 5. A person develops a homosexual orientation because he/she chooses to do so.
- ___ 6. Some church denominations have condemned the legal and social discrimination of homosexual men and women.
- ___ 7. Sexual orientation is established at an early age and there is strong evidence of a biological basis for it's development.
- ___ 8. According to the American Psychiatric Association (APA), homosexuality is an illness.
- ___ 9. A majority of homosexuals were seduced in adolescence by a person of the same sex, usually several years older.
- ___ 10. Studies show that the majority of child molesters are gay men.
- ___ 11. Gay men are at least four times more likely to be victims of criminal violence than are members of the general public.
- ___ 12. Homosexuals can legally be denied basic civil rights in a number of U.S. states where sodomy laws and anti-homosexual laws exist.
- ___ 13. Homosexuality is not "natural" because it does not exist in other animal species. Therefore, it can be considered dysfunctional behavior.
- ___ 14. According to the Kinsey study on sexuality, 60% of all men have had some type of homosexual experience prior to age 16.
- ___ 15. A gay or lesbian orientation can be the result of a bad sexual experience with a member of the opposite sex.
- ___ 16. A poor relationship with the same sex parent may cause a child to develop a homosexual orientation.

- ___ 17. There is a good chance of changing a person's sexual orientation from homosexual to heterosexual with the proper therapy.
- ___ 18. In a homosexual relationship, one partner usually plays the "husband" (masculine role) and the other, the "wife" (feminine role).
- ___ 19. A tenet of the homosexual lifestyle is a desire to avoid parenting and the basic responsibilities and values of family.
- ___ 20. Gay relationships are usually based on sex and are rarely long-lasting.
- ___ 21. According to estimates, 10% of the student population of any typical American high school may be homosexual.
- ___ 22. An estimated 28% of gay and lesbian adolescents drop out of school rather than endure verbal and physical abuse.
- ___ 23. Most teenagers who contract the AIDS virus are homosexual males.
- ___ 24. Estimates show that homosexuality is more prevalent among teens in urban areas than in rural areas.
- ___ 25. Gay and lesbian youth account for approximately one-third of all teen suicides and are two to three times more likely to attempt suicide than their straight peers.
- ___ 26. An estimated 26% of young gays and lesbians are forced to leave home because of family conflict over their sexual orientation.
- ___ 27. In England, the legal age of consent for men is dependent upon their sexual preference.
- ___ 28. Same-sex marriages are legally recognized in Denmark.
- ___ 29. It is estimated that some 1.5 million homosexuals were exterminated by the Nazi's during World War II.
- ___ 30. There is very little information available to suggest that homosexual persons may have made significant historical contributions to society.

*The Quiz, How Accurate Is Your Knowledge of Homosexuality is a compilation of information gained through research done for this project. The answers, and their sources, follow.

HOW ACCURATE IS YOUR KNOWLEDGE OF HOMOSEXUALITY?

Answers to quiz and sources of information

1. FALSE- To confuse homosexual orientation with a phase is to deprive the adolescent of the opportunity to achieve a positive sense of self. All adolescents go through phases. Gay and lesbian adolescents are no exception (Raider & Steele, 1991).
2. TRUE- This finding from the famous Kinsey study (Pomeroy, 1972) has been challenged by some surveys, but is still widely supported by most researchers.
3. FALSE- The vast majority of gays and lesbians are not identifiable by looks or mannerisms (Uribe, 1993). Though they tend to be somewhat invisible, you probably know more gay and lesbian people than you think.
4. FALSE- Homosexuality should not be confused with transvestism (a person who gets psychological gratification from dressing/assuming the mannerisms of the opposite sex), or transsexuality (a person who strongly desires to assume the physical characteristics and gender role of the opposite sex). Most openly gay persons are comfortable with their gender identity (Obear, 1985).
5. FALSE- It is well documented that sexual orientation is formed before adolescence and there is strong evidence of a biological basis for its development (Bell, Weinberg, & Hammersmith, 1981; Money, 1980). While researchers disagree on the specific "causes" of homosexuality, most agree that some type of predisposition or genetic relationship is involved.
6. TRUE- A number of mainstream denominations are currently struggling with traditional church views of homosexuality. Biblical scholar, John Boswell (1980), argues that the word "homosexual," as we know it, does not appear in any of the Bible's original texts, and that nothing in the ancient Biblical scriptures would have precluded homosexual relations among early Christians.
7. TRUE- Refer to #5.
8. FALSE- The American Psychiatric Association (1974) depathologized homosexuality as a mental illness in 1973 and removed it from the DSM-III-R. The American Psychological Association and The American Counseling Association have adopted similar views.
9. FALSE- This is a common misconception but there is no empirical evidence to support the idea that homosexuality is the result of any type of sexual abuse (Raider & Steele, 1991).
10. FALSE- According to statistics, over 90% of child molestation is committed by heterosexual men. There is no correlation between sexual abuse and homosexuality (Star, 1979). Homosexuality should not be confused with pedophilia (sexual desire in an adult

for a child) (Boswell, 1980).

11. TRUE- This crime is known as "gay bashing" and often occurs randomly and without provocation. "Gay bashing" has been on the rise since 1983, possibly as a result of the AIDS crisis (National Gay and Lesbian Task Force, 1984).

12. TRUE- Only six states have gay/lesbian civil rights laws. 24 states, mostly in the south and southwest, still retain sodomy laws, making consensual sex between adult homosexuals illegal (Uribe, 1993).

13. FALSE- Another finding of the Kinsey study (Pomeroy, 1972), homosexuality occurs as often in other species as it does in humans. It is a "natural" phenomenon that has been evident in all cultures throughout history.

14. TRUE- Homosexual experimentation in childhood is common and a natural part of exploring one's sexuality. Such experimentation does not necessarily mean that a person will become homosexual as an adult (Uribe, 1993).

15. FALSE- Another common misconception, there is no empirical evidence to support the idea that a person becomes homosexual as the result of a poor heterosexual experience, or that a homosexual person can become heterosexual by having a satisfying heterosexual experience (Obear, 1985).

16. FALSE- The revelation of a child's homosexuality often triggers feelings of guilt and blame for parents. This is unfair, unwarranted, and unsubstantiated by any scientific research (Raider & Steele, 1991; Uribe, 1993).

17. FALSE- Parents will commonly seek a heterosexual conversion for their homosexual child. The APA has denounced this practice as unscientific, unjustified, unethical, and emotionally scarring (Coleman, 1978; Gonsiorek, 1988).

18. FALSE- This is another common misconception. Most healthy gay/lesbian relationships, like healthy heterosexual relationships, are based on equality and mutual respect. There are no specific "masculine" or "feminine" roles (Obear, 1985).

19. FALSE- Homosexual people are both products and members of families and cherish these values the same as heterosexual people (Raider & Steele, 1991).

20. FALSE- The various aspects of homosexual relationships are basically the same as those of heterosexual relationships. Sex is only one of these. Some relationships are healthy and last a lifetime; others do not (Lipkin, 1990).

21. TRUE- Refer to #1. Percentages of adult homosexuals tend to be higher in larger cities and metropolitan areas. However, since most minor children live with their parents, experts say that homosexual youth undoubtedly exist in every American high school, even

though they may be "closeted" and virtually invisible (Uribe, 1993).

22. TRUE- A finding from a 1989 study by the U. S. Dept. of Health and Human Services, the abuse included locker defacement, notes, taunting and even beatings. A similar study by the National and Lesbian Task Force (1989) found that 45% of gay men and 20% of lesbians had experienced some type of verbal or physical assault in high school.

23. FALSE- According to the U. S. Dept. of Health and Human Services (1991), risk for AIDS through heterosexual contact is greater among adolescents (especially girls) than among adults. 26% of adolescent males who carry the AIDS virus have been infected through homosexual contact, as opposed to 66% in the adult population. Adolescent females account for twice as many reported cases of HIV infection as adult females (14% vs. 7%).

24. FALSE- Refer to #21

25. TRUE- According to the U. S. Dept. of HHS (1989). The anguish suffered by gay and lesbian youth makes them particularly at risk for suicide.

26. TRUE- As a result, a significant number of gay teens find themselves living on the streets, engaging in acts of prostitution to survive, and becoming particularly at risk for sexually transmitted diseases and drug and alcohol addiction (Gibson, 1989).

27. TRUE- In England, the legal age of consent for gay men was recently lowered from 21 to 18. For heterosexuals and lesbians, the age of consent is 16 (NBC News, 1994). The history of England's intolerant attitude toward male homosexuality is portrayed in the classic film, Maurice, from the novel by E.M. Forster.

28. TRUE- Denmark is the only country in the world where same-sex marriages are legally recognized (Boswell, 1980).

29. TRUE- A part of Hitler's mission to create a "superior race." While Jews were required to wear a "Star of David" on their clothing for identification purposes, homosexuals were required to wear a "Pink Triangle" (Uribe, 1993).

30. FALSE- Many significant historical figures (including Michelangelo, Tchaikovsky, James Baldwin, Emily Dickinson, Gertrude Stein, Walt Whitman, Tennessee Williams, Dag Hammarskjold and Martina Navratilova) have been homosexual although this information is rarely shared in schools, denying gay and lesbian adolescents access to positive gay/lesbian role models (Raider & Steele, 1989; Uribe, 1993).

APPENDIX B

HOMOSEXUALITY IN THE SCHOOL: ATTITUDES AND BEHAVIORS

Reflect on the following questions and decide if you agree or disagree.

Classroom Interaction

- ___ 1. Teachers who regard homosexuality in a negative way should be able to request a homosexual student to enroll in another class.
- ___ 2. I would be willing to discuss homosexuality in the classroom and would integrate into my lessons, when appropriate, factual information about gays and lesbians who made significant contributions to society.
- ___ 3. It would be difficult for me to deal fairly with an openly gay student.

