

SESSION 2: WHAT IS IT LIKE BEING A GAY OR LESBIAN ADOLESCENT?

OBJECTIVES

1. Participants will identify the issues that arise due to being gay or lesbian.
2. Participants will feel good about their sexual orientation.
3. Participants will eliminate myths about being gay or lesbian.
4. Participants will define who they are as a gay, lesbian or bisexual youth.
5. Participants will learn how to discard ideas about the self.
6. Participants will clarify what living an adult life as a gay or lesbian person is like.
7. Participants will learn of the contributions that gay and lesbian people have made.
8. Participants will learn methods for trusting themselves.
9. Participants will clarify their codes of conduct.

Typically, gay and lesbian adolescents have defined themselves by the negative stereotypes held by society. Before their negative self-concepts. Without more comfort in who they are, it will be difficult to want to change sexual behavior and obtain the needed social supports. Their isolation means that they have been raised on myths and have had few opportunities to ever mindful way.

PROCEDURES

1. Introduction of group members and the day's topic.
2. Checking Feeling Thermometer readings.
- 3.
4. Giving out tokens.
5. Explaining the idea of the self.
6. escents that makes them proud.

7. Exploring the impact of stereotypes and practicing confronting them.
8. Writing descriptions of oneself.
9. Practicing how to trust yourself.
10. Meeting gay and lesbian adults and learning about myths around how they live.
11. Playing an information game which illustrates the contributions of gays and lesbians.
12. Practicing mindfulness through concentration and meditation.
13. Clarifying personal values and codes of conduct.
14. Assigning homework.
15. Expressing appreciation to group members.

MATERIALS

Feeling Thermometers
Tokens
Myth cards—adolescent
Myth cards—lives
Lesbian and Gay Contribution Cards
Code of conduct—group 1
Code of conduct—group 2
Code of Conduct—group 3
Description of my self

Exercise 1: Introduction to the Self

GROUP LEADER SAYS

The overall training program has one main goal: to keep you from being exposed to HIV.

If you already are HIV positive, the goal is to help you live a rich and fulfilling life and to limit the spread of HIV.

This training session and others in the workshop have a second goal: to sensitize you to lesbian and gay issues so that you are comfortable with yourself and able to handle what lies ahead.

I don't believe that you will protect yourself from HIV exposure without addressing being a gay or lesbian adolescent.

Therefore, the next three sessions will touch on some very important gay and lesbian concerns before we get into how to take care of yourself sexually.

Gay and lesbian youth often experience a very different world than that faced by other adolescents.

We will start by exploring what makes your world different.

First, however, I want to tell you that in here we like to show our appreciation for group members' ideas, their supporting each other, their willingness to take risks, their trying to learn new skills. and for their presence and participation.

We do that by giving each other tokens any time we see or hear something we like.

Here are some tokens for you to use in showing your appreciation to others.

PASS OUT TOKENS.

Before we start looking at what it is like to be gay or lesbian, we need to introduce ourselves.

Please tell us your first name and your most outstanding quality.

To show you what I mean, I'll begin.

My name is _____, and my most outstanding quality is _____.

HAVE EACH INTRODUCE HER/HIMSELF AND INDICATE WHAT HIS/HER MOST OUTSTANDING QUALITY IS.

Thank you very much.

Now I want to hear about things you did between sessions that made your life better.

You could tell us about practicing safer sex or anything that helped you.

ENCOURAGE SHARING. GIVE OUT TOKENS.

At the end of the last session the homework was spelled out.

You were to think about what you wanted to get out of these sessions.

What did you come up with?

ENCOURAGE SHARING AND DISCUSS. GIVE OUT TOKENS.

That was great!

As I said earlier, we are going to start by looking at what it means to you to be a gay or lesbian adolescent.

How do you feel when I tell you that is the topic?

Using the Feeling Thermometer, please tell us what your comfort level is right now?

PASS OUT FEELING THERMOMETERS AND OBTAIN READINGS. GIVE OUT TOKENS.

All adolescents struggle with the changes in their bodies, their sexual drives, their new abilities to think, their changing relationships with other people, and their desire to become an independent person.

But gay and lesbian youth are confronted with society's unjustified negative attitudes and actions toward homosexuals.

Many people in society devalue, hate, ridicule, attack, and expel anyone they think is gay or lesbian.

Obviously these prejudices and accusations are totally wrong.

I want you to come up with a list of positive qualities that gay and lesbian people have.

Words like "creative" and "loving" might be on your list.

DIVIDE THE GROUP INTO TWO TEAMS. GIVE THEM MARKING PENS AND NEWSPRINT.

See how many words you can list in two minutes.

HAVE GROUPS MAKE LISTS, THEN RETURN TOGETHER AND PRESENT THEIR LISTS.

What did you come up with?

SHARE LISTS. GIVE OUT TOKENS.

I like those ideas.

Let's return to the dark side.

Society has been very intolerant of gays and lesbians.

What effect do you think the hate and discrimination has on the gay or lesbian adolescent?

In small groups I want you to come up with what impact this prejudice has had.

BREAK THE TOTAL GROUP INTO THREE PERSON TEAMS AND GIVE THEM FIVE MINUTES TO COME UP WITH IDEAS.

Now let's hear what you listed as the impact.

HAVE EACH GROUP REPORT. GIVE OUT TOKENS AS THE GROUPS SHARE. LOOK FOR IDEAS SUCH AS SELF-HATRED, IDENTIFYING WITH THE MAJORITY, BEING ISOLATED, BEING AFRAID, HIDING, AVOIDING CONTACT WITH OTHERS, NOT LEARNING FROM OTHERS, SEEING ONESELF AS GOOD FOR SEX ONLY.

That was very good!

Let's see if we can pull it together.

