



**COMBATING HOMOPHOBIA**

*For older kids:*  
**Learning respect  
for diversity**

**Classroom activities for cycle 2 and 3 - Elementary school**

*This pamphlet is intended for those working with children in the 2<sup>nd</sup> and 3<sup>rd</sup> cycles of elementary school (8 to 12 years of age). It will help those involved with children of that age to promote respect for family diversity and prevent homophobia in the school. The suggested activities deal with subjects such as hurtful language, prejudices, stereotypes, diversity and respect.*

## Why?

Tens of thousands of Québec children are living with homosexual parents<sup>1</sup>. Their identity and self-esteem are intimately tied to their families. It is, therefore, essential that these children feel that their families are not only accepted but respected.

Homophobic remarks, beliefs and actions obviously create stress for children living in homoparental families. But the impact of homophobia goes beyond these children. Tolerance of homophobic insults can hurt a child with a gay uncle or lesbian cousin, for example, as well as children who will eventually become homosexual themselves. Homophobia also touches children whose prefer-

ences or interests are commonly associated with the opposite gender, such as artistic boys or athletic girls. So long as adults tolerate homophobia, children wrongly conclude that being different justifies teasing and bullying.

According to a number of studies, there is an important link between students' perception of support from their school and family and their academic success. Preschool and school environments have an essential role in fighting against homophobia and properly including children from families with gay and lesbian parents. Schools can thus contribute to the transformation of our society.



## Getting started

First and foremost, it is important to be conscious of your own values and knowledge with regards to family diversity, homoparental families, and homosexuality, in order to communicate suitable information to children. Some may not be sure about what approach to take, while others worry about what questions children or their parents might ask. This resource guide is intended to help you deal with those questions.

<sup>1</sup> Estimate by Daveluy et al. (2000) based on a social and health survey of the *Institut de la Statistique du Québec*, 1998.

## Understanding... what lies behind the words.

Terms like *faggot*, *homo*, *dyke* and expressions like “*That’s so gay*” are so common in daily talk that we barely realize their homophobic connotation. Anti-gay comments often go unnoticed. We mistakenly consider them to be harmless. How can we help children to understand the harmful affect of these hurtful words? How do we help them to respond appropriately? We suggest a **learning activity** on homophobic insults in the **coral** pages of this guide.

## Respecting... loving relationships between people of the same gender.

School is not only a place for academic learning, but also of citizenship education. As part of its mission to train the citizens of tomorrow, the school promotes social values such as equality for all and the acceptance of differences. How can we

help students to understand loving relationships between persons of the same gender and undo the most common stereotypes and prejudices about homosexuality? We suggest a **learning activity** on stereotypes in the **lilac** pages of this guide.

## Acting... to combat homophobia.

The activities suggested in this guide should help you to prevent or handle homophobic incidents whose impact is all too often trivialised. Keep in mind that the preschool and elementary schools can play an important role in the fight against homophobia and thereby contribute to a positive transformation of our society.



# Finding more information.

The resources below will be useful in exploring some of the themes in *Ulysse et Alice*. You can also find numerous books and videos about gay, lesbian, single parent, multiethnic, blended, adoptive and other kinds of families. Information about homophobia and heterosexism can also be found in the resources listed.

## Canadian Teachers Federation (CTF)

[www.ctf-fce.ca](http://www.ctf-fce.ca)

A number of interesting resources promoting diversity can be found within the CTF's publication catalogue. Amongst these, "Challenging Silence, Challenging Censorship," is a book designed as a professional and practical resource to help educational leaders and policy-makers within K-12 teaching (teachers, administrators, counsellors and teacher librarians), together with public librarians and other community stakeholders, to learn more about how they can take action to challenge and positively change the educational conditions and social climate for LGBT youth and for children from homoparental families.

