

## Before You Begin

- Encourage students & families to participate in our Rainbow day and color days by wearing the color of the day.
- Be sure to have art supplies ready as well as copies of the flag template.
- [Significance of the flags](#) (can be included in family communication)

## Content/Goal/Objectives

Students can Identify what a flag is.

Students will recognize the Rainbow flag and know who it represents.

**Content Standards:** 31AECa: Demonstrate empathy, sympathy and caring for others; 31AECb: Recognize the feelings and perspectives of others

Early Learning Standards: SEL 2A Recognize the feelings and perspectives of others; SEL 2B: Recognize individual and group similarities and differences

## Materials:

Slide Presentation

Today's book: The first half of [The Story of Harvey Milk and the Rainbow Flag](#)

Art supplies

Blank Flag Template

**Vocabulary:** Flag, Gay, Lesbian, Non-Binary, Queer, Community

## Learning Plan

- **Teacher:** *What is a **flag**? A flag is a piece of cloth used as the symbol or to represent/stand for a country, group of people or as a decoration during public festivities. What flags have you seen or do you know of? Call on a couple of students to share what flags they know of or are familiar with. (If students are unfamiliar with flags, show flags from the slide show).*
- **Teacher:** *Those are all great examples! This week we are going to learn about a special flag that some of you might have seen (show flag). Who has seen this flag before? Do you know who uses this flag or what it represents? Today we are going to learn where this flag came from and who it represents.*
- **Teacher:** Let's listen to the book *The Story of Harvey Milk and the Rainbow Flag* By: Rob Sanders.
- [The Story of Harvey Milk and the Rainbow Flag](#) stopping at "Harvey was proud of the flag, and proud of himself." (0:00-0:4:12)
- Ask for comments or noticings. *What did you notice?*

- **Teacher:** As you heard in the story, sometimes people who look the same love each other, and sometimes people who look different love each other.- Boys can love boys, girls can love girls, people can love people. When a boy loves another boy they can be called **gay** and when a girl loves another girl they can be called a **lesbian** or Lesbians. When a boy loves a girl, they are called **straight**. When someone is not a boy or a girl, maybe they feel both, they are **non-binary or queer**. This kind of love is for people not in your family. (Teacher uses self as an example; I love my mom but I am not a lesbian. This love is different from the love you have for your family.
  - Use slides 6-9 as visuals
- **Teacher:** This beautiful flag represents gay people, lesbians and other people in their community. A **community** is a group of people who live in the same area or have the same ideas or beliefs. This community believes that you should love who you want to love and be yourself. This week we are going to learn about all the colors in this flag, what they stand for and what they mean to different people.
- **Teacher:** This week we are going to make our own rainbow flags, we're going to dress in rainbow color and we're going to make a rainbow flag together as a class, it's going to be great! Today we are going to make a flag that represents us! (Teachers should use themselves as an example and start a sample flag).
- Hands-on activity: Students will make a flag that they feel represents them.
- Invite students to wear the colors we will be learning about tomorrow, red and orange!



### Before You Begin

- Make sure you have various art supplies in the colors red and orange (dot markers, construction paper, sequins, crayons, markers, pipe cleaners, etc..).
- You will need copies of the blank rainbow template for each student.
- You will need 1 blank class rainbow flag.

### Content/Goal/Objectives

Students will identify the colors red and orange.

Students will identify the meaning of the colors red and orange in the rainbow flag.

### Content Standards:

31AECa: Demonstrate empathy, sympathy and caring for others; 31AECb: Recognize the feelings and perspectives of others

Early Learning Standards: SEL 2A Recognize the feelings and perspectives of others; SEL 2B: Recognize individual and group similarities and differences

### Materials:

Slide Presentation

Today's book:

[Book: Rainbow: The First Book of Pride](#)

Art Supplies

Student rainbow flag template

Class rainbow flag template

Vocabulary: Flag, Gay, Lesbian, Community, Red, Life, Orange, Healing

### Learning Plan

- **Teacher:** I'm so happy to see so many of my friends wearing our special colors today. Who can tell me what our special colors are today? (Wait for student responses). I'm so happy you all know these colors but in case you didn't know, this color is red (show slide) and this color is orange (show slide). Let's practice these colors. (Flip between the 2 slides and have students say color).
- **Teacher:** Today we are going to talk about the colors red and orange and how they have a very special meaning in the flag we're learning about, what flag is that? (wait for students to reply with the rainbow flag).

- **Teacher:** Before we learn about the colors red and orange let's talk about what we learned yesterday. Who can remember one of the words we learned yesterday? (Review vocabulary from yesterday/use slide show).
- **Teacher:** Today we are going to talk about the color red and its place in the rainbow flag. Close your eyes and think about the color red. What do you see? Don't tell me yet, just think. It's it something happy? Something to eat? Something you play with? Ok friends open your eyes. Turn and talk to a partner about what you saw. (allow a couple of minutes for turn and talk). Ok, who would like to share? (Select a few students to share what they saw). These are all great answers!
- **Teacher:** Let's read this book about the rainbow flag and all the colors we see in the flag.
- **Book:** [Rainbow: The First Book of Pride](#) By: Michael Genhart
- **Teacher:** When we look at the rainbow flag we see lots of colors and every color has a special meaning to the community. **Red** is the first color and in the rainbow flag it means **Life**. (Show students pictures on the life slide). I want you to all take a minute and look at these pictures. How do you think they represent life? (Take some student answers). Great! Yes! Life looks different for different people. Just like you all saw different things when you pictured the color red, life looks different to different people. Life means to be alive, to grow, to breathe, to live, to be you!
- **Teacher:** The second color we are going to talk about is **orange**. Who here is wearing orange? Great! This time I want you to close your eyes and think about the word healing. What do you see? Maybe this time your feel something. Now open your eyes and talk to your partner. Tell them what you saw. (Give students a couple of minutes to share with their partners). Friends, I heard (name a couple of things students said and click to the orange slide). In the rainbow flag, orange means **healing**. Healing is when you make something healthy or complete. Look at the pictures on the board and think about how these pictures can be healing. Go through some of the pictures or have students do it and talk about how they can mean healing.
- **Teacher:** Now we get to start our own rainbow flags! (Call each student to their tables and give them a blank rainbow flag. Instruct students to only color in the red stripe and the orange stripe. Be sure to indicate which stripes they are from top to bottom.) As students are coloring in their flags, call students to come up to the class flag and help color it in. Students may use materials available in the classroom (dot markers, construction paper, sequins, crayons, markers, pipe cleaners, etc..).
- **Hands on activity:** Students will fill in the red and orange stripes in their rainbow flag and will contribute to the class flag.

### Before You Begin

- Make sure you have various art supplies in the colors yellow and green (dot markers, construction paper, sequins, crayons, markers, pipe cleaners, etc..).
- You will need student flag templates from yesterday.
- You will need the class flag template you started yesterday.

### Content/Goal/Objectives

Students will identify the colors yellow and green.

Students will identify the meaning of the colors yellow and green in the rainbow flag.

**Content Standards:** 31AECa: Demonstrate empathy, sympathy and caring for others; 31AECb: Recognize the feelings and perspectives of others

Early Learning Standards: SEL 2A Recognize the feelings and perspectives of others; SEL 2B: Recognize individual and group similarities and differences

### Materials:

Slide Presentation  
Art supplies  
Students individual rainbow flag templates  
Class flag template

**Vocabulary:** Flag, Community, Red, Life, Orange, Healing, Yellow, Sunlight, Green, Nature

### Learning Plan

- **Teacher:** Wow look at all the yellow and green in our classroom! I'm so happy to see so many of my friends wearing our special colors today. Who knows what our special colors are today? (Wait for student responses). Wow! You know these colors already but in case you didn't know, this color is yellow (show slide) and this color is green (show slide). Let's practice these colors. (Flip between the 2 slides and have students say color). Who remembers the colors we talked about yesterday? That's right! Red and orange! Who can tell me what they stand for in the rainbow flag? (If students don't remember, show the slides from yesterday (Life & Healing) and remind students.
- **Teacher:** Today we are going to talk about the colors yellow and green and just like red and orange, they have a very special meaning in the flag we're learning about, what flag is that? (wait for students to reply with the rainbow flag.)

- **Teacher:** Before we learn about the colors yellow and green let's read another book about the rainbow flag. We have a really good one for today! The book we're reading today is called Sewing the Flag By: Gilbert Baker
- [Sewing the Flag By: Gayle Pitman](#)
- **Teacher:** (Revisit the part of the book where Gilbert's father takes away his art supplies and gives him sports gear, blocks, erector sets, etc.). Ask students what they see and how they think Gilbert feels. Ask students how they would feel if that happened to them.
- **Teacher:** Friends I have a question for you. Can boys like art? Can girls play with blocks? Can kids just play with the toys they like? The answer is YES! Friends there are no girl toys and there are no boy toys. There are just toys. (Go through slides and ask students who can play with the toys pictured). Explain to students that kids shouldn't stop themselves from having fun because they are worried about what other people think. You should just play with the toys you like.
- **Teacher:** Our flag colors for today are yellow and green. Today, we are going to do our exercise from yesterday but we're going to do it a little different. Close your eyes and think about the color yellow. Now think about yellow sunlight. What do you see? What do you feel? Ok friends open your eyes. Turn and talk to a partner about what you saw or felt. (allow a couple of minutes for turn and talk). Ok, who would like to share? (Select a few students to share what they saw). What fantastic answers! Ok let's try it again. Close your eyes and think about the color green. Now think about green and nature/the outside. What do you see? What do you feel? Ok friends open your eyes. Turn and talk to a partner about what you saw or felt. (allow a couple of minutes for turn and talk). Ok, who would like to share? (Select a few students to share what they saw).
- **Teacher:** When we look at the rainbow flag we see lots of colors and every color has a special meaning to the community. **Yellow** is the third color and in the rainbow flag it means **Sunlight**. (Show students pictures on the sunlight slide). I want you to all take a minute and look at these pictures. How do you think they represent sunlight? (Take some student answers). Great! Yes! Sunlight looks different for different people. Sometimes a word makes you feel something. When I think sunlight, I think about being warm and sitting at the beach.
- **Teacher:** The second color we are going to talk about is **Green**. Friends, when we were talking about the things we saw when we were thinking about green and nature I heard (name a couple of things students said and click to the green slide). In the rainbow flag, green means **Nature**. Nature is the world around us. Look at the pictures on the board and think about how these pictures are nature. Go through some of the pictures or have students do it and talk about how these pictures represent nature or where they see the pictures in nature.
- **Teacher:** Now it's time to add to our own rainbow flags! (Give students their flags from yesterday. Instruct students to only color in the yellow stripe and the green stripe. Be sure to

indicate which stripes they are from top to bottom.) As students are coloring in their flags, call students to come up to the class flag and help color it in. Students may use materials available in the classroom (dot markers, construction paper, sequins, crayons, markers, pipe cleaners, etc.).

- **Hands on activity:** Students will fill in the yellow and green stripes in their rainbow flag and will contribute to the class flag.

### Before You Begin

- Make sure you have various art supplies in the colors blue and purple (dot markers, construction paper, sequins, crayons, markers, pipe cleaners, etc..).
- You will need student flag templates from yesterday.
- You will need the class flag template you started yesterday.

### Content/Goal/Objectives

Students will identify the colors yellow and green.

Students will identify the meaning of the colors yellow and green in the rainbow flag.

### Content Standards:

31AECa: Demonstrate empathy, sympathy and caring for others; 31AECb: Recognize the feelings and perspectives of others

Early Learning Standards: SEL 2A Recognize the feelings and perspectives of others; SEL 2B: Recognize individual and group similarities and differences

### Materials:

Slide Presentation

Today's book: [Our Rainbow By: Little Bee Books](#)

Art supplies

Students individual rainbow flag templates

Class flag template

Vocabulary: Flag, Gay, Lesbian, Straight, Community, Red, Life, Orange, Healing, Yellow, Sunlight, Green, Nature, Blue, Harmony, Purple, Spirit

### Learning Plan

- **Teacher:** I love how so many of my friends are wearing our special colors today! Friends, what our special colors are today? (Wait for student responses). Yes! You know these colors already but in case you didn't know, this color is blue (show slide) and this color is purple (show slide). Let's practice these colors. (Flip between the 2 slides and have students say color). Who remembers the colors we talked about yesterday? Yes, and what about the colors from Tuesday? That's right! Who can tell me what all of these colors stand for in the rainbow flag? (If students don't remember, show the slides (Life, Healing, Sunlight & Nature) and remind students. And who can tell me what and who the rainbow flag stands for? (Guide answers as needed.)

- **Teacher:** Today we are going to talk about the colors blue and purple and just like red, orange, yellow and green they have a very special meaning in the flag we're learning about, what flag is that? (wait for students to reply with the rainbow flag.)
- **Teacher:** Before we learn about our special colors today, let's read another book about the rainbow flag. In this book you are going to see the colors we have already learned about and some pictures that show what those colors mean in the rainbow flag. The book we're reading today is called *Our Rainbow* By: Little Bee Books.
- [Our Rainbow By: Little Bee Books](#)
- **Teacher:** What a great book! Friends, something I really liked about this book is seeing all of the beautiful colors in this book and all of the beautiful pictures. These pictures of colors made me think and I have a question I want you to think about. Are there girl colors and boy colors? Friends I want you to turn and talk to a partner and tell them what you think. (Give students a couple of minutes to discuss). Would anyone like to share?
- **Teacher:** Let's take a vote. Raise your hand if you like the color red. Raise your hand if you like the color yellow. Raise your hand if you like pink. Raise your hand if you like blue. I saw a lot of hands for all those colors and I want to tell you all that just like there are no "girl toys" and there aren't any "boy toys" there are NO girl colors and there are NO boy colors. Boys can like any color and wear any color they like and the same with girls. Girls can wear whatever color they like. **It's ok to like some colors or all the colors, the important thing to remember is that it's ok to like the colors and toys you like.** You don't have to be scared or hide it. You should be you!
- **Teacher:** Our flag colors for today are blue and purple. Let's look at the rainbow flag and find the colors blue and purple on the flag (click to slide with the rainbow flag.) Can someone find the color blue on the flag for me? What about the color purple? What about red? Yellow? Orange? And green? Great job friends! Let's review what these colors mean when they are on the rainbow flag. What does the color red mean? (Review colors and meanings with students).
- **Teacher:** Our first color today is **Blue** and in the rainbow flag it means **Harmony**. (Show students pictures on the harmony slide). Harmony means peace, agreement, balance, or when all parts work together. I want you to all take a minute and look at these pictures. How do you think they represent harmony? (Take some student answers). Great! Yes!
- **Teacher:** The second color we are going to talk about is **Purple**. The purple stripe in the rainbow flag represents **Spirit**. What do you think the word spirit means? Spirit can be your feelings, it can be an attitude or mood, it can be the way you think or do something. Look at the pictures on the board and think about how these pictures show us spirit. Go through some of the pictures or have students do it and talk about how these pictures represent spirit.

- **Teacher:** Now it's time to add to our own rainbow flags! (Give students their flags from yesterday. Instruct students to only color in the blue stripe and the purple stripe. Be sure to indicate which stripes they are from top to bottom.) As students are coloring in their flags, call students to come up to the class flag and help color it in. Students may use materials available in the classroom (dot markers, construction paper, sequins, crayons, markers, pipe cleaners, etc.).
- **Hands on activity:** Students will fill in the blue and purple stripes in their rainbow flag and will contribute to the class flag.



## Before You Begin

- Make sure you have various art supplies in the colors black and brown (dot markers, construction paper, sequins, crayons, markers, pipe cleaners, etc..).
- You will need student flag templates from yesterday.
- You will need the class flag template you started yesterday.

## Content/Goal/Objectives

Students will identify the colors black and brown.

Students will identify the meaning of the colors black and brown in the rainbow flag.

## Content Standards:

31AECe: Develop positive relationships with peers ; 31AECa: Demonstrate empathy, sympathy and caring for others; 14AECb: Contribute to the well being of one's early childhood environment, school and community

Early Learning Standards: SEL 2A Recognize the feelings and perspectives of others; SEL 2C: Contribute to the well being of one's school and community; SEL 2D: Demonstrate the ability to prevent, manage and resolve interpersonal conflicts in productive ways

## Materials:

Slide Presentation

Today's book:

[Black is Rainbow Color By: Angela Joy](#)

Art supplies

Students individual rainbow flag templates

Class flag template

## Vocabulary: Flag, Gay, Lesbian, Straight,

Queer, Community, Red, Life, Orange,

Healing, Yellow, Sunlight, Green, Nature,

Blue, Harmony, Purple, Spirit, Black, Brown,

Diversity

## Learning Plan

- **Teacher:** Wow! I'm loving how much black and brown I'm seeing today! I want to take a minute and say thank you to all of you for wearing our special colors this week, for learning and practicing colors with me and for learning about the rainbow flag with me. You have done an amazing job this week and you all deserve an applause! (Clap for students.)
- **Teacher:** Friends our special colors are black and brown, this color is ... (wait for students to answer) that's right! Black! (show slide) And this color is... (wait for students to answer) right! Brown! (show slide). Let's practice these colors. Who can tell me one of the colors that we learned this week? (Call on students as they call out the names of the colors in the rainbow flag). Who can tell me what all of these colors stand for in the rainbow flag? (If students

don't remember, show the slides) and remind students. And who can tell me what and who the rainbow flag stands for? (Guide answers as needed.)

- **Teacher:** Today we are going to talk about the colors black and brown and just like the other colors, they have a very special meaning in the flag we're learning about, what flag is that? (wait for students to reply with the rainbow flag.) Before we learn about our special colors today, let's read a book about these special colors black and brown. The book we're reading today is called *Black is a Rainbow Color* By: Angela Joy.
- [Black is Rainbow Color By: Angela Joy](#)
- **Teacher:** What an amazing book! Friends, what did you think about that book? When we see a rainbow outside do we see black and brown in the rainbow (show slide of rainbows outside)? (Wait for students to respond). No we don't so why do you think the rainbow flag included black and brown stripes? Turn and talk to your partner and tell them why you think the rainbow flag has a brown and black stripe. (Give students a couple of minutes to share their ideas). Does anyone want to share what they think? (Call on a couple of students to share). Friends, thank you for sharing all of your thoughts and ideas with us. I love that the little girl in the book included the color black as a rainbow color because black is the color she saw in herself, her friends and her community. Black is a beautiful color and even though we don't see black and brown on the rainbow outside it's still on the rainbow flag because it represents people!
- **Teacher:** The colors **Black** and **Brown** in the rainbow flag stand for diversity and represent people of color. (Show students pictures on the slide). **Diversity** means having a group of different people or things. I want you to all take a minute and look at these pictures. How do you think they represent diversity? (Take some student answers). Great! Yes! Diversity is important because we get to have different people in our classroom. Without diversity, everything and everybody would be the same! What would you think about that? I like the way I look, and I like the way you look too! I like the different colors of hair and different colors of your skin, and how some of you have straight hair and some have curls. Everybody stand up. Look to your left (point left), look to your right (point right). Is everyone the same height? No! Now when I count to 3 I want everyone to dance. Ready? 1, 2, 3 Dance! (Let students dance to the song about rainbows). Ok friends have a seat. I love how you all dance and I love how you all danced differently. All of the things that make us different also make us special and one of a kind. Diversity makes us all who we are and it makes us beautiful.
- **Teacher:** Now it's time to finish our own rainbow flags! (Give students their flags from yesterday. Instruct students to only color in the black stripe and the brown stripe. Be sure to indicate which stripes they are from top to bottom.) As students are coloring in their flags, call students to come up to the class flag and help color it in. Students may use materials available in the classroom (dot markers, construction paper, sequins, crayons, markers, pipe cleaners, etc..).

- **Hands on activity:** Students will fill in the black and brown stripes in their rainbow flag and will contribute to the class flag.
- **Teacher:** Gather students on the rug and show them the class flag they all made and contributed to. Ask them to show you their flags. Congratulate students on a job well done and proudly hand the class flag where they can all see it.

# LGBTQ+ Equity Week

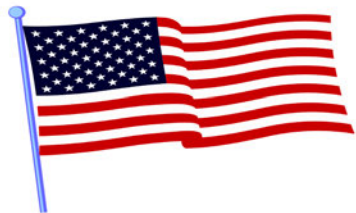


A festive background featuring a string of various national flags and confetti scattered across a white surface. The flags include the United Kingdom, Spain, Romania, Norway, Brazil, the United States, Germany, France, Switzerland, Croatia, and Japan, among others. The confetti consists of small, colorful pieces in red, blue, and yellow.

Day 1

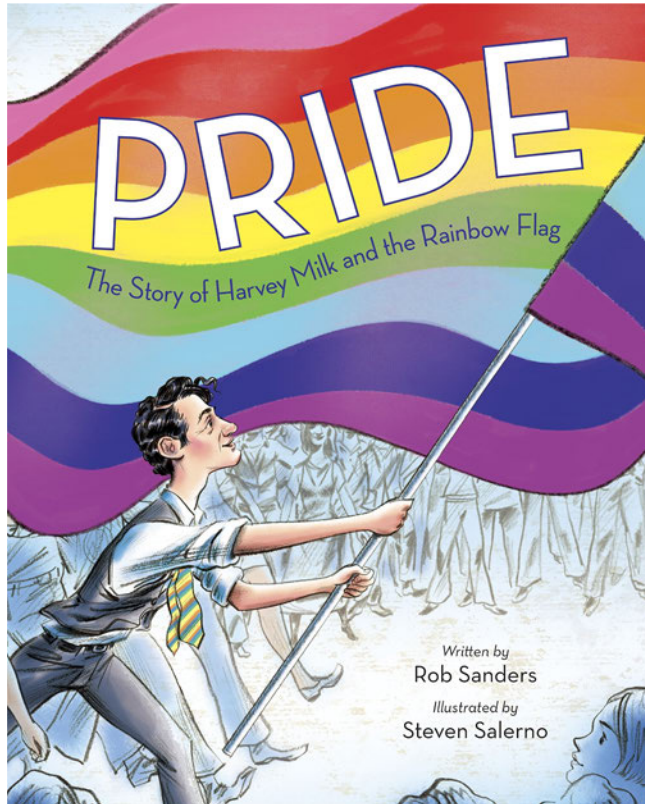
# What is a Flag?

