

LGBTQ+

Teaching Guide



INTRODUCTION and ACKNOWLEDGEMENTS

The Santa Clara County Office of Education (SCCOE) is committed to serving, inspiring and promoting student and public school success.

The Santa Clara County Board of Education and County Superintendent of Schools recently affirmed a commitment to LGBTQ+ support, inclusion and education through the adoption of Board Resolution 2306-5. https://www.sccoe.org/countyboard/Resolutions/092122%20Resolution__Acknowledging%20October%20as%20LGBTQ%20Month.pdf

The SCCOE provides workshops and specialized professional development to support educators with content frameworks and Fair, Accurate, Inclusive and Respectful (FAIR) Act alignment; coaching and technical assistance for educators who are implementing LGBTQ+ projects and initiatives at their schools and districts;

and workshops and technical assistance for climate education and district climate action plans.

LGBTQ+ History Month is an annual observance held in October in the United States. It is a time to celebrate and recognize the contributions, struggles, and achievements of lesbian, gay, bisexual, transgender, and queer individuals throughout history. The month serves as an opportunity to raise awareness about the ongoing fight for equal rights and to educate others on the historical events that have shaped the LGBTQ+ community.

This guide was created to provide background, lessons, and resources to support educators with incorporating LGBTQ+ inclusivity into their classrooms and school sites during and beyond LGBTQ+ History Month.

Mary Ann Dewan, Ph.D.
Santa Clara County
Superintendent of Schools

Jessica Bondouris, Ed.D.
Associate Superintendent,
Professional Learning and
Support Division

Aries Yumul
Coordinator - LGBTQ+ District
Resources and Supports

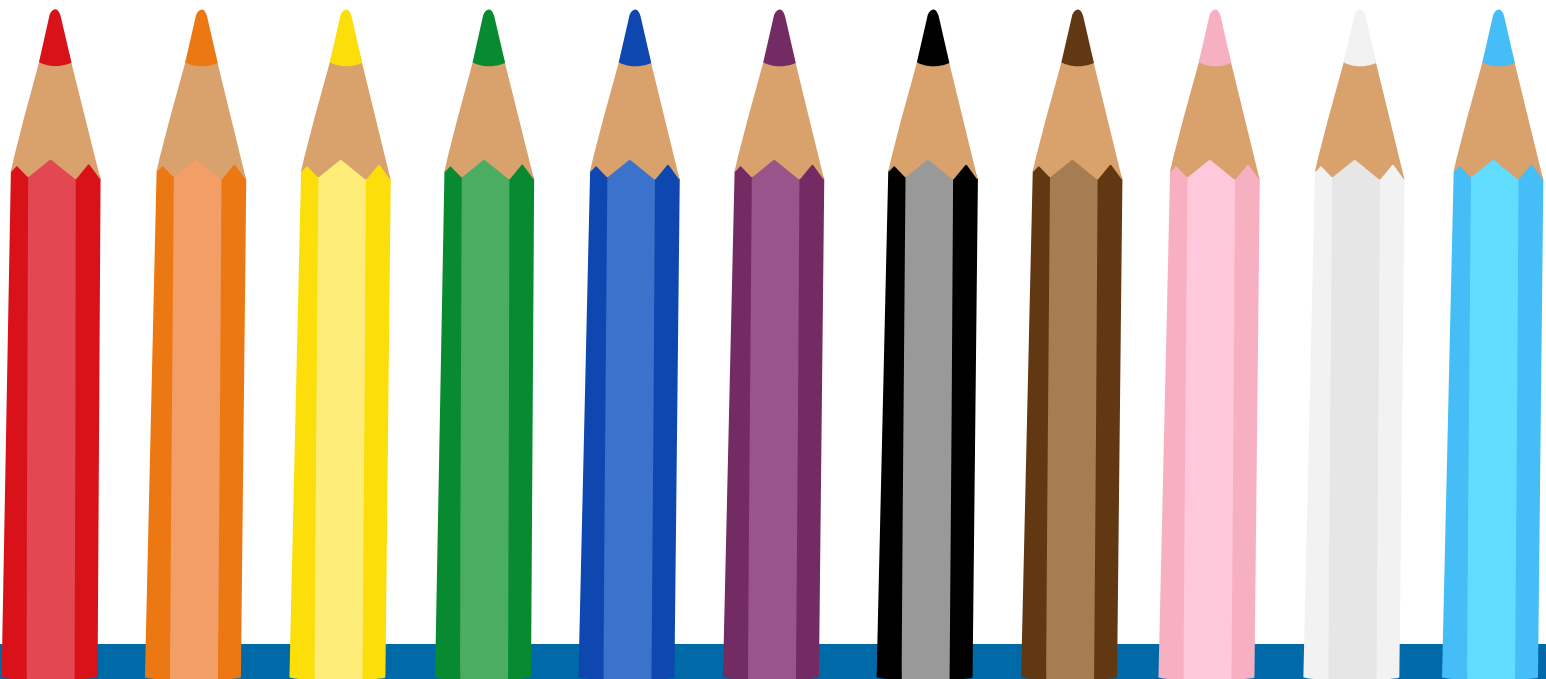


TABLE of CONTENTS



The Impact	4
Measuring the Impact	5
Why is this Important?	6
Windows and Mirrors	7
History Lessons	8-11
Math Lessons	12-17
Literacy Lessons	17-20
Health and Science Lessons	21-25
Best Practices for Inclusion	26
Sample Lesson	27-29
Wellbeing & Suicide Prevention Resources for the LGBTQ+ Community	30-31
Additional Resources	32

The IMPACT

The FAIR Act

The FAIR Education Act, SB 48 (Leno), was signed into law on July 14, 2011, and went into effect on January 1, 2012. It amends the California Education Code to include the Fair, Accurate, Inclusive and Respectful reference to contributions by people with disabilities and members of the LGBTQ community in history and social studies curriculum.

The California Education Code has been updated over time to ensure that the contributions of members of underrepresented racial, ethnic and cultural groups to the economic, political, and social development of California and the United States are included in history and social studies lessons. It states that public schools and the State Board of Education must adopt textbooks and instructional materials that accurately portray groups as identified.

The Impact of Exclusion

Excluding LGBTQ+ history and issues from the curriculum can have a negative impact on the mental health and well-being of LGBTQ+ students. It sends a message that their experiences and identities are not valued, which can lead to feelings of isolation, shame, and self-doubt. This exclusion can also contribute to bullying and harassment, which can result in higher rates of absenteeism and lower academic achievement.

The Benefits of Inclusion

The 2016 History Social Science Framework includes the teaching of LGBTQ+ content and the 2018 Health Framework includes the teaching of gender identity/sexual orientation.

The benefits of creating a supportive and inclusive learning environment include:

- Benefits for all students, not just those who identify as LGBTQ+.
- Improved mental health and well-being, increased empathy and understanding, and the promotion of a sense of community and belonging.
- Potentially leading to higher rates of academic achievement and better student outcomes.

Reflection Questions

- What ways were you seen and not seen in school?
- Where did you have to leave parts of yourself at the door? Why?
- What assumptions have been made about you?

Additional Data

Santa Clara Public Health
<https://publichealth.sccgov.org/sites/g/files/exjcpb916/files/epi-aid-report.pdf>

LGBTQ Kids Data - Santa Clara
<https://www.kidsdata.org/topic/2158/sexual-orientation-gender/Table#fmt=2659&loc=59&tf=134&ch=78,77,69,305,306,431,1618,1617&sortColumnId=0&sortType=asc>

Santa Clara County Children's Data Book 2023
https://916e96c2-5e63-48d1-a948-f614b9830953.usrfiles.com/ugd/916e96_9a3b84e1aceb429fad27c8d9040ce299.pdf

CDC's Youth Risk Behavior Survey Data Summary & Trends
https://www.cdc.gov/healthyyouth/data/yrbs/yrbs_data_summary_and_trends.htm

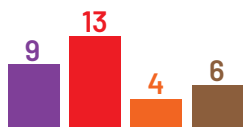


MEASURING the IMPACT

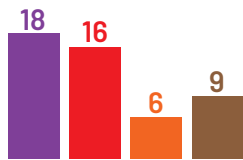
Santa Clara County Students 2022-2023 School Year

Rarely Often
Sometimes Don't know

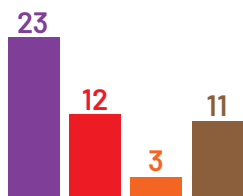
% Experienced harassment at school



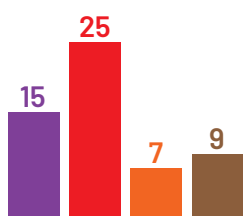
% Witnessed harassment at school



% Experienced discriminatory behavior at school



% Witnessed discriminatory behavior at school



Data collected, developed, and analyzed by the Santa Clara County Office of Education's Integrated Data, Research, and Evaluation.

In the 2022-2023 academic year, educators and students in Santa Clara County were surveyed, following trainings and professional learning provided by the Coordinator of LGBTQ+ District Resources and Supports, to assess their experiences and knowledge of LGBTQ+ inclusivity in schools. The results illuminated a need for increased efforts to support and include LGBTQ+ students in the classroom.

Educators reported a lack of familiarity with the FAIR Act, a law that mandates the inclusion of LGBTQ+ individuals and people with disabilities in the history and social science curriculum. This lack of awareness could result in a lack of inclusivity in the classroom and leave LGBTQ+ students feeling marginalized and excluded. Educators also expressed a lack of baseline knowledge about LGBTQ+ issues, making it difficult for them to create an inclusive environment for LGBTQ+ students. However, educators demonstrated a strong desire for resources they could integrate into their classroom and curriculum to better support their LGBTQ+ students.

The survey also revealed that 30% of students in Santa Clara County did not feel comfortable with their sexual orientation at school, and a large percentage have experienced or witnessed discrimination and harassment. These findings highlighted

the urgent need for schools to prioritize inclusivity and create safe environments for all students, regardless of their sexual orientation or gender identity.

