



Activities for Teaching about Prejudice and Discrimination

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### *Overview*

The following classroom activities were developed by students at Ball State University for the immersive learning seminar *Breaking the Prejudice Habit*, led by Mary Kite, Department of Psychological Science. These activities can be used to help students identify their stereotypic beliefs and prejudices, the sources of those beliefs and attitudes, and the behaviors that stem from them. Two of the activities focus on the historical bases of prejudice and discrimination, particularly in the United States. These activities were designed for high school and college level students but can be tailored to be suitable for younger students.

### *About our Project*

Fourteen students...One instructor... Fifteen weeks...A single united cause... to break the habit of prejudice and discrimination against any and all groups by promoting *Awareness* through education, *Harmony* through understanding, and *Acceptance* through experience. This was the mission of our group, called the AHA Advocates.

In our seminar, we studied the problem of prejudice in depth. To do so, we examined social science research and consulted with our community partners, including the Society for the Teaching of Psychology, about strategies to reduce prejudice. We also invited speakers, including Jeffrey Mio (California State Polytechnic University, Pomona), Linda Tropp (University of Massachusetts, Amherst) and Erin Crawford Cressy, President of Cressy Consulting. Each of them led full day workshops on the topic. Dr. Cressy was also one of our community partners. We explored the historical roots of prejudice and discrimination through a 2-day trip to Indianapolis and Cincinnati; we visited the Crispus Attucks Museum, the Eiteljorg Museum of the American Indian and Western Art, the National Underground Railroad Freedom Center, and the Center for Holocaust and Humanity Education. The 14 seminar participants majored in these disciplines: Anthropology, Communication Studies, Creative Writing, Digital Media, Global Humanitarianism and Social Justice, Psychological Science, Sociology, Spanish, Telecommunications, and Women's and Gender Studies.

In addition to the teaching activities described here, the students

- Produced five public service announcements.
- Interviewed social justice advocates.
- Created an annotated list of short videos addressing prejudice and discrimination.
- Created a website (<http://breakingprejudice.org>) that contains the above and also includes an information page about each participant, definitions of key terms, a list of songs addressing social justice issues, and photos of our journey.
- Presented our work at a public showcase; a webstream of this event is available here ([http://dvisweb1.bsu.edu/media/BSU/Virginia Ball Center/Student Showcase/April 28/](http://dvisweb1.bsu.edu/media/BSU/Virginia_Ball_Center/Student_Showcase/April_28/)).

Our project was funded by the Virginia Ball Center for Creative Inquiry (VBC) at Ball State University ([www.bsu.edu/vbc](http://www.bsu.edu/vbc)).

***Review of Activities.*** Most of the activities described here were created by the seminar participants, working together or individually. Exceptions were Modules 1 and 6, which were

provided by our community partner, Cressy Consulting. Dr. Cressy also provided feedback on all of the activities. In addition, we used Modules 3 and 5 in two sections of a diversity class at Ball State. As part of the public presentation of our work, showcase attendees participated in a demonstration based on Modules 8 and 11; they also viewed our Public Service Announcements (<http://breakingprejudice.org/multimedia/public-service-announcements/>). Modules were revised based on the feedback we received and the suggestions provided by three anonymous reviewers from the Office of Teaching Resources in Psychology (OTRP) and OTRP's Director, Ruth Ault. We sincerely thank everyone who provided feedback about our work; it was invaluable.

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## Module 1 Insider/Outsider Activity

*Author: Donna Stringer*

**Objective:** During this activity, students identify aspects of inclusion and exclusion, also commonly known as insider and outsider groupings. One objective of this activity is to ensure that all students realize that everyone has experienced being both an "insider" and being an "outsider." Another objective is to encourage students to take the perspective of those who are excluded and to consider how those negative feelings affect others' behavior in social situations. This activity can be completed in small or large groups and can be used as an icebreaker at the beginning of the semester or as a way to generate discussion about ingroups and outgroups when that topic is addressed in a course.

**Materials:**

- Two flip charts or a board on which to write lists in front of the class
- Marker or chalk to write on chart or board.

In preparation for this exercise, label one flip chart (or side of board) "Excluded" and the other "Included." Each should be divided down the middle with a line. The left hand side of each should be labeled "feeling" and the right hand side labeled "behaviors."

**Estimated Time:** 10-20 minutes

**Group Size:** This activity can be adjusted for different group sizes.

**Instructions:**

**Step One: Collect Outsider Emotions**

- Explain that this exercise will help students experience what it feels like to be both an outsider and an insider.
- Ask students to think of a time when they were in a team or a group and they were different from others in the group.
- Students then think of one or two words that describes how they felt at that time.
- After students have had time to think of the words, they walk around the room, introducing themselves to as many people as possible, using those words. Provide an example (e.g., Hi! I'm awkward and confused.) For larger groups, they can turn to the two or three others standing next to them and introduce themselves using those words. Another option for large groups is to have students text their emotions using the online software Poll Everywhere ([www.poll Everywhere.com](http://www.poll Everywhere.com)) or use clickers. The instructor can then project the results to the class.

**Step Two: Collect Outsider Feelings**

- Have students call out what feeling words they heard. Record them under the “Different Feelings” column.

**Step Three: Collect Insider Feelings:**

- Without going through the step of introductions, have students think of a time when they were in a team or group and felt included.
- Have them call out words that describe how they felt in that situation.

**Step Four: Collect Insider and Outsider Behaviors**

- Ask students to list their behaviors when they felt they were excluded by the group. Provide an example (e.g., I would not participate in the discussion if I felt excluded).
- Repeat this procedure for the times they felt included. Provide an example (e.g., I might talk to the person next to me if I felt included).
- Watch that they actually use behavioral words; participants have a tendency to use feeling words again. For example, if someone says “I would act angry,” ask them how they would *act* when they felt angry.

***Points for Discussion:***

1. Typically, people remember more times when they felt different than when they felt similar because (a) it is easier to recall negative experiences and (b) the power of being similar is that people don't need to pay much attention to their feelings and behaviors.
2. Feelings and behaviors when people feel excluded tend to be more negative; feelings and behaviors when people feel included tend to be positive. Students may report some negative emotions in the “included” category and some positive emotions in the “excluded” category. If so, the instructor can point out that there are positives and negatives in both experiences but that the preponderance of feelings and behaviors is positive when people believe they fit in and negative when people feel they are excluded.
3. There is a link between feeling excluded or included and people's behaviors. For example, people who feel included participate more and are more likely to take on a leadership role.
4. Using empathy — remembering how participants felt when they were different — can be very effective in helping to identify ways to include the person who may be feeling different in a situation (e.g., a new student; someone who has just moved from another area or country; someone who is visibly different from others). When people see the behaviors of the outsider, instead of labeling others, people can use empathy to ask if they are possibly feeling like an outsider and ask how they can help them feel more included.
5. People don't have to look like, act like, dress like, and sound like others in order to feel included. If they are part of groups that value differences, they can feel like insiders regardless of differences.

**Background Research:** Social identity is the part of a person's self-concept that derives from membership in groups that are important to them (Tajfel & Turner, 1986). Research shows that people are motivated to have a positive social identity and that when they feel connected to a social group, their self-esteem is higher and they feel safe and accepted (Hogg & Abrams, 1990; Mio, Barker, & Tumambing, 2012). In contrast, when people feel excluded, rejected, or ignored by others, they experience hurt feelings and are likely to withdraw from the interaction (Williams, 2001). When people consider how another individual is affected by her or his social situation, they are more likely to feel empathy for this person and to value that person's experience (Batson, Chang, Orr, & Rowland, 2002).

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## Module 2

### National African American History Museum Activity

*Author: Mary E. Kite*

**Objective:** This activity is a nonthreatening way to get students to discuss diversity-related issues in a group setting. The goal of the activity is to facilitate productive conversation about race and racism in the United States.

**Materials:**

- Worksheet (see Page 9)
- Access to a media player and the following story from National Public Radio: Susan Stamberg interviews Lonnie Bunch, the museum curator about the artifacts being assembled for the National Museum of African American History and Culture being built in the National Mall. <http://www.npr.org/templates/story/story.php?storyId=99259871> (“Assembling Artifacts of African-American History”).

Estimated Time: 25-35 minutes

**Group Size:** This activity works best with a class size of 30 or fewer; if used with larger groups, limit the group size to between 7 and 10 and have more than one group consider each question.

**Instructions:** Have the class listen to the story. You can also show photos from the museum archives (available at the story link) while the audio is playing. Then, divide the class into four groups by assigning each person a letter from A through D. Each group gets a different set of questions. Allow the groups to talk among themselves for 10-15 minutes. Have the group members assign one person to be the reporter. Bring the groups back together and ask each reporter to read the group’s questions aloud (one at a time) and summarize the group’s discussion of that question. After each group explains its answers, open the floor for students from other groups to share their thoughts about the question.

**Background Research:** Many people are uncomfortable talking about race, in part because they lack knowledge and understanding about people who have different racial backgrounds from them and, relatedly, because discussions of race and racism is taboo in American culture (Singleton & Linton, 2006). People also are often unaware of how their culture (defined as the “unique meaning and information system shared by a group and transmitted across generations;” Matsumoto & Juang, 2008, p. 12) affects their beliefs, values, attitudes and opinions. In the U.S., there is strong cultural support for the idea that to be “American” is to be “White” (Devos & Banaji, 2005) but Whites are often unaware of the extent to which they are free to ignore their whiteness and the privileges that it extends to them (Case, 2012; see also Sue, 2003). Addressing these issues is one way to begin the dialogue about them.

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**Worksheet — National Museum of African American History and Culture Activity*****Discussion Questions: Group A***

1. If you were the curator for the National Museum of African American History and Culture, what four artifacts would you include and why?
2. In Washington D.C. there is now a National Museum of the American Indian and National Museum of Women in the Arts (among others). As we heard in the radio story, there will soon be a National Museum of African American History. Why were these specialized museums built? Do you agree or disagree with that purpose? What does this reason say about the purpose (and exhibits) in the other museums, like the Museum of American History?

***Discussion Questions: Group B***

1. What does it mean to be an American?
2. The museum curator states that the shackles from the slave trade are sacred objects. What did he mean? How did you react to that? Explain your answer.