*Have you seen these flags?*





# Our book for today is Pride: The Story of Harvey Milk and the Rainbow Flag



All families are different.

Some friends have two parents in their home.

Some friends have two **daddies**.



Some friends have two **mommies**.



Some friends have a **mom & a dad**.



Some friends have two **parents**.







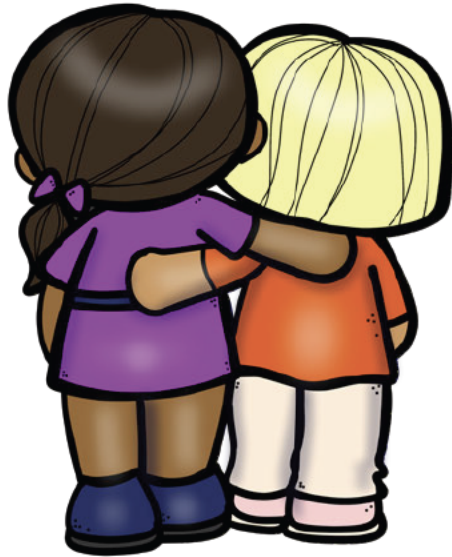
If you have two daddies, we can say they are **gay**.

That means they are two men who love each other.





If you have two  
mommies, they can be  
called **lesbians**.



That means that they are  
two women who love  
each other.





If you have a mom & a dad, you have two parents. We can call them **straight**.



That means that they are two people of the opposite sex who love each other.



Some friends might have two parents that are a boy, girl, or both! We call people with more than one gender or no gender, **non-binary or queer.**



They might look one way, but feel another way!

# The Rainbow Flag



What does your flag look like?



Day 2

Red & Orange



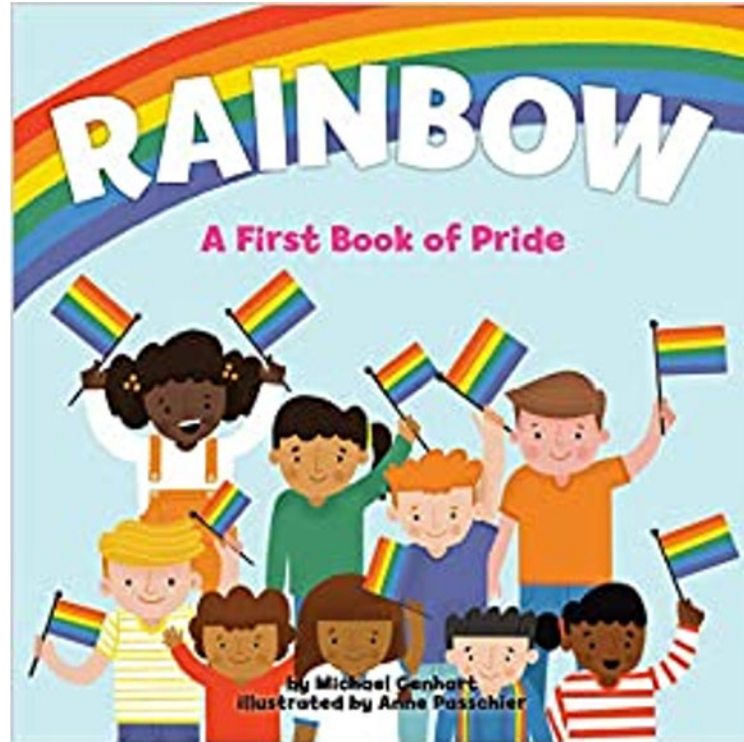
The **RAINBOW** flag is important to the groups of people we have been learning about: **Lesbian**, **Gay**, and **Non-Binary** people.

Each **color** in the flag has a meaning.

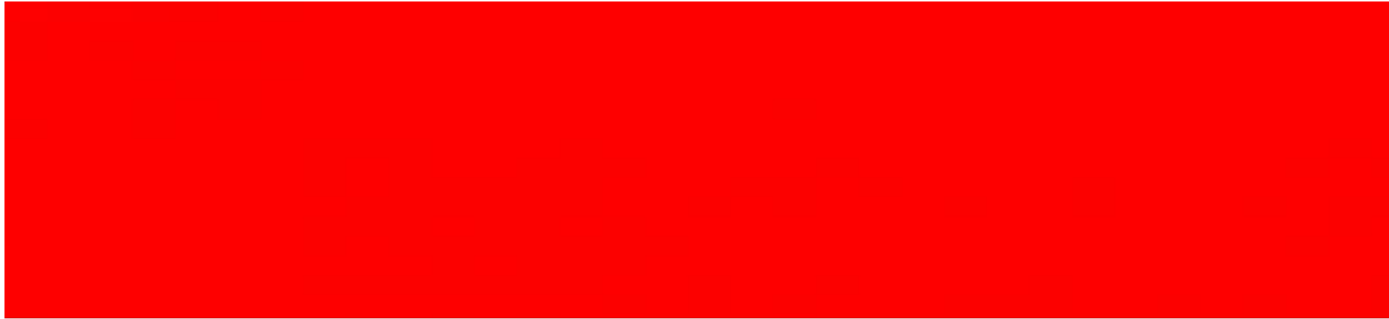




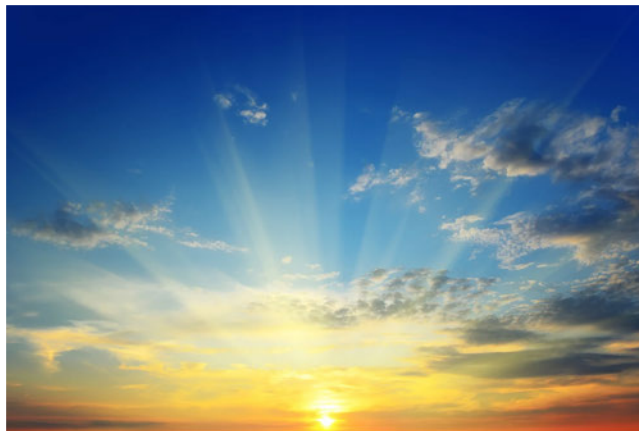
Our book for today is [Rainbow: The First Book of Pride](#)



**RED:** stands for Life - that reminds us that all people deserve to live their own lives.



# Red means Life



*ORANGE: stands for Healing - it reminds us that all people deserve to feel safe and well*



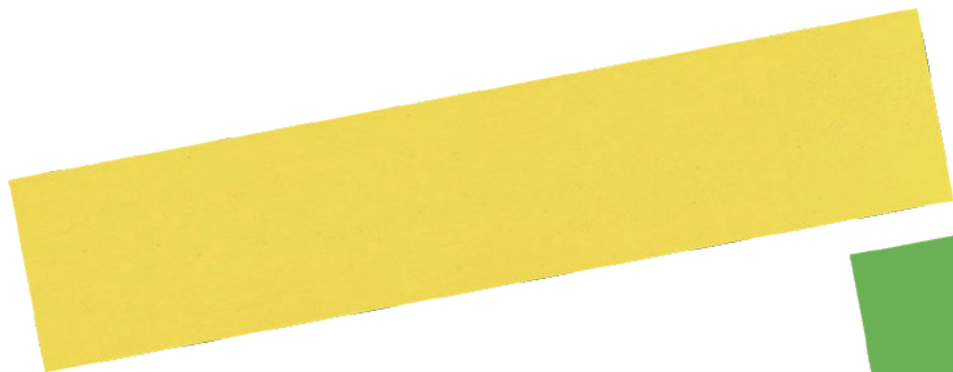
# Orange means Healing





Day 3

Yellow & Green



**YELLOW**

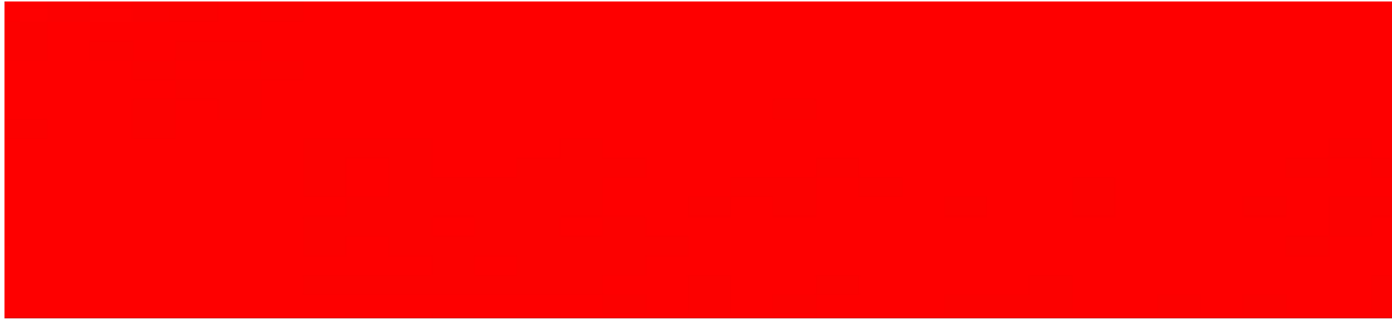




**GREEN**



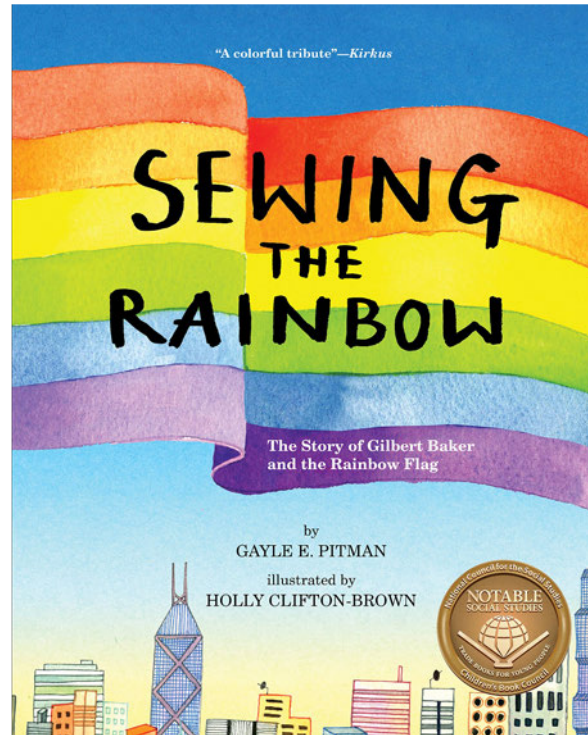
**RED**



**ORANGE**



Our book for today is [Sewing the Flag](#): The Story of Gilbert Baker and the Rainbow Flag



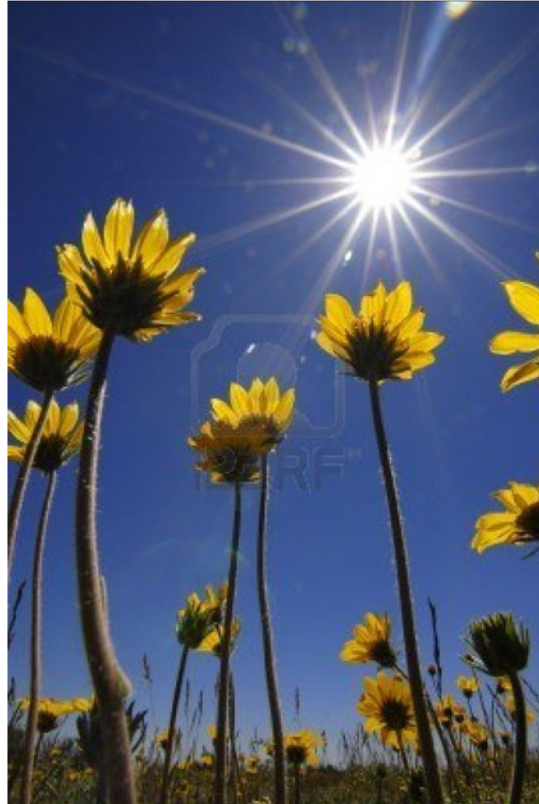
Who can play with these **toys**?



**YELLOW:** stands for Sunlight - it reminds us that all people deserve to come out to play and feel the warmth of the sun



# Yellow means Sunlight



*GREEN: stands for Nature - it reminds us that all people deserve to enjoy the beauty of trees, grass and flowers*





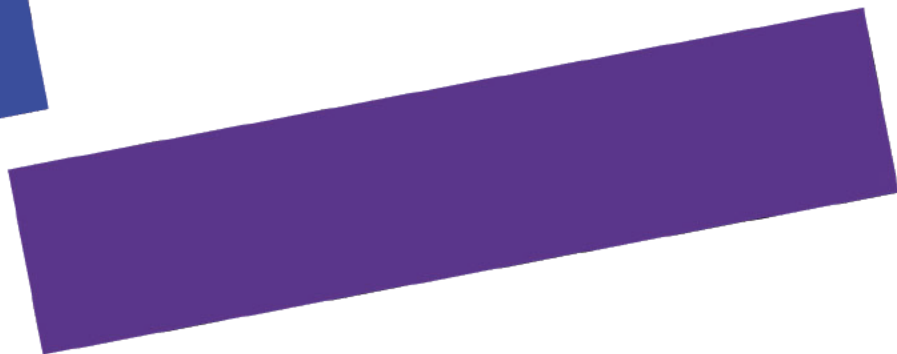
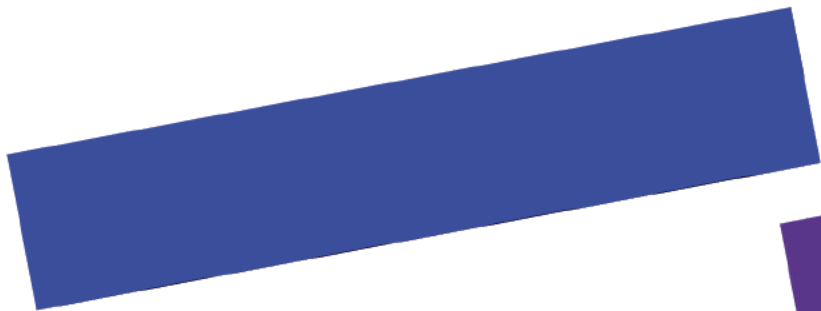
# Green means Nature





Day 4

# Blue & Purple



**BLUE**



**PURPLE**



What about these colors?



Our book for today is [Our Rainbow](#) by: Little Bee Books



# The Rainbow Flag





*BLUE: stands for Harmony - it reminds us that all people deserve to live in peace with others and get along without fighting*



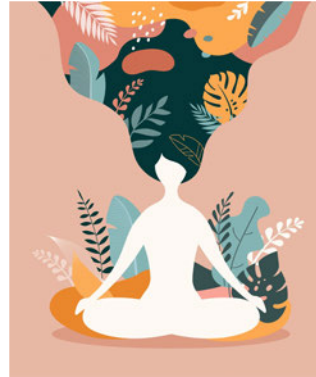
# Blue means Harmony



*PURPLE: stands for Spirit - it reminds us that all people are different and are wonderful because they are themselves.*



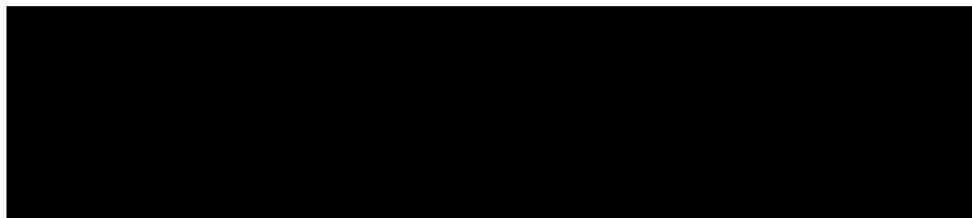
# Purple means Spirit





Day 5

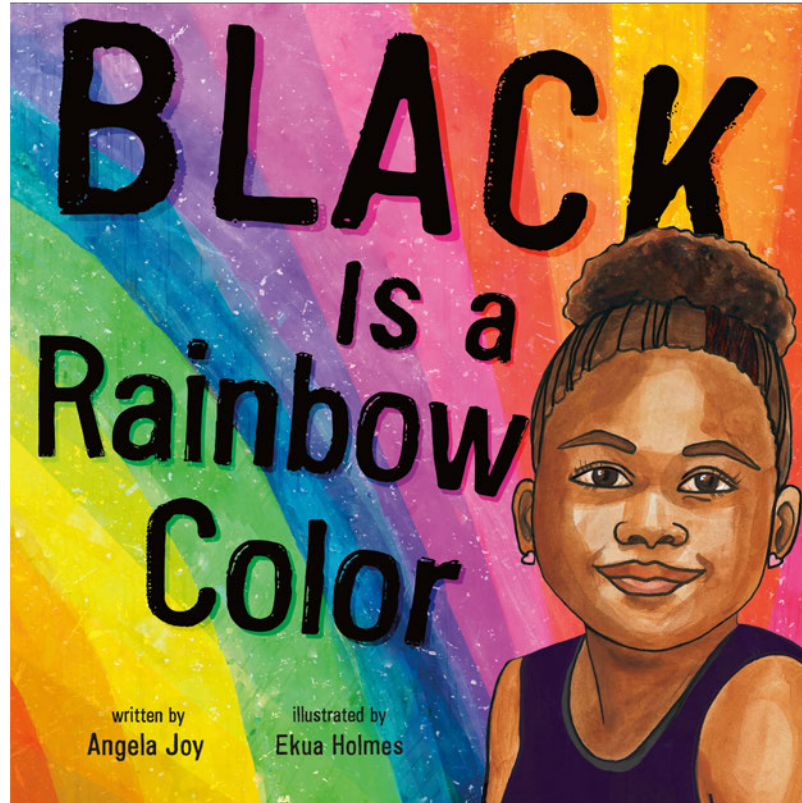
# Black & Brown



What about these colors?



Our book for today is [Black is a Rainbow Color](#) by: Angela Joy

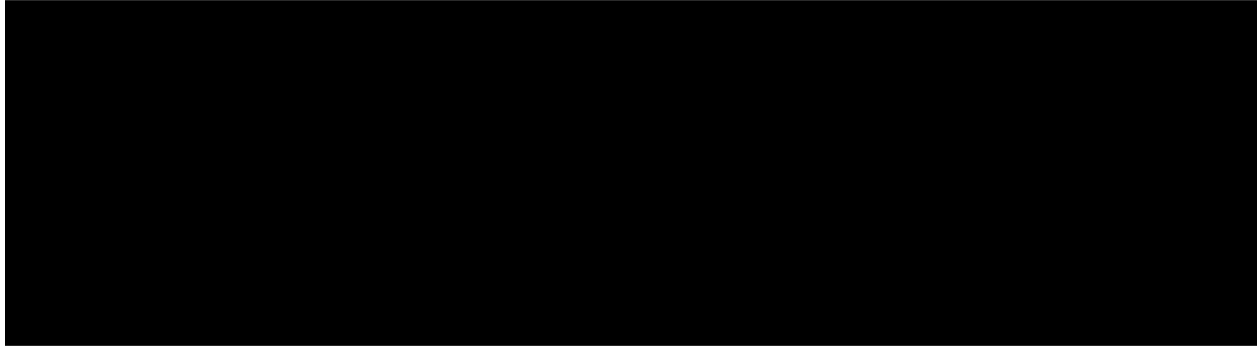




# Rainbows



**BLACK & BROWN:** reminds us that people of color are important

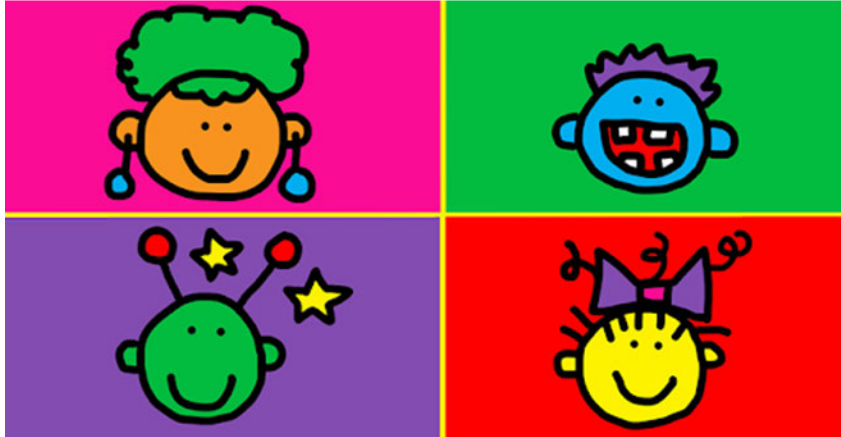


**Diversity** means we are not all the same. We have differences that make us special.





# Diversity



Let's dance to a song about **rainbow** colors!





# Thank you!

Thank to all the teachers and all the great kids who participated in these lessons.

There are people in our school and community who need to know that we see them, respect them and are learning to understand them.

This is such an important part of creating and celebrating DIVERSITY and INCLUSIVITY.

Together we can achieve EQUITY and LOVE for ALL PEOPLE!!!



You are a wonderful ally.

**Grade(s): K**

**Day: 1**

**Lesson title: There are many kinds of families**

Lesson overview: The purpose of this lesson is to introduce students to many different types of families. In particular we will be introducing the vocabulary and definitions of family members who identify within the LGBTQ community.

Materials	Paper and markers/crayons
Source Materials:	Book: <a href="#">The Family Book</a> Todd Parr Video: <a href="#">That's a family</a> Watch: <a href="#">Heather has Two Mommies</a>
Content Standards	Illinois Early childhood Standards: ECb: Demonstrate empathy, sympathy and caring for others  Early Learning Standards: SEL 2A Recognize the feelings and perspectives of others
Student friendly learning objectives	<ul style="list-style-type: none"><li>★ I can name the people in my family</li><li>★ I can respect that all families are different and know that is cool!</li></ul>
Important vocabulary	Mom, Dad, Grandma, Grandpa, sister/brother/sibling, cousins, aunts & uncles, 2 moms=lesbians, 2 dads=gay,
Lesson plan	Teacher: <i>What is a family? Your family is the people who love you and take care of you. There are many kinds of families. All families are special, wonderful and just what they are meant to be!</i>  Let's listen to a book about FAMILIES. Book: <a href="#">The Family Book</a> Todd Parr  Ask for comments or noticings. <i>What did you notice? Did you see a family that looked like yours?</i> Take a quick survey and note who is in each family.



