

C9103 019



APPLES and ORANGES

"Apples and Oranges is a powerful tool to create a safe and welcoming learning environment. It can be used as part of a curriculum or safe school/human rights policy."

-Steven Solomon, MSW RSW, School Social Worker, TDSB

Apples and Oranges is designed to raise children's awareness of the harmful effects of homophobia and gender-related name calling, intolerance, stereotyping and bullying.

In the course of a lively in-class discussion among elementary students and an equity educator, children's paintings magically dissolve into two short animated stories. In *Anta's Revenge*, Anta finds out that creativity—not revenge—is the best way to deal with a school bully who makes fun of her for having two moms. *Defying Gravity* tells the story of Habib and Jeroux, two skateboarding friends whose relationship comes to a screeching halt when one of them finds out the other is gay.

By illustrating how derogatory names can hurt, *Apples and Oranges* helps to dismantle stereotypes about gays and lesbians.

The animated stories in the video will help students of all elementary grades explore name calling and bullying. The video in its entirety can be used with children aged 8–12 for learning about families, differences and respect.



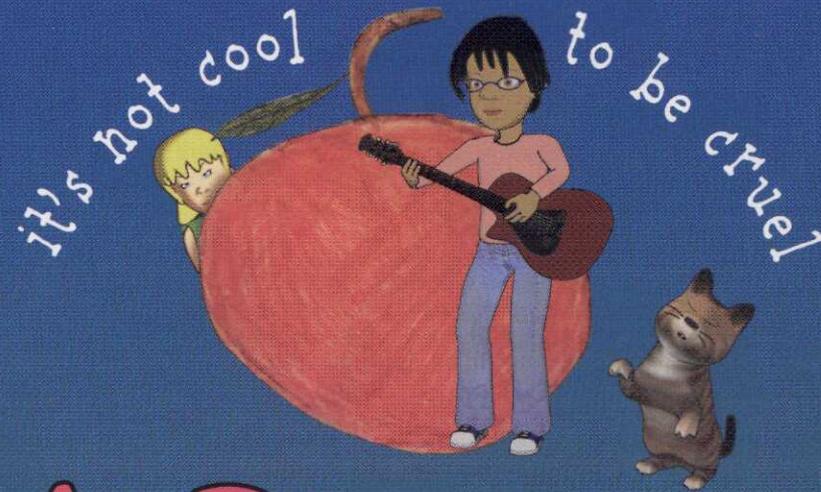
DIRECTOR: LYNNE FERNIE
PRODUCER: TAMARA LYNCH
WRITERS: LYNNE FERNIE/ LAURA KOSTERSKI

ORDER NUMBER: C9103 019
18 MINUTES



Closed-captioned. A decoder is required.

APPLES and ORANGES



APPLES and ORANGES



TO ORDER NFB VIDEOS
1-800-267-7710 (Canada)
1-800-542-2164 (USA)
www.nfb.ca

© 2003 A licence is required for any reproduction, television broadcast, sale, rental or public screening. Only educational institutions or non-profit organizations that have obtained this video directly from the NFB or an authorized distributor have the right to show this video, free of charge, to the public.

National Film Board of Canada
PO Box 6100, Station Centre-Ville
Montreal, Quebec H3C 3H5

Printed in Canada



A NATIONAL FILM BOARD OF CANADA PRODUCTION





Addressing Homophobic Behaviour and Bullying

Despite increased awareness and acceptance of gays and lesbians in mainstream society, elementary schools remain rife with homophobia, intolerance and gender stereotyping. Today, talking about – and addressing – discrimination and bullying are essential components of a good education.

In a society where heterosexuality is considered the "norm", children are often exposed to negative views about gay and lesbian families. Kids apply these learned views in their daily lives and activities: rejecting children who are different, or using derogatory language to bully kids and make them feel bad.

Children who are the targets of name calling, discrimination and bullying may feel insecure, humiliated and fearful. Some become depressed and suicidal. Through creative anti-homophobic education, children can respect each other more. This will help them create a safer and more peaceful environment at school and at home.

For more teacher resources visit our Web page: www.nfb.ca/celebratingdiversity

Definitions*

For older grades (Grade 6-8) definitions may give your students a shared vocabulary to discuss gender, sexuality and homophobia. For younger students, definitions focus on notions of “falling in love” and family, rather than on notions of sexual attraction. Younger children may describe romantic love and living together as being “more than just a friend.”

HOMOPHOBIA

Homophobia is fear of, or hatred and discrimination towards, LGBT people. Homophobic behaviour — like stereotyping, prejudice and the use of homophobic language — can also be aimed at people who are not LGBT. (Like one kid calling another “fag.”)

