



Discussion Guide

For Adults Working with Teens

Sexetc.org **answer** RUTGERS
sex ed, honestly UNIVERSITY

Lesson: Harassment in the Hallways

Learning Objectives: By the end of this activity, participants will be able to

- clarify values and feelings regarding homosexuality

Materials:

- Copies of “Harassment in the Hallways”
- Three large signs: Agree, Disagree & Not Sure
- Agree/Disagree/Not Sure Statements for educator

Procedure:

1. Distribute copies of “Harassment in the Hallways” and read together with your students.
2. Tape signs to a wall: “Agree” on the far left, “Disagree” on the far right and “Not Sure” in the middle. Have students stand up in the center of the room.
3. Explain that you will read a statement and they are to decide whether they agree, disagree, or are not sure about the statement. Once they decide, they need to stand under the sign that indicates their belief. The goal is to explain their position well enough for other students to understand and “see” their point of view. There is not a right or wrong answer to the statement. These are the participants’ opinions. The purpose is to bring up issues and have a discussion. Read the first statement and have participants move to the sign that represents their opinion.
4. Ask the students under Agree why they agree with the statement. Ask students under Disagree and Not Sure why they hold that position. To prevent putting one or a few people “on the spot,” begin with the largest group. Students who are swayed by an argument can move to a new position. Use the discussion questions under each statement to ask pertinent follow-up questions. Allow students to discuss the issue back and forth until it has been adequately addressed, and then move on to the next statement. Continue with statements until the allotted time is used.

(Please note: It is best if students bring up all of the important issues in their debate. If they don’t, ask pertinent questions to be sure that all topics issues are addressed. When a topic has been exhausted, make a summary statement before moving on to the next statement.)

* Adapted from the *New Jersey Teen Prevention Education Program (Teen PEP) Faculty Advisor Handbook*. Used with permission from the program. Teen PEP is a

school-based, peer education program sponsored by the New Jersey Department of Health and Senior Services in collaboration with the Princeton Center for Leadership Training and Princeton HiTOPS, Inc. For information about Teen PEP e-mail:

PrincetonCenter@princetonleadership.org

Resources for Educators

If your teens would like to fight to improve their sexuality education, please direct them to our Web site **www.sexetc.org** to download a helpful guide called *The Roadmap: A Teen Guide to Changing Your School's Sex Ed*. This guide gives teens the tools and strategies to fight for better, more comprehensive sexuality education in their schools and communities.

Filling the Gaps: Hard to Teach Topics in Sexuality Education—a complete teaching manual from the Sexuality Information and Education Council of the United States (SIECUS) now available for FREE online at **www.siecus.org/pubs/filling_the_gaps.pdf**

ETR Associates—ReCAPP—Resource Center for Adolescent Pregnancy Prevention—This Web site is stocked with lesson ideas, teaching tips, research updates, and programs that work to help prevent teen pregnancy. Everything is easy to find, easy to print, and ready to use in the classroom. **www.etr.org/recapp**

MTV—Fight for Your Rights: Protect Yourself pro-social campaign is a yearlong effort by MTV to help inform and empower teens on the topic of sexual health. In partnership with *SEX, ETC.*, the Kaiser Family Foundation, Planned Parenthood Federation of America, and many others, this campaign includes a Web site and series of documentaries aimed to help young people learn about their sexual health. The web site features an interactive quiz, message boards, a *SEX, ETC.* column, daily research updates, and many links to other great organizations. **www.mtv.com/onair/ffyr/protect**

It's Your (Sex) Life is a free booklet for teens now available from the Kaiser Family Foundation. Sections include Your Guide to Safe and Responsible Sex, Birth Control Basics, STD Information, Communicating with Your Partner, Find Resources, and Get Help. Order your copies by calling 1-888-BE-SAFE-1 (23-7233-1) or download it by going to **www.mtv.com/onair/ffyr/protect/lifeguide**

(Special thanks to Teri Tomatich, M.Ed., and Valerie Pogue for their assistance with this Discussion Guide.)

The Discussion Guide was created by Nora Gelperin, M.Ed. For additional lessons, go to http://answer.rutgers.edu/page/lesson_plans.

Copyright © Answer, Rutgers University. All Rights Reserved.

Agree/Disagree/Not Sure—Statements for Educators

It's OK to use words like "Gay" or "Fag" with your friends, if you're only joking around.

Questions: What do people actually mean when they say something is "gay"? Are they saying their friends, a test, or a shirt is "stupid" or "bad"? How might those words make someone who is gay, lesbian or questioning feel? How might those words make someone who has a family member who is GBLT feel?

I would be uncomfortable going to gym class or to the locker room after sports if I knew that one of my teammates was gay, lesbian, or bisexual.

Questions: What do most people worry about in this situation? How do you think gay, lesbian, or bisexual students would feel in the locker room? What could be done to help students feel more comfortable?

It would not really be safe for a gay, lesbian, or bisexual person who is still "in the closet" to come out in this school.

Questions: What do you think would happen if he or she did? What would need to happen for your school to be safer for all kids?

Same-sex couples should be allowed to marry and adopt or have their own children.

Questions: What are some of the barriers for gay and lesbian couples who want children? Why do you think this is such a hot topic—why do people care? What other groups in society, do we tell whether or not they can form legal families? What do you think are the most important components of a happy, healthy family?

Gays, lesbians, and bisexuals are more likely than heterosexual people to flaunt their sexuality in public.

Questions: What is flaunting? What levels of affection are considered "appropriate" for public display? Why might the same behavior from gay couples seem more like "flaunting" than when it's done by heterosexual couples?

My parents would probably not feel comfortable if they knew that one of my teachers was gay, lesbian, or bisexual.

Questions: If you "Agree", what exactly do you think your parents would be most worried about? In what ways do you think such fears are realistic or not?

Gays, lesbians, and bisexuals should be allowed to serve openly in the U.S. military.

Questions: What are some of the concerns that people have about an open policy? What is the difference for men and women serving together? What ideas do you have for making this easier for everyone?

Homosexuals are more likely to contract HIV than heterosexuals.

Questions: What behaviors put people at most risk for contracting HIV?