Almost half of all students (48%) have experienced discrimination or are uncertain whether they have, with 15% experiencing discrimination sometimes or often. Additionally, 40% of students have witnessed harassment to some degree of frequency, with 22% witnessing it sometimes or often. Similarly, 32% of students have witnessed discrimination sometimes or regularly. Overall, 56% of students have witnessed discrimination or are uncertain if they have, while nearly half of all students have experienced discrimination or are unsure if they have.

It is clear that there is a significant need to ensure that LGBTQ+ students feel supported and included in Santa Clara County schools. Educators must become more familiar with LGBTQ+ issues and have access to necessary resources to create a welcoming and inclusive environment in their classrooms. Schools must prioritize the safety and well-being of their LGBTQ+ students and work towards a culture of inclusivity and acceptance. By doing so, schools can help to ensure that all students feel valued and supported in their academic pursuits.

WHY is this IMPORTANT

Welcome to the toolkit for integrating LGBTQ+ lessons and best practices into curriculum. This toolkit describes the importance of incorporating LGBTQ+ topics into educational frameworks and provides resources and guidance to create an inclusive and supportive learning environment for all students. Research has consistently shown that when students feel safe, supported, and included in school, their academic performance improves, engagement increases, and more students graduate college and career-ready. All students must feel safe, supported, and included at school.



Promoting Inclusion for LGBTQ+ Students

Policies and procedures should be aligned with California Education Code, federal and state laws, standards, and frameworks to support LGBTQ+ students and their families. When policies and procedures foster a positive school and learning climate for all students and their families, the importance of specific measures to create a safe and inclusive environment for LGBTQ+ students can be recognized.

Equity Statement

In affirming a commitment to equity and inclusivity in the school and classroom, it shows a belief that all students, regardless of their sexual orientation or gender identity, should have equal access to a quality education that values their identities and experiences. By integrating LGBTQ+ lessons and best practices, a learning environment is created that respects and celebrates the diversity of our student body.

Classroom Policy and Rules

Prioritizing support for all students in the classroom creates a safe space for everyone to learn and grow. It encourages open dialogue, respect, and understanding among students, fostering an environment where diverse perspectives are valued. It creates a classroom community where each student feels heard, respected, and valued for who they are.

Compliance with the Law



It is essential to note that LGBTQ+ topics are not part of parental opt-out options. Parent permission is not required, as it would be unlawful to single out a protected class or demographic for specific topics. A commitment to upholding the law means ensuring that all students receive a comprehensive education that includes a broad range of perspectives, including LGBTQ+ topics. (Ed Code: 220, 221.5, 234, 51204.5, 51930-51939)

Integrating LGBTQ+ lessons and best practices into curriculum is vital for creating an inclusive and supportive learning environment. By doing so, student well-being, academic achievement, and college and career readiness are supported. A commitment to equity and inclusivity should extend to all students, regardless of their sexual orientation or gender identity. By working together, a learning environment can be created where all students feel safe, supported, and included, and where their identities and experiences are valued and respected.

WINDOWS and MIRRORS

When incorporating LGBTQ+ topics into our curriculum, a framework of “mirrors” and “windows” can be employed. This concept, introduced by Emily Style for the National SEED Project in 1987, recognizes the importance of providing students with both reflections of their own experiences (**mirrors**) and opportunities to learn about experiences different from their own (**windows**).



Mirrors

Mirrors represent the reflection of a student’s own identity and experiences within the curriculum. It is crucial for LGBTQ+ students to see themselves represented in the materials and discussions in the classroom. By including literature, history, and examples that highlight LGBTQ+ individuals, their contributions, and their experiences, we validate and affirm the identities of LGBTQ+ students. Mirrors allow them to feel seen, valued, and connected, fostering a sense of belonging and empowering them to embrace their authentic selves.

When LGBTQ+ students encounter characters and narratives that reflect their own experiences, they gain a sense of validation, self-acceptance, and pride. Seeing themselves in the curriculum helps reduce feelings of isolation and self-doubt, promoting their emotional well-being and overall academic success. Mirrors also contribute to the development of a positive self-image and the cultivation of a strong and resilient identity.



Windows

Windows, on the other hand, offer opportunities for students to explore the experiences, perspectives, and challenges faced by individuals from LGBTQ+ communities that differ from their own. By incorporating diverse LGBTQ+ narratives and voices, we enable all students to develop empathy, understanding, and respect for the rich tapestry of human diversity.

Through exposure to LGBTQ+ topics, students are exposed to different perspectives, challenges, and journeys. This exposure broadens their horizons, challenges stereotypes and biases, and helps them build bridges of empathy and understanding. It promotes the development of critical thinking skills and fosters an appreciation for diverse lived experiences. Students gain insights into the ways in which society’s norms and expectations can impact individuals based on their sexual orientation or gender identity, encouraging them to question and challenge prejudice and discrimination.

By offering windows into the lives of LGBTQ+ individuals, students develop the capacity to empathize with and support their LGBTQ+ peers, cultivating a culture of acceptance and inclusion. These experiences equip students with the necessary skills to navigate diverse social environments, fostering a sense of global citizenship and promoting social justice.

HISTORY LESSONS

Teaching by Month/Date

January **Don't Ask Don't Tell and the History of LGBTQ+ Americans in the Military**

February **Obergefell v. Hodges**

March **Frank Kameny**

April **National Day of Silence**

May **Harvey Milk Day - May 22**

June Part 1 **The Rainbow Flag**

June Part 2 **Christopher Street Gay Liberation March/Pride Parades**

July **Bayard Rustin**

August **Compton's Cafeteria Riot**

September Part 1 **California laws and LGBTQ Students**

September Part 2 **Bisexuality Day**

October **National Coming Out Day - October 11**

November Part 1 **Transgender Day of Remembrance**

November Part 2 **Schroer v. Billington Transgender Court Case**

December **Lavender Scare**

Integrated into Current Curriculum

To integrate LGBTQ+ history into a history curriculum, start by examining the curriculum calendar or scope and sequence to identify places where LGBTQ+ integration best fits. Then, add in LGBTQ+ people and events, such as the Stonewall riots or the contributions of LGBTQ+ individuals in the arts and sciences. Incorporate primary sources and diverse perspectives that reflect the experiences and struggles of LGBTQ+ individuals. Finally, create a safe and inclusive environment for LGBTQ+ students by promoting respect, understanding, and acceptance of diverse gender identities and expressions.

By Historical Figures

To teach LGBTQ+ history by using historical people, start by selecting 2-3 important LGBTQ+ figures to focus on throughout the year. For example, Harvey Milk, Marsha P. Johnson, and Bayard Rustin. Integrate these individuals into lessons where their experiences and contributions are relevant, such as the Civil Rights Movement or the fight for marriage equality. Use primary sources, including speeches, writings, and interviews, to provide a deeper understanding of their lives and struggles.



Reflection Questions

- How has learning about LGBTQ+ history changed your understanding of the struggles faced by the community?
- In what ways do you think LGBTQ+ history lessons can benefit society as a whole, including those who do not identify as LGBTQ+?
- How can the inclusion of LGBTQ+ history in education promote a more accepting and inclusive society for future generations?



“Equality means more than passing laws. The struggle is really won in the hearts and minds of the community, where it really counts.”

- Barbara Gittings, LGBTQ+ rights activist

Lesson Resources

LGBTQ+ History Month Resources by ACSA

<https://content.acsa.org/october-is-lgbtq-history-month-resources-for-educators/>

Textbook Selection Tool and Lessons by Teaching LGBTQ History

<https://lgbtqhistory.org/textbook-evaluation-tools/>

LGBTQ History Lesson Plans by OneArchives

<https://www.oneinstitute.org/lgbtq-lesson-plans/>

LGBTQ History Social Science Project by UC Berkeley

<https://ucbhssp.berkeley.edu/teacher-resources/lgbtq>

EXAMPLE LESSON

Two Spirit and Non-Traditional Families

Authors Alex Vasquez, Lillian Guo
<https://lgbtqhistory.org/lesson/two-spirit-and-non-traditional-families/>

Grade Levels Elementary; 4

Overview

This lesson seeks to introduce students to different family models, specifically through comparing American and Native American culture. This lesson also seeks to define what it means to be Two Spirit and to discuss personal family narratives.

Time 55 minutes

Lesson Objectives

Students will:

- Compare American and Native American family models
- Explore how “Two Spirit” identities disrupt traditional definitions of the family
- Discuss personal family narratives

Essential Questions

How do American and Native American family models contrast? How might the various ways that Native Americans think about gender expression, identity, and culture provide additional family models that disrupt traditional definitions of what a family is?

Standards

CCSS SL 4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly. HSS 4.2.5. Describe the daily lives of the people, native and nonnative, who occupied the presidios, missions, ranchos, and pueblos.



Vocabulary

Two Spirit: a person of First Nations or Native American descent possessing both a male and female spirit.

Gender: how you feel - your own, personal sense of being a boy, girl, both, or neither

Gender expression: the way someone expresses their gender identity, usually through appearance, dress, or behavior.

Gender identity: one’s internal sense of being male, female, neither of these, both, or another gender(s).

Race: a term used to identify and define individuals as part of a distinct group based on physical characteristics and some cultural and historical commonalities.

Sexuality: a term used to identify people based on who they are attracted to.

Instruction:

Step 1. Warm-up (15 mins)

- a. Watch introductory video on Two Spirit identity – “Two Spirit” - Injunuity” by Vision Maker Media – found at <https://www.youtube.com/watch?v=iDyagnNmg28>
- b. Have students share out what they learned from the video, what their first impressions are, and check to be certain that students understand the significance of Two Spirit identity to Native American communities.
- c. Begin a comparative discussion of American family models with Native American family models. While discussing, encourage students to consider through lenses of gender, sexuality, religion, and race. Use questions to guide the discussion, such as:
 - i. What do you think a traditional family model looks like?
 - ii. How does gender influence traditional family roles?
 - iii. How might Two Spirit identity impact the way a family looks? Would a Native American family look different than a traditional American family? Why?
 - iv. How do factors like race, gender, and sexuality shape the way a family can look?
 - v. Why is it important to learn about different types of family models?