## Ensemble for the respect of diversity

[www.ensemble-rd.com/en](http://www.ensemble-rd.com/en)

Ensemble's mission is to prevent, inform and raise awareness about the dangers inherent in intolerance, prejudice, exclusion, racism and discrimination in all its forms. Their workshops for students use interactive activities, group discussions, simulations, videos and role-playing.

## Gai Écoute and the Fondation Émergence

[www.gaiecoutte.org](http://www.gaiecoutte.org) • [aide@gaiecoutte.org](mailto:aide@gaiecoutte.org) • 514 866-0103 (Montréal) 1 888 505-1010 (elsewhere in Québec)

Help, counselling and information service for those interested in questions of sexual orientation. *Gai Écoute* and the *Fondation Émergence* offer a collection of free posters, stickers and pamphlets to organisations requesting them. The order form provides an indication of the range of materials produced by the two organisations. *Gai Écoute's* telephone help-line services are available at no cost across Quebec every day from 11:00 a.m. to 11:00 p.m.

## Les GRIS du Québec

[www.gris.ca/lesgrisduquebec](http://www.gris.ca/lesgrisduquebec)

These organizations favour interactive interventions. Volunteer trainers, who are for the most part young gays, lesbians and bisexuals, share their lives and their knowledge about homosexuality and bisexuality in ways that are adapted to teaching young audiences. The teaching method raises awareness about prejudice and homophobic behaviours that occur at school. The organizations work primarily in high schools, youth centres and in youth protection in order to raise awareness about homosexuality and bisexuality amongst youth. In the Greater Montreal area volunteers are available to carry out activities in elementary (Cycle 3) and secondary schools, in both English and French.

## LGBT Family Coalition

[www.familleshomoparentales.org](http://www.familleshomoparentales.org) • [info@familleshomoparentales.org](mailto:info@familleshomoparentales.org) • 514 878-7600

Founded in 1998, this bilingual group of lesbian, gay, bisexual and transsexual (LGBT) parents and parents-to-be encourages community, the sharing of information and resources, as well as family activities. The Coalition was responsible for the book *Ulysse et Alice* as well as this resource and activity guide. A list of books and videos, along with interesting links about LGBT-parent families is available on the web site. The Coalition provides free workshop in English and French, for professionals working in Quebec's schools, to promote diversity and combat homophobia.

## Pride Education Network

[www.pridenet.ca](http://www.pridenet.ca)

A valuable list of resources, videos, books and links regarding lesbian, gay, bisexual and transsexual (LGBT) youth and homophobia in the schools. Pride Education Network (formerly GALE-BC) also has an excellent teaching guide that includes lesson plans for different age groups.

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Email: [info@familleshomoparentales.org](mailto:info@familleshomoparentales.org) — Web site: [www.familleshomoparentales.org](http://www.familleshomoparentales.org)

Éducation,  
Loisir et Sport  
Québec 

 Coalition des familles  
homoparentales  
LGBT Family Coalition



# Activity

## MATERIALS

### For the main activity:

- Per team: a photocopy of the **TABLE “WORDS THAT HURT.”**  
[click to view table](#)
- Per team: materials to create a poster against homophobia and homophobic insults (suitable paper, coloured markers, glue, scissors, paints, etc.).

### For the complementary activities:

- Per team: a photocopy of the **TABLE “SAFE PLACES AND RISKY PLACES.”**  
[click to view table](#)
- Per team: a photocopy of the **TABLE “WORDS THAT HURT – LONG VERSION.”**  
[click to view table](#)

## PROCEDURE

- 1 Explanation:** The teacher explains the objectives of the activity. The teacher can use the **TABLE OF DEFINITIONS AND ORIGINS** to explain the significance of terms associated with homosexuality. The teacher can also use this table to explain the origin of certain homophobic insults.  
[click to view table](#)

- 2 Three questions in sub-groups:** The teacher divides the class into single-sex sub-groups of four or five children and asks them to work together for 20 minutes with the **TABLE “WORDS THAT HURT”** to answer the first two questions: “What pejorative words (insults) are used?” and “Why do people use those words?”  
[click to view table](#)

For the third question, the teacher asks them to think as honestly as possible about how they would feel if they were called those names. To create empathy, the teacher suggests that the students close their eyes for a few minutes and imagine that other children are shouting homophobic insults at them in the corridors, at recess, in the school bus or when school gets out. When they open their eyes, they immediately write down how they felt.

