



A DAY IN THE LIFE

Isaiah and his other self take us through a day in the life of someone who is split in two, the person on the outside conforming to society's constructions and the person on the inside who secretly identifies as LGBTQ (Lesbian, Gay, Bisexual, Transgender, Questioning and/or Queer.)

Workshop Goal

- To promote a greater understanding and acceptance of LGBTQ individuals.

Learning Objectives

- Identify and discuss the damage caused by bullying, stereotypes, and stigma against LGBTQ individuals.
- List the values of a community that does not tolerate discrimination and bullying.

Health Standards Covered

- HS.1.G.10** Recognize that there are individual differences in growth and development, body image, gender roles, and sexual orientation.
- HS.1.M.2** Analyze the qualities of healthy relationships with family and peers.
- HS.8.M.30** Object appropriately to teasing of peers and community members based on perceived personal characteristics and sexual orientation.

Art Standards Covered

- AS.VA.4.4.1** Articulate how personal beliefs, cultural traditions, and current social, economic, and political contexts influence the interpretation of the meaning or message in a work of art.

Download Video File

Online Viewing Link

<http://artglobalhealth.org/bssb6>

Themes

LGBTQ-related Bullying
Dialogue about Sexuality
LGBTQ Awareness

Included Materials

Example Freewrite (p. 33)
Example Art (p. 34)

Supplies Needed

Art supplies, tape

Prep Needed

Print out examples for students

A Day in the Life Workshop Walkthrough

00:00 Introduction

1. Explain that today's meeting will involve watching a short video revolving around LGBTQ related bullying, dialogueuing about sexuality, LGBTQ awareness, and 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:

LGBTQ youth are twice as likely as their peers to say that they have been physically assaulted, kicked, or shoved at school.

(SOURCE: http://www.hrc.org/files/assets/resources/Growing-Up-LGBT-in-America_Report.pdf)

2. Before you jump into the activity ask your class the following questions:
 - a. **When you hear the term "bullying," what comes to mind? Who comes to mind? What situations come to mind?**
 - b. **Where does bullying happen? What about at our school?**
 - c. **How do you feel about the bullying that happens regularly?**

04:00 Show A Day in the Life (Online Viewing Link: <http://artglobalhealth.org/bssb6>)

1. OPTIONAL: Turn down the lights.
2. Play the clip by your preferred/available method: either from <http://artglobalhealth.org/bssb6> or using a DVD.
3. Watch the clip.
4. Observe your students' reactions throughout the clip.

09:00 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, in response to *A Day in the Life*.
 - a. **As simply and directly as possible, what did you see in the video?**
By asking students to describe what they see in the video, rather than interpreting it, you may avoid their fear of being wrong. Descriptions are never wrong.
 - b. **What do you think this video was about?**
Now that the class is comfortable talking, ask them for their interpretations of the video. Encourage varied responses.

Workshop Overview

00:00 Introduction

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

04:00 Show *A Day in the Life*

09:00 Video Discussion

14:00 Freewrite

19:00 Drawing

30:00 Share Drawings

40:00 Processing Discussion

50:00 End

c. What can someone do to make a day in Isaiah's life better?

This question requires students to make themselves part of Isaiah's immediate community to determine what they have the power to control in the situation. Considering this will help formulate future ideas for art-making.

14:00 Freewrite

1. Hand out blank sheets of paper to your students.
2. Ask your students to write about a time when they, or someone they know, witnessed bullying. If your students have witnessed perceived LGBTQ bullying specifically, encourage them to write about their experience. If you sense that your class will not respond well to this prompt, substitute the question, "Bullying hurts my community because..."
3. Explain that the stories will be shared. Encourage students to pick a story they feel comfortable sharing. Ask students to agree to keep what is said in class, in class.
4. Instruct your students not to use their names or the real names of the people in the story so as to protect the identities of the people in the story.

19:00 Drawing

1. Collect everyone's stories and shuffle them up.
2. Redistribute the stories until each student has someone else's anonymous story.
3. Ask your students to read the story they have received and then draw a picture in response.
4. Explain that this response picture can be a literal interpretation of what happened in the story, an abstract interpretation, a possible intervention that could have happened in the story, or more.
5. Give the students time to illustrate.
6. Walk around the classroom and answer any questions that may arise.

30:00 Share Drawings

1. Have the students use tape to hang their pictures around the classroom.
2. After all students have hung up their pictures, have the class walk around the classroom and view the artwork.
3. Ask the students to write down what they see in the pictures.

40:00 Processing Discussion

- a. What was it like to write down that story?
- b. What was it like to receive a story and illustrate a response?
- c. How can we make sure that everybody in our school is treated with respect?
- d. How can we keep every student in this school safe from bullying?
- e. Would you change anything in the video we saw? Or the exercise we participated in?
- f. (Have students pass in their freewrites, just to be safe.)

50:00 End

I remember bullying as first starting for me during the first few days of kindergarten. My first-ever friend said he couldn't talk to me anymore.

"Why?!" I responded in shock and innocently confused.

"You're friends with _____ now. Boys aren't supposed to play with girls!" he said resolutely before playing with another boy."

I remember later confusion when "that's gay" first entered my world under a tree at recess during latter elementary school.

"That's GAY!" an older boy called someone's mud castle thing.

"How can something be gay when it's not even a person?" I asked.

"Dude, YOU'RE GAY!" he responded before running off as the recess bell rang and my hopes for an answer were destroyed along with confidence that the rest of my peers would protest such nonsense. They mostly didn't.

Sitting under that tree, I had little idea how the slur's popularity would grow almost to the point of total social acceptance in many, many places. The more I became aware of intolerance, the more anonymity became my goal. Realizing school staff and teachers could also support or ignore rising homophobia made it sometimes feel like I was surrounded.

There was never just one bully. There were many. "Bully" first seemed like it was only meant for the "bad kids" who always got in trouble. But when everyone is living in a culture of ignorance to intolerance and harassment, we're all capable of bullying and intervening in the situation, no matter how seemingly big or small an action may be.

The teachers who spoke up made me realize I could speak up because I knew I would be supported.

Under state law, claims of harassment and bullying must be investigated once reported. The more I tried to help, with the right allies behind me, the easier it got.

Just speak up.