Step 2. Group activity (25 mins)

- a. Create two separate groups. The first group will develop a storyboard depicting stereotypes of traditional American families. The second group will depict characteristics of Native American culture that disrupt traditional family models. The storyboard can have as many panels as students want; they should try to build a story with a clear narrative. Give students 15 minutes to work on their storyboards.
- b. After each group has completed their storyboard, have students present what they made. Allow time for students to share out their thoughts and ask questions about the other group’s storyboard.
- c. While discussing both storyboards, the teacher should guide the conversation by encouraging students to compare and contrast the two types of family models. The teacher should also point out the various ways that Native American notions of gender expression, identity, and culture provide additional family models that disrupt traditional definitions of what a family is.



Scene from “Two Spirit” - Injunuity” by Vision Maker Media.

Step 3. Conclusion (10 mins)

- a. Hand out a sheet of paper to each student. Every student should make a mini storyboard to describe and share their own family background (such as having a single parent, same-sex parents, adopted and so on) in order to ground the lesson in a real, personal experience. Remind students that they are welcome to share as much or as little as they'd like on their storyboards.
- b. Either as a large group or in pairs, have students share what they put on their storyboard, so students can learn about different types of family structures that exist in their own class. Encourage students to compare and contrast their own family structures to Native American and American family models.

Relevant Resource

Nagle, Rebecca. "The Healing History Of Two-Spirit, A Term That Gives LGBTQ Natives A Voice." The Huffington Post, TheHuffington-Post.com, June 30, 2018, http://www.huffingtonpost.com/entry/two-spirit-identity_us_5b37cfbce4b007aa2f809af1



MATH LESSONS

Description

Incorporating LGBTQ+ inclusion in mathematics curriculum is crucial as it not only recognizes the diversity of students but also helps create a safe and inclusive learning environment for all. The under-representation of LGBTQ+ individuals in mathematics and STEM fields has been a long-standing issue, and including diverse perspectives in the curriculum can help address this problem. It can also provide LGBTQ+ students with role models and examples of successful individuals who share their identities and demonstrate that they can succeed in the field.

Demonstrate Mathematics

One strategy to incorporate LGBTQ+ inclusion in mathematics curriculum is to use real-world examples that relate to LGBTQ+ issues. For example, teachers can use problems that relate to marriage equality, gender-neutral bathrooms, and LGBTQ+ rights to demonstrate mathematical concepts such as statistics, probability, and geometry. Incorporating LGBTQ+ history and contributions to mathematics can also help create a more inclusive curriculum. Teachers can introduce LGBTQ+ mathematicians, such as Alan Turing and Sophie Germain, and their contributions to mathematics. This not only helps to diversify the curriculum but also provides students with relatable role models.

Be Inclusive

Another strategy is to create a safe and inclusive classroom environment for all students. This can be achieved by using inclusive language and providing a space for LGBTQ+ students to share their experiences and perspectives. Teachers can also incorporate LGBTQ+ issues and perspectives into class discussions, creating opportunities for students to learn from each other and broaden their understanding of diversity. Incorporating resources such as books, videos, and articles that highlight the experiences and contributions of LGBTQ+ individuals can also be beneficial. Overall, the inclusion of LGBTQ+ perspectives and issues in mathematics curriculum can help promote equity and inclusivity in STEM fields and support the success of all students.

Reflection Questions

- How has learning about LGBTQ+ mathematicians and their contributions changed your perception of the field of mathematics?
- In what ways do you think incorporating LGBTQ+ narratives and identities into math lessons can benefit students who identify as LGBTQ+ and those who do not?
- How can incorporating intersectional perspectives, such as race and gender, into LGBTQ+ math lessons provide a more comprehensive and inclusive understanding of the field?

Lesson Resources

The Queer Math Teacher
<https://www.thequeermathematicsteacher.com/mathematical-queeries/>

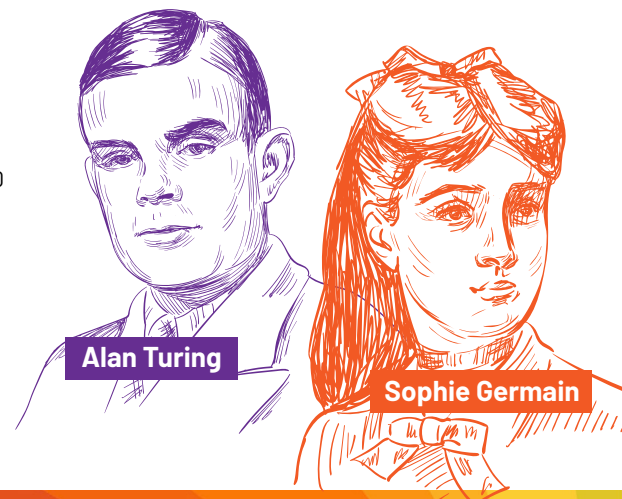
Supporting LGBTQ+ Students in Math
<https://pubs.nctm.org/view/journals/mtlt/113/11/article-p874.xml>

Supporting Transgender and Gender-Nonconforming Youth Through Teaching Mathematics for Social Justice
<https://www.tandfonline.com/doi/abs/10.1080/19361653.2012.717813>

LGBTQ Related datasets for Statistics
<https://williamsinstitute.law.ucla.edu/visualization/lgbt-stats/?topic=LGBT#about-the-data>



“Visibility is important. When people see someone who is like them doing something that they aspire to do, it makes it more possible for them. So if I can be that person for someone else, I want to be.”
- Karen Uhlenbeck, American mathematician and LGBTQ+ activist.



EXAMPLE LESSON

Listen to GLSEN

Authors Bryan Meyer and John W. Staley
<https://sccoe.to/mathglsen>

Grade Levels High School, 11 and 12

Overview

In this lesson sequence, students are introduced to the GLSEN School Climate Report, produced by the Gay, Lesbian, and Straight Education Network (GLSEN). The report details, among many other things, the ways that students who identify as LGBTQ+ are being mistreated in schools. Students organize data from this report into matrix form and use that to calculate the number of students in their own school who may be experiencing these forms of harassment and assault. They analyze their school's efforts to support students who identify as LGBTQ+ and identify ways they can take action to better support their classmates.

Time 55 minutes



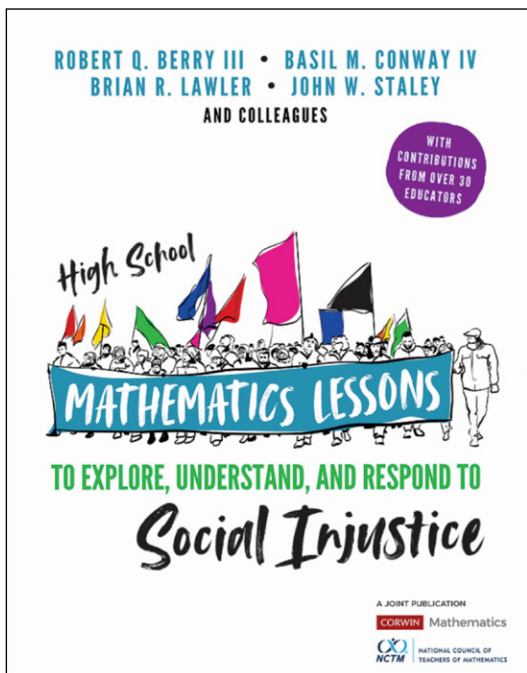
Essential Questions

This lesson is designed to introduce students to the use of matrices to organize large or complicated quantities of data. Students sift through raw data to organize a matrix, and they learn that there is more than one correct way to construct a matrix from a data set. Students also reinvent a method for multiplying two (or more) matrices together.

Standards

MATHEMATICS ESSENTIAL CONCEPTS:
Number–Quantitative reasoning includes, and mathematical modeling requires, attention to units of measurement. (N.2)

MATHEMATICAL PRACTICES - Reason abstractly and quantitatively. Look for and express regularity in repeated reasoning.

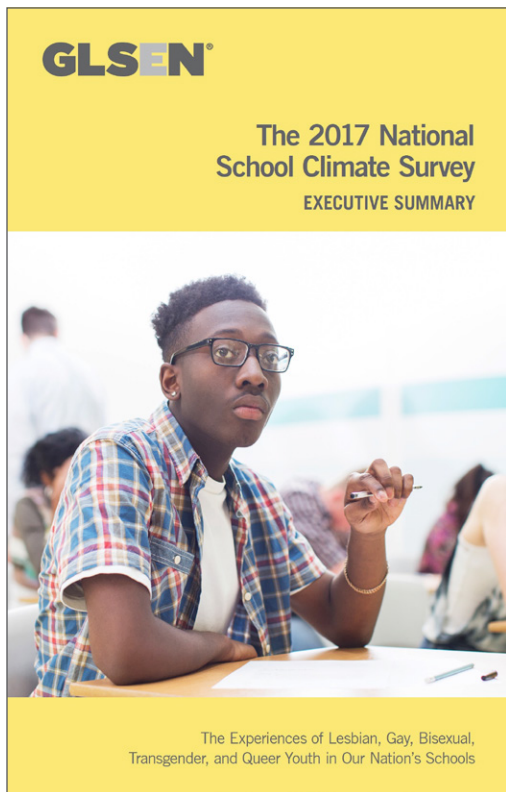


Instruction:

Lesson 1:

Students engage in sifting through lots of data in order to construct a matrix. They think about which data points suit themselves to a matrix organization and which data points do not. They also consider whether there are multiple ways to construct a matrix from a given data set.