- 3 Sharing and clarification:** The teacher leads a discussion in which each team shares its answers. She writes the answers on the blackboard or a flipchart and explains, if necessary, the meaning of certain expressions (e.g., *faggot*, *queer*). The adult helps the children express clearly their feelings, helping them to find the right vocabulary where necessary (confused, ashamed, embarrassed, frustrated, annoyed, anxious, shocked, isolated, aggressive, sad, etc.).

The teacher makes the students aware that those terms are pejorative and hurtful. He/She discusses the reasons some young people call others *faggot*, *queer*, or *lesbian*. Teachers can refer to the **TABLE “REASONS PEOPLE USE HOMOPHOBIC INSULTS.”**  
[click to view table](#)

## NOTES

### INSTRUCTIONAL METHOD\*

#### Stage 1: Observation of the reality

The first thing to note is that certain pejorative words (inappropriate words or acceptable words used as insults) associated with homosexuality can be deeply hurtful to children of homoparental families or with homosexual family members (aunts, uncles, cousins, etc.). Such insults can also hurt children whose appearance or interests do not correspond to traditional stereotypes of boys and girls and who are victimised whatever their sexual orientation or that of their parents. This exercise will help students to understand the destructive power of such language and the reasons some children use insults to hurt. The object of the exercise is to **raise awareness** of the harmful effects of homophobic insults and, by association, of all insults based on ethnic origin, physical appearance, religion, etc.

#### Stage 2: Analysis of the reality

Analysis involves identifying a phenomenon (in this case, homophobic insults) and deconstructing its essential elements in order to understand and explain it. When we analyse, it is necessary to be able to distinguish acceptable from unacceptable behaviour. To do that, the adult must awaken the child's **natural curiosity**.

The suggested activities explore a social issue (homophobic insults) in a manner adapted to the age of the children. The activities examine various aspects of hurtful language in general. The issue can be discussed during a single period or occur over a longer period, always in a climate of learning and respect. If inappropriate comments come up, it is important to point out how much harm homophobic language can do.

#### Stage 3: Transformation of the reality

To transform the reality, it is first necessary to **reflect on our ideas and our behaviours**. The children are encouraged to adopt appropriate language and behaviours with respect to difference and homosexuality. The use of tables produced by the children themselves serves to reinforce and solidify the notion of respect for others whether they are like us or not.

In the end, this activity will lead children to make the commitment to adopt appropriate attitudes and language when talking about or to others.

## PROCEDURE (CONT'D)

**4 Change and action:** The teacher leads a brainstorming session on how we can put an end to such insults. She can use the following questions to start the discussion: "How can you help someone who is being insulted?", "What can students do to stop people insulting others?", "What can teachers do to stop such behaviour?", "What can others in the school (the principal, lunch and recess supervisors, bus drivers, etc.) do?" The suggestions are written on the blackboard or a flipchart.

The teacher invites the students to return to their groups, which then create a poster to make other young people aware of the destructive effects of homophobia.

## COMPLEMENTARY ACTIVITIES

### First activity:

#### *Safe places and risky places*

##### 1. Explanation and identification

The teacher explains that she wants to know the areas in the school where students feel safe or comfortable and others where they feel unsafe or uncomfortable. It is important for the teacher to be aware that student perceptions and opinions may vary with respect to any given location.

The locations considered to be "risky" are those where insults or the possibility for other unacceptable behaviours such as harassment, intimidation, or physical violence are likely.

