



QUESTIONING

Samad performs a choreo-poem narrating his trials and tribulations as a man of color questioning his sexuality and emphasizes the importance of self-reflection for sorting through confusion and self-doubt.

Workshop Goal

- To promote self-reflection amongst high school students and to portray the questioning of one's own sexuality as a normal, positive experience.

Learning Objectives

- List the essential elements of a safe(r) space.
- Identify which elements they would include in envisioning their own safe(r) space.
- Discuss ways in which a safe(r) space can help them deal with problematic situations.

Health Standards Covered

- HS.2.G.14** Evaluate how growth and development, relationships, and sexual behaviors are affected by internal and external influences.
- HS.1.M.2** Analyze the qualities of healthy relationships with family and peers.

Art Standards Covered

- AS.VA.A.2.2.1** Solve a visual arts problem that involves the effective use of the elements of art and the principles of design.

[Download Video File](#)

Online Viewing Link

<http://artglobalhealth.org/bssb12>

Themes

Normalizing Questioning Sexuality
Self-Awareness
LGBTQ Awareness

Included Materials

Safe(r) Space Examples (p. 78 & 79)

Supplies Needed

Construction paper, printer paper, writing utensils (pencils, pens), coloring utensils (crayons, markers, colored pencils), stickers, glue sticks, scissors

Prep Needed

- Get all art-making supplies in the classroom.
- Print out example individual and group safe(r) spaces.

Questioning Workshop Walkthrough

00:00 Introduction

1. Explain that today's meeting will involve watching a short video revolving around questioning sexual orientation and participating in a creative workshop in response to the video.

01:00 Share Interesting Statistic & Ask Students What They Know

1. Write this fact on the board, read it aloud to students, and ask them to consider it throughout the lesson:

According to the American Psychological Association, "Adolescence can be a period of experimentation, and many youths may question their sexual feelings. Becoming aware of sexual feelings is a normal developmental task of adolescence."

(SOURCE: <http://www.apa.org/topics/lgbt/orientation.pdf>)

2. Before you jump into the activity ask your class the following question:
 - a. What is questioning? When do we question things and why?
 - b. Does questioning always lead us to a decision?
 - c. Would you define yourself or someone by what they are questioning? Why or why not?
 - d. How might this quote be used in the belief that LGBTQ identities are "phases"? Do you agree? Why or why not?

These questions provide a frame for the students to keep in their minds during the lesson.

04:00 Show Questioning (Online Viewing Link: <http://artglobalhealth.org/bssb12>)

1. OPTIONAL: Turn down the lights.
2. Play the clip by your preferred/available method: either from <http://artglobalhealth.org/bssb12> or using a DVD.
3. Watch the clip.
4. Observe your students' reactions throughout the clip.

07:00 Video Discussion

1. After you play the video in its entirety bring the attention of the class back to the front of the room.
2. Lead the class through this series of discussion questions, or some of your own devising, in response to *Questioning*.
 - a. What stood out for you in the *Questioning* clip? Why?
 - b. What story or experience is being told in the *Questioning* clip?
 - c. Is there a resolution? If so, what is it?

Workshop Overview

00:00 Introduction

01:00 Share Interesting Statistic & Ask Students What They Know

04:00 Show *Questioning*

07:00 Video Discussion

11:00 Safe(r) Space Creation

35:00 Safe(r) Space Embodiment

40:00 Discussion

50:00 End

11:00 Safe(r) Space Creation

1. Ask your students to define the term "safe(r) space."
2. Ask these question to open up the conversation:
 - a. When you hear the term "safe(r) space," what comes to mind?
 - b. Why is a safe(r) space important?
3. From the answers to these questions, come up with a class definition for the term "safe(r) space."
4. Have your students create a visual representation of their "safe(r) space" using any combination of arts supplies that you have provided.
5. Explain to your students that they can draw their "safe(r) space" and decorate it in whichever way they please.
6. Ask your students to consider the following:
 - a. What does their "safe(r) space" look like?
 - b. Where is their "safe(r) space" located?
 - c. Is anyone else allowed in his or her "safe(r) space?"
 - d. How do they feel when they are in their "safe(r) space?"

Educator's Note

Safe(r) space is a result of an open and accepting ethos, in which participants expect and value differences, feel supported in taking risks during activities and general sharing, actively discourage negative judgments, and share the responsibility for maintaining the safe(r) space.