Counseling

- ___ 4. Providing a homosexual high school student with supportive materials is appropriate for a teacher/counselor.
- ___ 5. I would feel comfortable if a student talked to me about his/her sexual orientation.

Student Harassment

- ___ 6. I would discipline a student for harassing another student suspected of being homosexual.
- ___ 7. I would openly disagree with a faculty member who made a disparaging comment about a suspected homosexual student.
- ___ 8. I would discipline a student for making derogatory remarks or jokes about homosexuals, in general.

Homosexual Teachers

- ___ 10. I would feel uncomfortable if my school hired an openly gay or lesbian teacher.
- ___ 11. Homosexual persons should not be allowed to teach in the public schools.
- ___ 12. Adolescents who are taught by homosexual teachers will be strongly influenced to become homosexual.

Human Rights

- ___ 13. Teachers and school counselors, regardless of their own personal stance, have a responsibility to work in school to educate students and lessen prejudicial attitudes about homosexuality in our society.
- ___ 14. I would be willing to work in my school and community to alleviate discrimination against gays and lesbians.

Sears, J.T. (1992)

APPENDIX C

How Do You Feel About Homosexuality? Questions for discussion

1. When I hear anti-homosexual comments or jokes, I respond by...
2. If a teacher or facilitator were to tell you, "I am gay," how would you react?
3. When in the presence of a homosexual person of the same sex, I feel...
4. When in the presence of a homosexual person of the opposite sex I feel...
5. In what ways have you been exposed to homosexuality in our society?
What conclusions have you drawn from these experiences?
6. Explain why homosexuality is right or wrong.
7. The biggest question in my mind about homosexuality is...
8. The thing that bothers me the most about homosexuality is...
9. The most positive thing I can say about homosexuality is...
10. If you found out that a close friend or family member was gay, how would you react inwardly? Outwardly? How do you think your relationship with this person would change? Why?

Ramsey, R.D. (1993)

APPENDIX D

What Do You Think?

Respond to the following questions. Justify your answer.

1. Should homosexuals have equal rights in our society?
2. Is homosexuality an acceptable alternative lifestyle?
3. Are gay rights a threat to American family values?
4. How would you feel if a homosexual couple moved into your neighborhood?
5. Do you have a friend or acquaintance who is homosexual?
6. Do you work with someone who you suspect may be homosexual?
7. Is there a gay or lesbian person in your family?
8. Should homosexuals be allowed to serve in the military?
9. Should homosexual persons serve as elected officials?
10. Should homosexual person's be hired as salespeople? Blue collar workers?
11. Should homosexuals become doctors? Lawyers? Clergy?
12. Should homosexuals be hired as elementary teachers? High School teachers? College Professors?

Ramsey, R.D. (1993)

APPENDIX E
HETEROSEXUAL QUESTIONNAIRE

1. What do you think caused your heterosexuality?
2. When and how did you first decide that you were homosexual?
3. Is it possible that your heterosexuality is just a phase that you may outgrow?
4. Is it possible that you could be changed by a healthy gay relationship?
5. Is it possible that your heterosexuality was caused by a bad relationship with a member of the same sex, or a fear of the same sex?
6. Have you disclosed your heterosexual tendencies to anyone? Wouldn't it be more appropriate to keep these feelings to yourself?
7. Why do so many heterosexuals seem compelled to seduce others into the heterosexual lifestyle?
8. Why do heterosexuals place so much emphasis on sex?
9. Statistics show that a majority of child molesters are heterosexual. Do you feel it is safe to expose children to heterosexual teachers?
10. Considering the menace of overpopulation, how would the human race survive if everyone was heterosexual?
11. How can you become a whole person if you limit yourself exclusively to heterosexuality and fail to develop your homosexual potential?
12. A lot of heterosexuals seem to be very unhappy. Would you consider some type of therapy to help you change?

Rochlin, M. (1977)

APPENDIX F (#1)

CASE STUDIES

Counselors

#1 THE CASE OF LISA

Lisa is a junior. She is a bright, intelligent girl and, academically, is ranked first in her class. She is popular, attractive and very involved in school activities. For several weeks, you have been hearing rumors, in the hall, that Lisa has been having a lesbian relationship with another female student, also from your school. The rumors have spread to the teachers lounge and teachers are concerned that they are beginning to observe negative behaviors displayed towards Lisa in their classrooms.

Lisa shows up at your office door at lunch time. You say, "Hi Lisa, what can I do for you?" and she immediately bursts into tears. How do you handle the situation?

#2 THE CASE OF MATT

Matt is a sophomore. He is an athlete, a football star and, physically, is well-developed for his age. He has a reputation for being somewhat of a "bully" but is generally popular with his classmates. He is an average student and is not highly motivated in the classroom. The words "faggot" and "queer" seem to be his favorite expletives.

Matt has been referred to your office by the principal after a phone call from a parent complaining that her son has been harassed both physically and verbally by several "jock" boys for weeks. The final straw: Her son was grabbed from behind in the genital area by Matt while he was getting a drink at the water fountain. How do you proceed?

APPENDIX F (#2)
CASE STUDY
Teachers/Counselors

THE CASE OF CHRIS

Chris is a 16-year-old junior. You are a single teacher of the same gender as Chris. Chris is somewhat of a loner, an average student and you know that his/her home life is less than ideal. He/she seems to be making a real effort to do well in your class and you have tried to give him/her some special attention and positive feedback in the hope that it will help him/her build a more positive self-image.

On a Friday evening, Chris shows up at your front door after a football game. He/she says he/she really needs to talk to someone. He/she tests the waters with you, tentatively at first and eventually reveals that he/she thinks he/she might be gay. When you are supportive and non-judgmental, the flood gates open. Chris reveals that he/she has been having an intimate homosexual encounter with another student that is also in one of your classes. He/she is very distraught over the recent break up of the relationship and has no one with which he/she can talk about it. He/she becomes quite emotional and begs you not to tell anyone, especially his/her parents who he/she is sure will throw him/her out if they discover his/her secret.

In the weeks to come, he/she continues to show up at your home unannounced and other teachers begin questioning what is going on. You are reluctant to break Chris' confidence because of the homophobic attitudes of the school and community, but you fear your own credibility and career may be in jeopardy. You are also concerned that Chris may be developing an infatuation for you. What do you do?

APPENDIX F (#3)

CASE STUDIES

Teachers

THE CASE OF JEREMY

Jeremy is a freshman. He displays a number of stereotypically effeminate characteristics and you have occasionally heard the words "fag" and "queer" uttered by some of the "jock" boys right before Jeremy comes in to your classroom. To this point, however, you have taken the stance that it was better to say nothing than to draw more attention to the issue.

Today's lesson is on AIDS. You begin a discussion of some of the facts from the previous evening's reading assignment. After asking, "Who can tell us what causes AIDS?" you wait for several seconds for a student to raise his/her hand. In the silence, a student calls out, "Why don't you ask the faggot, he should know." Several members of the class begin laughing and it is obvious that the response is intended to indicate Jeremy. What do you do?

THE CASE OF CINDY

Cindy is an 18-year-old senior and a player on the girl's basketball team. You are Cindy's English teacher. Cindy has been stopping by your room after school recently and has made a number of derogatory comments about her female basketball coach and her frustration with this year's team. She says the coach is yelling at her too much, that she hates basketball this year and that no one is happy with how things have been going. The coach is very popular in the community, well-liked and respected.

In a recent English assignment, Cindy wrote a story about a high school athlete who was being sexually harassed by her female coach. You suspect that this may be the key to Cindy's frustration with basketball and, possibly, a cry for help. What do you do?

*The Case Studies on the preceding pages were designed for this project, and are based on the experiences of the author. They are intended for discussion purposes. There are no specific correct or incorrect answers.

APPENDIX G

The Coming Out Psychodrama

The purpose of this exercise is to get people thinking, not only about the difficulties that gay and lesbian people face in their daily lives, but also how people, as members of families, react to the presence of homosexuality in their lives. Following the improvisation, the facilitator should encourage each of the "actors" to share their reactions and then invite group discussion.

Pass out slips of paper to six members of the group. Each slip will contain one of the following character assignments and descriptions:

The Gay/Lesbian Child- You are coming out to your parents because you think it is important for them to know who you really are. You care a lot about them and want them to know your significant other.

The Significant Other- You have always been willing to be present when your partner decided to come out to his/her parents. Your role is to be as supportive as possible and you may show that in any way you wish.

The Mother- You can't understand how your child could be lesbian/gay. After all, you tried to provide a proper home for your family. You feel hurt and guilty and may make that known in any way that you wish.

The Father- Having been a military officer for twenty-five years, you are used to being in charge of your home. Finding out about your child's homosexuality makes you very angry. You refuse to believe that any child of yours could be gay/lesbian.

The Grandparent- His/her opinion is that homosexuality is a sin. He/she is afraid that the grandchild will go to Hell. Still, he/she tries to play the role of mediator between the parents and child.

The Sibling- He/ she loves and is supportive of his brother/sister, and tries to get the parents to see the situation from the gay/lesbian sibling's point of view.

After the role descriptions are distributed, the leader sets the scene:

The son/daughter has come home from college for the holidays. He/she and his/her "roommate" are sitting at the Thanksgiving dinner table with the family. The son/daughter has an important announcement to make:

Lipkin, A. (1990)

APPENDIX H
THE IMPORTANCE OF ROLE MODELS

The lack of visible, positive gay role models has been cited in a number of studies as a significant problem for the gay adolescent. The following activity is designed to increase awareness of this plight.

Break into small groups of 3-6 members and assign each group one of the following scenarios:

1. You are the only Christian in an all-Jewish school. Come up with a list of the ways your educational experience might be affected by this.
2. You are the only Black student in an all-white school. Come up with a list of the ways your educational experience might be affected by this.
3. You are the only girl in an all-boy's school. Come up with a list of the ways your educational experience might be affected by this.
4. You are the only homosexual student in an all-heterosexual school. Come up with a list of the ways your educational experience might be affected by this.
5. You are the only gay teacher in a homophobic school. Come up with a list of the ways your life might be affected by this.

