

**LGBTQ  
CURRICULUM RESOURCE  
GUIDE  
OCTOBER, 2016**



**October is LGBTQ History  
Month**

Provided by the Department of Diversity,  
Prevention and Intervention

# LGBTQ HISTORY MONTH

Knowledge is Powerful!

## District Resources and Activities

*History Revisited...History in the Making*



Broward students enjoy participating in past GSA Events. This years GSA Summit is scheduled for November 1<sup>st</sup>!

The Department of Diversity, Prevention & Intervention provides resources to you to supplement the lessons you may plan to use with your students.

This month we are focusing on resources that help you to share ideas with your students on topics that include family diversity, engaging you and your students in LGBTQ discussion topics and sharing information

with your school communities.

All of these resources and link are correlated with Common Core Standards. Our intention is to make these resources readily available to you for exploration and use. We have provided links to many of the resources. Additionally, we encourage you to contact our office. We can direct you to where more resources are available.

OCTOBER, 2016

### Elementary



Check out the resources provided by Welcoming Schools, GLSEN, and the Department of Diversity,

Prevention and Intervention!



K-5 Children's Literature. Look at a list of books and accompanying lesson plans available from our department.

### Middle and High Schools



Celebrate LGBT History by learning about people, activities and resources to create more inclusive school communities.

### Additional Resources

Stonewall National Archives has created a Pop Up Museum to be used in schools that explores Diversity as it relates to LGBTQ history and people. Check out the 31 Days, 31 Lives, and 31 Stories



LGBTQ Critical Support Guide: Ensuring the Safety of LGBTQ Youth. Newly updated with Transgender guidelines and procedures for 2016



Visit

[www.browardprevention.org/LGBTQ](http://www.browardprevention.org/LGBTQ) for more resources

## Welcoming Schools: Lessons for K-5 Activities and Resources

Welcoming Schools (WS) is an innovative program for administrators, educators and parents/guardians who want to strengthen their schools' approach to family diversity, gender stereotyping and bullying. Welcoming Schools provides resources with the intention of preparing this generation and future generations to live in an increasingly diverse society.



Welcoming Schools

A PROJECT OF THE HUMAN RIGHTS CAMPAIGN FOUNDATION

Welcoming Schools resources are based on and supported by Florida State Standards. The resources are based on research that shows links between academic achievement, emotional well-being and an inclusive school climate.

In school year 2014-15, all 140+ elementary schools have received training and are implementing the WS diversity initiative through their Prevention Liaisons via the Dept. of Diversity, Prevention & Intervention.

All Broward staff can readily access *Welcoming Schools* resources. Examples are included below:

### *Activity for Grades K-3: Family Tree*

*This activity helps students think about the many ways families are formed and shows support for children in all families. Instructions and CCSS can be found:*

[www.hrc.org/welcoming-schools/documents/Welcoming-Schools-Tree-of-Caring-Lesson.pdf](http://www.hrc.org/welcoming-schools/documents/Welcoming-Schools-Tree-of-Caring-Lesson.pdf)

### *Activity for Grades 4 and 5: Media Sleuths*

*This exciting activity gives students the opportunity to examine gender roles in advertising. Everything you need for this lesson (including CCSS) can be found:*

[www.hrc.org/welcoming-schools/documents/Welcoming-Schools-Media-Sleuths-Gender-and-Advertising.pdf](http://www.hrc.org/welcoming-schools/documents/Welcoming-Schools-Media-Sleuths-Gender-and-Advertising.pdf)

### **Teachable Moments**

*What do you do when a student says, "That's so gay!"*

*How do you respond when a child asks, "What does gay mean?"*

*These are topics that can catch us by surprise- here is how you can prepare for teachable moments:*

*Click on the hyperlinks above or visit [www.welcomingschools.org/teachable-moments/](http://www.welcomingschools.org/teachable-moments/) for more information*

## K-2 Lesson GLSEN's Ready Set Respect: Words Do Matter

### OVERVIEW:

Using the framework of students' names and nicknames, this lesson invites students to explore the power of words in either making people feel positively or negatively about themselves and others. It creates an ongoing framework (Put-Ups vs. Put-Downs) that educators and students can use to address name-calling that may occur.

### WHEN AND WHY TO TEACH THIS LESSON:

While there are many possible moments and reasons in the school year to engage students in this lesson, it may have the greatest and most lasting impact on student growth and development when:

- You hear students referencing and/or questioning differences between and among themselves, especially as it relates to individual, family and cultural identities
- You are seeking to build connections and community with a new group of students
- You observe or hear reports of name-calling or hurtful language, especially around individual identity and family, cultural background

### OBJECTIVES:

Students will:

- Gain knowledge of what their classmates' name means to them and their preferred nicknames;
- Identify feelings that result from the use of either positive or negative words; and
- Understand the importance of using positive names and words with others.

