

# VeLLA 2023 (Virtual exchange Leipzig – Ludwigsburg – Auckland)

## Structure of the teaching material

Lizenz: CC BY-NC-SA

### 1 Title

SEXUAL DIVERSITY – achievements and challenges across two countries

### 2 Short Summary

Two multicultural Scavenger Hunts through Leipzig and Auckland for 11th graders that include places where people actively advocate for LGBTQI+ rights, made queer history, and support the community now. They focus on achievements that were made in Leipzig and Auckland but also show the challenges people of the LGBTQI+ community have to face across the two countries. The Scavenger Hunts embark on a journey through the cities, visiting various locations that highlight the diverse aspects of sexual diversity. The hunt in Leipzig includes stops at a well-known square, businesses that support sexual diversity, and an official city contact point. The hunt in Auckland includes stops at an infamous road, a Café, and a Rugby Club. Participants will engage in interactive activities to gain a deeper understanding of the challenges faced by sexual minority groups and the importance of fostering inclusivity. The tasks expand the students' knowledge about multicultural sexual diversity and include researching and writing tasks as well as questions and surveys.

### 3 Overview

<b>Topic</b>	What are the achievements and challenges in Leipzig and Auckland regarding LGBTQI+ rights and diversity?
<b>Aims</b>	<p>By the end of the activity, students will have developed a critical understanding of sexual diversity in Leipzig and Auckland.</p> <ul style="list-style-type: none"><li>• Students are motivated to engage in the topic of sexual diversity and find traces of people actively advocating for LGBTQI+ rights with the help of Scavenger Hunts that guide them to different places in Leipzig and Auckland.</li><li>• Students become familiar with Questioning Street Names Leipzig and the Christopher Street day by reading about them and answering comprehension questions as well as participating in a survey.</li><li>• Students learn about the rate of same-sex marriages in Leipzig by taking part in a survey and with the help of an informative text.</li><li>• Students are able to apply their before-won knowledge of sexual diversity to answer a question about the meaning of advertisements.</li></ul>

	<ul style="list-style-type: none"> <li>• Students become sensitized to the struggles people of the LGBTQI+ community face by visiting the contact person at the public prosecutor's office in Leipzig and participating in a survey about hate crimes.</li> <li>• Students are curious to learn about Ponsonby Road in Auckland by reading about its significant role in the context of pride and participating in a survey.</li> <li>• Students retain information about the Auckland Pride Festival by researching their website and answering a comprehension question.</li> <li>• Students can apply the strategy of skimming to understand key information about the support groups of the LGBTQI+ community by answering a comprehension question.</li> <li>• Students find out about the ranking of the 30 most LGBTQI+ friendly cities in the world by participating in a survey.</li> <li>• Students become familiar with the Caluzzi Drag Cabaret as well as Drag shows with the help of an informative text and a question.</li> <li>• Students get sensitized to the struggles Drag Queens have to face by reading about contemporary discussions about Drag Queens reading to children and taking part in a survey.</li> <li>• Students become familiar with an inclusive Rugby Club by visiting their training location.</li> <li>• Students widen their understanding of statistical standards of sex and gender identities by taking part in a survey and with the help of an informative text.</li> <li>• Students practice voicing their opinion on the importance of activism and spreading awareness about LGBTQI+ matters in Leipzig and Auckland by expressing and justifying it based on the Scavenger Hunts.</li> </ul>
<b>Level</b>	Grade 11
<b>Time</b>	3 double lessons <ul style="list-style-type: none"> <li>• 1st double lesson: pre-task (at school)</li> <li>• 3rd double lesson: one Scavenger Hunt (planned as a field trip to either Leipzig or Auckland)</li> <li>• 3rd double lesson: the other Scavenger Hunt (at school, digitally)</li> <li>• 4th double lesson: discussion of the Scavenger Hunts and questions</li> </ul>
<b>Apps &amp; Materials (Index of OER)</b>	A) Pre-task on Padlet B) Quiz on Typeform C) Key for the Quiz D) Links and instructions for Scavenger Hunts on Padlet E) Scavenger Hunts on Actionbound F) Key for Scavenger Hunts G) Discussion questions on Padlet

