

Classroom Resources: Activities, Lessons and Vocabulary

- a. Social Emotional Learning Standards
- b. High & Middle School Classroom Resource List (links to lessons & activities)
- c. Elementary Classroom Resources (links to lessons & activities)
- d. LGBTQ Themed Book List
- e. Teaching LGBTQ Vocabulary
- f. Activities to Introduce New Vocabulary
- g. Vocabulary List

References

Gay-Straight Alliance, www.gsanetwork.org

Gender Spectrum, www.genderspectrum.org

Our Family Coalition, www.ourfamily.org

Queerly Elementary, www.queerlyelementary.com

SFUSD Support Services for LGBT Youth, www.healthiersf.org/LGBTQ/

Social Emotional Learning Standards

Self Awareness – accurately assessing one’s feelings, interests, values, and strengths; maintaining a well-grounded sense of self-confidence.

- Identify emotions
 - Accurate self-perception
 - Recognizing strengths
 - Sense of self-confidence
 - Self-efficacy
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Social Awareness –able to take the perspective of and empathize with others; recognizing and appreciating individual and group similarities and differences; recognizing and using family, school, and community resources.

- Perspective-taking
 - Empathy
 - Appreciating diversity
 - Respect for Other
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Self-Management regulating one’s emotions to handle stress, control impulses, and persevere in overcoming obstacles; setting and monitoring progress toward personal and academic goals; expressing emotions appropriately.

- Impulse control
 - Stress Management
 - Self-discipline
 - Self-motivation
 - Goal Setting
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Relationship Skills - making decisions based on consideration of ethical standards, safety concerns, appropriate social norms, respect for others, and likely consequences of various actions; applying decision-making skills to academic and social situations; contributing to the well-being of one’s school and community.

- Communication
 - Social Engagement
 - Working Cooperatively
 - Building Relationships
 - Resolving Conflicts
 - Helping/Seeking help
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Responsible Decision Making, establishing and maintaining healthy and rewarding relationships based on cooperation; resisting inappropriate social pressure; preventing, managing, and resolving interpersonal conflict; seeking help when needed.

- Problem Identification
- Situation Analysis
- Problem-Solving
- Evaluation
- Reflections

High and Middle School Classroom Resources

Links to Activities, Lesson Plans, Videos and Resources

Gay-Straight Alliance Network

www.gsanetwork.org

Under the “Actions & Events” tab there are activity guides for various events such as: Harvey Milk Day, LGBTQ Black History Month and LGBTQ Latino/a History month to name a few. The website is rich in resources to guide and support GSAs.

Gay, Lesbian, Straight Educators Network

www.glsen.org

Under the “Tools and Tips” section you will find: LGBTQ related data, No-Name Calling week activities, a 4th grade – 12th grade LGBTQ History lesson, and a variety of teacher resources.

LGBT History Month

www.lgbthistorymonth.com

This site provides a wide range of information and resources to help educators teach about current and historical gay, lesbian, bisexual and transgender persons. PDF Bio pages and videos are available.

Let’s Get Real: video & activity guide (Middle School)

www.groundspark.org

Features youth speaking frankly about their varied and often painful experiences related to bullying at school, and helps open dialogue about the underlying bias issues – related to gender identity, race, national origin, class, religion, sexual orientation and more – that are fueling the bullying epidemic.

Refer to page 28 for a list of activities to introduce new vocabulary and concepts.

Straightlaced video & activity guide (High School)

www.groundspark.org

Showcases the diverse and unscripted voices of teenagers who speak with powerful honesty, insight, and humor about gender role expectations and their struggles to be who they really are.

Bully Project video and downloadable tool kit (High School)

www.bullyproject.com

The movie follows five kids and families over the course of a school year. Offering insight into different facets of America’s bullying crisis, the stories include two families who have lost children to suicide and a mother awaiting the fate of her 14-year-old daughter, who has been incarcerated after bringing a gun on her school bus.

Youth in Motion videos & teacher guides (Middle and High)

www.frameline.org

LGBTQ themed educational movies are available for free to gay-straight alliances or for a minimal cost to educators.