Who has a mommy? Who has 2 mommies? Who has a daddy? Two daddies? Who has a grandma? Grandpa? Sister, brother, aunt, uncle, cousin.. Any other family members?

Students can list ALL people they consider part of their family; including cousins, etc.

\*\*Accommodation: have a list of family members of any student(s) who might not be able to answer due cognitive/language delays

Introduce vocabulary: *All of our families are different. Some of us have people in our families that our friends may not. If you have two mommies, they can be called lesbians. That means that they are two women who love each other. If you have two daddies, we can say they are gay. That means they are two men who love each other. But remember: A family is the people who love you and care for you.*

Let's watch this movie about FAMILIES.

[Video: That's a family](#)

Look at pictures of different family groups. Ask class "Is this a family? Why? Why not? If someone says it is not, go back to definition of a family - people who love each other and take care of each other. Ask again "Is this a family?"

[Watch: Heather has Two Mommies](#), by Leslea Newman

[Watch: Daddy, Papa & Me](#) by Leslea Newman

Hands-on activity: kids draw picture of their family.

Share with whole class or in small group.

\*\*accommodation - have several copies of family figures for student(s) who are not able to draw a figure at all

**Grade(s): PreK - K**

**Day: 2**

**Lesson title: Who Am I?**

Lesson overview: I am me! I can identify in many different ways: my name, what I like to do, favorite colors, favorite toys, the color of my skin, what my body looks like, favorite clothes.  
Break down gender stereotypes

Materials	Black and White 8x11" photographs of each student mounted on construction paper; water color paints, feathers, glitter, sequins, etc.
Source Materials:	<u>I am Jazz</u> Jazz Jennings (youtube read aloud) <u>Princess Boy</u> Kilodavis (youtube read aloud) <u>Jack, Not Jackie</u> Erica Silverman (youtube read aloud)
Content Standards	Illinois Early childhood Standards: 31AECb: Demonstrate empathy, sympathy and caring for others  Early Learning Standards: SEL 2B Recognize individual and group similarities and differences  Teaching Tolerance Objectives: I know and like who I am and can talk about myself and my family and name some of my group identities.
Student friendly learning objectives	<ul style="list-style-type: none"><li>★ I can tell about myself.</li><li>★ I can notice that some people like the same things as me and some like different things.</li></ul>
Important vocabulary	<u>Personal expression</u> -what you look like - clothes, hair, quiet/loud, shy/confident <u>Gender</u> - are you a boy?girl? Some of both? Neither?
Lesson plan	<b>Teacher intro:</b> <i>Yesterday we talked about our families and how they are both the same and different. Today we will talk about ourselves! What makes you special? Discussion</i>

about physical features, preferences, skills, etc. What we show people about ourselves is called our *IDENTITY*. It includes how our bodies look, the color of our skin, how we like to dress, our favorite colors and the toys and activities we like best.

Show | [I Am Jazz](#)

When we show whether we feel like a boy or a girl or some of each, we are expressing our *GENDER IDENTITY*. Some people think there are “girl colors” and “boy colors”. Some people think there are “boy toys” and “girl toys”. We are going to find out that there are boys AND girls who like the same things and that is *AWESOME!*

We're going to play a game now called *What do You Like?* When I point to a picture on the screen, If you like it, stand up. Ready? Let's try. Do you see boys and girls standing up? I do. Comment on the similarities you see. I noticed that there are many things that some girls AND some boys like. Did anyone else notice that? Pause for comments from students.

Some people who don't agree with how other people think they should be. They don't agree with how they *IDENTIFY* and *PRESENT* themselves. I have 2 stories to show you about kids who are happy being who they are and showing others what they like. They are expressing themselves and the gender with which they identify.

Watch: [My Princess Boy](#) Kilodavis

Watch: [Jack, Not Jackie](#) Erica Silverman

Discuss.

There are also children who feel like a girl AND a boy; or like neither a boy OR a girl. We can call these children *TRANSGENDER*. In both stories we heard, the children had love and caring from their families.

Discuss: what did you notice? What do you think? Did Princess Boy and Jack both seem happy being who they are? Did their

*families and friends love them just the way they are?*  
Elicit comments from students. Answer questions based on information in "Teacher Intro".

*Now you have a chance to make a picture to show how YOU identify - what makes you YOU?*

Hand out black and white photo of themselves to each student. Have water color paints available along with feathers, ribbon, glitter, sequins, etc.

*Now you can paint yourself and make yourself as unique and amazing as you'd like!*

\*remote alternative- you may have students draw a picture of themselves, or upload a screenshot of their school picture to Seesaw for them to decorate.

## Grade(s): Kindergarten

Day: 3

### Lesson title: RAINBOW FLAG

Lesson overview: colors of rainbow flag & what it represents  
Colors of trans flag & what it represents

Materials	Color paper squares or objects the colors of the rainbow - 1 per student (INCLUDE BLACK and BROWN)
Source Materials:	<u>Our Rainbow</u> by Little Bee Books Video: Awesome Rainbow song (3 minutes) <a href="https://www.youtube.com/watch?v=tbPGvZDNoY0">https://www.youtube.com/watch?v=tbPGvZDNoY0</a>
Content Standards	Illinois Early childhood Standards: 31AECa: Demonstrate empathy, sympathy and caring for others; 31AECb: Recognize the feelings and perspectives of others  Early Learning Standards: SEL 2A Recognize the feelings and perspectives of others; SEL 2B: REcognize individual and group similarities and differences
Student friendly learning objectives	<ul style="list-style-type: none"><li>★ I can name the colors of the rainbow</li><li>★ I can explain the importance of the rainbow flag and trans flag for respecting and including people who identify with the letters LGBTQ.</li></ul>
Important vocabulary	Diversity, inclusivity, life, healing, sunlight, nature, harmony, spirit
Lesson plan	<i>Today will be all about COLORS and flags. We know the American flag is red, white and blue. Have you ever seen a RAINBOW FLAG? Pause briefly for comments. OK. Let's hear a fun song about the rainbow of colors. You can join in and stand up, dance and shout for your favorite colors!</i> <b>Awesome Rainbow Song</b> Video: Awesome Rainbow song (3 minutes) <a href="https://www.youtube.com/watch?v=tbPGvZDNoY0">https://www.youtube.com/watch?v=tbPGvZDNoY0</a>  Kids dance and shout out favorite colors - everyone can like every color. Wow! I saw boys AND girls all liking all the colors!

There are 2 important words I want to tell you. "diversity " means that people are not all the same. We are all unique. "Inclusive" means that everyone is included. Everyone is important and should have the same opportunities and respect.

I want to tell you now about a flag that is especially important to the group of people we have been learning about - people who identify as Lesbian, Gay and Transgender.

Read [Our Rainbow](#).

Each color on the flag has a special meaning. I am going to give each of you 1 color. Remember, ALL the colors are very important!

Pass our color squares or objects - 1/student.

Everyone has one color that is part of this wonderful flag. When I say your color, hold your paper up high!

**Chunk:** Here we go:

**BLACK&BROWN:** reminds us that people of color are important;

**RED:** stands for Life - that reminds us that all people deserve to live their own lives

**ORANGE:** stands for Healing - it reminds us that all people deserve to feel safe and well

**YELLOW:** stands for Sunlight - it reminds us that all people deserve to feel the warmth of the sun

**GREEN:** stands for Nature - it reminds us that all people deserve to enjoy the beauty of trees, grass and flowers

**BLUE:** stands for Harmony - it reminds us that all people deserve to live in peace with others and get along without fighting

**PURPLE:** stands for Spirit - it reminds us that all people are different and are wonderful because they are themselves.

When you see the Rainbow flag, it tells us that all people deserve love and respect. All people deserve to choose who they love. Sometimes people are bullied or not included because of who they love. The rainbow flag reminds us that women who love women (lesbians) and men who love men (gays) deserve our respect and support.

There is another important flag that has just 3 colors: light blue, pink and white. This is the flag that represents the TRANSGENDER community. Remember the stories we heard yesterday about My Princess Boy and Jack? People who identify as TRANSGENDER have their own ways of dressing, playing & acting that might not be what you expect. They might look to you like

a boy, but dress and act like a girl. Or you might think a person looks like a girl, but that person knows he is actually a boy. Some TRANSGENDER people do not feel completely like a boy or a girl. They just feel like themselves! Children who present as TRANSGENDER, or different than others might expect, are often bullied or not included. The Trans flag is a reminder to be respectful and kind to everyone and to be an ALLY. Tomorrow we will learn that ALLY is an important kind of friend.

Repeat Awesome Rainbow song  
Awesome Rainbow song (3 minutes)

<https://www.youtube.com/watch?v=tbPGvZDNoY0>



**Grade(s): K**

**Day: 4**

**Lesson title: What is an ALLY? How to be one...**

Lesson overview: An ally is a friend. Allies protect others from being hurt or bullied. Allies are not afraid to speak up to support a friend.

Materials	slides
Source Materials:	<a href="https://www.youtube.com/watch?v=GOzrAK4aOSo">https://www.youtube.com/watch?v=GOzrAK4aOSo</a> Word on the street: Respect <a href="https://www.youtube.com/watch?v=hhH9NCtaZt8">https://www.youtube.com/watch?v=hhH9NCtaZt8</a> Topsy and Tim Help a Friend
Content Standards	Illinois Early childhood Standards: 31AECe: Develop positive relationships with peers ; 31AECa: Demonstrate empathy, sympathy and caring for others  Early Learning Standards: SEL 2A Recognize the feelings and perspectives of others; SEL 2C: Contribute to the well being of one's school and community  Teaching Tolerance Objective: I like being around people who are like me and different from me, and I can be friendly to everyone.
Student friendly learning objectives	<ul style="list-style-type: none"><li>★ I can be kind and respectful to everyone, whether we are the same or different.</li> <li>★ I can stand up and stop someone from being mean to another person</li></ul>
Important vocabulary	Ally Bully Kind, helpful, caring, respectful, listener, inclusive, supportive
Lesson plan	<i>Today we are going to learn the word ALLY. An ALLY is a friend who cares about other people. An ALLY also protects other people. If someone is being teased or bullied, an ALLY will stand up and support them. It can be hard to do that. What if it is your friend who is teasing another person? If you are an ALLY, you will</i>



*be brave and tell your friend to stop teasing.*

*Let's see what happens in this movie.*

video-

Topsy and Tim Help a Friend

<https://www.youtube.com/watch?v=hhH9NCtaZt8>

*What do you think about Topsy and Tim? What did they do? Was that important?*

*What would you do if you see someone who says your friend can't play? Pause for comments. Have conversations.*

*If no one offers ideas, review terms Diversity and Inclusive*

*What if someone looks or acts differently from how you might expect? Remember the story of Princess Boy? If Princess Boy was in your class, would you invite him to play with you? What would you do if he was getting teased? Do you think you are brave enough to be an ALLY?*

*Remember when we talked about IDENTITY? Everyone is different or UNIQUE.*

*When a friend dresses differently than you expect or plays in ways you don't expect, you need to be respectful! Enjoy that friend and all their cool ideas!*

*The word RESPECT tells us to treat people fairly and with caring. Respect lets someone know they are cared for and important. An ALLY always shows respect to all people.*

*Let's watch this movie about RESPECT.*

*Sometimes people BULLY other people because they are different from themselves. Your very important job as a friend and ALLY is to tell the bully to stop! Or remind the other friend to ignore the bully and come play with you. Being a BULLY is NOT OK! Letting a bully be a bully is NOT OK either!*

*Show slides. would you play with them? How would you support them? How would you be an ally?*

*Here is a movie about a boy who lived in a Grey town. People were afraid of other people who didn't look like them or IDENTIFY like them. The boy brought color to the town by teaching*

everyone to respect and care for one another.

<https://www.youtube.com/watch?v=fxy3jENRPkc&t=240s>

Boy with the Rainbow Heart

**Grade(s): K**

**Day: 5**

**Lesson title: Diversity and Inclusivity create a strong, caring and awesome community!**

Lesson overview: Families are all different. We all have our own identities. Individuals make up a group!

Materials	5x5 pieces of paper or 4x6 index cards - 1 per student Markers, crayons and/or colored pencils
Source Materials:	Video: <a href="https://www.youtube.com/watch?v=foptl0BeXnY">https://www.youtube.com/watch?v=foptl0BeXnY</a> We are a Family Jack Hartman <a href="https://www.youtube.com/watch?v=9dn8EJUqBMc">https://www.youtube.com/watch?v=9dn8EJUqBMc</a> School Family Conscious Discipline
Content Standards	Illinois Early childhood Standards: 31AECe: Develop positive relationships with peers ; 31AECa: Demonstrate empathy, sympathy and caring for others; 14AECb: Contribute to the well being of one's early childhood environment, school and community  Early Learning Standards: SEL 2A Recognize the feelings and perspectives of others; SEL 2C: Contribute to the well being of one's school and community; SEL 2D: Demonstrate the ability to prevent, manage and resolve interpersonal conflicts in productive ways  Teaching Tolerance Objective: I know everyone has feelings and I want to get along with people who are similar and different from me.
Student friendly learning objectives	<ul style="list-style-type: none"><li>★ I can be myself and present myself in my own way</li><li>★ I can enjoy, respect and care for each person in my school family by being a friend and ally.</li></ul>

Important vocabulary	Diversity, inclusivity, family, identity, gay, lesbian, transgender, ally
Lesson plan	<p>Review terms: <b>diversity and inclusivity</b>.</p> <p>Review definition of <b>family</b> - people who love you and care for you.</p> <p><b>Show We are a Family</b> <a href="https://www.youtube.com/watch?v=foptl0BeXnY">https://www.youtube.com/watch?v=foptl0BeXnY</a> We are a Family Jack Hartman</p> <p>Review definition of <b>IDENTITY</b>: how you show yourself to others</p> <p>Review definitions of <b>Lesbian, Gay and Transgender</b></p> <p>Review definition of <b>ALLY</b></p> <p>When we all feel safe to present our true identities and know we are all allies for one another, we create an amazing SCHOOL FAMILY!</p> <p><b>Show School Family song</b> <a href="https://www.youtube.com/watch?v=9dn8EJUqBMc">https://www.youtube.com/watch?v=9dn8EJUqBMc</a></p> <p>Have students draw a picture of themselves, any way they choose on 5x5 paper. Create classroom collage of your school family. Hang it in the hallway or community space.</p>

# LGBTQ+ Equity Week





Your **family** are the people who love you and take care of you.

There are many kinds of families.

All families are **special**, wonderful and just what they are meant to be!



All families are different.

Some friends have two parents in their home.

Some friends have two **daddies**.



Some friends have two **mommies**.



Some friends have a **mom & a dad**.



Some friends have two **parents**.







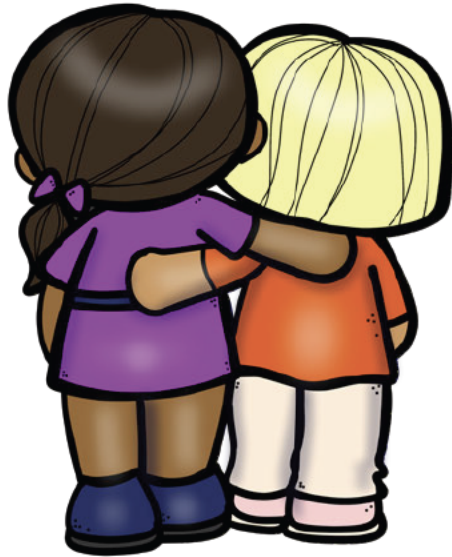
If you have two daddies, we can say they are **gay**.

That means they are two men who love each other.





If you have two  
mommies, they can be  
called **lesbians**.



That means that they are  
two women who love  
each other.





If you have a mom & a dad, you have two parents. We can call them **straight**.



That means that they are two people of the opposite sex who love each other.

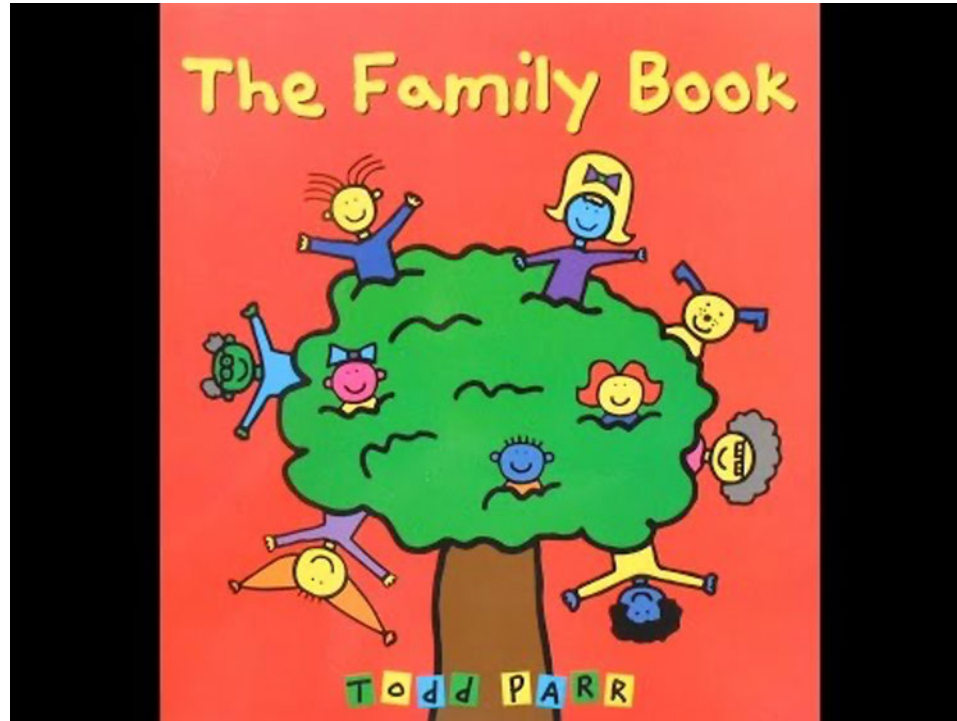


Some friends might have two parents that are a boy, girl, or both! We call people with more than one gender or no gender, **non-binary or queer**.



Parents who are **TRANSGENDER** and/or **NON-BINARY** are still parents who have families they love very much!

Now let's listen to a story about families!



What did you notice about the **families** in the book?

*All of our **families** are different.*

*Some of us have people in our **families** that our friends may not.*

Now let's watch a movie about families!





Is this a family?





Is this a family?



Is this a family?



Is this a family?



Is this a family?





Is this a family?



Is this a family?



Is this a family?



Is this a family?

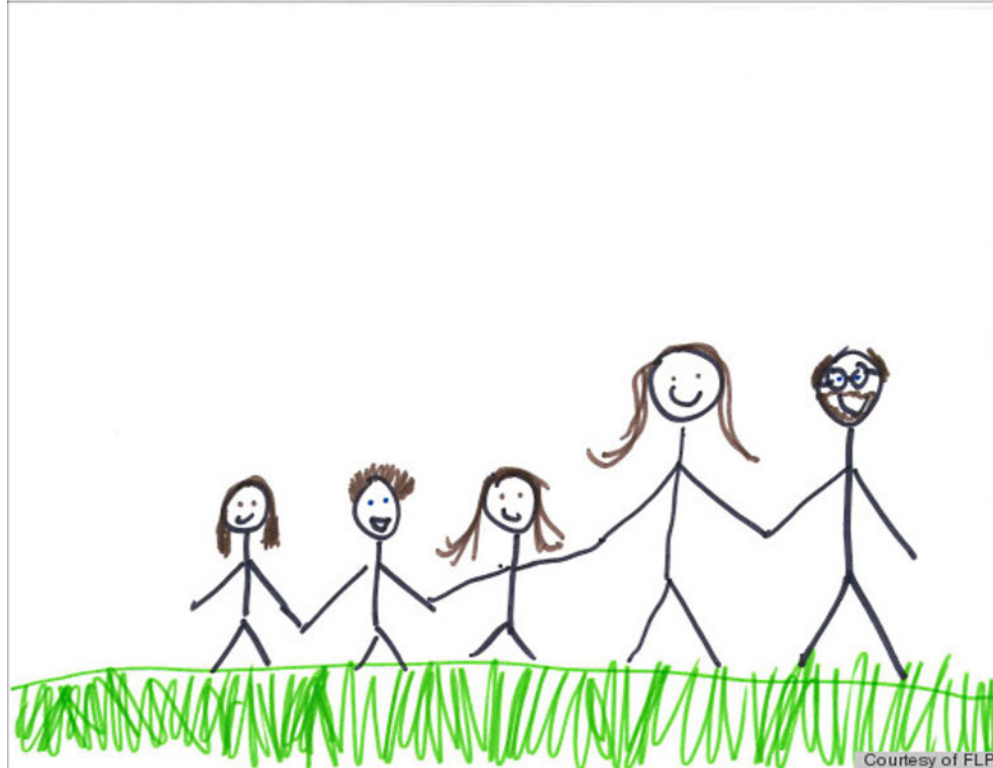




# Here are some other great books about families!



Now it's your turn to make a picture of your family!



# Day 2

*Yesterday we talked about our families and how they are both the same and different.*

*Today we will talk about ourselves!*



What are some things that make you **special**?

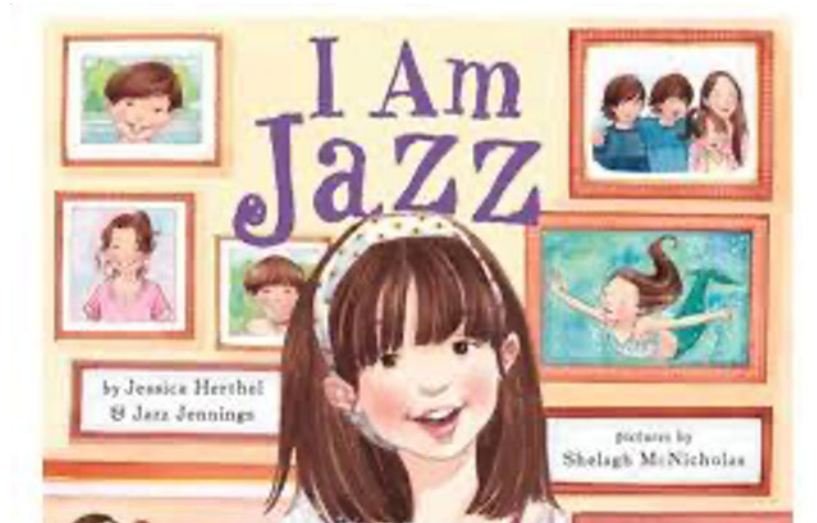


Let's listen to a book about a girl named **Jazz**! She will tell us about the things that make her special!



