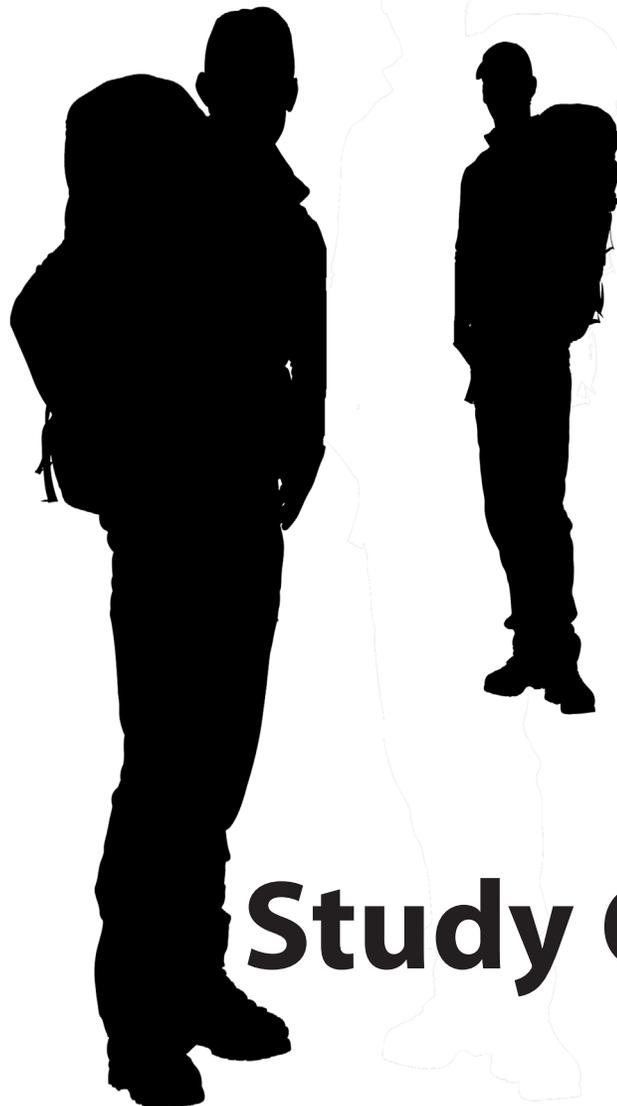




Out in the Open

by Dave Deveau



Study Guide

Out in the Open

Produced by Green Thumb Theatre

Playwright: DAVE DEVEAU
Director: PATRICK McDONALD
Stage Manager: Shannon Macelli
Set Design: Marshall McMahan
Sound Design: Laura Lee Schultz
Carpenter: Al Frisk
Scenic Painter: Omanie Elias
Costume Design: Connie Hosie

Featuring:
Raes Calvert as Adam
Gaelen Beatty as Stephen

Green Thumb Theatre is a member of the Professional Association of Canadian Theatres and engages, under the terms of the Canadian Theatre Agreement, professional Artists who are members of Canadian Actors' Equity Association.

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Note: Some of the exercises in this guide are not original creations of the author. The author of the guide is not attempting to claim the exercises as her own invention. They have been acquired and obtained from other learning materials. Where no credit is given, the original source is unknown.

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Financial assistance for this study guide was provided by Green Thumb Theatre.

Synopsis:

Adam convinces Stephen, his best friend, to go on a camping trip for the long weekend, even though Stephen can think of nothing worse than being cold, dirty and bored (not to mention the lack of indoor plumbing)! When the two boys get lost in the woods their lighthearted banter turns serious and Adam reveals a secret that he has been hiding from Stephen. How will Steven react to Adam's news? What will this mean for their friendship? How do we deal with our own fears and issues when faced with a shift in what we thought we knew? *Out in the Open* is an honest look at homophobia, friendship, social pressure and navigating the complicated truths of teenage relationships.

