

LESSON TITLE: BISEXUAL VISIBILITY DAY - 23RD OF SEPTEMBER

Lesson Overview

This lesson is appropriate for students at Third and Forth level. It is recommended that this lesson is used with S3 and above. This resource can be delivered as 1 50-55 minute lesson (Slides 1-10 and 20-22) or 2 45-50 minute lessons. (All slides)

This lesson has been created for Bisexual Visibility Day which falls on the 23rd of September however it can be taught at any time of the year including Pride Month and Bisexual Awareness Week (16th-23rd of September).

This lesson is designed to improve learners understanding of bisexuality and the experiences of bisexual people. It will also address how people can challenge biphobia, be an ally, and covers different bisexual icons/celebrities. Overall this lesson will raise awareness about the bisexual community.

Relevant Benchmarks/E's and O's

- I can show my understanding of what I listen to or watch by responding to literal, inferential, evaluative and other types of questions, and by asking different kinds of questions of my own. LIT 2-07a
- I can explain why a group I have identified might experience inequality and can suggest ways in which this inequality might be addressed. SOC 3-16a
- I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others. HWB 0-05a / HWB 1-05a / HWB 2-05a / HWB 3-05a / HWB 4-05a

Materials Needed

- Lesson PowerPoint - LGBT Youth Scotland
- Printouts - Stereotype Flashcards and Bisexual Icon Slides
- YouTube Access

Accessibility

- Collaborative Learning - all tasks can be done individually or in pairs
- Digital Learners - For learners that use computers the tasks can be done digitally and a copy of the slides can be provided
- Audio Option - For longer quotes audio options have been provided to assist with accessibility
- Short Tasks - Tasks have been broken up into short 10-15 minute blocks

Learning Intention and Success Criteria

Learning Intention:

We are developing our knowledge and understanding of bisexuality and people's experiences of being bisexual

Success Criteria:

- I can describe what bisexuality is
- I feel more confident challenging biphobia if I hear it
- I can provide information on at least 1 bisexual icon and/or celebrity

Bisexual Visibility Day
23rd of September

School Name _____
Class Name _____

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What is Bisexuality?
Somebody who is bisexual is a person who is emotionally and/or physically attracted to more than one gender.
Historically definitions of bisexual refer to 'an attraction towards men and women' However, this definition is stifling as many people recognise that there are more than two gender identities. As a result our definition of bisexual includes more than one gender. Any gender of person can be bisexual.
There are many different ways to be bisexual. Some people may feel attraction to one gender others and some people may feel attracted to different genders in different ways. It's hard time to be bisexual and bisexual people's experiences of their identity will differ.

Lesson Glossary

Bisexuality: Bisexuality is used to describe emotional and/or psychological attraction to more than one gender.

Heterosexuality: Someone who is emotionally and/or sexually attracted to people of the opposite gender

Gay: Someone who is emotionally and/or sexually attracted to people of the same gender.

Lesbian: A girl or woman who is emotionally and/or sexually attracted to other girls or women.

Bi-erasure: bisexual erasure or bi-erasure means to ignore of the clear evidence that bisexuals exist and bisexuality being presented as invalid or less valid than gay and lesbian identities.

Slide 1-3 - Introduction (3m)

Before moving on to Slide 2 as the learners what they think bisexuality means whilst on Slide 1. Hear some responses before discussing the glossary.

A full explanation of bisexuality has been provided on Slide 3, this is quite lengthy as we want the lesson to be accessible to all people delivering this lesson even if their understanding of bisexuality is limited. Feel free to shorten this if required. This information can be read to the class.

Information about pansexuality has been provided in the notes section of slide 4 and 5 if pupils ask about the difference between bisexuality and pansexuality.

What are people's experiences of bisexuality ?

LGBT Youth Scotland asked people to share their experience as a bisexual person, here are some of the responses:

Getting to be in love without limits makes me feel unstoppable

Confusing and people often don't get it but when people do understand it's super easy

Feeling either 'not gay enough' or 'too straight'

I've had so much love from the LGBT community, but it took me time to accept I was 'queer enough'

What are people's experiences of bisexuality ?