It sounds like the negative consequences can be not liking yourself, being cut off from everyone so that you don't get the support that you need and the information that you need, beginning to believe that there is something wrong with you, being afraid and on your guard all the time, and doing things you don't like in order to hide who you are.

Obviously some gay and lesbian adolescents are lucky.

They have accepting families, friends, and teachers.

There are community services where they live for gay and lesbian youth.

They belong to a gay and lesbian youth group.

And they know healthy, respected gay and lesbian adults.

They still have to go through the transition from adolescents to adulthood and deal with who they are.

Exercise 2: Getting Rid of Myths

We have found that gay and lesbian youth often are unsure about what is a truth and what is a myth concerning their identity.

I am going to pass out a card to each person as we go along.

Each card will have a myth on it about being a gay and lesbian adolescent.

When you get a card, tell us why the statement is not true.

Give us a good argument against it.

Let's say my card said, "Gay and lesbian adolescents are mentally sick."

I would say, "That's not true. Being lesbian or gay is not an illness. It is a question of sexual orientation. We are born with it. Being gay or lesbian has nothing to do with how healthy, likeable, decent, or sane a person is."

Have you got the idea?

You can ask others in the group to help you if you wish.

PASS OUT THE CARDS ONE AT A TIME. WAIT UNTIL THE PERSON HAS ANSWERED AND THE GROUP HAS MADE ANY COMMENTS BEFORE GOING ON TO THE NEXT MYTH CARD. GIVE OUT TOKENS AS APPROPRIATE. THE CARDS ARE AS FOLLOWS:

MYTHS CARDS ABOUT GAY AND LESBIAN ADOLESCENTS

I CAN'T BE GAY OR LESBIAN BECAUSE I'VE NEVER HAD SEX.

I'M NOT REALLY GAY BECAUSE IT'S JUST A PHASE I'LL GROW OUT OF.

BECAUSE I'M GAY, I'LL HAVE TO TAKE A JOB LIKE A HAIRDRESSER.

IF I AM GAY OR LESBIAN, I'LL END UP MESSING WITH LITTLE KIDS.

IF I'M GAY OR LESBIAN, I'LL GET AIDS.

I'M TOO PRETTY TO BE A LESBIAN.

MOST GAY AND LESBIAN YOUTH ARE VERY UNHAPPY.

I'M NOT GOING TO BE ABLE TO GET WHAT I WANT OUT OF LIFE AND WILL HAVE TO LOWER MY EXPECTATIONS.

I'M GOING TO HAVE TO SPEND MY LIFE HANGING AROUND TOILETS.

IT'S NOT POSSIBLE TO KNOW THAT YOU ARE GAY OR LESBIAN AS A CHILD.

I CAN'T BE A RELIGIOUS PERSON BECAUSE I AM GAY.

THE BEST WAY TO PROVE I AM NOT A LESBIAN IS TO HAVE A BABY.

GAY AND LESBIAN ADOLESCENTS DON'T EXIST.

MY ONLY VALUE IS AS A SEX OBJECT.

I'M TOO YOUNG TO MAKE UP MY MIND ABOUT BEING A LESBIAN.

TO FIND SOMEONE TO TALK TO, I HAVE TO HAVE SEX FIRST AND GET TO KNOW THEM LATER.

I WILL BE LONELY FOREVER.

IF I CAN FIND A WOMAN WHO WILL HAVE A TEENAGE LESBIAN LIKE ME, I HAD BETTER HANG ON TO HER FOR THE REST OF MY LIFE.

FEELING STRONGLY ATTRACTED TO THE OPPOSITE SEX HAPPENS TO MOST ADOLESCENTS AND WILL GO AWAY AS I GET OLDER.

THE ONLY WAY OUT OF BEING GAY IS TO KILL MYSELF.

GAY AND LESBIAN ADOLESCENTS ARE MENTALLY SICK.

That was really great!

Does any one have questions, comments, or myths that should have been there but weren't?

DISCUSS. IF OTHER MYTHS ARE GIVEN, ASK THE GROUP TO DISPEL THEM. GIVE OUT TOKENS.

Exercise 3: Defining Who I Am

Who are you?

We carry with us a self which tells us who we think we are.

I want you to work on defining that self.

I will pass out four cards and a list of descriptive words.

First, I want you to write on a card "My Self."

Then use the list of words for ideas and select the key words that describe who you think you are.

If there are other words that come to your mind which are not there, feel free to use them.

PASS OUT LIST OF WORDS AND FOUR CARDS.

DESCRIPTIONS OF MY SELF

INSTRUCTIONS:

1. BELOW IS A LIST OF WORDS TO GIVE YOU SOME IDEAS. WRITE ON A CARD HOW YOU WOULD DESCRIBE YOURSELF. IF A WORD THAT FITS YOU IS NOT ON THE LIST, FEEL FREE TO ADD YOUR OWN. WRITE "MY SELF" AT THE TOP OF THE CARD.
2. NOW WRITE ON A SEPARATE CARD HOW YOUR FAMILY DESCRIBES YOU. PUT "FAMILY" AT THE TOP OF THE CARD. FEEL FREE TO USE OTHER ADJECTIVES THAT FIT.
3. ON ANOTHER CARD INDICATE HOW ADULTS SEE YOU. FEEL FREE TO USE OTHER WORDS. PUT "ADULTS" AT THE TOP.
4. ON THE FOURTH CARD WRITE HOW OTHER YOUTH DESCRIBE YOU. FEEL FREE TO USE OTHER WORDS. PUT "YOUTH" AT THE TOP.

