

Bexley City Schools

LGBTQ+ History Month

Elementary/Middle Resources

National Lesbian, Gay, Bisexual, Transgender, Queer
(LGBTQ) History Month: October 1 to October 31, 2024

LGBTQ+ History Month, observed in October, is a time to reflect on the significant contributions, struggles, and achievements of the lesbian, gay, bisexual, transgender, and queer community throughout history. It was established to recognize and honor the often-overlooked stories and figures who have shaped our world.

Celebrating LGBTQ+ History Month is essential for several reasons. Firstly, it educates people about the rich and diverse history of the LGBTQ+ movement, shedding light on the challenges faced and the progress made. It promotes inclusivity by highlighting the integral role LGBTQ+ individuals have played in various fields, from arts and sciences to politics and activism.

By acknowledging LGBTQ+ history, we ensure that the past is not forgotten and inspire a more accepting and inclusive future. This month serves as a reminder that the fight for equality is ongoing and that celebrating our differences is a source of strength and resilience.

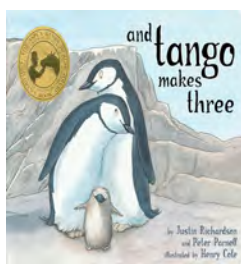
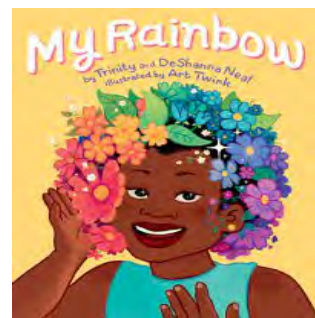
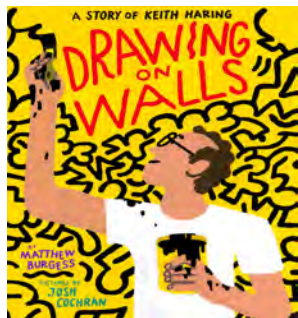
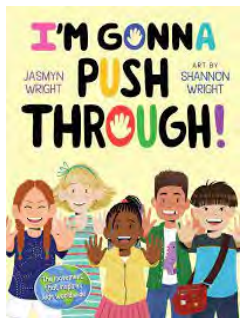
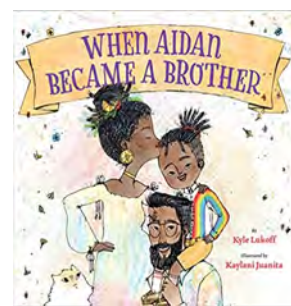
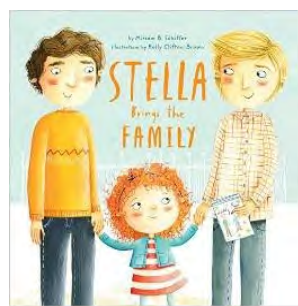
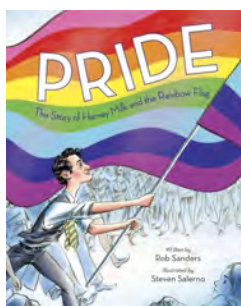


Please note: BCSD board policies must be followed accordingly. Any topic that is likely to arouse both support and opposition is considered controversial. Therefore, careful analysis must be given prior to the use of these resources to determine the appropriateness of the content. All such discussions must be held within an environment that protects open-mindedness and scholarly inquiry. For more information regarding the Bexley School Board Policy INB “Teaching About Controversial Issues” please click [Here](#). The views, thoughts, and opinions expressed in any text, website, or media in this document belong solely to the organizations, and do not necessarily reflect the views of BCSD.

The following definitions found on this link are aimed to inform staff members of different terms and language. **They are not intended for students.** [here](#).

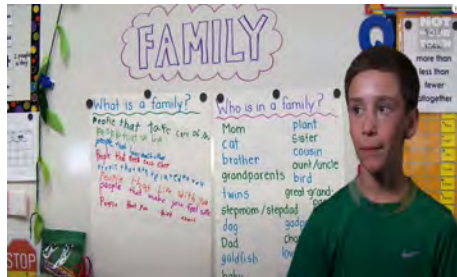
Elementary Video Read-Alouds

Click each book image below to hear the book read aloud.



Educational Materials and Resources

All youth require a safe home and social support to mature and develop the skills needed to transition to adulthood. Among lesbian, gay, bisexual, transgender, questioning, or other diverse identities (LGBTQ+) youth, having affirming families and friends is associated with improved mental health and better child welfare outcomes. Find resources in this section intended to help families support their LGBTQ+ youth; understand what to expect; and learn how to talk about a number of issues that may be impacting their youth.