What did you notice about Jazz?

What made her special?



# Gender Identity

***When we show whether we feel like a boy or a girl or some of each, or neither, we are expressing our GENDER IDENTITY.***





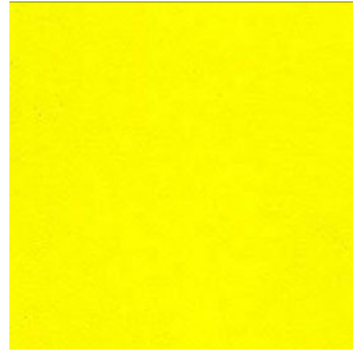
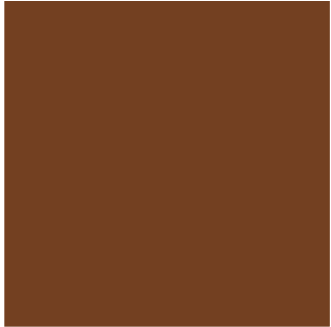
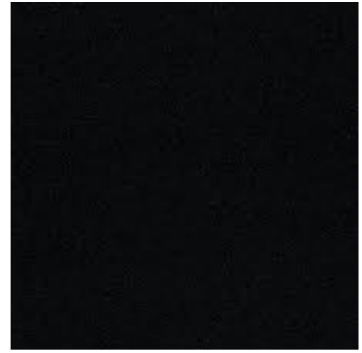




Which **toys** do you like?



Which **colors** do you like?



What do you like to wear?

---



Do these pictures surprise you?  
Why?



*This is a story about a boy who loves to wear dresses and be a princess.*

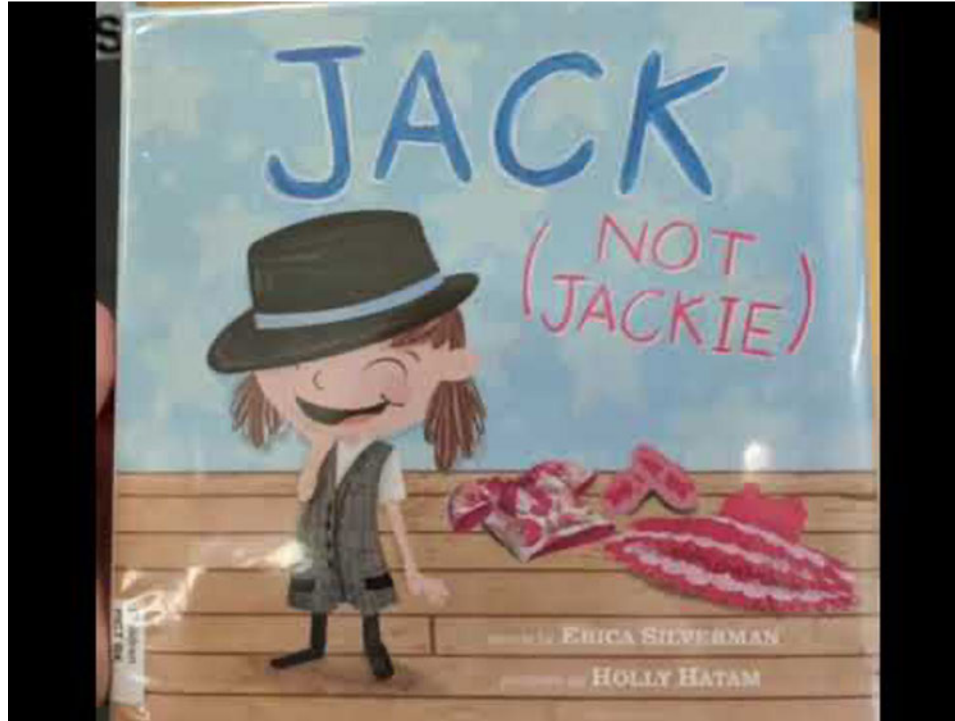


How did this book make you **feel**?





We will hear another story about a boy who people thought was a girl. There are also children who feel like a girl AND a boy; or like neither a boy OR a girl. We can call these children TRANSGENDER.



# A Fire Truck for Ruthie





How did Jack feel at the beginning of the story?

How did the big sister feel at the beginning of the story?



How did Jack feel at the end of the story?

How did the big sister feel at the end of the story?



*Now you have a chance to make a picture to show how YOU identify -  
what makes you YOU?*

*Paint yourself and make yourself as unique and amazing as you'd like!*

Maybe you want to have blue hair! Maybe you want to be wearing a necklace!

**Your identity is for YOU to decide!**



Day 3



Let's dance to a song about **rainbow** colors!



The **RAINBOW** flag is important to the groups of people we have been learning about: **Lesbian**, **Gay** and **Transgender** people.

Each **color** in the flag has a meaning.







# Here are some important words to know:

**DIVERSITY**: We are not all the same. We have differences that make us special!



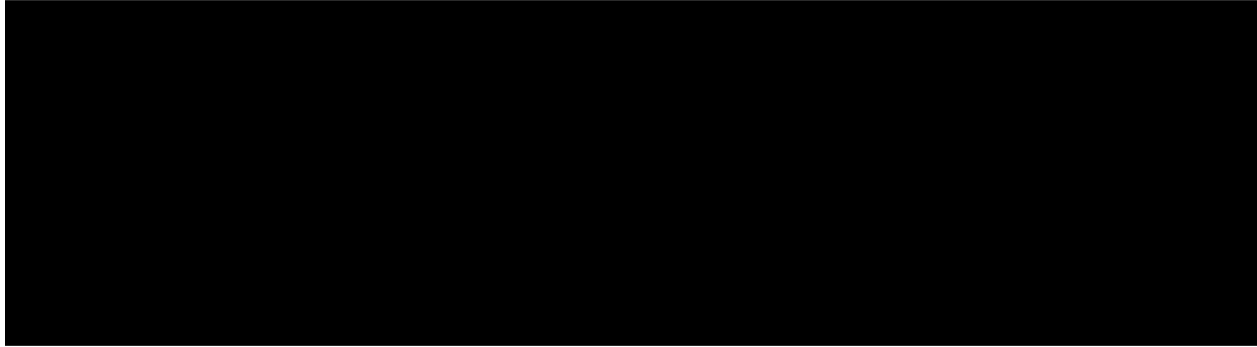
**INCLUSIVE**: We let everyone join in.

No one is left out because we are different than them.

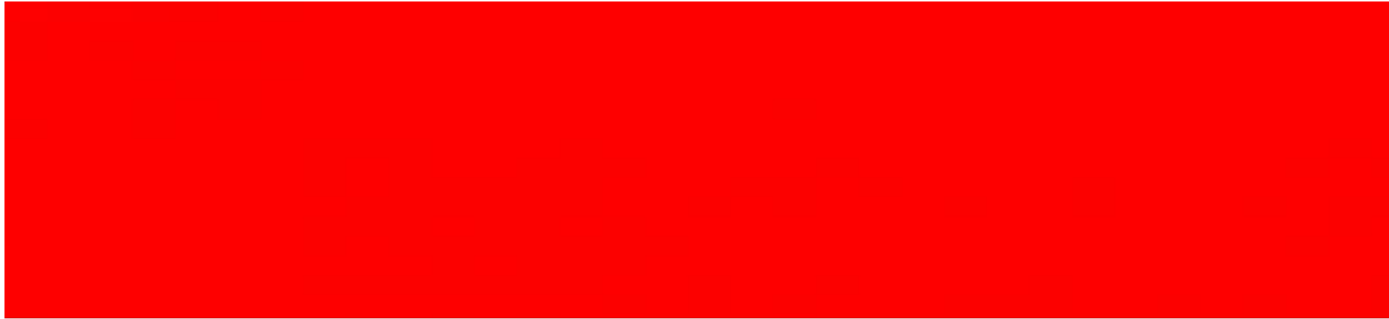




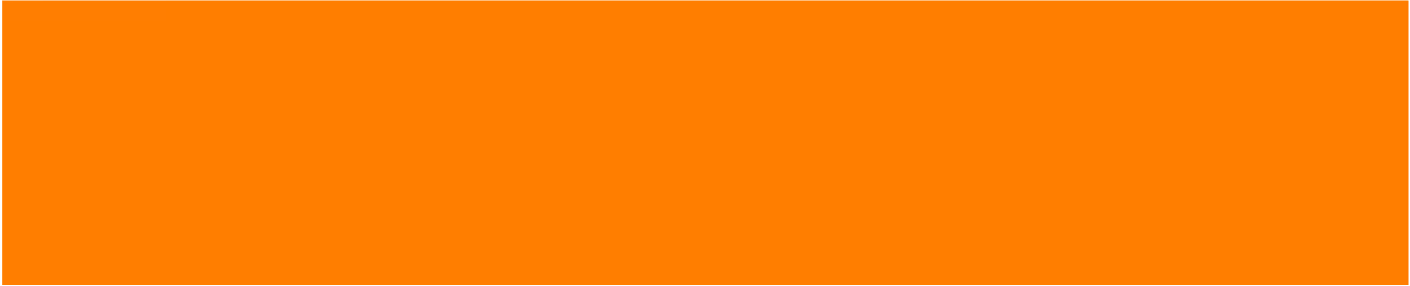
**BLACK & BROWN:** reminds us that people of color are important



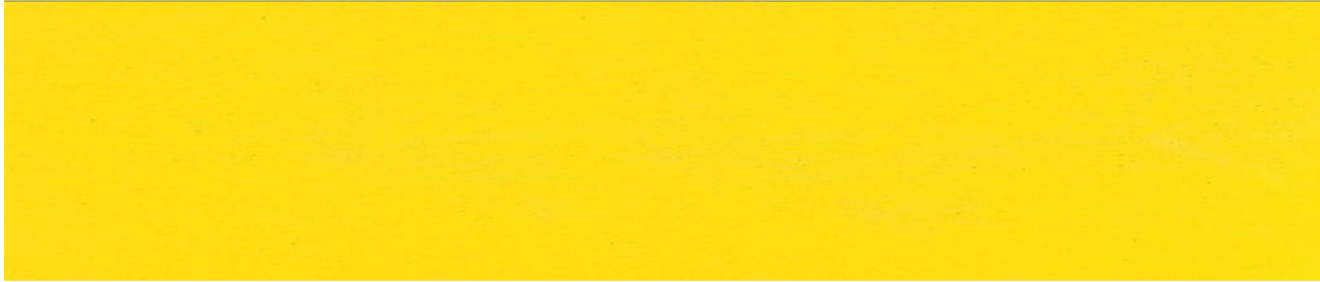
**RED:** stands for Life - that reminds us that all people deserve to live their own lives.



*ORANGE: stands for Healing - it reminds us that all people deserve to feel safe and well*



**YELLOW:** stands for Sunlight - it reminds us that all people deserve to come out to play and feel the warmth of the sun



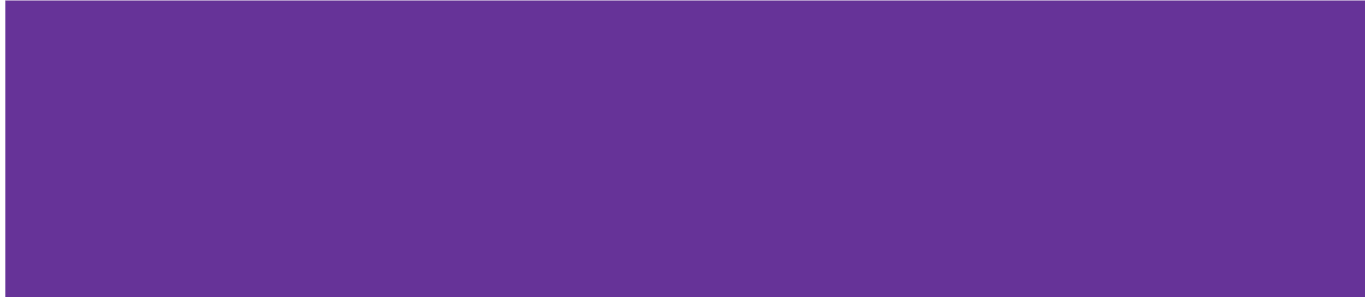
*GREEN: stands for Nature - it reminds us that all people deserve to enjoy the beauty of trees, grass and flowers*



*BLUE: stands for Harmony - it reminds us that all people deserve to live in peace with others and get along without fighting*



*PURPLE: stands for Spirit - it reminds us that all people are different and are wonderful because they are themselves.*

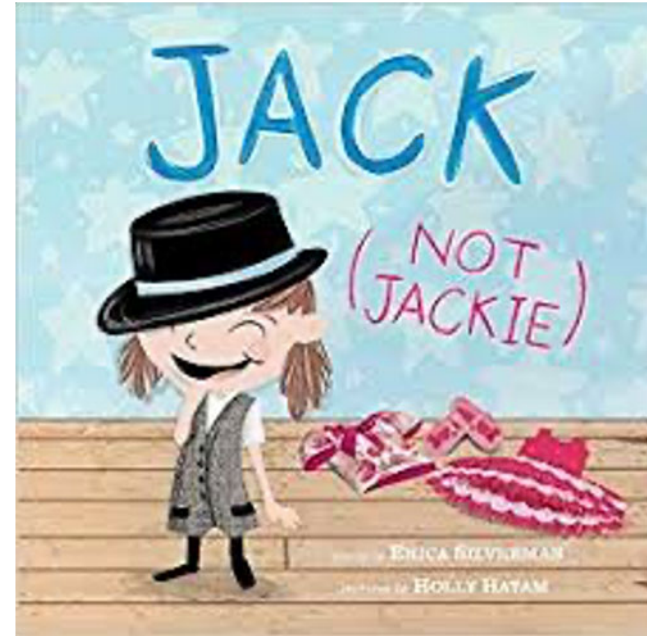
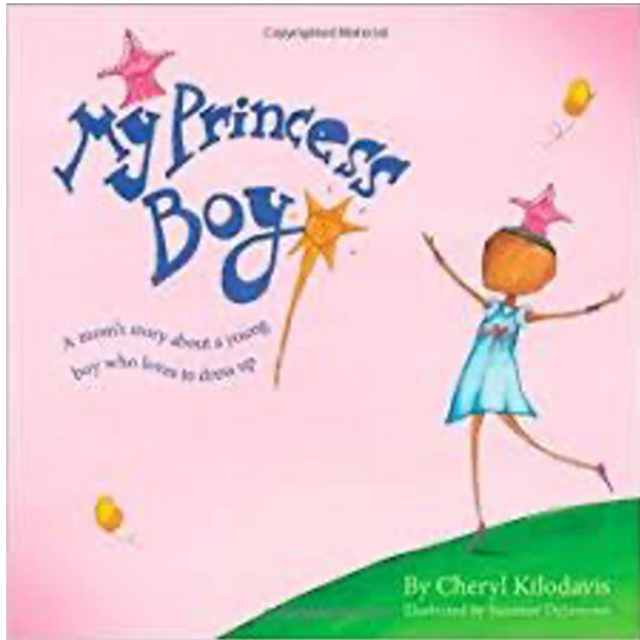


LOVE is for EVERYONE!





# Remember these books?



# TRANSGENDER

---



Some people are bullied because of their identities.  
That is **NOT** ok!



# More FLAGS!



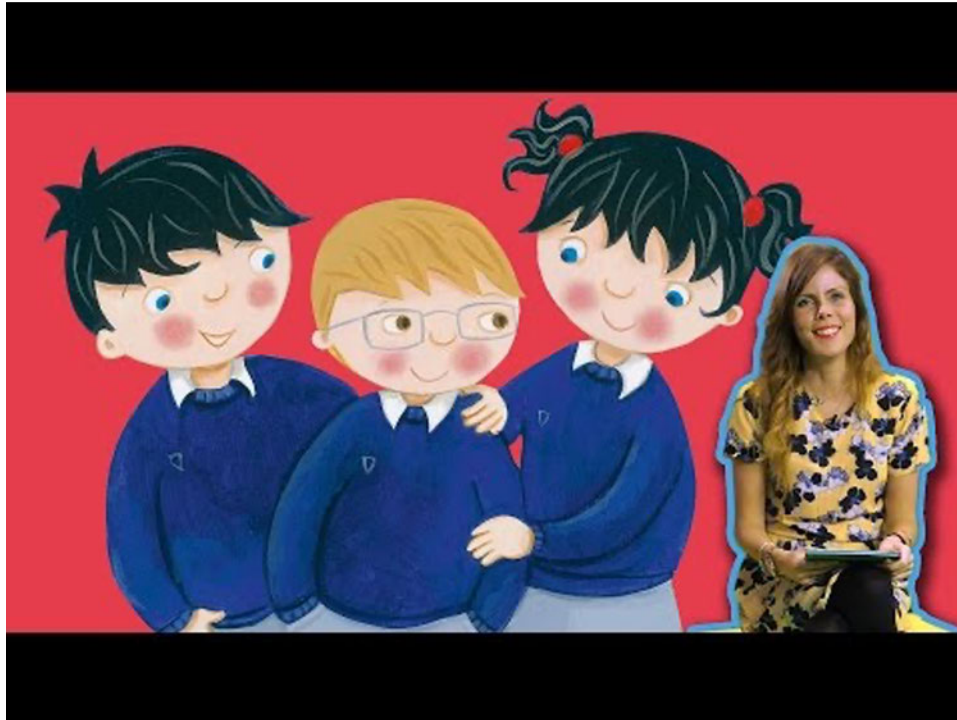
Let's do the Awesome Rainbow dance 1 more time!



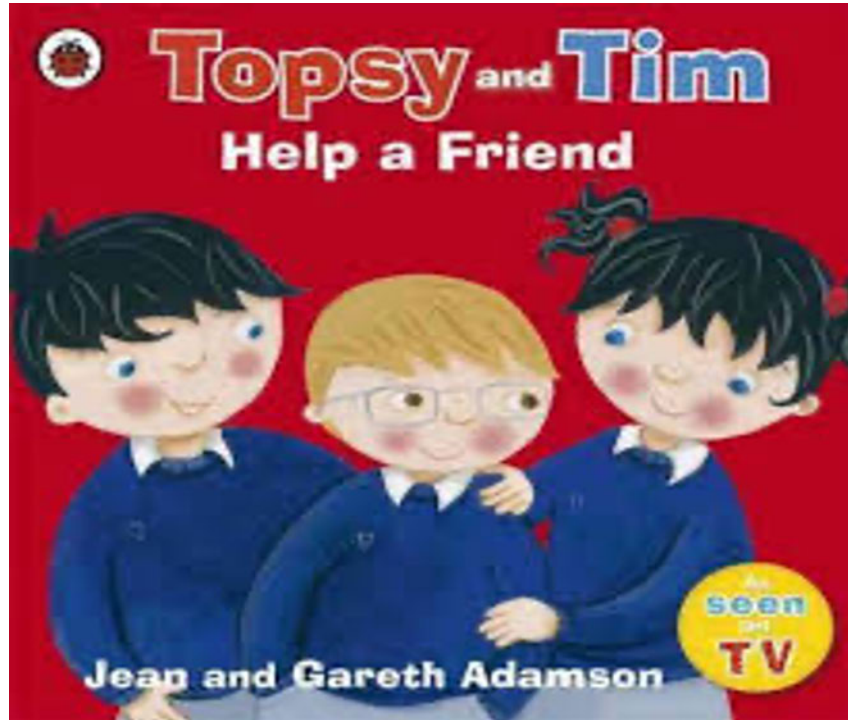
# Day 4 What is an ALLY? How can I be one?



# Topsy and Tim Help a Friend



Let's talk about that movie.







Let's watch Elmo and friends learn about RESPECT.  
Respect is treating everyone kindly and fairly. An ALLY shows everyone respect.



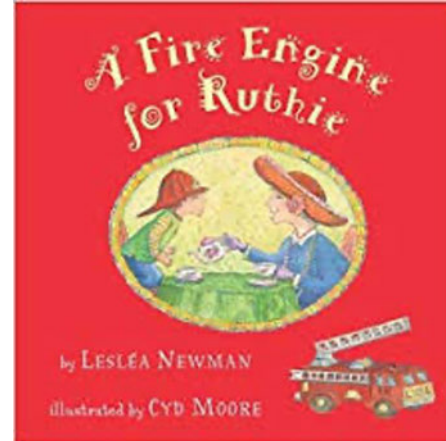
# Let's practice:

This is Julian. Julian identifies as a boy. He loves mermaids and loves turning into a mermaid. His friends think he should not dress up like that or dance around. What could you do if you say someone teasing him or being mean to him?



This is Ruthie. Ruthie identifies as a girl. She love to visit she Grandma's house. But Grandma and her friends think Ruthie wants to play with dolls and have tea parties every day. She really wants to play with fire engines and trucks!

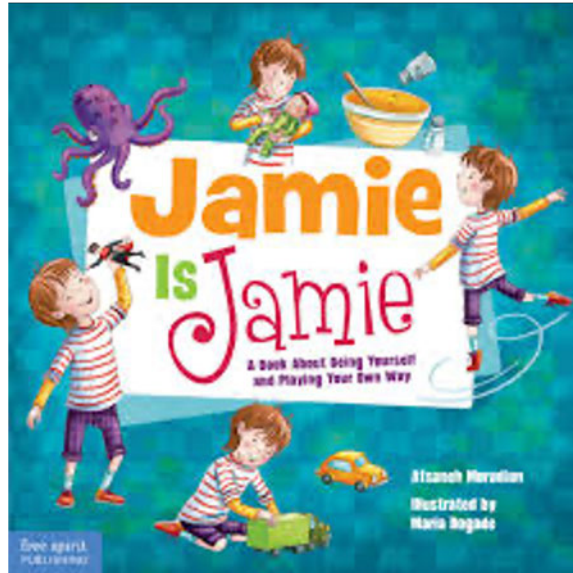
What could you do to help Ruthie?