### ESSENTIAL QUESTIONS:

- Why do the words we use matter in helping others feel positively or negatively about themselves and others?
- What responsibility does each of us have for the words we choose to use to talk about other people?
- How can we respond to hurtful words or put-downs when we hear them?

**TIME:** 1 session, 30-45 minutes

**MATERIALS:** Chart paper, markers or promethean/chalk board to create Put-Ups vs. Put-Downs chart

### PROCEDURES:

#### PART 1: YOUR NAME

1. Ask the students as a group to think about the questions below. Be sure to frame the questions below as guiding ideas to think about, not required information to share with the class so as to be sensitive to children who may not know the origin of their name as a result of either adoption or living with guardians/ family members who did not name them.

- Do you know why your name was chosen to be your name?
- What do you especially like about your name?
- Do you have any nicknames that you like to be called?

2. Once the children have had sometime to think about the questions, invite students to think-pair- share some or all of their answers. If time permits, allow each student to share at least one answer with the class.

Conduct a discussion using the following questions:

- What did you learn about your classmates today that you didn't know before?
- What were some similarities or differences in your classmate's answers to the questions?
- Point out to students that even when we don't know the exact history of our name, often we know at least some information about how or why it was chosen. Suggest to students that names are very important to people because often that is one of the first things people know about us, and it is something that may stay with us our whole life.

3. Ask the students to think about the questions:

- If we all have names, why do we sometimes call each other different names? to the next part of the activity using the following questions:
- Can you remember a time when someone called you the wrong name or called you by a nickname that you did not like or that was said to you in a teasing way?
- How did that make you feel and what did you do?

## K-2 Lesson from GLSEN's Ready Set Respect: Words Do Matter

### PART 2: WORDS AS PUT-UPS OR PUT-DOWNS

1. When students have had the chance to think about and answer the last question, create a chart on the chalkboard, interactive board or on chart paper the terms “Put-Up” and “Put-Down” at the top. Invite students to think about what those words might mean and define them as follows: Put-Ups are words or names that you or someone also would want to be called (like the nicknames you want to be called); these are words that make someone feel good or positive. Put-Downs are words or names that you or someone would not want to be called (like if someone teased you about your name or made fun of it in some way); these are words or names that can make us feel bad, hurt or angry.

2. As a large group, lead students in filling out the top part of the Put-Ups vs. Put-Downs T chart with a few examples of Put-Ups and Put-Downs that they may know or have heard. Then help students identify how those words make us feel or act when we hear them and note some of these feelings at the bottom of the chart.

3. Upon completion of the chart, reinforce with students that when someone uses a name we like or says something kind to us, they are using a Put-Up because we feel good afterwards. Tell students that when someone uses a name we don't like, or says something unkind, they are using a Put-Down because the result is that we may feel bad afterwards.

Inform students that it is important to work together to help people feel good about themselves because it makes the classroom a happier place for everyone, where they can learn and play together. Let students know that they can help one another feel good by only using names and words that are put-ups, and that people want to be called.

### CLOSURE:

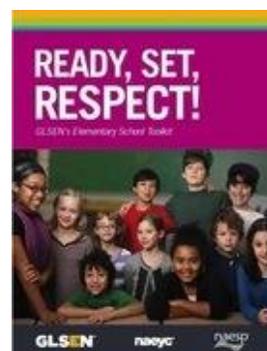
Ask students to consider what feeling lasts longer, the one you get by giving a put-down or the one you come from giving a put-up? Explain that we might think that putting someone down makes us feel better, but giving someone a put-up can feel just as good and maybe—better.

### EXTENSION ACTIVITIES:

Follow this lesson with an opportunity for students to each create their own “Put-Up Bag,” which they can decorate and display somewhere in the room. Develop an inclusive approach for students to identify Put-Ups for one another that they can place (anonymously or not) in another person's bag when they have something kind to say about them. **NOTE:** Be careful to avoid making this a “popularity contest.” You may want to organize a series of “Put Up days” focusing on a small number of children at a time.

Use the discussion of the origins of our names as a starting point for students to begin writing or drawing an autobiography or personal journal. Descriptions of how they got their names can kick-off the stories of their lives; students can bring photos to go along with their work.