***Discussion Questions: Group C***

1. How do you believe many White Americans would react to a visit to the National Museum of African American History and Culture? Explain your answer.
2. The curator is quoted as saying: “This is not a Black story. This is my story. This is the American story.” Do you agree or disagree? Do you think most Americans will agree or disagree? Explain your answer.

***Discussion Questions: Group D***

1. The interviewer asks whether Obama’s election negates the need for the National Museum of African American History and Culture. Why did she ask that question? Do you agree or disagree with the curator’s answer? Explain your answer.
2. White people often feel guilt about racism against African Americans and/or about slavery. Do you think they feel guilt about other acts in U.S. history, such as the internment of Japanese Americans in WWII or the failure to allow refugees from the Holocaust into the United States (even after Americans knew about Nazi atrocities)? Explain your answer.

### Module 3 Subtle Prejudice Activity

*Authors: Khyrstin L. Chance and Nicole Szoko*

**Objective:** This activity is designed to create awareness of how subtle beliefs and behaviors can affect social interactions in everyday life. This activity is meant to evoke thought and reflection about situations where race, gender, sexuality, disability, weight, and age can affect interactions. Students can think about whether their stereotypes and attitudes influence their own and others' behavior.

**Materials:**

- Worksheet (Pages 12-14)
- Discussion questions (Page 15)

**Estimated Time:** 20-30 minutes, including instructor-facilitated discussion.

**Group Size:** This activity works best with a class size of 30 or fewer, but it could be modified for a larger class by having the instructor rotate among the groups while they discuss the topic or by having teaching assistants facilitate discussion in smaller groups.

**Instructions:** Each participant receives a questionnaire and rates each situation from 1 = *very comfortable* to 5 = *very uncomfortable*. Each participant should then sum all the points per section and record the score for each section on the worksheet. After students review their scores, they answer the review questions individually; a group discussion based on the review questions follows. Students might find some of the questions do not apply to them; if so, they can write "N/A" and adjust their total score.

**Background Research:** Thinking about prejudice and discrimination often brings to mind acts of blatant prejudice, such as segregated schools or sexual harassment in the workplace. Subtle acts of prejudice and discrimination, in contrast, are less visible and obvious and, as such, are more difficult to recognize in one's own behaviors or in the actions of one's social group members (Benokraitis & Feagin, 1995). However, research on modern prejudice shows that all people are prejudiced to some degree, even if they are not aware of it, and so they are likely to engage in acts reflecting this subtle prejudice. For example, research on ambivalent prejudice shows that people can simultaneously hold both negative and positive attitudes toward other social group members (Katz & Hass, 1988), and research on aversive prejudice demonstrates that even people who are strongly motivated to see themselves as unprejudiced may discriminate in situations where they can justify doing so on the basis of some factor unrelated to social group membership (Dovidio & Gaertner, 2004). Becoming aware of the possibility that they might discriminate against others makes many people feel anxious and uncomfortable; as a result, they tend to avoid intergroup interactions as a way to manage these negative emotions (Stephan, Ybarra, & Morrison, 2009). Acknowledging the situations that make people uncomfortable is an important step toward addressing this anxiety and increases people's willingness to engage in intergroup interactions (Monteith & Mark, 2009).

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### Comfort in Social Situations Worksheet

**Instructions:** Read the following statements and rate what you think your comfort level would be in each situation using the scale below. There are no right or wrong answers. Simply be honest with yourself and do not over-think the situations. However, the way you answer the questions may be different depending on your own social group membership, such as your race/ethnicity, gender, age, weight, or ability status. In some cases, you may not think a situation is personally applicable; if so, mark “N/A” in the space provided. After you have completed all sections, follow the instructions to create a total score for each section.

1	2	3	4	5
Very Comfortable	Comfortable	Neutral	Uncomfortable	Very Uncomfortable

**Section A:**

- \_\_\_\_\_ Your best friend starts dating a Latino-American.
- \_\_\_\_\_ You go into a Japanese restaurant where all the patrons and employees are Asian.
- \_\_\_\_\_ You realize you are the only person of your race when you visit a community.
- \_\_\_\_\_ A Saudi Arabian sits down next to you on a crowded bus.
- \_\_\_\_\_ Your new doctor went to medical school in India.

*Total:* \_\_\_\_\_

**Section B:**

- \_\_\_\_\_ You find out a family friend is choosing to be a stay-at-home dad.
- \_\_\_\_\_ You greet someone but can't determine the person's gender.
- \_\_\_\_\_ You take your car in for repairs and the head mechanic is a woman.
- \_\_\_\_\_ You see a little boy playing with a princess Barbie.
- \_\_\_\_\_ You see a businessman getting a manicure.

*Total:* \_\_\_\_\_

**Section C:**

\_\_\_\_\_ You see two men holding hands.

\_\_\_\_\_ A person of the same sex is flirting with you.

\_\_\_\_\_ You move in next door to a same sex couple who have two children.

\_\_\_\_\_ You go on a date with someone who used to date someone of the same sex.

\_\_\_\_\_ You see two females kiss lovingly in public.

*Total:* \_\_\_\_\_

**Section D:**

\_\_\_\_\_ You don't know whether to open a door for someone in a wheelchair.

\_\_\_\_\_ You watch someone who does not have a visible disability park in a handicap spot.

\_\_\_\_\_ You walk by a mentally disabled person who is talking loudly in the grocery store.

\_\_\_\_\_ Your friend is dating someone with Aspergers Syndrome (high functioning autism).

\_\_\_\_\_ You are standing in line behind a deaf person at a fast food restaurant.

*Total:* \_\_\_\_\_

**Section E:**

\_\_\_\_\_ A heavily obese person is working out in the gym next to you.

\_\_\_\_\_ You are sitting next to an obese woman on a plane.

\_\_\_\_\_ You notice a coworker who is obese is holding up the cafeteria line because she/he wants to fill the tray.

\_\_\_\_\_ You watch an obese man get stuck trying to sit in a desk in a classroom.

\_\_\_\_\_ You friend sees an overweight person and makes a joke about him/her.

*Total:* \_\_\_\_\_

**Section F:**

\_\_\_\_\_ There is a 30 year age difference between you and your lab partner.

\_\_\_\_\_ Your internship coordinator assigns you to an assisted care facility.

\_\_\_\_\_ Your senior citizen landlord wears a hearing aid and often has difficulty understanding you.

\_\_\_\_\_ Your grandmother often asks you for help with her computer.

\_\_\_\_\_ Your 70-year-old next door neighbor can never remember your name.

*Total:* \_\_\_\_\_

**Results:** Compute your total for each section by adding up the numbers from your responses. If you marked an item “N/A,” score it as a “3” before computing your total score for that section. Higher numbers indicate greater discomfort with social situations in that section.

\_\_\_\_\_ Section A: Race

\_\_\_\_\_ Section B: Gender

\_\_\_\_\_ Section C: Sexuality

\_\_\_\_\_ Section D: Disability

\_\_\_\_\_ Section E: Weight

\_\_\_\_\_ Section F: Age

*Discussion Questions*

1. On which section did you score the lowest? Highest? Or are all your scores similar? Why do you think that happened? Do you feel surprised, disappointed, or satisfied by your results? Why?
  
2. Think about your own social group memberships. How do you think the answers for each section would be different for dominant group members (e.g., a White person answering the questions in Section A or a heterosexual answering the questions in Section C) compared to minority group members (e.g., a disabled person answering the questions in Section D)? Explain your reasoning.
  
3. Think about your friends and family and how they might have completed the questionnaire. Do you think their responses would be similar to or different from yours? Why?
  
4. What experiences have you had that may have contributed to the way you answered the questions?
  
5. What does it mean if someone reports feeling uncomfortable in the situations described on the questionnaire? Does it suggest that the person is biased against certain social groups? Why or why not?

## Module 4 Identity Star Activity

*Authors: Stephen A. Gabourel, Samantha M. Ellison, and William T. Stuller*

**Objectives:** The purpose of this activity is to explore the oppressive nature of United States policy regarding race and biological sex. The goals of this activity are to (a) shed light on the historical treatment of racial minorities and women and their struggle for civil rights; (b) introduce discussion of social dominance and the conferral of privilege, and (c) increase awareness of the parallels between discriminatory practices of the past and today.

**Materials:**

- Activity page (Pages 18-20)
- Discussion questions (Page 21)
- Blue, green, yellow, and red construction paper and a pair of scissors to cut the desired number of stars of each color.

**Estimated time:** 30-40 minutes

**Group Size:** Optimal class size is 12-16 students (3-4 students for each possible star color). This module can be completed successfully with fewer or more students as long as each star color is equally represented.

**Instructions:** Give each student a single 5-pointed star cut out of blue, green, yellow, or red construction paper. Distribute the star colors as evenly as possible. Each star color represents a combination of race and gender. Blue = White man, Green = White woman, Yellow = Black man, Red = Black woman. During the activity, inform the students about the corresponding identity that their star color represents. You might want to write this information on the stars themselves. Let the students know that it is their prescribed identities need not match their students' actual group membership.

Have students stand in a circle while you read aloud the scenarios listed on the activity page. When some participants are prompted to *tear off* or *fold over* points of their stars depending on the color of their star, they should place their ripped star points in the center of their circle.

**Background Research:** Social dominance theory proposes that societies advantage dominant groups objectively, with laws and public allocation systems that suit dominant group ways of being better than subordinate group ways of being (Pratto & Stewart, 2012). This implies that members of powerful groups do not realize that they are privileged because it is difficult to recognize acts of discrimination not personally experienced (Sidanius & Pratto, 1999). Because dominance seems more normal and acceptable for members of dominant groups than for members of subordinate groups, people expect dominant groups to more openly accept hierarchy-enhancing social policy (Johnson, 2006; Pratto & Stewart, 2012). Examples are norms, policies, and practices associated with a social institution that result in different outcomes for certain social group members, such as the outcomes of court cases or laws enacted by local, state, or national legislatures (Benokraitis & Feagin, 1995; Jones, 1997).