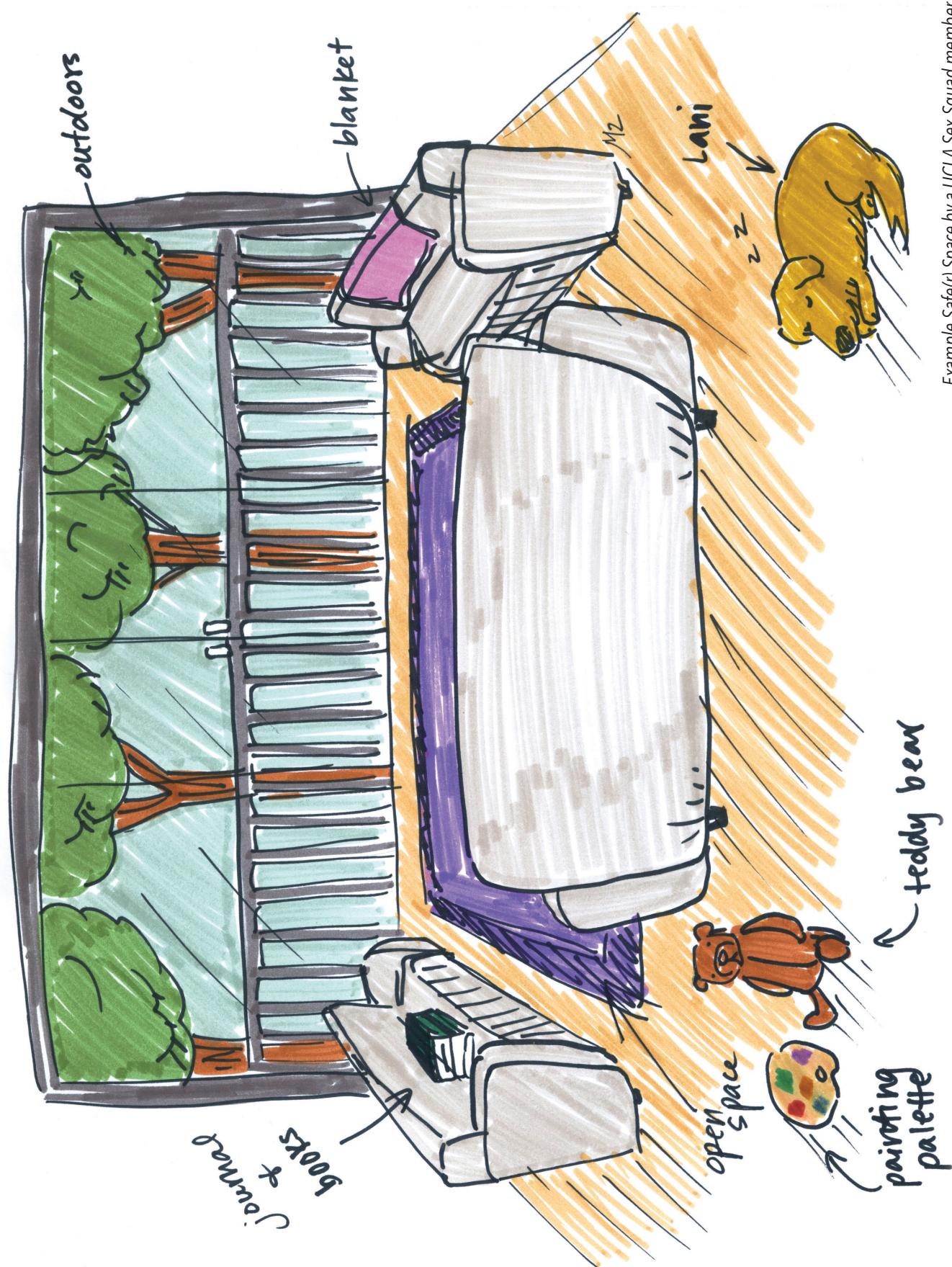
35:00 Safe(r) Space Gallery Walk

1. Have your students use tape to hang up their safe(r) spaces on the walls of your classroom.
2. Ask your students to get a piece of paper and a writing utensil.
3. Instruct your students to walk around the room, observe their classmates' safe(r) spaces, and write down anything that they find interesting.
4. Ask your students to look for elements that they would expect in a safe(r) space, elements that would not expect, and elements that they would like to incorporate into their own safe(r) space.
5. When you feel like everyone has had enough time to look at the safe(r) spaces, call your students back.