Family Diversity (Elementary)

- [The Family Acceptance Project](#)
San Francisco State University - Works to decrease major health and related risks, such as suicide, substance abuse, HIV, and homelessness, for LGBTQ+ youth in the context of their families. The initiative uses a research-based, culturally grounded approach to help ethnically, socially, and religiously diverse families decrease rejection and increase support for their LGBTQ+ children.
- Just the Facts About Sexual Orientation and Youth
<https://www.apa.org/pi/lgbt/resources/just-the-facts#>
[Sólo los hechos sobre la orientación sexual y la Juventud en Español](#)
The APA and the other 12 organizations that comprise the Just the Facts Coalition have just published a new edition of Just the Facts about Sexual Orientation and Youth: A Primer for Principals, Educators, and School Personnel. (PDF, 254 KB) This group of national education, health, mental health, and religious organizations believe that all students should have an opportunity to learn and develop in a safe and supportive environment. Just the Facts provides information and resources for principals, educators, and school personnel who confront sensitive issues involving gay, lesbian, and bisexual students.
- Our Children: Questions and Answers for Families of Lesbian, Gay, Bisexual, Transgender, Gender-Expansive and Queer Youth and Adults [CHILDREN](#):
This guide focuses on providing support for parents, caregivers, families and friends of people who are LGBTQ, with an emphasis on sexual orientation and gender expression.
- Our Trans Loved Ones: Questions and Answers for Parents, Families, and Friends of People Who Are Transgender and Gender Expansive [OUR TRANS LOVED ONES](#):
This guide focuses on providing support for families and friends of transgender and gender-expansive children, adolescents, and adults. Pages 16-26 are specifically written for Childhood support and information. Our experiences, expertise, knowledge, and resources continue to evolve over time, and therefore, we encourage you to check with medical, mental health, social services, and other professional providers, or local support groups—including

PFLAG chapters—for the most up-to-date information on transgender and gender-expansive experiences.

- What Do You Say to ‘That’s So Gay’ & Other Anti-LGBTQ* Comments? [Comments](#)
It doesn’t matter if it is a first grader who might not know what the word “gay” means, a sixth grader trying to sound cool, or a tenth grader “teasing” a friend. All of these scenarios have the potential of creating an unsafe classroom or school environment and must be addressed. So, what can caring adults do?

Elementary/Middle School - Books

[Embracing All Families Booklist for Elementary](#)

[Creating Gender Inclusive Schools Booklist for Elementary](#)

[Creating LGBTQ+ Inclusive Schools Booklist for Elementary](#)

[LGBTQ+ History Booklist for Elementary](#)

[Top Books for an Elementary Classroom](#)

[LGBTQ+ Inclusive Schools Booklist for Middle School](#)


LGBTQIA+ Lesson Plans

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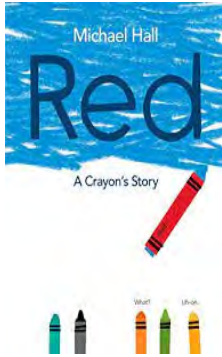
The following lesson plans are sourced from Welcoming Schools, A Project of the Human Rights Campaign Foundation. Their mission...By inspiring and engaging individuals and communities, the Human Rights Campaign strives to end discrimination against LGBTQ+ people and realize a world that achieves fundamental fairness and equality for all. HRC envisions a world where lesbian, gay, bisexual, transgender and queer people plus community members who use different language to describe identity are ensured equality and embraced as full members of society at home, at work and in every community.

For more information on ***SIMPLE WAYS TO INCORPORATE LGBTQ AND GENDER INCLUSIVE MATERIAL ACROSS THE CURRICULUM*** in Language Arts, Social Studies, Math, Music, Art, PE, Media Center, and SEL click on this [link](#).