*Adapted from It's All in a Name, © 2007  
GLSEN and NAESP, No Name Calling  
Week*



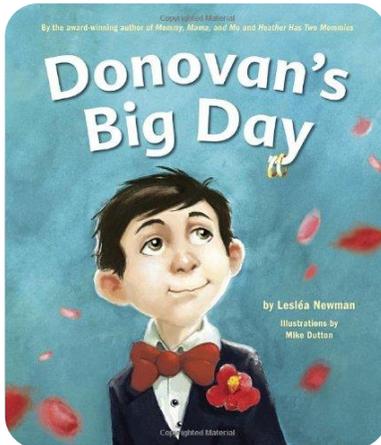
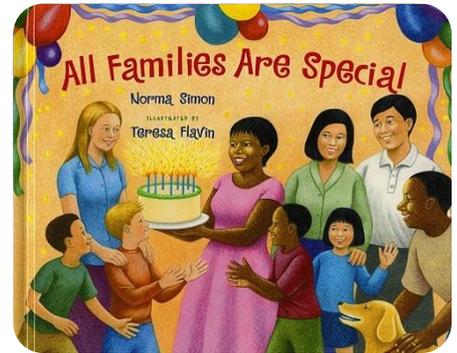
For a PDF version of this lesson and many more exciting lessons, visit <http://glsen.org/readysrespect>

## Elementary Literature Resources

The Department of Diversity, Prevention & Intervention has literature books that can be distributed to schools. For curriculum resources and literature focusing on diversity and LGBTQ themes, contact Dominic Grasso at the Department of Diversity, Prevention and Intervention at: (754) 321-1632.

### All Families are Special By Norma Simon

This book showcases several different configurations of families. The lesson will allow students the opportunity to explain who is in their family and what makes their families special.

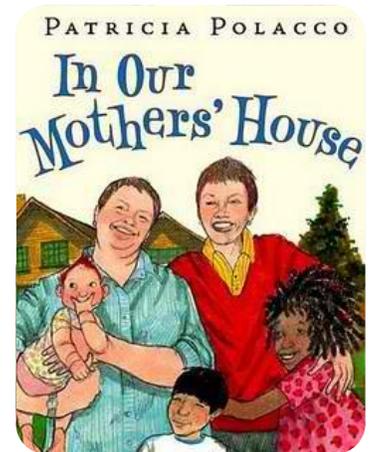


### Donovan's Big Day By Leslea Newman

This book is about a young boy preparing to be the ring bearer in a wedding. It is not until the very end of the book that it is revealed that the marriage is between two women. The same-sex relationship is not the focus of the book; the family is normalized.

### In Our Mother's House By Patricia Polacco

This book describes a family consisting of two moms, and their three adopted (and ethnically diverse) children. Because the story tackles some more sophisticated subjects — i.e., the family encounters ignorance and intolerance from a neighbor who does not approve; the story ends with the children all grown up and the two moms having passed away — it is appropriate for older elementary-aged students.



The Department of Diversity, Prevention and Intervention is here to support you! Questions? Contact:

Kezia Gilyard, LGBTQ Coordinator, (754) 321-1634

Dominic Grasso, LGBTQ/Sexual Health Curriculum & Accountability, (754) 321-1632

## Middle and High School Activities, Resources, and Information

### Labels Stick!

#### Middle School Activity (grades 6-8)

**Length:** 50 minutes

**Overview:** It is easy to judge a book by its cover and label someone based on a brand they are wearing, their race, orientation, language, etc. and it's more difficult to get to know someone and look past messages or beliefs one may hold about a person or group of people. Schools are places of socialization, which entail many opportunities to do either of the above. This lesson helps students safely study what it may be like for people who are labeled and who label others, and incentive to break out of labeling and toward an open and accepting way of viewing others who may be different from them.

**Objectives:** Students will gain an understanding of labels and assumptions about others, as well as how easy it is to label someone. Students will understand, through role-play, the effects of labeling on the targets, the aggressors and the bystanders. Students will be motivated to take a stand against labeling to create a more inclusive and respectful school culture

**Common Core Curriculum Standards (click on the standard to see details):**

**Reading (Informational Text):** [CCSS.ELA-Literacy.RI.7.3](#), [CCSS.ELA-Literacy.RI.7.5](#), [CCSS.ELA-Literacy.RI.7.6](#)

**Speaking and Listening:** [CCSS.ELA-Literacy.SL.6.1](#), [CCSS.ELA-Literacy.SL.7.1](#), [CCSS.ELA-Literacy.SL.8.1](#), [CCSS.ELA-Literacy.SL.8.3](#)

**Language:** [CCSS.ELA-Literacy.L.6.6](#)

**Materials:**

Chart paper  
markers  
labeled index cards  
*Labels Stick!* Document  
4-5 labels/tags from apparel

**Procedures/Activity:**

Part A

Tell students that today our discussion will be about labels.