Some possible locations to look at with children are: corridors, stairways, toilets, classrooms, learning centres, cafeterias, specific areas of the playground, the nurse's office, the principal's office, the library, etc. The teacher should also include the route to school, the school bus or the bus stop. Locations mentioned can be written on the blackboard or a flipchart (**SEE THE TABLE "SAFE PLACES AND RISKY PLACES"**).

[click to view table](#)

##### 2. Children's opinions

Students are asked to vote and express their opinion about each location: Is it safe or risky? The results can then be added to the table.

Not all students will feel comfortable marking their choices in front of the class. If the teacher senses this, she can distribute individual copies of the table and tabulate the results at the end. She can also divide the class into small groups chosen by the students themselves, with one member reporting the results at the conclusion of the exercise.

The teacher leads a discussion of why students feel safe or unsafe in school. He or she can ask why certain locations seem safer than others.

### 3. Change and action

A brainstorming session follows to determine what actions to take. The teacher can use the **TABLE "MAKING PLACES SAFER"** to consider what can be done in these locations where students feel they are likely to experience verbal or physical violence. The table is divided up based on the various activities that might be undertaken by the students, teachers, or the rest of the school staff. Students should understand that adults are also responsible for their safety and that they can always ask for help in the event they are victims of intimidation.

[click to view table](#)

### Second activity:

#### *Strengthening our understanding*

The activity "Words that hurt" can be enriched through the inclusion of other types of insults based, for example, on sex, race, ethnic origin, physical characteristics, etc. The teacher can use the long version of the **TABLE "WORDS THAT HURT."** The procedure for the activity remains the same.

[click to view table](#)

### Third activity:

#### *Activities intended for the entire school*

A homophobia awareness day could be organised in the school. Posters promoting the International Day Against Homophobia (May 17) could be displayed, or included as part of any other theme day or week to combat prejudice, intimidation or violence (including verbal violence) or promoting tolerance. Students can also organise information booths, write an article in the student newspaper, or form a committee to work for the prevention of violence in the school or the struggle against prejudices.

## CONCLUSION

The adult points out the hurtful impact that insults can have. He/She stresses that insults are unacceptable. Actions taken by students and teachers to prevent insults are encouraged.

## NOTES

# Links with the Québec Education Program

By adapting these activities to the age of the children, it is possible to tie them in with the Québec Education Program ([www.mels.gouv.qc.ca](http://www.mels.gouv.qc.ca)).



## BROAD AREAS OF LEARNING AT THE ELEMENTARY LEVEL

The activity “Words that hurt” and the complementary activities to prevent insults are consistent with the broad areas of learning for elementary instruction:

When a child is placed in a situation of solving problems with his peers, he is putting into action an important dimension of his education. The playground and other places where he relates with his peers are, effectively, locations that provide the opportunity to contribute to a climate of peace and justice. From such activities he improves his capacity to exercise critical judgement and to cooperate with others.

The broad areas of learning relating to this activity are:

- 1 Health and well-being:** learning to cultivate a healthy lifestyle;
- 2 Personal and career planning:** self-knowledge and awareness of his/her potential and how to fulfil it;
- 3 Citizenship and community life:** learning how to play an active role within a group in a spirit of cooperation and solidarity.

## AT THE ELEMENTARY LEVEL (2<sup>ND</sup> AND 3<sup>RD</sup> CYCLE)

The suggested activities for combating insults and intimidation as well as class discussions can be incorporated into the subjects being taught: English, citizenship education, arts, ethics and religious culture. Also, a number of the nine cross-curricular competencies of the Education Program are touched on by these activities.

### • Intellectual competencies

The child learns to solve problems (*competency 2*) and to exercise critical judgement (*competency 3*) to recognise the destructive impact of verbal violence and intimidation, the ways to combat it, and the prejudices that underlie the words used as insults. The child employs his / her critical thinking (*competency 4*) to plan strategies to fight against prejudice and its manifestations (posters, day against violence, information booths, etc.).