This is Jamie. He likes to play with ALL kinds of toys.

Would you play with Jamie if he was playing with cars?

Would you play with Jamie if he were playing with dolls?



Here's a story about a boy who helped his whole town learn to accept and love others...even if they are different than you!



**DAY 5:** With diversity and inclusivity, we can create a caring, respectful and awesome community!

**DIVERSITY:** We are not all the same. We have differences that make us special!



**INCLUSIVE:** We let everyone join in.

No one is left out because we are different than them.





DAY 5

**We all have family that is unique and awesome!**

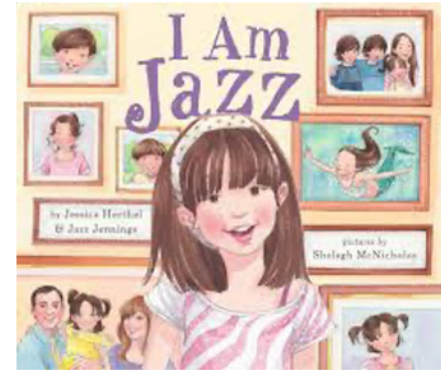
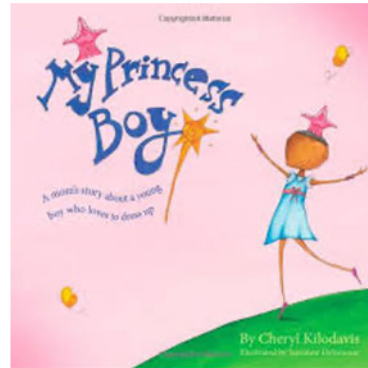
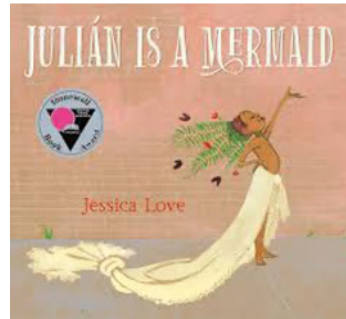
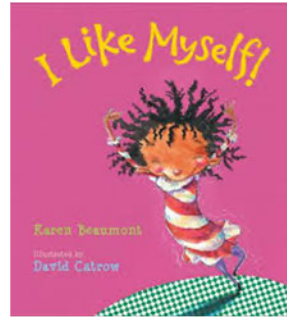
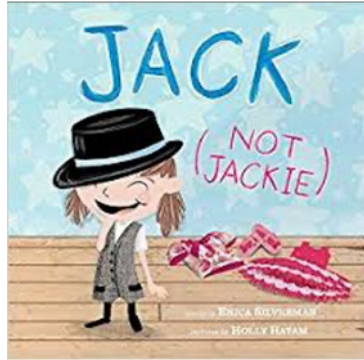




We are each our own person! When we show people who we are and what we like, we are expressing our **IDENTITY!**



People who are Lesbian, Gay and/or Transgender might IDENTIFY in ways that we don't expect.



Everyone's job is to be an ALLY! Stand up against teasing and bullying. Welcome in someone who is not just like you. Be ready to meet some awesome new friends!



We are all stronger, smarter and happier when we work and play as a united SCHOOL **FAMILY!**



We are Room (add room number and picture if possible)



We are **DIVERSE** - we are not all the same

We are **INCLUSIVE** - we respect everyone and let everyone play!

# Thank you!

Thank to all the teachers and all the great kids who participated in these lessons.

There are people in our school and community who need to know that we see them, respect them and are learning to understand them.

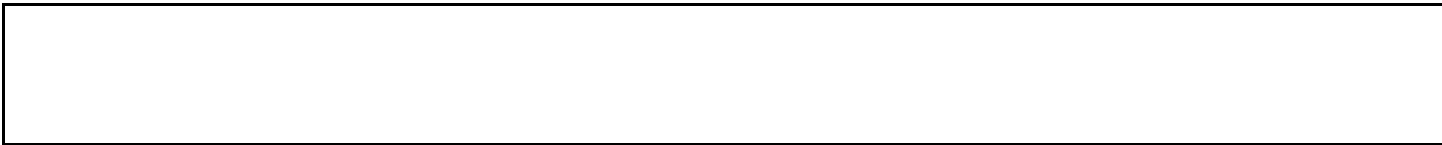
This is such an important part of creating and celebrating DIVERSITY and INCLUSIVITY.

Together we can achieve EQUITY and LOVE for ALL PEOPLE!!!



You are a wonderful ally.





## Before You Begin

### [Why Pronouns Matter](#)

**A note to teachers before the lesson:** While reading, if students start to identify that sometimes the pronoun doesn't match with what they had assumed based on somebody's presentation, introduce the term **bias**. You may also point out your own bias as you read, modeling for students what it looks like to "check yourself" and your assumptions. If this does not come up organically, the teacher will model this concept in a think aloud later in the text.

Students may be confused about pronouns that are new to them (Ze, Tree). For today, let students wrestle with this.

## Content/Goal/Objectives

Students will participate in an [interactive read aloud](#) using the text *They, She, He Easy as ABC* by Maya and Matthew (book will be provided) to learn about pronouns and bias.

## Student Friendly Objectives

- ★ I can pay attention to clues in a book to figure out what the author wants me to notice
- ★ I can talk about people using the words they like to be called

## Content Standards

CCSS.ELA-LITERACY.RL.1.7

Use illustrations and details in a story to describe its characters, setting, or events.

CCSS.ELA-LITERACY.L.1.5.B

Define words by category and by one or more key attributes.

## Social Justice Standards

Identity 1 ID.K-2.1 I know and like who I am and can talk about my family and myself and name some of my group identities.

## Materials

*They, She, He Easy as ABC* by Maya and Matthew (A district copy was provided last year)

## Source Materials:

## Vocabulary

**Pronoun:** A word that takes the place of a person's name, a place's name, or a thing's name. (Example, She, Them, He, Ze)

**Bias** a mistake you make by jumping to a conclusion. Thinking you know something before you really know it.

**Expression:** how we choose to dress and present ourselves in the world.

## Learning Plan

*"Today we are going to read an ABC book about 26 children, one for each letter of the alphabet. As we read, we will learn what each child likes to be called.*

*Most people want to be called certain names. For example, when I am in school I want my students call me            (your preferred teaching name           ). But when I am at home my parents call me           , my children call me            and my friends call me           . (share as appropriate/applicable).*

**Turn and talk** *What names do you like people to call you? Do different people call you different names?"*

Call on 2 students to share what their partner said

*"As we read today, we are going to pay special attention to what these 26 kids like to be called."*

## **During Reading**

Read straight through the text until "H" *"Harvey's heart beats happily. Hip hop makes her flow."*

**Think aloud:** *Hmm, hang on a second... I notice that some of the words are in purple but the rest of the words are in black. Raise a quiet hand if you noticed that too!*

*...this makes me think that the author wants us to notice something special about these purple words... let's go back and read it again and pay special attention to these purple words. Let's read like detectives and try to figure out what the author is trying to show us.*

Re-read letters A-H pointing out the purple words and emphasizing them each time..

**Think, Pair, Share** with your reading partner: *What do YOU think the author wants us to notice about the purple words?*

Call on students to share

The words that that person wants to be called. Sometimes the purple word is the person's name, but sometimes it is other words like "they, she, her, their." Tell students that these words are all **pronouns**. Write "pronouns" at the top of an anchor chart sheet that will be used in the next lesson.



Briefly explain what a pronoun is

*Pronouns are like shortcuts we can use for names of people or things.*

Give some examples to clarify:

*The dog drank the dog's water = The dog drank **her** water*

*The teacher lost the teacher's marker = the teacher lost **his** marker.*

*The student brought the student's lunch= the student brought **their** lunch*

Continue reading.

**Think aloud-** (modeling bias:) at "K" *"Kelly can kick super high. His heart lives in the sky."*

*"You know, the first time I read this book I made a big mistake. I thought that Kelly wanted to be called the pronoun "she." This made me stop and realize that Kelly does not want to be called "she." This is called **bias**. **Bias** is a mistake you make by jumping to an idea... when you think you know something before you really know it. My **bias** was that I thought Kelly wanted to be called "she" but then I learned that I was wrong.*

**Turn and talk:** *How do you think Kelly would feel if somebody called him the wrong pronoun?*

Continue reading until the end-- pointing out new pronouns and stopping to have students re-engage with anything mentioned above at your own discretion.

---

### **After Reading**

*I just learned a lot about what these kids want to be called. Some kids want to be called more than one pronoun like Marley (flip to M). Some kids only told us their names like Fawn (flip to F) so we don't know which pronouns they want us to use or if they want to use pronouns at all.*

*I also learned that sometimes I have a **bias** that might cause me to make a mistake. Sometimes I think I know things about people just by looking at them, but I really don't until I ask or they tell me.*

---

### **Reflection/Circle Question(s) + Taking Action**

#### **Closing reflection question:**

*What is a pronoun? Which pronouns do you like to be called?*

Float and listen to student responses, collecting anecdotal information for the next lesson. It's okay if students are unclear, still.

## Before You Begin

### Talking About Pronouns in the Workplace

**A note to teachers before the lesson:** If students get confused about gender expression (how somebody looks) and pronoun, let students know that some people use their bodies to know their gender, but some people use their hearts. Sometimes the gender in your heart is the same as the gender your body is. Sometimes it is different. We want to call people by the gender they have in their heart.

Many people feel like they aren't really a boy or a girl and that's great too.

## Content/Goal/Objectives

Students will dig deeper into the text *They, She, He, Easy as ABC* and will chart (as a class) all of the pronouns they discover. Then they will introduce themselves, choosing pronouns from the chart in a morning meeting style circle.

## Student Friendly Objectives

- ★ I can introduce myself using a pronoun I want to be called
- ★ I can call others the pronouns that they want to be called

## Content Standards

ELA Standard:  
CCSS.ELA-LITERACY.RL.1.1  
Ask and answer questions about key details in a text.

## Social Justice Standards

Social Justice Standard:  
Identity 1 ID.K-2.1 I know and like who I am and can talk about my family and myself and name some of my group identities.

## Materials

### Slides

*They, She, He Easy as ABC* by Maya and Matthew

Optional Video:  
Pop and Olly Video on Preferred Pronouns [https://www.youtube.com/watch?v=bWiotYP\\_AHY](https://www.youtube.com/watch?v=bWiotYP_AHY)

An anchor chart sectioned into three categories (which will later be labeled during the lesson plan)

## Vocabulary

**Pronoun:** A word that takes the place of a person's name, a place's name, or a thing's name. (Example, She, Them, He, Ze)

## Learning Plan

### **Ignite**

Ask students: Who is your favorite character from *They, She, He, Easy as ABC*?

Let students share in partners while flipping through the book:

### **Chunk 1:**

**Today we are going to read** *They, She, He Easy as ABC* again. This time we are going to make a big list of all of the **pronouns** we find.

Turn and talk with a partner, what is a pronoun again?

(If students forgot, remind them-- a pronoun is a shortcut word that you use instead of somebody's name. Example: She ate her food).

The authors of this book gave us a BIG CLUE about finding pronouns in this book. Does anybody remember what the BIG CLUE was? (purple words)

Yes! Some of the purple words in this book are the characters' names, but some of the purple words are the characters' pronouns.

**Our job today is going to figure out which purple words are names, and which words are pronouns.**

What is our job today? (students rephrase)

**Chew 2:** Read the book, this time stopping after each page and asking kids which purple words they think are names, which purple words are pronouns. (Note that tree is a pronoun in this book, because pronouns are playful).

Write all of the new pronouns that you find on an anchor chart. Section the anchor chart into three categories, which will be labeled later in the lesson. You may alternatively make your own copy of the slides and write the list on slide 14.

**(possible lesson break)- - - - -**

**Chunk 2:** Okay, now we have this big list of pronouns on our chart. Let's talk about them! Some pronouns are words that boys like to be called. Some pronouns are words that girls like to be called. And some pronouns can be used for ALL people. These are called gender neutral-- because they aren't just for one gender (label the categories).

The cool thing about gender neutral pronouns is that EVERYBODY can use gender neutral

pronouns. (\*\*See note to teacher for suggestions on addressing gender questions)

**Chew 2:** Next, we are going to use this chart to pick out our own pronouns. Turn and talk with a partner, which pronouns from the chart do you like the most? Are there many pronouns that you like or just one?

**Chunk 3:** The last thing we are going to do today is learn how to tell somebody our pronouns when we meet them.

Whatever pronouns you pick today, you can always change! But remember that it important to tell somebody to call you what you want to be called.

Pick a student to model:

Watch how I introduce myself to (student).

I say Hi! My name is \_\_\_\_\_. My pronouns are \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

(Example: Hi! My Name is Mr. Johnson. My pronouns are he and him and ze)

What did you notice about the way that I introduced myself?

### Reflection/Circle Question(s) + Taking Action

**Closing reflection question:**

Have students go around the circle introducing themselves. Allow them to have fun with the pronouns! Be sure not to choose for them.

## Before You Begin

### [Pronoun Practice](#)

**A note to teachers before the lesson:** If students get confused about gender expression (how somebody looks) and preferred pronoun, let students know that some people use their bodies to know their gender, but some people use their hearts. Sometimes the gender in your heart is the same as the gender your body is. Sometimes it is different. We want to call people by the gender they have in their heart.

Many people feel like they aren't really a boy or a girl and that's great too.

## Content/Goal/Objectives

Students will analyze selected pages from *They, She, He, Easy as ABC* as a mentor text for their own alphabet page writing. They will create 2-3 possible drafts using a sentence frame template and will share their pre-writing with a partner.

## Student Friendly Objectives

- ★ I can notice characteristics about a book
- ★ I can use what I notice about a book to write like the author

## Content Standards

ELA Standard:  
[CCSS.ELA-LITERACY.SL.1.6](#)  
Produce complete sentences when appropriate to task and situation.

## Social Justice Standards

Social Justice Standard:  
Identity 1 ID.K-2.1 I know and like who I am and can talk about my family and myself and name some of my group identities.

## Materials

### [Slides](#)

*They, She, He Easy as ABC* by Maya and Matthew

### [First Draft Sentence Frames](#)

### [Final Draft with sentence frame](#)

### [Final Draft without sentence frames](#)

## Vocabulary

Characteristics (of a book)

Empowered

## Learning Plan

### **Ignite**

Review yesterday's work by having students introduce their names and pronouns. Model if necessary first (see Day 2 for example).

### **Chunk 1**

*That was great pronoun practice. We are going to practice once more before we start our lesson. Today we are going to practice using the pronoun They/Them. Here is an example of using the pronoun "They/Them". Instead of saying He/She dropped His/Her pencil, you can say: "They dropped Their pencil. Instead of saying "His/Her locker is next to mine", you can say "Their locker is next to mine".*

Now have students share examples of using They/Them/Pronouns. When students have finished sharing out, you can begin the lesson.

*Today we are going to start creating our own ABC book, just like Maya and Matthew's. In order for our book to have the same **characteristics** we need to pay close attention to all of the little choices the author and illustrators made.*

Show students 2-3 pages of the mentor text asking:

*"What do you notice/wonder about what the author/illustrator did on this page?"*

Be sure to point out:

- There is a letter on each page that starts the person's name
- Pronouns and names are in purple
- The characters are wearing clothes that make them feel awesome and proud (empowered) regardless of gender clothing stereotypes.
- The characters are standing in a pose that makes them feel awesome and proud (empowered).  
*Yoli (Y) is a great example to bring in discussion around ability.*

### **Chew 1**

Stop and FREEZE!: Strike a power pose that makes you feel **empowered!** (like a character from the book)

Turn and talk: *What clothes do you like to wear, which clothes would make you feel **empowered?***

### **Chunk 2**

Remind students that we are making our own ABC book. We will start by writing our words. Tomorrow we will get to add pictures to our [final drafts!](#)

Then model using the [First Draft Sentence Frames](#) worksheet see guide below.

Sentence frame guide:

Name is a hobby/description/noun

Pronoun can action and action.

Example: *Ms. Q is a dancer  
they can twirl and boogy.*

## **Chew 2**

Give students time to create 3 first drafts. Let them know they will illustrate their favorite one tomorrow.

[First Draft Sentence Frames](#)

\*Note to teacher-- tomorrow's mini-lesson will be about action words. Look for student work to use in tomorrow's discussion.

## **Reflection/Circle Question(s) + Taking Action**

Have students share their work with a partner choose which one they will want to choose for their final drafts.

## Before You Begin

### [Continued Tips for Gender Neutral Language](#)

**A note to teachers before the lesson:** If students get confused about gender expression (how somebody looks) and pronoun, let students know that some people use their bodies to know their gender, but some people use their hearts. Sometimes the gender in your heart is the same as the gender your body is. Sometimes it is different. We want to call people by the gender they have in their heart.

Many people feel like they aren't really a boy or a girl and that's great too.

## Content/Goal/Objectives

Teacher will teach a mini-lesson of action words to improve students' writing. Students will choose one of their drafts from lesson 3 and will begin revising and creating final drafts. Teacher will conference with writers.

### **Student Friendly Objectives**

- ★ I can revise my writing to use exciting action words
- ★ I can add illustrations to my writing that bring my words to life.

### **Content Standards**

ELA Standard:  
[CCSS.ELA-LITERACY.SL.1.5](#)  
Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

### **Social Justice Standards**

Social Justice Standard:  
Identity 1 ID.K-2.1 I know and like who I am and can talk about my family and myself and name some of my group identities.

## Materials

### [Slides](#)

*They, She, He Easy as ABC* by Maya and Matthew

[First Draft Sentence Frames](#) worksheet

[Final Draft with sentence frame](#) worksheet

[Final Draft without sentence frames](#) worksheet



## Vocabulary

Action  
Synonyms  
Empower

## Learning Plan

### **Ignite**

*Yesterday we practiced using the pronoun They/Them. We are going to practice once more before we start our lesson. Today we are going to practice using the pronoun Ze. Here is an example of using the pronoun "Ze". Instead of saying He/She dropped His/Her pencil, you can say: "Ze dropped Their pencil. Instead of saying "His/Her locker is next to mine", you can say "Ze's locker is next to mine".*

Have students practice using pronoun Ze before beginning the lesson.

Students share in a morning meeting style circle

The action word game:

One student says Hi my name is \_\_\_\_\_ and I can (action) like this. Respond "Hi \_\_\_\_\_!" and mimic the action.

(Ex: Hi my name is Dari and I run like this)

### **Chunk**

Action words-- shades of meaning activity

Write down a couple of examples of action words from the morning meeting activity like "run" and "dance". Tell students that we are going to find million dollar versions of this word-- meaning, we are going to find synonyms that are even fancier.

Draw the word "run" in the middle of an anchor chart or on a whiteboard or make a copy of the slides and use slide 29 . Have students come up with related words.

Repeat with 2-3 more words.

Choose 1-2 samples of student work to project on the overhead. Ask the student whose sample work you are showing, which sentence they will be using for the final draft. Point out the students action words in their sentence frames from their first draft ([First Draft Sentence Frames worksheet](#))

Have students in the class brainstorm fancy million dollar action words.

### **Chew**

Have students look at their writing at the action words that they chose and work with a partner to come up with more options then pick their favorite one.

### **Chunk:**

Tell students that they will be adding illustrations to their work. Go back into the mentor text and remind students what the features of the illustrations were from yesterday.

Be sure to point out

- There is a letter on each page that starts the person's name
  - Pronouns and names are in purple
  - The characters are wearing clothes that make them feel awesome and proud (empowered) regardless of gender clothing stereotypes.
  - The characters are standing in a pose that makes them feel awesome and proud (empowered).
- Yoli (Y) is a great example to bring in discussion around ability.*

**Reflection/Circle Question(s) + Taking Action**

Students create [final drafts](#) with illustration.

Note that students may draw the illustration at home and write the sentence at the bottom if they are learning remotely. They can share the next day on zoom by holding their drawings up.

**Exit Slip/Project/Performance**

Students look at each other's work. They will share with their partner why they chose the clothing and the power pose that they did in their illustration-- and how those choices make them feel empowered.

## Before You Begin

### [Respecting Pronouns in the Classroom](#)

## Content/Goal/Objectives

Students will have work time to publish their writing in a class alphabet book (all letters will not likely be represented) and will present their pages to the class.

Teacher can bind student work into a book to be read with the class and/or other classes. Possible technology extension using iPads detailed in lesson plan.

### **Optional iPad activity:**

Teacher comes around and film student in clips (on iPad). Students would be holding up their pages and reading their work.. The clips can be put together into an ABC montage video. (students could also film each other but this would take more logistical work)

## Student Friendly Objectives

- ★ I can explain how my writing and drawing is similar and different to the mentor book
- ★ I can publish my work and present my work to my classmates

## Content Standards

ELA Standard:

[CCSS.ELA-LITERACY.SL.1.5](#)

Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

## Social Justice Standards

Social Justice Standard:

Identity 1 ID.K-2.1 I know and like who I am and can talk about my family and myself and name some of my group identities.

## Materials

### [Slides](#)

*They, She, He Easy as ABC* by Maya and Matthew

[First Draft Sentence Frames](#) worksheet

[Final Draft with sentence frame](#) worksheet

[Final Draft without sentence frames](#) worksheet

## Source Materials:

## Vocabulary

Presentation

## Learning Plan

### **Ignite**

Have students hand up, stand, up and pair up and share how they feel about presenting their work. (Scared, excited, proud).

Let students know that they will be presenting their work after they finish their drafts.

### **Chunk**

Share a few examples of incomplete student work over the overhead. Ask students to point out how the features of the student work are similar and different to the mentor text (you may have a side by side).

Have student students give compliments to each other based on their work.

Remind students that names and pronouns are in purple. We will be tracing our names and pronouns in purple and then finishing our drafts.

### **Chew**

Have students trace their names and pronouns in purple marker first. Then they may work independently to finish their work.

**Chunk:** Review classroom expectations for Audience etiquette

**Chew:** Have students present their work to the class.

### **Optional iPad activity:**

Teacher comes around and film student in clips (on iPad). Students would be holding up their pages and reading their work.. The clips can be put together into an ABC montage video. (students could also film each other but this would take more logistical work)

Teachers can choose to hang work in the hallway or could bind the work into a book and read the book to the students, and/or other classes.