respectful
disrespectful
obedient
disobedient
courteous
rude
well-mannered
crude
dependable
irresponsible
self-controlled
wild
disciplined
undisciplined
giving
greedy
strong
weak
handsome
ugly
beautiful
fat
thin
well-developed
scrawny
built
flabby
empty
drained
spacey
numb
alive
cold
withdrawn
bitter
angry
Latino/a
Puerto Rican
Dominican

angry
afraid
peaceful
confused
insecure
depressed
disorganized
happy
bored
hiding
open
nagging
distrustful
discouraged
hopeful
queer
straight
gay
lesbian
restless
cynical
optimistic
bad tempered
spiritual
joyful
empty
gentle
quiet
forgetful
guilty
sulking
anxious
defensive
perverted
crazy
rash
African-American
Cuban

hard-working
lazy
open-minded
prejudiced
cheerful
sad
capable
failing
clean
dirty
courageous
cowardly
forgiving
spiteful
helpful
selfish
honest
dishonest
creative
dull
daring
conservative
self-reliant
dependent
intelligent
stupid
reflective
thick-headed
logical
irrational
loving
hateful
caring
self-centered
tender
harsh
Asian
Japanese
Chinese
Vietnamese

ALLOW A FEW MINUTES TO FILL OUT THE FIRST CARD.

OK, now for the second card—how do you think your family describes you?

Write "family" on the second card and write down the key words that reflect how your family views you.

ALLOW A FEW MINUTES TO FILL OUT THE SECOND CARD.

The third card is for how other adults think of you.

Write "adults" at the top.

What words would they use?

ALLOW A FEW MINUTES TO FILL OUT THE THIRD CARD.

The last card is for the way other adolescents think of you.

Write "youth" at the top and put down the key words.

ALLOW A FEW MINUTES TO FILL OUT THE FOURTH CARD.

Compare the four cards.

What are the similarities and differences?

ALLOW A FEW MINUTES FOR COMPARISON.

What are your Feeling Thermometer levels now?

GO AROUND THE ROOM AND OBTAIN FEELING THERMOMETER READINGS. DISCUSS HOW THE LEVELS MIGHT BE RELATED TO THEIR VIEW OF THEMSELVES.

Remember those were just words.

Words are not reality.

The self is what you have been taught you are.

It is simply a bunch of words.

The notion of the self is the baggage you carry around from other people.

Most of us hang ourselves up in millions of ways by operating as if what we were taught about ourselves were true.

If we believe the words, we can feel very hurt.

I want you to get with a partner and share with your partner what are the biggest lies you have been taught about yourself.

DIVIDE THE GROUP INTO PAIRS AND HAVE THEM SHARE THEIR PERCEPTIONS OF LIES TAUGHT TO THEM. ALLOW A FEW MINUTES.

Exercise 4: Dropping the Self and Starting Fresh

The "true you" does not need words to describe it.

Trust yourself—that is the message.

To start trusting yourself you need to get rid of the self you described on those cards—even the one that reflects your view.

Why get rid of that one?

Because it shows only what you believed about what you were taught.

PLACE A WASTE-BASKET IN THE CENTER OF THE ROOM.

I want each person to come up here one at a time.

First tell us one idea about yourself you want to get rid of most.

Then tear up all the cards and throw them in the waste-basket.

Get rid of those notions of yourself.

And say, "I am going to trust myself."

HAVE EACH PERSON COME UP, INDICATE ONE IDEA THEY WANT TO GET RID OF, TEAR UP THE CARDS, THROW THEM AWAY AND REPEAT THE "TRUST" WORDS. GIVE OUT TOKENS TO EACH PERSON WHEN THEY ARE FINISHED.

What are your Feeling Thermometer levels now?

How much comfort or discomfort do you feel?

TAKE FEELING THERMOMETER READINGS.

Exercise 5: Myths about Gay and Lesbian Lives

We will return to working on your self—the self that has been there all this time, buried under what you were taught about yourself.

But, first, we need to get rid of some more myths.

As you pointed out earlier, one of the consequences of being a member of a group that society is antagonistic to is that you become isolated.

Isolation can also be part of protecting yourself.

If you are isolated, you may have some incorrect ideas about what it is like to be an adult gay and lesbian person.

You may have never met a mature, happy, healthy, productive gay or lesbian person.

So, we will start by examining myths about gays and lesbians.

I will give each person a card with a myth on it.

Your task is to tell the group why the statement is a myth.

For example, if the card I received said, "Gay and lesbian people are not able to keep a lover for years," then I would come up with why that statement was a myth.

I would answer, "That's simply not true. Many couples have been together for years. Society's prejudices also work against a gay and lesbian couple openly living together like any married couple. Also look at the caring and long term devotion that

partners have shown when one of them comes down with AIDS. Think of the lesbians in long-term relationships who are also taking care of ill and elderly parents as well as taking care of their lover with terminal cancer."

Has everyone got the idea?

PASS OUT THE CARDS ONE AT A TIME. WAIT UNTIL THE PERSON HAS ANSWERED BEFORE MOVING ON. CONTINUE UNTIL ALL CARDS HAVE BEEN USED. GIVE OUT TOKENS LIBERALLY. THE CARDS ARE AS FOLLOWS:

MYTHS ABOUT GAY AND LESBIAN LIFESTYLES

GAYS AND LESBIANS CAN'T FORM NONSEXUAL RELATIONSHIPS.

GAY AND LESBIAN PEOPLE DESTROY FAMILY VALUES.

GAYS AND LESBIANS ARE A DANGER TO CHILDREN.

GAYS AND LESBIANS USUALLY RAPE THEIR VICTIMS.

GAYS AND LESBIANS THINK ABOUT NOTHING BUT SEX.

LESBIAN AND GAY PEOPLE PRACTICE UNNATURAL SEX ACTS.

GAY AND LESBIAN PEOPLE DON'T MAKE A CONTRIBUTION TO SOCIETY.