Ask students if labels “matter” and why or why not? Inquire if students think that labels can conjure up images, and if labels can be thought of as positive or negative. Relate the questions and responses to the labels dispersed in class, as well as labels in general.

More than likely, students will begin speaking about labeling people as well as labeling things.

Begin the lesson by passing around several labels/tags from clothes, shoes and jewelry or accessories that are a part of today's culture. Try to show labels that people easily attach meaning, such as some higher end fashions mixed with some everyday and working class or middle class style and apparel.

Let students know that in a ‘snap’ (less than ½ second) we notice 4 things about people. Have them snap their fingers to gain how quickly a half second is. Tell students that it is both normal and natural to notice these things and that it's simply part of a human categorization response to do so.

Tell them that when you first met them, you noticed four things about them in ½ second and did not even realize it, and when they met you they noticed in ½ second four things about you. Remind them again that there is nothing wrong with noticing these things

Have students guess the four things we notice about others in a ‘snap.’ *Answers (in order of what is noticed): color of one's skin, gender, appearance, age.*

Ask students if there is anything wrong with noticing this? (No.) Then ask, “When might this become a problem, however?”

Students should deduce that it is when we make preconceived assumptions, misperceptions, judgments or stereotypes about a person.



### **Part B**

Use several of the labels and begin a discussion with students about the impressions that some people/students may have if a person was wearing “x” brand label?

List student responses on chart paper and shorthand key words or phrases used that denote assumptions or judgment that can lead to stereotyping the person wearing the item with the brand label/tag discussed.

Have students consider why we pay attention to labels and then why we sometimes think that the label someone wears represents the qualities or characteristics of the person?

Help students know that messages about labels often come from five important places/institutions in our lives. They are the media, our family, our peers, schools and our places of worship.

Segway, labeling people...

Let students know that they are about to do a powerful activity that relates to labeling people. Review your classroom agreements/rules that relates to respect and learning.

Next, ask for up to ten volunteers who will act as “change agents” that would be open to practicing a mock activity centered on learning about labels and what it may feel like to be labeled and be a person who is labeling someone. Remind students that this activity helps us to break barriers and understand more about how to create an inclusive, respectful school community, thus they are volunteer “change agents”.

Take out up to ten “change agent” index cards that hold a label that is often heard in school and that students are sometimes categorized as at your school.

Do not show them to the class but instead lightly tape the labeled index cards on the back of each volunteer. Instruct the class that you hope they consider these “labeled” volunteers as “change agents” because the volunteers are dispelling the stereotypes that are sometimes used in our school community about certain groups of people. Have the class, including all volunteers, stand up and walk around class, imagining that they are at a place they have gathered at before (i.e. movie theater, cafeteria, mall, sports game...).

Tell class members that they are to talk with each other about anything that they’d normally speak about such as food, plans, fashion, sports.) As many class members as possible and appropriate should speak with the ten “change agent” volunteers who are labeled. Each person should shake hands and introduce themselves to each other, ensuring that they:

--try to meet and greet the “change agent”

--treat the “change agent” like their label. For example, if a typical school label is a “jock” how might s/he be treated? Let students know that you understand they may not normally be someone who labels or assumes things about others, but for the purpose of this lesson activity, please play that role.

--listen openly to the “change agent” response to the typical assumptions students often say. Consider how or if that changes your preconceived thoughts or feelings about the labeled student.

**Part C:**

After about ten minutes debrief the activity using some or all of the following questions:

- How did you feel as you were conversing with others? (Ask this question of both the “change agents” and students that were not volunteers). Why do you think you felt that way?
- Do you think people label one another a lot or a little at our school? What do you think could happen if someone is categorized on a regular basis (daily, or more than once a day all through the school year)?
- What, if anything, do people miss out on or not experience if a label sticks to them for a long time, or—if they are someone who often assumes things about others before getting to know them?
- Has something like this ever happened to someone you know or care about? Has someone ever labeled you? Have you ever labeled someone?
- Do you think that labels can hurt even people that are not being labeled, such as the people that are watching and hearing the labeling of others (the bystanders)?
- Consider the possibility of noting how often it seems someone is being labeled at your school over the course of one or two days. What do you think about this?
- You have agreed that this does happen at our school—what might we do then, if anything, to stop the labeling that can stick to someone for a very long time?
- What is one personal thing that you can do from now forward if you see labeling or assuming taking place about others?