## **Reflection/Circle Question(s) + Taking Action**

Students present their work to the class.

## **Exit Slip/Project/Performance**

**Review**

Students share in a circle, with a partner, or on a post-it

“Something I am proud of...”

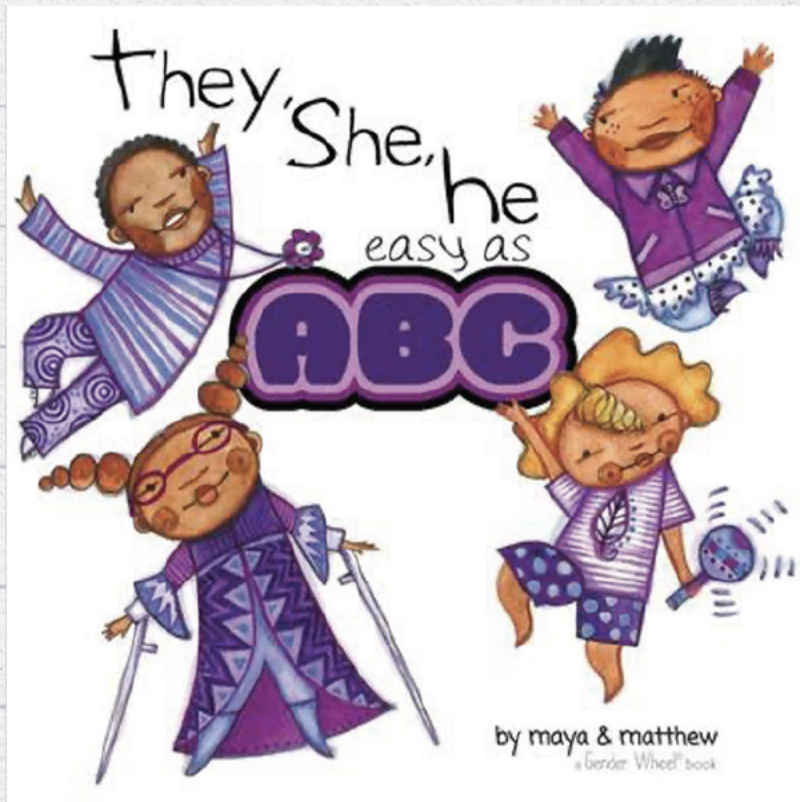


1ST GRADE- PRONOUNS  
LGBTQ+ EQUITY WEEK









Today we will read this book about 26 different kids. Each kid's name starts with a different letter of the alphabet.

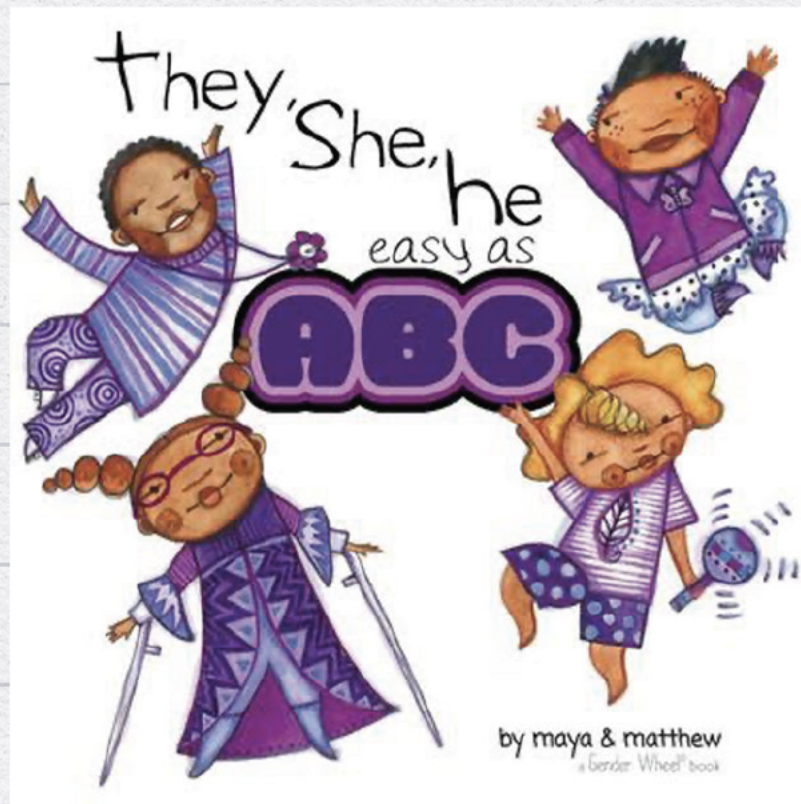
As we read, we will learn what each child likes to be called.





What names do you go by?

Read Aloud





## Stopping Point #1

Why are some words purple? What is the author trying to show us?



from the book *They, She, He* easy as ABC by Maya & Matt Gonzalez, published by Reflection Press



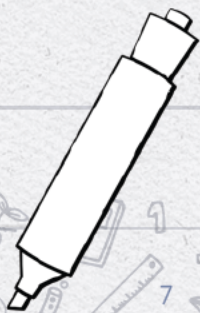
# PRONOUNS

Pronouns are like a shortcut. We can say them instead of a name.

The dog drank the dog's water = The dog drank **her** water

The teacher lost the teacher's marker = the teacher lost **his** marker.

The student brought the student's lunch = the student brought **their** lunch





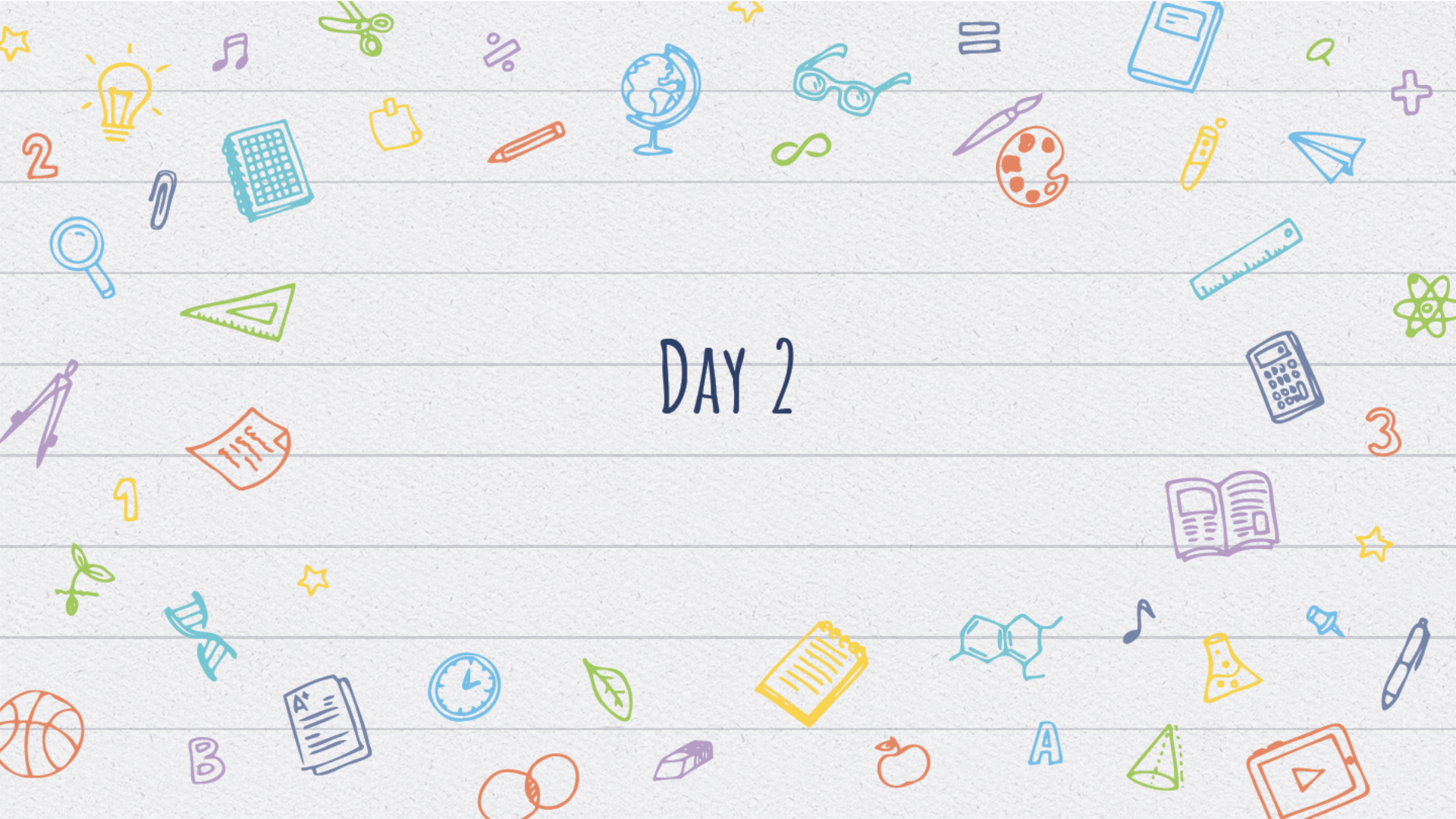




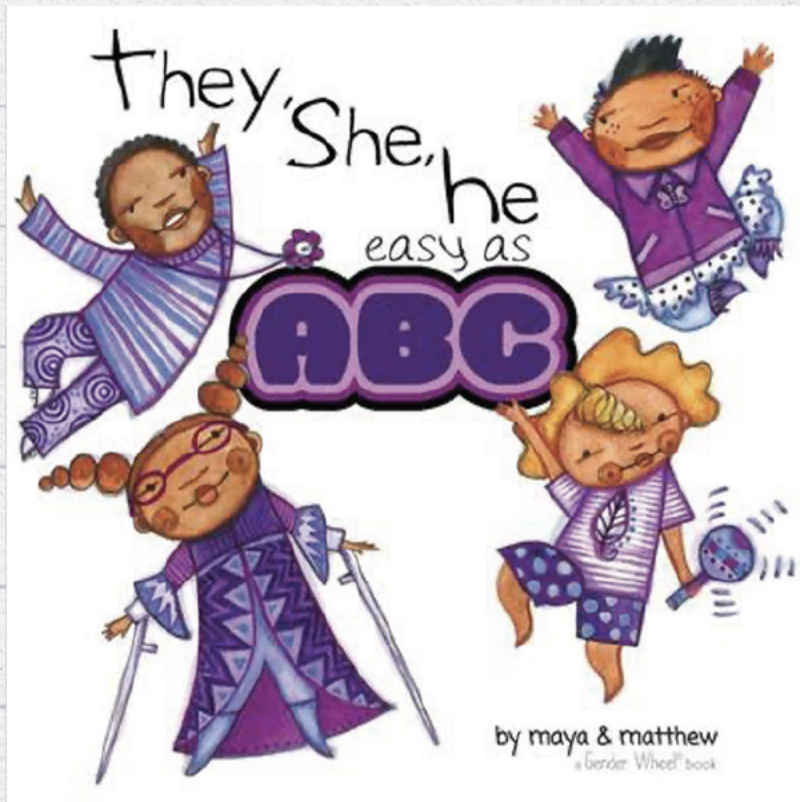




# DAY 2

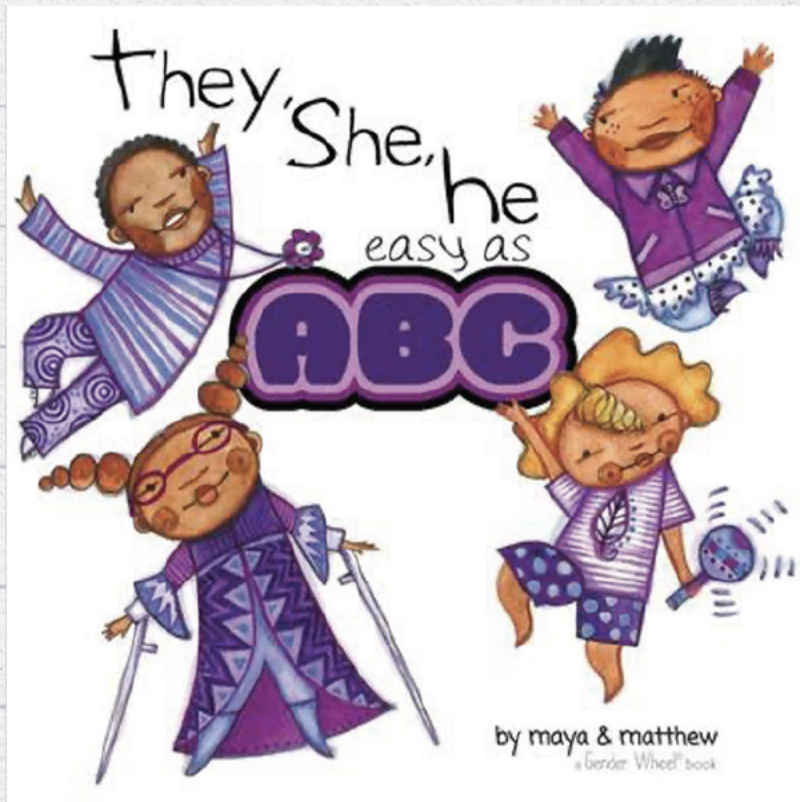






Who was your favorite character?





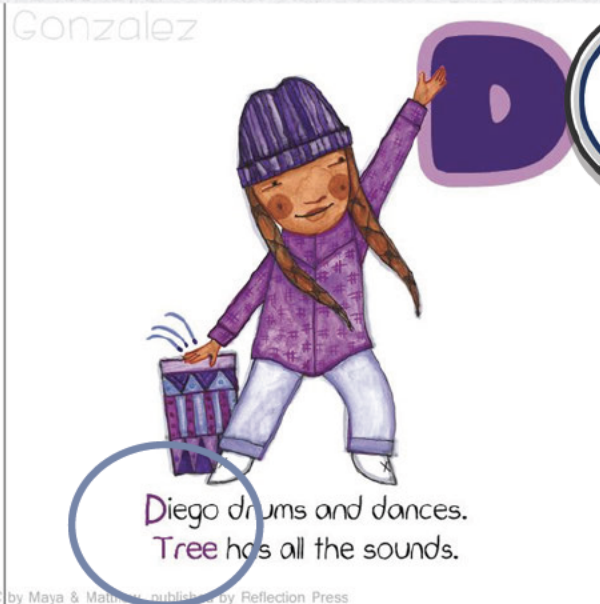
Today we will read this book again!

This time we will make a list of **pronouns** we notice.

What is a pronoun?



Our job today is to figure out which purple words are names and which purple words are pronouns.



from the book *They, She, He* easy as ABC by Maya & Mattioli published by Reflection Press







© Maya Gonzalez

U



Una is a unicorn.  
They prance to their own sound.

from the book They, She, He easy as ABC by Maya & Matthew, published by Reflection Press

V



Viola's a volcano.  
Her power's in her ground.

SOME PRONOUNS ARE PRONOUNS  
THAT GIRLS LIKE TO BE CALLED

SOME PRONOUNS ARE WORDS  
THAT BOYS LIKED TO BE CALLED

SOME PRONOUNS ARE GENDER  
NEUTRAL. THEY ARE FOR ALL  
GENDERS.





© Maya Gonzalez

S



Sky is like a star so bright.  
All the pronouns are right.

T



Tai is tiger in the night.  
He claims his own might.

from the book *They, She, He easy as ABC* by Maya & Matthew, published by Reflection Press

WHICH PRONOUNS DO YOU LIKE  
TO GO BY?

ARE THERE MANY PRONOUNS  
THAT YOU LIKE? OR JUST ONE?





Hi my name is....

My pronouns are .....





# DAY 3







Hi my name is....

My pronouns are .....



U

© Maya Gonzalez



Una is a unicorn.  
They prance to their own sound.

V



Viola's a volcano.  
Her power's in her ground.

from the book They, She, He easy as ABC by Maya & Matthew, published by Reflection Press

## USING THEY/THEM PRONOUNS.

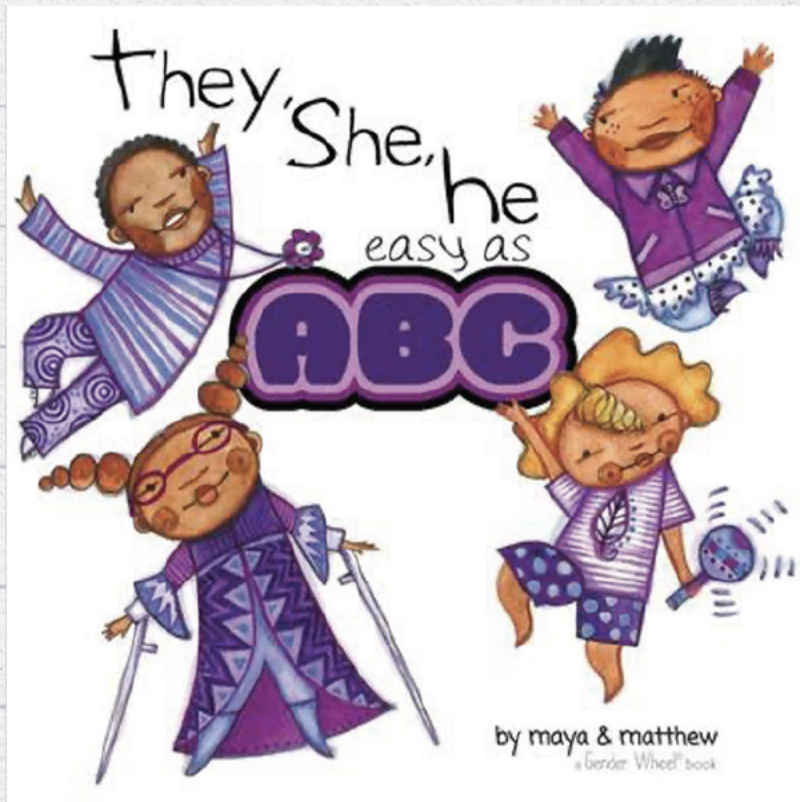
THEY DROPPED THEIR PENCIL.

THEY LIKED SCHOOL.

THAT'S THEIR READING BOOK.







Today we are going to make our own ABC book, just like this one!

Before we make our book we need to study this one to see what we notice.

What do you notice?  
What do you wonder  
about?



Cory leaps high like a cat.  
She springs and leaps and bounds.



Diego drums and dances.  
Tree has all the sounds.



zalez



FREEZE!

Strike a pose that helps you feel  
**EMPOWERED!**

What are your favorite clothes to  
wear? Which clothes help you feel  
**empowered?**

Name: \_\_\_\_\_

## My ABC Pronouns Draft

\_\_\_\_\_ is a \_\_\_\_\_

\_\_\_\_\_ can \_\_\_\_\_ and \_\_\_\_\_

\_\_\_\_\_ is a \_\_\_\_\_

\_\_\_\_\_ can \_\_\_\_\_ and \_\_\_\_\_

\_\_\_\_\_ is a \_\_\_\_\_

\_\_\_\_\_ can \_\_\_\_\_ and \_\_\_\_\_

Let's start writing!

Write three different sentences to  
put in our ABC book!



Name: \_\_\_\_\_

## My ABC Pronouns Draft

\_\_\_\_\_ is a \_\_\_\_\_

\_\_\_\_\_ can \_\_\_\_\_ and \_\_\_\_\_

\_\_\_\_\_ is a \_\_\_\_\_

\_\_\_\_\_ can \_\_\_\_\_ and \_\_\_\_\_

\_\_\_\_\_ is a \_\_\_\_\_

\_\_\_\_\_ can \_\_\_\_\_ and \_\_\_\_\_

Which sentence do you think is the best?

Choose one of your sentences for tomorrow.

# DAY 4







# Action Word Game



Hi my name is....

And I can \_\_\_\_\_ like this!  
action!







Name: \_\_\_\_\_

## My ABC Pronouns Draft

\_\_\_\_\_ is a \_\_\_\_\_  
\_\_\_\_\_ can \_\_\_\_\_ and \_\_\_\_\_

\_\_\_\_\_ is a \_\_\_\_\_  
\_\_\_\_\_ can \_\_\_\_\_ and \_\_\_\_\_

\_\_\_\_\_ is a \_\_\_\_\_  
\_\_\_\_\_ can \_\_\_\_\_ and \_\_\_\_\_

Let's add fancy action words to our sentences from yesterday!





## My ABC Pronouns



\_\_\_\_\_ is a \_\_\_\_\_

\_\_\_\_\_ can \_\_\_\_\_ and \_\_\_\_\_

Worktime!

It's time to start our final drafts!

Add a drawing!

DAY 5





## What Zone Are You In?

Blue	Green	Yellow	Red
			
Sick Sad Tired Bored Moving Slowly	Happy Calm Feeling Okay Focused Ready to Learn	Frustrated Worried Silly/Wiggly Excited Loss of Some Control	Mad/Angry Mean Yelling/Hitting Disgusted Out of Control

How do you feel about presenting your work to the class today?

My ABC Pronouns

\_\_\_\_\_ is a \_\_\_\_\_

\_\_\_\_\_ can \_\_\_\_\_ and \_\_\_\_\_



Remember to trace your name  
and pronouns in **purple**.













A



\_\_\_\_\_ love to  
arabesque.

Ze

They

she

he



3



\_\_\_\_\_leaps.

Ze

They

she

he



\_\_\_\_\_ dances.



Ze

Tree

she

he

E



\_\_\_\_\_ fly.

Ze

they

she

he



\_\_\_\_\_ dances.

Ze

they

she

he



\_\_\_\_\_ loves  
insects.

Ze

they

she

he



\_\_\_\_\_ can jive.

Ze

they

she

he



\_\_\_\_\_ is a  
mermaid



Ze

they

she

he

**N**



\_\_\_\_\_ wants to  
be

Ze

they

she

he

**Grade(s): 2nd-4th**

**Day: 0**

**Lesson title:** Gender & orientation Vocabulary Lesson

Lesson overview:

In this lesson, students will obtain knowledge of key terminology and concepts related to gender & orientation.