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**Activity Page**

1. The year is 1701 and African Americans are being enslaved to satisfy the growing labor needs of the young nation. White women and Blacks are unable to vote. Only White men are able to own property and hold office.
  - If you have a **BLUE** star, you are a respected and privileged member of society. Your voice is heard and your rights as a citizen are protected. The revenue from your properties keeps you and your family quite comfortable. You even own a few slaves to help tend your estates. For you, life is packed with fulfillment. (LEAVE YOUR STAR ALONE.)
  - If you have a **GREEN** star, you are a stay-at-home mother of three. In many aspects, notably intelligence, you are not seen as an equal counterpart to a man. It is believed that your gender's primary role is nurturing children and caregiving and because you are a woman, you cannot vote. You do not feel in total control of your life. Often the men around you are the ones making decisions for you. (FOLD OVER A POINT OF YOUR STAR.)
  - If you have a **YELLOW** star, you are muscular and strong—an excellent piece of property to be sold at a high price and put to work in back-breaking conditions. You can't protect yourself or your family. Nobody cares about whether or not you want to do the work. Nobody will treat you like a human being. You are broken. (TEAR A POINT OFF YOUR STAR.)
  - If you have a **RED** star, you are nothing but an object. You are worked, beaten, and raped by an unforgiving owner. Hope is a distant feeling. (TEAR A POINT OFF YOUR STAR.)
  
2. It is now 1790 and the U.S government passes the Naturalization Act. Only Whites are eligible for citizenship. All non-Whites are unable to profit from the benefits of citizenship thus stalling their progress for succeeding in this country.
  - If you have a **BLUE** star, your family has been in the United States for generations. Your father tells you that his great-great-grandparents were from Scandinavia. The Naturalization Act does not affect you. (LEAVE YOUR STAR ALONE.)
  - If you have a **GREEN** star, you are also a European-American and benefit from this legislation. (LEAVE YOUR STAR ALONE.)
  - If you have a **YELLOW** or **RED** star, you are considered “colored” in this country so you are instantly denied citizenship. (TEAR A POINT OFF YOUR STAR.)

3. It is now 1865, the end of the Civil War. The Union triumphed over the Confederacy, slavery was abolished and the United States is now in a period of reconstruction. Newly freed slaves experience a wave of hostility, discrimination, and violence.

- If you have a **BLUE** or **GREEN** star, you are anxious about what freeing the slaves means for the future of the nation but you lose nothing besides a little sense of security. Some of you find this to be a debilitating mistake. Others actually believe this is a step in the right direction. (LEAVE YOUR STAR ALONE.)
- If you have a **YELLOW** star you are a free man. You believed that the satisfaction of being released from your shackles would bring a lifetime of happiness. However, you have no assets or family and nowhere to turn for work or shelter. You have little choice but to return to the plantation where you once were forced to work as a slave. You agree to work as a sharecropper which perpetually keeps you owing debt to your employer. (TEAR A POINT OFF YOUR STAR.)
- If you have a **RED** star, you are free but, being a Black woman, there are few opportunities for employment outside of domestic work. Slavery is over in the U.S. but prejudice and discrimination is a powerful residual obstacle. You must battle both racial and gender discrimination on a daily basis. You are disrespected and undervalued by White men, White women, and even Black men alike. (TEAR A POINT OFF YOUR STAR.)

4. It is now 1896. Segregation has been the way of life since the end of slavery. In the case of *Plessey v. Ferguson* the Supreme Court ruled that “separate but equal” is constitutional. In other words, people of color are forced to live separately from Whites as second class citizens. The public accommodations designated for Blacks are subpar at best, a reflection of how they are valued as people.

- If you have a **BLUE** or **GREEN** star, you have the privilege of enjoying the finest country clubs, restaurants, hotels, theaters, and schools. Because of segregation, you are never forced to think about the living conditions of minorities. (LEAVE YOUR STAR ALONE.)
- If you have a **YELLOW** or **RED** star your children are mandated to attend schools with fewer resources in dilapidated buildings in run-down neighborhoods. There is a shortage of textbooks and desks. The students must share school supplies and reading materials. Every day when you return from a demanding day at work, you have to give up your seat to White patrons while on the bus. If you dare enter a White restaurant, you risk being beaten, ridiculed, or arrested. You know your place and you stay there. (CRUMPLE UP YOUR STAR INTO A BALL.)

5. You are living during the 1960s and desegregation is in full effect despite the resistance of many institutions in the deep south. Minorities are finally being afforded the rights that were previously out of reach. In following years, laws prohibiting interracial marriage will be ruled unconstitutional. African Americans will be allowed to vote without fear of discrimination during registration. Anti-discrimination policies will now protect minorities from discrimination in the workplace. The determined effort of minorities and their White allies during the Civil Rights Movement begin to effectively address the injustices embedded in U.S society and will bring about a necessary torrent of change.
- If you have a **BLUE** or **GREEN** star, life is different than you could have ever imagined, and it is a frightful and intimidating experience. You are suddenly supposed to abide by new, strange rules that go against all you have ever learned. You interact with significantly more minorities these days which results in some very uncomfortable encounters. It is hard for you to adapt to the times and face the guilt of your group's oppressive ways. (FOLD A CORNER OF YOUR STAR.)
  - If you have a **YELLOW** star, you are enveloped by a wave of pride. Your hope for the future of the United States has grown. You feel more empowered, valued, and as if all the toilsome years of bloodshed have paid off. As a Black male, new doors open for you in every direction. However, you and your group will never forget the past so you are determined to continue fighting for full equality and acceptance. (UNCRUMPLE YOUR STAR.)
  - If you have a **RED** star, you also are enveloped by feelings of pride and restored hope. These changes are invaluable when it comes to improving the condition of society for future generations within the African American community. Nevertheless, gender distinctions are still an oppressive burden. As a Black woman, there still remains the challenge of overcoming your double minority status. (LEAVE YOUR STAR ALONE.)

### *Discussion Questions*

History demonstrates that society has routinely operated in a way that uses difference as a tool of exclusion and punishment. Keep in mind that your star represents your experiences as an individual living through these societal changes. Some of you may be bruised and broken, barely hanging on. Others may be relatively unscathed. These questions address your thoughts about why your star experiences differed.

1. What was the condition of your star at the end of the activity? Did differences in social power or group oppression affect that condition? Why or why not?
2. How might individuals with blue or green identities, those with privilege, have felt during the period of rapid social change covered in this activity?
3. Did this activity affect your understanding of oppressed groups in society? Explain your answer.
4. What might be some consequences of treating individuals or entire groups negatively based on their social group membership?
5. How could the experience of oppressed individuals in this activity relate to the experience of individuals from other minority groups such as people who are LGBT, physically or mentally disabled, or older?

## **Module 5**

### **Social Media Activity**

*Authors: Hannah E. Ballas and Austin B. Russell*

**Objective:** In this activity students address how social media both perpetuates prejudice and can be used to combat prejudice. The goal of the activity is for students to consider whether social media has increased, decreased, or has no overall effect on stereotypic beliefs and prejudicial attitudes.

**Materials:**

- Device with Internet access
- Discussion Questions (Page 24)

**Estimated Time:** 15-30 minutes if completed in class. You can also have students answer the discussion questions on their own and bring their responses to class to discuss.

**Group Size:** This activity can be used for a class of any size; for larger classes, have the students answer the discussion questions out of class and discuss their answers as a whole class or in small discussion groups.

**Instructions:** Have students individually access websites to find posts that either reflect negative stereotypes and/or prejudiced attitudes or posts that take a social justice perspective on the topic (e.g., the site suggests ways to combat these attitudes and beliefs). Students can be assigned to the type of post they are looking for or can choose based on their own interests. To find sites on Facebook, type in key words such as “racism,” “sexism,” or “homophobia,” “hate Obama” “politically correct” or “Muslim terrorist.” On Twitter, some search suggestions include “I’m not racist, but,” “ageism and Hillary Clinton,” “everyday sexism,” or “UNL Haters.” After students find the post, they individually answer the discussion questions; the instructor then leads a discussion with the entire class.

**Background Research:** Many individuals and groups use social media as a mechanism for social activism. For example, 93% of the most successful charities in the United States have a Facebook page, 87% have a Twitter profile, and 65% have a blog (Barry, 2010). In contrast, the number of hate groups in the United States is on the rise (McNamee, Peterson, & Peña, 2010) and these groups use social media or websites as a way to recruit members (Adams & Roscigno, 2005). In both cases, people are using social media to connect with one another, sometimes standing up to others and other times perpetuating negative stereotypes and prejudicial attitudes. More generally, social media offers opportunities for intergroup contact; as has been found with research on face-to-face intergroup contact, research shows online contact can result in more positive attitudes toward outgroups (Schumann, van der Linden, & Klein, 2012; Tynes, Giang, & Thompson, 2008). However, the selective use of social media (e.g., searching for posts that fit with one’s opinion) might lead users to believe that their opinion is more widely shared than is actually the case (Watt & Larkin, 2010). This suggests that the effect of social media on stereotyping and prejudice is both positive and negative.

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*Discussion Questions*

1. What key words did you use and why did you choose them? How easy or difficult was it to find posts using those key words? Why do you think that happened?
2. Was it easy or difficult to tell what the poster's beliefs or attitudes were? What cues did you use to determine what those attitudes and beliefs were?
3. Do you think the posters would say the same thing in the same way if they were having a face-to-face discussion on this topic? Does it matter? Why or why not?
4. Some posters use their name and/or photo and others used a "handle" or a pseudonym with no photo or a photo of something other than themselves. Do you think this affects the tone or content of their post? Why or why not?
5. What do the posters want you as the reader to come away believing about different social groups? How do you know?
6. Based on what you saw in the posts you reviewed, would you conclude that prejudice and discrimination are increasing, decreasing, or staying the same? Explain your reasoning.

## **Module 6**

### **Understanding Cognitive Dissonance Activity**

*Author: Erin Crawford Cressy*

**Objective:** This activity is designed to help students process and consider experiences of dissonance when discussing stereotyping and prejudice. Students will learn about cognitive dissonance via an experiential activity, adapted from Carlenord and Bullington (1993), that induces cognitive dissonance. Students will discuss the feelings of anxiety and discomfort that arise when dissonance is operating. They will consider the strategies people use to minimize these feelings, such as rationalization, denial, or minimization, and will learn to recognize these feelings and to work through this discomfort.

**Materials:**

- Attitude survey (Page 27)
- Behavior survey (Page 28)
- Cognitive Dissonance figure (©Cressy, Bazata & Harris, 2010; Page 29)
- Discussion Questions (Page 30)

**Estimated Time:** 15-20 minutes

**Group Size:** This activity works well with any group size.

**Instructions:** Students first complete the Attitudes Survey and then complete the Behavior Survey, (both adapted from Carlenord and Bullington, 1993). Ensure they do not see the Behavior Survey ahead of time. The leader then discusses the results of the survey with the students. Reassure everyone that cognitive dissonance is a normal human experience and that understanding dissonance can prepare them for handling it the future.