About the Playwright:

Dave Deveau

Dave Deveau investigates queer themes in plays that speak to a broad audience. Plays include: *My Funny Valentine* (Sydney Risk Award, Jessie Nomination), *Tiny Replicas* (Neanderthal Arts Festival, Playwrights Theatre Centre, Calgary's IGNITE! Festival), *Homecoming King* (a musical with James Coomber) (Neanderthal Arts Festival), *Courte Forme* (Théâtre la Seizième), and *Nelly Boy* (Zee Zee Theatre). He has translated Michel Tremblay's first play *The Train*, and created the internationally screened short film *Belly*. Working in a collective model, he has created *Rule of Thumb* and *an undershirt*, both noted as NOW Magazine's Outstanding Ensembles, as well as the more recent *Twenty Minute Drag School* with his husband's alter-ego Isolde N. Barron. Dave has written the libretti for two short operas for Toronto's Tapestry New Opera Works: *Unfamiliar* and *Rest in Peace*. His epic play *Map of the West* was shortlisted in both the Herman Voaden Competition as well as Tarragon Theatre's new Under 30 National Playwriting Competition. He is the 2010 recipient of the Gordon Armstrong Playwrights' Rent Award. He holds an MFA in Playwriting from UBC. Upcoming: his play *Tiny Replicas* has just been optioned for the screen, he will appear in the December production of *La Cage Aux Folles* at the Vancouver Playhouse, followed by the premiere of his latest play *Lowest Common Denominator* in the spring.

Themes:

**Homophobia | Social Pressure | Friendship |
Discrimination | Safe Schools**

After the Play....

The following exercises and activities are provided as suggestions and starting points for further exploration of the themes brought up in *Out in the Open*. They have been designed keeping the BC Ministry of Education Curriculum Guidelines in mind and may be used in connection with other units that you are doing during the school year. Near the end of the guide there are several pull-out worksheets, for your convenience, that investigate specific themes/aspects of the performance.

Curriculum Connections:

**Health 8 / Health 9 / Planning 10 / Civics 11 / Social Justice 12 /
English Language Arts 8-12 / Drama 8-12 / Communications 11-12**

Facts: LGBT Education

Source:

Teacher Newsmagazine Volume 22, Number 2, October 2009
James Chamberlain

1. LGBT students and those perceived to be so are at much greater risk for verbal and physical harassment while at school.
2. Students who do not conform to rigid notions of masculinity and femininity are often targets.
3. Students at the secondary and post secondary levels often do not report incidents of homophobic or transphobic harassment (even those they witness) because they believe school officials will do little or nothing to intervene.
4. The main problem in dealing with LGBT issues in schools is continued silence and inaction on the part of teachers, principals, and other school board officials.
5. LGBT youth are at much greater risk than their heterosexual peers for suicide and substance abuse.
6. More LGBT students are coming out at younger ages (within secondary school) with few, if any, supports in place for them.

If you have any questions about this study guide or would like more curriculum information or suggested activities and resources, please contact our education liaison:

education@greenthumb.bc.ca

Facts about Homophobia in Canadian Schools

- 14 % of students, close to one in seven, self-identified as not being exclusively heterosexual
- 70 % of all participating students heard expressions such as “That’s so gay” in school on a daily basis, and 48 per cent heard words such as “faggot,” “lezbo” and “dyke” every day in school.
- Almost 10 % of LGBTQ (lesbian, gay, bisexual, transgender, two- spirited, queer or questioning) students heard homophobic comments from teachers daily or weekly
- 55 % of sexual minority students were verbally harassed in school
- 21 % of LGBTQ students were physically harassed or assaulted in school
- 64 % of LGBTQ students feel unsafe at school, and by far, the least safe places are gym change rooms and the student washrooms
- Verbal and physical harassment are reported occurring significantly less frequently in schools with anti-homophobia policies, but there is no significant difference in LGBTQ students feeling unsafe in schools with such policies
- Students whose schools have gay straight alliances are more likely to be open with fellow students about their sexual orientation.
- “Students of colour” are less likely to know an “out” student than are white and aboriginal students, and are more likely to perceive an LGBTQ- inclusive curriculum as negative. A higher percentage of aboriginal students know “out” students than do white students, and aboriginal students are most likely to see an LGBTQ-inclusive curriculum as positive.
- Students with LGBTQ parents are far more likely to feel unsafe in school, and far more likely to perceive homophobic comments from fellow students and teachers
- 58% of straight students find homophobic comments upsetting.
- One in 12 straight students reported being verbally harassed about their perceived sexual orientation, and even more, close to 10 per cent, of straight students were physically harassed or assaulted about their perceived sexual orientation.