Ask a representative of each small group to read the scenario that his/her group discussed and the list they came up with. Invite group discussion of the following questions:

- Can the group relate to any one individual in particular?
- How important are role models?
- What could be done in each of these scenarios to provide the person with a more positive experience?
- Are gay and lesbian role models visible in our society?
- What images do we see of them and where do these images come from?
- Are these images accurate portrayals of what gay people are really like?
- Can gay and lesbian adolescents develop a positive self-image without positive gay role models?
- How can we, as educators, provide our gay and lesbian students with more positive gay role models?

*This activity was designed by the author for this project.

APPENDIX I

POSITIVE AND NEGATIVE ATTITUDES TOWARD GAYS AND LESBIANS Which of these views reflects your attitude?

Homophobic Attitudes

▼ **Repulsion-**

Homosexuality is seen as a "crime against nature." Gays are seen as sick, crazy, immoral, sinful, wicked, evil, etc. and any measure is justified to change them (including shock therapy, hospitalization, imprisonment).

▼ **Pity-**

Heterosexuality is more mature and certainly to be preferred. Any possibility of helping a person to become straight should be pursued. Those who seem to be adverse to changing should be pitied.

▼ **Tolerance-**

Homosexuality is just a phase of adolescent development that healthy people outgrow. Thus, gays and lesbians are less mature than "straight" people and should be treated with the same protection and indulgence one would use with a child. Gays and lesbians should not be given positions of authority because they are "stuck" in adolescent behaviors.

▼ **Acceptance-**

Characterized by statements such as "you're not gay to me, you're just a person," or "what you do in your own personal life is none of my business, just keep it to yourself." Denies social and legal realities. Ignores the pain of invisibility and the stress of closeted behavior.

Positive Attitudes

▼ **Support-**

Basic approach of the American Civil Liberties Union (ACLU). Work to safeguard the rights of homosexual individuals. Such people may be uncomfortable themselves, but acknowledge the social climate and unfair treatment towards gays and lesbians.

▼ **Admiration-**

Acknowledges that being gay or lesbian in our society takes strength. Such people are truly willing to look at themselves and work on their own homophobic attitudes.

▼ **Appreciation-**

Value the diversity of people and see homosexuals as a valid part of that diversity. These people are willing to combat homophobic attitudes in themselves and others.

▼ **Nurturance-**

Assume that lesbians and gays are indispensable in our society. They view gays with genuine affection and are willing to be advocates for the homosexual lifestyle.

Obear, K. (1985)

APPENDIX J

MAKING SCHOOLS SAFE FOR GAY AND LESBIAN YOUTH Summary of recommendations for schools

The following recommendations were made to the Massachusetts State Legislature in 1993 as a result of a study conducted by the Governor's Commission on Gay and Lesbian Youth. It is the first state-wide model in the U.S. for addressing gay/lesbian issues in schools. More detailed information is available from the Massachusetts State Department of Education.

- **Schools should implement policies protecting gay and lesbian students from harassment, violence and discrimination.**
- **Teachers, counselors and school staff should be trained to respond to the needs of gay and lesbian students, including crisis intervention and violence protection.**
- **School-based support groups should be established for gay and straight students.**
- **School libraries should develop a collection of literature, books, films and pamphlets for students seeking to learn more on gay and lesbian issues.**
- **Curriculum which includes gay and lesbian issues should be integrated into all subject areas.**

SUGGESTIONS FOR ADMINISTRATORS

The following suggestions are from the Project 10 handbook (Uribe, 1993) and are drawn from real life situations.

- **Administrators should have a firm policy of non-discrimination at their school site.**
- **Harassment against gay/lesbian teachers or students should not be tolerated, whether it be between students, students and teachers, or among teachers themselves.**
- **Disclosing one's sexual orientation is a right that most teachers and students have if they choose to exercise it. Administrators should respect this right and protect both staff and students from a hostile environment to the extent that they can.**
- **Court cases have generally upheld the right of same sex couples to attend school dances, as long as their behavior is not disruptive. The conventional wisdom is "don't make a big issue of it."**
- **Discussing gay/lesbian issues in the classroom is not the same as having a lesson on sex or reproduction as some people charge. Teachers should be careful that the classroom discussion does not lapse into sexually explicit conversation.**
- **If a parent complaint should arise, ask them to put the complaint in writing, specifically stating their objections and the reasons for them. The administrator can then, calmly but firmly, review the complaint in view of the suggestions mentioned above.**

APPENDIX K
SUGGESTED STRATEGIES FOR MANAGING HOMOPHOBIA IN SCHOOLS

1. Include lesbian and gay issues in your curriculum by discussing these topics when appropriate, as they apply to specific courses.
2. Include gay and lesbian issues in your lesson plan syllabus as possible discussion topics for the class.
3. Include readings which address lesbian and gay issues on required and recommended reading lists.
4. Include gay and lesbian issues on a list of possible and required topics for written assignments or class presentations.
5. Implement lesson plans for managing homophobic name calling.
6. Develop or obtain specific lesson plans regarding homophobia to implement in your classes.
7. Encourage all students to think about, write about, and discuss the ways in which homophobia has impacted their lives.
8. Educate yourself about gay and lesbian people who have made significant contributions to society. Acknowledge their sexual orientation when you are discussing these persons in class.
9. Use gay and lesbian people, or parents of gays and lesbians as guest speakers when appropriate.
10. Be familiar with local gay and lesbian resources and curricular materials (social and political organizations, health care agencies and counseling services, reading and video materials) and use them in your class.
11. Use non-gender specific language consistently whenever discussions about relationships or partner-choice situations arise.
12. Interrupt anti-gay or lesbian comments by staff and students. Convey the message that any such jokes, messages or behaviors are unfair, offensive and harmful.
13. Prominently display pamphlets and resource guides geared toward the lesbian and gay adolescent in and around the counselor's office.
14. Encourage comprehensive professional staff development and training regarding homophobia and the plight of the homosexual adolescent.

Uribe, V., et al (1993)

APPENDIX L

PRIVILEGES OF BEING HETEROSEXUAL

The following aspects of interpersonal relationships are examples of those which heterosexual persons often take for granted. Imagine the feelings of lesbians and gay men who are not allowed the same rights.

- The right to kiss or show affection in public.
- The right to talk about you relationship, openly.
- The right not to question your normalcy.
- The right to show pain openly when a relationship ends.
- The right to attend a school or live in a residence hall without enduring the fear of rejection from peers.
- The right to be open about apartment hunting or home buying with your significant other.
- The right to become engaged and marry.
- The right to dress without worrying about what it may represent, stereotypically.
- The right not to have to hide or deny friends and same-sex activities.
- The right to heterosexual reference base by faculty, staff and friends so you never have to feel excluded.
- The right to open support by family and friends.
- The right to openly share holidays with partners and families.
- The right to have your partner appear in a family photograph.
- The right to have friends not avoid being seen with you out of a fear of being labeled by others.

Catholic Pastoral Committee on Sexual Minorities, (1989)

APPENDIX M
A BILL OF RIGHTS FOR GAY AND LESBIAN STUDENTS
From the Project 10 Handbook

- The right to attend schools free of verbal and physical harassment; where education, not survival, is the priority.
- The right to attend schools where *Respect and Dignity For All* is a standard set by the Board of Education and enforced by every school principal.
- The right to have access to accurate information about yourself, free of negative judgment, and delivered by adults who not only inform you, but affirm you.
 - The right to positive role models, both in person and in the curriculum.
- The right to be included in all support programs that exist to help teenagers deal with the difficulties of adolescence.
 - The right to be represented by legislators who guarantee and fight for your constitutional freedoms, and denounce hatred and prejudice.
- The right to a heritage, free of crippling self-hatred and unchallenged discrimination.

National Gay and Lesbian Task Force

1734 Fourteenth St. N. W.
Washington, D. C. 20009-4309
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APPENDIX N
RELATED TERMINOLOGY

ACT UP- AIDS Coalition to Unleash Power; a gay activist group that uses extreme measures to bring about changes in society on behalf of the gay community.

AIDS- Acquired Immune Deficiency Syndrome, a sexually transmitted disease for which there is no known cure.

BISEXUAL- Refers to people whose affectional and sexual orientation is for members of both sexes.

BUTCH- A term that refers to stereotypically masculine behavior.

CLOSET, IN THE- To hide one's sexual identity (specifically gay or lesbian identification) from others.

CLOSET, OUT OF THE- To reveal one's sexual identity (specifically gay or lesbian identification) to others.

COMING OUT- The process of becoming aware of, and expressing one's sexual identity to oneself and others.

DYKE- A derogatory term applied to lesbian women who are stereotypically masculine.

FAGGOT or FAG- A derogatory term for a man who is stereotypically feminine; from the Latin word meaning "bundle of sticks," a term applied to gays during the Inquisition who were burned along with witches.

FEMME- A term that refers to stereotypically feminine behavior.

GAY- Refers to men with an affectional/sexual preference for other men; an acceptable term to those with homosexual orientation. Also refers to the homosexual culture, in general.

GAY BASHING- Assaults and/or violence toward male homosexuals out of homophobic fear or hatred.

HETEROSEXISM- An attitude that heterosexuality is inherently better and more to be valued than homosexuality.

HETEROSEXUAL- Refers to people whose affectional preference and sexual orientation are for members of the opposite sex.

HOMOPHOBIA- Fear of or aversion to homosexuals and/or homosexuality, including the fear of one's own homosexual feelings.

HOMOSEXUAL- Refers to people whose affectional preference and sexual orientation are for members of the same sex.

LAMBDA- Greek letter L, (λ) a symbol of liberation and an international symbol for gay and lesbian rights.

LESBIAN- An acceptable term used to indicate a female homosexual; from the Greek island of Lesbos, the home of the female poet Sappho, circa 600 B.C.