Bring the activity to a close by passing out or displaying the Cognitive Dissonance figure and by highlighting the need to be “okay” with dissonance and to work through it when discussing topics related to diversity in general or stereotyping and prejudice specifically.

**Background Research:** Cognitive dissonance is an unpleasant state that arises when an individual holds beliefs, attitudes, or behaviors that are at odds with one another (Aronson, 2012; Skillings & Dobbins, 1991). Cognitive dissonance causes feelings of anxiety and individuals are motivated to move themselves out of this state of dissonance. Cognitive dissonance is a fairly common occurrence in people’s daily lives, resulting from thoughts as simple as "I know it is dangerous to text and drive" and "I text and drive when I’m in a hurry."

People utilize many strategies to minimize their feelings of cognitive dissonance such as rationalization, denial, and minimization. For example, they might rationalize smoking by recognizing it is bad, but also noting they had a stressful week. In regard to stereotypic beliefs, individuals often experience feelings of cognitive dissonance. For example, a belief common among individuals in the United States is that our country is a meritocracy in which individuals get what they deserve based on their hard work (Crandall et al., 2001; Sears & Henry, 2003).

This ingrained belief arouses dissonance when White individuals, for example, come across evidence to the contrary, showing that people of color do work hard but are still disproportionately lacking in positions of power and economic wealth in the United States. Not surprisingly, individuals utilize several strategies to minimize these feelings of dissonance and discomfort. By recognizing the feelings of discomfort and anxiety associated with cognitive dissonance, students can become more open to discussing stereotyping and prejudice.

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**Attitude Survey**

Please indicate whether or not you agree with the statements below by circling the appropriate answer:

1. Texting while driving is dangerous.
  - a. Yes
  - b. No
  
2. It is important to stay informed about proposed legislation that affects my community.
  - a. Yes
  - b. No
  
3. Soft drinks/sodas are unhealthy beverages.
  - a. Yes
  - b. No
  
4. Poverty is a serious problem that needs to be addressed.
  - a. Yes
  - b. No
  
5. Smoking is an unhealthy behavior.
  - a. Yes
  - b. No

### Behavior Survey

Please indicate whether or not you have performed each of the following behaviors by circling the correct response:

1. I text when I am driving.
  - a. Yes
  - b. No
  
2. I am able to name at least one bill affecting my community that was passed in the last year by the legislators in my county or my state.
  - a. Yes
  - b. No
  
3. I drink soft drinks/sodas.
  - a. Yes
  - b. No
  
4. Within the last year I have donated money or engaged in volunteer work to address the problem of poverty.
  - a. Yes
  - b. No
  
5. Within the last year I have smoked a cigarette.
  - a. Yes
  - b. No

### *Scoring*

Answers that will evoke feelings of dissonance (assuming participants answered 'yes' on the attitude questions):

1. Yes
2. No
3. Yes
4. No
5. Yes

# COGNITIVE DISSONANCE

an unpleasant state that arises when an individual holds beliefs, attitudes or behaviors that are at odds with one another



## CONFLICTING THOUGHTS

"I know it is good for my health to exercise three times a week," and  
"I did not exercise at all this week."

## CAUSE

Anxiety & discomfort;  
individuals are motivated to move themselves out of dissonance

## COPING STRATEGIES

Rationalization, Denial, Minimization  
"That was a long walk from the parking lot, I can count that as my exercise."

## RECOGNIZE & CHALLENGE

Recognize and challenge the anxiety and discomfort. Transformational learning occurs when we open our minds and hearts to this work.

*Discussion Questions*

1. Did you experience cognitive dissonance? Why or why not? (This question could also be answered by a show of hands.)
2. What thoughts were going through your head as you completed the Behavior Survey and had answers that were incongruent with your Attitude Survey?
3. What was your emotional reaction to experiencing dissonance?
4. What strategies did you use to try and lessen your experience of dissonance?
5. How does this activity relate to understanding prejudice and discrimination?

## Module 7 Nonverbal Communication Activity

*Author: Seth B. Johnson*

**Objective:** This activity teaches students to recognize nonverbal cues and the messages they send. Students will consider whether their interpretation of nonverbal information is affected by the race/ethnicity or gender of the person with whom they are interacting.

**Materials:**

- Body Language Worksheet (Page 33)
- Facial Expressions Worksheet (Page 34)
- Personal Space Worksheet (Page 35)

**Estimated Time:** 10 minutes per worksheet

**Group Size:** This activity works best with a class size of 30 or fewer; if used with larger groups, divide the class into groups of 7-10 and give different worksheets to different groups.

**Instructions:** Give students any or all of the worksheets and have them individually consider the questions on the worksheet. Students can discuss their answers in small groups or as a whole class. Encourage students to be open and honest about their interpretations of the photos and their answers to the self-reflection questions. If some groups completed different worksheets, project the worksheets and have the groups who discussed that worksheet summarize their discussion for the whole class.

**Background Research:** Nonverbal communication accounts for more than half of the messages people convey to one another and, even if they are not aware of doing so, people readily interpret nonverbal messages. Messages of liking, openness, and power/dominance are all displayed nonverbally. The nonverbal messages people receive during interactions allow them to decode the underlying feelings and attitudes of strangers, and these messages can sometimes conflict with the information people are stating verbally (Weisbuch & Ambady, 2009). When that happens, nonverbal cues can be more revealing of the real message than are verbal cues (Ambady & Rosenthal, 1992). Nonverbal information, such as the amount of eye contact people engage in or the personal distance people maintain during interactions, can also convey how much attention people are paying in an interaction or their willingness to listen to or engage with another person (Hall, 1966).

Interacting with people from different social groups can lead to anxiety, and such feelings are often conveyed nonverbally. Research shows, for example, that people can give off nonverbal cues that imply dislike of or discomfort with a member of a stereotyped group, even while trying to engage in a positive interaction (Dovidio, Kawakami, & Gaertner, 2000). Research also shows that people interpret nonverbal cues differently depending on the actor's race/ethnicity. For example, Whites who are high in implicit racial bias are more likely to perceive anger in Black faces (Hugenberg & Bodenhausen, 2003).

Different cultures and subcultures have very different norms for nonverbal communication; for example, some cultures are high contact (e.g., they stand closer and touch more frequently) and others are low contact (e.g., they maintain more social distance and touch less frequently); how people interpret another's nonverbal behavior depends on their own cultural norms (Chung, 2011). Differences can occur between social groups as well; women, for example, are more likely to keep their legs close together and their arms closer to their body than are men (Samovar, Porter, McDaniel, & Roy, 2013). Considering the ways in which nonverbal communication affects interactions can help people understand how their own miscommunications and their misinterpretations of others' communications can lead to stereotyping and prejudice.

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### *Body Language Worksheet*

**Instructions:** Look over the photos provided and answer the questions that follow. After completing the activity, be ready to discuss any questions and reactions regarding body language.

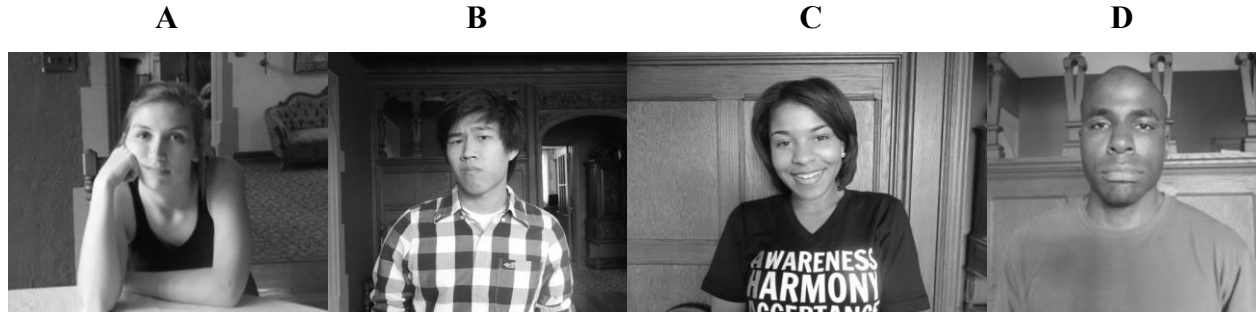
**A****B****C****D**

#### ***Self-Reflection Questions:***

1. What message does each person's body language send?
2. Does the racial/ethnic identity or gender of the people in the pictures affect the interpretation of their body language?
3. Does age or social status make a difference in the way their body language is perceived?
4. How would you react to the body language shown in each of the photographs?
5. What situations have you experienced in which your body language was misinterpreted?
6. Have you ever made judgments about others based on their body language? Can you give specific instances?

*Facial Expressions Worksheet*

**Instructions:** Look over the photos provided and answer the questions that follow. After the activity is completed, be ready to discuss how you reacted to the facial expressions.

*Self-Reflection Questions:*

1. What message is sent by each person's facial expression?
2. Does the actor's gender influence how her/his facial expression is interpreted?
3. How would you react to each of these facial expressions?
4. Have people ever made judgments about you based on your facial expression? Can you give specific instances?
5. Is it easy for you to interpret facial expressions correctly? Can you think of instances where you were unable to correctly identify another person's facial expression?
6. When facial expressions are ambiguous, such as in B and D, does racial/ethnic identity make it more difficult to recognize what the facial expressions indicate?

*Proxemics (Personal Space) Worksheet*

**Instructions:** Look over the photos provided and answer the questions that follow. After the activity is completed, be ready to discuss how you reacted to the photographs.

*Self-reflection Questions*

1. Which photos clearly show a strong connection between people and which photos do not? Why do you think that?
2. What are some possible explanations for the personal space shown in each of these photos?
3. What would your reaction be if one of the people in the photos was of a different race/ethnicity from the other(s)?
4. When you are interacting with people from another culture, religion, race, ethnicity, etc. what type of proxemics (i.e., personal, social, public) do you use? How does this affect the way you interact with them?
5. Do you think there are cultural differences in how people interpret the social distances displayed in these photos? Explain your answer.