(Martin, Nick. *Homophobia common in Canadian schools, study asserts*, Winnipeg Free Press May 12, 2011)

Homophobia and Safe Schools

(Source: Toolkit for Teachers: Dealing with Homophobia and Homophobic Bullying in Scottish Schools
www.lgbtyouth.org.uk)

Blatant and obvious homophobia can be more readily recognised and challenged. However, more subtle forms can be more difficult to recognise and challenge as they can be embedded in particular communities or have roots in shared vocabulary and humour. Often the most difficult behaviour to challenge is from people who think that their words or actions are 'just a joke' and not homophobic. However, the impact that their words and actions have on LGBT people, and other people who hear them, can be damaging.

Tackling homophobia is not only for the benefit of LGBT young people in your school:

- Young people who are not LGBT are also affected by homophobia.
- Any young person can be homophobicly bullied, whether he or she is LGBT or not.
- Homophobia can force young people to act in certain ways to appear 'macho' if they are male or 'girly' if they are female. Sometimes young people feel compelled to consciously or unconsciously prove that they are not LGB or T. This limits their individuality and self-expression.
- Homophobia can put pressure on many young people to act aggressively and angrily towards people who are or are perceived to be LGBT.
- Homophobia can make it difficult for young people to be close friends with someone of the same sex in case they are accused of being LGBT.
- Homophobia can make it difficult for heterosexual young people to be friends with LGBT young people in case they are accused of being LGBT.
- Homophobia affects young people's values and attitudes and can make it difficult for them to appreciate the diverse range of people whom they will meet and interact with in their lives.

Homophobia and Heterosexism in *Out in the Open*

Some examples of how the themes present themselves in the play:

Adam and Stephen both use homophobic language when teasing each other.

Adam is worried about "coming out" because he doesn't want to be treated differently.

Adam and Stephen are concerned about male gender stereotypes and roles.

Stephen thinks Adam's homosexuality changes who he is and that it will change their friendship.

Once Stephen knows Adam is gay he is uncomfortable being close to him.

Stephen is scared that people will think he is gay and doesn't want to be seen with Adam once Adam announces his sexual orientation.

Stephen doesn't believe Adam is gay because he doesn't fit the stereotype.

Creating a Safe and Equitable Classroom:

(L.Michelle Tsutsumi, Alberta Teachers Association)

To create a safe and equitable classroom and/or office, teachers and counsellors can:

- use inclusive language (such as “parent,” “spouse” and “date”) that implicitly allows for LGBTQ possibilities,
- challenge homophobic language and name-calling,
- create a “positive space” or put up LGBTQ friendly signs and symbols,
- (if they are heterosexual) ask other people what they would think of them if they were a LGBTQ person,
- be clear about their willingness to support LGBTQ students,
- invite LGBTQ speakers to classes and
- (if they are LGBTQ educators) come out to their students and staff.

Ground Rules: Teachers and Students Creating a Safe Space (Advocates for Youth .org)

Respect—Give undivided attention to the person who has the floor (permission to speak).

Confidentiality—What we share in this group will remain in this group.

Openness—We will be as open and honest as possible without disclosing others’ (family, neighbors, or friends) personal or private issues. It is okay to discuss situations, but we won’t use names or other ID. For example, we won’t say, “My older brother ...” Instead we will say, “I know someone who ...”

Right to pass—It is always okay to pass (meaning “I’d rather not” or “I don’t want to answer”).

Nonjudgmental approach—We can disagree with another person’s point of view without putting that person down.

Taking care to claim our opinions—We will speak our opinions using the first person and avoid using ‘you’. For example, “I think that kindness is important.” Not, “You are just mean.”

Sensitivity to diversity—We will remember that people in the group may differ in cultural background, sexual orientation, and/or gender identity or gender expression and will be careful about making insensitive or careless remarks.

Anonymity—It is okay to ask any question by using the suggestion box.

Acceptance—It is okay to feel uncomfortable; adults feel uncomfortable, too, when they talk about sensitive and personal topics, such as sexuality.

Have a good time—It is okay to have a good time. Creating a safe space is about coming together as a community, being mutually supportive, and enjoying each other’s qualities.

It is very valuable to lead a discussion or a debrief after the performance. Here are a few questions to get the ball rolling:

How do the production elements contribute to the story of the play?
(the music, the set, the costumes, etc.)

Did the play leave you with any questions? If so, what were they?