OUTING- The process of publicly identifying an individual's gay/lesbian identity, usually against his/her wishes.

PFLAG- Parents and Friends of Lesbians and Gays; an international support group for families of gay people with chapters throughout the United States.

PINK TRIANGLE- A symbol of the gay community; mark originally used to identify homosexuals in Nazi concentration camps during WW II.

QUEER- A derogatory term for a male homosexual.

QUEER NATION- A gay activist group that uses extreme measures to bring about changes in society on behalf of the gay community.

RAINBOW FLAG- An international symbol representing the diversity of the gay and lesbian community and the gay rights movement.

STRAIGHT- Common term for people with a predominantly heterosexual affectional and sexual orientation.

RESPONDING TO HOMOSEXUALS: ACCEPTANCE OR INTOLERANCE?

Society's response to homosexual behavior has a long history of alternations between tolerance and persecution, as this brief historical sample indicates.

EVENTS

- Homosexual relations were allowed for the warrior class among pederasts, or older men with a younger male partner.
- Some social tolerance existed until end of 12th century, followed by great intolerance and hostility.
- Legal execution of female and male homosexuals.
- Laws made conviction for engaging in homosexual acts difficult.
- Male homosexual prostitution was seen as creating the need to make all male homosexual acts illegal.
- Male homosexuals were made to wear a pink triangle on clothing; An estimated 1.5 million were executed in Nazi concentration camps.
- Gay liberation movement flourished.
- Negative response to gays based on the threat of AIDS.

PLACE AND TIME

- Greece, fifth to fourth centuries, B.C.
- Western Europe, Christian era-13th century
- Europe/America, 14th-18th centuries
- Massachusetts, 1700's
- England, 1800's through early 1900's
- Germany, 1940's
- United States, 1950's onward
- United States/Western Europe, 1983-on

APPENDIX O

BACKGROUND OF GAY RIGHTS IN THE UNITED STATES

STONEWALL RIOTS: The Stonewall riots occurred on the last weekend in June, 1969. They began as an outgrowth of a routine raid on a gay bar (The Stonewall Inn) in the Greenwich Village section of New York City and marked the beginning of the modern gay rights movement in the United States. The Lesbian and Gay Pride March is held the last week in June each year to commemorate the riots.

GAY CIVIL RIGHTS:

- 24 states, mostly in the South and Southwest, still retain sodomy laws, making consensual sex between homosexual adults illegal. Nevada repealed its sodomy law in June, 1993.
- Only six states have gay/lesbian civil rights laws: Wisconsin, 1983; Massachusetts, 1989; Connecticut, 1991; Hawaii, 1991; New Jersey, 1992; and Vermont, 1992. California passed AB 2601 in 1992 which protects against employment discrimination. Many major cities have civil rights laws inclusive of gay rights.
- In July, 1993, the Colorado Supreme Court ruled that Colorado's Amendment Two, a measure that legalized discrimination against homosexuals in jobs and housing, violated the equal protection clause of the U. S. Constitution. The initial passing of Amendment Two triggered a boycott that cost Colorado more than \$35 million in convention and tourist revenue.
- No U.S. States recognize marriages between persons of the same gender. A challenge to this is currently being debated in the Hawaii courts.
- U. S. Department of Defense policy does not allow openly gay /lesbian persons to join or remain in the U.S. armed forces. President Bill Clinton issued his "Don't Ask, Don't Tell, Don't Pursue" policy on July 19, 1993 after much debate and controversy.

HARVEY MILK: San Francisco City Supervisor who was assassinated in November, 1978, along with Mayor George Moscone, by former Supervisor, Dan White. Milk was the first openly gay elected government official in the U. S. and served only ten months in office. Dan White was convicted of voluntary manslaughter after claiming that eating too much junk food had induced him into a stupor. The defense was later dubbed the "Twinkie Defense." He served only five years in prison and committed suicide approximately one year after his release.

GEORGE V. HARDWICK: This 1986 Supreme Court decision upheld, by a vote of 5-4, the right of states to have sodomy laws.

NATIONAL COMING OUT DAY: Occurs each year in October. Its purpose is to promote and support the "coming out" of gay and lesbian people to their families and society at large.

GAY GAMES: This athletic event, first called the Gay Olympics, was changed to the Gay Games when the U. S. Olympic Committee objected to the use of the word, "Olympic" along with the word, "gay," and sued. The U. S. Olympic Committee prevailed in a U. S. Supreme Court decision and the name was changed. The Gay Games take place every four years in various parts of the United States and Canada.

GAY AND LESBIAN RIGHTS MARCH ON WASHINGTON: First held in 1987, the march drew 500,000 people. Held again in April, 1993, the march drew over 750,000 people making it one of the largest civil rights marches in history.

Uribe, V., et al (1993)

APPENDIX P
SIGNS THAT MAY INDICATE SEXUAL IDENTITY CONFUSION
IN ADOLESCENTS

The following are signs that may indicate sexual identity confusion in adolescents and are typical of the pre-coming out stage (Dunham, 1989). It is important to note, however, that gay and lesbian adolescents are usually not identifiable by any particular dress, mannerism or physical characteristic. Therefore, when counseling young people, gender neutral language should be used (Uribe, 1993).

- 1) Clothing, mannerisms, or affections may indicate that the youngster is attempting to conform to the stereotype of the gay man or woman.
- 2) Heterosexual promiscuity may be a desperate attempt by the gay adolescent to affirm a heterosexual orientation. For straight youth, it may serve to ward off fears that they might be gay.
- 3) Unusually strong interest in talking about sexuality, especially when questions or comments reflect considerable misunderstanding.
- 4) References to the homosexual experiences of other people, or to something that happened years ago, frequently arise when the adolescent is testing the waters to determine whether the counselor is a reliable, safe person in whom to confide.
- 5) Concerns may be raised by a third party, such as the youngster's parents or teachers. These concerns are typically not in relation to overt sexual behavior. More often they concern an inexplicable, growing social distance.

Other indicators may include: a) alcohol and substance abuse, b) truancy, c) problems in P.E. classes, d) depression/low self-esteem, e) suicidal ideation, f) increased involvement in academics or hobbies in order to avoid interpersonal relationships, g) unrealistic expectations of self or others/extreme perfectionism (Schneider & Tremble, 1985; Hetrick & Martin, 1987; Remafedi, 1988; Uribe, 1993).

APPENDIX Q
HOMOSEXUAL ADOLESCENTS AND HEALTH CONCERNS

1. When counseling young people, be alert for health issues that might indicate homosexual behavior, i.e. abdominal complaints, vague and guarded references to sexually transmitted diseases, and general comments about poor health. Adolescents are often resistant to discussing issues of sexuality fearing disapproval or breach of confidence. If the staff member feels uncomfortable or unprepared to address the subject of sexual orientation, an appropriate referral should be made.
2. The revelation of an adolescent's homosexuality is a potential setting for intense family discord and even physical and emotional abuse. Individuals who work with adolescents should be attentive to this possibility and prepared to intervene on the child's behalf. In addition, parents and families may require professional support or counseling to deal with their own confusion, anger, guilt and loss.
3. Sexually active adolescents should be encouraged to establish an on-going relationship with a physician, be examined regularly and tested for sexually related diseases.
4. The adolescent's visit with a school staff member is an opportunity for education. Most young people need assistance in areas of sexual decision making, personal hygiene, prevention of sexually transmitted diseases and substance abuse. This is an excellent opportunity for an adult to encourage regular health care.
5. It should not be assumed that every student is heterosexual. Looks can be very deceiving. Whenever possible, gender-neuter words like "relationship" or "friend" should be used as opposed to "boyfriend" or "girlfriend."
6. The importance of securing a social history on a youngster cannot be over-stressed. This could include information about a child's home, educational and employment history, ambitions, activities, favorite music, experience with drugs, and sexual history, including dating patterns. While this may not always be possible in a school setting, information in these basic areas can yield an abundance of important information to a school nurse, school psychologist, school counselor or other support personnel.

Uribe, V., et al (1993)

APPENDIX R
INDIVIDUAL COUNSELING WITH STUDENTS IN DISTRESS

The following strategies have proven to be helpful in conducting individual conferences with students in distress:

FIND PRIVACY- If possible, try to find a place where the student can be assured of some privacy, perhaps a cubicle in the counselor's office or some other office. Avoid placing yourself in a compromising situation. Don't go off school grounds. Stay visible to others and make sure help is available if needed.

ASSURE CONFIDENTIALITY- Within the legal limits, assure the student that what is said will remain confidential.

MAINTAIN CALM- It is very important that the adult present a balanced demeanor so that the student knows he/she has permission to talk freely about the source of distress.

BE HONEST WITH YOURSELF- Keep in touch with your own feelings and reactions to the student, the issue, and the presenting problem. This is especially important with an emotionally laden subject like homosexuality. If you feel you cannot handle the situation, arrange for a qualified professional to take over and facilitate the transition.

VALIDATE FEELINGS- Listen well to the feelings that are being expressed by the student. Help the student clarify his/her feelings. Use gentle probes for clarification and elaboration. Use increasingly focused questions when appropriate.

PROVIDE INFORMATION- The correct information at the right time can be very helpful. However, avoid "preaching" and be sure your own need to "do something" does not cloud your judgment.

EXPLORE RESOURCES- As soon as possible, explore with the student the availability of resources and what his/her support system provides. Assist them in deciding who, when, and how to reach out for support.

Uribe, V. et al (1993)

APPENDIX S
THE COMING OUT PROCESS

The process of developing a gay identity is referred to by gays and lesbians as "coming out." The term is actually used in two different ways: to refer to one's self-recognition as a lesbian or gay man, and to indicate the act of revealing one's homosexuality to others. "Coming out" involves a number of stages that the individual will experience time and again. It is a life-long process in which the individual must constantly deal with the acceptance and integration of his/her homosexuality within a homophobic society.