Materials	<a href="#">Amaze Org Video: Gender Identity</a> <a href="#">Gender Identity Kahoot</a> <a href="#">LGBTQ+ Acronym Kahoot</a>
Social Justice Standards	DI.3-5.7 I have accurate, respectful words to describe how I am similar to and different from people who share my identifies and those who have other identifies.
Student friendly learning objectives	★ I can define important LGBTQ+ terminology.
Important vocabulary	Sex assigned at birth ,gender, gender identity, gender experection, cisgender, transgender, non-binary, lesbian, gay, bisexual, queer, pronoun, pansexual, asexual
Lesson plan	<p>Say, "Next week is LGBTQ+ Equity Week in all D65 schools! The purpose of the week is to celebrate that love is love &amp; that people have the right to be who they are and express how they feel. In order to celebrate the LGBTQ+ community, we need to understand some vocabulary that will help us deepen our learning next week. First, we will be watching a video about gender identity. Then, we will play a few kahoots to see what we know and what we still have to learn about LGBTQ+ topics! Really listening to this video will help you with some of the kahoot questions!"</p> <p>Watch: <a href="#">Gender Identity Video</a> then ask students: What did you notice about the video? What do you still wonder?</p> <p>Say, "Now we are going to play a few kahoots to test what we know about LGBTQ+ topics. It is okay if you don't know all the answers!"</p> <p>Kahoot #1: <a href="#">Gender Identity</a> (stop and discuss after each question as needed)</p>

Question	Follow up prompts
Question 1: Sex Assigned at birth means...	Doctors give babies sex assigned at birth based on physical attributes (body parts); most common sexes are male & female
Question 2: Gender is different than sex assigned at birth.	Answer: True *A lot of people believe babies are given the gender that they are when they are born, but we now know gender is a spectrum. When couples find out they are pregnant they have something called a "gender reveal party." But really, it should be called a "sex assigned at birth" party!
Question 3: Gender Expression is what you choose to wear to show the world who you are.	Answer: True *Ask students why fashion & clothing is an important form of our expression. Fashion and clothing tells the world who we are and what we like. If you have a bold personality, maybe you enjoy wearing bold colors like neon yellow. If you enjoy sports, maybe you wear your favorite team apparel. How do you express yourself through your clothing? Do you have a favorite outfit?
Question 4: We all have pronouns.	Answer: True *Do you know your pronouns? Introduce yourself to the person next to you using your pronouns. "My name is __ & my pronouns are ____" Question 5: Some examples of pronouns are: Answer: she/her/hers, he/him/his, they/them/theirs, combo or other
Question 5: Some examples of pronouns are...	Answer: These are all correct! *There are also more than just these pronouns! We should always respect what somebody wants to call them and be open to learning about new pronouns.
Question 6: Non-Binary means...	Answer: No gender or more than one gender *Reminder that non-binary means a person whose identity doesn't fall in the binary category of male or female. Binary means two parts- so male & female means binary here.
Question 7: People who are non-binary can also be transgender.	Answer: True *It is important to remember that everyone gets to choose what words feel best to them when talking about their own identity. We can never tell someone else who they are or how they feel. Being transgender means a person whose gender identity is not consistent or the same as their assigned birth sex...so this would include non-binary. You do not have to just be one or the other, that would be binary!
Question 8: If I don't know someone's pronouns I can say:	Answers: Hey what are your pronouns?; Use no pronouns at all; My pronouns are (share your own!) *Ask students, based on what we have learned so far, why is it rude to ask someone if they are a boy or a girl?

	Any of the other answers are acceptable ways of talking to someone if they don't know their pronouns. It is a sign of respect and to ask someone their pronouns and introduce yourself with yours. This shows someone you care about respecting them & knowing who they are.
Question 9: What is a gender neutral title prefix? Answers: Mx. (*Pronounced as "Mix")	When we address adults, we often refer to them as "Ms., Mrs., or Mr.- but what about people who are non-binary or transgender? These prefixes are all gendered! Gender neutral means something that can align to all genders or no genders. For example, a pencil is a gender neutral object. Everyone uses pencils. Mx. is just a "gender neutral" title prefix.
Question 10: Cisgender means..	Answer: one gender; someone who feels like the gender they were assigned at birth *Often referred to as "cis", if a doctor says you are female at birth and you feel like a girl, you are a "cisgender female"; if you were assigned male at birth, and feel like a boy inside, you are a "cisgender male."
Question 11: Transgender means people who are a different gender from the sex they were assigned at birth.	Answer: True

**Kahoot #2: orientation**

This next kahoot is about orientation - meaning who we might love or be attracted to someday. For example, if a cisgender man is married to a cisgender woman, their sexuality is straight. We talk all the time about couples like Barack & Michelle Obama, they are an example of a straight couple. This sexuality has been normalized in our society for decades, and many people have fought for their human rights over time. Now, it is possible for people to be who they are and marry who they love, legally. It is important for us to know the language for all sexualities and genders. Each question has a flag that represents that identity. See how many flags you know!

Question	Follow Up Prompt
Question 1: L in LGBTQ+ stands for Answer: Lesbian	Share definition: Women who love or are married to each other
Question 2: G in LGBTQ+ stands for Answer: Gay	Definition: Two people of the same gender (often two men) who love or are married to each other
Question 3: B in LGBTQ+ stands for Answer: Bisexual	Definition: People who love or are attracted to



	two genders.
Question 4: T in LGBTQ+ stands for Answer: TGNC or transgender	Defintion: A term used to describe people who are a different gender from the sex they were assigned at birth. This term does not soley apply to someone transitioning to the opposite sex. Being transgender does not imply any specific sexual orientation; transgender people may identify as straight, gay, lesbian, bisexual, etc
Question 5: Q in LGBTQ+ stands for Answer: Queer / Questioning	Definition: A term some people use to identify themselves with a flexible and inclusive view of gender and/or sexuality.
<p><b>Closing:</b> Say something like, <i>you all really impressed me with what you knew already and how open you were to learn new things! I enjoyed our discussions and I'm really forward to getting to dig deeper with our class this week during LGBTQ+ Equity Week.</i></p>	

**Gender & Me**  
LGBTQ+ Equity Week  
3rd grade, Day 1

**Before You Begin**

- Read through the lesson and familiarize yourself with definitions & terms
- Upload the Gender Jam & Likes List to classroom platforms

**Content/Goal/Objectives**

Students will:

- ★ Understand the difference between sex assigned at birth and various gender identities.
- ★ Reflect upon our binary biases of male & female stereotypes.

**Common Core Standards**

IL SEL Standards: 1B Recognize personal qualities and external supports.  
Stage A: Identify things you like to do.

**Social Justice Standards**

Diversity 7 DI.K-2.7 I can describe some ways that I am similar to and different from people who share my identities and thos

**Materials:**

[Day 1 Slides](#)  
[Gender Jamboard](#)  
["Likes" List](#)

**Vocabulary:** sex assigned at birth, gender, binary, non-binary, transgender, gender expression, cisgender, transgender, gender stereotypes

**Learning Plan**

**Ignite:**

Show students the slide of the "[gender reveal images](#)" and ask them what they infer might infer, or guess is happening based on the images. Give students a few minutes to turn & talk with a peer or share aloud as a class.

Ask students:

How do parents know the sex of their baby?  
Who tells them? Why do you think we do this?

Sex assigned at birth is binary, and is decided on by doctors based on body parts. But we know now that gender is how you FEEL inside. We are going to learn more about gender today!

**Chunk:**

Tell students: In Western culture, when babies are born, they are given a "binary" sex assigned at birth. Sometimes, this gets confused with the word "gender", but we will soon know the difference! When babies are born, what **binary** thing do doctors assign them? (male & female, boy & girl.) Even though we are all given a sex assigned at birth, we are NOT given our gender. We are the only ones who can feel what our gender is.

A lot of parents have celebrations of having a boy or a girl, but this is something many other cultures don't do. We know the word binary means one of two parts - examples of binary could be "chocolate & vanilla; blue & pink." When you are given two things, that is binary. The **gender binary** in Western culture is known as "boy & girl, or "man & woman." People create thoughts and ideas of what is "masculine & feminine" based on these two categories.

When people are the gender that is aligned to their sex assigned at birth, this is known as being **cisgender**. (Ex. doctors said the baby was a boy, and the boy grew up to feel like a man inside. In this case "cisgender male" is how this person would identify.)

Ask students: If binary means two parts, what do you think non-binary might mean?

**Non-binary** means not just two parts! Being non-binary can mean that someone feels both like a boy and a girl, or may feel like they don't have a gender at all. Non-binary is a valid gender identity, just like boy or girl.

When growing up, some girls may feel they are boys. Some boys may feel they are girls. The name for this is **transgender**, meaning they were born a certain sex assigned at birth, but do not feel inside they are the gender doctors thought they were from their bodies. It is important to be and celebrate our best selves, whoever that is!

Ask students:

If we are the only ones who can know our gender, why do you think Western culture cares so much about knowing if babies are boys and girls before they are even born? How do you think the gender binary make someone non-binary or transgender feel?

**Chew:**

Have students complete the ["Gender Jam"](#) & discuss. (This can be uploaded as a remote activity or printed and done as a worksheet.)

**Chunk:**

Do you ever hear people say "these are boy things" or these are "girl things"?

**Stereotypes** are ideas that we sometimes have about certain groups or things.

What can you think of that is a stereotype for "boys"? What about "girls"?

(examples could be boys should like blue, girls like pink, boys play rough and girls play tea parties.)

Ask students: How do you think these stereotypes or ideas form in our heads at such a young age?

We express ourselves and our genders in many ways - how do you express your gender to the world? (ex. Clothes, haircuts, nail polish, etc.) This is called our **gender expression**.

Ask students if they get to pick the toys they play with, clothes they wear, and what activities they like?

**Chew:**

Have students make a "like list", of all the things they can think of that they like to do, wear, or play and share out. Is there anything on there that is "out of the binary", (ex. Maybe boys like to wear nail polish, girls like to build, etc.) Have you ever stayed away from activities because you were afraid it wasn't allowed? What was it?

Tell students that no matter what their gender is (cisgender, transgender, non-binary) we are all unique and allowed to be ourselves, like what we like, and try what we want to try!

As an exit slip, have students write the difference between sex assigned at birth and gender.

**Reflection/Circle Question(s) + Taking Action:**

Knowing what you know now, do you think there should be "gender reveal parties" why or why not? Is it inclusive of all genders?

Ask students what they think it means to "break the binary."

Go deeper about pronouns and why it is important to introduce themselves when they meet new people.

Two Spirit  
LGBTQ+ Equity Week  
3rd Grade, Day 2

**Before You Begin:**

- Read [this article](#) about Two Spirit people of Indigenous North Americans
- Upload materials into classroom platform
- Over the next couple days students will be hearing the phrase “third gender” - it is important to know this information: “Within a Western and Christian ideological framework, individuals who identify as a third gender are often thought of as part of the LGBTQ community. This classification actually distorts the concept of a third gender and reflects a culture that historically recognizes only two genders based on sex assigned at birth - male or female – and anyone acting outside of the cultural norms for their sex may be classified as homosexual, gender queer, or transgender, among other classifications. In societies that recognize a third gender, the gender classification is not based on sexual identity, but rather on gender identity and spirituality. Individuals who identify with a cultural third gender are, in fact, acting within their gender/sex norm.” (Source: [Natural History Museum](#))

**Content/Goal/Objectives**

Students will:

- ★ Find similarities and differences between two-spirit & TGNC identities
- ★ Understand how colonization & xenophobia played a role in gender oppression
- ★ Analyze differences between Western & Indigenous culture

**IL Learning Standards**

SEL 2B: Recognize individual and group similarities and differences.

**Social Justice Standards:**

Justice 13 JU.3-5.13 I know that words, behaviors, rules and laws that treat people unfairly based on their group identities cause real harm

**Materials:**

- [Day 2 Slides](#)
- [Video](#)
- [Two-Spirit & TGNC Organizer](#)

**Source Materials:**

- [Them](#)
- [ihs.gov](#)

**Vocabulary:**

Gender diversity, xenophobia, Western culture, Indigenous peoples, TGNC, Two-Spirit



## Learning Plan

### **Ignite:**

Ask students what they notice & wonder about the image on this slide.

This image is from an Egyptian pottery shard from between 2000 and 1800 BCE. It is one of the oldest known depictions of three distinct genders - male, female, and [sekhet](#), which was neither male nor female.

*Many cultures around the world embrace more than two genders, sometimes referred to as third gender, unlike Western culture that has historically embraced a binary gender system. Who remembers from yesterday what "binary" means?*

*If more than two genders have been around for so long, why haven't we talked much about it? Today we will find out when the U.S. adapted to this binary system, and learn about some other cultures that embrace **gender diversity**, the idea that more than one gender is accepted & valued in society. Some people in Western culture treat gender diversity like it is "new" but really, it is a very old concept that was pushed away for being seen as different. Sometimes people fear or resist what is different- this is known as **xenophobia**.*

### **Chunk:**

Western cultures often define gender by bodies, many Native American Indigenous cultures define gender by someone's spirit. Ask students what they know about the word spirit. In Indigenous culture, some people are "Two-Spirit" - ask students what they think this might mean.

Watch the [video clip](#) and before students watch, ask them to listen for what two-spirit means and how they were treated in their culture.

Discuss as a class.

**"Two-spirit"** refers to a person who identifies as having both a masculine and a feminine spirit, and is used by some Indigenous people to describe their gender, orientation, and/or spiritual identity.

Ask students what they know about the words masculine & feminine, think about conversation from the day prior talking about male & female.

\*Being Two-Spirit is an identity only Indigenous people can hold, as it is unique to their heritage. Two-Spirit people hold a very important role in many Indigenous communities and as we heard in the video, are valued for special roles such as peacemakers, doctors, matchmakers, ceremony leaders, war advisors.

When colonizers stole the land from the Native Indigenous people, they didn't understand the value of two-spirit people. Colonizers began to enforce laws and forced two-spirit people to conform to the gender binary that they brought from their society

(forced them to cut their hair, wear gendered clothing, participate in gender specific roles.) Colonizers had xenophobia towards the Indigenous way of being, and because they did not understand two-spirit people, they forced them to be someone they weren't. There are many two-spirit people in the world today and their heritage should be known and celebrated!

Ask students:

What do you think would have been different for two-spirit people/for the LGBTQ+ community if colonizers embraced them back then?

**Chew:**

Have students complete the graphic organizer -

How are Two-Spirit people similar / different than transgender/non-binary identity?

How are they different?

**Reflection/Circle Question(s) + Taking Action:**

How do you think colonizers forcing a gender binary impacted our society today?

Ho'onani: Hula Warrior  
LGBTQ+ Equity Week - Day 3

**Before You Begin**

- Pre-read the book & review slides
- Upload worksheets to platforms
- For additional knowledge around this story, watch full length [documentary](#)

**Content/Goal/Objectives**

Students will:

- ★ Witness aspects of Hawaiin culture and gender diversity
- ★ Participate in an activity or simulation that allows you to experience life from the perspective of another group.

**Social Justice Standards:**

JU.3-5.14 I know that life is easier for some people and harder for others based on who they are and where they were born.

**Materials:**

[Day 3 Slides](#)

Book: *Ho'onani, Hula Warrior* by Heather Gale (available on [Sora](#) or [Youtube](#))

[Think Feel Do reflection](#)

[Documentary](#) clip (20:17-22:05)

**Vocabulary:**

Kane

Wahine

Mahu

**Learning Plan**

**Ignite:**

Watch the [quick clip](#) about the history of Mahu. Have students make comparisons to the Indigenous Two-Spirits.

**Chunk:**

*Say, Today we are going to read a book about a girl from Hawaii, her name is Ho'onani and she wants to try out for the boys only hula troop at her school. As we read, we are going to pay attention to the ways that Ho'onani is treated by the people around her as she tries out for the boy's only hula troop.*

*I want to read the note at the beginning of the book. Read (In ancient Hawaiian culture, every person had a role in society....)*

Review the following terms with students before beginning the book:

Kane- means masculine or male spirited

Wahine- means feminine or female spirited

Mahu- people who embrace both feminine and masculine traits

Play the [read aloud](#) of Ho'Onani- Hula Warrior or find on Sora.

Read the book to students, stop throughout the book and ask students to consider.

- (Towards the beginning) How is Ho'onani sister feeling about her Ho'onani auditioning for the hula troop? How do you know? What evidence do we have from the text?
- It seems like one problem that Ho'onani faces in this book is that people (like her sister) might not accept her for who she is. How does Ho'onani react to this problem throughout the book?
- The boys in the hula troop all seem shocked to see Ho'onani at the audition. How does Ho'onani teacher Kuma Hina treat Ho'onani when she auditions to lead the hula troop?
- How does Ho'onani feel when she is leading the hula troop? How do you know? What evidence do we have in the text?
- How does Ho'onani sister Kana change from the beginning to the end of the book?

**Chew:**

Students will think about what if they were told they couldn't do an activity they loved because of their gender. What would they think, feel, say and do?

Students can complete [this reflection](#) and share.

**Review:**

Tell students that the image they saw in the beginning of the lesson is Ho'Onani performing in real life. If you have time, you can show students this video of Ho'onani live performance. (Note: [This link](#) is a 20 min documentary played in the 5th grade curriculum, **fast forward to the performance at 20:17-22:05**)

Gender Around the Globe: Muxes  
LGBTQ+ Equity Week - Day 4

**Before You Begin**

Build some background:

[Third Gender: An Entrancing Look at Mexico's Muxes](#)

Source Article: [Natural History Museum](#)

**Content/Goal/Objectives**

Students will:

Understand that our norms around gender and sexuality are not universal.

Compare and contrast our Western norms around gender and sexuality to those of the Zapotec culture.

Recognize how diversity enriches a community.

**Content Standards:**

CCSS.ELA-LITERACY.RI.3.9

Compare and contrast the most important points and key details presented in two texts on the same topic.

**Social Justice Standards:**

Students will examine diversity in social, cultural, political and historical contexts, rather than in ways that are superficial or oversimplified.

**Materials:**

[Day 4 Slides](#)

[Muxes Video](#)

**Vocabulary:**

Gender/sex assigned at birth, gender stereotypes, sexual orientation and gender expression, Muxes

**Learning Plan**

**Ignite:**

Have students look at the image and share what they notice & wonder.

These are images of Muxes (pronounced 'moo-shay) in Mexico.

**Chunk:**

So far this week, we learned how some Native American and Hawaiiin Indigenous communities embrace gender diversity. Today, we will be learning about Muxes in Mexico.



Muxes are people who dress in feminine expression, and are people assigned male at birth. Muxes culturally behave in ways that are distant from masculinity (or what is expected by society of men.) In a video we are about to watch, they say, "to try and label "muxeity" is just someone else's necessity." Ask students what do you think this might mean? The narrator of the video says muxes have existed before anyone even had the language to describe gender.

Watch the [video](#) with students.

**Chew:**

Read aloud the literary slides about Muxes.

Ask students:

How is this different from Western society?

**Review:**

*If you think of what we learned yesterday about the Two-Spirit and what we saw today about the Zapotecs and the Muxes, how do you think people's lives would be different in the Americas if European colonization had not happened?*

**Questions to send home:** Are gender and sexuality norms the same everywhere in the world? What did you learn about that today?

## Before You Begin

- Adult Background Knowledge Building-[Gender Equity](#)

## Content/Goal/Objectives

Students will:

- ★ Describe what one has learned about the ways cultural groups differ from one another
- ★ Describe the basic rights of all individuals regardless of their social or cultural affiliations.

## Social Justice Standards

Justice 12: Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).

## Vocabulary

Labels, identity, intersection

## Learning Plan

### **Ignite:**

Show [this slide](#) and have students do a quit jot on what they remember hearing and learning this week next to the terms “two-spirit, mahu, and muxes.”

### **Chunk:**

For centuries, people have been themselves and embraced gender and orientation. In the history of the cultures we learned about this week, gender diverse people were respected and given special jobs in their societies. They were valued and affirmed. Colonizers created binary systems and expected people to “fit in.” People in many cultures, including Western culture, are speaking up and living their truths again.

Why do you think it became dangerous for people to be themselves?  
How do you think this made people feel?

Ask students what they know about the word “labels.”

Labels are words or categories humans use to describe things, people, and groups.

They help us see meaning in the world & help our brains understand people.

Sometimes, labels can lead us to judge others or think that we already know more about them than we actually do.

For example, we might know a doctor. ‘Doctor’ is a label for someone - there are many different kinds of doctors. From that label, we might assume that person is smart and wealthy.

**Chew:**

Have students brainstorm labels they can think of that they use to categorize people or things.

Ask students:

Do you think we need labels? Why or why not?

How can labels be helpful? How can they be harmful?

**Chunk:**

Did you know that in our society today, it can still be dangerous for some people to “break the binary?” Because of racism and colonization, whiteness has been seen as a dominant label. White, cisgender, straight people have been given more opportunities than those who are not. This is something humans made up and is a system we work to break down by seeing, acknowledging, and understanding the history and experiences of others.

If someone has intersecting labels, meaning more than one label. that has historically been oppressed (kept down by systems for the benefit of others), then it can be dangerous for them to be themselves.

**Chew:**

Do you think we can live in a world where labels aren’t harmful?

What kind of world do you want to live in?

What do you think people need to do to make your perfect world happen?

Have students write a letter ([see example](#)) to the future generation in the year 2121 (100 years from now.) Ask students to write a letter or draw a poster with what they hope the world will be like. Things to think about including may include LGBTQ+ equity, racial equity, and possibly other ideas that are connected to equity that are important to you.

Say something like, *We have learned a lot this week. In particular we have learned a lot of ways that cultures outside of the United States think of gender. I am really proud of the work you have done together this week. Thank you for sharing your thoughts with our class today. I am excited to create a more perfect world with you.*

**Reflection/Circle Question(s) + Taking Action**

What could you do to change the world now to make it better for gender equality and expression?