Do you wish anything in the play was different? Why?

Why do you think Adam chose to tell Stephen? What would you do in that situation?

Why do you think Stephen reacted the way that he did? What would you do in that situation?

What do you think homophobia is? Do you think there are different forms? If so, what are they? What do they look like? Do you think Stephen is homophobic? Can you identify any moments of homophobia in the play?

What is heterosexism? What does heterosexism have to do with homophobia or homophobic bullying?

Do you think Stephen and Adam's story is realistic? Why or why not?

What did you think was the most important moment in the story? Why?

What if the play had continued...what do you think would have happened?

Do you think your school is a safe place for LGBT youth? Why or why not?

Can you think of other forms of discrimination that happen at your school? Describe an example.

Could you relate to either of the characters? Why or why not?

Writing Prompts:

Write a scene between Adam and Stephen that could have been a different ending to the play.

Write about a time that you witnessed or experienced discrimination based on a stereotype.

Write about a time when you experienced or witnessed homophobic bullying in your school. Describe the situation. What did you do?

Write about a relationship that is really important to you.

Think about the end of the play. Write a journal entry or a letter pretending that you are either Stephen or Adam. What do you wish you could say?

Imagine a Safe School. What does it look like?

Terms and Concepts:

LGBTQ: An acronym for Lesbian Gay Bisexual Transgender and Questioning

Homophobia is the dislike, fear or hatred of lesbian and gay people. It is often used to describe prejudice towards bisexual and transgender people too, but the terms Biphobia (the dislike, fear or hatred of bisexual people) and Transphobia (the dislike, fear or hatred of transgender people) are becoming more commonly used.

Homophobic Bullying is when a person's actual or perceived sexual orientation/gender identity is used to exclude, threaten, hurt, or humiliate him or her. It can also be more indirect: homophobic language and jokes around the school can create a climate of homophobia which indirectly excludes, threatens, hurts, or humiliates young people.

Heterosexism is an attitude or assumption that heterosexuality is superior and more desirable than homosexuality. It assumes that everyone is or should be heterosexual.

Stereotype A generalization, usually exaggerated or oversimplified and often offensive, that is used to describe or distinguish a group.

Social Justice Equal treatment and equality of social and economic opportunity, irrespective of one's sexual orientation, gender identity/expression, race/ethnicity, biological sex, national origin, age or health status.

Queer was historically a negative term for homosexuality but more recently the LGBT movement has reclaimed the word to refer to itself.

Prejudice an attitude that favours one person or group over another.

Gay-straight-alliance (GSA) Formal organization of LGBT and straight people in support of the dignity and rights of LGBT people., most often in the context of creating change in educational institutions.

Transgender is an umbrella term for individuals who feel that they are outside the boundaries of biological sex and/or culturally determined gender expression.

Two-spirited is a term used by First Nations cultures but its definition can vary. It is generally associated with a person born with one biological sex who fulfils at least some of the gender roles assigned to both sexes. As part of the tradition, two-spirited people are sometimes considered part male and part female and often revered as shamans, healers and natural peacemakers.

Gender roles can be culturally or socially determined and consist of attitudes and behaviours that are expected of an individual based on his or her biological sex.

Sex: Refers to a person based on their anatomy (external genitalia, chromosomes, and internal reproductive system). Sex terms are male, female, transsexual, and intersex. Sex is biological.

Gender: Social and cultural expression of sex

www.glsen.org

Gay Lesbian and Straight Education Network

www.mygsa.ca

Egale Canada's national safer schools and inclusive education website.

www.pridenet.ca

The Pride Education Network is a B.C. group of teachers, administrators, support staff, youth and parents who aim to make the school system more welcoming and more equitable for LGBTQ students, staff and families.

www.safeatschool.ca

A project by the Ontario Teachers Federation (OTF)

www.tdsb.on.ca

Challenging Homophobia and Heterosexism: a K-12 Curriculum

www.teachers.ab.ca

Alberta Teachers Association: If you click on "members" you can find the Diversity, Equity and Human Rights section which has lots of materials.

www.bctf.ca

BC Teachers Federation

www.advocatesforyouth.org

Creating Safe Space for GLBTQ Youth: A Toolkit

www.schools-out.org.uk

Schools Out is a British organization dedicated to equality in education for LGBTB people. Check out the free Teaching Pack!

www.ltscotland.org.uk

Education Scotland has a Teacher Toolkit for dealing with homophobia and homophobic bullying in schools. It is very comprehensive.

www.tacklehomophobia.com

Another site from the UK but very user friendly and with lots of resources and ideas for taking on homophobia in schools.