"My experience of bisexuality means choosing to be with a person based solely on how they make me feel and how well we connect. It means not being limited by gendered expectations and stereotypes in a relationship and being able to be truly myself with another person."
- Quote from LGBT Youth Scotland Staff Member

"I'm comfortable using the label 'bisexual' now, but it hasn't always been this way. Growing up, I was always confused about who I was attracted to and felt like I had to 'pick a side' (a phrase that is often used about bisexual people). I knew I wasn't only attracted to men, but being a lesbian didn't feel true for me either. I came out when I was 23 and this was a positive experience. When I first heard about bisexuality, I thought it meant I had to be equally attracted to all genders which didn't reflect my experience. Once I learned that I could be bi and prefer some genders, and that this could change over time, I felt 100% confident to use the bi label and have been happy with it ever since."
- Quote from LGBT Youth Scotland Staff Member

Slide 4-5 Experiences of Bisexuality (6-10m)

Slide 4 contains various responses from people who submitted answers to our Instagram posts. Read out 1 positive experience and one less positive experience people have of bisexuality and give learners a chance to read the rest. You may want to ask "what experiences are standing out for you and why?" to spark conversation about the responses.

On Slide 5 there are longer quotes from LGBT Youth Scotland staff members who identify as bisexual. Audio recordings of the quotes have been provided for accessibility and for a different form of media if students prefer listening to text heavy reading. It is recommended that the quotes are displayed on the screen whilst the audio is played to the class.

Why do we have Bisexual Visibility Day?

Bisexual Visibility Day is an opportunity to celebrate bisexuality and raise awareness about the experiences of bisexual people. Bisexual Visibility Day is an opportunity to show allyship with the bisexual community and learn more so that we can all effectively challenge biphobia.

Bisexual people still face a lot of negativity and stereotypes both from within and out with the LGBTQ+ community. As you can see from the quotes provided some bisexual people do not feel like a welcomed part of the LGBTQ+ community or feel they are not queer enough. Bisexual Day of Visibility is a day to tackle harmful stereotypes and celebrate bisexual people as part of the LGBTQ+ community.



What are some misconceptions about bisexuality ?

In your tables you will see flashcards with some negative stereotypes about bisexual people, think about the following question?

1. How might these stereotypes impact bisexual people and make them feel?
2. How would you respond if a friend was affected by these stereotypes, is there any kind words you would say to somebody or advice you would give?

Once your thoughts have been discussed you can flip the card over and see the advice on how to respond if you hear these negative stereotypes.

Do you agree with these responses? Is there anything you would add that is not shown on the advice card?

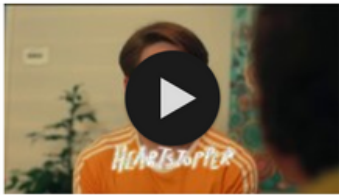
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Coming out as bisexual

For many reasons it can be difficult to come out as bisexual. However, many people have very positive experiences to coming out and it can be an empowering experience.

Watch this short clip from the Netflix show Heartstopper which focuses on Nick coming out to his mum:



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What can I do to be an ally?

Discuss the following questions:

1. What is an LGBTQ+ ally?
2. What are some things we can do to be an ally to bisexual people based on the experiences you have now heard?

What can I do to be an ally?

- Challenge people around you who say negative things about bisexual people or spread negative stereotypes about bisexuals – this is called biphobia
- Educate yourselves - read books about bisexuality, read articles from LGBT+ charities about bisexuality, follow bisexual activists on social media etc. It is important that it is not always bisexual people who have to educate others about their identity, allyship is about learning more without putting pressure on others to teach you.
- Do not assume people's sexual orientation based on their relationship - Many assume that bisexual people are heterosexual or gay depending on the gender of their current partner. Avoid making these assumptions, a bisexual person is still bisexual regardless of their current or past partners.
- When hosting LGBTQ+ events or delivering LGBTQ+ lessons/creating resources, ensure bisexual people are visible and explicitly included within these spaces and resources.