### • Methodological competencies

Working with a team to create a poster requires the child to adopt effective work methods (*competency 5*) to achieve the assigned task.

### • Personal and social competencies

Constructing his/her identity (*competency 7*) involves, in particular, learning to accept differences and to be open to diversity. These activities are ideally suited to that objective.

The activity also requires the child to cooperate (*competency 8*) in a team structure and to communicate ideas and questions. Affirmation of the self while respecting others, constructive openness to diversity and non-violence—all in all, what is being acquired here is how to live harmoniously with others and be open to the entire world.

### • Communication-related competency

This learning activity requires the student to prepare and transmit a message to the entire group through an artistic creation. Discussion, listening to others, and the formulation of questions will lead the child to a greater mastery of socially appropriate communication (*competency 9*). The theme of hurtful language helps to anchor the concept in the daily reality of the child.

# Words that hurt

Resource guide for  
**+OLDER kids**

[return to activity](#)

<b>Sexual orientation</b>	<b>Labels or insults used</b>	<b>Why are these words used?</b>	<b>How would I feel if someone called me that?</b>
<b>Homosexual boy or man (gay)</b>			
<b>Homosexual girl or woman (lesbian)</b>			

# Reasons people use homophobic insults

Resource guide for

**+ OLDER kids**

[return to activity](#)

Limited communication skills	Peer pressure	Power	Making fun of difference / Having prejudices	Revenge
I couldn't think of anything else to say.	My friends told me to do it.	To be aggressive.	People use insulting language because they don't like gays, because they are racist, etc.	Everyone makes fun of me, so I defend myself.
Everyone does it.	I did it on a dare.	To always have the final say.		People sometimes call me those names, so now it's my turn.
Nobody listens to me unless I am insulting.	If I didn't do it, they would have insulted me.	To punish someone for not doing what I wanted.	Some people think it's not okay to be gay.	
When I'm angry with someone, I insult him or her.	Just to make others laugh.	To be mean.	To put down girls because of the way they look.	He didn't want to play with me, so I got even.
	So others wouldn't make fun of me.	To tease someone.	To make fun of boys who don't like sports.	
		To hurt someone.		
		To show who's strongest.		
		To gain the respect of others.		





# Words that hurt

## (long version)

return to activity

(This activity has been adapted from "Challenging Homophobia in Schools," produced by the Pride Education Network.)

Resource guide for  
**+OLDER kids**

Type of person	Labels or insults used	How would I feel if someone called me that?
Short		
Fat		
English is a second language		
Wears glasses		
Girl / woman		
Good student		
Native American		
Person with AIDS		

Continued on following page

Type of person (cont'd)	Labels or insults used (cont'd)	How would I feel if someone called me that? (cont'd)
Person with learning difficulties		
Underprivileged		
Special needs		
Homeless		
Old		
5-year-old child		
Adolescent		
Person with particular physical characteristics		
Person of colour (Asian, Indo-Canadian, black, etc.)		
Lesbian		
Boy / man		

# RESPECTING...

## loving relationships between people of the same gender

Resource guide for

# + OLDER kids

[return to the introduction](#)

### ACTIVITY

Activity on stereotyping for children of 3<sup>rd</sup> cycle elementary.

### WHY?

For this activity, all loving relationships are presented as deserving respect, including those between persons of the same gender. The most common stereotypes and prejudices regarding homosexuality and gay and lesbian parenting are examined and deconstructed.

### WHO?

This activity is intended for children from 10 to 12 years of age. Depending on their age, it could be more or less complex and the pedagogical objectives may vary. It can be tied in with the competencies of the Québec Education Program of the Ministry of Education of Québec (see below). The activity can also be used in the context of the program "Ethics and religious culture: living together in today's Québec."

### WHERE?

In the grade 5 or 6 (3<sup>rd</sup> cycle) elementary classroom, a school or community library, or a community centre.