#### **4 Background information**

Sexual Diversity

Source: <https://www.sexualdiversity.org/>

Summary: Sexual Diversity refers to the range of sexual orientations and gender identities that exist among people. It recognizes that not everyone is heterosexual and that individuals may identify as lesbian, gay, bisexual, transgender, queer/questioning, intersex, or define themselves as something else, i.e. LGBTQI+. The + indicates that there are more subcategories because everyone has a different understanding of what sexuality or gender means to them. In the past, sexual diversity was less visible, but today's society is more accepting and tolerant of differences in religion, disability, ethnicity, race, and sexuality.

Sexual orientation

Source: <https://www.fraserhealth.ca/health-topics-a-to-z/school-health/sex-education-and-sexual-identity/gender-and-sexual-identity-in-schools#.ZFUETM7P23A>

Summary: Sexual orientation refers to the emotional and sexual attraction that one person experiences towards another. It encompasses various orientations, including homosexuality (attraction to the same gender), heterosexuality (attraction to a different gender), bisexuality (attraction to both men and women), pansexuality (attraction to all genders), and asexuality (lack of sexual attraction) and others.

Sex & Gender, Gender Identity, Gender Expression

Source: <https://www.quebec.ca/en/family-and-support-for-individuals/sexual-diversity-gender-pluralism/understanding-sexual-diversity-gender-pluralism>

Summary: The difference between sex and gender is important to distinguish. Sex refers to an individual's biological characteristics. Gender on the other hand is the profound and personal feeling of being male or female, neither or both.

Gender identity is an individual's personal sense of being. It is a subjective experience of one's own gender, which may or may not align with the sex assigned at birth. For most people, their gender identity corresponds to their assigned sex at birth (cisgender), while others may identify as transgender if their gender identity differs from their assigned sex. Some individuals may also identify as non-binary, which means they do not exclusively identify as male or female.

Gender expression is how a person publicly expresses or presents their gender. This can include behavior, and outward appearances such as dress, hair, make-up, body language, and voice. A person's chosen name and pronoun are also common ways of expressing gender. Others perceive a person's gender through these attributes.

## Unconscious Bias

Source: <http://lgbtacouncil.org/the-issues/discrimination-issues/unconscious-bias-sterotyping/>

Summary: An unconscious bias is an unquestioned or automatic assumption about an individual, usually based on positive or negative traits associated with a group they belong to that prevents them from treating them as individuals. Prejudice and discrimination can be openly displayed or manifested unconsciously through actions and biases. Overcoming unconscious bias is challenging and requires overcoming defensiveness and displacement. The goal should be to judge individuals based on their personal merits.

## Drag

Source: <https://transequality.org/issues/resources/understanding-drag>

Summary: Drag is a form of entertainment where individuals dress up and perform in exaggerated and stylized ways. It originated as British theater slang in the 19th century, referring to men wearing women's clothing. Today, drag queens, who are often men, present themselves in highly feminine ways as part of their performance. Drag kings, who perform stylized masculinity, are less common. Drag performers have separate drag personas that may have different names and pronouns, but being in drag is not a core aspect of their identity like gender is for transgender individuals. It is important not to assume that someone in drag is transgender or vice versa. Respecting a drag performer's gender is similar to respecting anyone else's gender, and if unsure, it's best to ask for their preferred pronouns. Both drag performers and transgender individuals can face discrimination based on their gender expression.

## 5 Didactic considerations

Before starting the Scavenger Hunts, students need to be able to understand key terms of sexual diversity as well as become familiar with unconscious biases and stereotypes about people of the LGBTQI+ community. Therefore a pre-task in the first two lessons of the sequence is necessary.