## Module 8

### Entertainment Personality Group Activity

*Authors: Daniel Na and Haley M. Turk*

**Objective:** The purpose of this activity is to bring awareness to the underrepresentation of meaningful roles for women, people of color, LGBT (Lesbian, Gay, Bisexual, Transgender), and other groups in entertainment media. Furthermore, in the reflection section this activity will prompt participants to consider how this underrepresentation relates to prejudice and social privileges.

**Materials:**

- Entertainment Personality worksheet (Page 38)
- Discussion questions (Page 98)
- Sample completed worksheet (Pages 40-42)

**Estimated Time:** 20-30 minutes

**Group Size:** This activity works well with groups of all sizes. For larger groups (20 or more people), have the students break into smaller groups to discuss the reflection questions before the entire group does so.

**Instructions:** Using the chart provided, students should name people in entertainment media (e.g., movies, television, sports, advertisements) who fall into each of these categories. You might note that countries such as India are considered part of Asia. If students cannot think of the person's name, they can describe the person's role or appearance. Tell the students that if they cannot name a personality for a given category, they should leave that space blank.

After completing the worksheet, participants are to individually answer the discussion questions. When everyone has recorded her/his reflections, the group should meet as a whole to share its responses. Do not share the *Sample Completed Worksheet* with participants until that point. Once you provide the completed worksheet, ask students to comment on the cells that contain the highest number of readily recognized people. If there is time, use a search engine to find out more about the people with whom the students are unfamiliar. Ask students to comment about the reasons why some people are better known than others.

**Background Research:** The mass media exposes people to members of powerful groups and their points of view far more than to members of subordinated groups (Pratto & Stewart, 2012). Actors of color are consistently underrepresented within cinema; in 2006, only 11.1% of lead roles went to African Americans, 1.8% to Asians, and 1.2% to Latino/as compared to the 81.9% going to White actors. Most lead roles went to men (73%) rather than to women (Robinson, 2006). In the 2011-12 television season, 2.9% of the scripted roles on the five broadcast networks depicted LGBT characters ("Where We Are on TV Report," 2013). Whites appear more frequently in advertisements than any other ethnic group, and they are more often seen exercising authority (Messineo, 2008). Men also appear on television twice as often as women

(Martins & Harrison, 2012) and most of the characters in children's cartoons and on educational television are male (Blakemore, Berenbau, & Liben, 2009). In general, the roles depicted in the media are replete with gender and racial stereotypes (Escholz, Buffkin, & Long, 2002; Newman, 2007) and media depictions of homosexuality are laden with stereotypes (Battles & Hilton-Morrow, 2002).

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*Entertainment Personality Worksheet*

	<b>Men</b>	<b>Women</b>	<b>Lead Roles</b>	<b>Supporting Roles</b>	<b>Positive Role Models</b>
<b>White</b>					
<b>Black</b>					
<b>Asian</b>					
<b>Latino/a</b>					
<b>Native American</b>					
<b>LGBT</b>					
<b>Disabled</b>					

*Discussion Questions:*

1. Which categories was it more difficult to find examples for? Which were the easiest? Why?
  
  
  
  
  
  
  
  
  
  
2. If you had difficulty finding people to list in some of the categories, how did that make you feel? Will you be likely to seek out movies or television shows that include members of these categories in the future? Why or why not?
  
  
  
  
  
  
  
  
  
  
3. Does it matter that some groups are overrepresented or underrepresented in the media? Explain your reasoning.
  
  
  
  
  
  
  
  
  
  
4. As our world becomes more global, do you believe the representation of social groups in the media is likely to change? Why or why not?
  
  
  
  
  
  
  
  
  
  
5. Is the number of dominant groups represented in the media related to social privileges? Why or why not?

*Entertainment Personality Sample Completed Worksheet*

	<b>Men</b>	<b>Women</b>	<b>Lead Role</b>	<b>Supporting Role</b>	<b>Role Models</b>
<b>White</b>	Brad Pitt, James Franco, Nicolas Cage, Liam Neeson, George Clooney, Robert De Niro, Leonardo DiCaprio, Peyton Manning, Jimmy Fallon	Anne Hathaway, Julia Roberts, Emma Stone, Jennifer Lawrence, Jennifer Aniston, Cameron Diaz, Sandra Bullock, Hilary Swank, Hillary Clinton, Tina Fey, Amy Poehler	Natalie Portman (Black Swan), Amy Poehler (Parks and Recreation), Robert Downey Jr. (Iron Man), Daniel Craig (James Bond), Ben Affleck (Argo), Jessica Chastain (Zero Dark Thirty), Tom Hanks (Forest Gump), Leonardo Di Caprio (Titanic)	Christoph Waltz (Django Unchained), Julia Roberts (Pretty Woman), Sean Astin (Lord of the Rings), Kate Winslet (Titanic), Jennifer Connelly (A Beautiful Mind), Cate Blanchett (The Aviator)	Hillary Clinton, Bill Murray, Tom Hanks, Julia Roberts, Amy Poehler, Tina Fey, Liam Neeson, Neil Armstrong, Donald Trump, Steve Jobs, Bill Gates, Bruce Willis, Sylvester Stallone,
<b>Black</b>	Samuel L. Jackson, Will Smith, Eddie Murphy, Denzel Washington, Chris Rock, Don Cheadle, Dave Chapelle, Cuba Gooding Jr., Wesley Snipes, James Earl Jones, LeVar Burton, Micheal Jordan, Kobe Bryant, LeBron James, Kanye West, Randy Jackson, Quest Love	Beyonce, Wanda Sykes, Halle Berry, Kerri Washington, Oprah, Queen Latifah, Raven Symone, Quvenzhane Wallis, Tyra Banks, Whoopi Goldberg, Rihanna, Nicki Minaj, Kelly Rowland, Condoleezza Rice, Serena Williams, Venus Williams, Janet Jackson, Alicia Keys	Will Smith (Independence Day), Raven Symone (That's So Raven). LeVar Burton (Roots), Don Cheadle (Hotel Rwanda), Denzel Washington (Malcom X), Jamie Foxx (Django Unchained), Quvenzhane Wallis (Beast of the Southern Wild), Morgan Freeman (Shawshank Redemption), Will Smith (Pursuit of Happiness)	Octavia Spencer (The Help), Queen Latifah(Chicago), Jennifer Hudson (Dream Girls), Mo'Nique (Precious), Eddie Murphy (Dream Girls), Samuel L. Jackson (Pulp Fiction), Micheal Clarke Duncan (The Green Mile), Morgan Freeman (Million Dollar Baby), Viola Davis (Doubt)	Obama, Oprah, Beyonce, Will Smith, Jay Z, Condoleezza Rice, Dr. Mae Jemison, Maya Angelou, Martin Luther King Jr, Alberta Williams King, Muhammad Ali, Malcom X, Michelle Obama, Barack Obama, Queen Latifah, Bill Cosby, Tyler Perry

<b>Asian</b>	Jackie Chan, Bruce Lee, Jet Li, Steven Yeun, Bobby Lee, Ken Jeong, Masi Oka, Ken Watanabe, Dev Patel, Kal Penn, Aziz Ansari, Mako, Danny Pudi, Aasif Mandvi, George Takei, Dante Basco	Mindy Kaling, Lucy Liu, Maggie Q, Sandra Oh, Gogn Li, Brenda Song, Freida Pinto, Archie Panjabi	Jet Li (Hero, The One), Mindy Kaling (The Mindy Project), Bruce Lee (Enter the Dragon), Jackie Chan (Rush Hour, Project Condor, Around the World in 80 Days), John Cho (Harold and Kumar), Chen Yun-Fat (Crouching Tiger Hidden Dragon)	Lucy Lu (Kill Bill), Ken Watanabe (The Last Samurai), Ken Jeong (The Hangover), Aziz Ansari (Parks and Recreation), Steven Yeun (The Walking Dead), Dante Bosco (Hook)	Bruce Lee, Jackie Chan, Jet Li, Lucy Liu, Jeremy Lin, Yao Ming, Aziz Ansari, Mindy Kaling
<b>Latino/a</b>	George Lopez, Mario Lopez, Danny Trejo, Antonio Banderas, Luis Guzman, Ricky Martin, Oscar Nunez, Guiermo del Toro, Enrique Inglesias, Benicio del Toro, Javier Bardem, Joaquin Phoenix, Carlos Santana, John Leguizamo, Hector Elizondo, Marc Anthony	Salma Hayek, Jennifer Lopez, Sofia Vergara, Penelope Cruz, Eva Longoria, Eva Mendez, Selena Gomez, Demi Lovato, Michelle Rodriguez, Vita Moreno, Zoe Saldana, America Ferrera, Daisy Fuentes, Shakira	Joaquin Phoenix (Walk the Line), Jennifer Lopez (Enough, My Best Friend's Wedding), Salma Hayek (Frida)	B�er�enice Bejo (The Artist), Adriana Barraza (Babel), Rita Moreno (West Side Story), Benicio del Toro (Traffic), Andy Garcia (The Godfather)	Jennifer Lopez, America Ferrera, Antonio Banderas, Shakira, Carlos Santana

<b>Native American</b>	Benjamin Bratt, Branscombe Richmond, Taylor Lautner, August Schellenberg, Rudy Youngblood Wes Studi	Michelle Latimer, Kaniehtio Horn, Q'orianka Kilcher, Shauna Baker, Karina Lombard, Irene Bedard	Irene Bedard (Voice of Pocahontas, Smoke Signals)	Eric Schweig (The Big Eden)	Karina Lombard, Irene Bedard, Rudy Youngblood, Wes Studi
<b>LGBT</b>	Neil Patrick Harris, Boy George, Anderson Cooper, Alan Cumming, Elton John, Ian McKellen, George Micheal, Graham Norton, Ricky Martin, Adam Lambert	Ellen Degeneres, Wanda Sykes, Rachel Maddow, Melissa Etheridge, KD Lang, Jane Lynch, Suze Orman, Portia deRossi, Cynthia Nixon, Rosie O'Donnell, Angelina Jolie, Jodie Foster	Ellen (Ellen Degeneres Show), Rachel Maddow (Rachel Maddow Show), Anderson Cooper (AC 360), Suze Orman (Suze Orman Show), Neil Patrick Harris (Smurfs), Ian McKellen (The Hobbit), Lindsay Lohan (Freaky Friday)	Wanda Sykes (The New Adventures of Old Christine), Neil Patrick Harris (How I Met Your Mother), Jane Lynch (Glee, Wreck-It Ralph), Ian McKellen (The Da Vinci Code)	Ellen Degeneres, Anderson Cooper, Ian McKellen, Rachel Maddow
<b>Disabled</b>	Christopher Reeve, Michael J. Fox, Steven Hawking, Lou Ferigno	Marlee Matlin, Lauren Potter	Marlee Matlin (Children of a Lesser God)	Lauren Potter (Glee)	Marlee Matlin, Steven Hawking, Michael J. Fox

## Module 9

### Physical Appearance Categorization Activity

*Authors: Bridget Ryan and Marli D. Simpson*

**Objectives:** The purpose of this activity is for students to explore how physical appearance cues affect our perceptions of others. Students will consider the cues people use to categorize others including cues based on social categories, such as race and gender, and cues based on clothing style and facial expression. Students will also consider the how they might have been socialized to think a certain way about social group members.