### WHAT?

Depending on your group's needs and circumstances:

- 1 Information:** The object of this activity is to help children understand loving relationships between persons of the same sex and to deconstruct the most common stereotypes and prejudices with regard to homosexuality.
- 2 Awareness:** Students learn to respect homosexuals and that loving relationships between persons of the same sex have the same value and significance as those between a man and a woman.
- 3 Intervention:** A large number of students, including those with gay and lesbian relatives (parents, but also possibly an uncle or a cousin), are victims of homophobia and stereotyping. This activity requires students to reflect on the stereotyping associated with homosexuality and to deconstruct certain prejudices. It is intended to teach children to respect all loving relationships.

### WHEN?

We recommend talking about same-sex relationships in the context of all other forms of loving relationships. Stereotypes and prejudices can be the focus of discussion at any point in the year in response to a situation that arises in school. The subject can also be introduced during St. Valentine's Day activities, or at any other time when prejudice and stereotyping are discussed. This activity is also suitable whenever questions of peer relations, diversity or simply human relations in the school are at issue.

### INSTRUCTIONAL METHOD\*

#### Stage 1: Observation of the reality

The first thing to point out is that loving relationships occur not only between persons of the opposite sex but also of the same sex. Many people have negative prejudices against gays and lesbians which have no basis in reality. The exercise seeks to **make children aware** of the prejudices that exist against homosexuals and to **deconstruct** the myths associated with them.

#### Stage 2: Analysis of the reality

Analysis involves identifying a phenomenon (in this case, loving relationships between persons of the same sex) and deconstructing its essential elements in order to understand and explain it. When we analyse, it is necessary to be able to separate prejudice from reality. To do that, the adult must **awaken the child's natural curiosity**.

The discussion suggested explores a current and relevant social issue of importance to children from 10 to 12 (loving relationships between persons of the same sex) in a manner appropriate to their age. It examines common misconceptions and stereotypes. The discussion should take place in a climate of learning and respect. In the event of any inappropriate comments, it is important to intervene and point out how hurtful homophobic comments based on prejudices can be not only for homosexuals but for everyone who believes in respecting others, whatever their race, religion or appearance.

#### Stage 3: Transformation of the reality

To transform the reality, we have to **reflect on the ideas and stereotypes we embrace, sometimes unconsciously**. Children are encouraged to be more open and respectful to loving relations between persons of the same sex. The use of posters created by the children is intended to reinforce and solidify the notion of respect for others, whether they are the same as us or different.





# Links with the Québec Education Program

By adapting the activity to the age of the children, it is possible to tie it in with the Québec Education Program ([www.mels.gouv.qc.ca](http://www.mels.gouv.qc.ca)).



## BROAD AREAS OF LEARNING AT THE ELEMENTARY LEVEL

The activity “Respecting loving relationships” and the complementary activities to prevent insults are consistent with the broad areas of learning for elementary instruction:

When a child is placed in a situation of solving problems with his peers, he is putting into action an important dimension of his education. The playground and other places where he relates with his peers are, effectively, locations that provide the opportunity to contribute to a climate of peace and justice. From such activities he improves his capacity to exercise critical judgement and to cooperate with others.

The broad areas of learning relating to this activity are:

- 1 Health and well-being:** learning to cultivate a healthy lifestyle;
- 2 Personal and career planning:** self-knowledge and awareness of his/her potential and how to fulfil it;
- 3 Citizenship and community life:** learning how to play an active role within a group in a spirit of cooperation and solidarity.

## AT THE ELEMENTARY LEVEL (2<sup>ND</sup> AND 3<sup>RD</sup> CYCLE)

The suggested activity “Respecting loving relationships,” as well as class discussions, can be incorporated into the subjects being taught: English, citizenship education, arts, ethics and religious culture. Also, a number of the nine cross-curricular competencies of the Education Program are touched on by these activities.