Lesson 2 and 3 in this series can be found at <https://sccoe.to/mathglsen>



GLSEN 2017 National School Climate Survey Executive Summary

English

https://www.glsen.org/sites/default/files/2019-12/NSCS_Executive_Summary_English_2017.pdf

Spanish

https://www.glsen.org/sites/default/files/2019-12/NSCS_Executive_Summary_Spanish_2017.pdf

Launch (20 minutes)

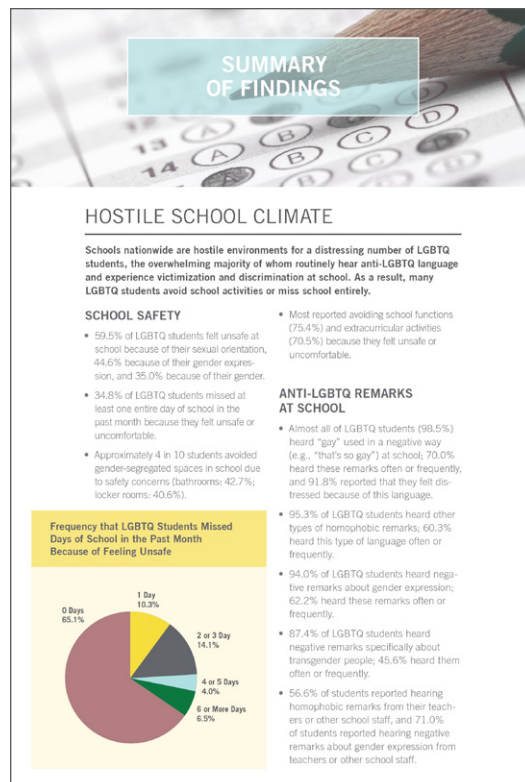
- Begin by having students journal about the following questions (they can select one). Let students know that they won't be required to share their writing.
 - Think of a time that you were bullied or harassed. How did that make you feel?
 - Why do you think some people engage in bullying or harassment?
- This is primarily an empathy-building exercise. Ask students if anyone is comfortable sharing something they wrote, but don't require it.
- Introduce the GLSEN 2017 National School Climate Survey Executive Summary. Let students know that GLSEN stands for the Gay, Lesbian, and Straight Education Network. It is an organization committed to improving the experience of students who identify as LGBTQ+ in K-12 schools. The report students will look at is a collection of data about the experiences of these students in schools across the nation.
- Give students access to pp. 4-6 of the GLSEN Executive Summary ("Hostile School Climate" and "Effects of Hostile School Climate" – see picture on page 15).
- Have students individually read and then discuss at their tables:
 - What statistics stand out to you?
 - What questions does this bring up for you?
- Record some of their noticings and (especially) their wonderings for reference later on.
- If it doesn't come up, ask:
 - What terms were included in the report that you are unsure of the meanings of?
- Tell students that, as time permits, they can discuss these terms in their groups and look up any definitions they are unsure of. There will also be a short homework reading that centers on the terms.

Explore (20 minutes)

- Distribute two copies of Task Card 1, Listen to GLSEN, per group and have the group select a “facilitator” who will read each part of the task card and keep the group focused. Have student groups begin work together on the task.
- As students work, listen for conversations about and prompt with the following questions:
 - Which data from this report are suited to a matrix organization? Which data do not really seem suited to organization with a matrix?
 - Our matrices look different. Can they both be correct? How would we know?
 - What additional data would we need to calculate this? Why these data? What would we do with the data once we had them?
- You could choose to have students make a poster of their work for Question 1 and/or Question 2.
- If some groups seem finished, encourage them to discuss the definitions of unfamiliar terms and to look up ones that they don't know or would like to verify.

Summarize (20 minutes)

- Begin by having some student groups share their matrices from Question 1. In particular, center the conversation on the following:
 - Which data were suited to matrices? Which data were more difficult to put into matrix form?
- The intent of Question 2 is for students to see that there are multiple ways to construct a matrix from a given data set.
- Have one or two groups share two different versions of a matrix from Question 2, and ask students the following questions:
 - Are these both correct? How do you know?
 - What does the 59.5 percent in this location mean? (You can do the same for the second matrix. Does the meaning change in this second matrix?)



- After this discussion, let students know that even though there are multiple correct versions of a matrix for these data, they will use this one from here on out (you will use this in Day 2). Make a poster of this matrix and display it in your room somewhere for the remainder of the lesson sequence.

National Percentages Matrix

	unsafe	verbal	physical	assault
sexual orient.	59.5	70.1	28.9	12.4
gender	44.6	59.1	24.4	11.2

- Finally, have some discussion about Question C. This question foreshadows the task for the next lesson and is just intended to get students thinking. It is not important that they fully resolve this question. Focus the discussion on the following questions:
 - What information would we need?
 - Why that information?
 - What would we do with that information if we had it?
- For homework, ask students to read the excerpt on page 11 of the Think B4 You Speak document, which can be found at: <https://sccoe.to/mathglsen>

Excerpt from Think B4 You Speak

This section adapted from the Think B4 You Speak Educator's Guide (p. 6) and GLSEN Gender Terminology, www.glsen.org/terminology.

Lexis, (gay, bisexual and transgender (LGBT) terms in the U.S. experience homophobic remarks and harassment throughout the school day, creating an atmosphere where they feel disrespected, unwanted and unsafe. GLSEN's 2007 National School Climate Survey found that nearly three-quarters (73%) of LGBT students hear homophobic language, such as "gay" or "stupid," and more than nine in ten (92%) hear the word "gay" used in a negative way frequently or often at school. Though many play down the impact of expressions like "that's so gay" because they have become such a common part of some students' and/or others' use intended to offend them, 81% of LGBT students say that hearing "gay" or "stupid" used in a negative manner causes them to feel belittled or demeaned.

DID YOU KNOW?

9 out of 10 LGBT students hear the word "gay" used in a negative way often or frequently in school and nearly 3 out of 4 LGBT students report hearing their peers make homophobic remarks, such as "stupid" or "gay," often or frequently in school.

Studies indicate that youth who regularly experience verbal or physical harassment suffer from emotional turmoil, low self-esteem, loneliness, depression, poor academic achievement and high rates of absenteeism. Research also shows that many of the bystanders to acts of harassment experience feelings of helplessness and powerlessness, and develop poor coping and problem-solving skills. Clearly, homophobic and all types of harassment—and the toxic effects they produce—are whole school problems that all educators must confront.

To address this discouraging reality, the Gay, Lesbian and Straight Education Network (GLSEN) together with The Advertising Council has created the first national multimedia public service advertising (PSA) campaign designed to address the use of anti-LGBT language among teens. The campaign aims to raise awareness among straight teens about the prevalence and consequences of anti-LGBT bias and behavior in America's schools. Ultimately, the goal is to reduce and prevent the use of homophobic language in an effort to create a more positive environment for LGBT teens. The campaign also aims to reach adults, including school personnel and parents, because their support of this message is critical to the success of efforts to change toxic behavior.

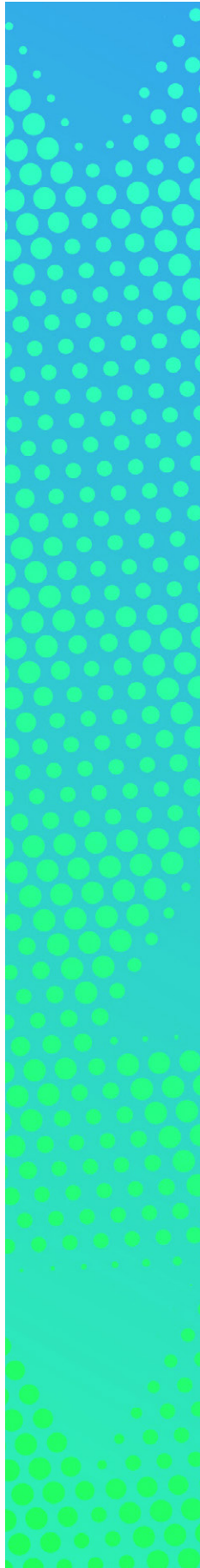
A Note About Language

This section adapted from the Think B4 You Speak Educator's Guide (p. 10) and GLSEN Gender Terminology, www.glsen.org/terminology.

There are many terms that are used to describe what is commonly known as the "gay community." Since the word "gay" most often refers to homosexual men, we have chosen to use the more inclusive "LGBT" which means lesbian, gay, bisexual and transgender. Though this term may sound unfamiliar at first, we encourage you to use it consistently with others and to avoid reflexively using "gay" to describe the broad spectrum of sexual and gender identities. There are many people

▲ Student Homework Resource 1

High School Mathematics Lessons to Engage, Understand, and Respond to Social Injustice by Robert G. Berry III, Basil H. Conway IV, Brian R. Lawler, John W. Staley, and colleagues. Copyright © 2020 by Corwin Press, Inc. All rights reserved.



LITERACY LESSONS

Reflection and Empathy

“**W**indows and Mirrors” is a teaching methodology that was initially introduced by Emily Style for the National SEED Project. The approach aims to create a more inclusive and diverse classroom environment by incorporating literature that reflects the experiences of students from diverse backgrounds.



“Representation in literature is so important because it helps people feel seen, heard, and understood.”
- Mason Deaver

Windows and Mirrors

The “mirrors” aspect of the approach involves providing students with texts that represent their own experiences and identities. These texts serve as mirrors through which students can see themselves reflected and validated in the classroom. This approach helps students develop a sense of pride and self-worth by seeing their experiences and identities valued and respected.

The “windows” aspect of the approach involves exposing students to literature that represents the experiences of others from diverse backgrounds. These texts serve as windows through which students can gain insight into the experiences of others and develop empathy and understanding. This approach helps students appreciate and respect the diversity of human experience and recognize the shared humanity that underlies different experiences.

Teaching LGBTQ+ Literature

In the context of teaching LGBTQ+ literature, the “mirrors and windows” approach could involve providing students with texts that represent the experiences of LGBTQ+ individuals, such as novels, memoirs, and poetry. The approach could also involve exposing students to literature that represents the experiences of LGBTQ+ individuals from diverse backgrounds, such as works by LGBTQ+ writers of color or writers from different parts of the world. By incorporating LGBTQ+ literature into the classroom through the “mirrors and windows” approach, students can gain insight into the experiences of LGBTQ+ individuals and develop empathy and understanding for this marginalized community.

Reflection Questions

- How has learning about LGBTQ+ literature and narratives broadened your understanding of the human experience and diverse perspectives?
- In what ways can incorporating LGBTQ+ literature into literacy lessons promote empathy, understanding, and acceptance among students?
- How can educators ensure that LGBTQ+ literature is presented in a way that is age-appropriate, respectful, and inclusive for all students, regardless of their sexual orientation or gender identity?