**Extension Activity**

In several days, revisit this activity again, this time asking students to think more deeply about the ramifications of labeling others, and what they have noticed, if anything, since the lesson was learned. Invite students to find a “change agent partner” in class that they can check in with once weekly for the next month to:

--Talk about what they have observed at their school regarding labeling

--Talk about what efforts they can make, either individually, as partners, as a class or as a school-wide campaign to shift the climate to be fully inclusive of all identities, cultures and backgrounds.



## Anti-Gay and Gender Norm Harassment: Making it Real High School Activity (grades 9 - 12)

**Overview:** During this lesson students will focus on the name-calling, bullying and harassment that targets sexual orientation, gender identity and gender expression. Peer pressure to fit in and careful attention to gender norms is often an unquestioned expectation in our schools and anti-LGBT bullying targets that are LGBT or perceived to be LGBT is a common and serious problem in schools. Students will dialogue about the pervasiveness of anti-LGBT bullying and bias in schools and how it hurts all students of all backgrounds and identities, whether lesbian, gay, bisexual, transgender or not.

**Length of Time:** 75 minutes or two 40-minute lessons

### **Objectives:**

- To expose students to social media on the topic of name-calling, bullying and harassment, with particular emphasis on LGBT based harassment and bullying
- To introduce students to LGBT terminology
- To increase students' awareness of the prevalence of anti-LGBT bullying, name-calling and harassment in schools nationwide
- To help students identify what anti-LGBT name-calling, bullying and harassment look like and sound like in their own school community and the negative effects it can have on all people

### **Core Curriculum Standards: (click on the standard to see details):**

- Reading (Literature): [CCSS.ELA-Literacy.RL.9-10.1](#), [CCSS.ELA-Literacy.RL.11-12.1](#), [CCSS.ELA-Literacy.RL.9-10.3](#), [CCSS.ELA-Literacy.RL.11-12.3](#)
- Reading (Informational): [CCSS.ELA-Literacy.RI.9-10.6](#), [CCSS.ELA-Literacy.RI.11-12.6](#)
- Speaking and Listening: [CCSS.ELA-Literacy.SL.9-10.1](#), [CCSS.ELA-Literacy.SL.9-10.1b](#), [CCSS.ELA-Literacy.SL.9-10.3](#), [CCSS.ELA-Literacy.SL.9-10.4](#), [CCSS.ELA-Literacy.SL.11-12.1](#), [CCSS.ELA-Literacy.SL.11-12.3](#), [CCSS.ELA-Literacy.SL.11-12.4](#)

### **Materials:**

- Access to a website and ability to maneuver web-based material,
- Chart paper
- Markers

## Activity/Procedure

### Part A

Ask students to “transport” themselves to the time that they were 12 or 13 years of age. Ask them to close their eyes and remember how they looked, what they wore, who they hung out with, what their favorite hobby was and last but importantly what they noticed about the people that other people may have labeled “different.” Did those “different” 12/13-year-old students ever get teased, harassed or name-called? Let student talk a bit about how it may have felt for the target (person getting mistreated) and also how it may have felt for the bystanders (persons watching the mistreatment), or –even the persons doing the mistreating (aggressors.)

Emphasize to students that the experiences of youth that are middle school aged-(12-14 years old) is something to consider because there is a thread between students that are in middle school to them, in various and powerful ways (examples: they were once middle school students themselves, have present relatives who are in middle school, observed incidences they recall from middle school related to teasing or name-calling, etc.)

### Part B

Tell students to get into groups of three. Pose the following questions to them:

Ask students if they think it is possible to determine if a person may be the target of harassment or name-calling. Ask students to brainstorm with their partners about some of the most common reasons someone might become the target of bullying, harassment or name-calling. (Examples: appearance, (too tall/short, height/weight, hair, etc.) clothes, (belts, pants, shirt, accessories, etc.), race, ethnicity, sexual orientation or manner of expressing their gender, etc. that may be outside of societal gender role, family income, language, religion, etc.

When students have had the chance to discuss in triads, bring the group back together to share ideas and create a list of reasons people might become the target of name-calling. Note: Be certain that dialogue does not veer toward an acceptability of mistreatment because someone is different, “odd” or out of the norm. Allow conversation about this if it ensues, but ensure the conversation’s tone is of empathy and sensitivity about being different and the value of tolerance and understanding for people that may not be like “us”.

If sexual orientation, gender identity and gender expression do not appear on the list in some form, ask students to consider whether they have noticed these as reasons why individuals are the target of name-calling, bullying and harassment.

Next, highlight for students all items on the list that relate to some aspect of a person’s identity (race, religion, class, religion, age, gender, ability, orientation.) Ask these questions:

- Is it possible that name-calling, bullying and harassment based on some aspect of a person’s identity might look or feel different to the person being targeted? Why or why not?
- Is it possible that the motivations/reasons for identity-based harassment be different? Why or why not?