The coming out process involves at least five interrelated sub-processes, two of which are psychological and three of which are primarily behavioral (Dunham, 1989):

1. Developing an awareness of homosexual feelings
2. Developing a positive evaluation of homosexuality
3. Developing intimate same-sex relationships
4. Developing social ties with gay peers and the gay community
5. Self-disclosure

Should the adolescent find an environment sympathetic to, and supportive of his/her struggle, he/she may find the courage to continue the developmental tasks of the remaining stages. Successful completion of the process will lead to a more positive self-image, and less of a tendency to engage in self-destructive behaviors and remain "closeted."

The following three concepts are from a pamphlet entitled "About Coming Out," published by the National Gay and Lesbian Task Force (1989):

SELF-ACCEPTANCE

The first step in the coming out process is that of moving towards recognition and acceptance of one's homosexuality. This time may come early in one's life or considerably later, often depending on the many social demands of a heterosexual society or an uncertainty about conforming to the popular stereotype.

This process of acceptance can be a very lonely experience, but one can increasingly become more readily able to accept his/her gay or lesbian identity. The individual begins to see the injustice and oppression of both

homophobic attitudes and the failing to educate others on the truths and facts about homosexuality.

Finally, having positive feelings about one's sexuality is an essential part of the coming out process. Until one feels good about being gay, it makes little sense to share the fact of one's sexual orientation with others, unless they are clearly prepared to help her/him toward greater self-acceptance.

COMING OUT TO OTHER GAY PEOPLE

Most people would agree that the support of other gay people is an important part of the coming out process. For some, their first sexual experience represents a profoundly important moment in the coming out process. Other individuals have perhaps acted upon their homosexual feelings long before they were able to identify them as such.

There continue to be some homosexual persons who are very reluctant to share the truth about their sexuality with other gay men and lesbians. In other instances, gay individuals may completely abandon non-gay friends and their existing lifestyle as they are coming out.

The fact remains, however, that gay and lesbian friends, organizations and church groups have been a very important source of support for most gay individuals who deal with the on-going process of coming out. Finally, most gay people are very respectful of the reasons why some people continue to keep their sexual orientation a private matter.

COMING OUT TO STRAIGHT PEOPLE

Once a person has accepted his/her homosexuality and shared it with other gay people, it becomes more realistic and more truthful to share the fact of their affectional orientation with the significant people in his/her life such as parents, friends, relatives, and co-workers.

Prior to actually coming out, many people have found it helpful to drop hints to "test the waters." Without explicitly stating that they are gay, they can indicate with whom they are spending time or that they are not planning on marriage. They may also discuss homosexuality in a general way in order to sound out the attitudes of non-gay people. Such steps often make the actual revelation of their own homosexuality less unexpected.

Coming out is a step toward greater integration in the gay or lesbian individual's life. It leads them toward fuller, more honest and more satisfying

relationships with those around them. Coming out will not solve one's problems, indeed it may create new ones. But, coming out offers many gay and lesbian individuals a greater sense of reality about the loves, fears, and relationships in their lives.

Some questions a person needs to consider before coming out (Uribe, 1993):

1. Are you sure about your sexual orientation?
2. Are you comfortable with being identified as gay/lesbian?
4. Are you knowledgeable about homosexuality?
5. Do you have support?
6. What is the emotional climate like in your home?
7. What is your general relationship with your parents?
8. What is their moral societal view?
9. Are you financially dependent on your parents?
10. Does your state have anti-gay or sodomy laws?
11. What is your motive for coming out now?
12. What do you hope to gain by coming out?
13. What could you lose?

After wrestling with the options and announcing his/her decision to "come out" of the closet, a child's parents may actually "go in" to the closet for a time as they begin their own process of coming to terms with their child's homosexuality. Ultimately, most parents will react in one of three ways:

REJECTION: The parents cannot accept this behavior in their child. They seek to "cure" them, send them away, or throw them out.

TOLERANCE: The parents are unaccepting of their child's homosexuality but will tolerate it as long as the child does not bring gay lovers around, makes no references to his/her "lifestyle," and keeps his/her orientation to him/herself.

ACCEPTANCE: The parents accept that this is important aspect of their child's life, work to change their own homophobic attitudes and encourage the child to live an honest and open life.

APPENDIX T
HOW TO DEAL WITH THE OPPOSITION

- RULE 1. Be pleasant. Be firm. Stay focused. Don't get sidetracked.
- RULE 2. Offer accurate information.
- RULE 3. Convey the basic facts about homosexuality.
- RULE 4. Public Educators have a responsibility to serve ALL children.
- RULE 5. ALL children are deserving of dignity and respect.
- RULE 6. The mission of Public Education is to teach children to live peacefully in an increasingly diverse society.
- RULE 7. Personal beliefs MUST be separated from public policy.

THE BASIC FACTS ABOUT HOMOSEXUALITY

1. No one knows what causes homosexuality.
2. Sexual orientation appears to be established early in life.
3. Attempts to change homosexuals into heterosexuals have been largely unsuccessful.
4. Most homosexuals are unidentifiable by appearance or mannerism.
5. Homosexuality is NOT a mental illness.
6. Homosexuals are NOT sick, deviant or perverted.
7. Homosexuals have the same capacity for developing loving, long-lasting relationships and leading productive lives as do heterosexuals.

Uribe, V., et al (1993)

PFLAG
(Parents and Friends of Lesbians and Gays)

National Office:
P. O. Box 27605
Washington, D. C. 20038-7605
Phone (301) 439-3524

PFLAG is an international support group for families of gays and lesbians.
The National office can put you in touch with local chapters.

APPENDIX U

ASSESSING THE THREAT OF SUICIDE

According to the U.S. Department of Health and Human Services, gay and lesbian youth account for about one-third of all teen suicides and are two to three times more likely to attempt suicide than their straight peers (Eaton, 1993). It is essential for those who work with young people to have a basic understanding of the process used to assess suicidal ideation and be prepared to report to the proper authorities if the threat seems real. Any threat of suicide should be taken seriously. Remembering the steps in the process is facilitated by use of the acronyms SLAP and DIRT.

SLAP is used when there is no knowledge of a previous suicidal attempt:

S- Specifics of the plan

(Has the plan been thought through or is it a cry for help?)

L- Lethality of the plan

(A handful of aspirin as opposed to a gun.)

A- Availability of means to carry out the plan

(Is there direct access to the "weapon?")

P- Proximity of helping resources

(Will he/she carry out the plan in a place where it is likely that he/she will be discovered by a friend or family member, or will it be done in isolation so that no one can intervene to save him/her?)

DIRT is used when there is knowledge of a previous suicidal attempt.

D- Dangerousness of the plan

(Is this plan different from the first plan, more lethal?)

I- Impression of danger

(Does the client see this plan as a better means of achieving his/her self-destructive goal and is the "weapon" readily available?)

R- Rescue chances

(Did he/she plan the previous attempt so that he/she would be discovered and rescued? Will he/she plan this attempt similarly or has he/she made a commitment to carry it out this time?)

T- Timing

(How recent was the last attempt? The more recent the last attempt, the more at risk the client.)

Signs that may indicate a person has made a commitment to carrying out their suicidal plan:

- 1) A sudden change to a happy mood after a prolonged period of depression.
- 2) Making a list of things to give away to friends and/or carrying it out.
- 3) Comments such as "I won't need to worry about Monday's test because I won't be here," without any apparent or legitimate excuse.
- 4) Disclosure of suicidal intent to a friend, sibling or significant other.

Studer, J.R. (1993)

APPENDIX V

SELF-IMAGE CHECKLIST

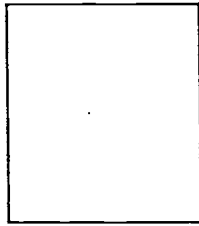
by Elliot A. Weiner

Read the adjectives below. Place an X in the column labeled "As I Actually Am" beside each word that describes you as you see yourself now. Then, disregarding the marks you just made, go back and read through the list again. This time place an O in the column labeled "As I Would Like To Be" for each word that describes the way you would like to be if you could be your ideal person.

	(X)	(O)
	As I Actually Am	As I Would Like To Be
ambitious	_____	_____
apathetic	_____	_____
attractive	_____	_____
average	_____	_____
bossy	_____	_____
cheerful	_____	_____
clever	_____	_____
considerate	_____	_____
cynical	_____	_____
dependable	_____	_____
emotional	_____	_____
energetic	_____	_____
enthusiastic	_____	_____
envious	_____	_____
forceful	_____	_____
fragile	_____	_____
friendly	_____	_____
honest	_____	_____
humorous	_____	_____
impulsive	_____	_____
independent	_____	_____
intelligent	_____	_____
interesting	_____	_____
lazy	_____	_____
opinionated	_____	_____
quiet	_____	_____
relaxed	_____	_____
reserved	_____	_____
resilient	_____	_____
self-centered	_____	_____
sensitive	_____	_____
sincere	_____	_____

SCORING THE CHECKLIST

To find your score, give yourself one point each time the columns you've filled out match. A match is a word followed by both X and O, or by neither an X nor an O. If only one column is marked, it is not a match. Add up your total score and place it in the box below.



TOTAL SCORE

INTERPRETING YOUR SCORE

It is important for you to establish your own cutoff levels of high and low scores for a list such as this one. There are no studies which say that most people agree on a certain number of the words. The concepts involved in examining your self-image through this process are almost in opposition to any firm score cutoffs. We do offer the idea that agreement on 75 % of the adjectives (a score of 24 or above) shows a reasonable level of comfort with who you are. But it would not be unreasonable for you to match on all but one or two words and have those characteristics be very important ones. In fact, they could be so meaningful to you that not being as you would like on those traits could produce high levels of frustration. It may also be just as possible that you have learned to accept yourself as you are; thus a bothersome discrepancy for someone else would not be a conflict for you. Reflecting on what these traits mean and how important possessing them is to you will add depth to your self-knowledge and provide a truer picture of your self-image, regardless of your actual score.