Elementary/Middle

K-2	<p><u><i>Be Who You Are: With the Book</i></u> by Tood Parr</p>	2 sessions of 40 minutes	<p>Goals:</p> <ul style="list-style-type: none"> • To help students share and explore their identities through discussion of literature and art. • To provide students with an opportunity to share some of their identities with classmates and teachers. • To explore the concept of personal expression with students and to embrace differences in the classroom community • To explore the concept of gender expression with students.
			<p>Objectives:</p> <ul style="list-style-type: none"> • Students will listen to a book read aloud and discuss its meaning • Students will create a drawing that celebrates who they are. • Students will share their drawings and discuss what is unique about themselves
<p>Ohio Learning Standards for English Language Arts Speaking & Listening SL.K.1 (Also SL.1.1 and 2.1)</p>			
<p>SL.K. 1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>A. Follow agreed-upon rules for discussions (e.g. listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>B. Continue a conversation through multiple exchanges.</p>			
<p>SL.1. 1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>A. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>C. Ask questions to clear up any confusion about the topics and texts under discussion.</p>			
<p>SL.2. 1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>A. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>B. Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p>C. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p>			

K-2	<u>Red: A Crayon's Story - There's More To Me Than You Can See</u>	1 session of 35 minutes for reading/discussion; 1 project session of 45 minutes	<p>Goals:</p> <ul style="list-style-type: none"> • To provide students with an opportunity to share some of their identities with classmates and teachers. • To explore the concept of identity with students and embrace differences within the classroom community. • To explore the concept of gender identity with students.
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	<p>Objectives:</p> <ul style="list-style-type: none"> • Students will listen to and discuss the text and images in the book Red: A Crayon's Story. • Students will explore their internal identity by creating a personal crayon with the writing prompt "There's More To Me Than You Can See." • Students will begin to understand that we cannot know someone based on their appearance - we are all complex people with many identities.
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**Ohio Learning Standards for English Language Arts
Speaking & Listening _ SL.K.1, K2, K5, SL.1.1, 1.2, 1.5, SL.2.1, 2.2, 2.5**

SL.K. 1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

A. Follow agreed-upon rules for discussions (e.g. listening to others and taking turns speaking about the topics and texts under discussion).

B. Continue a conversation through multiple exchanges.

SL.K.2 Confirm understanding of a text read aloud or information presented in various media and other formats (e.g., orally) by asking and answering questions about key details and requesting clarification if something is not understood.

SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.


SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

A. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

C. Ask questions to clear up any confusion about the topics and texts under discussion.

SL.1.2 Ask and answer questions about key details in a text read aloud or information presented in various media and other formats (e.g., orally).
SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. <ul style="list-style-type: none"> A. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). B. Build on others' talk in conversations by linking their comments to the remarks of others. C. Ask for clarification and further explanation as needed about the topics and texts under discussion.
SL.2.2 Retell or describe key ideas or details from a text read aloud or information presented in various media and other formats (e.g., orally).
SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

K-2	<u><i>The Great Big Book of Families: Discussion Guide</i></u>	30-35 Minutes	Goals: <ul style="list-style-type: none"> ● To use literature to explore family diversity and increase the sense of inclusiveness in the classroom.
			Objectives: <ul style="list-style-type: none"> ● Students will be able to define what makes a family and describe a variety of families. ● Students will learn that families have similarities and differences. ● Students will be able to identify common characteristics within many families
Ohio Learning Standards for English Language Arts Speaking & Listening - SL.K.1 SL.1.1, SL.2.1 Reading Informational - RI.K.1, 1.1, 2.1			
SL.K. 1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. <ul style="list-style-type: none"> C. Follow agreed-upon rules for discussions (e.g. listening to others and taking turns speaking 			

about the topics and texts under discussion).
 D. Continue a conversation through multiple exchanges.


SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
 a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
 b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
 c. Ask questions to clear up any confusion about the topics and texts under discussion.

SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
 a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 b. Build on others' talk in conversations by linking their comments to the remarks of others.
 c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

RI.K.1 With prompting and support, ask and answer questions about key details in a text.

RI.1.1 Ask and answer questions about key details in a text.

RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

<p>K-3 K-5 for a school wide display</p>	<p><u>Love Makes A Family Display</u></p>	<p>1 - 25 minute session plus 1 or 2 project sessions</p>	<p>Goals:</p> <ul style="list-style-type: none"> ● To see that the common bond that holds all kinds of families and caring communities together is love and caring. ● To create a unique drawing about their own family and learn about their classmates' families through their drawings.
			<p>Objectives:</p> <ul style="list-style-type: none"> ● Students will be able to define what makes a family and describe a variety of families. ● Students will learn that families have some similarities and some differences. ● Students will create a drawing that celebrates each student's unique family structure and communicates an important aspect of their families. ● Students will learn about each other's unique families through the creation of a class (or school-wide) display.

Ohio Learning Standards for English Language Arts
Speaking & Listening - SL.K.1, SL.1.1, SL.2.1
Reading Informational - RI.K.1, RI.1.1, RI.2.1
Reading Literature - RL.2.7

SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

- A. Follow agreed-upon rules for discussions (e.g. listening to others and taking turns speaking about the topics and texts under discussion).
- B. Continue a conversation through multiple exchanges.

SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

- A. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- C. Ask questions to clear up any confusion about the topics and texts under discussion.

SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

- A. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- B. Build on others' talk in conversations by linking their comments to the remarks of others.
- C. Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.2.2 Retell or describe key ideas or details from a text read aloud or information presented in various media and other formats (e.g., orally).

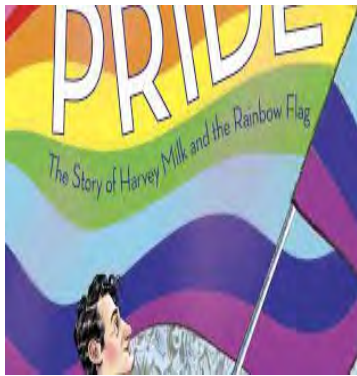
RI.K.1 With prompting and support, ask and answer questions about key details in a text.

RI.1.1 Ask and answer questions about key details in a text.

RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

Grades 3-5	<u>Harvey Milk And The Rainbow Flag</u>	1 - 35 to 45 minute session for reading/ Discussion and 2 or 3 - 40 minute project sessions	Goals: <ul style="list-style-type: none"> ● To learn about a key activist and leader in LGBTQ history. ● To learn about the creator of the rainbow flag. ● To help students share and explore identity through discussion of literature and art. ● To explore the concept of identity with students. ● To embrace differences in the classroom community through the creation of identity pride flags or capes.
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Objectives: <ul style="list-style-type: none"> ● Students will listen to a book read aloud and discuss its meaning. ● Students will learn about the activist Harvey Milk. ● Students will learn about the power of flags as cultural symbols. ● Students will learn about Gilbert Baker who created the rainbow flag. ● Students will create original identity flags or capes that communicate important aspects of themselves and their identities through colors, symbols and words.
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**Ohio Learning Standards for English Language Arts
Speaking & Listening - SL.3.1, 3.2, 3.5 SL.4.1, 4.2, 4.5 SL.5.1, 5.2, 5.5**

SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

- A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- B. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- D. Explain their own ideas and understanding in light of the discussion.

SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

- A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- B. Follow agreed-upon rules for discussions and carry out assigned roles.
- C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.


- A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- B. Follow agreed-upon rules for discussions and carry out assigned roles.
- C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

Grades 3-6	<u>A Look At LGBTQ+ History And Prominent LGBTQ+ People</u>	3 or 4 - 40 minute sessions	Goals: <ul style="list-style-type: none"> ● To learn about events in American history that are often omitted from textbooks. ● To learn about prominent LGBTQ+ people and about historical events that were part of the LGBTQ+ civil rights movement.
			Objectives: <ul style="list-style-type: none"> ● Students will listen to or read non-fiction texts for understanding. ● Students will design a poster with key information on a prominent LGBTQ+ person or historical event. ● Students will make a short presentation for the class based on their research. ● Students will write a short essay on a key moment in LGBTQ+ history or about a famous LGBTQ+ person.
Ohio Learning Standards for English Language Arts Reading Informational - RI.3.7, RI.4.3, 4.9, RI.5.6, 5.9			
RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).			
RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.			
RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.			
RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspectives they represent.			
RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.			

Grades 3-6	<u>Making Decisions: Ally or Bystander</u>	45 minutes	Goals: <ul style="list-style-type: none"> ● To increase ally behavior in the school community. ● To define the complexity of what it means to show ally behavior and train students in these skills. ● To increase students' empathy and compassion for those who are targeted for name-calling and bullying. ● To encourage students to articulate their beliefs regarding behavior toward others and to think about intentional ways to take care of other members in their school community.
			Objectives: <ul style="list-style-type: none"> ● Students will explore their own roles in incidences of bullying, harassment and name calling. ● Students will talk about bullying, harassment and name-calling. ● Students will consider different responses to bullying behavior and how that might change depending on the situation. ● Students will discuss alternatives to ignoring bullying, harassment and name-calling.
Ohio Learning Standards for English Language Arts Speaking & Listening - SL.3.1, SL.4.1, SL.5.1, SL.6.1			
<p>SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. B. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. D. Explain their own ideas and understanding in light of the discussion. 			
<p>SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. B. Follow agreed-upon rules for discussions and carry out assigned roles. C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. 			

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- D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

- A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- B. Follow agreed-upon rules for discussions and carry out assigned roles.
- C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.