Let students know that you are now going to talk about a specific type of mistreatment and this is name-calling, bullying or harassment that targets people based on their sexual orientation, gender identity or gender expression. Let them know that this is often referred to as anti-LGBT (lesbian, gay,, bisexual and transgender) mistreatment

**Part B (continued):**

Tell students that in late 2010 and early 2011, there was a spate of LGBT youth suicides (12) in our nation. Most of the suicides related either directly or indirectly to mistreatment based on societal stigma or bias about the students' sexual orientation or gender identity or expression. Several youth who took their lives due to anti-LGBT harassment, name-calling or bullying were middle school students. (Refer students' memory back to video clip introduced earlier in the lesson.)

Have students break up into groups of 4 or 5. Go to [www.browardprevention.org/lgbtq](http://www.browardprevention.org/lgbtq)

Note: This website was developed by the Diversity, Prevention & Intervention Department in response to the emerging needs of our LGBTQ youth community in our schools and neighborhoods. Please peruse the *LGBT Zone* site fully to learn more about inclusive and respectful education and support of people of an LGBT identity.

**Part C**

After students have tabbed to *Safe Language* on the website, have them spend approximately five minutes reading and reviewing the terms in their small group, and then have each group write down one or two questions they have about the terminology on a piece of paper.

Collect students' questions, bring students back together as a large group, and read each question out loud (without submitted students' names). Facilitate discussion about the questions, encouraging students as much as possible to answer each other's questions and use real time personal experiences.

Emphasize that it is not wrong to not know everything about another person's identity, and that asking respectful questions is often the best way to find this information out.

**Part D**

Once again, go to [www.browardprevention.org](http://www.browardprevention.org), click on *LGBTQ* and look for "*Critical Support Guide.*"

Have students gather with different people into new groups of 4 or 5 and study the facts about recent research regarding the physical, mental and emotional safety of youth who identify as LGBT in their school communities. Note that this data includes local statistics as well as national statistics.

Encourage students to share their reactions to these statistics by posing the following questions:

- Do these statistics about the frequency of anti-LGBTQ name-calling, bullying, and harassment surprise you? Why or why not?
- How do you think this school compares with the national statistics when it comes to LGBTQ students' experiences of name-calling, bullying and harassment?
- When you compare the national and the local Broward County findings, what did you notice?

### Part E

Ask students to take some time in their groups to talk and think about what anti-LGBTQ mistreatment looks like and sounds like at this school.

Give examples, if needed:

--Example: Anti-LGBTQ mistreatment sounds like students calling each other “faggot” in the hallway or “dyke” in the lunchroom or playing field.

--Example: Anti-LGBTQ mistreatment looks like refusing to let someone play in a game or be part of a conversation or project because he or she has gender nonconforming behavior or mannerisms (may be straight or gay) or identifies as gay or lesbian.

Have students read examples out loud when they are complete.

Chart examples on chart paper for visual recording.

Finally, ask students to think about the ways anti-LGBTQ mistreatment at their school might have an impact on ALL students. Consider the following questions for discussion:

- Have you ever been witness to an incident of anti-LGBTQ mistreatment that made you uncomfortable or feel bad about some aspect of yourself?
- Have you ever decided either to do something you did not want to or not do something you did want to because you were afraid of being targeted by anti-LGBTQ name-calling, bullying or harassment, even if you aren't LGBTQ yourself?
- What are other ways anti-LGBTQ mistreatment can cause people that may not identify as LGBTQ be locked into rigid gender-based roles that inhibit creativity, self-expression **and freedom?**

\*Partially adapted from “No Name Calling Week” curriculum

### Need Training? Join us for our Upcoming Professional Development Days!

- 10/6 8:30-12:00 at OSPA: “Transgender Awareness, Sensitivity, & Procedures”
- 10/25 8:30-12:00 at Children Services Council: “Ensuring Resiliency for LGB Students”
  - 11/15- 8:30-3:30 at OSPA: “Understanding Gender and Gender Fluid Youth”
    - 12/14 8:30-3:30 at OSPA: “LGBTQ Sensitivity 101”

**\*\*In-Service Points are offered at both trainings! Register on My Learning Plan Today\*\***

If you would like to schedule training at your school site, contact us and we come to you!