GAY MEN ARE UNSUITED FOR HARD WORK.

GAYS AND LESBIANS TRY TO DRESS, ACT, AND LOOK LIKE THE OPPOSITE SEX.

GAYS AND LESBIANS ARE NOT ABLE TO MAINTAIN LONG-TERM RELATIONSHIPS WITH A PARTNER.

That was very good.

GIVE OUT TOKENS.

Are there other myths that you want to bring up and discuss?

ENCOURAGE LOOKING AT NEW MYTHS AND DISCUSSING THEM.

Exercise 6: Meeting Gay and Lesbian Identity Models

SELECT TWO MEN AND TWO WOMEN TO SERVE AS ROLE MODELS. HAVE THEM MEET WITH THE GROUP AND SHARE WHAT THEIR LIVES ARE LIKE. THE EMPHASIS SHOULD BE ON THE "GOOD LIFE." TOPICS THEY COULD COVER PROFITABLY ARE AS FOLLOWS: WORK, EDUCATION, PARTNERSHIP LIFE, SOCIAL LIFE, CONTRIBUTIONS TO THE GAY AND LESBIAN COMMUNITIES, RECREATIONAL ACTIVITIES, AND RELIGION.

In a little while you will meet two men and two women from the gay and lesbian community.

They will tell us what their lives are like.

I have asked them to take a few minutes and tell us about their jobs, education, love life, friends, and activities in the gay community.

To get ready for their coming I would like you to make a list of questions you want answered.

Please put each question on a card and at the end, if a question hasn't been answered, we will give our guests the cards.

DIVIDE THE GROUP IN TRIADS AND HAVE THEM WORK ON THE QUESTIONS. LET THEM KEEP THE CARDS UNTIL AFTER THE PANEL HAS SHARED THEIR LIVES.

I am pleased to introduce to you four people from the gay and lesbian community who will tell us a little about their current lives.

INTRODUCE THE PANEL.

At the end, the group will want to ask you some questions, if that is OK.

AFTER THE PANEL, ENCOURAGE DISCUSSION. HAVE THE SMALL GROUPS DECIDE WHAT QUESTIONS THEY WANT ANSWERED. SHUFFLE AND PASS IN THE CARDS.

Are there any final questions that weren't on the cards?

GET FINAL QUESTIONS ANSWERED.

Thank you very much.

That was very useful.

SAVE SOME TIME FOR DEBRIEFING AFTER THE PANEL LEAVES.

Now that the panel is gone, what did you hear them say that you didn't realize was true?

ENCOURAGE DISCUSSION.

Exercise 7: Discovering Contributions to Society

Because so much of the truth about gay and lesbian people has been hidden from adolescents, many do not know what contributions to society they have made.

We want to fix that problem today.

There will be two teams.

I will give a card first to one team and then other.

The card will describe a famous gay or lesbian person and give a hint about them.

Your task is to come up with their name.

I don't expect you to know all of them.

Guessing is encouraged.

The point is to see some of the kinds of contributions to our world that these people have made.

DIVIDE UP THE GROUP INTO TWO TEAMS AND PLAY THE GAME.

CARDS ON FAMOUS GAY AND LESBIAN PEOPLE

CARD 1, FRONT, FAMOUS GAYS AND LESBIANS

WHAT IS THE NAME OF THE FAMOUS GREEK KING WHO TOOK HIS TROOPS ALL THE WAY TO INDIA? HE LIVED IN THE THIRD CENTURY B.C. AND RESPECTED OTHER CULTURES. CLUE: THERE IS A CITY IN EGYPT NAMED AFTER HIM.

CARD 1, BACK

ANSWER: ALEXANDER THE GREAT

CARD 2, FRONT, FAMOUS GAYS AND LESBIANS

WHAT IS THE NAME OF THE PHILOSOPHER WHO WROTE THE BOOK THE REPUBLIC AND WHO WAS ONE OF THE MOST FAMOUS PHILOSOPHERS OF ALL TIME? CLUE: HIS TEACHER WAS SOCRATES.

CARD 2, BACK

ANSWER: PLATO

CARD 3, FRONT, FAMOUS GAYS AND LESBIANS

WHAT IS THE NAME OF ONE OF THE EARLIEST WOMEN POETS WHO LIVED AROUND 600 B.C.? SHE WROTE ABOUT THE LIVES OF WOMEN. CLUE: SHE LIVED ON THE ISLAND OF LESBOS.

CARD 3, BACK

ANSWER: SAPPHO

CARD 4, FRONT, FAMOUS GAYS AND LESBIANS

WHAT IS THE NAME OF THE ITALIAN GENIUS WHO KNEW ANATOMY, BOTANY, GEOLOGY, MECHANICS, AND ASTRONOMY? HE WAS A GREAT INVENTOR AND WAY AHEAD OF HIS TIME. HE IS BEST KNOWN AS A PAINTER. CLUE: HE PAINTED THE MONA LISA.

CARD 4, BACK

ANSWER: LEONARDO DA VINCI

CARD 5, FRONT, FAMOUS GAYS AND LESBIANS

WHAT IS THE NAME OF ONE OF AMERICA'S GREATEST NOVELISTS WHO WROTE ABOUT ADVENTURE AND THE SEA. HE LIVED FROM 1819-1891. CLUE: HE WROTE MOBY DICK.

CARD 5, BACK

ANSWER: HERMAN MELVILLE

CARD 6, FRONT, FAMOUS GAYS AND LESBIANS

WHAT IS THE NAME OF THE GREAT RUSSIAN COMPOSER WHO IS WELL REMEMBERED FOR HIS BALLET MUSIC? HE LIVED FROM 1840-1893. CLUE: HE WROTE SWAN LAKE AND SLEEPING BEAUTY.

