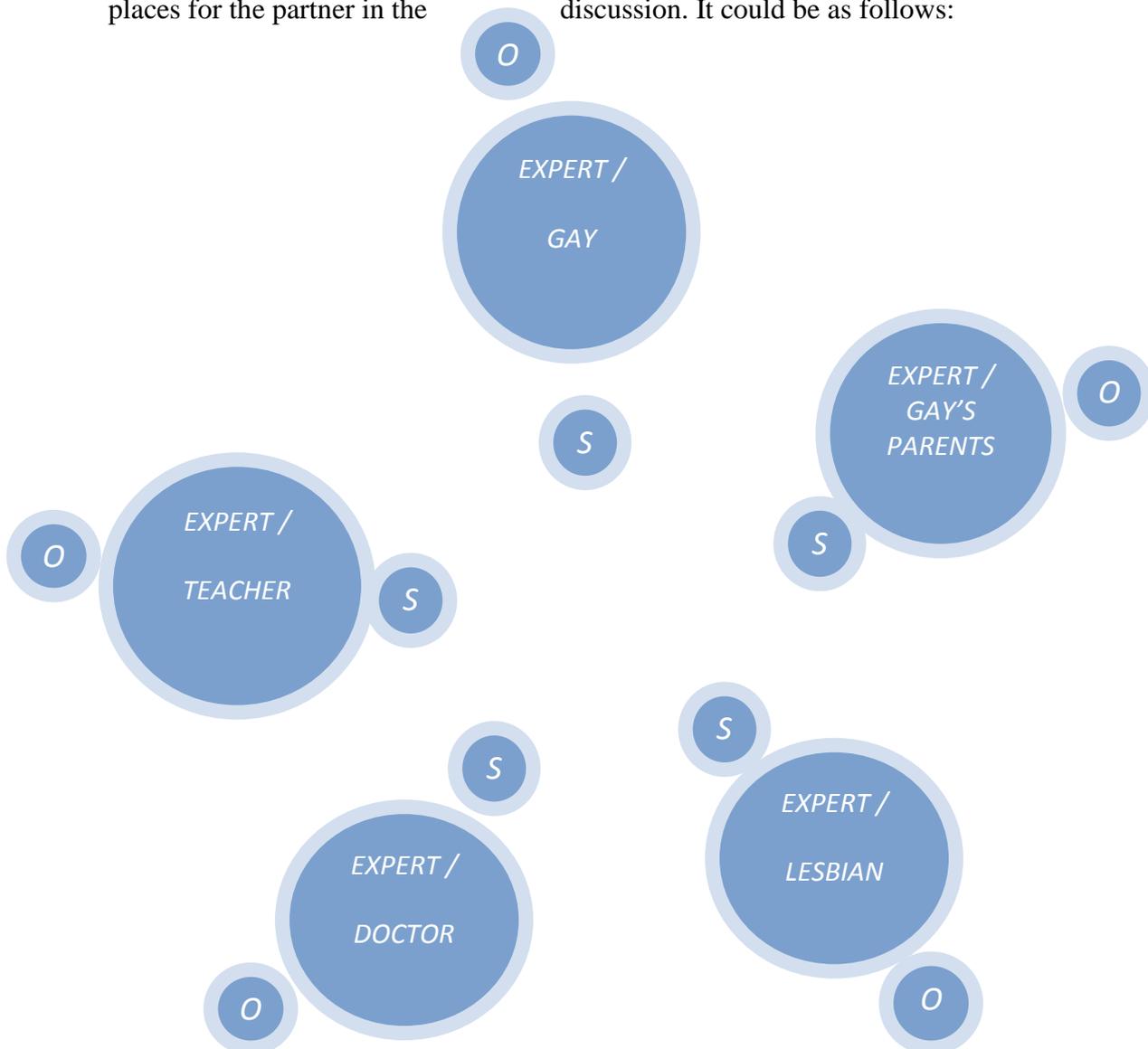


SPEED MEETING

GENERAL IDEA: to organize a meeting with people from LGBT community or people connected with the group on the basis of their personal experience or knowledge.

NOTE: since bringing the members of the LGBT community to the school may be in some situations inconvenient (for any reason) the SPEED MEETING could also be carried out with the use of so called “experts” – students playing the role of the guests. Therefore, what follows is a short description of both types of the event.

The general idea is to place the guests (or “experts”) at their tables and prepare the places for the partner in the discussion. It could be as follows:



- "S" – stands for „student”
- "O"- stands for "observer"

Every student has 5 minutes to ask a question to the guest and then he/she changes the table clockwise and talks with another guest similarly to what takes place at a real speed-meeting.

The presence of a teacher, a doctor and a clergy has its purpose. Their sexual orientation has no crucial meaning in the context of this activity. Using the authority of such people strengthens the idea of acceptance of LGBT being a proper thing. It also allows to weaken the negative stereotype of a homosexual person. Yet, the choice of guests is unrestricted, you may choose whomever you find beneficial.

Observers sit at the expert and student's table and listen to the whole conversation. They can swap places at any time. They collect information and write it down. After a completed round of meetings experts, students and observers share with their observations, conclusions and reflections. Observers should defeat myths and stereotypes about LGBT society.

A) GUESTS – THE REAL PEOPLE FROM THE LGBT COMMUNITY

A discussion with people who everyday face the stereotypes based on their origin, religion, race/color, disabilities or sex is an opportunity for the students to ask important questions and for the guests - to share His / Her personal experience.

NOTE: Presence of real people from LGBT community makes the transfer of the content more authentic, it expands the scale of the experience which can result in a better chance to modify students' point of view.

AIMS:

- to promote Human Rights and to prevent discrimination;
- to create a positive field for discussing, breaking the stereotypes and modifying attitudes towards victims of discrimination.

EFFECTS:

- overcoming inner limits related with orientation different from heterosexual;
- opportunity to ask questions and getting answers to the point;
- transfer of the idea of LGBT person having equal rights;
- time for afterthought;
- students can answer to the questions: 'What did I get from this meeting?' or "How and why does it change my point of view?" as a conclusion.

**B) GUESTS – STUDENTS FROM THE SAME CLASS OR A SCHOOL AS
“EXPERTS” – PLAYING THE ROLE OF LGBT COMMUNITY MEMBER**

NOTE: In this version of the SPEED MEETING students playing the role of the “experts” have to prepare themselves before the meeting. It gives the opportunity to spend more time on researching the topic, finding information and broaden the horizon.

AIMS:

- to promote Human Rights and to prevent discrimination;
- to create a positive field for discussing, breaking the stereotypes and modifying attitudes towards victims of discrimination.

EFFECTS:

- overcoming inner limits related with orientation different from heterosexual;
- opportunity to ask questions and getting answers to the point;
- transfer of the idea of LGBT person having equal rights;
- time for afterthought;
- Students can answer to the questions: ‘What did I get from this meeting?’ or ‘How and why does it change my point of view?’ as a conclusion.

Described exercise can be used as a tool to achieve mentioned above aims. However, it should be pointed out that for the sake of its better efficiency students should be aware of the problem that homosexuals and LGBT environment face. They ought to be psychologically prepared to experience sensitive content like homosexuality and gender. One of the stages would be reevaluation of human relationships as such and the awareness of a need to change my (students’) approach towards other people. Lessons could be of a workshop character. Ex. previous oxford debate with students given a task : prove the legitimacy of getting involved in the LGBT environment would be a link in a chain of public discussion on tolerance and human rights.

TIME: Depends on how many guests (“experts”) you involve in the exercise (remember: every student has about 5 minutes to interview the guest).