Lesson Resources

Recommended Books by the California Department of Education
<https://www.cde.ca.gov/ci/cr/rl/>

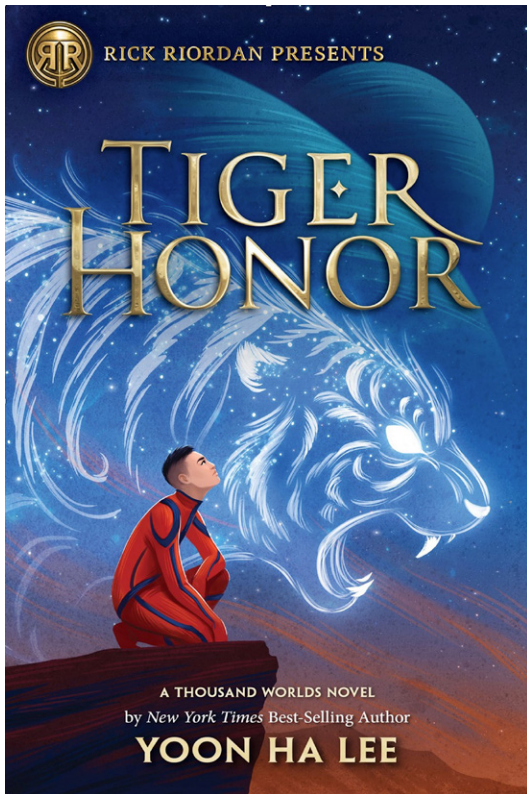
LGBTQ Materials: Pre K- Elementary by San José Public Library
<https://sjpl.bibliocommons.com/list/share/1490841059/1514074889>

SCCOE - LGBTQ/Inclusionary literature for Students
Elementary
https://www.sccoe.org/LGBTQ/Documents/LGBTQ%20literature%20for%20Students_%20Elementary.pdf

Secondary
https://www.sccoe.org/LGBTQ/Documents/LGBTQ%20literature%20for%20Students_%20Secondary.pdf

LGBTQ+ Literature Project
<https://sites.google.com/santacruzcoe.org/lgbtqbooks/home>

EXAMPLE LESSON



Tiger Honor by Yoon Ha Lee

Thirteen-year-old nonbinary tiger spirit Sebin must decide where their loyalties lie when their traitorous uncle hijacks the battle cruiser that happens to be Sebin's first assignment in the Cadet Program.

Author: Aires Yumul

<https://mitpressbookstore.mit.edu/book/9781368055567>

Grade Levels: 7-8

Standards:

CCSS.ELA-LITERACY.RL.7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RL.7.2: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

CCSS.ELA-LITERACY.RL.8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RL.8.2: Determine a theme or central idea of a text and analyze its development.

Essential Questions

- How does a person's cultural heritage shape their identity and experiences?
- What challenges do LGBTQ+ individuals face in society and how do these challenges affect their lives and relationships?
- How do authors use literature to explore and challenge societal norms and attitudes towards LGBTQ+ individuals?
- How can we use our understanding of different cultural and LGBTQ+ experiences to promote respect and empathy towards others?
- How do themes of identity, heritage, and LGBTQ+ experiences in "Tiger Honor" relate to our own lives and experiences?

Objectives

- Students will be able to analyze the themes of identity and heritage in "Tiger Honor."
- Students will be able to use evidence from the text to support their interpretations and arguments.
- Students will be able to make connections between the themes in the book and their own experiences.
- Students will be able to demonstrate respect and empathy towards individuals from different cultural backgrounds.

Materials

- "Tiger Honor" by Yoon Ha Lee
- Sticky notes or bookmarks
- Chart paper and markers
- Handout with discussion questions

Warm-Up (10 minutes)

- Ask students if they know what the term "heritage" means. Discuss examples of different cultural heritages and how they shape a person's identity.
- Show the cover of "Tiger Honor" and ask students to make predictions about the story and how it might relate to the themes of identity and heritage.

Introduction to the Book (15 minutes)

- Read the first chapter of "Tiger Honor" aloud, or have students read it silently. Ask them to mark the parts that stood out to them or that they found interesting. Discuss as a class.
- Display chart paper with the following questions: "What are some themes you think might be present in this book?" and "What questions do you have about the book or its themes?" Have students write their ideas on sticky notes and place them on the chart paper.

Reading and Analysis (25 minutes)

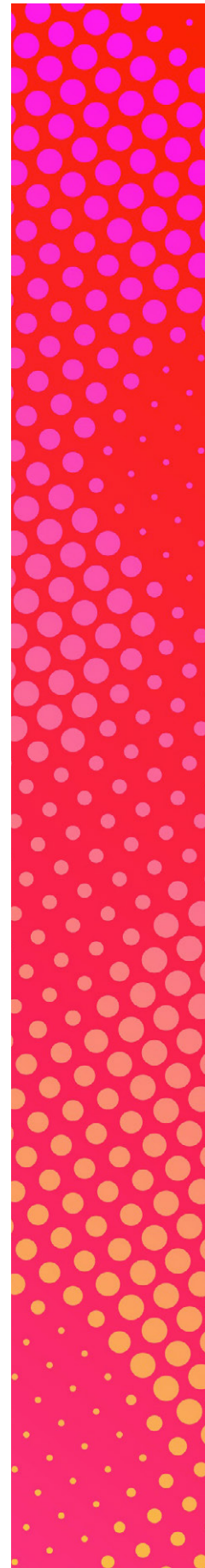
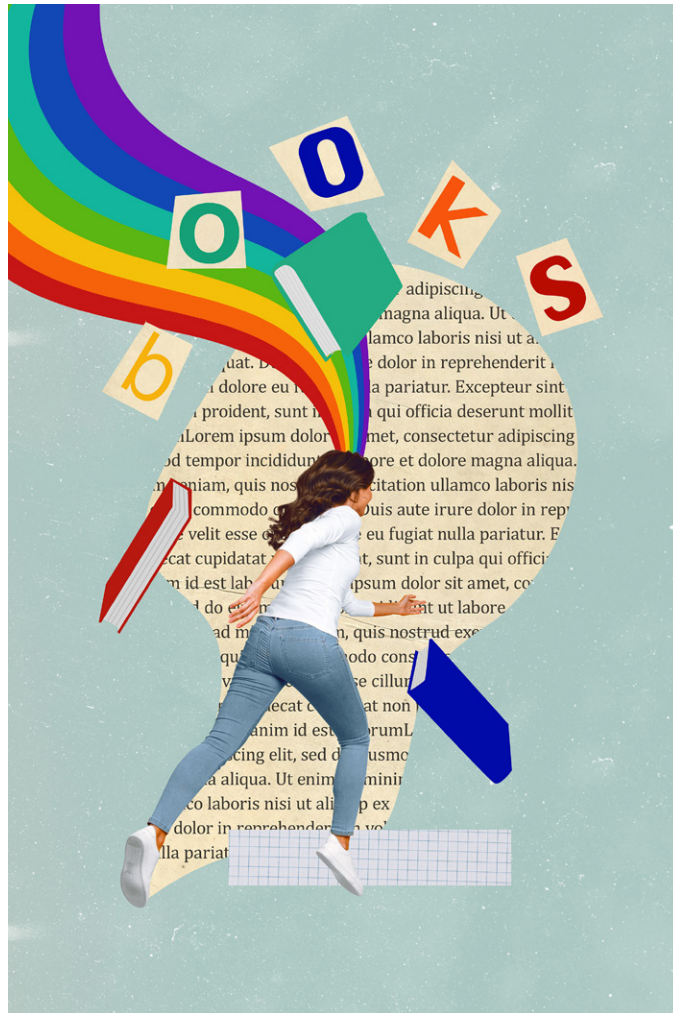
- Assign a section of the book for students to read independently or in small groups. Ask them to mark any passages that relate to the themes discussed earlier or that they find important.
- After reading, have students discuss their marked passages and how they relate to the themes identified earlier. Ask guiding questions such as: "What is the author trying to say about identity and heritage?" and "How does this passage make you feel? Why?"
- Ask students to write a short paragraph or two about their interpretation of the themes they found in the section they read. Encourage them to use evidence from the text to support their ideas.

Group Discussion (20 minutes):

- Divide students into small groups and assign them a discussion question from the handout. Topics might include the role of family and tradition in shaping one's identity, the challenges of reconciling multiple cultural identities, or the impact of racism and discrimination on self-identity, and the unique challenges faced by LGBTQ+ individuals in preserving and passing down their cultural heritage. Have them discuss their thoughts and ideas, using evidence from the text to support their arguments.
- Bring the class back together for a whole-group discussion. Have each group share their findings and ask follow-up questions to encourage critical thinking and respectful debate.

Conclusion (10 minutes):

- Ask students to reflect on what they learned and how it relates to their own experiences. Encourage them to think about how they can use what they learned to be more respectful and empathetic towards individuals from different cultural backgrounds including those who identify as LGBTQ+.



HEALTH and SCIENCE LESSONS

Health

A strategy for incorporating LGBTQ+ health into the health curriculum is to explicitly teach about gender identity and sexual orientation in a comprehensive and inclusive way. This includes covering topics such as sexual health, mental health, and the impact of discrimination on LGBTQ+ health outcomes. The 2018 California Health Framework includes guidance on how to teach about gender identity and sexual orientation, emphasizing the importance of creating a safe and inclusive learning environment for all students. (See CDE Health Framework below.) By incorporating LGBTQ+ health into the health curriculum, students can learn about the unique health challenges faced by the LGBTQ+ community and develop the knowledge and skills necessary to provide culturally responsive care to all students, regardless of sexual orientation or gender identity.

* “The absence of inclusive, comprehensive health education programs leaves young people without the necessary tools to make informed decisions about their health and safety. When we don’t offer LGBTQ-inclusive education, we isolate already marginalized students and prevent all students from acquiring the knowledge they need to lead healthy lives.” - Dr. Vincent Guilamo-Ramos.