### Task 1

Students (in groups of six) need to study six websites in order to inform themselves about: sexual diversity, the difference between sex and gender, gender identity, gender expression, sexual orientation, inclusive environments in schools, unconscious bias and stereotypes about people of the LGBTQI+ community, how queer couples can have children and benefits of inclusive sex education. Each student researches one of the topics and exchanges their gathered information afterward.

It may seem that there is too much information to be studied but the websites focus on one or two aspects of diversity as well as focal points on Padlet for students to focus on.

A) Pre-task on Padlet

### Task 2

Students need to complete a quiz with ten questions with the help of the websites and their gathered information. They can go back to each website at any time.

B) Quiz on Typeform

C) Key for the Quiz

After completing the pre-task and gathering key information about the topic of sexual diversity the students are ready to complete the Scavenger Hunts. It is important to note that the starting point depends on which city you are in. If you are in Leipzig you need to start with the Scavenger Hunt in Leipzig. This will be the second lesson sequence. The third double lesson would then consist of the Scavenger Hunt of Auckland and the other way around (if you start in Auckland your third double lesson consists of the Scavenger Hunt of Leipzig).

### Task 3

Students get together in groups of 2-4 people and follow the guidelines on Padlet and then on Actionbound. They have to have at least one Smartphone in the group to navigate through the city. They can achieve up to 50 points if they answer all the questions correctly and find all the locations.

D) Links and instructions for Scavenger Hunts on Padlet

E) Scavenger Hunts on Actionbound

F) Key for Scavenger Hunts

The Scavenger Hunt is planned as a field trip to either Leipzig or Auckland. Therefore the students only need to complete one of the hunts in the respective city. After returning to their hometown and being back in class, the third double lesson includes the other Scavenger Hunt.

### Task 4

Students get back to class for the last lesson sequence. There they have to get together in groups of 2-4 people (preferably in their group from the first Scavenger Hunt) and follow the guidelines on Padlet and then on Actionbound. They have to have at least one Smartphone in the group to read the information on Actionbound. They can achieve up to 35 points if they answer all the questions correctly. They do not have to find the locations and can just skip the task.

D) Links and instructions for Scavenger Hunts on Padlet

E) Scavenger Hunts on Actionbound

F) Key for Scavenger Hunts

At the end of each Scavenger Hunt is a link that students have to follow to another Padlet. They then have to discuss questions in their small group and afterward with the class. Accordingly, they first have time to think about these questions, then talk to their peers about them and lastly share their thoughts with the class (Think-Pair-Share).

#### Task 5

Students have to discuss and elaborate on different questions from the Scavenger Hunts first in their group and then in class. The discussion can be very open but should include everyone and all the information the students have gathered over the last lessons about sexual diversity.

G) Discussion question on Padlet

### 6 Materials

A) *Pre-task on Padlet*

<https://padlet.com/lenazimm00/sexual-diversity-pre-task-7ibcef1xxel4171s>

B) *Quiz on Typeform*

<https://2ujkipo2guu.typeform.com/to/ASIk43U0>

C) *Key for the Quiz*

Q1: What is meant by sexual diversity?

A1: sexual orientation and/or gender identity

Q2: What is the difference between sex and gender?

A2: sex refers to the biological characteristics, gender is the profound personal feeling of being male/female/neither/both

Q3: What does non-binary mean?

A3: people who do not identify as male or female

Q4: What is not meant by gender expression?

A4: A person's sense of being a man/woman/nothing/both/in the spectrum

Q5: What does asexuality refer to?

A5: neither sexual attraction to others nor desires to be sexual with partners

Q6: How can teachers and classmates help create inclusive environments in schools?

A6: Expand your vocabulary

Q7: What does unconscious bias mean?

A7: unquestioned automatic assumption about an individual

Q8: In which way can people include LGBTQI+ individuals without being biased or alienating them?