Elementary School Classroom Resources

Links to Activities, Lesson Plans, Videos and Resources

Gay, Lesbian, Straight Educators Network

www.glsen.org

Under the “Tools and Tips” section you will find: LGBTQ related data, No-Name Calling week activities, a 4th grade – 12th grade LGBTQ History lesson, and a variety of teacher resources on many related issues.

LGBT History Month

www.lgbthistorymonth.com

This site provides a wide range of information and resources to help educators teach about current and historical gay, lesbian, bisexual and transgender persons. PDF Bio pages and videos are available.

That’s A Family: video & activity guide

www.groundspark.org

Young children describe their family in their own words. Gay and lesbian headed families, multi-racial families, and divorced families are some of the examples of families that are represented in this film.

Refer to page 28 for a list of activities to introduce new vocabulary and concepts.

Welcoming Schools

www.welcomingschools.org

Welcoming Schools is a project of the Human Rights Campaign foundation which aims to help schools be safe and welcoming for all children and families. Teachers can download elementary lessons on: family diversity, gender stereotyping and bullying.

Classroom discussions and lessons may also be developed based on the books listed on page 26 and 22.

Lesbian, Gay, Bisexual, Transgender and Questioning (LGBTQ) Themed Book List

This is a sample of many books that reflect the experiences of the LGBTQ community.

Elementary

The Family Book Todd Parr, Little Brown Books for Young Readers (2003)

A book that celebrates many families, including those with two-moms and two-dads.

King and King by Linda De Haan, illus., by Stern Nijland, Tricycle Press (2001) The traditional fairy tale is turned upside down when a young prince falls in love with another prince.

Refer to page 22 for a book list with transgender themes.

Uncle Bobby's Wedding by Sarah S. Brannan, Putnam (2008) A young girl is anxious about her role in her favorite uncle's life when she discovers he is getting married to another man.

And Tango Makes Three by Justin Richardson and Peter Parnell, Illus., by Henry Cole, Simon & Shuster (2005) The true story of two male zoo penguins who are given an egg to care for and eventually raise.

The Harvey Milk Story by Kaarie Krakow & David Gardner, Two Lives Publishing (2002) *Recommended for older elementary students.* This is the true story of Harvey Milk who was the first openly gay elected official. Milk was assassinated within a year of his election.

Middle and High

The Misfits by James Howe, Atheneum Books for Young Readers (2001)

A small group of students come together to bring attention to the pervasive name-calling at their school.

Looking for more? Most of the organizations listed in the **Resource** section (pages 40-48) have recommended book lists on their websites.

Rainbow Boy by Alex Sanchez, Simon & Schuster, (2001)

Some content for mature readers. The story of three teenage boys who are in various stages of accepting they may be gay.

From the Notebooks of Melanin Sun by Jacqueline Woodson, Puffin Books (1995)

A teenager struggles to understand and accept his lesbian mother's new white girlfriend.

Teaching Lesbian, Gay, Bisexual, and Transgender and Questioning (LGBTQ) Vocabulary

Define words based on age appropriateness.

Based on your students' grade level, pick and choose which words are most appropriate to start with. The most common words have examples of definitions that are appropriate for different grade levels. Gay, bisexual, lesbian, and transgender are examples of words that are to be used throughout the grade levels.

Formal Lesson Plans Are Not Always Necessary.

A formal lesson isn't always necessary when introducing LGBTQ words and concepts. It is important for students to hear their teachers use these words organically so they become a part of their everyday vocabulary.

Don't introduce every vocabulary word all at once.

Although it is important to include LGBTQ topics in class, it may not be realistic, nor is it the expectation, to teach all of these words in all grade levels and all subjects.

Address assumptions.

If a student makes a statement that all people in a particular group must like, act or believe a certain way, ask the class if anyone can find an exception to this assumption. Use the vocabulary words in this Tool Kit to guide your discussion when challenging assumptions.

Definitions are available in the ***Vocabulary List*** on page 29.