# LGBTQ + EQUITY WEEK

## 3RD GRADE

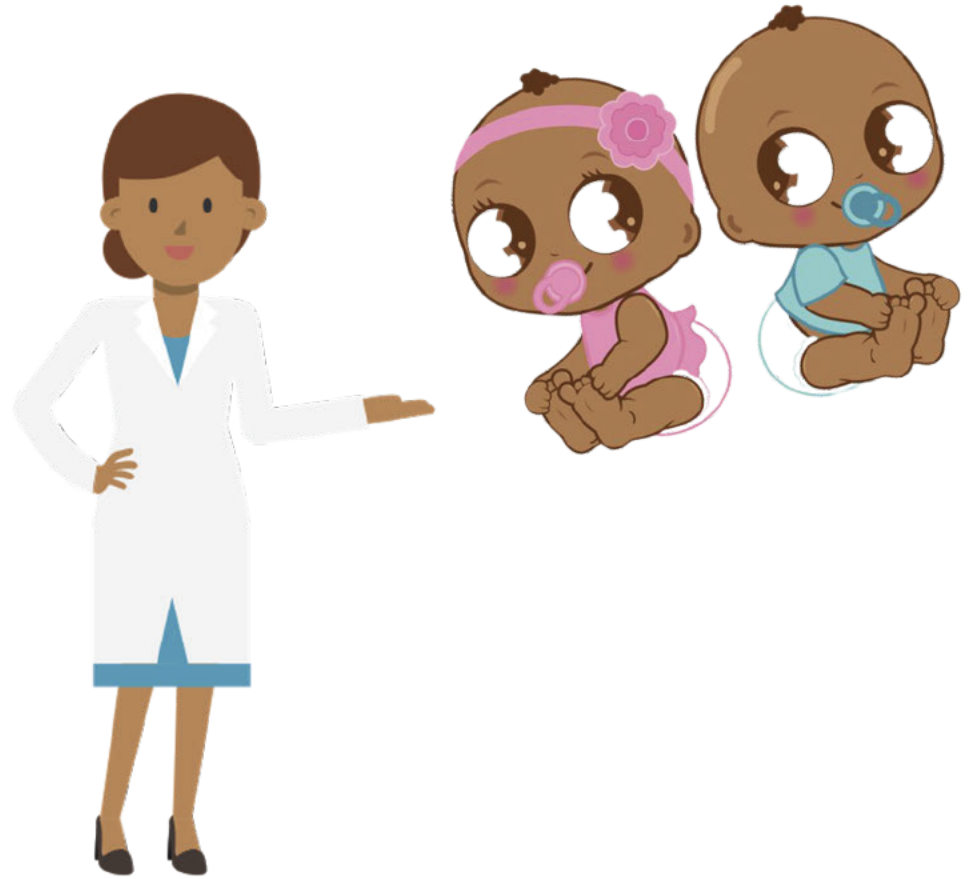
**Day 1**



What can you **infer** about these images?



DOCTORS  
ASSIGN BABIES  
THEIR SEX  
ASSIGNED AT  
BIRTH.



**Binary** means two parts.  
Sex assigned at birth  
is binary.



What do you think **non-  
binary** might mean?

EVEN THOUGH WE ARE ALL GIVEN A SEX ASSIGNED AT BIRTH...

YOU ARE NOT GIVEN YOUR GENDER.

ONLY YOU CAN KNOW YOUR GENDER AND HOW YOU FEEL INSIDE.

CAN YOU KNOW SOMEONE'S  
GENDER BY HOW THEY LOOK?





**NO!!!!**

Gender is how  
someone feels  
INSIDE.

We may  
**perceive**  
someone's  
gender by how  
they look, but  
we cannot know  
for sure.



**Non-binary** means more than two parts.  
It is a **MYTH** that gender is binary.



People who are **non-binary** are more than one gender or no gender at all.

WHEN SOMEONE IS **CISGENDER**, THEIR SEX ASSIGNED AT BIRTH MATCHES THE GENDER THEY FEEL INSIDE.



# PEOPLE WHO ARE NON-BINARY MIGHT ALSO BE TRANSGENDER.

Sometimes, people are given a sex assigned at birth and it does NOT match the gender they know they are inside.

Jazz Jennings was assigned male at birth but knew she was female from a very young age. Jazz is transgender.



# GENDER JAM: LET'S SEE WHAT WE KNOW!

## 1. READ THE DEFINITIONS

2. DRAG the words

**Gender Jam**  
Directions: Slide the post-its under its definition.

Non-Binary	Transgender
Binary	Gender Stereotypes
Sex Assigned at Birth	Cisgender

When a person's sex at birth is the same as their gender.  
(Ex. a boy who feels inside like a boy.)

Two parts.  
(ex. Male & Female)

Someone who is more than one gender, or no gender at all.

What doctors assign babies when they are born.

When someone's sex assigned at birth is the opposite of how they feel.  
(ex. Assigned girl but feels like a boy inside.)

Ideas people have about what genders should do/like what.






**GENDER STEREOTYPES** ARE ASSUMPTIONS OR IDEAS  
WE GET FROM SOCIETY ABOUT WHAT GIRLS & BOYS  
SHOULD LIKE OR DO.

DO YOU KNOW ANY GENDER STEREOTYPES?  
ARE THEY FAIR? WHY OR WHY NOT?

# LET'S MAKE A LIKE LIST.

**What do you wear, play with, and do that makes you, YOU?**

**Directions:** Think about what kinds of toys you like to play with, clothes you feel best in, and activities you enjoy. Make your own like list!

<u>TOYS</u> 	<u>CLOTHES</u> 	<u>ACTIVITIES</u> 

WRAP IT UP.

**WHAT IS THE DIFFERENCE BETWEEN SEX  
ASSIGNED AT BIRTH & GENDER?**

**CAN WE KNOW SOMEONE'S GENDER BY  
THEIR GENDER EXPRESSION?**

No matter your gender, you are allowed  
to like what you like and be who you  
are.



**ALL GENDERS ARE VALID!**

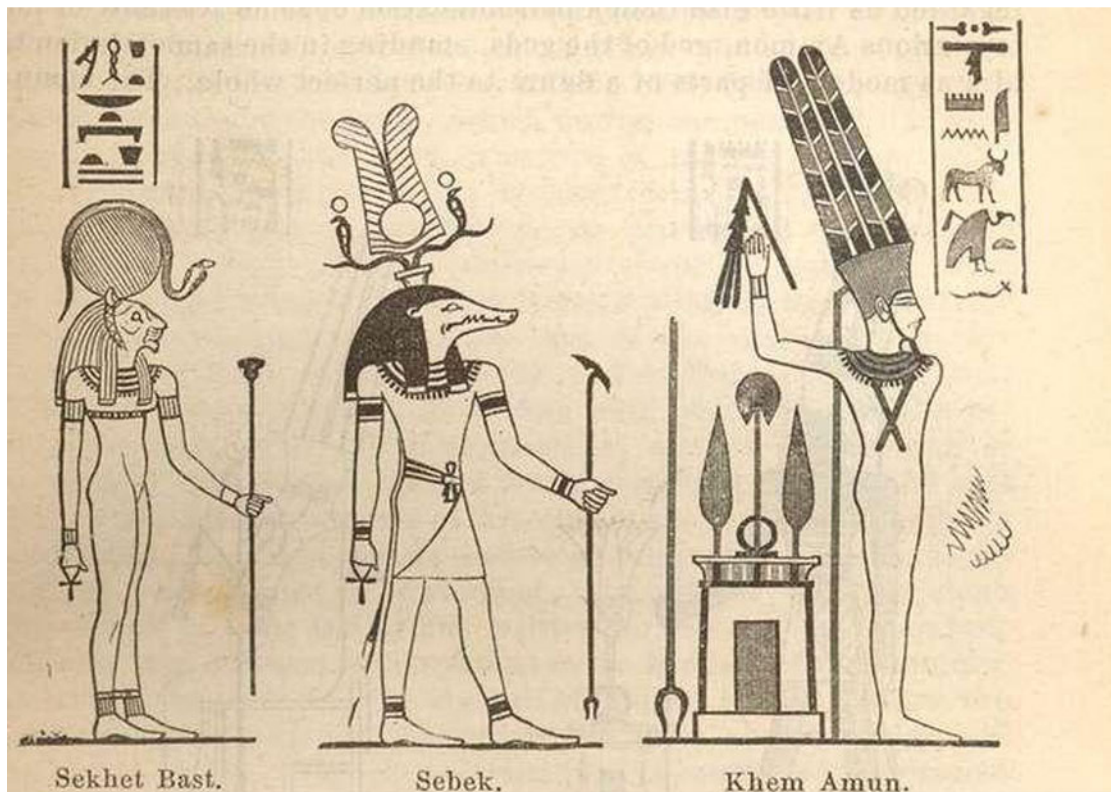
# LGBTQ + EQUITY WEEK

## GENDER AROUND THE WORLD

**Day 2**  
**3rd Grade**



# WHAT DO YOU NOTICE & WONDER ABOUT THIS IMAGE?



# So, what does it mean to be Indigenous?

Indigenous people are descendants of those who lived on land prior to colonization, when people from other cultures arrived and forced a change in their society.

Indigenous people work hard to preserve important ways of life including their cultural & religious beliefs, language, social, economic, and political systems.



In many Indigenous tribes,  
gender is defined by someone's spirit.

What do you know about  
the word **spirit**?

What do you think the  
term **“Two-Spirit”** might  
mean?



# TWO-SPIRIT

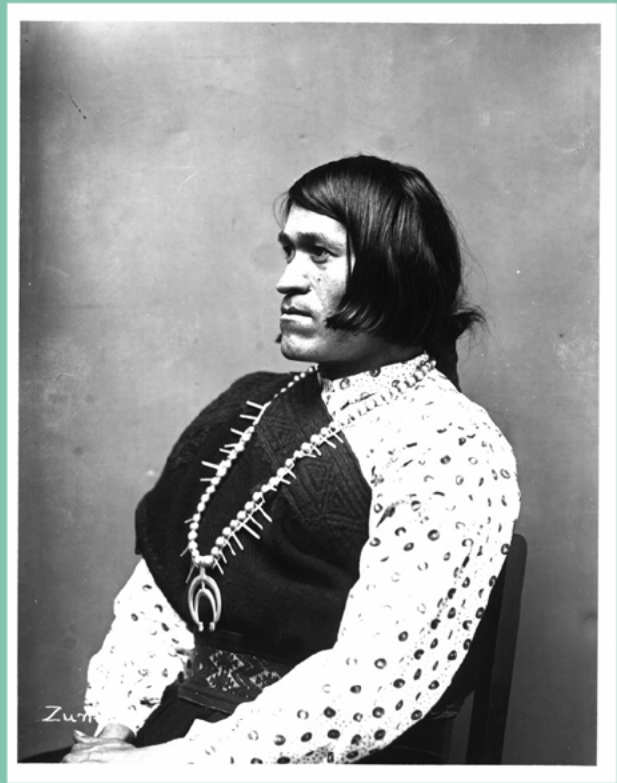
As you watch,  
**listen for:**

- 1) What is two-spirit?
- 2) How were they treated in society?



# Two-Spirit Roles

- ★ Peacemakers / mediators for the tribe
- ★ Doctors/medicine people
- ★ Matchmakers
- ★ Name givers
- ★ Special ceremony leaders
- ★ Seen as bringing good luck
- ★ Gave advice to chiefs about when to go to war





# What is Colonization?

Colonization is the action or process of settling among and establishing control over the indigenous people of an area.



Xenophobia is the fear, dislike, or hatred of what is seen as unknown or strange.

Some people are xenophobic to other cultures & communities. For example, Colonizers were xenophobic to Native American/Indigenous culture.

Why do you think this might be?

# **LGBTQ+ Equity Week**

3rd Grade

Ho'Onani: Hula Warrior

**Day 3**

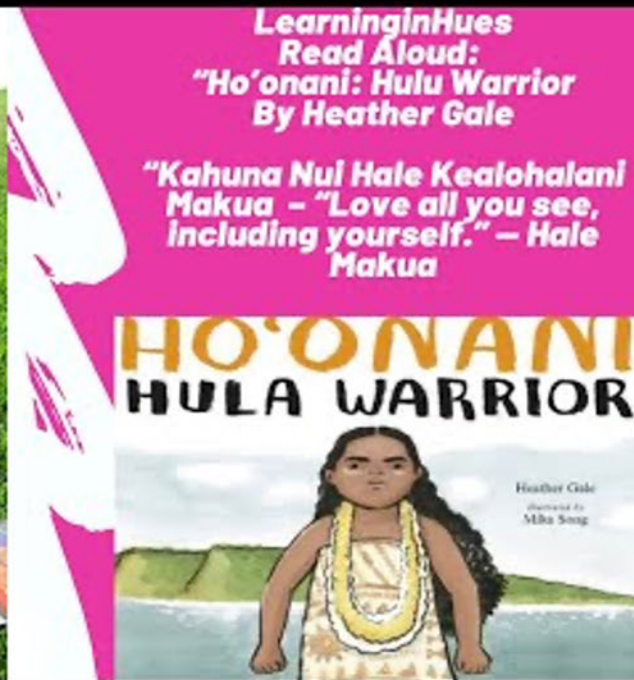
# MEANING OF MAHU

While you watch,  
listen for the  
meaning of **Mahu**.  
think about how Mahu  
are similar to **Two-  
Spirits**.



# HO'ONANI, THE HULA WARRIOR

BY HEATHER GALE





An **opportunity** is a chance to do something; sometimes for greater success.

Ho'Onani was given an opportunity to do something she loved, even though her gender was out of the binary of who is usually "allowed" to participate. Her teacher had the power to give her this opportunity. Some people do not get the same opportunities as others because of their identity & this is not fair.

Should people have power to give or take away opportunities? How can we create equal opportunity?

# WHAT IF SOMEONE TOOK AWAY YOUR OPPORTUNITY?

Complete this worksheet about what you would think, feel, and do if someone told you that you couldn't do something because of your gender.

Ho'Onani's teacher allowed her to try out for the Hula troop and gave her an **opportunity** to do something she loved. Many people are not given opportunities because of their identity because of societies rules.

Think of an activity you love to do. Then, pretend you were told you couldn't do it because of your gender. What would you think? How would you feel? What would you say or do?

If I was told I couldn't _____ , I would.....		
THINK	FEEL	SAY/DO

Click here to watch  
Ho'Onani's  
performance @ 20:17

[HTTPS://VIMEO.COM/121840165](https://vimeo.com/121840165)

----->



# LGBTQ + EQUITY WEEK

## MUXES IN MEXICO

**Day 4**  
**3rd Grade**

Many cultures around the world do not have a binary gender system.

In many cultures,  
Gender Identity (how you feel) &  
Orientation (who you love)  
are celebrated and seen as fluid.

Fluid means changing & not-fixed to be one way or the other.



WHAT DO YOU NOTICE & WONDER ABOUT THESE IMAGES?



# MEXICO'S THIRD GENDER



# Muxes in Zapotec Culture

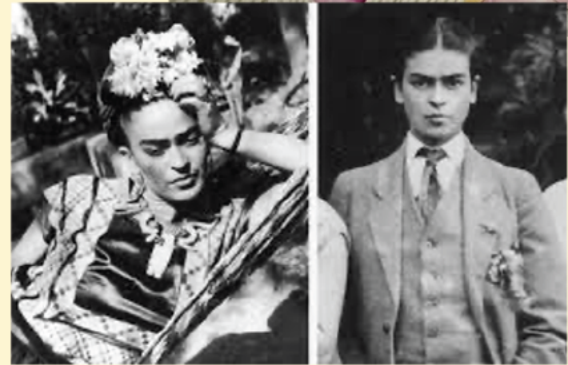
In Juchitán de Zaragoza, a small town on the Istmo de Tehuantepec in the state of Oaxaca, there remains a large population of Muxes who have been celebrated since pre-colonization times. The wider acceptance of a third gender among the community may be traced to the belief that individuals who identify as Muxes are part of the culture and its traditions, not separate from it.



# Muxes in Zapotec Culture

The area is famous for its **Tehuana traje**, or traditional dress, which has beautiful floral material. Selling and trading these popular, fancy garments created a strong matriarchal society of independent women who are financially independent and respected as the main source of income for the family. This relative equality of genders in the region also contributes to the widespread acceptance of Muxes.

Artist, Frida Kahlo's mother was Oaxacan and she often wore the outfits because she admired the strength and independence of the region's women. Frida was a woman who challenged the gender stereotypes and boundaries of the art world, she is hailed as an icon among the Muxe community.





# Muxes in Zapotec Culture

In ancient Zapotec culture, there is no difference when talking about a man or a woman. It was the Spanish colonizers who brought with them the language that expressed gender as a binary: him/her. In ancient Zapotec language, they have a term (pronoun) to talk about people (la-ave), another one (la-ame) to talk about animals, and a third one (la-ani) when they talk about inanimate things.

**“In our language there is no him or her.”**

Today, Muxes are still thriving. Every November a celebration known as the Vigil (vela) of the Authentic Intrepid Searchers of Danger takes place in the city of Juchitán, Oaxaca, in Mexico.







LGBTQ + EQUITY WEEK

LOVE HAS NO LABELS

**Day 5**  
**3rd Grade**

# JOT WHAT YOU REMEMBER:

Write on a piece of paper or type any facts you recall.

## Muxes



## Two-Spirit



## Mahu



WHILE YOU WATCH,  
THINK ABOUT WHY  
THIS VIDEO IS CALLED  
"LOVE HAS NO  
LABELS."



**Labels** sometimes help us see meaning in the world & help our brains understand people, places and things.

Sometimes, labels can lead us to judge others or think that we may know things about them that are not true.



**Labels** are words that are given to describe a person or group.

**Can you think of some labels you know?**

Our society gives labels for categories like:

-Race

-Gender

Colors

-Religion

-Orientation

-Jobs

-

-Politics

-Foods

How can labels  
be **helpful**?



How can labels  
be **harmful**?



Think about the year 2121 (100 years from now!)

Write a letter or draw a poster to the future generation in the year 2121 (100 years from now) with what you hope the world will be like. Things to think about may include LGBTQ+ equity, racial equity, and other ideas that connected to **equity** that are important to you.

How do you hope the world is for people in the future?



# Letter Example

Dear Future Human in 2121,

My name is Jay and my pronouns are they, them, theirs. I am 9 years old. Right now, it is the year 2021. We are in the middle of the COVID pandemic and have had to wear face masks for about a year now!

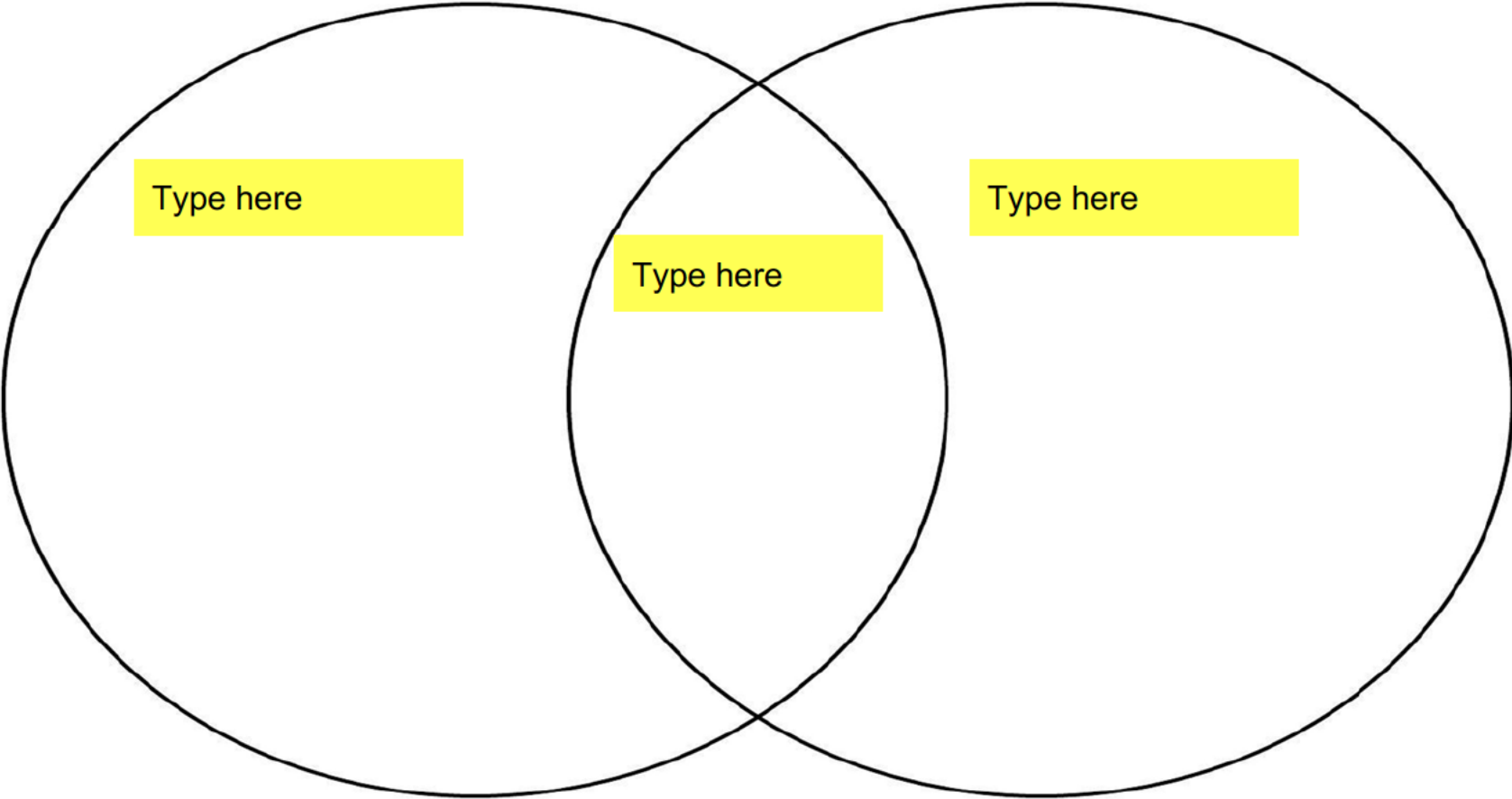
**Society right now is** very unfair and some people think they are better than other people. People are starting to stand up for what is right. I see a lot of marches on the T.V and I even went to a march last summer. I think it is wrong that people get treated differently because of their gender, skin color, or religion.

**I hope in the future,** that people can love who they love, be who they are, and feel important. I hope people read about people who are similar and different from them in school. I hope that nobody thinks they are better than anybody else.

Sincerely,

Jay

How are Two-Spirit people similar & different than the Transgender/Non-Conforming community?



**Two-Spirit**

**TGNC**