



critical media project

Lesson Plan: LGBTQ

This lesson plan should be used in conjunction with the [media examples](#) and the various resources, including [diy activities](#). Please also see the provided example worksheet that can be printed and handed out for students to write their responses on the sexuality of their choice. See [CMP website](#) for ideas.

PURPOSE & LEARNING OUTCOMES:

- Students will be able to critically analyze a range of media examples and their representations of sexual orientation and LGBTQ individuals (lesbian, gay, bisexual, transgender, or queer)
- Students will be able to learn how to “read” media texts (film, television, news, Internet, streaming content, radio and recording, social media, etc.) and identify patterns and stereotypes in the representation of LGBTQ individuals.
- Students will be able to explain in written and oral forms the way LGBTQ identities take on varied meanings in different media contexts.
- Students will be able to explain how the media’s representations of LGBTQ individuals can potentially impact how they understand their own and other identities.

GETTING STARTED:

- Ask students to think about how they see or understand themselves (what part of their identity is most important to them).
- Ask students to assess how many of their peers cite sexual orientation as a fundamental part of who they are.
- Ask students to list stereotypes of LGBTQ individuals (see accompanying worksheet).

KEY IDEAS & CONCEPTS: (see longer overview on [CMP website](#))

- Sexuality (or sexual orientation) refers broadly to an individual’s physical and/or emotional attraction to a person of the same or opposite sex. It is interpersonal.
- LGBTQ, which stands for lesbian, gay, bisexual, transgender, queer (or questioning), has become the common shorthand to inclusively

reference this diverse set of sexuality and gender-based identities and communities.

- Historically, many societies have been intolerant of all non-normative sexualities. Media has played a role in both perpetuating and resisting this state of affairs.
- There has been an increase in LGBTQ representation in the American media since the late 1990s in film and television as well as other media forms, but there are still comparatively few prominent LGBTQ individuals.

CHECK FOR UNDERSTANDING: (use [media examples](#) & [diy activities](#))

- Can students see and identify patterns in the representation of LGBTQ individuals in the media?
- Can students critically question and challenge the representations and stereotypes they identify?
- Can students critically question their own ideologies (ways of seeing) tied to sexual orientation and the role media (on-screen and behind-the-scenes) plays in shaping those ideologies?



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Worksheet: Media Representations of LGBTQ

Name: _____ Class: _____

Class Discussion:

1. List any stereotypes (in media and everyday life) of LGBTQ individuals you can think of.
2. Are there any patterns that you identify on your list?
3. How would you characterize these representations? Are they positive? Negative? Neutral? Why?
4. Do you agree with these representations? Do they seem true or accurate? Why?

Your Thoughts/Notes:

Small Group Discussion (after viewing media examples from website):

1. What types of representations of LGBTQ individuals do you see in these media examples?
2. How do they dress? How do they speak? Who are their friends and romantic partners? Where do they live? What do they do for work?
3. Are the characters stereotypical or complex?
4. If they are stereotypical, what kinds of stereotypes do you notice?
5. How do representations of sexual orientation intersect with other identities like gender, race, socio-economic class, religion?
6. What do you think the potential impact of such representations is on people who regularly view them?

Reflection: Should we try to change or challenge these stereotypes in the media? Why? How?