**Materials:**

- Worksheets with photos (Pages 44-48)
- Discussion questions (Page 49)

**Estimated Time:** 15-20 minutes

**Group Size:** This activity works best with a class size of 30 or fewer, but could be modified for larger class by having students work in groups. During discussion, the instructor can rotate among the groups and/or have teaching assistants facilitate discussion in the smaller groups.

**Instructions:** Instructors should choose the worksheets they wish to use and can give them to students individually or display them on a screen. Students look at each pair of photos and answer the questions. Students should be encouraged to base their responses on their first impressions and can be reminded that people often make snap judgments based on those first responses.

**Background Research:** Categorization is the process of simplifying the social world by placing people into categories on the basis of characteristics such as age, race, gender, clothing style, height, ability status, or other cues. These categories are based on cognitive structures that contain a person's knowledge and beliefs about social groups and that cue what people attend to and use to organize their social world (Macrae & Bodenhausen, 2000). Categorization happens very quickly and the first cues people attend to are another's race and gender (Ito & Urland, 2003). However, people also attend to nonverbal cues such as facial expressions and posture (Zebrowitz, 1996) and to physical appearance cues such as attractiveness (Etcoff, 1999) and clothing (Stangor, Lynch, Changming, & Glas, 1992). Once a person has been categorized, the stereotypic beliefs associated with that category are activated, a process that often occurs automatically. However, stereotype activation can be inhibited when people are motivated to do so by goals such as the desire to see oneself in a positive light or the need to form accurate impressions of others (Kunda & Spencer, 2003).

**References:**

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What characteristics of each person did you notice first?

Person A \_\_\_\_\_

Person B \_\_\_\_\_

Which person would you choose as partner to work with on a class project? Person A or Person B?

Why?



What characteristics of each person did you notice first?

Person A \_\_\_\_\_

Person B \_\_\_\_\_

Which person is more likely to be a campus leader? Person A or Person B?

Why?



What characteristics of each person did you notice first?

Person A \_\_\_\_\_

Person B \_\_\_\_\_

Which person would be more likely to be hired after a job interview? Person A or Person B?

Why?



What characteristics of each person did you notice first?

Person A \_\_\_\_\_

Person B \_\_\_\_\_

Which person would you be most likely to introduce to your parents? Person A or Person B?

Why?

*Discussion Questions*

1. What characteristics of the people in the photos did you notice first? Were they the same or different for different pairs of photos?
2. Did those characteristics affect your judgments? Why or why not?
3. Do you think your first impressions of the people in the photos might affect your interactions with these individuals? Why or why not?
4. Think about the roles and stereotypes that are part of our cultural script. What are these? Where did they come from? Do you see any specific patterns in your answers that reflect these roles and stereotypes?
5. Do you think your parents would made different choices about the photos than you did? Why or why not?

## Module 10

### Microaggression Activity

*Authors: Kelly L. Meredith and LaDeidre Robinson*

**Objectives:** Students will learn to identify microaggressions and will be able to reflect on how they can modify questions or comments in ways that are less likely to reflect stereotypic assumptions and beliefs. Using two versions of the worksheet provides more examples for students to consider, but the activity works equally well with either version.

**Materials:**

- Instructions and discussion questions (Page 52)
- Worksheet versions (Pages 53-54)

**Estimated Time:** 10-20 minutes

**Group Size:** This activity works best with a class size of 30 or fewer, but could be modified for larger class by having students work in groups. For larger classes, the instructor can rotate among the groups during discussion and/or have teaching assistants facilitate discussion in the smaller groups.

**Instructions:** This activity will be more effective if the instructor first defines microaggressions and provides examples of how they operate. Then, pass out the worksheet so that half the class has Version A and half has Version B (or choose one version and distribute it to all students) and ask students to follow the provided instructions. Students then answer the discussion questions and discuss them in small groups or as a whole class.

**Background Research:**

In her book, *It's the Little Things*, Lena Williams (2000) described how some comments that might seem to be small and unimportant to observers are viewed differently by the person who hears them. For example, when someone seems surprised that a Black woman is a Harvard graduate or assumes that a well-dressed Black man in a hotel is a bell-hop, the overall message is that Blacks are not expected to achieve. Lawrence Graham (1995), a successful Harvard-educated lawyer who worked for a time at an all-White country club, endured comments about how articulate he was and was told that it was easy to find the "Chinaman," a supply clerk, because his office was by the laundry. Nadal (2013) pointed to comments made to gays and lesbians that reflect gender-based stereotypes, such as "Oh well you're feminine, so how are you a lesbian?" (p. 114). Sue (2010) used the term "microaggressions" to describe these "brief, everyday exchanges that send denigrating messages to certain individuals because of their group membership" (p. 24). As Sue noted, from the perspective of those who experience them (people of color, LGBTs, women, immigrants) these exchanges are frequent and automatic, but are often "glossed over as being innocent or innocuous" (p. 25). However, as Sue noted, microaggressions cause harm to people's mental health and to their chances for success in the workplace and in educational settings. Recognizing the form microaggressions take and their impact on the

recipient of such comments, is an important step toward addressing bias against marginalized group members (see also Nadal, 2013).

***References:***

Graham, L. O. (1995). *Member of the club: Reflections on life in a racially polarized world*. New York, NY: HarperCollins.

Nadal, K. L. (2013). *That's so gay: Microaggressions and the lesbian, gay, bisexual, and transgender community*. Washington, DC: American Psychological Association.

Sue, D. W. (2010). *Microaggressions in everyday life: Race, gender, and sexual orientation*. Hoboken, NJ: Wiley.

Williams, L. (2000). *It's the little things*. New York, NY: Harcourt.

*Instructions*

In the handout, draw a line connecting the statements in the first column with all the possible interpretations from the second column. Each statement from Column A may connect with more than one interpretation. Be ready to explain each choice. Think critically about how a person could interpret these statements as a “put down.”

After you have finished matching the statements with the interpretations, choose **four statements** and rewrite them so that they do not contain a hidden or negative message. For example, the statement “How long have you been in this country?” implies that the speaker believes the person was born in another country. This assumption could be right or wrong; a neutral wording of the statement might be “Where did you grow up?” or “How long have you lived in this town?”

After you have rewritten the statements, answer the questions below.

1. Alvin Poussaint refers to the cumulative impact of experiencing microaggressions as “death by a thousand nicks.” Do you agree or disagree with this statement? Explain your answer.
2. When people discuss microaggressions, a common response is that they are “innocent acts” and that the person who experiences them should “let go of the incident” and “not make a big deal out of it.” Do you agree or disagree with this point of view? Explain your reasoning.
3. If a person from a marginalized group pointed out to you that one of your comments was a microaggression, how would you respond at the time? Would it change the likelihood of your making a similar comment in the future? Why or why not?
4. Derald Wing Sue has argued that the impact of subtle prejudice, such as microaggressions, is more harmful than the impact of blatant discrimination. Do you agree or disagree with this proposition? Explain your answer.

**Version A**

<b>Column A: Statements</b>
“You throw like a girl.”
“Just ‘Google it’ when you get home.”
“You are ‘trashy’ (or ‘ghetto’).”
“You are a credit to your race.”
“Everyone can succeed if they try hard enough.”
“That’s so gay.”
[To a girl] “Math is hard, isn’t it?”
“How long have you lived in our country?”
“Being gay is just a phase.”

<b>Column B: Possible Interpretations</b>
Feminine traits are undesirable.
Society knows what is right and you are wrong.
You don’t belong.
Being gay is unacceptable.
Your sexual orientation is your most important characteristic.
You are not man enough.
If you don’t have “the basics,” you must be lazy.
Your culture is your most defining feature.
You people are all the same.
I see you as your skin color only.
People of your background are unintelligent.
You are lazy.
You are not American.

**Version B**

<b>Column A: Statements</b>
“Don’t be such a sissy.”
“Of course you have a bad relationship with your parents. You’re gay.”
“You speak English very well.”
“America is a melting pot.”
“I don’t see color.”
“I have Black friends, so what I say isn’t offensive.”
“Everyone knows Blacks are more likely to shoplift.”
[A professor asks a Latina student in front of a class] “What do Latinas think about this situation?”
“That’s retarded.”

<b>Column B: Possible Interpretations</b>
Feminine traits are undesirable.
People with disabilities are less important, likeable or competent.
You don’t belong.
Being gay is unacceptable.
Your sexual orientation is your most important characteristic.
You are not man enough.
Your culture is your most defining feature.
People of your background are unintelligent.
You look like a criminal.
I see you as your skin color only.
You are not American.

## Module 11

### Gender Stereotypes Activity

*Authors: Mary E. Kite, Bridget Ryan, and Marli Simpson*

**Objective:** For this activity, students will consider how their childhood experiences have affected their current gender-associated beliefs and behaviors.

**Materials:**

- Device with internet access
- Discussion questions (Page 57)

**Estimated time:** 15-20 minutes

**Group Size:** This activity works best with a class size of 30 or fewer, but it could be modified for larger classes by having the instructor rotate among the groups while they discuss the topic or by having teaching assistants facilitate discussion in the smaller groups.

**Instructions:** Have students shop online at a website such as amazon.com or toysrus.com for a child who is celebrating her or his 5<sup>th</sup> birthday. Half the class should shop for a girl and half for a boy. In 5-7 minutes, they should choose a toy in the \$10-20 range. After they have chosen the toy, each student should individually answer the discussion questions. The entire class can then discuss their answers.