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Slide 6-7 Tackling Biphobia (20m)

Slide 6 discusses why we have Bisexual Visibility Day and how the bi community can still face biphobia and stereotypes, this information can be read out. Slide 7 accompanies the Bi-Visibility handout on stereotypes, the flash cards should be folded so the stereotype is on the front and the response is on the back. Students in their table groups or groups of 2-3 should read the stereotype cards and then discuss the questions displayed on the slide. Pupils should be prepared to feedback. It is recommended to hear from 2-3 pupils.

The pupils should flip the card over and read the advice on responding to these negative stereotypes. Allow them time to discuss the following: Do you agree with these responses? Is there anything you would add that is not shown on the advice card?

Slide 8 - Video Clip (8m)

If the first section of the lesson has gone quite quickly or you are splitting the lesson into 2 lessons. then show the class the clip from the TV show Heartstopper on Slide 8 which shows Nick coming out as bisexual. Stop the video at 1:57. After the video ask the class "What was Nick's experience like coming out to his mum?" and "What do you think Nick was feeling at this time?" Allow at least 5 minutes for discussion.

Slide 9-10 Bisexual Allyship (15 minutes)

Based on the pupils learning of bisexual experiences and stereotypes they should be asked the 2 questions on the slide. Give the pupils a few moments to consider their feedback and then allow 5-10 minutes for discussion. It may be useful to write their ideas on how to be an ally as a mindmap on the board. On slide 10 there are 4 suggestions from LGBT Youth Scotland on how to be an ally to the bisexual community. These can be read out. If needed these can be shortened as long as the core message remains the same.

Bisexual Icons and Celebrities



Bisexual Icons and Celebrities

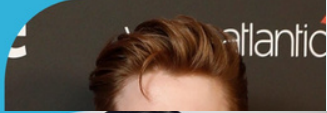


Reading Task

You will be given a handout about a bisexual celebrity, icon, and/or activist to read about

Kit Connor

Kit Connor is a British actor born in London, 2004. The actor is known for his role in the Netflix show Heartstopper playing the character Nick Nelson. Kit also played the younger version of Elton John in the 2019 film Rocketman.



Stephanie Beatriz

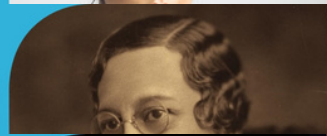
Argentinian-American Actress Stephanie Beatriz is known for her roles in Encanto, voicing lead character Mirabel, for her role in Brooklyn Nine Nine as Detective Rosa Diaz.



The actress came out as bisexual in 2016 and since then has spoken about her sexuality openly online

Alice Dunbar-Nelson

Alice Dunbar-Nelson was born in 1875 after the American Civil War. At the time of her education, it was very rare for African-Americans women to go to college, but Dunbar-Nelson graduated from Straight University and began a career as a teacher in 1892.



In 1912 Dunbar-Nelson became the co-author of the

Vaneet Mehta

Vaneet Mehta is an Indian bisexual man born in West London. Mehta's day job is a software engineer. He is also the lead of the online campaign and author of the book Bisexual Men Exist. The activist gained notoriety for his posts online using the hashtag #BisexualMenExist as a way of challenging biphobia, particularly biphobia directed to people who identify as male. This hashtag has been used worldwide to encourage visibility and



Billie Joe Armstrong

Billie Joe Armstrong is an American musician/singer-songwriter and is known as the lead vocalist and guitarist of the punk rock band Green Day. The band grew in popularity during the 1990's and 2000's.



Armstrong came out as bisexual in 1995 during an interview stating "I think I've always been bisexual. I mean, it's something that I've always been interested in. I think people are born bisexual, and it's not that rare"

Brenda Howard

Brenda Howard was an LGBT activist and one of the organisers of the first Pride parade in the USA. In the 1960's Howard was part of anti-war and feminist campaigns and protests.