Lesson Resources

Practical Strategies for Teaching About Gender, Sex, and Sexuality in Biology

<https://www.nsta.org/science-teacher/science-teacher-septemberoctober-2021/gender-inclusive-biology-framework-action>

CDE Health Framework

<https://www.cde.ca.gov/ci/he/cf/documents/healthframework2019.pdf>

Inclusive Sexual Health Education for Lesbian, Gay, Bisexual, Transgender Youth

<https://www.glsen.org/sexed>

Stanford - Teaching LGBTQ+ Health

<https://mededucation.stanford.edu/courses/teaching-lgbtq-health/>

Gender-Inclusive Biology

Use of the five attributes of authenticity, continuity, affirmation, anti-oppression, and student agency provide guidance in adapting any lesson to be inclusive of diverse gender, sex, or sexuality.

1. **Authenticity** – Provide accurate content and language that acknowledges both gender diversity and scientific precision. For example, “ovaries produce eggs” in meiosis, not “women produce eggs.” Ask: Is the content accurate or oversimplified?
2. **Continuity** – Consistently include gender, where applicable, as one of many lenses for analysis. Begin with a diversity lens instead of teaching an oversimplification that is later changed for exceptions. Ask: Do we have a consistently inclusive lens or a special token lesson? (See CDE Health Framework for examples.)
3. **Affirmation** – Highlight and celebrate the naturally occurring diversity of human and nonhuman species. Frame diverse phenomena, such as chromosomal intersex traits, with interested curiosity. Do not sensationalize or pathologize these variations. Ask: Do we normalize or stigmatize variation?
4. **Anti-Oppression** – Encourage students to identify and analyze the patterns that inform society’s status quo. Help students recognize recurring injustices such as intersex genital mutilation, court-ordered sterilization and chemical castration of transgender and gay individuals, and sex verification in sports. Ask: Do we empower or marginalize groups?
5. **Student Agency** – Provide students choices and habitually incorporate a student feedback cycle. Students engage more when they explore their own questions and make decisions, especially in learning about gender, sex, and sexuality. Ask: Do we invite the sharing of student experience? (See CDE Health Framework for examples.)

Source: Gender-Inclusive Biology: A framework in action Practical Strategies for Teaching About Gender, Sex, and Sexuality in Biology
<https://www.nsta.org/science-teacher/science-teacher-septemberoctober-2021/gender-inclusive-biology-framework-action>

EXAMPLE LESSON

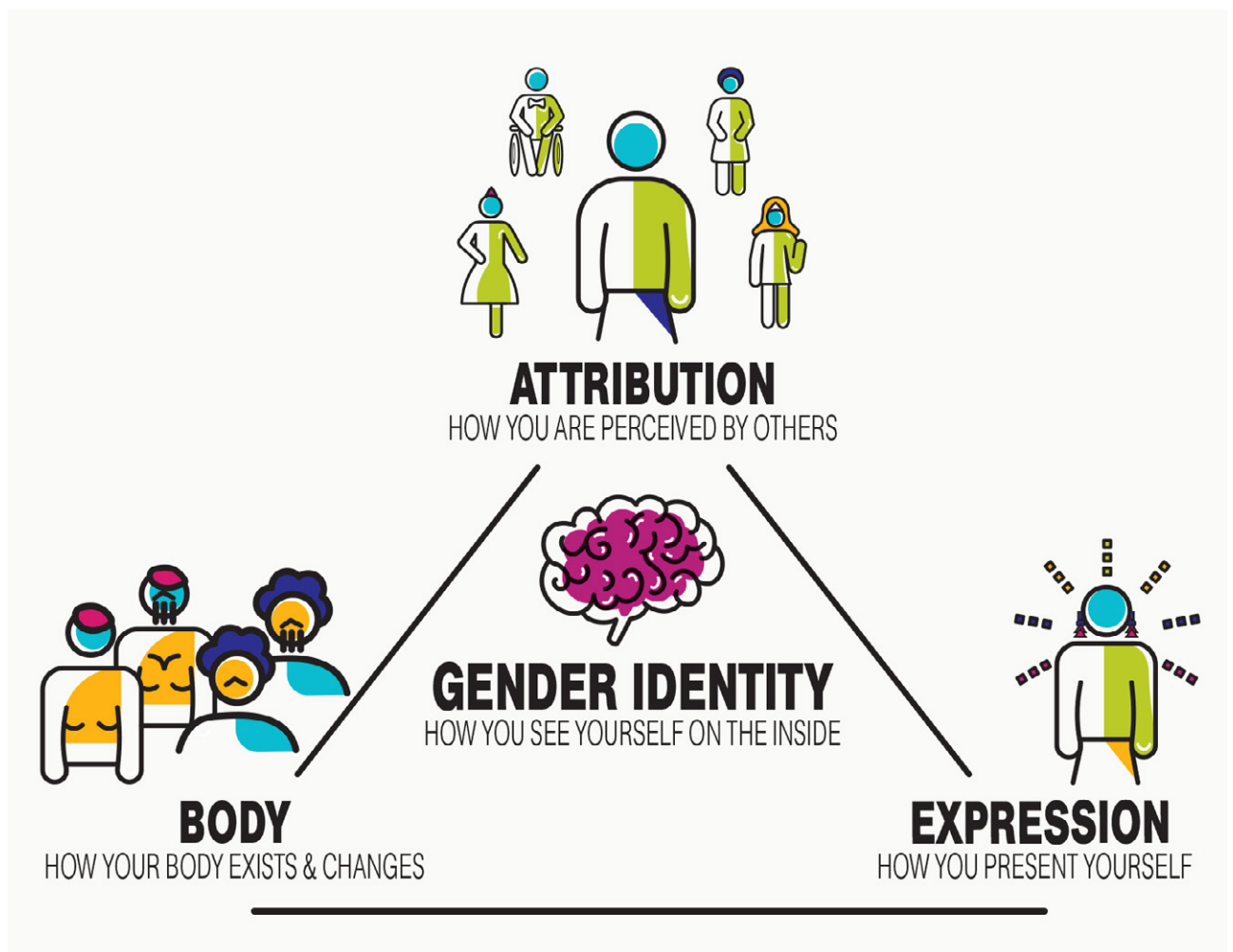
Gender Triangle

Author: InterACT

Grade Level: 9-12

Time: 90 minutes

GLSEN (the Gay, Lesbian, and Straight Education Network) and InterACT developed the Gender Triangle as an educational tool to highlight the main components that revolve around gender identity—our bodies, how we use our bodies to express ourselves, and how the world around us reads our bodies based on the cultural and social codes of our time and place.



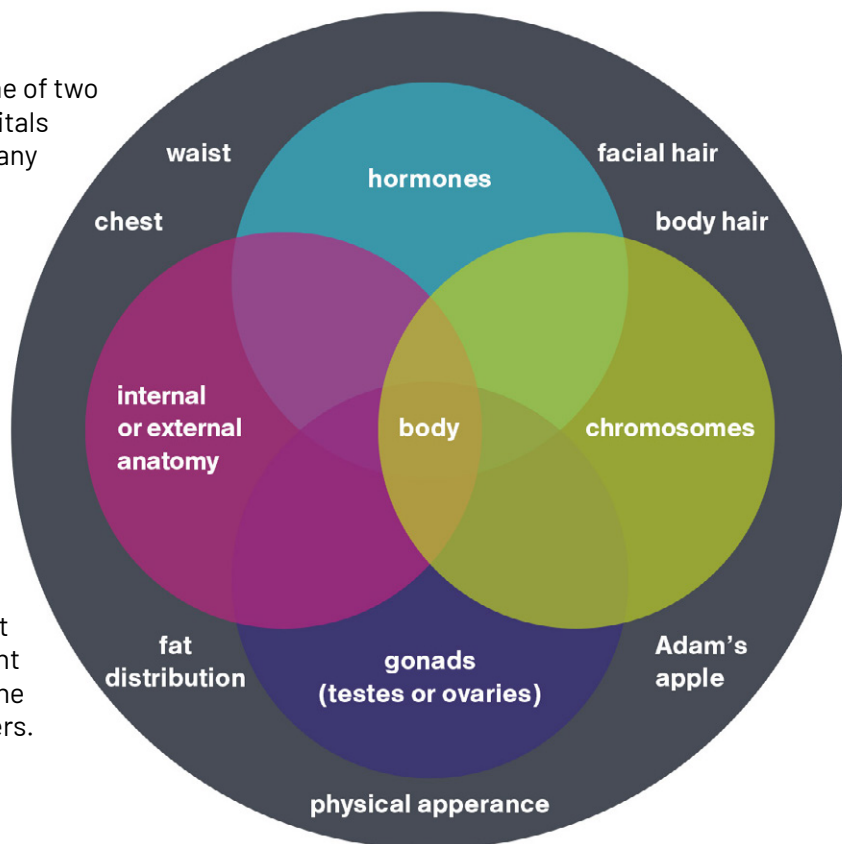
Source: <https://www.glsen.org/activity/gender-triangle-education-guide>

First, everyone has a **BODY**. And how our bodies exist and develop over time is unique. Although ideas about gender are often imposed on our bodies—facial hair attributed to manhood or chest development to womanhood—these physical traits do not always inform our identity. Instead, assumptions are made because of how others interpret our **BODILY CHARACTERISTICS**.

Upon birth, we are typically categorized into one of two genders (boy or girl) depending on how our genitals are read. Throughout our lives, however, our many bodily characteristics work together to create a unique path of development, causing some of us to grow really tall, and others to remain short, or some of us to grow hair under our armpits and legs, while others remain bare. While this development often happens on its own during puberty, this change can also be administered through medicine, such as hormone replacement therapy. Since our society often conflates our bodies (or genitalia) with our gender identity, it is critical that we allow space for people to self-identify. Some may feel that their bodies are distinct from their gender while others feel that the two are interrelated. Our bodily development is different, and so are our understandings of the relationship between our bodies and our genders.

To learn about the different secondary sex characteristics and how they affect our bodies, study this Venn diagram from interACT.