Ask questions.

It is okay to tell a student you don't know the meaning of a word he or she uses. Many students will be proud to have an opportunity to teach the teacher.

Embrace teachable moments.

Opportunities to model the proper use of LGBTQ related words include: when intervening in anti-gay name-calling, when answering student's questions, when reading a story with a character that challenges traditional gender roles, or when a student shares a personal experience.

Mirror the words your students are using.

Use the words that the students are using to define themselves. It is okay to ask the student for clarification if you aren't sure of a meaning of a new word.

Use these words repeatedly.

Define and use these words more than once throughout the year. Students may have additional questions, thoughts, or concerns once they have had time to reflect on classroom discussions.

Activities to Introduce New Vocabulary

Compare Similar Words

Compare words that have similar meanings, such as gay, queer, and homosexual. In what context would each word be used? What comes to mind when hearing each of these words? Some other pairs of words to compare are: anti-gay and homophobic, or gender identity and gender expression.

Words in Action

Give each student, or group of students, a word to investigate over the course of the week. Ask them to record when it was heard/used and in what context (newspapers, television shows, literature, school hallways, other classroom discussions, etc.) At the end of a week, ask the students to report their findings. Were there any surprises? Where could a word have been used or included, but wasn't? Did your understanding of the word change over the week, if so, how?

Student Definitions

Allow the students to come up with their own meaning of a word before offering a definition of your own. How do the two definitions compare?

Collaborate with the Gay-Straight Alliance

Connect with your school's Gay-Straight Alliance to find out if they are working on activities or events that support the work you are doing in class.

Refer to the **Vocabulary** list starting on page 29 for additional definitions.

History, Current Events & Pop Culture

Brainstorm people in history, current events, politics, and pop culture who are part of the LGBTQ community. Within this brainstorm list, include LGBTQ persons who belong to different races, ethnicities, nationalities, ability levels, religions, cultures and other identities.

Reflect on Previous Classes

Have students reflect on their education thus far. Were these words or concepts ever taught or introduced in previous classes? Where could LGBTQ themes have been included in lessons or discussions but weren't? Should teachers introduce these concepts? Ask the students to explain their answers.

Missing Words

For older students, give them a copy of the vocabulary list to review and reflect on. Ask what words are missing from the vocabulary list. Allow them to improve upon the definitions.

Vocabulary List

These definitions are to be used as needed to guide classroom discussion.
Use as appropriate based on grade level.

Ally	A person who supports you but is not a member of your organization or coalition.
Asexual	A person who experiences minimal or no sexual attraction.
Cisgender	People who identify as the gender they were assigned at birth. This term is meant to replace <i>non-transgender</i> .
Coming out	The process of recognizing and acknowledging non-heterosexual or transgender identity to oneself and then sharing it with others. To out someone is to publicly reveal the sexual orientation of someone who has chosen not to share it.
Cross-dress	Wearing clothing most often associated (in one's culture and historical timeframe) with people of the other gender.
Bisexual / Bi	Younger Students A person who loves and has romantic feelings for either a man or a woman Older Students A person who is physically, romantically, and emotionally attracted to males and females. Bi is another term that refers to a bisexual person.
Gay	Younger Students A man who loves and has romantic feelings for another man. The term may also refer to a woman who loves and has romantic feelings for another woman. A woman might prefer to call herself a <i>lesbian</i> . Older Students A term that can apply to either men or women who are physically, emotionally, and romantically attracted to persons of the same sex. A woman might prefer to call herself <i>lesbian</i> .
Gay-Straight Alliance (GSA)	An alliance of students dedicated to fighting homophobia and transphobia on campus and improving the lives of LGBTQ students. GSAs may also be called: Diversity Club, Queer-Straight Alliance or LGBTQ Alliance to name a few.