A8: Judge people on their merits

Q9: Which other way is there for queer couples to have children other than Stepparenthood, Surrogacy, Adoption, and Artificial Insemination?

A9: Foster Parenthood

Q10: Which of the following is not a benefit of inclusive sex education?

A10: Reinforce common myths and stereotypes about behaviour and identity

*D) Links and instructions for Scavenger Hunts on Padlet*

<https://padlet.com/lenazimm00/sexual-diversity-scavenger-hunts-hyml1bpofvghzxt>

*E) Scavenger Hunts on Actionbound*

<https://de.actionbound.com/bound/vella23> (Leipzig)

<https://de.actionbound.com/bound/vella238006> (Auckland)

*F) Key for Scavenger Hunts*

**Leipzig**

First Location: Augustusplatz

Q1: What does the word FLINTA\* stand for?

A1: Frauen, Lesben, Inter, Non-binary, Trans, Agender

S1: What do you think? Is the student movement *Questioning Street Names Leipzig* a good way to spread awareness about gender bias?

Q2: What does the CSD Leipzig's first demand say no one should have to fear from the state or society?

A2: physical, psychological, or verbal abuse

S2: What do you think? How many same-sex marriages were officiated in Leipzig in the year 2021?

Second Location: Grimmaische Straße

Q3: What does the advertisement want to convey?

A3: Support same-sex marriages through inclusive advertisement

Equate homosexual with heterosexual marriage

Break with heteronormativity

Third Location: Public prosecutor's office

S3: What do you think? How many hate crimes against people of the LGBTQI+ community were committed in Leipzig in the year 2021?

Discussion question: What do you think? After receiving all the information about the LGBTQI+ community in Leipzig, do you think that activism and spreading awareness are still necessary to ensure equality?

## **Auckland**

First Location: Ponsonby Road

S1: What do you think? Is a street like Ponsonby Road a good place to celebrate and demonstrate LGBTQI+ rights?

Q1: What does the word LGBTQI+ stand for?

A1: Lesbian, Gay, Bisexual, Transgender/Transsexual/Takatāpui, Queer/Questioning, Intersex+

Q2: What does the motto of the Rainbow Youth "Whāia tō ake ngākaunui, i te pono, i te mārama" stand for?

A2: Know who you are, be who you are

S2: What do you think? Where does Auckland rate on the list of The 30 Most LGBTQI+ Friendly Cities in the World?

Second Location: Caluzzi Drag Cabaret

Q3: In which year was the first dinner show performed in the Caluzzi?

A3: 1996

S3: What do you think? Is it appropriate to restrict such book readings to children and limit the rights of drag queens?

Third Location: New Zealand Falcons

S4: What do you think? Are you happy with the most common/current gender identity classifications in surveys, etc.? (male, female, diverse)

Discussion question: What do you think? After receiving all the information about the LGBTQI+ community in Auckland, do you think that activism and spreading awareness are still necessary to ensure equality?



*G) Discussion questions on Padlet*

<https://padlet.com/lenazimm00/sexual-diversity-finish-line-77yhg8cbuwd6sg6s>

## 7 Sources

Adam Pulicichio, <https://torontolife.com/life/inside-drag-queen-storytime-toronto-libraries-fiercest-kids-reading-series/>

Angie Stardust, <https://www.youtube.com/watch?v=C1t0Qrr2vgM>

Anael Dzubilla, <https://frauenseiten.bremen.de/blog/was-ist-eigentlich-flinta/>

Auckland Council, <https://www.aucklandcouncil.govt.nz/parks-recreation/Pages/park-details.aspx?Location=169>

Auckland Pride, <https://aucklandpride.org.nz/venues/albert-park/>

Astroglide, <https://astroglide.com/blog/gender-identity>

Brandi Scraber, <https://scrippsnews.com/stories/why-is-there-debate-over-drag-shows/>