QMUNITY

www.qmunity.ca

BC's Queer Resource Centre has lots of information on their website and also provides a variety of drop-in services at their Vancouver location (1170 Bute Street)
604 684-5307

MY GSA

www.mygsa.ca

Egale Canada's national website for safer schools includes information on how to start a gay-straight alliance and links to other resources.

IT GETS BETTER

www.itgetsbetter.org

The website for the IT GETS BETTER project, designed to help youth struggling with homophobic bullying. Includes lots of videos and ways to get help.

OUT IN SCHOOLS

www.outinschools.com

The Vancouver Queer Film Festival's safe schools project. Check out the student-made PSAs against homophobia and find out how to get involved. Lots of resources and outside links available.

WON'T GET WEIRD

www.bc.wontgetweird.com

Non-judgmental, youth-friendly, sex-positive services
1.800.739.7367

PFLAG

www.pflagvancouver.com

Support for parents, family and friends of queer youth
604.626.5667

URBAN NATIVE YOUTH ASSOCIATION

www.unya.bc.ca

Provide services, programs and support to Native youths
604.254.7732

Need someone to talk to? Anonymous 24 hour phone lines for youth:

YOUTH AGAINST VIOLENCE

www.youthagainstviolenceline.com

1.800.680.4264

KIDS HELP PHONE

www.kidshelpphone.ca

1 800 668 6868

The “buddy film” is a popular American film genre in which two people of the same sex (historically men) are paired. Usually the two characters have contrasting personalities or come from very different backgrounds and they tend to have a hard time understanding each other. Through the course of the film they develop a stronger friendship and a mutual trust/respect. Buddy films shift the onscreen dynamic from male/female central relationships and celebrate (typically) male comradery. Buddy films usually comment on the nature of friendship.

Part One:

As a class, brainstorm a list of popular buddy films (examples: *Lethal Weapon*, *the Odd Couple*, *Shawshank Redemption*, *The Big Lebowski*, *I love you, Man*, *Hangover*, *Due Date*, *Butch Cassidy and the Sundance Kid*)

Part Two:

Choose one example and illustrate what makes it a buddy film (as a class or individually).

1. Describe the two characters
2. Give an example of a situation where there is a misunderstanding between the two characters
3. Describe the main conflict in the film
4. Try to pinpoint a turning point in their relationship
5. Describe how they resolve the conflict
6. Describe how their relationship changes from the beginning to the end.

Part Three:

Draw this simple plot graph on the board:

Meet---> misunderstanding---->conflict----->shared struggle/experience----->resolution/new respect.

As a class, apply the plot graph to a couple of the buddy movies listed.

Which ones fit the mold? Which ones don't? Now that you have had some time to think about buddy movies can you think of other features that are important to the genre? Can you think of any films that sort-of fit the pattern but have a twist that sets them apart? Can you think of any so-called buddy films that challenge the genre without straying too far away?

Part Four:

As a class, try to apply *Out in the Open* to the buddy film plot graph. Identify moments in the play that might match up with the elements of a buddy film.

What does *Out in the Open* have in common with the buddy film genre? Where does it follow the genre rules? Where does it not? What happens when genre rules are bent?

Do you think the portrayal of male-bonding in buddy films has an impact on male gender stereotypes? Does it create certain expectations? Who does the buddy film exclude?

Part Five:

In groups of two, have students create their own “mini buddy film” skits. The skits can only be two minutes and each group has to try to fit all the elements of a buddy film plot into their skit. (*Identify the contrasting characters, demonstrate a misunderstanding, have a clear conflict with a shared struggle or experience and show a resolution and the change in their relationship*). Remind students that they can stretch the buddy film rules by twisting the plot graph or resolving the conflict in an unexpected way. They can also be creative with what characters get a chance at being part of a buddy film.

With your class you will develop an anti-bullying protocol for your school...