We, as humans, are in the unique position of being able to stand outside of ourselves and to describe, judge and critique the way we are. The self is the most important thing in the world to us. What we do, how we feel and who we are center around how we see that part of us that we consider the self.

Both philosophers and psychologists have recognized the need to study the individual and his self-image. Plato instructed us, "Know thyself." Alfred Adler contended that a "tendency to disparage others" arose out of feelings of inferiority, and Erich Fromm urged us to "love ourselves, for self-love and the love of others go hand in hand." At first glance, studying such a topic would seem difficult, since it is a personal and private concern. The psychologist primarily responsible for developing research techniques for self-image and for integrating this concept into therapy was Dr. Carl Rogers. Dr. Rogers noted that many of his clients in therapy had a negative self-image, a lack of congruence between what they wanted to be like and how they saw themselves at that time. Such discrepancies between how we see ourselves and how we would like to be form an actual-self and ideal-self conflict, and can give rise to frustration, stress, and low self-esteem. For some of us, the conflict can appear overwhelming and can lead to depression. For others, such conflict can serve to energize us toward the goals we have in life.

To aid in providing you with that information about your actual-self and and ideal-self views, we have presented a list of thirty-two adjectives representing a cross section of positive and negative characteristics. Use of a list such as this stems directly from the work and ideas of Dr. Rogers. The list is truly an non-test. There are no right or wrong answers, only information about how you see yourself.

(Source Unknown)

APPENDIX W
SOME BASIC FACTS ON AIDS

AIDS (Acquired Immune Deficiency Syndrome) is a sexually transmitted disease for which there is no known cure. While AIDS is not an exclusively gay disease, it is a very real threat to anyone who is sexually active, especially in heterosexual or male homosexual relationships.

Some basic facts on AIDS will help individuals to protect themselves.

FACT: The AIDS virus can remain dormant in the body for up to 10 years before any outward signs of the disease are experienced. A person could pass the disease on to you without even knowing that they are infected.

FACT: Those who contact the AIDS virus will eventually die from it. There is no known cure.

FACT: The use of a condom does not guarantee safety from transmission of the disease.

FACT: Abstinence is the only sure way of protecting oneself.

AIDS is known to be transmitted in the following ways:

- 1) Sexual contact (homosexual/heterosexual)
- 2) Blood transfusions (risk has been reduced since 1985, all blood is now tested)
- 3) Sharing IV needles or tattooing needles
- 4) Mother to child (during pregnancy/nursing)
- 5) Deep kissing with infected individual (especially in the later stages of the disease)

The risk of AIDS is increased if you become involved with multiple partners or with someone who has been. Protect yourself by avoiding situations that may lead to sexual intimacy. Do not become intimately involved with someone unless they have been tested for the virus and then, make a commitment to remain monogamous for life.

California Healthcare Advocates (1991)

APPENDIX X

COMMON MISCONCEPTIONS ABOUT HOMOSEXUALITY

People choose the homosexual lifestyle...

It is well documented that sexual orientation is formed before adolescence, and there is strong evidence of a biological basis for its development. Pomeroy who worked with Kinsey on pioneer studies of sexuality recalls the surprise of the researchers at finding that homosexuality occurs as often in other species as it does in humans. Homosexuality for a homosexual is natural. Lifestyles are chosen, sexual orientation is not.

Homosexuality is contagious...

One of the greatest injustices suffered by gay and lesbian people is the denial of basic human rights. Adult homosexuals who associate with young people are suspected of, if not criminally charged with, attempting to "recruit" or "seduce." The Fourth National Conference on Child Abuse and Neglect presented research that dispelled the belief that gay men tend to be child molesters. By the same token, homosexual activity, as such, does not cause AIDS. AIDS is contagious and preventable and anyone who is sexually active is at risk. Homosexuality is not contagious, nor is it preventable.

Homosexuality is an illness...

Neither the American Psychiatric Association nor the American Psychological Association regard homosexuality as a mental illness. This concept is related to the psychoanalytic premise that homosexuality can be "cured." It is interesting to note that even Freud directly stated that "homosexuals are not sick," and "must not be treated as sick people." 'Curing' homosexuals of their attraction to the same sex is as unlikely as 'curing' heterosexuals of their attraction to the opposite sex.

Homosexual behavior is just a phase...

To confuse homosexual orientation with rebellious behavior or a phase is to deprive the adolescent of the opportunity to achieve a positive sense of self. All adolescents go through phases. Gay and lesbian adolescents are no exception.

Homosexuals are anti-family...

This misconception is based solely on social prejudice and often leads to homosexual adolescents being disowned or abused by their own families. Homosexual people are both products and members of families and cherish these values the same as heterosexual people. When counseling families of gay and lesbian adolescents it is essential to address such homophobic attitudes with proper education and support, and to try to prevent the disintegration of the family structure whenever possible.

Homosexuals should keep their sexual orientation to themselves...

Most people tend to assume that everyone is heterosexual until told otherwise. For the homosexual person, this assumption leaves only two choices: they must either hide, or reveal a major aspect of their lives. Sometimes people decide to "come out" so that family, friends and associates don't find out unexpectedly. There is evidence that those who stay in the "closet" are more likely than those who "come out" to have negative feelings about being gay. Making the choice of whether or not to come out is often very difficult. For adolescents seeking assistance with such a crisis, it is essential to help them weigh the advantages and risks of such disclosure.

Raider, M., & Steele, W., (1991)

APPENDIX Y
WHEN SOMEONE YOU CARE ABOUT IS GAY
What Family and Friends Should Know

- Researchers concur that about 10% of the adult population in the United States is primarily or exclusively gay. Although they tend to be somewhat invisible, you probably know more gay people than you think.
- No one knows why some people are attracted to persons of their own sex, or why others tend to be attracted to members of the opposite sex. Research has suggested that one's sexual orientation may be the result of genetic, hormonal, and/or environmental factors.
- There is no evidence that either homosexuals or heterosexuals come from any particular kind of family background. Gay and non-gay children often grow up together in the same home and it is unlikely that sexual orientation is "caused" by a particular parenting style or relationship.
- Homosexuality is not a disease and it does not represent a fear of heterosexuality, a physical or mental dysfunction, or a rebellious "stage."
- Many people who have a predominantly homosexual orientation decide to marry and have children, possibly out of family, societal, or inner pressures, even though they may remain attracted to members of their own sex for life.
- Gay people are human beings first and have the same physical, emotional and spiritual needs as others.
- Gay people feel that same kinds of affections for their chosen partners as do straight people. They express these feelings in many of the same ways, even though there is no recognized institution, such as marriage, around which gay relationships can be structured.
- Like straight people, gay people may engage in long-term or short-term relationships, romantic or platonic.
- If a gay person becomes attracted to you, remember that this is a strong emotional statement and compliment. An expression of these feelings should not be viewed as an insult. You have a right to say "yes" and a right to say "no." Most people want to be involved in relationships in which both partners share mutual feelings of love and respect. Gay people are no exception.
- Gay people are slowly becoming more visible in our society. However, a good deal of oppression can still be associated with being gay. Many gay people live in fear of being "found out" and, in turn, losing their job, home, children, and/or relationships with family and friends.
- Although some states have laws protecting gay persons from discrimination and some anti-gay laws have been declared unconstitutional, there are still a number of states where gays can be legally discriminated against.
- Gay people have provided the world with: The ceiling of the Sistine Chapel, Keynesian economics, Plato's Dialogues, Dag Hammarskjold's diplomacy, Δ Streetcar Named Desire, Captain Fantastic, and much, much more.

Ramsey, R.D. (1993)

APPENDIX Z

SUGGESTIONS FOR A BASIC LIBRARY ON LESBIAN AND GAY ISSUES

For Parents

- Prayers For Bobby**, Aarons, L.; NY: HarperCollins Publishers, 1995; ISBN 006251122X
Coming Out To Parents, Borhek, M.; NY: Pilgrim Press, 1993, c1983; ISBN 0829809570
Now That You Know, Fairchild/Howard; NY: Harcourt Brace Jovanovich, 1989, c1979;
ISBN 0151677077
Parents Matter, Muller, A.; Tallahassee, FL: Naiad Press, 1987; ISBN 0930044916
Different Daughters, Rafkin, L.; Pittsburgh: Cleis Press, c1987; ISBN 0939416123
Beyond Acceptance, Griffin/Wirth; Englewood Cliffs, NJ: Prentice Hall, c1986; ISBN 0130759384
Positively Gay, Berzon, B.; LA: Mediamix Associates, 1984, c1979; ISBN 091583002
My Son Eric, Borhek, M.; NY: Pilgrim Press, c1979; ISBN 0829803726

Historical

- Conduct Unbecoming**, Shilts, R.; NY: St. Martin's Press, 1993; ISBN 031209261X
Odd Girls And Twilight Lovers, Faderman, L.; NY: Columbia University Press, 1991;
ISBN 0231074883
Looking At Gay And Lesbian Life, Blumenfeld/Raymond; Boston: Beacon Press, 1989;
ISBN 0807079073
Gay Men And Women Who Enriched The World, Cowan, T.; New Canaan, CT: Mulvey Books,
1988; ISBN 0934791163
Pink Triangle, Plant, R.; NY: Holt, c1986; ISBN 0805000593
Spirit And The Flesh, Williams, W. L.; Boston: Beacon Press, c1986; ISBN 0807046027

Religious

- Is The Homosexual My Neighbor**, Scanzoni/Mollenkoff; San Francisco: Harper, c1994;
ISBN 0060670789
Stranger At The Gate, White, M.; NY: The Penguin Group, 1994; ISBN 0452273811
Uncommon Calling, Glazer, C.; San Francisco: Harper & Row, c1988; ISBN 00606331228
The Church And The Homosexual, McNeill, J.; Boston: Beacon Press, c1988; ISBN 0807079014
Living In Sin, Spong, J.; San Francisco: Harper & Row, c1988; ISBN 0060675055