**Background Research:** The process by which children learn stereotypes is dynamic; it is a combination of biological influences, children's development of socio-cognitive abilities, and the way in which their environment is socially constructed (Blakemore, Berenbaum, & Liben, 2009). Parents, the media, and peers convey stereotypic beliefs, and children learn which behaviors are viewed as gender appropriate and which are not (see Matlin, 2012, for a review). By around age 3, for example, most children can accurately identify another child's sex and about half can correctly label toys by gender (Campbell, Shirley, & Candy, 2004); by age 5, most children can do so (Ruble & Martin, 1998). Children's toy preferences reflect these beliefs; research shows that girls are more likely to list dolls, stuffed animals and educational activities as their favorite toys whereas boys are more likely to list manipulative toys, vehicles, and action figures as their favorites (e.g., Cherney & London, 2006). Cherney and London also found that boys' preference for masculine television programs and girls' preference for feminine television programs increased with age. Gender-associated beliefs also can affect the roles children expect to fulfill. Levy, Sadovsky, and Troseth (2000), for example, found that children's predictions about their happiness in future occupations reflected gender stereotypic beliefs; more boys expected to be happy in a masculine occupation and more girls expected to be happy in a feminine occupation.

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### **Discussion Questions**

1. Describe the process you used to select the toy you decided on. What factors influenced your decision?
  
  
  
  
  
  
  
  
  
  
2. As a child, what toys did you play with? Were these toy selections at all influenced by your parents, the media, or friends? Why or why not? Were these toys similar to or different from the toy you selected?
  
  
  
  
  
  
  
  
  
  
3. Name your favorite movie from elementary school. Describe the main character of that movie. Was it a male or a female? Were there toys available based on this character?
  
  
  
  
  
  
  
  
  
  
4. Do you think the movies targeted for today's children are more or less gender stereotypic than the movies you watched as a child? Why or why not?
  
  
  
  
  
  
  
  
  
  
5. Do you believe that the choices parents make about their children's toys or movies influence the child's beliefs about the appropriate roles for women and men or boys and girls? Why or why not?
  
  
  
  
  
  
  
  
  
  
6. Do you think children who play with toys designed for the other sex are treated differently from children who play with gender-typical toys? Why or why not?

## Module 12

### Gay Rights Movement Timeline Activity

*Authors: William T. Stuller, Samantha M. Ellison, and Stephen A. Gabourel*

**Objectives:** This activity focuses on the events of the U.S. gay rights movement. The timeline provided sheds light on the oppressive forces members of the LGBT community face. It also highlights the hard-fought victories on the road to gaining their civil rights. The goals of the activity are to demonstrate the scope and longevity of the LGBT movement and to generate thoughtful discussion on the topic of sexual prejudice today and in the past.

**Materials:**

- LGBT Timeline (Pages 61-64)
- Worksheet (Pages 65-66)
- Answer key (Pages 67-68)
- Discussion Questions (Page 69)

**Estimated Time:** 40-60 minutes

**Group Size:** This exercise works well with all group sizes.

**Instructions:** Distribute the “*LGBT Civil Rights History Worksheet*” as a pop quiz. The quiz can be adapted to include all or a few historical events within the LGBT community. This version outlines some events given on the LGBT Rights Timeline. Chances are, a majority of students will not be able to complete the worksheet on their own. For this reason, participants may work in groups to complete the worksheet. Have the groups stop working after 10-15 minutes even if they are not finished.

Next, project for the class the “LGBT Rights Timeline” and/or provide each participant with a copy of the timeline. During the presentation, have participants note any events that are significant to them. After the presentation, allow participants to share interesting facts that they have learned and to raise any questions they have. Finally, divide participants into small groups to answer the discussion questions before the entire group meets as a whole to do so.

**Background Research:** The landmark ruling, *Lawrence v. Texas* (2003), is often cited as the beginning of the current gay rights movement. Since the time of that ruling, attitudes toward acceptance of gay rights have shown a clear cultural shift. As Kite (2011) notes, the sheer number of polls now tracking issues such as support for gay marriage, gay adoption, and gays in the military surely indicates that attitudes are changing and are likely to continue to do so. Other recent changes include the repeal of the U.S. military’s “Don’t Ask, Don’t Tell Policy,” signed into law in 2010 by President Barack Obama, and the Supreme Court rulings overturning portions of the Defense of Marriage Act (*United States v. Windsor*, 2013) and the ruling on California’s Proposition 8 (*Hollingsworth v. Perry*, 2013) that resulted in gay marriages being resumed in that state. However, national opinion polls also show that acceptance of gay rights is much greater among younger than older people; percentages supporting gay marriage are lowest

for those 65 years and older (32%) followed by those 50-64 (37%), those 30-49 (40%), and those 18-29 (59%; Jones, 2009). Other factors that predict anti-gay prejudice include gender, religiosity, and level of education (Herek, 2000). Acceptance of gay civil rights is also becoming more widespread in Western Europe, but remains very low in African and the Middle East (Pew Global Attitudes Project, 2007).

Despite these recent visible changes in Western societies, sexual minorities continue to face harassment, criminal victimization, verbal abuse, and other forms of hostility because of their sexual orientation (Herek, 2009). Looking only at recent change also masks the experiences of older sexual minorities who were, historically, largely invisible. For example, Phyllis Lyon and Del Martin, founders of Daughters of Bilitis, both reported on the National Public Radio Show *Fresh Air* (2008) that when they realized they were attracted to women, they thought they were the only ones. Other landmark historic events deserve attention, including the Stonewall riots, and Evelyn Hooker's groundbreaking work demonstrating that mental illness was not more prevalent in gay men than in heterosexual men, and the decision of the American Psychiatric Association to remove homosexuality as mental illness from the *Diagnostic and Statistical Manual of Mental Disorders* (American Psychiatric Association, 1980). It is important to understand how these events opened the way for the attitude changes we are witnessing today.

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### *LGBT Rights Timeline*

The Gay Rights Movement is a civil rights movement that advocates equal rights for gay, lesbian, bisexual, and transsexual individuals. The timeline listed below contains some of the most pivotal events in this movement throughout U.S. and world history.

**1924:** Henry Gerber founds the Society for Human Rights, the first documented gay rights organization in the United States. The society was chartered by the State of Illinois and published *Friendship and Freedom*, the first U.S. publication for homosexuals. The Society soon disbands due to political pressures and what Gerber later describes as being “up against a solid wall of ignorance, hypocrisy, meanness, and corruption” (quoted in Williams & Reter, 2003, p. 54).

**1928:** Radclyffe Hall’s lesbian novel, *The Well of Loneliness* is published. As a result, homosexuality becomes a topic of public conversation in both the United States and England.

**1945:** Homosexuals remain interned in Nazi concentration camps after liberation by the Allied forces. This is because Paragraph 175 of the German Criminal Code declared homosexual relations between males to be illegal along with acts such as underage sex abuse and bestiality.

**1948:** Alfred Kinsey’s landmark book, *Sexual Behavior in the Human Male*, is published. Kinsey reports that 37% of men he interviewed had participated in homosexual behavior at least once. Based on his research, Kinsey proposes that sexual orientation lies on a continuum from exclusively homosexual to exclusively heterosexual.

**1950:** Activist Harry Hay founds the Mattachine Society, one of the earliest homophile/homosexual organizations in the United States. Their goal is to organize and advocate for homosexual rights and to reduce the feelings of isolation that many gays and lesbians of the time are experiencing.

**1953:** Executive Order 10450 is signed by President Dwight Eisenhower, ordering the dismissal of government workers who engage in “sexual perversion” and other immoral acts. Although the Order does not explicitly mention homosexuality, hundreds of gays and lesbians lose their job as a result.

**1955:** In San Francisco, activists Del Martin and Phyllis Lyon found the Daughters of Bilitis, a lesbian civil and political rights organization. The group eventually publishes a magazine, the first lesbian publication of any kind.

**1956:** At the meeting of the American Psychological Association, Evelyn Hooker presents research comparing the psychological health of homosexual and heterosexual men. Her results show that even skilled research experts find no differences in the mental health of these two groups.

**1962:** Illinois becomes the first state to decriminalize homosexual acts between two consenting adults in private.

**1966:** The oldest collegiate student organization for gays, the Student Homophile League, is founded at Columbia University.

**1969:** The Stonewall Riots, named after the historically gay-frequented bar, The Stonewall Inn, take place in Greenwich Village in New York City. Police forces had unjustly raided the establishment in the past, but on this occasion, gays protest the raids, and the event becomes a pivotal, defining moment in the movement for LGBT rights.

**1970:** The first gay pride marches are held in multiple cities in the United States on the first anniversary of the Stonewall Riots. These are the first of many pride marches that will take place across the globe in years to come.

**1973:** The American Psychiatric Association removes homosexuality from the *Diagnostic and Statistical Manual of Mental Disorders II*, concluding that it is not a mental illness. Evelyn Hooker's pioneering research on homosexuality plays a crucial role in this decision.

**1974:** Elaine Noble becomes the first openly gay person to be elected as a state legislator; she serves in the Massachusetts State House of Representatives for two terms.

**1975:** The Bisexual Forum is founded in New York City and the Gay American Indians Organization is founded in San Francisco.

**1977:** Harvey Milk is elected city-county supervisor in San Francisco and becomes the third "out" elected public official in the United States. Quebec, Canada passes laws to prohibit discrimination based on sexual orientation in both private and public sectors.

**1978:** Shortly after assuming his elected role as Supervisor, Harvey Milk is assassinated along with San Francisco's Mayor Greg Moscone. Supervisor Dan White is convicted of voluntary manslaughter and is sentenced to seven years in prison. In San Francisco, the Rainbow Flag is first flown; the flag becomes a symbol of gay and lesbian pride.

**1979:** Over 100,000 people participate in the National March on Washington for Lesbian and Gay Rights. Chapters of the national organization of Parents and Friends of Lesbians and Gays (PFLAG) are founded across the United States.

**1980:** David McReynolds appears on the Socialist Party ballot, becoming the first openly gay individual to run for President of the United States.

**1981:** A lethal virus is noticed spreading through the gay community. It is first reported in the *New York Times* as a rare pneumonia and skin cancer and is initially referred to by the Centers for Disease Control (CDC) as gay-related immunodeficiency [disease] (GRID). When it is recognized that the virus is found in other populations, it is renamed the Acquired Immune Deficiency Syndrome.