Secondary Bodily Characteristics



EXPRESSION is simply how we use our body to present ourselves. This includes the way that we talk, our mannerisms, how we interact with others, our clothing, accessories, hairstyles, what activities we enjoy, and much more! However, you should never use a person's presentation to guess their gender identity.

This is important because our gender expression is often guided by our feelings of safety or acceptance.

As a result, there can often be incongruence between how we identify on the inside and how we express ourselves on the outside. Expression of our gender or selves, whether that be through hair styles, makeup, or personal fashion, changes over the course of our lives.

ATTRIBUTION simply describes how we are perceived by others. This can change depending on the people you're around, the country you're in, or even the time period in which you live. For example, although we might consider dresses to be stereotypically feminine, ancient Romans wore "togas" regardless of their gender, and a man wearing one would even be perceived as masculine. Due to cultural and generational differences, others' interpretations of our bodies may not always match our internal sense of self, which can also lead to uncomfortable interactions.

MISGENDERING refers to the experience of being labeled by others as a gender other than the one you are. One way to acknowledge someone's right to self-identify is to ask for their **PRONOUNS**—the small words used in place of names such as she/her, he/him, or they/ them—rather than making an assumption. If you accidentally use the wrong pronouns for someone, make sure to correct yourself going forward.

Finally, **GENDER IDENTITY** sits the core of this triangle to demonstrate that gender identity is how you see yourself at your core. Everyone gets to decide their gender identity for themselves and this designation can also change over time. You may identify as a girl or boy, woman or man, or you might identify as agender,

genderqueer, nonbinary, or just as a person. You may choose not to use any specific term to define your gender identity, or you may use a term today that you decide later doesn't fit. Everyone can identify however feels right to them, and our gender identity—as our internal sense of self—is indisputable.

The more all of these aspects align, the more you may identify as **CISGENDER** and experience **CISPRIVILEGE**. For example, if you identify as a boy with bodily traits and expression that are attributed to masculinity within your culture, then you experience privilege. Cisgender people often get to move through the world without thinking about gender, being misgendered, or feeling limited by gender stereotypes.

Those who find tension among these four components, mainly the world's perception of their body and their internal gender identity, may identify as **TRANSGENDER**. Transgender often serves as an umbrella term for myriad other gender identities such as nonbinary, genderqueer, or agender. In working with youth, it's important to reflect on our own gender and consider the privileges we hold. Doing this is an important step towards understanding the many parts of our students' identities to ultimately create safer and more affirming schools for all.





SELF REFLECTION:

Now that we've covered the main components that factor into gender identity, start thinking about how this all relates to you as an individual. The following questions will encourage you to self-reflect on your own gender in order to think critically about how each of these elements manifest around you:

- Take a moment to think about your gender identity. How do you identify today? Is this the same as when you were a child?
- Self-expression can be really fun when we give people the space to explore what feels good to them. There are so many different ways to present and express ourselves to the world! What are some ways you are expressing or showing your gender today? How might this change on a different day or in a different setting?
- There are gender stereotypes that try to tell us that people who identify as girls or boys should act or dress a certain way (e.g., "girls like dresses" or "boys don't cry"). These stereotypes can make people feel bad for the things they like to do, and erases people who may identify or express themselves outside of the binary of masculinity/femininity or gender altogether. What are some ways that you break gender stereotypes attached to the norms attributed to your gender?
- The attribution of our gender identity by others is dependent on factors like culture, language, and age. How does attribution change depending on what spaces you're in and who you're around? Can you think of moments when you may have read or addressed someone in a way that may not have honored how they identified on the inside?

BEST PRACTICES

9 Ways to Be More Inclusive

***** “Creating a safe and accepting school environment is critical not only for LGBTQ students, but for all young people. Research shows that when students feel safe, supported, and accepted, academic achievement and personal growth are greatly enhanced.” - Eliza Byard, Executive Director of GLSEN (Gay, Lesbian, and Straight Education Network)

1. Respect the selected names and pronouns of your students.

Respect students’ chosen names and gender pronouns to create a welcoming classroom environment, similar to honoring their preferred nickname.

2. Use inclusive phrases when addressing groups of students.

Use gender-neutral language when greeting students. Phrases such as “Good morning, all!” “Welcome, friends!” and “Hello, students!” are excellent examples that do not perpetuate gender stereotypes.

3. Explore methods of grouping students that do not rely on gender.

To promote a more inclusive classroom environment, educators should avoid sorting students into groups based on gender, which can place students in uncomfortable positions when they are forced to choose between binary gender categories. Instead, consider alternative methods of grouping students, such as by height, birth month, favorite color, or favorite foods, to create a more welcoming and diverse learning atmosphere.

4. Highlight prominent LGBTQ+ individuals throughout history and contemporary society to serve as role models for students.

Encourage diversity and inclusivity in the classroom by highlighting role models who challenge gender norms and uplift individuals from underrepresented communities. Utilize inclusive texts, display posters that represent a variety of cultures, and engage students in conversations that celebrate diversity.

5. Foster an environment where all students feel empowered to express their true selves

Encourage students to pursue their interests and passions regardless of their gender. Remind them that they have the ability to excel in any field or activity they choose, whether it’s dancing, singing,

running, cooking, or conducting science experiments. Encourage inclusivity by allowing all students to participate in activities like playing football during recess, as well as playing dress up or house.

6. Encourage and foster allyship among your students in the classroom.

Educators can teach elementary students about allyship by clearly defining what it means and demonstrating what it looks like in action. Offer lessons that illustrate what bullying behaviors look like, how to identify trusted adults who can help, and how to create an inclusive and welcoming classroom environment for all students.

7. Establish a warm and inclusive classroom environment to promote a positive learning experience for all students.

Promote inclusivity in the classroom by including books in the classroom library that affirm and celebrate LGBTQ+ identities. When asking parents and students to complete forms or documents, make sure to request chosen names and gender pronouns. Clearly display classroom expectations for protecting all students in the classroom, fostering a safe and welcoming learning environment.

8. Design engaging and informative posters and displays to enhance the learning experience in your classroom.

Create a physical space that reflects the welcoming and inclusive environment you strive to create in the classroom. Display safe space posters and other banners and displays throughout the school to communicate to all that they are welcome.

9. Familiarize yourself with school policies and procedures related to bullying and harassment.

Be knowledgeable about school policies and procedures for reporting incidents of bullying. Educate students, parents, and support staff on how to effectively support students who experience bullying.

EXAMPLE LESSON

LGBTQ Activism in Santa Clara County

Author Aries Yumul

Grade Levels 4

Overview

In this lesson, 4th-grade students will explore the history of LGBTQ+ activism in Santa Clara County, California. They will learn about important figures like Ken Yeager and the milestones achieved in the fight for LGBTQ+ rights in this region. Through discussions, reading, and interactive activities, students will gain an understanding of the significance of local activism in shaping a more inclusive community.

Time 2 class periods (approximately 90 minutes)

Lesson Objectives

By the end of this lesson, students will be able to:

- Describe the history of LGBTQ+ activism in Santa Clara County.
- Identify key figures in LGBTQ+ activism, including Ken Yeager.
- Understand the importance of activism in creating a more inclusive community.
- Reflect on the values of respect and equality for all individuals.



Essential Questions

- What is LGBTQ+ activism, and why is it important?
- Who are some important figures in LGBTQ+ activism in Santa Clara County?
- How have the efforts of LGBTQ+ activists contributed to a more inclusive community?

Standards

- California History-Social Science Content Standards: 4.1.5 (Describe the role of significant men and women in the early history of California).
- California English Language Arts Standards: 4.RI.2 (Determine the main idea of a text and explain how it is supported by key details).

Vocabulary

- **LGBTQ+:** An acronym that stands for Lesbian, Gay, Bisexual, Transgender, and Queer/Questioning. It represents a diverse group of individuals with different sexual orientations and gender identities.
- **Activism:** Efforts to bring about social, political, or cultural change, often through protests, advocacy, and community engagement.
- **Inclusive:** Including all individuals, regardless of their differences, in a welcoming and accepting way.

Materials

- Age-appropriate books or articles on LGBTQ+ activism in Santa Clara County.
- Pictures and short biographies of Ken Yeager and other key activists.
- Whiteboard or chalkboard.
- Markers or chalk.
- Projector (optional for displaying images and videos).

Introduction (15 minutes)

- Begin the lesson by asking students if they know what the word “activism” means. Write their responses on the board.
- Explain that activism is when people work to make positive changes in their community or the world, and today, we’ll learn about a special kind of activism related to LGBTQ+ rights in our own Santa Clara County.
- Show a short video clip or images of LGBTQ+ Pride events to visually introduce the topic and the concept of inclusivity.

Activity 1: LGBTQ+ Activism in Santa Clara County (30 minutes)

- Use age-appropriate books, articles, or multimedia presentations to explore the history of LGBTQ+ activism in Santa Clara County. Discuss:
- The Stonewall Riots and their impact on LGBTQ+ activism.
- Local LGBTQ+ organizations and events that have played a role in activism.
- Show pictures and share short stories about local LGBTQ+ activists and their contributions.
- Engage the class with questions like: “Why do you think some people had to fight for their rights based on who they love or how they identify?” and “How have things changed over time?”

Activity 2: Ken Yeager and His Contributions (20 minutes)

- Begin with a short video interview or a presentation about Ken Yeager, emphasizing his role as an LGBTQ+ activist.
- Discuss Yeager’s accomplishments, such as being the first openly gay member of the Santa Clara County Board of Supervisors.
- Ask students to imagine what it might have been like to be an LGBTQ+ activist like Ken Yeager during a time when there was less acceptance and legal protection for LGBTQ+ individuals.

Activity 3: Group Discussion (15 minutes)

- Divide the class into small groups and provide discussion questions such as:
- “What actions can we take to support LGBTQ+ rights and inclusivity in our school and community?”
- “How can we ensure that everyone feels respected and included, regardless of their differences?”
- Encourage each group to share their thoughts and ideas with the class.