Part 1- Introduce the Activity

Suggest to students that we are all accustomed to participating in a school community where we are able, for the most part, to speak freely. We can talk about our political views in class discussions, criticize school policies through student government, and express our interests during clubs all without being penalized. Ask students if there are circumstances under which they feel our words or actions should be bound by rules and consequences in school. Are there times when words or actions can go too far and when students deserve protection from those words or hurtful actions? List student responses on the board and discuss them for a few minutes.

There are times when students have been on the receiving end of name-calling or hurtful language that has, to some degree, compromised our feelings of safety and security in school. Ask students to consider what type of interventions or protections, if any, they feel should be put in place in response to such incidents.

Part 2- Brainstorming for an Anti-Bullying School Protocol

Tell students that implementing an “anti-bullying” policy is one way to create an environment in which expectations about language and hurtful actions are clear and there are some protections against bullying. Divide the class into groups of about four students each. (If your students do not have the experience to work productively in small groups, you may want to do this as a large group.) Have students create a mind-map using the following prompts.

1. Name-calling that is most common in their experience— (not the slurs themselves, just the category they fit into, for example names based on people’s religion, appearance or race).
2. The different types of behaviors associated with name-calling and the specific ways in which negative speech is carried out, for example through teasing or rumors.
3. Identify strategies for preventing disrespectful speech and/or actions before it becomes a problem.
4. Brainstorm fair and realistic consequences for those who intentionally disrespect others.
5. Identify safe and confidential ways to report incidents and get help.

When groups have completed their discussions, have them share with the entire class and create a master list that captures all of their ideas. After class, these ideas can be written up in a narrative form either by the teacher or a small group of student volunteers.

Part 3 – Follow-up

Once students have created an anti-bullying policy for the classroom, form a committee of volunteers to share it with the principal or another school administrator. Ask them to find out if there is a school- wide anti-slur policy already in existence. If not, students can work with the administration to include one in the school handbook. If your school already has an anti-slur policy, students can inquire about ways that teachers and students are educated about it each year. If no plan exists, students can work with teachers, counselors, and/or administrators to:

- Create a plan for making sure that every class reviews and discusses the policy .
- Make sure the policy is distributed to students and/or posted in places where they are likely to read it .
- Turn education about the policy into a media campaign by developing eye-catching posters with visuals and phrases that communicate important aspects of the policy, which can be displayed around the school.

Extension:

Have your class create Safe School Posters! On one half of the poster they should represent a school where bullying takes place. On the other half of the poster than can imagine what the school will be like once it is completely safe for everyone!

In this activity your class will discuss the way that different groups are represented in the media.

Part One: Introduction

First lead a brief discussion to ensure that everyone knows what a **stereotype** is and discuss how stereotypes might be influenced by media representation. Why do we divide people into groups, categories or labels? What are some of the positive and negative implications? Remind students that it is natural to find ways to connect people based on shared experiences or identities but that we have to be careful not to let stereotypes and prejudice define these groups.

Part Two: Worksheet

Split your students into groups of 2 or 3 and ask them to work together to fill out a *Diversity in Media Table* (see the example on page 15 of this guide). Ask each group to come up with another category to complete the last row in the table. For example, this group can be based on shared religion, ethnicity, gender, sexual orientation, age, etc.

Part Three: Discussion and Debrief

Lead the whole class in a discussion about how each group is represented:

Are there negative and positive representations? Was it hard to find examples for some groups? Why or why not? Was there a difference in representation between the different media forms? Are there examples that conflict with the stereotypes you noticed in the representations? What 5th category did they choose? Why? Are any of the groups ones that they belong to or identify with? Do they feel like they are fairly represented? Do media stereotypes influence their own identities? Can they imagine how these images might impact other youth?

What's Next??

Extension 1: Identify a group that you belong to based on your ethnicity, age, religion, sexual orientation, etc. Think of an example in the media (film, tv, etc.) who also fits into this category. Write a letter to the producer of the show/movie, explaining how you feel about that particular representation (whether positive, negative, or mixed). Be sure to explain why.

Extension 2: Select one of the groups that you feel is under-represented or misrepresented in TV/Movies/Magazines/Books/etc. Choose how you would like them to be better represented. Create a character/person that embodies that representation. Write a detailed description of the character/person. Choose a medium to represent them in: Draw a picture, create a magazine ad, write a short story, write a scene for a tv show, movie or play (starring your character), write a news article, make a movie poster, etc.