Kezia Gilyard, LGBTQ+ Coordinator, (754) 321-1634

Dominic Grasso, LGBTQ/Sexual Health Curriculum & Accountability, (754) 321-1632

## Middle, High School, and Parent Information & Resources

### Middle & High School Activities

From GLSEN:

<http://glsen.org/article/creating-anti-slur-policy-lesson-grades-5-8>



From No Name Calling Week:

<http://glsen.org/article/planning-no-name-calling-week-guide-0>

From Teaching Tolerance:

<http://www.tolerance.org/activity/examining-identity-and-assimilation>

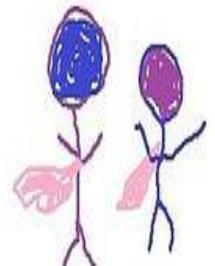


### Parent Resources

There are plenty of resources for LGBTQ parents with children in Broward County Public Schools as well! If you know of any LGBTQ parents with children in your school or classroom, here are some excellent resources they may find useful!

[www.projectflyingsolo.com](http://www.projectflyingsolo.com)

**PROJECT**  
**FLYING SOLO**  
**SUPPORTING THE LGBT SINGLE**  
**PARENT COMMUNITY**



### High School Resources & Information

From GLSEN: Out on Line: The Experiences of LGBTQ Youth on the Internet

<http://www.glsen.org/press/study-finds-lgbt-youth-face-greater-harassment-online>

From Human Rights Campaign: Growing Up LGBT in America 2012 Survey

[http://hrc-assets.s3-website-us-east-1.amazonaws.com//files/assets/resources/Growing-Up-LGBT-in-America\\_Report.pdf](http://hrc-assets.s3-website-us-east-1.amazonaws.com//files/assets/resources/Growing-Up-LGBT-in-America_Report.pdf)

From GLSEN's Think b4 You Speak (Guide for teaching inclusively in grades 6-12)

<http://www.glsen.org/article/thinkb4youspeak-guide-educators-grades-6-12>

From GLSEN: 2013 National School Climate Survey: Key Findings on the experiences of LGBT youth in our nation's schools.

[https://www.glsen.org/sites/default/files/2013%20National%20School%20Climate%20Survey%20Full%20Report\\_0.pdf](https://www.glsen.org/sites/default/files/2013%20National%20School%20Climate%20Survey%20Full%20Report_0.pdf)

From Stonewall National Book Awards: 2015-2016

<http://www.ala.org/glbtrt/award/honored>

**From GSA Network: Lessons That Matter**

<http://gsanetwork.org/news/blog/announcing-new-research-lessons-matter/06/05/12>

## Through the Eyes of Diversity: Pop-Up Museums



Stonewall Museum & Archives and the Diversity, Prevention & Intervention Dept. have joined collaboratively to create "Through the Eyes of Diversity: Social Justice and LGBT History Pop-Up Museums!" Each high school received a display. Make sure that yours is out for LGBTQ History Month! A student discussion guide for educators and staff is attached to each mini museum. For more information, on LGBTQ curriculum or to request an educator guide to use with the Seneca Falls, Selma, and Stonewall displays contact Dominic Grasso at (754) 321-1632.

## LGBTQ Critical Support Guide, updated 2016

The Guide includes the following topics:

- Statistics and Definitions
- **Laws and policy of BCPS, State of Florida and U.S. Government**
- Creating a Safe School Atmosphere
- **Guidelines for Transgender Students**
- Curriculum Guidelines
- **Anticipating Parental Concerns**
- Tips for Teachers, Coaches, Counselors
- Youth with LGBTQ Parents
- More Inclusive School Communities for LGBTQ Families.



The Department of Diversity, Prevention and Intervention is more than happy to come out to your school to conduct trainings on the LGBTQ Critical Support Guide, to handle individual student situations, or to meet with the school based collaborative problem solving team!

We'd enjoy coming to your school!

Kezia Gilyard- LGBTQ+ Coordinator (754) 321-1634

Dominic Grasso- LGBTQ/Sexual Health Curriculum & Accountability (754) 321-1632

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# Celebrating LGBTQ People

**Sports Figures:** Jason Collins, Tom Daley, Sheryl Swoopes, Michael Sam

**Authors:** Alice Walker, Jacqueline Woodson, James Baldwin

**Political Figures:** Rachel Maddow, Bayard Rustin, Anderson Cooper, Joe Saunders (Fl. State Representative)

**Actors, Musicians:** Jussie Smollet, Caitlyn Jenner, Ellen DeGeneres, Andy Cohen, Chris Colfer, Neil Patrick Harris, Laverne Cox, Jane Lynch

**Explorers and Scientists:** George Washington Carver, Sally Ride, Leonardo DaVinci, and many more!

## **Make an exhibit at your school**

Look up information about the people listed above using resources at your school or go to [browardprevention.org](http://browardprevention.org) to get information. You'll need to find some place to display the exhibit where it will be seen (i.e.-in your classroom, in the library, cafeteria, gym, theatre, art room, main office).