GAY

Men who fall in love with men.

LESBIAN

Women who fall in love with women.

HETEROSEXUAL

Women who fall in love with men, or men who fall in love with women.

BISEXUAL

Someone who falls in love with either a man or a woman.

TRANSGENDER

Transgender people have the body of one sex, but feel more like the other — like a boy (or man) who feels that inside he is really a girl (or woman).

LGBT

Shorthand for lesbian, gay, bisexual, and transgender people.

*adapted with permission from *Rainbow and Triangles*, ©Toronto District School Board.



Other titles from Celebrating Diversity

Out: Stories of Lesbian and Gay Youth (1993) Breaks the silence surrounding sexual orientation. For ages 13+ (39 min)

Pre-viewing Activity

Be Yourself /Celebrating Diversity (Grades 4-6)

This exercise shows that each person is unique, and that we are at our best when we embrace who we are and are accepted by others. It also suggests that, despite our differences, in many ways we are similar.

Ask students to write a list of their individual characteristics. Share results with either the whole class or in smaller groups. Explore similarities and differences. Talk about feelings of sameness or difference and the importance of both. Below are some suggestions that may be used. Be careful not to isolate any of your students, especially if the student population in your classroom is not diverse.



Hair length
Skin Colour
Eye colour
Gender
Favourite food
Favourite subject at school
Favourite sport
Favourite animal

Post-viewing Activities

a) Classroom Discussion: (All grades)

The purpose of this exercise is to both encourage children to ask questions and understand why they shouldn't use derogatory language. By asking them to talk about Anta's experience, they can examine how much nasty words hurt. The exercise might also help children to see why they bully or reject others, and the power dynamics involved.

First ask: Do you have more questions after watching the video?

Director:
LYNNE FERNIE

Documentary
Cinematographer:
KIM DERKO, CSC
Editor:
CATHY GULKIN
Sound Recording:
JUSTINE PIMLOTT

Animation
“Anta’s Revenge”
written by LYNNE FERNIE
“Defying Gravity”
written by LAURA KOSTERSKI
Animation Supervised by
ANDREW REID
Animation Group
Backgrounds,
Character Design and
Modeling: IRIS PAABO
Editor:
PHYLLIS EVADNEY LEWIS
Digital Imaging Specialists:
PIERRE PLOUFFE,
SUSAN GOURLEY

Original music:
LORRAINE SEGATO
in collaboration
with JONO GRANT

“It’s Not Cool to be Cruel”
Music and Lyrics
by LORRAINE SEGATO
and LYNNE FERNIE,
performed by
HISANI CLARKE

Sound Editor:
TONY REED
Rerecording:
SERGE BOIVIN,
JEAN PAUL VIALARD

Executive Producer:
DAVID VERRALL
Producer:
TAMARA LYNCH

18 minutes
C 9103 019



Other suggested questions for discussion:

Anta’s Revenge:

How do Anta and her friends feel when Cindy calls them “lesbos” and “loserellas”? Why did Cindy, the popular girl, call Anta names? What are some of the reasons people call other people names? Anta tried to take revenge against Cindy, but it didn’t work. Instead, she and her friends wrote a song called “It’s not cool to be cruel.” What can you do to help stop bullying and name calling? One of the reasons people bully is to gain power over someone else. Does it work? How? Discuss how bullying is a result of feelings of powerlessness, anger or frustration.

Defying Gravity:

When Jeroux told Habib he was gay, why was Habib upset? How did Habib’s reaction make Jeroux feel? What did Habib learn after the basketball game when the bully called him names and chased him? At the end of the film, the two became friends again. What changed for Habib?

b) Writing, Drawing, Painting, Music (All grades)

Ask students to paint a picture, write a story or write a song about standing up to a bully. Use students’ creative work to help them talk about bullying and how they can make a difference. Use the lyrics from the song “It’s not cool to be cruel” with your students. See Web page.

c) Family (All grades)

This activity familiarizes children with the many different types of families, and raises awareness of gay and lesbian families. List all the different kinds of families you can think of. Not everyone has one mom and one dad!

Fasten a large piece of paper to the wall and ask students to draw their home on it. Turn the drawings of the homes into a neighbourhood, complete with houses, trees, apartment buildings, apartments above shops, parks, parking lots, and so on. You can adapt the type of neighbourhood to the community in which you live. Draw family members working or playing outside.

Ask students to use examples in the drawings of the different types of families. Teachers should watch out for stereotypical images that kids might have towards gays or lesbians. If these crop up, they can also serve as a further opportunity for teaching and discussion.