Extension 3: Choose a group that you identify with. Collect images that relate to this group or its representation in the media. Collect images that represent you. On one side of your poster create a collage of the media images. On the other side create a collage about you. How do they compare?

On your own or with a group think about the way that each group of people listed below is portrayed and represented in the media. Identify the stereotypes. Provide examples that best illustrate the variety of images and stereotypes representing each group. Highlight the groups that you think are under-represented.

Category	Image/Representation	Examples TV/Movies	Examples Books/Magazines/Online
Heterosexual Men			
Muslim Women			
Homosexual Men			
Teenage girls			

LGBT human rights worldwide – a quiz

How many countries...

1. Allow marriage between same-sex couples?

- (a) 25
- (b) 13
- (c) 7

2. Allow same-sex civil partnerships (which give same-sex couples all of the same rights as married couples)?

- (a) 32
- (b) 87
- (c) 23

3. Allow openly lesbian, gay or bisexual people to serve in the army?

- (a) 76
- (b) 43
- (c) 102

4. Still have laws prohibiting same-sex sexual activity?

- (a) 74
- (b) 21
- (c) 38

5. Allow joint adoption by same sex parents?

- (a) 16
- (b) 25
- (c) 19

6. Prohibit employment discrimination based on sexual orientation?

- (a) 80
- (b) 36
- (c) 49

7. Have laws that make homosexual acts punishable by death?

- (a) 4
- (b) 2
- (c) 7

Decide whether you think each statement is TRUE or FALSE. Circle the answer that fits best.

1. It is possible to tell if someone is gay by looking at them. True / False
2. Homosexuality is a form of mental illness that can be cured. True / False
3. Same-sex marriage is legal in all Canadian provinces and territories. True / False
4. Heterosexism is a form of discrimination like racism or ageism. True / False
5. A person can choose to be heterosexual or homosexual. True / False
6. It is o.k. to say homophobic things as long as you are joking. True / False
7. "That's so gay" counts as homophobia. True / False
8. Most child molesters are homosexuals. True / False
9. Homosexuality is against nature. True / False
10. You don't have to be a homosexual to be a victim of homophobic bullying. True / False
11. In a homosexual relationship one partner is "the man" and one partner is "the woman". True / False
12. LGBTQ Canadians have equal protection under the law. True / False
13. LGBTQ people do not make good parents. True / False
14. LGTBQ people are more promiscuous than heterosexual people. True / False
15. In Canada, LGTBQ people can serve openly in the military. True / False
16. BC was the first province to make same-sex marriage legal. True / False
17. Schools should be a safe place for everyone. True / False

Below are the answers to the True and False quiz.

1. **False** - As with heterosexuals, homosexuals and transgender people come in many shapes, sizes and different colors. Very few LGBTQ actually fit the stereotypes that exist.
2. **False** - Homosexuality can not be "cured". It was removed from the America Psychiatric Association's list of mental illnesses in 1973.
3. **True** - On July 20, 2005, Canada became the fourth country in the world and the first country in the Americas to legalize same-sex marriage nationwide with the enactment of the Civil Marriage Act which provided a gender-neutral marriage definition.
4. **True - Heterosexism** is an attitude or assumption that heterosexuality is superior and more desirable than homosexuality. It assumes that everyone is or should be heterosexual.
5. **False** - One does not "choose" their sexual orientation. One can choose how to express, suppress or reject their sexuality. One can choose if and how to "come out" and whom they are comfortable telling.
6. **False** - Homophobic jokes are hurtful and you can never be sure who you are offending. They have no place in a Safe School.
7. **True** - When people use "gay" to mean something negative it is a form of homophobia. Homophobic language like "that's so gay" discriminates against the LGBTQ community.
8. **False** - This is a myth with no foundation in truth.
9. **False** - Historians tell us that homosexuality has existed since the earliest of human societies. Anthropologists report that homosexuals have been a part of every culture. Many studies have also found homosexual behaviour in a wide range of other animals.
10. **True** - Homophobic bullying affects everyone. A non-LGBTQ student who is called homophobic slurs is an obvious example.
11. **False** - Just like heterosexual couples, gay and lesbian couples work to develop relationships based on principles of equality and mutuality where they are loved for who they are and not for the roles they play.
12. **True** - Section 15 of the Charter of Rights and freedom protects the equality of all Canadians: "Every individual is equal before and under the law and has the right to the equal protection and equal benefit of the law without discrimination and, in particular, without discrimination based on race, national or ethnic origin, colour, religion, sex, age or mental or physical disability."
13. **False** - Same-sex couples are just as competent at parenting as heterosexual couples.
14. **False** - There is no foundation in truth to this myth. First of all, being LGBTQ is not only about sex. It is about emotional, intellectual, spiritual and sexual attraction. This is a stereotype that is likely based on the promiscuity of some visible or vocal members of the LGBT community and it does not represent the range of relationships shared by LGBT people