AIDS

- Ryan White, My Own Story**, White, R.; NY: Dial Books, c1991; ISBN 0803709773
Come Sit By Me, Merrifield, M.; Toronto: Women's Press, c1990; ISBN 1889611416
The Way We Live Now: American Plays And The Aids Crisis, Osborn, M. E.; NY: Theatre
Communications Group, 1990; ISBN 1559360054
Children And The Aids Virus: A Book For Children, Parents & Teachers, Hausherr, R.;
NY: Clarion Books, c1989; ISBN 0899198341
Borrowed Time, Monette, P.; San Diego: Harcourt Brace Jovanovich, c1988; ISBN 0151135983
The Quilt-Stories From The Names Project, Ruskin, C.; NY: Pocket Books, c1988;
ISBN 0671665979
AIDS: You Can't Catch It Holding Hands, Saint-Phalle, N.; San Francisco: Lapis, c1988;
ISBN 093249952X
And The Band Played On, Shilts, R.; NY: St. Martin's Press, 1987; ISBN 0312009941

Youth

- Patience And Sarah**, Miller, I.; Fawcett Columbine, 1994, c1969; ISBN 0070420351
Hearing Us Out, Sutton, R.; Boston: Little, Brown, c1994; ISBN 0316823260
A Boy's Own Story, White, E.; NY: Plume, 1994; ISBN 0452273005
Best Little Boy In The World, Reid, J.; NY: Ballantine Books, 1993; ISBN 0345381760
When Someone You Know Is Gay, Cohen, D. & S.; NY: Laurel-Leaf Books, 1992, c1989;
ISBN 0440212987

- How Would You Feel If Your Dad Was Gay**, Heron, A.; Boston: Alyson Wonderland, c1991; ISBN 1555831885
- How Town**, Nava, M.; NY: Harper & Row, c1990; ISBN 0060162074
- Understanding Sexual Identity**, Rench, J. E.; Minneapolis: Lerner Publications, c1990; ISBN 0822500442
- Rubyfruit Jungle**, Brown, R. M.; Toronto; NY: Bantam Books, 1988; ISBN 0553052845
- Murder In The Nightwood Bar**, Forrest, K.; Tallahassee, FL: Naiad Press, 1987; ISBN 0930044924
- In The Life**, Beam, J.; Boston: Alyson Publications, 1986; ISBN 0932870732
- Blackbird**, Duplechan, L.; NY: St. Martin's Press, 1986; ISBN 0312083408
- Martina**, Navratilova, M.; NY: Knopf, 1985; ISBN 0394536401
- Annie On My Mind**, Garden, N.; NY: Farrar, Straus, Giroux, c1982; ISBN 0374303665
- Reflections Of A Rock Lobster**, Fricke, A.; Boston: Alyson Publications, 1981; ISBN 0932870090

ADDITIONAL RESOURCES

For Counselors

- Working With Families In Crisis: School-Based Intervention (Chapter on Crisis Intervention with Sexual Minority Youth and Their Families)**. By: William Steele, M.A., M.S.W. & Melvyn Raider, Ph.D., The Guilford School Practitioner Series, published by The Guilford Press.
- Project 10 Handbook: Addressing Lesbian and Gay Issues In Our Schools- (A Resource Directory for Teachers, Guidance Counselors, Parents and School-Based Adolescent Care Providers)**. Available from Friends of Project 10, Inc., 7850 Melrose Ave., Los Angeles, CA 90046. Phone (213) 651-5200 ext. 244 or (818) 577-4553.
- Making Schools Safe for Gay and Lesbian Youth: Breaking the Silence in Schools and in Families.** (Education Report from The Governor's Commission on Gay and Lesbian Youth, 1993). Available from Massachusetts State Board of Education, State House, Rm. 111, Boston, MA 02133. Phone (617) 828-3039.
- You Are Not Alone: National Lesbian, Gay and Bisexual Youth Organization Directory, 1993.** The Hetrick-Martin Institute, 401 West Street, New York, NY 10014-2587.

Organizations

- National Gay and Lesbian Task Force, 1734 Fourteenth St. N.W., Washington, D.C. 20009-4309. Phone (202) 332-6483.
- Parents and Friends of Lesbians and Gays (PFLAG, National Office), P.O. Box 27605, Washington, D.C. 20038-7605. Phone (301) 439-3524. They can put you in touch with the PFLAG Chapter in your area.

Videos

- Who's Afraid of Project 10? Produced by Scott Greene. Available from Friends of Project 10 (address above). 23 minutes
- What If I'm Gay? ABC Afterschool Special. Available from Coronet Film and Video. Phone (800) 621-2131. 45 minutes
- Gay Youth: An Educational Video for the Nineties. Produced by Pam Walton (with study guide). Contact BANGLE, c/o Wolfe Video, P.O. Box 64, New Almaden, CA 95042. Phone (408) 268-6782. 40 minutes
- Pink Triangle (Examines homophobia from both a historical and contemporary point of view). Available from Cambridge Documentary Films, Inc., P.O. Box 385, Cambridge, MA 02139. Phone (617) 354-3677. 35 minutes
- Maurice (from the novel by E. M. Forster). Produced by Ismail Merchant. Directed by James Ivory. Available from Lorimar Home Video, 17942 Cowan, Irvine CA 92714. 140 minutes

APPENDIX AA (#1)
LESSON PLAN
READ AROUND LESSON

TOPIC: Institutional Homophobia

METHOD: Group work and general discussion

INSTRUCTIONS: Divide Class into groups of six, each group having about the same number of men and women.

1. Give each group a card with a title from a news article. Some suggestions:
 - a) Lesbian mother loses custody of child (LA Times, 4-14-88).
 - b) Openly gay seminarians pose dilemma for Lutheran officials (LA Times, 4-3-89).
 - c) Same-sex couples denied right to adopt children (Boston Globe, 5-24-85).
 - d) Organization argues against same-sex marriages (NY Times, 5-15-89).
 - e) Hospital policy says only blood-relatives or spouses permitted visitation rights in hospital. Long-time lover denied access (LA Times, 7-8-88).
 - f) University students ask for removal of ROTC program because of military's discrimination against gays and lesbians (LA Times, 4-3-89).
 - g) Vatican states that gay and lesbian groups cannot hold meetings on church property (LA Herald Examiner, 4-4-86).
 - h) Ex-officer sues Los Angeles Police Dept. for discrimination against gays and lesbians in hiring (LA Times, 4-28-89).
 - i) Gay FBI agent sues over dismissal, loss of security clearance and loss of pension (6-9-90).
 - j) Suit against Boy Scouts of America continues: Curran charges his dismissal as scoutmaster was discriminatory. BSA agency says "being a scoutleader and being a homosexual are not compatible" (LA Times, 9-14-90).
2. Have each group prepare a pro and con argument for the position. Give them 15 minutes.
3. Have one person from each group present arguments to the class.
4. Have class analyze the arguments. Are they logical? Are they based on facts or emotions? Do they stereotype gays and lesbians? Do they generalize? Are the arguments prejudicial or discriminatory?
5. Can the class think of other examples of homophobia that they have encountered personally or institutionally.

Uribe, V., et al (1993)

APPENDIX AA (#2)

LESSON PLAN

BRAINSTORMING HOMOSEXUALITY AND OTHER SEX EDUCATION TOPICS

By: Gail Rolf, M.S.

TARGET POPULATION: Secondary/College

CLASS: Health Education, Psychology, Social Studies

TIME: 90 minutes or two class periods

MATERIALS: Chalkboard, notebook paper, watch/clock and masking tape

GOAL: The students will explore and evaluate issues related to human sexuality, including homosexuality, and will identify information based on sound medical/scientific research versus information based on misconceptions and stereotypes.

OBJECTIVES:

- 1) Students will identify and discuss topics related to human sexuality.
- 2) Students will define sexuality, including heterosexuality, homosexuality and bisexuality.
- 3) Students will recognize information based on misconceptions and stereotypes versus information based on scientific fact and medical research.

INTRODUCTION: Students have many questions centered around human sexuality. This lesson provides an opportunity for students to raise questions and discuss issues about homosexuality as well as other areas of concern such as: love, dating, pregnancy, etc. The teacher can respond to those areas of concern and, at the same time, give clear and accurate information about homosexuality.

NOTE: This lesson can bring up a lot of feelings, some of them negative. The teacher should be careful not to censor words or expressions, but to use them as a learning tool (i. e., Student response: "fairies." Teacher response: "Where did we learn to use that word to describe homosexuals? "What do you think gay/lesbian people feel when they hear that word?").

PROCEDURE: Day One

1. Put the word "SEXUALITY" on the chalkboard and circle it. Ask the students to say whatever word(s) come to their mind. Write their responses around the word, "SEXUALITY." Point out that the word "sexuality" has many different meanings to people as can be seen by their responses.

2. Ask each student to take out a sheet of notebook paper and place it at the top of their desk, taping it down with masking tape. Assign each student one word from the chalkboard or from student suggestions to put at the top of their paper (If you have 25 students, 25 different words will be used).

"Homosexuality" is usually mentioned, but if it is not, the instructor should suggest it along with other ideas.

3. Instruct students to write a 30 second "brainstorm" for their topic when the command "GO" is given. They should not sign their statements. At the end of 30 seconds, students are given the command "STOP" and they rotate clockwise, leaving the papers on the desks. They go to the next seat and repeat this part of the lesson until each student has written a response to all of the words, time permitting.

4. If time permits, ask follow-up questions (i. e., "What did you think of this activity?" "What did you like/dislike?").

Day Two:

1. The teacher alphabetizes (by subject) the papers from all classes and posts them along the classroom walls. Instruct the students to spend 15 minutes reading the papers.