40:00 Processing Discussion

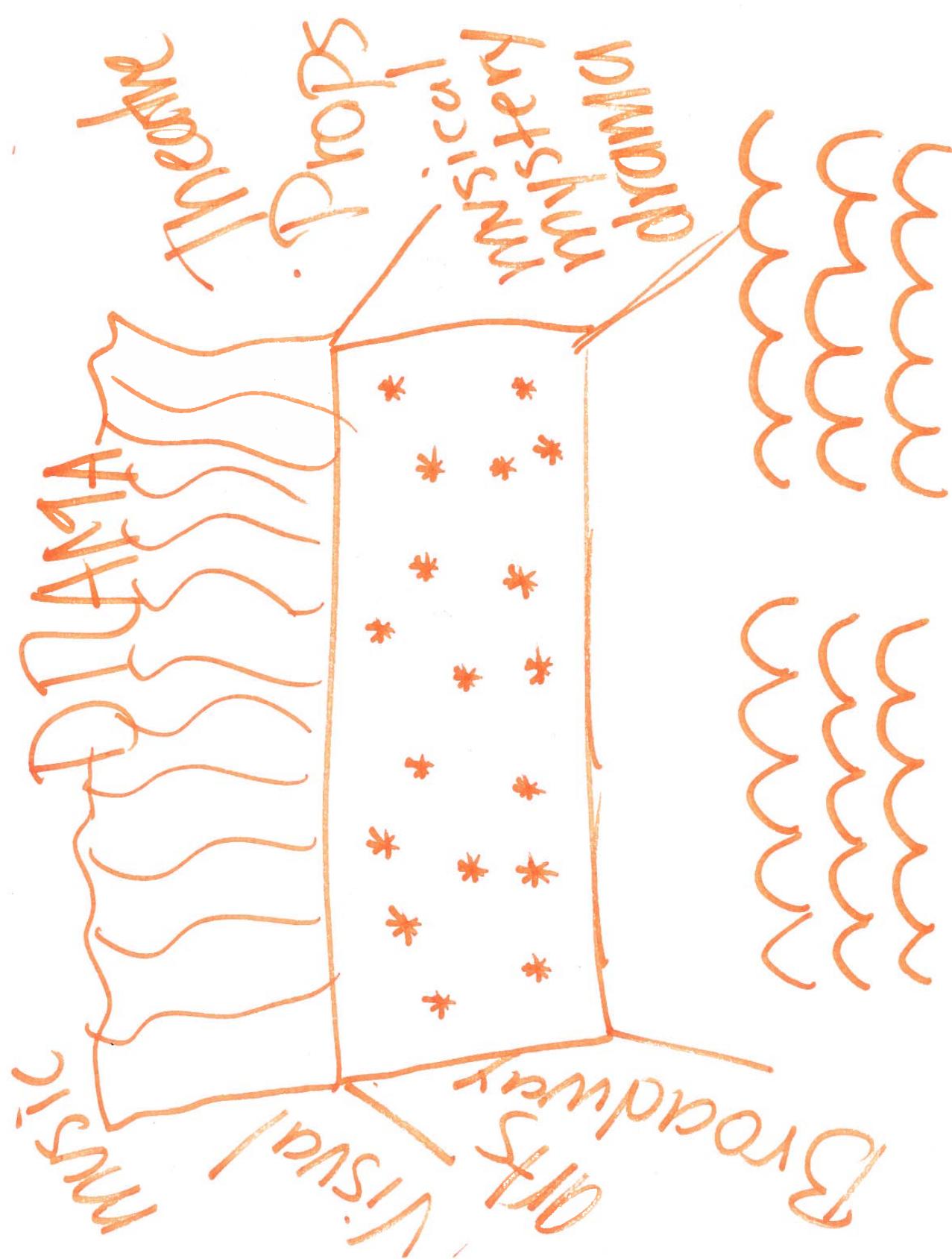
- a. What was it like to make a safe(r) space?
- b. What can you learn from looking at your safe(r) space?
- c. What can you learn from looking at everyone else's safe(r) space?
- d. How can a safe(r) space help you make healthy decisions in the future?
- e. Would you change anything in the video we saw? Or the exercise we participated in?

50:00 End



Questioning Safe(r) Space Example

Bringing (Safe) Sexy Back Viewing Guide



Example Safe(r) Space by a high school Sex Squad member