**1982:** The National Gay and Lesbian Task Force initiates a project aimed to counter the rise in violence related to homophobia in the United States.

**1983:** The first National Lesbians of Color Conference is organized in Los Angeles.

**1984:** After an eight-year legal battle Duncan Donovan, a Los Angeles gay activist, wins the right to receive the death benefits of his life partner.

**1986:** The United States Supreme Court ruling in *Bowers v. Hardwick* upholds the right of each state to criminalize private same-sex acts.

**1987:** ACT UP is formed in order to protest inaction in response to the AIDS epidemic in the U.S. The Old Lesbians Organizing for Change (OLOC) is founded with the goal of fighting against ageism and for lesbian rights.

**1988:** The brochure *Understanding AIDS* is mailed by the CDC to every American household. The World Health Organization organizes the first World AIDS Day in attempts to spread awareness of the disease.

**1992:** Homosexuality is removed from the International Statistical Classification of Diseases by the World Health Organization.

**1993:** The Department of Defense issues the “Don’t Ask, Don’t Tell” policy; under this policy, applicants to the U.S. Armed Forces would not be asked about nor required to disclose their sexual orientation.

**1996:** In the case of *Romer v. Evans*, the United States Supreme Court rules that Colorado's second amendment, which denies gays and lesbians protections against discrimination, is unconstitutional. President Clinton signs the Defense of Marriage Act (DOMA) into law, which defines marriage as a union between one man and one woman.

**1998:** Widow of the late Martin Luther King Jr., Coretta Scott King, speaks out against homophobia in America, despite receiving criticism for comparing Black civil rights to gay rights.

**1999:** California adopts a domestic partner law, allowing same-sex couples equal rights, responsibilities, benefits, and protections as married couples.

**2000:** Vermont becomes the first state to legalize civil unions, a unity similar to domestic partnerships. Israel begins recognizing same-sex relationships for foreign partners of Israeli residents.

**2004:** Massachusetts legalizes same-sex marriage and New Jersey legalizes domestic partnerships; 11 other states ban such legal recognitions. Same-sex marriage is also banned in Australia, although the neighboring nation of New Zealand passes legislation recognizing gay civil unions.

**2006:** Discrimination based on sexual orientation is banned in Illinois and the State of Washington State adds sexual orientation to its existing anti-discrimination laws.

**2008:** Proposition 8, an amendment banning same-sex marriage in California, is passed into law. This inspires the NOH8 campaign, a social project featuring celebrities who promote marriage equality.

**2009:** President Obama signs the Matthew Shepard and James Byrd, Jr. Hate Crimes Prevention Act which expands the Federal Hate Crime Law to include crimes motivated by a victim's actual or perceived gender, sexual orientation, gender identity, or disability.

**2010:** The “Don't Ask, Don't Tell” policy is repealed following a U.S. Senate vote; gays and lesbians can now serve openly in the U.S. Armed Forces.

**2011:** The Obama administration states it will no longer support the Defense of Marriage Act (DOMA) that banned the recognition of same-sex marriages in the United States.

**2013:** The United States Supreme Court rules that the key parts of DOMA are unconstitutional and that gay couples are entitled to federal benefits such as Social Security survivor benefits and family leave. The Court's ruling on California's Proposition 8 results in gay marriages being resumed in that state.

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*LGBT Civil Rights History Worksheet*

**Instructions:** Fill in the blank with information about major events in the struggle for LGBT civil rights.

- The first written publication for homosexuals in the United States: \_\_\_\_\_
- The person who is convicted of voluntary manslaughter and sentenced to seven years in prison for killing Harvey Milk and George Moscone: \_\_\_\_\_
- Law signed by President Clinton defining marriage as a union between one man and one woman: \_\_\_\_\_
- Name of the Department of Defense policy stating that applicants to the U.S. Armed Forces would not be asked about or required to disclose their sexual orientation: \_\_\_\_\_
- Year the above policy was repealed: \_\_\_\_\_
- Title of Radclyffe Hall's lesbian novel, published in 1928: \_\_\_\_\_
- First researcher to demonstrate that there are no measurable differences in the mental health of GLBTs and heterosexuals: \_\_\_\_\_
- Founder of the Mattachine Society: \_\_\_\_\_
- City in which Harvey Milk is elected city-county supervisor: \_\_\_\_\_
- First "out" lesbian elected for public office in the United States: \_\_\_\_\_
- U.S. President who signed Executive Order 10450, ordering the dismissal of those who engage in sexual perversion: \_\_\_\_\_
- Founder of the Society for Human Rights: \_\_\_\_\_
- First U.S. State to decriminalize homosexuality: \_\_\_\_\_
- Author of *Sexual Behavior in the Human Male*: \_\_\_\_\_
- First U.S. State to legalize civil unions: \_\_\_\_\_
- U.S. Supreme Court ruling that makes sodomy laws unconstitutional: \_\_\_\_\_
- Black activist who, despite criticism, calls for civil rights community to join in the struggle against homophobia: \_\_\_\_\_
- Year the Supreme Court of the United States rules that parts of the Defense of Marriage Act are unconstitutional: \_\_\_\_\_
- Co-founders of the Daughters of Bilitis : \_\_\_\_\_
- Location of the first National Lesbians of Color Conference: \_\_\_\_\_

- Number of years Los Angeles Activist Duncan Donovan had to fight to win the right to receive the death benefits of his life partner: \_\_\_\_\_
- United States Supreme Court ruling that upholds State's rights to criminalize private same-sex acts: \_\_\_\_\_
- Name of the university where the oldest collegiate student organization, the Student Homophile League, was established: \_\_\_\_\_
- Name of the 1969 riots in Greenwich Village that proved to be a pivotal event for LGBT rights: \_\_\_\_\_
- Year the American Psychiatric Association removes homosexuality from the DSM-II: \_\_\_\_\_
- Estimated number of people (in thousands) who participated in the National March on Washington for Lesbian and Gay Rights: \_\_\_\_\_
- Name by which the Centers for Disease Control first referred to Acquired Immune Deficiency Syndrome: \_\_\_\_\_
- Name of the social project launched in California in response to the passing of Proposition 8: \_\_\_\_\_
- Name of the act that expands the Federal Hate Crime Law to include crimes motivated by a victim's actual or perceived gender, sexual orientation, gender identity, or disability:  
\_\_\_\_\_
- United States Supreme Court decision that ruled that gays and lesbians in Colorado cannot be denied protection from discrimination: \_\_\_\_\_

*LGBT Civil Rights History Worksheet Answer Key*

- The first written publication for homosexuals in the United States: *Friendship and Freedom*
- The person who is convicted of voluntary manslaughter and sentenced to seven years in prison for killing Harvey Milk and George Moscone: *Dan White*
- Law signed by President Clinton defining marriage as a union between one man and one woman: *Defense of Marriage Act*
- Name of the Department of Defense Policy stating that applicants to the U.S. Armed Forces would not be asked about or required to disclose their sexual orientation: *Don't Ask Don't Tell*
- Year the above policy was repealed: *2010*
- Title of Radclyffe Hall's lesbian novel, published in 1928: *The Well of Loneliness*
- First researcher to demonstrate that there are no measurable differences in the mental health of GLBTs and heterosexuals: *Evelyn Hooker*
- Founder of the Mattachine Society: *Harry Hay*
- City in which Harvey Milk, who is openly gay, is elected city-county supervisor: *San Francisco*
- First "out" lesbian elected for public office in the United States: *Elaine Noble*
- U.S. President who signed Executive Order 10450, ordering the dismissal of those who engage in sexual perversion: *Dwight D. Eisenhower*
- Founder of the Society for Human Rights: *Henry Gerber*
- First U.S. State to decriminalize homosexuality: *Illinois*
- Author of *Sexual Behavior in the Human Male*: *Alfred Kinsey*
- First U.S. State to legalize civil unions: *Vermont*
- U.S. Supreme Court ruling that made sodomy laws unconstitutional: *Lawrence v. Texas*
- Black activist who, despite criticism, calls for civil rights community to join in the struggle against homophobia: *Coretta Scott King*
- Year the Supreme Court of the United States ruled that parts of the Defense of Marriage Act are unconstitutional: *2013*
- Co-founders of the Daughters of Bilitis: *Del Martin and Phyllis Lyon*
- Location of the first National Lesbians of Color Conference: *Los Angeles*

- Number of years Los Angeles Activist Duncan Donovan had to fight to win the right to receive the death benefits of his life partner: Eight
- United States Supreme Court ruling that upheld State's rights to criminalize private same-sex acts: Bower v. Hardwick
- Name of the university where the oldest collegiate student organization, the Student Homophile League, was established: Columbia University
- Name of the 1969 riots in Greenwich Village that proved to be a pivotal event for LGBT rights: Stonewall Riots
- Year the American Psychiatric Association removes homosexuality from the DSM-II: 1973
- Estimated number of people (in thousands) who participated in the National March on Washington for Lesbian and Gay Rights: 100,000
- Name by which the Centers for Disease Control first referred to Acquired Immune Deficiency Syndrome: Gay Related Immune Deficiency Disorder.
- Name of the social project launched in California in response to the passing of Proposition 8: NOH8
- Name of the act that expands the Federal Hate Crime Law to include crimes motivated by a victim's actual or perceived gender, sexual orientation, gender identity, or disability: Matthew Shepard and James Byrd, Jr. Hate Crimes Act
- United States Supreme Court decision that ruled that gays and lesbians in Colorado cannot be denied protection from discrimination: Romer v. Evans

*Discussion Questions*

1. What did you know about historical events related to LGBT civil rights before completing this activity? How did you learn this information?
2. What resources are available that you believe help educate others about the LGBT community? How might a lack of such resources be an issue?
3. How difficult or easy was it for you to successfully complete the LGBT History Worksheet activity? What made it difficult or easy for you?
4. List some things that heterosexuals can do in everyday life that LGBTs cannot. How important or unimportant do you think those things are to LGBTs?
5. Compare and contrast the African American struggle for civil rights with that of the LGBT community. Is there anything similar about the respective movements? Different?
6. Do you believe that public opinion regarding same-sex marriage in this country is changing? If so, how and will these changes likely affect discrimination in other aspects of LGBT's lives?