

Sexism, Heterosexism, and Trans* Oppression: An Integrated Perspective

QUADRANT 1

Name of Activity: Exploring Language

Instructional Purpose of the Activity: The purpose of this activity is to explore content knowledge about some common language about gender, sex, sexual orientation, and trans* identities.

Learning Outcomes:

- Participants will learn and discuss some common language about gender, sex, sexual orientation, and trans* identities.
- Participants will consider how language can be used for inclusion and community development.

Time Needed: Prep time: 20 minutes; activity time: 45 minutes; debrief time: 30 minutes (total time: 75 minutes)

Materials Needed: Terms and definition activity set, tape, handouts of terms and definitions

Degree of Risk (low, medium, high): Low

Procedure:

- Pass out terms to half of the participants and definitions of these terms to the other half. Ensure that they are shuffled. Each participant will have one term or definition. Before participants begin, let them know that each term has a corresponding definition, and that the goal is for them to use their collective resources and ideas to complete the activity. Ask the participants to find the matching definition to each term, and vice versa. After they find a match, have them post their term and definition together on the wall.
- After participants put each matching pair up, have participants do a gallery walk (a walk around to view the various terms and definitions taped to the walls) to review all of the terms and definitions (after facilitators have confirmed they are all correctly paired). Distribute a complete list of all terms and definitions to participants before the gallery walk so they can note questions, confusions, or disagreements about the pairs.
- Begin discussion with questions, confusions, or disagreement about terms and definitions.
- Ask participants if there are any additional terms and their definitions they would like to add.
- Ask participants if they see connections among the terms.
- Ask participants how this knowledge is useful to build inclusive communities.

Facilitation Notes:

- Prior to the matching, let participants know:
 - Each term has a matching definition.
 - This is not a comprehensive list, and there will be an opportunity to add terms at the end of the activity.
 - Occasionally the term is in the definition, which is not meant to be a trick.
- Important distinctions to make: The difference between heterosexism and homophobia; the difference between sexuality, sexual orientation, and gender identity; and the difference between sexism and patriarchy.
- Observe participants throughout the activity to see if there are any patterns, such as expectations that “out” participants have more knowledge than heterosexual or cis-gender participants.
- Consider issues of vision and hearing for all participants, and develop options to allow for full participation of all participants.

Recommended Readings/Materials for Students: None

Recommended Supplementary Materials/Readings for the Instructor or Facilitator: None

Names of Those to Credit for this Activity: Catalano, McCarthy, Shlasko (2007); Pat Griffin and Chase Catalano