### • Intellectual competencies

The child learns to solve problems (*competency 2*) and to exercise critical judgement (*competency 3*) to recognise prejudice and stereotypes with regard to gay and lesbian people. The child employs his / her critical thinking (*competency 4*) to plan strategies to promote respect (creation of posters).

### • Methodological competencies

Working with a team to create a poster requires the child to adopt effective work methods (*competency 5*) to achieve the assigned task.

### • Personal and social competencies

Constructing his/her identity (*competency 7*) involves, in particular, learning to accept differences and to be open to diversity. These activities are ideally suited to that objective.

The activity also requires the child to cooperate (*competency 8*) in a team structure and to communicate ideas and questions. Affirmation of the self while respecting others, constructive openness to diversity and non-violence—all in all, what is being acquired here is how to live harmoniously with others and be open to the entire world.

### • Communication-related competency

This learning activity requires the student to prepare and transmit a message to the entire group through an artistic creation. Discussion, listening to others, and the formulation of questions will lead the child to a greater mastery of socially appropriate communication (*competency 9*). The theme of respect helps to anchor the concept in the daily reality of the child.

# Myths, prejudices and stereotypes relating to homosexuality

[return to activity](#)

Resource guide for  
**+OLDER kids**

## **HOMOSEXUALITY IS CAUSED BY A DISLIKE OR REJECTION OF THE OPPOSITE SEX**

Some people wrongly believe that people develop a homosexual orientation because they had an unsatisfactory relationship with a person of the opposite sex. Some people also think that a woman becomes a lesbian because she can't find a man to love her and a man becomes gay because he can't find a woman. Such beliefs are false, and spreading them around serves to perpetuate these myths.

Others associate homosexuality with traumatic experiences such as incest, rape or other forms of sexual abuse. However, most women who are the victims of sexual assault by men do not become homosexual.

Similarly, sexual orientation has nothing to do with dissatisfaction with conjugal relationships. Lesbianism is not a form of man-hating, just as male homosexuals do not hate women.

Homosexuality, like heterosexuality, arises from desire, not abuse or dissatisfaction. Homosexuality consists of emotional and physical attraction to a person of the same sex.

## **HOMOSEXUALITY IS GENETIC**

A study conducted in the 1990s proposed the hypothesis of a gene that predisposes to homosexuality. Since then, other studies have been carried out, but none have definitively confirmed that theory. Research into the causes of homosexuality began at the end of the 19<sup>th</sup> C., and since then, over 13,000 studies have been produced on the subject. Examining, at various times, the brain, hormones, chromosomes, the inner ear, parental models, an absent father, an over-protective mother, sexual roles, education, etc., no study has been able to draw conclusions that are generalisable and scientifically valid for all homosexuals (Dorais, 1994). After a century of research, science has not found a cause of homosexuality and has shown little interest in the causes of heterosexuality and bisexuality. Perhaps love is ultimately an inscrutable phenomenon.

## **HOMOSEXUALS ARE PEDOPHILES**

This myth persists even though the vast majority of available studies indicate that homosexual men are no more likely to be abusers than heterosexual men.

## **GAY MEN ARE MORE EFFEMINATE AND LESBIANS ARE MORE MASCULINE**

Many people have a tendency to associate male homosexuality with femininity and lesbianism with masculinity. These are stereotypes. Based on numerous studies, we now know that this is not necessarily the case. On the contrary, there are no physical, psychological, behavioural, or clothing-style characteristics to distinguish homosexuals from heterosexuals. If some young gay men display so-called feminine characteristics, that may very well be a result of our western society's assigning certain images to homosexuals. In other words, a homosexual may have himself internalised the only model available and present himself through that model. It is always dangerous to generalise these stereotypes for all gays and lesbians, since most do not display any characteristics to distinguish them from anyone else. More and more, the stereotype of the effeminate gay male is disappearing with people who openly admit their homosexuality and who defy those images, such as gay firefighters, police or homosexual sports figures. Similarly, women with characteristics customarily considered feminine (e.g., long hair, make-up, feminine clothing, etc.) are also coming out and dispelling the stereotype of the masculine lesbian.