CARD 6, BACK

ANSWER: PETER ILYICH TCHAIKOVSKY

CARD 7, FRONT, FAMOUS GAYS AND LESBIANS

WHAT IS THE NAME OF THE MIDWESTERN AUTHOR WHO WROTE ABOUT STRONG WOMEN AND WHO IS ASSOCIATED WITH NEBRASKA? CLUE: SHE WROTE O PIONEERS.

CARD 7, BACK

ANSWER: WILLA CATHER

CARD 8, FRONT, FAMOUS GAYS AND LESBIANS

WHAT IS THE NAME OF THE WORLD RENOWNED BRITISH ECONOMIST WHO SET THE DIRECTION OF 20TH CENTURY ECONOMIC POLICY? CLUE: HE WAS INSTRUMENTAL IN CREATING THE INTERNATIONAL MONETARY FUND.

CARD 8, BACK

ANSWER: JOHN MAYNARD KEYES

CARD 9, FRONT, FAMOUS GAYS AND LESBIANS

WHAT WAS THE NAME OF THE ENGLISH MAN WHO LIVED IN THE DESERT IN THE EARLY 1900'S AND LED ARAB TROOPS AGAINST THE TURKS? CLUE: HE WAS SOMETIMES CALLED _____ OF ARABIA.

CARD 9, BACK

ANSWER: T. E. LAWRENCE

CARD 10, FRONT, FAMOUS GAYS AND LESBIANS

WHAT IS THE NAME OF THE FAMOUS FEMALE BLUES SINGER WHO WAS BORN IN CHATTANOOGA, TENNESSEE, AND WHO WAS KNOWN FOR BEING VERY FREE AND TOUGH? CLUE: SHE SANG "T'AIN'T NOBODYS' BIZ-NESS IF I DO."

CARD 10, BACK

ANSWER: BESSIE SMITH

CARD 11, FRONT, FAMOUS GAYS AND LESBIANS

WHAT IS THE NAME OF ONE OF THE MOST INFLUENTIAL 20TH CENTURY PHILOSOPHERS WHOSE CONCERNS WERE AROUND THE NATURE OF REALITY AND LANGUAGE? HE BECAME A PROFESSOR AT CAMBRIDGE. CLUE: HE WROTE TRACTATUS.

CARD 11, BACK

ANSWER: LUDWIG WITTGENSTEIN

CARD 12, FRONT, FAMOUS GAYS AND LESBIANS

WHAT IS THE NAME OF ONE OF THE MOST POWERFUL BLACK VOICES OF THE 20TH CENTURY? HE WAS BORN IN HARLEM AND SPOKE ANGRILY ABOUT RACISM. HE LATER MOVED TO PARIS. CLUE: HE WROTE GO TELL IT ON THE MOUNTAIN AND GIOVANNI'S ROOM.

CARD 12, BACK

ANSWER: JAMES BALDWIN

CARD 13, FRONT, FAMOUS GAYS AND LESBIANS

WHAT IS THE NAME OF THE ENGLISH AUTHOR AND LITERARY CRITIC KNOWN FOR HER POETIC STYLE AND WIT? SHE WENT AGAINST THE MOLD OF WHAT A WOMAN SHOULD BE IN VICTORIAN ENGLISH SOCIETY. SHE WAS VERY INDEPENDENT, CARING AND VULNERABLE. CLUE: SHE WROTE TO THE LIGHTHOUSE AND A ROOM OF ONE'S OWN. ALSO THERE IS A FAMOUS AMERICAN PLAY WITH HER NAME IN IT: "WHOSE AFRAID OF"

CARD 13, BACK

ANSWER: VIRGINIA WOOLF

CARD 14, FRONT, FAMOUS GAYS AND LESBIANS

WHAT IS THE NAME OF THE FRENCH AUTHOR WHO WAS THE FIRST WOMAN TO BE ELECTED TO THE ROYAL ACADEMY OF LANGUAGE AND LITERATURE OF BELGIUM AND WHO WAS A GRAND OFFICER IN THE LEGION OF HONOR? SHE IS KNOWN FOR HER NOVEL CHERI. CLUE: HERS IS A ONE WORD NAME.

CARD 14, BACK

ANSWER: COLLETE

That was great!

Those were very hard questions.

There is a book that tells about gays and lesbians throughout history.

It is called Gay Men and Women Who Enriched the World.

The author is Thomas Cowan, and many of the questions were from that book.

Exercise 8: Listening for the Self

A little while ago we talked about getting rid of the self that was formed by how other people have thought of us, talked to us, and acted toward us.

Instead we want the self that has always been there.

We talked about trusting ourselves.

But how do we get in touch with ourselves?

There are many ways which can be practiced, and it is recommended that you work in several areas at once.

First comes quieting one's mind so that you can hear your true self.

Sit up straight in your chair with your feet on the floor.

Place your right hand in your lap—palm up.

Then put the back of your left hand in the palm of your right hand.

Look at the floor about four feet in front of you.

Now pay attention to your breathing.

Don't try to change it—just become aware of it.

PAUSE WHILE YOU EXHALE THREE TIMES.

Now count your breath.

WATCH PARTICIPANTS' BREATHING AND TRY TO KEEP THE COUNT WITH THEIR RHYTHM.

Exhale 1. Inhale 2. Exhale 3. Inhale 4. Exhale 5. Inhale 6. Exhale 7. Inhale 8. Exhale 9. Inhale 10.

Start again. Exhale 1. Inhale 2. Exhale 3. Inhale 4.

Keep it going silently in your mind.

Really concentrate.

Really pay attention.

If you get off track, that's OK. Just go back and start with 1 again.

ALLOW TWO MINUTES FOR WATCHING THE BREATH.

Pause for a minute, but keep your position.

As you practice following your breath, your mind will quiet and you will be able to hear the self.