Gender	A person's innate sense of themselves as being male or female.
Gender identity	<p>A person's internal, deeply felt sense of being either male, female, boy or girl or both or neither. Everyone has a gender identity.</p> <p>A person's gender identity can be the same or different than the sex assigned at birth.</p>
Gender expression	<p>The ways in which people express their gender identity to others through behavior, clothing, haircut, voice, and other forms of presentation.</p> <p>Gender expression should not be viewed as an indication of sexual orientation.</p>
Gender nonconformity /Gender Variant	A person whose behaviors and/or interests fall outside of what is considered typical for their assigned sex at birth. Not all gender nonconforming/variant persons are transgender.
Gender Roles	<p>Cultural norms of how males and females are "supposed" to act. These expectations are often stereotypical, such as, "Boys like blue and girls like pink."</p> <p>Our culture recognizes two basic gender roles: Masculine (having the qualities attributed to males) and feminine (having the qualities attributed to females). Other cultures recognize additional genders.</p>
Heterosexism	An overt or tacit bias against homosexuality rooted in the belief that heterosexuality is superior or the norm.
Heterosexual	<p>The clinical synonym for <i>straight</i>.</p> <p>Younger Students A man who loves and has romantic feelings for a woman or a woman who loves and has romantic feelings for a man.</p> <p>Older Students A person who is physically, emotionally and romantically attracted to a person of the opposite sex.</p>

Homosexual	<p>The clinical synonym for <i>gay</i>. Avoid using this term; it is archaic and distancing. Consider using the words <i>gay</i> and <i>lesbian</i> rather than <i>homosexual</i>.</p> <p>Younger Students A man who loves and has romantic feelings for another man or a woman who loves and has romantic feelings for another woman.</p> <p>Older Students A term that can apply to either men or women who are physically, emotionally, and romantically attracted to persons of the same sex. A woman might prefer to call herself <i>lesbian</i>.</p>
Intersex	<p>An adjective that describes a person who is born with genitals or chromosomes that are not clearly male or female.</p>
Lesbian	<p>Younger Students A woman who loves and has romantic feelings for another woman.</p> <p>Older Students A woman who is emotionally, romantically and physically attracted to another woman.</p>
LGBTQQ	<p>The string of letters that stands for lesbian, gay, bisexual and transgender, queer and questioning. Two Qs represent both <i>queer</i> and <i>questioning</i>.</p>
Or	<p><i>Questioning</i> refers to persons who are not yet sure of their sexual orientation or gender identity.</p> <p>You might see more letters on occasion to represent other sexual and gender identities. LGBTQ and LGBTQQ are the most commonly used.</p>
LGBTQ	<p><i>Questioning</i> refers to persons who are not yet sure of their sexual orientation or gender identity.</p> <p>You might see more letters on occasion to represent other sexual and gender identities. LGBTQ and LGBTQQ are the most commonly used.</p>
Sexual Orientation	<p>A person's emotional, romantic, and physical attraction to other people based on the gender of the other person. Sexual orientations include, but are not limited to: heterosexual/straight, lesbian, gay, bisexual, queer, asexual, etc.</p> <p>Sexual orientation and gender identity are separate, distinct parts of one's overall identity.</p> <p>Not all transgender youth identify as gay, lesbian, bisexual, or queer. Not all gay, lesbian, bisexual, and queer youth display gender non-conforming characteristics.</p>

Transphobia	A term that is used to describe a strong negative bias toward transgender people.
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Transgender	<p>Often used as an umbrella term used to describe people whose gender identity, gender characteristics, or gender expressions cross traditionally accepted gender roles.</p> <p>Younger Students: When someone of one gender feels like they are the other gender. For example, when a boy thinks and feels like he is a girl inside.</p> <p>Older Students: People whose gender identity is different from their birth or biological sex.</p>
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Queer	<p>An umbrella term used to describe a wide range of sexual orientations and gender identities.</p> <p><i>Queer</i> has been reclaimed by many as a word of pride in being part of the LGBTQ community.</p> <p>While queer is becoming used more frequently, it should be noted that some people still find this word to be offensive and derogatory.</p>
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Please Note: Terminology related to lesbian, gay, bisexual and transgender persons evolve quickly. This vocabulary list defines the most commonly used and accepted words.