## **Learn about LGBTQ heroes in class**

Teachers in all content areas are encouraged to include descriptions of the people listed above. Find the connections of these individuals to subjects such as mathematics, science, literature and athletics.

## **Profile LGBT heroes on the PA system or in your school bulletin**

Work with GSAs or other organizations and classes at your school to submit an announcement for your daily bulletin, or to be read out each day on your school's PA system. The announcement would include the brief bio about each person each day being profiled. October has 31 days, which is perfect for 31 lives and 31 stories.

## **Exhibits, Panels, Events**

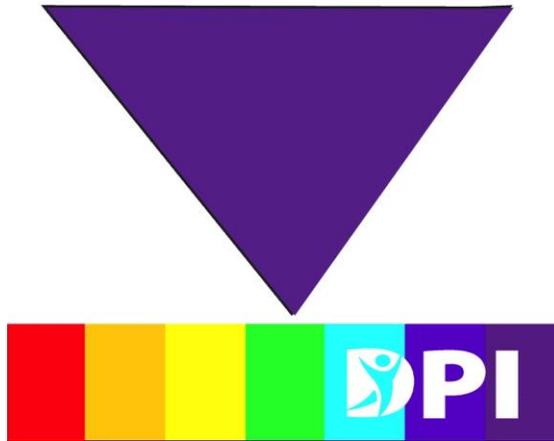
Have an unveiling of a history exhibit. Consider partnering with your school's GSA to highlight the Stonewall – Broward County Schools Pop Up Diversity Museum. Sponsor a forum for students, teachers or an assembly for students. Hold a panel where speakers present the information about LGBTQ people and their place in history or current events. Contact [Sunserve.org](http://Sunserve.org) for more information.

## Need Materials?

If you are in need of any materials shown below please contact Kezia Gilyard (754) 321-1634 or Dominic Grasso (754) 321-1632

I'm leading the change for...

**RESPECT...**  
it's your right.

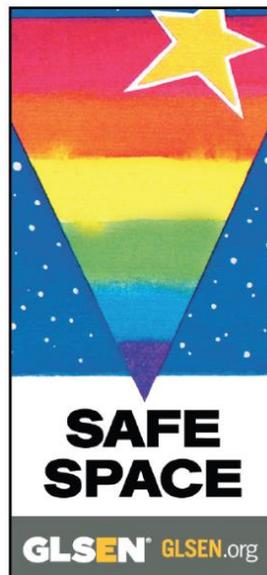


Safe Badge Training:

<http://app.brainshark.com/browardschools/lgbtqsafebadgetraining?&fb=1&r3f1=91abd5868acecacdc5d7b48f90889b9283c0c4b3d3978c918b96dbcfad8f9d8893ca86dbd6a6d38193809ccddec7a1d583d5>

### Why the upside down triangle?

During the holocaust, LGBTQ individuals were forced to wear a pink upside down triangle; its purpose was to humiliate them. We now use the upside down triangle as a symbol of pride and reclamation.



Safe Space  
Posters and  
Stickers can  
be sent to  
your school!

Email

[Kenzia.Gilyard@browardschools.com](mailto:Kenzia.Gilyard@browardschools.com)

### **Everyone's a Teacher!**

Use the information researched and learned to make presentations in history, mathematics, science, art, theater, or any other applicable classes.

**Finally, here is a special announcement related to LGBTQ and allies safety and support for the 2015-2016 LGBTQ History Month and school year:**

GLASEN (The Gay, Lesbian, Ally School Education Network)

Established in 2014, the mission of GLASEN is to provide safety, support and community for Broward County Public Schools lesbian, gay, bisexual, transgender and questioning employees.

This goal is to be accomplished through advocacy, education, partnerships and community building so a health and safe environment will be instituted for a collective acceptance of diversity among our staff, students, families and community.

GLASEN President contact: Principal Steve Frazier at [stevefrazier@browardschools.com](mailto:stevefrazier@browardschools.com)

**October Event Details Coming Soon!**  
**If you would like to join the GLASEN email list, please email Steve Frazier!**

**The American Library Association Stonewall LGBTQ book award winners.**  
<http://www.ala.org/awardsgrants/stonewall-book-awards-mike-morgan-larry-romans-children%E2%80%99s-young-adult-literature-award>

**Updated marriage equality timeline:**

<http://www.freedomtomarry.org/pages/history-and-timeline-of-marriage>

**Resources for working with LGBTQ+ Students of Color:**

<http://www.glsen.org/article/working-lgbt-students-color-guide-educators>