2. When students re-group, discuss what they found to be new, shocking, embarrassing or information based on misconceptions and stereotypes. Discuss why they think their peers wrote what they did. Include a discussion of those statements used to describe "homosexuality."

3. With the teacher's assistance, students will define "sexuality," "heterosexuality," "homosexuality," and "bisexuality." The teacher will share information about each variation of human sexuality based on scientific/medical facts.

4. A discussion can follow addressing such questions as: "Where do we learn our information about human sexuality?" "Why is there so much misinformation concerning sexuality, (homosexuality, in particular)?" "What do you think people fear about gays/lesbians?" "How can we go about getting accurate information about sexuality?" "What did you learn about yourself from this discussion and how have your attitudes changed?"

FOLLOW-UP: This lesson was taught to a 10th grade health class with great success. Students expressed that they were comfortable writing what they really thought. Class discussion that followed addressed derogatory language used to describe girls, sex organs, and lesbians and gays. The class explored attitudes based on misinformation about such topics as: rape, divorce, homosexuality, and dating. The teacher had an opportunity to present accurate information about those issues in later lessons and to define human sexuality, including homosexuality. Students learned that lesbians and gays deserve respect and should be allowed to be who they are without being stigmatized.

Uribe, V., et al (1993)

APPENDIX AA (#3)

LESSON PLAN

PREPARING YOUR CLASS FOR SPEAKERS ON HOMOSEXUALITY

Adapted from the Project 10 Handbook

OBJECTIVES:

- 1) Students will be able to hear and evaluate different points of view.
- 2) Students will be able to recognize the difference between information based on fact rather than ignorance or stereotype.
- 3) Students will be able to exchange information about homosexuality in a setting that is non-threatening.

PROCEDURE:

STEP ONE: PREPARATION

A. Obtain any necessary approval forms from parents and administration.

B. Contact a local organization (or use own resources) to obtain speaker(s). This may be a human services organization, a parent group, or some other local support organization. One suggestion would be to have a panel of several persons, i. e., a lesbian, a gay male and a parent of a gay or lesbian. Each could be given a few minutes to tell about themselves followed by a question and answer period.

C. Prior to the day of the presentation, announce to the students that the speakers will be coming. Share with the students the expectations and rules you have. Explain that the speakers are there to give information, address stereotypes, etc., but may feel it is inappropriate or unnecessary to talk about very personal matters.

D. Ask students to write down any questions they would like to ask the speakers. Review these questions and prepare a short list to give to the speakers regarding the topics to be covered. Written questions can also be solicited immediately before the presentation from those students who may be uncomfortable about asking them openly.

STEP TWO: PREPARING SPEAKERS AND PRESENTATION TO CLASS

A. Work out the format for the presentation with the speakers prior to their arrival.

B. Be specific about what you want covered, tell the speakers what you have done to prepare your students, and ask if they have any special requests or concerns.

C. Inviting speakers to talk about their everyday lives and goals can be among the most effective teaching strategies. Although most students are aware of gay and lesbian issues, few have had the opportunity to talk with gay and lesbian persons in a structured environment.

D. Save as much time as possible for questions from the students. If students are reluctant to ask questions openly, the teacher can get them started with some of these:

- Do your parents know that you are gay/lesbian?
- When and why did you decide to "come out?"
- What was your high school experience like?
- When do you first discover that you were gay/lesbian?
- What is the most difficult thing about being gay?
- What do you hope to teach young people about gay/lesbian persons?

Using the written questions from the students can also be helpful.

E. Thank the speakers and the class for their participation in the presentation.

STEP THREE: FOLLOW-UP

A. The next day, have the students fill out a written evaluation sheet outlining their reactions to the presentation. A summary of the evaluations can be sent to each of the speakers.

B. Ask the students if they have any unanswered questions about homosexuality.

C. Ask students to discuss what they learned from the presentation. Were they surprised by anything? Did they question anything?

D. Discuss with students the connection between misinformation and prejudice. Have their attitudes changed as a result of the presentation?

E. Discuss the similarities and differences between prejudice toward gays and lesbians and other types of prejudice. Do the students feel that prejudice can be reduced by learning more about these groups. How can this be accomplished?

Uribe, V., et al (1993)

APPENDIX AA (#4)
LESSON PLAN
A LESSON ON FAMILIES
Adapted from a lesson by Steven Hicks

GRADE LEVEL: Elementary

MATERIALS: Paper, crayons, pencils, pictures from magazines.

GOAL: To demonstrate family diversity and the importance of a family unit.

OBJECTIVES: 1) Students will discuss various aspects of what makes a family.
2) Students will compare and contrast different types of families.
3) Students will understand the importance of the family in our society.

PROCEDURE:

1. Discuss the following questions with the students and write the responses on the board: (If pictures are available, they could be used to demonstrate, visually, the different types of families.)
 - What is a family?
 - Are all families the same?
 - Describe how families can be different. (Sample responses: husband and wife with/without children, single parent, grandparent(s) raising grandchildren, same-sex parents, blended families, older/younger parents, foster families, adopted families, etc.)
2. Divide the class into groups of six. Give each group a piece of paper. Have them complete the following two sentences:
 - A family is...
 - Families are important because...
3. Using crayons and paper, have each student draw pictures of five different types of families (they need not be their own family).
4. Collect both the lists and the pictures and post them around the room.

Uribe, V., et al (1993)

* This lesson would be especially helpful if there are children in the class from a non-traditional family situation.

APPENDIX AA (#5)

LESSON PLAN

EXPLORING THE POETRY OF WALT WHITMAN

By: Matthew Armstrong

GRADE LEVEL AND SUBJECT AREA: High School English

MATERIALS: I Saw in Louisiana a Live-Oak Growing and Recorders Ages Hence
by Walt Whitman (Texts on the following pages)

OBJECTIVES: 1) To teach students to think critically
2) To introduce students to the life and works of Walt Whitman
3) To demonstrate that homosexual persons have made
significant historical contributions to society.

PROCEDURE:

1. Distribute the poems. Ask students to read the works and write down a description, in their own words, of what the poet is trying say (students may work individually or as a group).
2. Ask students to share what they know about Walt Whitman (i. e., American Romantic poet, fascinated with nature, lived and wrote during the Civil War era, etc.).
3. Ask students to share their descriptions of the poems. What do they feel Whitman is trying to say? Do the poems tell us anything about Whitman, as a person? (Answers will vary.)
4. Share with the class that a little known fact about Whitman is that he was homosexual. Can they see reflections of this in his poetry? How does Whitman's sexuality affect the caliber of his poetry or his place in history? (The point being that it really doesn't affect it at all.)
5. Does the class feel it is important for young people to learn about historical figures who were homosexual? Why or why not? (Stress the importance of role models for gay and lesbian youth.)
6. Mention other historical figures who were homosexual (Michelangelo, Tennessee Williams, Gertrude Stein, Emily Dickinson, Oscar Wilde, etc.). Encourage students to explore the lives and contributions of these people.
7. Encourage students to challenge their own ideas about homosexuality.
8. Encourage students to read Leaves of Grass, for a more comprehensive look at Whitman's poetry and to consider the significance of Whitman's sexuality as they interpret his works.

I Saw in Louisiana a Live-Oak Growing
By Walt Whitman

I saw in Louisiana a live-oak growing,
All alone stood it and the moss hung down from the branches,
Without any companion it grew there, uttering joyous leaves of
dark green,
And its look, rude, unbending, lusty, made me think of myself,
But I wonder'd how it could utter joyous leaves standing alone
there without its friend near, for I knew I could not,
And I broke off a twig with a certain number of leaves upon it,
and twined it around a little moss,
And brought it away, and I have placed it in sight in my room,
It is not needed to remind me as of my own dear friends,
(For I believe lately I think of little else than them,)
Yet it remains to me a curious token, it makes me think of manly
love;
For all that, and though the live-oak glistens there in Louisiana
solitary in a wide flat space,
Uttering joyous leaves all its life without a friend or lover near,
I know very well I could not.

Recorders Ages Hence
By Walt Whitman

Recorders Ages Hence!

Come, I will take you down underneath this impassive exterior-

I will tell you what to say of me;

Publish my name and hang up my picture as that of the tenderest
lover,

The friend, the lover's portrait, of whom his friend, his lover was
fondest,

Who was not proud of his songs, but of the measureless ocean of
love within him- and freely poured it forth,

Who often walk'd lonesome walks, thinking of his dear friends,
his lovers,

Who pensive, away from one he lov'd, often lay sleepless and
dissatisfied at night,

Who knew too well the sick, sick dread lest the one he lov'd might
secretly be indifferent to him,

Whose happiest days were far away, through fields, in woods, on
hills, he and another, wandering hand in hand, they
twain, apart from other men,

Who oft as he saunter'd the streets, curv'd with his arm the
shoulder of his friend- while the arm of his friend rested
upon him also.

APPENDIX BB

WORKSHOP EVALUATION FORM

1. Please rate the quality and usefulness of the workshop materials:

- EXCELLENT- Most helpful. Many useful ideas.
- GOOD- Valuable information. Some usable ideas.
- AVERAGE- Information is acceptable but not useful to me.
- POOR- Very little information of value to me.

COMMENTS:

2. To what extent have your attitudes about gay and lesbian persons, and gay adolescents, in particular, been altered as a result of this workshop?

- SIGNIFICANTLY ALTERED- Much more understanding.
- SLIGHTLY MORE POSITIVE- Somewhat more understanding.
- UNCHANGED- No more or less understanding than before.
- TURNED OFF- School is no place for this type of discussion.

COMMENTS:

3. Do you feel your school creates a positive environment/provides adequate services to students who may be struggling with their sexual identity?

4. Was there any information presented in the workshop that particularly surprised you or with which you strongly disagreed?

5. What was your most significant experience during the workshop and what did you learn from it?

6. What steps will you take to create a more positive educational atmosphere for the gay/lesbian students in your school? What materials will you use?

7. Suggestions for improving the workshop?

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