If a thought pops in while you are counting, just let it come and go.

Don't worry about stopping it, and don't go off with the thought.

Concentrate on your breathing.

Let's count our breaths silently for one minute more.

Start back at one again.

COUNT BREATHS SILENTLY FOR ONE MINUTE AND THEN STOP.

How did that feel?

ENCOURAGE DISCUSSION AND GIVE OUT TOKENS.

DIVIDE THE GROUP INTO THREE SMALL TASK GROUPS. EACH GROUP WILL RECEIVE A DIFFERENT INSTRUCTION SHEET IN ORDER TO RAISE A NUMBER OF ISSUES. ALLOW 20 MINUTES FOR DEVELOPING A CODE OF CONDUCT. GIVE EACH GROUP NEWSPRINT AND MARKING PENS.

CODE OF CONDUCT--GROUP 1

INSTRUCTIONS: DEVELOP A CODE OF CONDUCT THAT YOU COULD BELIEVE AND WOULD TRY TO FOLLOW.

EXAMPLES:

1. TREASURE LIFE--DO NOT KILL.
2. BE GIVING--DO NOT STEAL.
3. HONOR THE BODY--DO NOT ABUSE SEX.

MY CODE OF CONDUCT:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

CODE OF CONDUCT--GROUP 2

INSTRUCTIONS: DEVELOP A CODE OF CONDUCT THAT YOU COULD BELIEVE AND WOULD TRY TO FOLLOW.

EXAMPLES:

1. EXPRESS THE TRUTH--DO NOT LIE.
2. THINK CLEARLY--DO NOT BE IGNORANT.
3. SEE GOOD--DO NOT SPEAK OF OTHERS' ERRORS AND FAULTS.

MY CODE OF CONDUCT:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

CODE OF CONDUCT--GROUP 3

INSTRUCTIONS: DEVELOP A CODE OF CONDUCT THAT YOU COULD BELIEVE AND WOULD TRY TO FOLLOW.

EXAMPLES:

1. REALIZE THE ONENESS IN LIFE--DO NOT ELEVATE YOURSELF BY BLAMING OTHERS.
2. GIVE GENEROUSLY--DO NOT BE WITHHOLDING.
3. ACT IN HARMONY--DO NOT BE ANGRY.

MY CODE OF CONDUCT:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

Now lets hear what each of the groups came up with.

Show us your newsprint.

HAVE EACH GROUP PRESENT ITS CODE OF CONDUCT. GIVE OUT TOKENS.

Those are great codes of conduct.

Could you see a way of making them into one code of conduct?

HAVE THE ENTIRE GROUP WORK ON A CODE OF CONDUCT. ENCOURAGE DISCUSSION. RESPECT DIFFERENCES AND TRY NOT TO ELIMINATE STRONGLY HELD POSITIONS. LOOK MORE FOR INTEGRATION. GIVE OUT TOKENS.

You have really worked hard and come up with a first class code of conduct.

Each person's self is expressed in this code.

We are at the end of today's session.

What are your Feeling Thermometer readings now?

ENCOURAGE SHARING.

Remember that the homework is to concentrate on a simple, daily task every day between now and when we meet again.

At the end of each session we give strokes to other group members for their contributions to the session and for their presence.

Let's go around and show our appreciation.

ENCOURAGE GIVING APPRECIATION. MAKE SURE TO GIVE TOKENS TO THOSE WHO SUPPORT OTHERS.

I really appreciate the way you have worked today.

The next session will be at _____ (time) on _____ (date).

END OF SESSION 2

CARD 1, SESSION 2

I CAN'T BE GAY OR LESBIAN BECAUSE I'VE NEVER HAD SEX.

CARD 2, SESSION 2

I'M NOT REALLY GAY BECAUSE IT'S JUST A PHASE I'LL GROW OUT OF.

CARD 3, SESSION 2

BECAUSE I'M GAY, I'LL HAVE TO TAKE A JOB LIKE A HAIRDRESSER.

CARD 4, SESSION 2

IF I AM GAY OR LESBIAN, I'LL END UP MESSING WITH LITTLE KIDS.

CARD 5, SESSION 2

IF I'M GAY OR LESBIAN, I'LL GET AIDS.

CARD 6, SESSION 2

I'M TOO PRETTY TO BE A LESBIAN.

CARD 7, SESSION 2

MOST GAY AND LESBIAN YOUTH ARE VERY UNHAPPY.

CARD 8, SESSION 2

I'M NOT GOING TO BE ABLE TO GET WHAT I WANT OUT OF LIFE AND WILL HAVE TO LOWER MY EXPECTATIONS.

CARD 9, SESSION 2

I'M GOING TO HAVE TO SPEND MY LIFE HANGING AROUND TOILETS.

CARD 10, SESSION 2

IT'S NOT POSSIBLE TO KNOW THAT YOU ARE GAY OR LESBIAN AS A CHILD.

CARD 11, SESSION 2

I CAN'T BE A RELIGIOUS PERSON BECAUSE I AM GAY.

CARD 12, SESSION 2

THE BEST WAY TO PROVE I AM NOT A LESBIAN IS TO HAVE A BABY.

CARD 1, SESSION 2--LIVES

GAYS AND LESBIANS CAN'T FORM NONSEXUAL RELATIONSHIPS.

CARD 2, SESSION 2--LIVES

GAY AND LESBIAN PEOPLE DESTROY FAMILY VALUES.

CARD 3, SESSION 2--LIVES

GAYS AND LESBIANS ARE A DANGER TO CHILDREN.

CARD 4, SESSION 2--LIVES

GAYS AND LESBIANS USUALLY RAPE THEIR SEX PARTNERS.

CARD 5, SESSION 2--LIVES

GAYS AND LESBIANS THINK ABOUT NOTHING BUT SEX.