Caluzzi Drag Cabaret, <https://www.caluzzi.co.nz/>

CSD Leipzig, <https://www.csd-leipzig.de/>

Ethan Johnson,  
<https://www.arrivalguides.com/de/Travelguide/Auckland/shopping/ponsonby-1403>

Flaticon, [https://www.flaticon.com/de/kostenloses-icon/lgbtq\\_2041212](https://www.flaticon.com/de/kostenloses-icon/lgbtq_2041212)

Fraser Health, <https://www.fraserhealth.ca/health-topics-a-to-z/school-health/sex-education-and-sexual-identity/gender-and-sexual-identity-in-schools#.ZFUETM7P23A>

GayTravel4U, <https://www.gaytravel4u.de/event/auckland-pride-festival>

Gender Minorities Aotearoa, <https://genderminorities.com/>

Getty Images, <https://www.newstalkzb.co.nz/news/national/pm-to-cut-ribbon-on-auckland-pride-parade/>

How Do Queer Couples Have Babies?, <https://www.youtube.com/watch?v=qczJ7qSczcQ>

Karen Torres, <https://www.aap.org/en/patient-care/adolescent-sexual-health/equitable-access-to-sexual-and-reproductive-health-care-for-all-youth/the-importance-of-access-to-comprehensive-sex-education/>

Lineartestpilot, <https://de.vecteezy.com/vektorkunst/8824841-regenbogen-gradient-strichzeichnung-cartoon-fragezeichen>

Mareen Klenke, <https://www.l-iz.de/leben/gesellschaft/2021/04/ein-querschnittsthema-fuer-alle-wo-geschlechtliche-vielfalt-zu-wenig-beachtet-wird-382347>

Mim Schneider, <https://www.csd-leipzig.de/>

Mim Schneider, <https://www.csd-leipzig.de/wp-content/uploads/2022/07/TMM09162-min-scaled.jpg>

Mohammed Luqmaan Kagee, <https://www.islamicity.org/82088/the-concept-of-tolerance-in-islam/>

National Center for Transgender Equality, <https://transequality.org/issues/resources/understanding-drag>

Netflix, <https://www.netflix.com/de/title/70187741>

New Zealand Falcons, <https://nzfalcons.org.nz/>

New Zealand Government, <https://www.stats.govt.nz/consultations/sex-and-gender-identity-statistical-standards-consultation>

NZ Parents and Guardians of Transgender and Gender Diverse Children, <https://www.transgenderchildren.nz/>

Rainbow Youth, <https://ry.org.nz/>

Schmidts TIVOLI GmbH, <https://www.welt.de/regionales/hamburg/article1318164/Abschied-von-Angie-Stardust-im-Angie-s.html>

Schwulissimo, <https://www.schwulissimo.de/region/sachsen/leipzig-als-vorzeigestadt-fuer-lgbti-wenig-hassverbrechen-viele>

SexualDiversity.org, <https://www.sexualdiversity.org>

SMJusDEG, <https://www.justiz.sachsen.de/stal/>

Stats NZ, <https://www.stats.govt.nz/consultations/sex-and-gender-identity-statistical-standards-consultation>

The Link, <https://www.thelinkottawa.ca/en/sexual-health/sexuality-and--gender-diversity-definitions.aspx>

The noun project, <https://thenounproject.com/browse/icons/term/hate-crime/>

The Power of Allies, <http://lgbtacouncil.org/the-issues/discrimination-issues/unconscious-bias-sterotyping/>

Pixabay.com, <https://www.leipziginfo.de/adressen/ort/augustusplatz/>

Quebec, <https://www.quebec.ca/en/family-and-support-for-individuals/sexual-diversity-gender-pluralism/understanding-sexual-diversity-gender-pluralism>

Queer in the World, <https://queerintheworld.com/gay-auckland-new-zealand-travel-guide/>

Questioning Street Names Leipzig, <https://imlabormitlea-code.github.io/FLINTA-MAP-Leipzig/projektbeschreibung.html>