A year after the Stonewall Riots which was a turning point in the history for the LGBTQ+ community, she organised the Christopher Street Liberation Day March to celebrate Stonewall's anniversary. This was known as the first official Pride march in the USA and evolved into the annual New York City Pride march.

In the 70's Howard was a strong LGBTQ+ activist and core member of the Gay Liberation Front. In 1987, Howard cofounded the New York Area Bisexual Network. Howard was part of the delegation that worked to get "Bi" added to the title of the 1993 March on Washington so it would become "March on Washington for Lesbian, Gay, and Bi Equal Rights." For her entire adult-life she fought for the rights of the LGBTQ+ community.

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Slide 11-19 Bi Icons and Celebrities (20m)

This is where the 2nd lesson should start or if there is still a lot of time left can be delivered as one lesson depending on the conversations that take place in the previous activities. You may wish to add a research task or get pupils to make a display about Bisexual Icons if this is used as a second lesson.

This section focuses on bisexual icons and celebrities. On slide 11 and 12 ask the learners if they recognise any of these bisexual people and if they knew they were bisexual.

If pupils do not know any of these bisexual people do not worry as the reading task will provide further information on these people.

Print out copies of Slides 14-19 so that each pupil can learn about 1 celebrity/icon. Slide 14-15 are the easiest to read for pupils who struggle with long texts.

The reading task on Slide 13 is designed for pupils to practice their listening and communication skills, learners are to read about a bisexual icon using one of the slides 14-19. Once they have read about this celebrity, they should work with the person next to them to share information about the person they have learned about. Learners should teach each other about the icon they have learned about. Learners should then be prepared to feedback information on who their partner read about, this will encourage them to practice their listening skills.

If delivered as a 2nd lesson and there is time left then ask the learners to repeat this task but to read and discuss a different bisexual icon. (There are 6 in total so pupils should learn about 4 icons if repeating this task)

Slide 20 Support Information (2m)

If learners have been affected by anything in the lesson or would like to discuss topics such as identity, mental health, and/or bullying with somebody then they can use our live chat service or join a support group for LGBTQ+ 13-25 year olds. All information about the available support from LGBT Youth Scotland can be found using the QR code. It is recommended that the school provide any information on internal GSA/LGBTQ+ groups that exist in the school at this section.

Need to Talk?

LGBT Youth Scotland run a live chat service on their website that is free, confidential and you will be chatting with experienced youth workers

The LGBT Youth Scotland website has lots of resources to support LGBTQ+ young people.

Online and in person youth groups are also available, find out about more via email to info@lgbtyouth.org.uk



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Slide 21 - 22 Further Information and Questions (2-5m)

Slide 21 provides further links and books with bisexual characters. LGBT Youth Scotland do not take responsibility for the content of the resources linked. Some of the content may only be appropriate for 16+.

This is an additional slide if pupils are interested and would like further information, this slide is optional.

The short book list are just a few examples of young person appropriate books with bisexual characters and is not an exhaustive list.

You may wish to ask if the pupils have any questions about what they have learned at the end.

As a teacher, if you wish to provide any feedback on this lesson or how we can improve our classroom resources please email lgbtcharter@lgbtyouth.org.uk


Further Resources

Websites

- <https://bi.org/en>
- <https://www.stonewall.org.uk/about-us/news/10-ways-you-can-step-ally-bi-people>
- <https://www.stonewall.org.uk/bi-hub>
- <https://www.lga-europe.org/blog/bivisibility-day-bold-activists-fighting-invisibility/>

Books with Bisexual Characters:

- Heartstopper by Alice Oseman (13+)
- If This Gets Out by Sophie Gonzales and Cale Dietrich (14+)
- Hani and Ishu's Guide to Fake Dating by Adiba Jaljirdar (14+)



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