CARD 6, SESSION 2--LIVES

LESBIAN AND GAY PEOPLE PRACTICE UNNATURAL SEX ACTS.

CARD 7, SESSION 2--LIVES

GAY AND LESBIAN PEOPLE DON'T MAKE A CONTRIBUTION TO SOCIETY.

CARD 8, SESSION 2--LIVES

GAY MEN ARE UNSUITED FOR HARD WORK.

CARD 9, SESSION 2--LIVES

GAYS AND LESBIANS TRY TO DRESS, ACT, AND LOOK LIKE THE OPPOSITE SEX.

CARD 10, SESSION 2--LIVES

GAYS AND LESBIANS ARE NOT ABLE TO MAINTAIN LONG-TERM RELATIONSHIPS WITH A PARTNER.

DESCRIPTIONS OF MY SELF

INSTRUCTIONS:

1. BELOW IS A LIST OF WORDS TO GIVE YOU SOME IDEAS. WRITE ON A CARD HOW YOU WOULD DESCRIBE YOURSELF. IF A WORD THAT FITS YOU IS NOT ON THE LIST, FEEL FREE TO ADD YOUR OWN. WRITE "MY SELF" AT THE TOP OF THE CARD.
2. NOW WRITE ON A SEPARATE CARD HOW YOUR FAMILY DESCRIBES YOU. PUT "FAMILY" AT THE TOP OF THE CARD. FEEL FREE TO USE OTHER ADJECTIVES THAT FIT.
3. ON ANOTHER CARD INDICATE HOW ADULTS SEE YOU. FEEL FREE TO USE OTHER WORDS. PUT "ADULTS" AT THE TOP.
4. ON THE FOURTH CARD WRITE HOW OTHER YOUTH DESCRIBE YOU. FEEL FREE TO USE OTHER WORDS. PUT "YOUTH" AT THE TOP.

respectful
disrespectful
obedient
disobedient
courteous
rude
well-mannered
crude
dependable
irresponsible
self-controlled
wild
disciplined
undisciplined
giving
greedy
strong
weak
handsome
ugly
beautiful
fat
thin
well-developed
scrawny
built
flabby
empty
drained
spacey
numb
alive
cold
withdrawn
bitter
angry
Latino/a
Puerto Rican
Dominican

angry
afraid
peaceful
confused
insecure
depressed
disorganized
happy
bored
hiding
open
nagging
distrustful
discouraged
hopeful
queer
straight
gay
lesbian
restless
cynical
optimistic
bad tempered
spiritual
joyful
empty
gentle
quiet
forgetful
guilty
sulking
anxious
defensive
perverted
crazy
rash
African-American
Cuban

hard-working
lazy
open-minded
prejudiced
cheerful
sad
capable
failing
clean
dirty
courageous
cowardly
forgiving
spiteful
helpful
selfish
honest
dishonest
creative
dull
daring
conservative
self-reliant
dependent
intelligent
stupid
reflective
thick-headed
logical
irrational
loving
hateful
caring
self-centered
tender
harsh
Asian
Japanese
Chinese
Vietnamese

MYSELF

FAMILY

ADULTS

CODE OF CONDUCT--GROUP 1

INSTRUCTIONS: DEVELOP A CODE OF CONDUCT THAT YOU COULD BELIEVE AND WOULD TRY TO FOLLOW.

EXAMPLES:

1. TREASURE LIFE--DO NOT KILL.
2. BE GIVING--DO NOT STEAL.
3. HONOR THE BODY--DO NOT ABUSE SEX.

MY CODE OF CONDUCT:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

CODE OF CONDUCT--GROUP 2

INSTRUCTIONS: DEVELOP A CODE OF CONDUCT THAT YOU COULD BELIEVE AND WOULD TRY TO FOLLOW.

EXAMPLES:

1. EXPRESS THE TRUTH--DO NOT LIE.
2. THINK CLEARLY--DO NOT BE IGNORANT.
3. SEE GOOD--DO NOT SPEAK OF OTHERS' ERRORS AND FAULTS.

MY CODE OF CONDUCT:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

CODE OF CONDUCT--GROUP 3

INSTRUCTIONS: DEVELOP A CODE OF CONDUCT THAT YOU COULD BELIEVE AND WOULD TRY TO FOLLOW.

EXAMPLES:

1. REALIZE THE ONENESS IN LIFE--DO NOT ELEVATE YOURSELF BY BLAMING OTHERS.
2. GIVE GENEROUSLY--DO NOT BE WITHHOLDING.
3. ACT IN HARMONY--DO NOT BE ANGRY.

MY CODE OF CONDUCT:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

CARDS ON FAMOUS GAY AND LESBIAN PEOPLE

CARD 1, FRONT, FAMOUS GAYS AND LESBIANS

WHAT IS THE NAME OF THE FAMOUS GREEK KING WHO TOOK HIS TROOPS ALL THE WAY TO INDIA? HE LIVED IN THE THIRD CENTURY B.C. AND RESPECTED OTHER CULTURES. CLUE: THERE IS A CITY IN EGYPT NAMED AFTER HIM.

CARD 2, FRONT, FAMOUS GAYS AND LESBIANS

WHAT IS THE NAME OF THE PHILOSOPHER WHO WROTE THE BOOK THE REPUBLIC AND WHO WAS ONE OF THE MOST FAMOUS PHILOSOPHERS OF ALL TIME? CLUE: HIS TEACHER WAS SOCRATES.

CARD 1, BACK

ANSWER: ALEXANDER THE GREAT

CARD 2, BACK

ANSWER: PLATO

CARD 3, FRONT, FAMOUS GAYS AND LESBIANS

WHAT IS THE NAME OF ONE OF THE EARLIEST WOMEN POETS WHO LIVED AROUND 600 B.C.? SHE WROTE ABOUT THE LIVES OF WOMEN. CLUE: SHE LIVED ON THE ISLAND OF LESBOS.

