

Changing Perspectives

Content Area: Mental Health

Infusion: Language Arts, Sociological Studies

Grade Level: 9-Adult

Time: 10-15 minutes

Materials: Examples of scenarios

Objectives:

1. At the completion of the lesson, students will identify and use alternatives to “That’s so gay.”
2. After completing the activity, students will understand that using the term “gay” or other language which causes harm/is intentionally mean to others is not acceptable.

NHES:

- #1 Students will comprehend concepts related to health promotion and disease prevention to enhance health
- #2 Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Procedures:

1. Divide class into small groups, and ask them to select one person to be the recorder for the group.
2. Explain that you will read 4 scenarios, and that each group is to brainstorm and record alternative ways of responding instead of using the term, “That’s so gay” or other derogatory expressions.
3. Read each of the following scenarios and allow time for students to record their responses. If the groups have difficulty, a list of possible responses is at the end of the lesson.
 - a) Randy and Chris are window shopping at their favorite store. Randy points out a pair of sneakers that are orange with bright pink stripes and announces, “those sneakers are so...” [SAY SOMETHING ORIGINAL]
 - b) Karen’s 10th grade English teacher assigns the class to write an essay entitled “If I were a barnyard animal I’d be a...” During lunch Karen jokes with her friends that the assignment is so...” [SAY SOMETHING ORIGINAL]

- c) During science class a bee flies through the window and startles Manuel, who swats at it in a lack lustered way and sidesteps away from it awkwardly. Manuel’s best friend kids, “that was so…” [SAY SOMETHING ORIGINAL]
 - d) While unpacking in their hotel room on the youth group overnight, Dawn’s friends observe that she has packed each and every one of her toiletry items in a separate Ziploc bag. The girls giggle and one teases good naturedly, “You are so…” [SAY SOMETHING ORIGINAL]
4. Ask groups to voluntarily give 2-3 of their responses and not repeat what another group says.
 5. Tell groups that now they will develop 2 scenarios on their own, but will NOT include any possible responses.
 6. After a reasonable time, randomly ask groups to read one of their scenarios, and instruct the rest of the class to raise their hands if they have an appropriate response.
- Note: You may select only one or multiple groups to read their scenarios.

Discussion

1. Was it difficult to think of an appropriate response for each scenario? Why/why not?
2. Why do individuals continue to use derogatory or hurtful terms? (Answers will vary, but may include: habit, everyone does it, etc.)

Extension

Students are to write a reflection paper which explains whether or not this activity increased their awareness of how often they use terms that may be hurtful to other people. They are to describe incidents when others used hurtful terms directed at them, and explain how it made them feel. Students will their perspectives have changed regarding LGBT youth or other minority groups based on the activity completed.

SAY SOMETHING DIFFERENT

goofy feeble wacky wild laughable mindless childish outdated outlandish frustrating	eccentric tedious senseless quirky silly wretched weird curious irritating grating	dull strange maddening pointless boring ludicrous weak behind the times way out	peculiar meaningless foolish sad passé unfashionable unusual bothersome tired	ridiculous pathetic outmoded unconventional bizarre annoying odd original useless monotonous
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