Activity 4: Reflective Writing (15 minutes)

- Provide students with writing prompts such as:
- “Write about a time when you felt included or excluded. How did it make you feel?”
- “What can you do to be an ally to LGBTQ+ individuals in your life?”
- Allow students to share their reflections, either in small groups or with the whole class.



Conclusion (5 minutes)

- Summarize the main points of the lesson, emphasizing the importance of respect and inclusivity.
- Connect the lesson to broader themes of diversity and the importance of standing up for what is right.

Extension Activities

1. Create LGBTQ+ History Timelines: Have students work in pairs to create timelines of LGBTQ+ activism milestones in Santa Clara County. They can use posters or digital tools to present their timelines to the class.
2. Guest Speaker Panel: Invite a panel of local LGBTQ+ activists to answer students' questions and share their experiences. This could be done virtually or in person.
3. Artistic Expression: Encourage students to express what they've learned through art, poetry, or music. They can create LGBTQ+-inclusive artwork or write poems about the importance of equality and acceptance.
4. Research Local Organizations: Have students research and present on local LGBTQ+ organizations that are currently active in Santa Clara County. They can explore how these organizations continue the work of activists like Ken Yeager.
5. Community Action: Encourage students to organize a small project or activity to promote LGBTQ+ inclusivity within their school or local community. This could include creating posters, organizing a discussion group, or participating in a local LGBTQ event.

Assessment

Assess students based on their participation in discussions, completion of reflective writing, engagement in extension activities, and their understanding of the key concepts and figures discussed in the lesson. Consider using rubrics or peer assessments for some activities to encourage collaboration and critical thinking.



Wellbeing & Suicide Prevention Resources for the LGBTQ+ Community

Get Services

The Q Corner

Offers peer services to support LGBTQ+ community members and allies to access resources, referrals, social and community building activities, mentoring, and training.

(408) 977-8800

TheQCorner@hhs.sccgov.org

sccbhsd.org/theQCorner

1075 E. Santa Clara Street, San José

Serves: All ages

LGBTQ Wellness

Supports the mental health of LGBTQ community members and allies by providing outreach, education and advocacy services.

(408) 841-4300

452 S. 1st Street, San José

<https://youthspace.org>

Serves: Adults

The LGBTQ Youth Space

A community drop-in center and mental health program for LGBTQ+ and ally youth and young adults who live in Santa Clara County.

(408) 343-7940

452 S. 1st Street, San José

youthspace.org

Serves: Ages 13-25

Bill Wilson Center LGBTQ Connections

Provides a safe drop-in space, support groups, and services to connect to housing, education, and mental health resources.

(408) 925-0233

693 S. 2nd Street, San José

billwilsoncenter.org/services/all/lgbtq-outreach.html

Serves: Ages 18-25

Outlet, Adolescent Counseling Services

Outlet empowers LGBTQ+ youth through support services, leadership training, community education and advocacy.

(650) 424-0852 x107

590 W. El Camino Real, Mountain View

acs-teens.org/what-we-do/outlet/

Serves: Ages 13-18

Billy DeFrank LGBTQ+ Community Center

Provides community, leadership, advocacy, services and support to the Silicon Valley's LGBTQ People and their Allies.

(408) 293-3040

938 The Alameda, San José

defrankcenter.org

Serves: Adults

Avenidas LGBTQ Seniors Initiative

New programs and services in the areas of Socialization and Health Education/Cultural Competency through strategic partnerships with LGBTQ organizations.

(650) 289-5417

tkingery@avenidas.org

avenidas.org/programs/lgbtq-seniors-initiative/

Serves: Older adults

Social Services Agency: Department of Family and Children's Services

LGBTQ Social Worker who provides support, advocacy, education, and resources related to LGBTQ youth involved in the child welfare system.

(408) 501-6889

lgbtq@ssa.sccgov.org

Serves: Students and families

Sexual and Gender Identities Clinic – The Gronowski Center

Affordable and affirming psychological services for individuals who identify as LGBTQ as well as those questioning their sexual orientation or gender identity.

(650) 961-9300

5150 El Camino Real, Building C,

Suite 15, Los Altos

paloaltou.edu/gronowski-center/sexual-gender-identities-clinic

Serves: Youth and adults

Talk to Someone

Crisis Text Line

Crisis Text Line is free, 24/7 support for those in crisis. Text from anywhere in the US to access a trained Crisis Counselor.

Text LGBTQ to 741741

Serves: Youth & Adults

SAGE National LGBT Elder Hotline

The SAGE LGBT Elder Hotline is available 24 hours a day, 7 days a week, in English and Spanish, with translation in 180 languages.

(877) 360-LGBT (5428)

Serves: Older Adults

The Trevor Project

The only accredited, nationwide, 24/7 crisis and suicide prevention helpline for LGBTQ youth.

TrevorLifeline: (866) 488-7386

TrevorText: Text START to 678-678

TrevorChat: thetrevorproject.org/get-help-now/

Chat forums: <https://www.thetrevorproject.org/visit-trevorspace/>

Serves: Youth under 25 and their friends and allies

Gender Affirming Resources

Trans Lifeline

Our peer support hotline is run by and for trans people. Volunteers may be available during off hours. (877) 565-8860, 7 days a week, 7am-1am

Serves: Transgender Youth & Adults

VHC Downtown Gender Health Center

Offers medical care, medical referrals, mental-emotional support, and social work services for transgender, nonbinary, and gender expansive people of all ages. (408) 977-4550

777 E. Santa Clara Street, San José
www.scvmc.org/genderhealth

Serves: All ages

Valley Homeless Healthcare Program – Gender Clinic

A safe space and walk-in clinic for transgender, nonbinary, and gender diverse people experience homelessness in Santa Clara County.

(408) 272-6050

2101 Alexian Drive, Suite D, San José

Serves: All ages

TransFamilies of Silicon Valley

A community of families with transgender and gender-creative children, offering an active online support group, monthly playgroups and peer-led support meetings for parents/caregivers with teens and young adults.

transfamiliesv@gmail.com

transfamiliesca.org

Serves: Families

Callen-Lorde Safer Binding and Tucking Brochures

Learn the do's and don'ts of binding and tucking in this helpful brochure series.

callen-lorde.org/transhealth

Serves: Transgender youth and adults

LGBTQ+ Friendly Shelter

Life Moves-New Haven Inn

A referral-only inclusive shelter in downtown San José with focused support for individuals who identify as LGBTQ+.

(650) 533-9299

lifemoves.org/directory/new-haven-inn/

Serves: Homeless Adults

Get More Information

LGBTQ Resources

Access a list of resources compiled by Santa Clara County's Behavioral Health Services.

sccbhsd.org/lgbtq

Office of LGBTQ Affairs

Provides leadership and support for the well-being and longevity of LGBTQ communities in Santa Clara County through coordinated, integrated approaches.

sccgov.org/lgbtq

LGBT National Help Center

Serving the LGBTQ+ community by providing free and confidential peer-support and local resources.

LGBThotline.org

Santa Clara County Office of Education LGBTQ+ Resources

Resources and Information for LGBTQ+ students and their families, including the LGBTQ+ Information and Resource Guide and OUT for Safe Schools Campaign.

sccoe.org/LGBTQ/

National Resource Center on LGBT Aging

The country's first resource center providing training, technical assistance and educational resources to providers, LGBT organizations and LGBT older adults.

www.lgbtagingcenter.org

Family Acceptance Project (FAP)

The Family Acceptance Project teaches evidence-based approaches and strategies to increase family support for culturally diverse LGBTQ+ children and youth.

familyproject.sfsu.edu/

PFLAG

PFLAG provides support, information, and resources for LGBTQ+ people, their parents and families, and allies.

pflagsanjose.org

Additional Resources



SCCOE Support

SCCOE supports for LGBTQ+ youth and educators – including the Out for Safe Schools™ campaign – can be found at <https://www.sccoe.org/LGBTQ/>

Laws and Policies

Model Laws and Policies by GLSEN
<https://www.glsen.org/activity/model-district-anti-bullying-harassment-policy>

Laws and Policies Protecting LGBTQ+ students in Schools by RISE LA

https://drive.google.com/file/d/16lgjX-s8_3smYW_f0RevyLA0roWAMcwsJ/view

Laws and Policies Protecting LGBTQ+ students in Systems of Care by RISE LA

<https://drive.google.com/file/d/1K0gse-W8HmwUjhGk6Sg9H4CPEuv517JOV/view>

Supporting LGBTQ+ Students by the CDE

<https://www.cde.ca.gov/pd/ee/supportlgbtq.asp>

Gender Identity

USC Rossier Students and Gender Identity: A toolkit for educators to help create and develop inclusive spaces for transgender and gender non-conforming students
<https://rossieronline.usc.edu/blog/students-and-gender-identity/>

Non-Binary Gender Identities fact sheet

<https://www.sccoe.org/LGBTQ/Documents/Non-Binary%20Gender%20Identities.pdf>

Gender Diversity and Transgender Identity in Adolescents fact sheet

<https://www.sccoe.org/LGBTQ/Documents/Gender%20Diversity%20and%20Transgender%20Identity%20in%20Adolescents.pdf>

Cómo Hablar Sobre El Género y La Orientación Sexual (Talking about Gender and Sexual Orientation)

<http://www.somos.dreamhosters.com/newwp/wp-content/uploads/2011/06/Cómo-Hablar-Sobre-El-Género-y-La-Orientación-Sexual-1doc.pdf>

Media/Podcasts

Video: “Transgender Basics.”
– Gender Identity Project New York City, 2009. (20 minutes)
<https://www.youtube.com/watch?v=UXI9w-0PbBX>

Podcast: Making Gay History.
Eric Marcus, New York, 2016-2019.
<https://makinggayhistory.com>

Podcast: History is Gay.
Leigh and Gretchen, 2018-2019.
<https://www.historyisgaypodcast.com>

Podcast: Queer America from Teaching Tolerance. Guest academics talk about queer history. 2018-2019.
<https://www.learningforjustice.org/podcasts/queer-america>



Your actions matter.
No action or voice is too small to make a difference.”

– Vanessa Nakate



Graphic design by Mike Bromberg, SCCOE