15. **True**- The 1967 ban of homosexuality in the Canadian Forces was repealed in 1992, after a challenge by then CF Member Michelle Douglas, thereby allowing gay, lesbian, bisexual and transgender (LGBT) people to serve in the Canadian Forces free from harassment and discrimination

16. **False**

Ontario was the first province to make same-sex marriage legal in Canada (10 June 2003). British Columbia passed same-sex marriage legislation on the 8th of July, 2003.

17. **True.**

Extending the exercise: Use the true and false quiz to talk about **Myths and Facts**. What myths exist about the LGBTQ community? Where do you think these myths come from? How do you think these myths impact LGBTQ youth? How do you think these myths might impact heterosexual youth? Have your students look up evidence to dispel any commonly held myths about the LGBTQ community (the ones that come up in this quiz or others that they may have heard and raised in class)

HUMAN RIGHTS QUIZ ANSWERS

LGBT human rights worldwide – a quiz (answers)

1.C (8) 2. A (32) 3. B (43) 4. A (74) 5. A (16) 6. C (49) 7. C (7)

Extension 1: Universal Declaration of Human Rights

Split the class into groups of 3 or 4 and ask each group to select a country and research their human rights position on sexual orientation. What about other forms of discrimination in their laws?

Each group should share their research with the class so that the class can discuss which countries are doing the best at ensuring and upholding the Universal Declaration of Human Rights.

(find a copy of the UDHR here: www.un.org/en/documents/udhr)

Extension 2: LGBT Rights in Canada:

Have each student (or group of students) select a significant event in Canada's LGBT rights movement and research it. Present the events in chronological order, creating a timeline in your class of LGBT rights in Canada. This same activity can be repeated for other social justice movements!

(find the CBC's timeline here to get an idea of what events to select:

www.cbc.ca/news/background/samesexrights/timeline_canada.html)

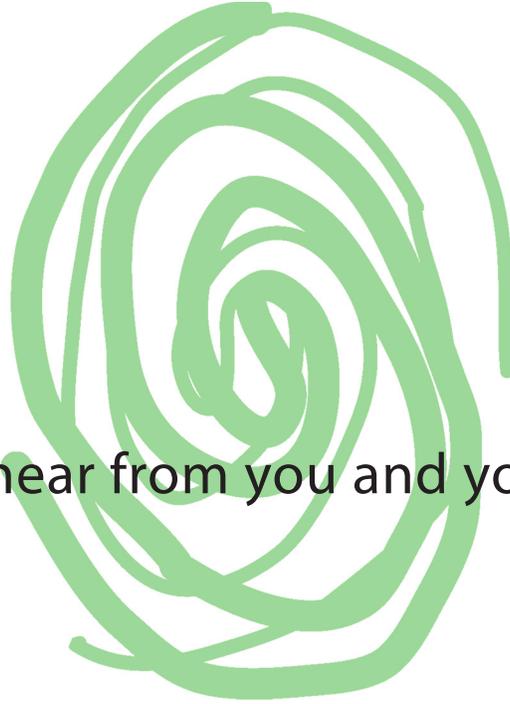
Extension 3: The LGBT Rights Movement in the news:

Ask each student to find an article about a LGBT issue and bring it to class. Discuss what receives coverage and why? What kind of coverage does it receive? Can you find more than one article about the same issue with different tones or bias?

(sample article: www.guardian.co.uk/world/2011/sep/13/gay-rights-world-of-inequality)

Thank You!

Thank you for taking the time to use and review the **Out in the Open** Study Guide as a resource to further enrich your students' experience watching the play.



We want to hear from you and your students!

Visit our website at **greenthumb.bc.ca** and tell us what you thought about the play, your experience and future play ideas- we welcome letters as well. You can also add our link to your classroom website to explore the site as an activity:

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