



Sample Lesson Plan LGBTQ Harassment



Grade Level

Middle School

Video Segment

connectwithkids.com/our-work/stories-that-inspire/

Discussion Questions

1. How was Marvin harassed? Why?
2. What are some strategies he could have used? How could others have helped?
3. Why didn't anybody help Marvin?
4. What would you do or say if there was a student in your community that experienced gender-based harassment, as Marvin did? Explain your answer.

Essential Question

How can YOU help to control sexual and gender-based harassment in our community?

Activity

Please scroll down to page 2.

Activity

Letters of Love: Supportive Acrostic

Materials

- Letters of Love Worksheet
- Writing tools

Activity Guidelines

1. Discuss the following terms and definitions with students:
 - **harassment:** Conduct that actually or intends to substantially interfere with a student's educational opportunities by creating an intimidating, hostile, or offensive school environment.
 - **LGBTQ:** an acronym for Lesbian/Gay/Bi-sexual/Transgender/Queer (and/or Questioning)
 - Lesbian:** females who are sexually attracted to female
 - Gay:** males who are sexually attracted to males
 - Bi-sexual:** a person who is sexually attracted to both males and females
 - Transgender:** a person whose gender identity does not correspond to that person's biological sex assigned at birth
 - Queer and/or Questioning:** the stage when a person is exploring and discovering his/her gender identity or gender expression
2. Explain that sometimes people add an A to the end of the LGBTQA acronym to represent "Ally," a person who stands up for or supports the rights of LGBTQ people. Discuss ways students can be allies and/or ways the law* requires us to respect the rights of LGBTQ people.
3. Have students create an acrostic message using the letters LGBTQA or their own first names. Write the letters down the left side of the page or copy and distribute the Letters of Love worksheet. Each letter becomes the first letter of a word, words, or phrases to express ways they can be allies to those experiencing sexual or gender-based harassment. An example: L= listening, learning about the person, lending a hand.

Conclusion

Have students share their acrostics and post them in the room as reminders of their role in stopping sexual and gender-based harassment.

** Federal Law requires schools to address conduct that is: severe, pervasive or persistent; creates a hostile environment; is based on a student's race, color, national origin, sex, disability, or religion. For more information, see www.stopbullying.gov*

Letters of Love

L

G

B

T

Q

A