## **HOMOSEXUALS CANNOT BE GOOD PARENTS**

The sexual orientation of a parent is no guarantee of parenting ability. Numerous studies looking at homosexual parents have revealed no difference from heterosexual parents in parenting skills and abilities. Since June 2002 with the adoption of the *Act instituting Civil Unions*, same-sex couples in Québec have been able to adopt children. Also, a female couple wishing to become parents can conceive a child through insemination. Such children legally have two mothers or two fathers and are entitled to the same rights as any other child in Québec.

The non-biological parent can contribute as much as the biological parent to the care and education of the child and assume a portion of the costs for support of the child and the family. He/She represents a parental figure and a model for the child often quite different from that of the biological parent. The distinctiveness of the couple and the parental models are not solely a matter of biological gender. The fact that they share a biological gender does not necessarily mean that the parents will adopt the same role, have the same skills and abilities, and have the same personality or the same relationship with the child. In that sense, two parents of the same sex can provide the child with two different models of adults who are loving, feeling and responsible.

Continued on following page



# Definitions and origins

return to coral activity

return to lilac activity

Resource guide for

**+ OLDER kids**

*(Taken from the activity for the 3<sup>rd</sup> cycle of elementary prepared by GRIS)*

## Terms to be defined at the beginning of the intervention:

### HOMOSEXUAL OR GAY

A man who is attracted to other men and, when he falls in love, is in love with a man.

### HOMOSEXUAL, GAY OR LESBIAN

A woman who is attracted to other women and who, when she falls in love, is in love with a woman.

### BISEXUAL

A person (man or woman) who is attracted to both men and women.

### HOMOPHOBIA

A fear of homosexuality and, in practice, insulting, mistreating, or discriminating against people just because they are homosexual or because they are thought to be homosexual.

### HOMOPARENTAL

When a family has one or two parents who are homosexual, the family is described as a homoparental family.

### HETEROSEXUAL

A woman who is attracted to men and who, when she falls in love, is in love with a man. Or a man who is attracted to women and who, when he falls in love, is in love with a woman.

## The Origin of Some Common Insults\*:

### THE HISTORY OF "FAG" OR "FAGGOT"

The word "faggot" has been a part of the English language since the 1300s. During the European Inquisitions, "faggot" referred to the sticks used to set fires for burning heretics, or people who opposed the teachings of the Catholic Church. Eventually people began to use the word "faggot" to refer to anything that was considered to be a burden or difficult to bear.

The word "faggot" appeared in the North America during the early 20<sup>th</sup> century to abuse gay men and men perceived to be gay. Since many people are biased against homosexuals, being called "faggot" is the biggest fear of many heterosexual men, and thus the easiest way to hurt them. Considering the long and violent history of the word, it's important for people to understand its meaning before they use it carelessly.

### THE HISTORY OF "DYKE"

There are a number of theories about the origins of the word "dyke" as an anti-lesbian slur. One theory suggests that "dyke" came from the word "hermaphrodite," which used to be a very common term describing people born with ambiguous sex characteristics. "Hermaphrodite" comes from the Greek *hermaphroditos*, and entered the English language in the 14<sup>th</sup> century. When the word "hermaphrodite" was more commonly used, popular variations such as "morphodite" and "morphodike" sprang up. Some people believe that "dyke" came from "morphodike" and was used to reinforce the stereotype that all lesbians look and act like men.

No matter which theory is the most accurate, all point to the word "dyke" having its roots in beliefs about how women are supposed to look and act. Women who've refused to conform to society's expectations of them often have been labeled as "dykes," whether or not they've identified as lesbians.

### NOTES

\* Origin: Gay, Lesbian and Straight Education Network.