CARD 4, FRONT, FAMOUS GAYS AND LESBIANS

WHAT IS THE NAME OF THE ITALIAN GENIUS WHO KNEW ANATOMY, BOTANY, GEOLOGY, MECHANICS, AND ASTRONOMY? HE WAS A GREAT INVENTOR AND WAY AHEAD OF HIS TIME. HE IS BEST KNOWN AS A PAINTER. CLUE: HE PAINTED THE MONA LISA.

CARD 3, BACK

ANSWER: SAPPHO

CARD 4, BACK

ANSWER: LEONARDO DA VINCI

CARD 5, FRONT, FAMOUS GAYS AND LESBIANS

WHAT IS THE NAME OF ONE OF AMERICA'S GREATEST NOVELISTS WHO WROTE ABOUT ADVENTURE AND THE SEA. HE LIVED FROM 1819-1891. CLUE: HE WROTE MOBY DICK.

CARD 6, FRONT, FAMOUS GAYS AND LESBIANS

WHAT IS THE NAME OF THE GREAT RUSSIAN COMPOSER WHO IS WELL REMEMBERED FOR HIS BALLET MUSIC? HE LIVED FROM 1840-1893. CLUE: HE WROTE SWAN LAKE AND SLEEPING BEAUTY.

CARD 5, BACK

ANSWER: HERMAN MELVILLE

CARD 6, BACK

ANSWER: PETER ILYICH TCHAIKOVSKY

CARD 7, FRONT, FAMOUS GAYS AND LESBIANS

WHAT IS THE NAME OF THE MIDWESTERN AUTHOR WHO WROTE ABOUT STRONG WOMEN AND WHO IS ASSOCIATED WITH NEBRASKA? CLUE: SHE WROTE O PIONEERS.

CARD 8, FRONT, FAMOUS GAYS AND LESBIANS

WHAT IS THE NAME OF THE WORLD REKNOWN BRITISH ECONOMIST WHO SET THE DIRECTION OF 20TH CENTURY ECONOMIC POLICY? CLUE: HE WAS INSTRUMENTAL IN CREATING THE INTERNATIONAL MONETARY FUND.

CARD 7, BACK

ANSWER: WILLA CATHER

CARD 8, BACK

ANSWER: JOHN MAYNARD KEYES

CARD 9, FRONT, FAMOUS GAYS AND LESBIANS

WHAT WAS THE NAME OF THE ENGLISH MAN WHO LIVED IN THE DESERT IN THE EARLY 1900'S AND LED ARAB TROOPS AGAINST THE TURKS? CLUE: HE WAS SOMETIMES CALLED _____ OF ARABIA.

CARD 10, FRONT, FAMOUS GAYS AND LESBIANS

WHAT IS THE NAME OF THE FAMOUS FEMALE BLUES SINGER WHO WAS BORN IN CHATTANOOGA, TENNESSEE, AND WHO WAS KNOWN FOR BEING VERY FREE AND TOUGH? CLUE: SHE SANG "T'AINT NOBODYS' BIZ-NESS IF I DO."

CARD 9, BACK

ANSWER: T. E. LAWRENCE

CARD 10, BACK

ANSWER: BESSIE SMITH

CARD 11, FRONT, FAMOUS GAYS AND LESBIANS

WHAT IS THE NAME OF ONE OF THE MOST INFLUENTIAL 20TH CENTURY PHILOSOPHERS WHOSE CONCERNS WERE AROUND THE NATURE OF REALITY AND LANGUAGE? HE BECAME A PROFESSOR AT CAMBRIDGE. CLUE: HE WROTE TRACTATUS.

CARD 12, FRONT, FAMOUS GAYS AND LESBIANS

WHAT IS THE NAME OF ONE OF THE MOST POWERFUL BLACK VOICES OF THE 20TH CENTURY? HE WAS BORN IN HARLEM AND SPOKE ANGRILY ABOUT RACISM. HE LATER MOVED TO PARIS. CLUE: HE WROTE GO TELL IT ON THE MOUNTAIN AND GIOVANNI'S ROOM.

CARD 11, BACK

ANSWER: LUDWIG WITTGENSTEIN

CARD 12, BACK

ANSWER: JAMES BALDWIN

CARD 13, FRONT, FAMOUS GAYS AND LESBIANS

WHAT IS THE NAME OF THE ENGLISH AUTHOR AND LITERARY CRITIC KNOWN FOR HER POETIC STYLE AND WIT? SHE WENT AGAINST THE MOLD OF WHAT A WOMAN SHOULD BE IN VICTORIAN ENGLISH SOCIETY. SHE WAS VERY INDEPENDENT, CARING AND VULNERABLE. CLUE: SHE WROTE TO THE LIGHTHOUSE AND A ROOM OF ONE'S OWN. ALSO THERE IS A FAMOUS AMERICAN PLAY WITH HER NAME IN IT: "WHOSE AFRAID OF"

CARD 14, FRONT, FAMOUS GAYS AND LESBIANS

WHAT IS THE NAME OF THE FRENCH AUTHOR WHO WAS THE FIRST WOMAN TO BE ELECTED TO THE ROYAL ACADEMY OF LANGUAGE AND LITERATURE OF BELGIUM AND WHO WAS A GRAND OFFICER IN THE LEGION OF HONOR? SHE IS KNOWN FOR HER NOVEL CHERI. CLUE: HERS IS A ONE WORD NAME.

CARD 13, BACK

ANSWER: VIRGINIA WOOLF

CARD 14, BACK

ANSWER: COLLETE